

# Graduate Studies in Art & Design Education

## STUDENT HANDBOOK



### MASTER OF ARTS IN TEACHING IN ART & DESIGN EDUCATION & MASTER OF ARTS IN ART & DESIGN EDUCATION

#### VERMONT COLLEGE OF FINE ARTS

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*Revised June 2016*

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## **ACADEMIC CALENDAR/RESIDENCY SCHEDULE**

*This schedule is for planning purposes only. Please check with program offices for more specific residency information (arrival and departure times, etc.) before making travel arrangements.*

### **MAT/MA in ART & DESIGN EDUCATION:**

| <b>Semester</b>    | <b>Program</b> | <b>Semester Start Date</b> | <b>On-Campus Dates</b>      |                           | <b>Semester End Date</b> | <b>Graduation Date</b> |
|--------------------|----------------|----------------------------|-----------------------------|---------------------------|--------------------------|------------------------|
|                    |                |                            | <b>Residency Start Date</b> | <b>Residency End Date</b> |                          |                        |
| Winter-Spring 2016 | MAT/MAADE      | 8/25/15                    | n/a                         | n/a                       | 5/14/16                  | n/a                    |
| Summer-Fall 2016   | MAT/MAADE      | 5/15/16                    | 7/10/16                     | 8/6/16                    | 8/22/16                  | n/a                    |
| Winter-Spring 2017 | MAT/MAADE      | 8/23/16                    | n/a                         | n/a                       | 5/14/17                  | 7/22/17                |
| Summer-Fall 2017   | MAT/MAADE      | 5/15/17                    | 7/9/17                      | 8/5/17                    | 8/21/17                  | n/a                    |

### **LOW-RESIDENCY MFA PROGRAMS:**

| <b>Semester</b>    | <b>Low-Residency MFA Programs</b> | <b>New Student Orientation</b> | <b>On-Campus Dates</b>               |                           | <b>Semester End Date</b> | <b>Graduation Date</b> |
|--------------------|-----------------------------------|--------------------------------|--------------------------------------|---------------------------|--------------------------|------------------------|
|                    |                                   |                                | <b>Semester/Residency Start Date</b> | <b>Residency End Date</b> |                          |                        |
| Summer-Fall 2016   | Writing                           | 6/25/16                        | 6/26/16                              | 7/5/16                    | 12/28/16                 | 1/7/17                 |
| Summer-Fall 2016   | Writing for Children              | 7/8/16                         | 7/9/16                               | 7/18/16                   | 1/10/17                  | 1/20/17                |
| Summer-Fall 2016   | Visual Art                        | 7/21/16                        | 7/21/16                              | 7/30/16                   | 1/18/17                  | 2/3/17                 |
| Summer-Fall 2016   | Music Composition                 | 8/1/16                         | 8/1/16                               | 8/7/16                    | 2/3/17                   | 2/11/17                |
| Summer-Fall 2016   | Graphic Design                    | 10/9/16                        | 10/9/16                              | 10/15/16                  | 4/6/17                   | 4/15/17                |
| Summer-Fall 2016   | Film                              | 10/23/16                       | 10/23/16                             | 10/29/16                  | 4/20/17                  | 4/29/17                |
| Winter-Spring 2017 | Writing                           | 12/28/16                       | 12/29/16                             | 1/7/17                    | 6/24/17                  | 7/5/17                 |
| Winter-Spring 2017 | WCYA                              | 1/10/17                        | 1/11/17                              | 1/20/17                   | 7/7/17                   | 7/17/17                |
| Winter-Spring 2017 | Visual                            | 1/26/17                        | 1/26/17                              | 2/3/17                    | 7/18/17                  | 7/28/17                |
| Winter-Spring 2017 | Music                             | 2/5/17                         | 2/5/17                               | 2/11/17                   | 7/30/17                  | 8/6/17                 |
| Winter-Spring 2017 | Design                            | 4/9/17                         | 4/9/17                               | 4/15/17                   | 10/7/17                  | 10/14/17               |
| Winter-Spring 2017 | Film                              | 4/23/17                        | 4/22/17                              | 4/29/17                   | 10/20/17                 | 10/28/17               |

### **MFA in WRITING & PUBLISHING (Residential):**

| <b>Semester</b>    | <b>Program</b>       | <b>New Student Orientation</b> | <b>On-Campus Dates</b>     |                          | <b>Graduation Date</b> |
|--------------------|----------------------|--------------------------------|----------------------------|--------------------------|------------------------|
|                    |                      |                                | <b>Semester Start Date</b> | <b>Semester End Date</b> |                        |
| Summer-Fall 2016   | Writing & Publishing | 8/31/16                        | 8/30/16                    | 12/21/16                 |                        |
| Winter-Spring 2017 | Writing & Publishing | 1/23/17                        | 1/23/17                    | 5/12/17                  | May 2017 (tba)         |
| Summer-Fall 2017   | Writing & Publishing | 8/30/17                        | 8/30/17                    | 12/21/17                 |                        |

## **ACADEMIC FREEDOM**

Vermont College of Fine Arts protects the right of faculty members, students and staff to freedom of inquiry, thought, expression, publication and peaceable assembly. Faculty may not be penalized by VCFA for expressions of opinion or associations in their private or civic capacity. They should, however, remember that the public may judge VCFA by their utterances and should at all times be accurate, exercise appropriate restraint, and show respect for the opinion of others, making every effort to indicate that they are not speaking for the institution.

## **ACADEMIC INTEGRITY**

The purpose of VCFA's Academic Integrity Policy is to maintain the highest standard of academic integrity and professionalism. Academic dishonesty, or cheating, is defined as any act that would have the effect of giving unfair advantage, or unfairly advancing, one's academic standing in the learning community. Academic dishonesty in any form is unacceptable to the learning community of VCFA. Acts of academic dishonesty include, but are not limited to, the following:

- Plagiarism, which is defined as the unacknowledged use of another's work, with the clear intent of passing the work off as one's own. [See individual program policies on plagiarism.]
- Submitting critical, scholarly, or creative work, or any work products that have been prepared in whole or in part by others without appropriate acknowledgement or citation.
- Falsifying data, information, or citations in work submitted.
- Altering any VCFA form, record, or document; forging the signature of any VCFA student, faculty, or staff member.
- Acting to prevent others from completing their work; willfully disrupting, damaging, or destroying the work of others.
- Tampering in any way with College computer systems; copying or destroying computer files, programs, software, or manuals without proper authority.

See the program sections of the Student Handbook for program-specific procedures regarding plagiarism and academic honesty.

## **ACADEMIC & PROGRAMMATIC APPEALS**

Vermont College of Fine Arts assures that students have access to a process for the reconsideration of academic evaluations, advancement decisions and other academic actions of the programs. Students dissatisfied with such academic aspects of their program are encouraged to seek resolution. The first step toward resolution is discussion with the faculty advisor, the Program Director and/or the Faculty Chair. If no mutually agreed upon solution can be reached, students may submit written petitions to the Academic Dean, whose decisions are final.

For exceptions to program policies, students may present petitions to the Program Director and Faculty Chair, in consultation with the Faculty Advisor, if appropriate.

For reconsideration of administrative decisions, students should submit formal documentation in writing to the Program Director within two weeks of the initial decision or notice. The Program Director, after consultation with the Faculty Chair, as appropriate, will make a determination on the petition, consulting with the Faculty Advisory Committee if needed. Students may appeal decisions in writing to the Academic Dean, whose decisions are final.

## **ACADEMIC PROGRESS AND LENGTH OF PROGRAM**

### **MAT/MAADE**

Both the MAT and MAADE programs utilize grades and traditional credit bearing calculations for courses. GPA's are calculated. Student are required to meet the minimum state mandated score on the Praxis II exam (Art Content Area), before beginning their Student Teaching placement. A student must earn a minimum 3.0 GPA to qualify for state teaching licensure. Each student's academic progress will be reviewed by faculty at the conclusion of each semester, and if necessary, plans to support student learning will be developed. Students may be placed on academic probation if they are not achieving specific milestones or requirements.

If a student receives a final assessment of "C" or lower for any enrolled credits, s/he may be placed on probation for the following term. Probation is not allowed for two consecutive terms, or for more than two terms total, during the student's enrollment at VCFA.

See program section of handbook for more specific information on evaluation, assessment and academic progress.

# ACADEMIC RECORDS

## ***Student Right to Privacy (FERPA)***

Vermont College of Fine Arts complies with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended. The purpose of the act is to afford certain rights to students concerning their education records. The primary rights afforded are the right to inspect and review the education records, the right to seek to have the records amended and the right to have some control over the disclosure of information from the records. The Act does not apply to students admitted to Vermont College of Fine Arts who have not officially enrolled. VCFA affords all of the rights under the law to its students.

## **Educational Officials**

FERPA specifies that VCFA staff and faculty and certain other government or accrediting officials with a legitimate educational interest do have the right to review student records without consent. This includes any person employed by the college in an administrative, supervisory, academic, research, or other administrative position; individuals serving on the Board of Trustees; a student serving on an official committee (such as a grievance or disciplinary committee) or in a supervised Work Study position; individuals, organizations and other entities employed by or under contract to VCFA (such as an auditor, attorney, contractor, consultant, collection agent, or volunteer); accrediting or financial aid agencies and state and federal officials conducting lawful activities; and other outside parties providing services and functions or otherwise acting on behalf of the institution. VCFA staff and faculty with legitimate access to education records must be aware of their FERPA obligations with respect to privacy and disclosure of student information.

## **Legitimate Educational Interest**

Education officials have a legitimate educational interest when, in the exercise or completion of their administrative, supervisory, academic, research or other administrative responsibilities on behalf of the institution, incur the need to know specific information from education records.

## **Annual Notification**

Students will be notified of their rights as stipulated by FERPA annually, by publication in the Student Handbook or any other method deemed appropriate by the Registrar.

## **Directory Information**

Student records are confidential, with access limited to those directly involved in the administrative or academic process. In accordance with FERPA, the college will not release student educational information without the expressed, written consent of the student. There are, however, some exceptions. As specified under the provisions of FERPA, certain information is considered to be public information, or "directory information," provided that students are given the opportunity to prohibit the disclosure of such information.

At VCFA, the following information is considered "Directory Information":

- Name
- Address
- Telephone #
- Email Address

- Photographs/Digital Images/Audio/Video
- Date of Birth
- Major Program of Study
- Class Schedule
- Dates of Attendance
- Grade Level
- Enrollment Status
- Degrees Received

**Students have the right to withhold the release of “Directory Information.”**

To do so, a student must make a written request to the Registrar to withhold this information. It should be noted that if a student asks for “Directory Information” to be withheld, it will be withheld from a variety of sources, including: friends, relatives, prospective employers, honor societies and the news media. Students should be aware that directory “blocks” are permanent and will not be removed without written request.

Examples of other exceptions:

- Emergency situation
- Lawfully issued subpoena
- Educational “need to know” by appropriate faculty or staff at the college

**Students have the right to review any of their educational records.**

Students should submit to the Registrar and Program Director written requests that identify the record(s) they wish to inspect.

**Students have the right to seek amendment of educational records that they believe to be inaccurate or misleading.** They should write to the Registrar and Program Director, clearly identifying the part of the record they want changed and specifying why it is inaccurate or misleading.

If the Registrar and Program Director decide not to amend the record as requested by the student, the student will be notified of the decision and advise the student of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing. Students who disagree with the resolution of a challenge are allowed to document their objection, and this statement must be retained and released with the education record to which the student objected.

**Students have the right to file complaints with the Department of Education** concerning alleged failure by Vermont College of Fine Arts to comply with the law. Written complaints should be directed to the following office:

Family Policy Compliance Office  
 U.S. Department of Education  
 600 Independence Avenue SW  
 Washington, DC 26202-4605  
 (202) 260-3887, Fax (202) 260-9001.

## ***Transcripts***

Transcripts are issued by VCFA's Registrar's Office. Transcripts are available through [myVCFA](https://myvcfa.vcfa.edu), the college's secure "Self-Service" portal: [myvcfa.vcfa.edu](https://myvcfa.vcfa.edu). Unofficial transcripts may be viewed and printed free of charge; there is a \$10 fee for each official transcript issued, and payment must be submitted with the transcript request.

Once all end-of-semester grades and paperwork (final evaluations from both the student and their faculty advisor and Mentor Teaching Faculty for MAT year 2 students) is submitted by the Program office to the Registrar's office, final assessments and credits awarded are posted to each student's academic record, usually within one week. The earliest date students should expect their academic records to be updated and transcripts to become available is two weeks after the residency.

VCFA will not issue transcripts of a student's academic record until all debts with the college are cleared. For more information on transcripts, grades, and academic records at VCFA, please contact the Registrar's Office at (802) 828-8724 or visit [registrar@vcfa.edu](mailto:registrar@vcfa.edu).

## ***Transfer Credits***

The MAT and MAADE programs at VCFA will *consider* accepting a maximum of one semester of graduate-level transfer credit toward the respective degree. In order for credits to be considered for transfer, the student must apply and be accepted into the program, and the credits must be from an accredited institution of higher education. All potential transfer credits are subject to Faculty and/or Admissions Committee review. The earliest that a transfer credit decision will be made is at the point of acceptance into the program. See the individual program sections of the Student Handbook for program-specific criteria and procedures.

Credits obtained at Vermont College of Fine Arts are transferable only at the discretion of the receiving school.

*For more information about FERPA and/or student records at VCFA, please contact the Registrar's office.*

# ACCREDITATION

Vermont College of Fine Arts is accredited by the New England Association of Schools and Colleges, Inc., through its Commission on Institutions of Higher Education.

The MAT program is accredited through the State of Vermont Agency of Education.

The MAT/MAADE, MFA in Graphic Design, and MFA in Visual Art programs are in the process of obtaining NASAD accreditation.

Inquiries regarding the status of an institution's accreditation should be directed to the administrative staff of the institution. Individuals may also contact:

Commission on Institutions of Higher Education  
New England Association of Schools and Colleges  
209 Burlington Road  
Bedford, MA 01730-1433  
Phone: 781-271-0022  
E-mail: [cihe@neasc.org](mailto:cihe@neasc.org)  
Web address: <http://www.neasc.org/>

To contact the VSBPE, send  
correspondence to:  
Vermont Agency of Education  
120 State Street  
Montpelier, Vermont 05620-2501  
C/O: Rebecca Plude  
Email: [Rebecca.Plude@state.vt.us](mailto:Rebecca.Plude@state.vt.us)  
Tel: (802)828-2444

## **ADMISSION TO VCFA**

Admissions to Vermont College of Fine Arts (VCFA) have the goal of assuring a capable and engaged student body moving toward the timely completion of graduate degrees that recognize excellent creative and critical work. Students are admitted based on their records of preparation to do graduate work in the discipline and/or genre(s) in which they apply, and on the judgment of the faculty that they can succeed in their program and contribute to the collaborative learning environment of the college. Candidates' creative and critical ability, commitment, and goals must be appropriate for graduate-level work and consistent with the requirements and goals of the program to which they apply. While mindful of the value of a diversified student body, VCFA faculty and administration will make admission decisions that are not determined by age, gender, sexual preference, race, religion, nationality, disability or any factor apart from the criteria expressed above.

See the program sections of the handbook for program-specific admissions information and procedures.

## **AMERICANS WITH DISABILITIES ACT (ADA)**

### **Definition:**

VCFA conducts its academic programs in accord with the provisions of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which stipulate that:

- No student may be excluded from any program or any course solely on the basis of disability;
- Modifications in degree or course requirements may be necessary to meet the requirements of some disabled students;
- Auxiliary aides, such as tape recorders, note takers or amplification devices must be permitted in the classroom when they are required to ensure the full participation of disabled students;
- Special teaching equipment or devices used in the classroom (and in some cases teaching techniques that rely upon the sight, hearing, or mobility of students) may require adaptation in individual cases;
- Alternate assessment and evaluation methods for measuring student achievement may be necessary for students with impaired sensory, manual, writing or speaking skills (except where those are skills being measured);
- Group meetings, classes, seminars, and/or lectures may have to be relocated to permit access for students with mobility impairments;
- Counseling of disabled students toward more restrictive careers than non-disabled students is discriminatory; unless such counsel is based on strict licensing or certification requirements in a profession.

### **Implementation:**

Upon acceptance to a Vermont College of Fine Arts program, every student is sent a form asking if the student has any disability that has been officially diagnosed by a licensed professional. Even if a student does not have a disability, or if a student chooses not to inform the College about a disability, the form must still be signed, indicating the student has read it, and returned it to the student's

program office. These forms will then be forwarded to the Program Director. Students who have not received this form should obtain one from his or her program's office and return it at the earliest opportunity.

### **Preliminary Review:**

After consultation with the student, the Program Director makes one of several recommendations:

- The student submits appropriate professional assessment and documentation of a disability from a qualified, licensed professional to the Disabilities Services Coordinator. The licensed professional will provide a comprehensive report, including diagnoses and recommendations for academic or other accommodation. Specific College guidelines for documentation can be obtained from the Disabilities Services Coordinator and should be made available for evaluators to follow. All evaluations must be as current as possible, conducted within a reasonable time prior to their submission. VCFA does not conduct nor pay for such assessments.
- That professional assessment and documentation is not indicated or required but the student should seek out appropriate academic assistance from faculty and program staff.
- That there does not seem to be reason to suggest assessment or assistance.

### **Accommodation Profile:**

Upon receiving appropriate documentation of a disability as described above, the Disabilities Services Coordinator will, if a student so requests, develop an educational profile recommending accommodations and providing suggestions for students and faculty in the living/learning environment. The student must release this document to any individual by way of a signed release form provided by the Disabilities Services Coordinator. It may not be distributed by any other means or discussed publicly for reasons of student confidentiality.

### **Voluntary Nature of this System:**

Students are not compelled to report disabilities, or to follow up on referrals to the Disabilities Services Coordinator, or to seek and pay for professional assessments, or to release the educational profile for accommodations to the program. Unless the student voluntarily completes these actions, VCFA cannot make accommodations for the student.

### **Confidentiality:**

The material provided by the student or by professionals who have been involved in the student's diagnosis or treatment will be treated as confidential information. Access will be granted only to the Disabilities Services Coordinator and those involved in the student's education. It will be shared only to the extent that it contributes to developing an individual educational profile for the student. Information will be shared with others only with the written permission of the student.

### **Appeal:**

Any student dissatisfied with the adjustments made to accommodate a disability will have the right to appeal. The appeal process will be as follows:

A written statement of the dispute will be sent by the student to the Academic Dean. This statement should include all relevant information and should request clear remedial action. Based on this statement, the Academic Dean will either activate changes to the individual accommodations, or resolve that the profile as developed is appropriate. The Academic Dean level of appeal will be final.

# Service Animal and Assistance Animal Policy

Vermont College of Fine Arts complies with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, the federal Fair Housing Act, and the Vermont Public Accommodations Act, to the extent that these laws are applicable to its programs and facilities. The following Service and Assistance Animals Policy was adopted to facilitate VCFA's compliance with applicable law. Animals that are neither service nor assistance animals as defined in this policy and applicable law are generally not permitted on campus.

## Service Animals

The American with Disabilities Act defines a "service animal" as "any guide dog, signal dog, or other animal individually trained to provide assistance to an individual with a disability." A service animal is not a pet, but can perform some of the functions and tasks that an individual with a disability cannot perform themselves. Animals are considered "service animals" under the ADA if they meet this definition, regardless of whether they have been licensed or certified by a state or local government. The functions or tasks performed by the animal must be directly related to the individual's disability. Assistance animals, as defined below, are not considered service animals. The following policy guidelines apply to service animals at VCFA:

1. A service animal may be excluded from any VCFA facility if that animal poses a direct threat to the health or safety of others, if its behavior (for example, barking), is disruptive to other participants within the facility, or if it is not housebroken.
2. If a service animal is excluded from a facility, the individual with a disability will be given the option of continued participation, with assistance, within the facility.
3. The service animal must be clean, housebroken, in good health, and be current on its rabies vaccination.
4. All service animals must be harnessed, leashed, or tethered, unless these devices interfere with the service animal's work or the individual's disability prevents using these devices. In that case, the individual must maintain control of the animal through voice, signal, or other effective controls.
5. All individuals who use service animals on campus must abide by current city ordinances/laws pertaining to licensing and vaccination requirement for service animals. It is the responsibility of the owner and/or user of the animal to know about these ordinances and/or laws.
6. All owners and/or users of service animals are responsible for cleaning up after and properly disposing of their animal's feces while on campus.
7. When it is not obvious what service an animal provides, only limited inquiries are allowed. VCFA employees may ask two questions: (1) is the dog a service animal required because of a disability, and (2) what work or task has the dog been trained to perform? Employees cannot ask about the person's disability, require medical documentation, require a special identification card or training documentation for the dog, or ask that the dog demonstrate its ability to perform the work or task.

Students who plan to utilize a service animal on campus should contact the Disability Services Coordinator at [disability.services@vcfa.edu](mailto:disability.services@vcfa.edu) to let the College know that the animal will be on campus regularly, and to discuss any applicable logistical issues. Faculty members and staff members who plan to utilize a service animal on campus should contact [disability.services@vcfa.edu](mailto:disability.services@vcfa.edu) for the same reasons.

## Assistance Animals

"Assistance Animals" (which are sometimes also referred to variously as emotional support animals, companion animals, or therapy animals) are a category of animals that may work, provide assistance, or perform physical tasks, for an individual with a disability and/or provide necessary emotional support to an individual with a mental or psychiatric disability that alleviates one or more identified symptoms of an individual's disability, but which are not considered Service Animals under applicable law and VCFA's

Service Animals Policy. Some Assistance Animals are professionally trained, but in other cases Assistance Animals provide the necessary support to individuals with disabilities without any formal training or certification. Dogs are commonly used as assistance animals, but other animals may serve a person with a disability as an Assistance Animal.

The question in determining if an Assistance Animal will be allowed in housing owned, operated or controlled by VCFA is whether or not the Assistance Animal is necessary because of the individual's disability to afford the individual an equal opportunity to use and enjoy that housing, and its presence in that housing is reasonable. However, even if the individual with a disability establishes necessity for an Assistance Animal and it is allowed in VCFA housing, an Assistance Animal is not permitted in other areas of the College (e.g. dining facilities, libraries, academic buildings, classrooms, studios, performance spaces, etc.).

### **Procedures for Requesting Assistance Animals in VCFA Housing**

The procedure for requesting Assistance Animals follows the general procedures set forth in VCFA's Americans with Disabilities Act Policy, supplemented by the additional considerations and requirements outlined below.

### **Criteria for Determining Whether Presence of an Assistance Animal is Reasonable**

VCFA housing is unique in several aspects including the mandatory assignment of roommates for many individuals and the requirement that individuals must share a room or suite in certain residence halls. To ensure that the presence of assistance animals is not an undue administrative burden or fundamental alteration of VCFA housing, the College reserves the right to assign an individual with an assistance animal to a single room without a roommate.

However, for all requests for assistance animals, the Disabilities Services Coordinator will consult with responsible College officials as necessary in making a case-by-case determination of whether the presence of an assistance animal is reasonable. A request for an assistance animal may be denied as unreasonable if the presence of the animal: (1) imposes an undue financial and/or administrative burden on the College; (2) fundamentally alters VCFA's housing policies; and/or (3) poses a direct threat to the health and safety of others or would cause substantial property damage to the property of others, including VCFA property. The College may consider the following factors, among others, as evidence in determining whether the presence of the animal is reasonable, or in the making of housing assignments for individuals with Assistance Animals:

1. The size of the animal is too large for available assigned housing space;
2. The animal's presence would force another individual from individual housing (e.g. serious allergies);
3. The animal's presence otherwise violates individuals' right to peace and quiet enjoyment;
4. The animal is not housebroken or is unable to live with others in a reasonable manner;
5. The animal's vaccinations are not up-to-date;
6. The animal poses or has posed in the past a direct threat to the individual or others such as aggressive behavior towards or injuring the individual or others; or
7. The animal causes or has caused excessive damage to housing beyond reasonable wear and tear.

### **Access to Non-Residential VCFA Facilities by Assistance Animals**

An Assistance Animal must be contained within an individual's privately-assigned individual living accommodations (e.g., room, suite, apartment) except to the extent the individual is taking the animal out for natural relief. When an Assistance Animal is outside the private individual living accommodations, it must be in an animal carrier or controlled by a leash or harness (subject to the leash/harness exceptions stated above). Assistance Animals are not allowed in any VCFA facilities other than VCFA residential facilities to which the individual is assigned.

Assistance Animals must be properly housed and restrained or otherwise under the dominion and control of the owner at all times. No owner shall permit the animal to go loose or run at large. If an animal is found running at large, the animal is subject to capture and confinement and immediate removal from VCFA housing.

### **Individual's Responsibilities for Assistance Animal**

If the College grants an individual's request to live with an Assistance Animal, the individual is solely responsible for the custody and care of the Assistance Animal and must meet the following requirements: The owner must abide by current city, county, and state ordinances, laws, and/or regulations pertaining to licensing, vaccination, and other requirements for animals. It is the individual's responsibility to know and understand these ordinances, laws, and regulations. The College has the right to require documentation of compliance with such ordinances, laws, and/or regulations, which may include a vaccination certificate. The College reserves the right to request documentation showing that the animal has been licensed. The owner is required to clean up after and properly dispose of the animal's waste in a safe and sanitary manner and, when provided, must use animal relief areas designated by VCFA. An individual with a disability may be charged for any damage caused by his or her Assistance Animal beyond reasonable wear and tear to the same extent that it charges other individuals for damages beyond reasonable wear and tear. The owner's living accommodations may also be inspected for fleas, ticks or other pests if necessary as part of the College's standard or routine inspections. If fleas, ticks or other pests are detected through inspection, the residence will be treated using approved fumigation methods by a College-approved pest control service. The owner will be billed for the expense of any pest treatment above and beyond standard pest management in residential facilities. The College shall have the right to bill the individual's account for unmet obligations under this provision. The owner must fully cooperate with VCFA personnel with regard to meeting the terms of this Policy and developing procedures for care of the animal (e.g., cleaning the animal, feeding/watering the animal, designating an outdoor relief area, disposing of feces, etc.).

Assistance Animals may not be left overnight in VCFA Housing to be cared for by any individual other than the owner. If the owner is to be absent from their residence hall overnight or longer, the animal must accompany the owner. The owner is responsible for ensuring that the Assistance Animal is contained, as appropriate, when the owner is not present during the day while attending classes or other activities. The owner agrees to abide by all equally applicable residential policies that are unrelated to the individual's disability such as assuring that the animal does not unduly interfere with the routine activities of the residence or cause difficulties for individuals who reside there.

The animal is allowed in VCFA housing only as long as it is necessary because of the owner's disability. The owner must notify the Disabilities Services Coordinator if the Assistance Animal is no longer needed or is no longer in residence. To replace an Assistance Animal, the new animal must be necessary because of the owner's disability and the owner must follow the procedures in this Policy and the Americans with Disabilities Act Policy when requesting a different animal.

VCFA personnel will not provide care or food for any Assistance Animal including, but not limited to, removing the animal during emergency evacuation for events such as a fire alarm. Emergency personnel will determine whether to remove the animal and may not be held responsible for the care, damage to, or loss of the animal.

### **Removal of Assistance Animal**

VCFA may require the individual to remove the animal from College housing if:

- 1) the animal poses a direct threat to the health or safety of others or causes substantial property damage to the property of others;
- 2) the animal's presence results in a fundamental alteration of a College program;
- 3) the owner does not comply with the owner's responsibilities set forth above; or
- 4) the animal or its presence creates an unmanageable disturbance or interference with the VCFA community.

VCFA will base such determinations upon the consideration of the behavior of the particular animal at issue, and not on speculation or fear about the harm or damages an animal may cause. Any removal of the animal will be done in consultation with the Disabilities Services Coordinator and may be appealed as outlined in the Appeal Procedures section of the VCFA Americans with Disabilities Act Policy.

Should the Assistance Animal be removed from the premises for any reason, the owner is expected to fulfill housing obligations for the remainder of the housing contract.

### **Non-Retaliation Provision**

VCFA will not retaliate against any person because that individual has requested or received a reasonable accommodation in VCFA housing, including a request for an Assistance Animal.

## Appeals, Complaints & Grievances

### **Academic and Programmatic Appeals:**

Vermont College of Fine Arts assures that students have access to a process for the reconsideration of academic evaluations, advancement decisions and other academic actions of the programs. Students dissatisfied with such academic aspects of their program are encouraged to seek resolution. The first step toward resolution is discussion with the faculty advisor, the Program Director and/or the Faculty Chair. If no mutually agreed upon solution can be reached, students may submit written petitions to the Academic Dean, whose decisions are final.

For exceptions to program policies, students may present petitions to the Program Director and Faculty Chair, in consultation with the Faculty Advisor, if appropriate.

### **Complaints and Grievances (non-Academic):**

For reconsideration of administrative decisions, and all non-academic grievances and complaints, students should submit formal documentation in writing to the Program Director within two weeks of the initial incident, decision or notice. The Program Director, after consultation with the Faculty Chair, as appropriate, will make a determination on the petition, consulting with the Faculty Advisory Committee if needed. Students may appeal decisions in writing to the Academic Dean, whose decisions are final.

If there are numerous complaints regarding a specific issue or incident, the Program Director brings the complaint to the attention of the Academic Dean, who then consults with the President, if necessary, and develops a plan to address the issue. This plan is shared with the students and/or the college community via email from the President or Academic Dean or through a town hall-style meeting.

For further information about the complaints and grievances process through the State of Vermont, please see the state's Complaint Resolution Statement: [http://education.vermont.gov/documents/EDU-Complaint\\_Resolution\\_Statement\\_for\\_Postsecondary\\_Education\\_Matters.pdf](http://education.vermont.gov/documents/EDU-Complaint_Resolution_Statement_for_Postsecondary_Education_Matters.pdf)

For complaints or grievance specifically related to discrimination or harassment, please see the college's Discrimination and Harassment Policy.

## **Closing of the College or Programs**

Consistent with standard 4.11 of the NEASC Commission on Institutions of Higher Education, Vermont College of Fine Arts (VCFA) recognizes its responsibility in the case of the closing of any VCFA program to assist enrolled students to complete their education with a minimum of disruption. The preferred solution in such a case will be to teach-out the program using appropriate educational standards and resources. If that is not possible, VCFA will do its best to assist students in finding comparable programs that will accept them using articulation agreements created to assure transferring students the least possible disruption and expense.

## **Credit Hours Per Semester**

In keeping with the standards recognized by the higher education community, VCFA utilizes the following general guidelines for estimating credit hours per semester:

Each credit constitutes 15 hours of instruction, with applicable workload for graduate students. Credit disbursement is not even across the different semesters, but instead reflects the specific coursework required. Full time for MAT is 8 credits. Full time for MA is 12.

MAT Program total: 53

Summer I: 14 credits

Fall/Spring I: 8 credits

Summer II: 15 credits

Fall/Spring II: 15 credits

Summer II graduation residency: 1 credit

MA Program total: 30-36

Summer I: 14 credits

Fall/Spring: 15 credits

Summer II graduation residency: 1 credit

Summer II (optional): 6

Students are on campus for a 4-week summer residency consisting of core and workshop courses. During the Fall/Spring semesters students participate in seminar discussions, fieldwork/observations, student teaching, thesis preparation, research and writing, all under the supervision of faculty. Each program requires students to participate in a final graduation residency, which is the culmination of the educational experience at VCFA.

# DISCRIMINATION & HARASSMENT

Vermont College of Fine Arts is committed to providing faculty, staff, students, artist-teachers, and invited visitors with an environment where they may pursue their careers or studies free from discrimination. The Chief Financial Officer is ultimately responsible for administering the college's equal opportunity, anti-harassment and accessibility (ADA) policies, and shares procedural responsibility with the program directors. The Office exists, in part, to ensure that all members of the College community understand their responsibility to create and maintain an environment free from discrimination and harassment.

The College pledges itself to the broad application of the Civil Rights Act of 1964, as amended, in particular Titles VI and VII, Title IX of the Education Amendments of 1972, the Equal Pay Act of 1963, the Americans and Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and comparable state and local laws.

## **Definition:**

For purposes of this policy, discrimination and sexual harassment are defined as follows:

### ***Discriminatory Harassment***

Discriminatory harassment is conduct of any nature, which denies equal privileges or treatment to a particular individual because of sex, race, color, religion, national origin, gender, age, marital status, disability, and status as a Vietnam veteran, or sexual orientation, and/or any other classification protected by law. Harassment may include, but is not limited to, verbal or physical attacks, written threats or slurs, unwelcome banter, teasing, or jokes that are derogatory, or depict individuals in a stereotypical and demeaning manner, or any other conduct based on the protected classification which has the purposes or effect of interfering unreasonably with an individual's work or academic performance or creates an offensive, hostile, or intimidating working or learning environment.

### ***Sexual Harassment***

Sexual harassment is a form of sex discrimination and has been defined by the U.S. Equal Employment Opportunity Commission as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- A. Submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment, promotion, grades or academic status; **or**
- B. Submission to or rejection of such conduct is used as a basis for making an employment or academic decision affecting an individual; **or**
- C. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance, or of creating and intimidating, hostile or offensive environment for work or learning.

Sexual harassment may involve the behavior of a person of either gender toward a person of the same or opposite gender when that behavior falls within the operative definition of sexual harassment. Harassment without an overt sexual component can also violate the law and College policies under

the circumstances outlined in the discriminatory harassment definition where it is shown that the harassment is directed at an individual because of the individual's gender.

Sexual harassment is prohibited and will not be tolerated at Vermont College of Fine Arts. Sexual harassment violates the dignity of individuals and impedes the realization of the College's educational mission. The College is committed to preventing and eliminating sexual harassment of faculty, staff and students through education and by encouraging faculty, staff and students to report any concerns or complaints about sexual harassment. Prompt corrective measures will be taken to stop sexual harassment whenever and wherever it occurs.

**PROCEDURE:**

The Chief Financial Officer has primary responsibility for resolving complaints. Students should first bring any concerns to their program director; any other member of the College community who has a complaint should immediately report the incident to the CFO or their immediate supervisor. The College prohibits retaliation against anyone who files a complaint and/or participates in an investigation.

The College will make every effort to promptly investigate and resolve complaints with due regard for fairness and the rights of both the complainant and alleged offender. The College will make every effort to protect the privacy of the parties. If there is evidence of harassment, the College will make the prompt and effective corrective action appropriate to the situation. Knowingly make false allegations of harassment or providing evidence with the knowledge that it is false are also violations of College policy and will subject that person to disciplinary action.

**DISCIPLINARY SANCTIONS:**

Disciplinary sanctions for violations of this policy, which may range from a reprimand to dismissal from the College, will be imposed in accordance with applicable College policies.

## GOVERNANCE

Vermont College of Fine Arts is governed by a Board of Trustees whose composition and activities are guided by its By-Laws, adopted February 26, 2007 and revised January 12, 2008. The Board of Trustees has final responsibility for the institution, and assures the institution's health by exercising its authority to: determine the mission of the College; hire, evaluate and retain the President of the College; approve the strategic plan; and set tuition and budget. The Trustees delegate operating authority to the President of the College to achieve the College mission and realize its strategic plan within the established budget.

The Trustees delegate operating authority to the President of the College to achieve the College mission and realize its strategic plan within the established budget. Academic affairs receive input from an Academic Council consisting of program directors and faculty of each program along with the Academic Dean. Operating decisions at the level of academic programs and administrative offices are the responsibility of Cabinet Level Administrators and Program Directors. Students with questions about policies, operating decisions, or governance should discuss their inquiries with their Program Directors.

Students are encouraged to form a cross-program **Advisory Committee** on which each program is represented by a student from each entering cohort. This group is self-organizing and makes recommendations to the Administration of the College.

The **Student Advisory Council**, consisting of two student representatives from each academic program, provides student input on College affairs, including strategic planning, academic programs, and student services. Program Directors may nominate two students from their respective programs whom the President, Academic Dean, or other representative of the College administration or faculty will consult by telephone conference when issues arise requiring student consultation.

## LIBRARY

In 2011, the VCFA Library joined a global consortium of over 60,000 libraries, and as a result our searchable online catalog now combines all of these libraries' card catalogs. A powerful resource, our simple search engine offers an enormous, open-access catalog containing virtually every book ever published. It also lists millions of sound recordings, periodicals, movies, maps, musical scores, and special collections. Most items not owned by VCFA Library can be requested via Interlibrary Loan. Through WorldCat, hundreds of thousands of e-books, electronic periodicals, along with thousands of public domain titles are instantly available in full-text format. The subscription databases JSTOR, Project MUSE, Art Full Text, and the Gale Company databases are fully integrated with this one, simple search engine.

### ***Library Contact Information:***

VCFA Library  
36 College Street  
Montpelier, VT 05602  
(802) 828-8512 (phone)  
(802) 828-8514 (fax)

<http://www.vcfa.edu/library>

### **General Email Correspondence:**

Send a message to [vcfalibrary@vcfa.edu](mailto:vcfalibrary@vcfa.edu) to request:

- Interlibrary loans
- Copies of research documents
- Circulating library materials
- Renewals of circulating materials currently on loan to you
- Research assistance, answers to reference questions, etc.

NOTE: Please be sure to identify yourself within the text of your email message.

## **STUDENT ID CARDS**

Enrolled VCFA students will receive a student ID card at their first residency. This card is used in the VCFA Library, for admission to the art gallery, for after-hours admission to the computer lab during residencies, and other activities. Students may also use their VCFA student ID cards at libraries which extend their lending privileges to VCFA students and for student discounts elsewhere. There is a \$5 fee for replacement ID cards.

# VETERANS BENEFITS

Vermont College of Fine Arts is approved by the Department of Veterans Affairs (VA) to accept veterans' benefits. VCFA also participates in the Yellow Ribbon Program. VCFA's registrar certifies enrollment for veterans or their dependents so that their educational benefits can be used at VCFA.

VCFA is also approved for the Tuition Assistance (TA) Program through the Department of Defense. A veteran's eligibility for educational benefits is established by the VA. Information may be found at [www.gibill.va.gov](http://www.gibill.va.gov) or by calling 1-888-442-4551. The amount of the benefit is dependent on eligibility and entitlements.

Veterans who are planning to use their educational benefits to attend VCFA must first obtain a "Letter of Eligibility" from the VA. The form for this purpose (Form 22-1990 - Application for Education Benefits), along with complete instructions, is available at [www.gibill.va.gov](http://www.gibill.va.gov). The VA will then issue a "Letter of Eligibility" to the veteran, a copy of which should be sent to the registrar's office at VCFA:

Office of the Registrar  
Vermont College of Fine Arts  
36 College Street  
Montpelier, VT 05602

Any questions about Veterans benefits should be directed to the registrar at [registrar@vcfa.edu](mailto:registrar@vcfa.edu) or 802-828-8724.

## VCFA EMAIL POLICY

Email is the primary means of communication within the VCFA community. The Information Technology Department (IT) will assign all faculty, students and alumni an official VCFA email address. All College communications will be sent to students, faculty and alumni via their VCFA email accounts, with the expectation that these communications will be received and read in a timely fashion (at least once a day is recommended).

When using VCFA email, students, faculty, staff, and alumni must observe high standards of professionalism, discretion, and ethics. Disclosure of information about students or employees in violation of laws or College policies protecting confidentiality is prohibited. Given the nature of electronic communication, email users are reminded that confidentiality and privacy cannot be guaranteed.

It is a violation of the VCFA code of conduct for any user of an official email address to impersonate a college office, faculty/staff member, student or alumnus/a.

### Email Addresses

Student email addresses are set up using the first and last name of record in the College's student information system ([firstname.lastname@vcfa.edu](mailto:firstname.lastname@vcfa.edu)). An email address will only be changed if a student's name is officially changed through the Registrar's office. Faculty email addresses are set up per the discretion of the director of their program.

Alumni email addresses will be set up based on the first and last name in VCFA's Alumni Affairs Management System. If an Alumnus/a wishes to have their email address changed they will need to

contact the College's Alumni Affairs office and have their name updated in VCFA's Alumni Affairs Management System.

### **New Students' Email**

New students will receive a [vcfa.edu](http://vcfa.edu) email address after their enrollment deposit has been received by the College. It is the responsibility of the new student to activate their new [vcfa.edu](http://vcfa.edu) email account.

### **Redirecting Email**

While VCFA recommends that faculty, students and alumni use the College's email system, email may be electronically redirected to another email address (e.g., @[aol.com](http://aol.com), @[hotmail.com](http://hotmail.com)). However students, faculty and alumni do so at their own risk. The College is not responsible for the handling of email by outside vendors. Having an email redirected does not absolve a faculty member, student or alumnus/a from the responsibilities associated with communication sent to his or her VCFA email address.

### **Email Retention**

VCFA does not retain copies or backup emails created or received by students, faculty and alumni using the VCFA email system. Email account holders are responsible for managing online email retention consistent with their storage allocation.

### **Deactivation of Email Accounts**

If students, faculty or alumni are found to be in violation of the VCFA code of conduct as it pertains to their email account, their account will be deactivated until a review can be conducted as to the nature of the violation.

If a student withdraws from their program, their VCFA email account will be deactivated. VCFA will maintain a student's account for a period of 30 days after the withdrawal. At the end of 30 days the student's email account will be deleted.

Faculty email accounts will be deactivated and deleted after a two-year period of non-employment, unless other arrangements have been made with the Academic Dean or their Program Director.

### **Large-Scale Email/Distribution Group Use**

Distribution group emailing is intended for use where the message is of common importance to the receiving community. Large-scale email communication within groups requires the implicit or explicit prior approval of that group; in the case of such communication from outside the group, access to distribution lists is restricted so that approval is required. Common sense and courtesy dictate that prior to sending email to a distribution group, the sender carefully consider whether doing so is appropriate and/or necessary.

Access to College distribution groups and the ability of recipients to respond to messages are limited in order to prevent inappropriate or unintended mass emails. Any VCFA email user may request permission to send a message to a distribution group by consulting their program staff (for faculty and students) or supervisor (for staff).

For open dialogue about program matters, students and faculty are encouraged to use program forums on the Commons.

Large-scale group e-mails may be terminated at the network level by College computing officials if it is determined that they are disrupting network traffic or of an inappropriate nature.

Violations of the VCFA Email Policy will be referred to the appropriate offices for enforcement under existing College procedures.

# VCFA PORTALS

VCFA utilizes several portals for various purposes within the college community. All students are expected to familiarize themselves with the portals and use them for the purposes described below. Please note that each portal has a different login setup (username and password) and it is important to keep track of this information for each portal.

## **myVCFA**

This secure student portal is connected to the college's Student Information System. Through this portal students can pay their bills, access their academic records (official and unofficial transcripts), and maintain their contact information. The portal is located here:

<https://myvcfa.vcfa.edu/Home.aspx>, and login is as follows:

**Username:** Firstname.Lastname (as recorded in the college's Student Information System)

**Password:** User-defined when account is activated

For assistance with myVCFA, please contact the Registrar ([registrar@vcfa.edu](mailto:registrar@vcfa.edu)) or the IT Department ([support@vcfa.edu](mailto:support@vcfa.edu)).

## **VCFA Commons**

Each MFA program maintains its own Commons site. This is where collaboration takes place amongst students, faculty and program staff; documents and resources are shared; program-specific schedules are maintained, etc. The Commons sites can be found here:

Film: <http://film.vcfa.edu>

Graphic Design - <http://gd.vcfa.edu>

MAT/MA in Art and Design Education – <http://mat-ma.vcfa.edu>

Music Composition - <http://music.vcfa.edu>

Writing - <http://write.vcfa.edu>

WCYA - <http://wcya.vcfa.edu>

Visual Art - <http://va.vcfa.edu>

**Username:** Firstname.Lastname (as recorded in the college's Student Information System)

**Password:** 9-digit VCFA ID #

For assistance with the Commons, please contact your program office.

## **VCFA Library**

Students have access to a vast array of resources through the VCFA Library portal. (See the Library section for more details.) Information about logging into the library database can be found here:

<http://www.vcfa.edu/gary-library/find-articles/login-procedure> and login is as follows:

**Username:** Lastname followed by last 6 digits of your VCFA ID#

**Password:** Last 6 digits of VCFA ID#

For assistance, please contact the library staff at [vcfalibrary@vcfa.edu](mailto:vcfalibrary@vcfa.edu).

# CAMPUS MATTERS

## ***Alcohol and Drugs***

On the VCFA campus, consumption of alcoholic beverages and the use of drugs are governed by the laws of the State of Vermont. Furthermore, the following campus regulations are in effect for VCFA students, faculty, and other participants in VCFA-sponsored events, and infractions are subject to disciplinary action:

- At official college and program functions where alcohol will be sold, only alcoholic beverages catered by an individual or business with a liquor license and contracted by VCFA or an individual program may be consumed. An outside vendor is not required at official college and program functions where alcohol will be served but not sold.
- Public drunkenness and disruptive behavior in public places, including lounges, hallways, and stairwells is not permitted.
- The consumption of alcoholic beverages out-of-doors on the college campus is permitted on the condition that those involved conduct themselves in a discrete and responsible way. This policy applies to individual use and small groups only. Those wishing to organize parties involving the use of alcohol, indoors or outdoors, must contact the appropriate Program Director for permission.

## ***Appropriate Conduct***

Vermont College of Fine Arts will take appropriate action regarding students who violate the College's campus and conduct regulations or disrupt the learning and campus environment. The officer responsible for handling disciplinary actions at VCFA is the Academic Dean, or his/her designate. Students are expected to cooperate with and be respectful of all VCFA personnel as they carry out their duties. Students will not engage in behavior that is threatening, dangerous or harmful to self or others, that disrupts the learning and campus environment or that damage college property.

Students may not possess firearms, other weapons or fireworks while on VCFA campus.

Students may not tamper with smoke detectors, sprinkler systems, fire extinguishers, fire alarms, wiring, or electrical equipment. Vermont State law also prohibits such tampering.

## ***Disciplinary Procedures***

### **Emergencies:**

In an emergency situation, VCFA may suspend its normal disciplinary procedures and temporarily dismiss and remove from campus a student whose conduct is determined to be sufficiently disruptive or dangerous. Such conduct includes but is not limited to behavior that is threatening to self or others, behavior that disrupts the campus and learning environment, public drunkenness, and other offenses included in this Handbook. If the student requests it, VCFA will then follow the non-emergency disciplinary procedures to determine non-temporary discipline. VCFA Campus Safety may act to enforce the College's disciplinary determinations.

### **Non-Emergencies:**

In non-emergency cases, where there is indication that student behavior violates campus policy, the following sequence of actions will occur:

- Fact Finding: The offending behavior will be reported to the Program Director or his/her designate and to Campus Safety. The Program Director and Campus Safety will investigate the allegations and determine the facts of the case, which will be reported to the Academic Dean.
- Interview With Student: The Academic Dean, Program Director and Campus Safety, as appropriate, will meet with the student to review the facts of the case, to allow the student to

respond to the allegations and to present his/her version of the alleged events.

- **Disciplinary Action:** Following the meeting with the student, the Academic Dean, Program Director and Campus Safety, as appropriate, determine if disciplinary action is warranted. If so, such action may include making continued enrollment conditional upon cessation of the offending behavior. The decision will be communicated in writing to the student, who will be required to sign a statement agreeing to comply with the conditions for continued enrollment.
- **Noncompliance by the Student:** If the student violates the conditions for continued enrollment, as determined by fact finding and the Academic Dean, the student will be dismissed.

**Appeal:**

Decisions made and actions taken pursuant to these disciplinary procedures may be appealed to the President of Vermont College of Fine Arts who shall make a final determination.

**Campus Safety**

The VCFA Campus Safety staff is a diverse team with the common goal of providing a safe and secure environment at Vermont College of Fine Arts. Our team works closely with the Montpelier Police and Fire Department to provide a safe and healthy environment for all of our campus guests. Facilities Operations and Campus Safety may be reached 2/47 during on-campus residencies by dialing x8888 on campus phones or (802) 828-8888. They welcome all calls for emergency and routine service.

The VCFA Annual Campus Safety Report, as well as Campus Emergency Procedures, is available at [www.vcfa.edu/campus-safety](http://www.vcfa.edu/campus-safety). This report is required by federal law and contains policy statements and crime statistics for the school. The policy statements address the school's policies, procedures and programs concerning safety and security; for example, policies for responding to emergency situations and sexual offenses. Three years' worth of statistics are included for certain types of crimes that were reported to have occurred on campus, in or on off-campus buildings or property owned or controlled by the school and on public property within or immediately adjacent to the campus. You may also request a paper copy from Campus Services.

Campus Safety at VCFA is a function of the Facilities Operations department. The Campus Safety staff is lead by the Executive Director of Facilities Operations. The Campus Safety Leadership Team also includes the Assistant Director of Facilities Operations, responsible for daytime Campus Safety operations, and two full-time and 2-3 part-time Campus Safety personnel. The department provides protection and services 24 hours a day while VCFA students are on campus, and 7 am-10 pm Monday through Friday for the remainder of the year.

Campus Safety staff will provide escort to students on campus, upon request. Campus Safety cannot transport students on- or off-campus for any reason.

Students with disabilities can receive assistance from Facilities staff with their luggage.

Thefts of personal property and other crimes at VCFA must be reported immediately to the Campus Safety/ Facilities staff. They will take a report from the individual and will, if appropriate, contact the Montpelier Police Department. Students are expected to cooperate fully with VCFA staff and police in the investigation of alleged crimes.

## ***Dormitory Procedures***

The VCFA Academic Programs are responsible for overseeing students' dormitory housing. Students who encounter housing problems should report them promptly to the Assistant Program Director.

The Coordinator of Campus Services is also available to students should they have any issues on campus. Contact information is provided in your dorm packet.

The following guidelines should be noted by all students.

- Students should keep their dormitory doors locked at all times.
- Students should take their keys with them whenever they leave their rooms. If a student gets locked out of a dorm room, there may be a considerable wait for a Facilities or Campus Safety person to unlock the door.
- Students are responsible for handling their own used linens. Place used linens (sheets and towels) into pillowcase and deposit in laundry bin on the 1<sup>st</sup> floor of Dewey. Please do not leave used linens in hallways or in rooms. Please do leave pillows, blankets, and mattress pads in rooms.
- Before leaving, students must return their keys to a key drop box. A \$25 lost key fee will be applied to any student who does not return a key on the day of departure, with an additional \$75 fine applied if the key is not returned within 7 days.
- No student may change assigned rooms without permission from the Program staff.

In general, quiet in the dormitories will be observed throughout the day and night. After 10 PM those students desiring further discourse and social interaction, even in small groups, should adjourn to Dewey Lounge, on the 1<sup>st</sup> floor of Dewey. When students congregate in a lounge or common area, they should pick up and clean the area when done.

Absolutely no smoking, burning candles, or incense is allowed in any of the buildings. If an alarm goes off, immediately evacuate to the front lawn and wait for assistance. Please see the Smoking Policy for more information regarding smoking on campus.

## ***Early Arrival/Late Departure for Residencies***

Students should plan to arrive on campus no earlier than the arrival date indicated by the Program Director, and should plan to depart no later than the designated departure date. Any student with a particular logistical or personal need may request an early arrival or a late departure before or after a residency. Requests may be made no earlier than two months before the housing date.

Requests must be approved first by the Program Director, who will consider the academic needs and the logistical and personal circumstances of the particular request. If the Program Director approves, the request will be forwarded to the Coordinator of Campus Services, who will consider the availability of the facilities and notify the Program Director. Any student who arrives early or departs late from campus housing will be charged the per diem rate of campus housing at the time of the stay, payable in advance by check.

During non-residency times VCFA hosts many conferences, retreats, meetings, and special events throughout the year. Please understand that early arrivals and late departures from campus housing are often impossible for VCFA to accommodate, because of the complex nature of scheduling campus housing around residencies and conferences. Requests involve considerations around facilities, housekeeping, campus safety, and others. For the convenience of our students, VCFA has a commitment to honoring requests for early arrival and late departure when we can, and we ask for your understanding in situations when we cannot accommodate these requests.

With early arrivals and late departures, we cannot guarantee that students will be housed in the same room or building as their assigned residency room. We will make every effort to keep you in the same

room when we can. Please understand that VCFA does not provide 24-hour security during non-residency dates.

### ***Emergency Medical Services: 9-1-1***

No medical services are provided by VCFA. **In an emergency, please call 9-1-1.**

Any personal injury occurring on campus, or other sponsored sites, must be also be reported immediately to Facilities/Campus Safety staff (x8888 or 802-828-8888).

### ***Facilities Operations & Maintenance***

The goal of Campus Relations/Facilities Operations is to maintain the Vermont College of Fine Arts campus and its atmosphere in appropriate and first-rate order for students. In this regard, students are expected to cooperate in keeping campus facilities clean and in good repair.

Facilities staff enforces safety and security regulations and practices, provides security during residencies, oversees parking on campus and strives to maintain a safe atmosphere conducive to a healthy learning environment. If a student sees anything out of order or in need of repair, please contact Facilities Operations (802) 828-8888.

Damage fees may be applied if a student's actions result in damage to College property.

State laws and building codes prohibit set-ups (tables, chairs, displays, etc.) in hallways, or in any place that blocks visibility or access to an emergency exit. All requests for set-ups and/or audio-visual equipment should go through the program offices.

### ***Food Service***

New England Culinary Institute (NECI) prepares all meals in the campus dining hall located in Dewey Hall. NECI students are instructed in the dining hall by expert chefs. Students with food allergies or special dietary needs must notify their program office in advance of their residency. (See "Room & Board" for further information.)

### ***Guests & Children on Campus***

The academic residency of VCFA's programs (and sponsored sites) is a special opportunity for serious and sustained interaction between students and faculty members. For this reason, overnight guests of students are not permitted in student rooms without permission from the Program Director. Children are not permitted to stay in campus housing. Children on campus must be accompanied at all times by their parent or guardian. Nursing mothers should contact their Program Director to inquire about accommodations.

Guests of students may rent rooms, if available, for overnight stays connected with graduation or other special ceremonies. VCFA Campus Safety may remove persons who appear in campus facilities or in the dormitories without permission or invitation.

### ***Lost & Found***

VCFA's "Lost & Found" is located in the VCFA Store on the first floor of College Hall (802-828-8721).

### ***Parking***

Student parking of properly registered vehicles is permitted in the center section of the lot beside Alumni Hall on College Street. Parking is prohibited along the outside edge of the lot in the spaces reserved for NECI. VCFA students may also use additional parking in the lot behind Bishop-Hatch, Noble, and Glover dormitories. Of these, the Alumni Hall lot is preferred. In general, parking in the lots behind Shulmaier and Stone Halls should be avoided. This is reserved for tenant parking. Short-term parking passes are required; these passes can be obtained from your Program office. From April 15 to November 15, 24-hour parking is also available on the city streets around the College and the quad, unless otherwise posted. However, throughout the winter months, overnight parking on Montpelier streets is not permitted in order to accommodate snow removal. Vehicles blocking access

will be towed and the owner will be responsible for all towing and storage fees.

### ***Personal Property on Campus***

All items that students bring to the Vermont College of Fine Arts campus are considered to be personal property of the student for the sole purpose of academic review and performance. This includes, but is not limited to, equipment used in making, processing, presenting or displaying music, art or design work; and any equipment such as musical instruments, electronic equipment, laptops, projectors, monitors, LCD projectors, DVD players, televisions, etc. Vermont College of Fine Arts is not responsible for any damage to, or loss of, personal property. Therefore, it is recommended that students ask their insurance agents about coverage of personal property prior to the residency.

### ***Pets on Campus***

Pets are not permitted to stay in campus housing and are not allowed at program functions.

### ***Quiet Policy***

VCFA's campus is dedicated to adult and non-traditional learning. A respectful and serious environment on campus and in the dormitories is an essential component of this goal. In general, quiet in the dormitories will be observed throughout the day and night. After 10 PM those students desiring further discourse and social interaction, even in small groups, should adjourn to a lounge area away from the dorm rooms. When students congregate in a lounge or common area, they should pick up and clean the area when done.

Furthermore, VCFA is located in a residential section of the city, surrounded by private homes. Noisy gatherings on campus are inappropriate. VCFA Campus Safety will ask participants in noisy gatherings to respect the College's quiet policy.

### ***Room & Board***

Room & board is a comprehensive fee that covers a student's stay in the dorms as well as all meals in the campus cafeteria throughout the residency. For students staying off-campus, there is a meal plan available for a flat fee that covers all meals throughout the residency.

Student will be asked to complete a room & board form prior to the residency indicating their roommate preferences, need for a medical single, plans to stay off-campus, and/or meal plan request. In addition, students with food allergies or special dietary restrictions will be asked to complete an allergy form which will be shared with the cafeteria staff in order to make necessary food accommodations. In rare cases a student with severe allergies or dietary restrictions can petition the program office to waive the board segment of the comprehensive room & board fee. Such petitions will be reviewed on a case-by-case basis by the Program Director with final approval granted by the CFO.

Procedure:

- Complete room & board form prior to the residency
- If a student has food allergies or dietary restrictions, complete the food allergy form to be submitted to the cafeteria staff
- If a student with severe food allergies and/or dietary restrictions, wishes to request that the board segment of their comprehensive room & board fee be waived, this request must be made in writing to the program office at the time that room & board forms are due to be reviewed by the Program Director and approved by the CFO.

### ***Smoking on Campus***

It is the policy of Vermont College of Fine Arts to provide a safe working and learning environment for staff, faculty, students, and visitors. The VCFA Campus Smoking Policy has been written in recognition of the Surgeon General's conclusion that smoking is injurious to health, and that involuntary, second-hand smoke is a cause of disease in nonsmokers. VCFA recognizes the rights of those who choose to smoke but chooses to provide a smoke-free environment to the greatest extent

possible.

To protect the health of all community members, and in accordance with state statutes, VCFA prohibits smoking in any form in all indoor places, including all workplaces, VCFA-owned vehicles, and residence halls.

In addition, no smoking is allowed within 25 feet of any building on the VCFA campus. This policy complies with the American with Disabilities Act, which provides smoke free entrances for employees and students with respiratory and other conditions affected by exposure to smoke.

# VCFA CONTACTS/EMERGENCY NUMBERS

(Area code for all numbers is 802 unless otherwise noted)

## DORMITORIES:

|        |                               |          |
|--------|-------------------------------|----------|
| Dewey  | 1 <sup>st</sup> Floor         | 828-8871 |
|        | 2 <sup>nd</sup> Floor         | 828-8872 |
|        | 3 <sup>rd</sup> Floor         | 828-8873 |
| Glover | Lower Level                   | 828-8851 |
|        | 1 <sup>st</sup> Floor         | 828-8563 |
|        | 2 <sup>nd</sup> Floor         | 828-8853 |
|        | 3 <sup>rd</sup> Floor         | 828-8854 |
| Noble  | 1 <sup>st</sup> Floor         | 828-8559 |
|        | 2 <sup>nd</sup> Floor Landing | 828-8861 |
|        | 3 <sup>rd</sup> Floor         | 828-8859 |

## EMERGENCY NUMBERS:

|                                     |        |          |
|-------------------------------------|--------|----------|
| Campus Safety/Facilities Operations |        | 828-8888 |
| Ambulance                           | 911 or | 229-4913 |
| Police                              | 911 or | 223-3445 |
| Central Vermont Hospital            |        | 371-4100 |
| Washington County Mental Health     |        | 229-0591 |

## PROGRAMS:

|                                     |          |
|-------------------------------------|----------|
| Film                                | 828-8529 |
| Graphic Design                      | 828-8896 |
| MAT/MA in Art & Design Education    | 828-8553 |
| Music Composition                   | 828-8534 |
| Visual Art                          | 828-8614 |
| Writing                             | 828-8839 |
| Writing for Children & Young Adults | 828-8637 |
| Writing & Publishing                | 828-8779 |

## STUDENT SERVICES:

|                  |                |
|------------------|----------------|
| Admissions       | 828-8535       |
| Bursar           | 828-8737       |
| Campus Relations | 828-8580       |
| Financial Aid    | 1-877-612-2599 |
| Library          | 828-8512       |
| Registrar        | 828-8724       |

## LOST & FOUND

|                           |          |
|---------------------------|----------|
| VCFA Store (College Hall) | 828-8721 |
|---------------------------|----------|

# FINANCIAL MATTERS

## ***Tuition & Fees***

Tuition and fees for each program are determined on an annual basis as approved by the Board of Trustees, and are published on the college website. Tuition and fees are subject to change without notice.

Tuition bills are mailed six to eight weeks prior to the beginning of each new semester. Payments may be made by check or online credit card payment. A student may elect, when the bill is received, a deferred payment option that requires four payments over the first three months of the semester. Contact the Bursar for more specific information about this option.

Students may not register for the next semester if the balance from a previous semester has not been paid, unless special arrangements have been made with the Bursar's office. Students who fail to pay past due balances may be dismissed from the college.

## ***Enrollment Deposit Fee***

New students are required to pay an enrollment deposit fee (see tuition and fee schedule) prior to their initial residency or registration. The deposit is applied to the matriculated student's first semester of tuition and fees. The enrollment deposit is non-refundable.

## ***Room & Board Fee***

Room & Board is a comprehensive fee that covers a student's stay in the dorms as well as all meals in the campus cafeteria throughout the residency. For students staying off-campus, there is a meal plan available for a flat fee that covers all meals throughout the residency. (See "Room & Board" for further information.)

## ***Financial Aid***

VCFA's financial aid staff makes every effort to see that students admitted to the College are able to enroll and continue their enrollment, though it must be made clear that funds are limited. Graduate students are eligible for several different kinds of student loans. Information is available on the college's website. Some limited merit scholarships are available through individual programs. Application for financial aid in no way affects admission decisions. Students are urged to apply to outside financial sources.

Financial aid is a means of payment, and the absence of or delay in receipt of financial aid funds does not affect the financial responsibility of the student for charges due to the college.

## ***Credit Balances***

Credit balances created by federal or state financial aid funds will be automatically refunded. Credit balances created by funds other than federal or state financial aid funds will not be automatically refunded to you. Please contact the Bursar's office to receive these other credit balances.

## Leave of Absence

Enrolled students may request up to two consecutive semester-long leaves of absence from the program without jeopardizing their enrollment or their standing in the program. See each program section for specific program guidelines.

**IMPORTANT:** Leave of Absence status as described above does NOT constitute an “Approved Leave of Absence” as defined by federal financial aid regulations. Recipients of federal Title IV financial aid must be aware of the implications of a leave on their financial aid situation, the 180-day grace period, and repayment schedule. Students contemplating a leave of absence should discuss their individual situations with VCFA’s financial aid counselor (877-612-2599).

## Withdrawal & Refunds

Students may withdraw from VCFA at any point during the semester. (Visual Art students may withdraw from individual study projects.) The amount of a refund, if applicable, is determined by the start date of the semester, the effective date of the withdrawal, and the balance of the student’s account, after financial aid adjustments, as of the withdrawal date. Financial aid adjustments are based on federal guidelines. **(See Return of Financial Aid below.)**

The withdrawal must be in writing and should be sent directly to the program office or the registrar’s office. The date of withdrawal is the earlier of:

- The date the student notifies the college; OR
- The ending date of the previous semester if the student fails to register for a new term.

The semester begins on the first full day of the residency for each program. If a student withdraws within two weeks of the start date, all tuition and fees will be removed from the student’s account (with the exception of the non-refundable deposit and room and board fees for the residency, if applicable\*). After that two-week period, the refund schedules for the **Summer-Fall 2016 and Winter-Spring 2016-2017** semesters are as follows:

### Art & Design Education (Summer-Fall 2016)

| Weeks        | Dates              | Refund |
|--------------|--------------------|--------|
| 1 & 2        | 5/15/16-5/28/16    | 100%   |
| 3 & 4        | 5/29/16-6/11/16    | 75%    |
| 5 & 6        | 6/12/16-6/25/16    | 50%    |
| 7 & 8        | 6/26/16-7/9/16     | 25%    |
| After week 8 | 7/10/16 and beyond | 0%     |

### Art & Design Education (Winter-Spring 2017)

| Weeks        | Dates               | Refund |
|--------------|---------------------|--------|
| 1 & 2        | 8/23/16-9/5/16      | 100%   |
| 3 & 4        | 9/6/16-9/19/16      | 75%    |
| 5 & 6        | 9/20/16-10/3/16     | 50%    |
| 7 & 8        | 10/4/16-10/17/16    | 25%    |
| After week 8 | 10/18/16 and beyond | 0%     |

It is understood that a student who fails to notify the college of withdrawal from the program is obligated for all tuition and fees assessed for the complete semester.

## ***Return of Financial Aid***

Students who are using student loans to pay their tuition and are considering withdrawing from the program should talk to VCFA's financial aid coordinator about the financial aid ramifications as VCFA's refund schedule does not take financial aid return requirements into consideration.

Federal regulations require Vermont College of Fine Arts to perform a calculation for the return of federal financial aid when a financial aid recipient withdraws, is expelled, or otherwise ceases to be a student before the end of the semester for which aid was received. The return amount due to the federal financial aid program(s) is calculated on a per diem basis with a formula established by Federal regulations. In other words, the financial aid office will calculate the percentage of aid you have earned by dividing the number of days you were enrolled before withdrawal by the number of days in the semester. The remaining portion of your aid will be returned. Returns are required to be calculated on any student who withdraws before 60% of the semester is completed. An example of the federal refund formula is available upon request in the Financial Aid office.

The returns will be applied to the financial aid programs in the following order: Federal Unsubsidized Stafford loans, Federal Subsidized Stafford loans, PLUS loans, and other Title IV programs. Funds returned to the federal loan program will reduce the student's loan balance with their lender. ***The student will be responsible for reimbursing Vermont College of Fine Arts for any funds returned by the university on behalf of the student.*** The student will be notified of this amount by mail, and balances must be paid to the Business Office.

## ***Grades and Final Assessments after Withdrawal***

If a student withdraws during the refund period, a final assessment of "W" (Withdrawn) will be recorded on the student's academic record. If a student withdraws after the refund period has passed, a final assessment of "F" (Fail) will be recorded on the student's academic record. If the withdrawal is effective at the end of the semester, the final credit determination as supplied by the evaluating faculty for each course will be posted to the student's academic record. In the case of an appeal of an academic decision, the refund schedule may be paused until a final determination is made.

## ***Graduation***

Graduation requires both academic and financial clearance. The Program Director and Registrar will certify that all academic degree requirements have been fulfilled. The Bursar's Office will audit financial accounts. If academic and/or financial clearance is not granted, a hold will be placed on the graduation process until the academic deficiency and/or the financial obligation is cleared.

## ***Diplomas & Transcripts***

Students who have not fulfilled their financial obligations with the college will not receive diplomas or transcripts until all amounts due to the college have been paid.

*Vermont College of Fine Arts reserves the right to change any provision, requirement, statement of policy or procedure, service or facility detailed in this handbook. This handbook does not constitute a contractual agreement between the student and VCFA.*

## SECTION 2

# Program-Specific Policies & Procedures

### ***MASTER OF ARTS IN TEACHING IN ART & DESIGN EDUCATION (MAT)*** **&** ***MASTER OF ARTS IN ART & DESIGN EDUCATION (MAADE)***

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# DEGREES & CREDIT HOURS

## ***DEGREES***

Vermont College of Fine Arts awards the **Master of Arts in Teaching in Art & Design Education (MAT)** and **Master of Arts in Art & Design Education (MA)** degrees through the Graduate Studies in Art & Design Education program. The MAT degree represents the advanced study of art and design education, and certification for PK-12 teaching licensure. The MA degree represents advanced study in Art and Design Education and reflective action research in one's classroom.

## ***Degree Definitions***

### **MAT: MASTER OF ARTS IN TEACHING IN ART & DESIGN EDUCATION**

Master of Arts in Teaching in Art & Design Education degree represents the advanced study of art and design education, and certification for PK-12 teaching licensure.

### **MAADE (MA): MASTER OF ARTS IN ART & DESIGN EDUCATION**

Master of Arts in Art & Design Education degree represents advanced study of art and design education, appropriate for already licensed educators.

## ***MAT for BFA students***

The accelerated dual degree MAT program for BFA students offers undergraduate art majors from other institutions a flexible and accelerated route to a teaching career in PK-12 Art & Design.

Undergraduate art majors who are exceptional artists/designers in any media, creative thinkers and problem solvers, are ideal candidates for this unique summer---residency opportunity. Junior year students in good academic standing are eligible to apply for this accelerated dual degree option. Admissions application fees are waived for BFA/MAT dual degree applicants.

Students enroll and participate in their first VCFA MAT summer residency between their junior and senior years. They complete their Fieldwork/Observation cycle and Pre---Thesis work at their undergraduate school location while completing their undergraduate degree. They come back to VCFA for their second summer residency after they have earned their BA or BFA. Student Teaching Practicum and completion of the Capstone---Thesis take place at the students chosen location during the second Fall/Winter/Spring Semesters.

## ***Professional Development for Licensed Educators***

The department of Graduate Studies in Art & Design Education offers non-matriculated enrollment opportunities for licensed art and design educators. Licensed educators may enroll in single courses and/or workshops, paying a per credit rate. We will work with PD students to facilitate their district/school reimbursement.

## **CREDIT HOURS**

Graduate-level credits are granted for the successful completion of each course. 53 credit hours are required for the awarding of the MAT degree, 30 credit hours are required for the MAADE.

## **LENGTH OF PROGRAM**

All degree programs at Vermont College of Fine Arts must be completed within 150% of attempted credits.

## **Statement of Purpose**

*Through the MAT and MA in Art & Design Education programs, the department of Graduate Studies in Art & Design education work towards advancing the arts through education to create a more humane world. We believe in the power of the arts to transform individuals, communities, through cultural literacy, cultural awareness, cultural production, civic engagement and creative problem solving.*

## **Program Objectives**

### **Learning Goals**

The MAT Program is responsible for preparing highly qualified art education candidates who possess the requisite content knowledge, technical and pedagogical skills, creative vision, and dispositions to become competent, confident, and effective art and design education professionals. The MAT candidate dispositions reflect the Program Philosophy, the Vermont State standards for educators, and the NAEA art teaching standards.

The MA program is responsible for expanding the insight and reflective practice of its candidates, supporting their growth as critically and socially engaged artists and educators. Our graduates leave with tools and content knowledge to be leaders in their schools, communities and in the field of art and design education.

The learning goals of the MAT Design program are as follows:

- to develop design skills in form, content, and craft
- to deepen and expand critical ability
- to build fluency in design discourse and visual culture
- to expand the ability of designers to become content producers

The Master of Arts in Teaching in Art & Design Education confers graduating students the necessary credentials to teach at the PK-12 level. They can apply for Vermont State Teaching Licensure, which is then reciprocal in all 50 states, DC and several US territories. The goal of the MAT program is not only to credential but to help students develop advanced creative and theoretic skills, a capacity for social engagement, vision and knowledge.

In addition to the above learning goals, the Master of Arts in Art & Design Education confers graduating students with the degree representing their continued learning and credentials as working educators.

## Program Philosophy

The mission and structure of the Vermont College of Fine Arts (VCFA) MAT/MA program in art and design education is grounded in the development of socially engaged successful art and design educators, who are reflective in their making, interpreting and teaching practices. Guided by six broad core commitments that are reflected in how we approach our pedagogy and in the dispositions, we expect our candidates, students and graduates to hold:

### *Grounded in the Learning Sciences*

The theories, concepts, principles, and findings from the interdisciplinary areas of the learning sciences are a cornerstone of our pedagogical approach and content (Sawyer, 2014). Our artist--teacher candidates leave the program both informed about the learning sciences and with guided experience in using the learning sciences to design, enact, and assess teaching and learning. We encourage our candidates to take a learner--centered approach to education, informed by the guidelines established by the American Psychological Association.

### *Skilled, Knowledgeable, and Contemporary Artist-Teachers*

We are committed to developing teacher candidates who are versed in contemporary arts, media, tools, practices, and approaches to pedagogy. Through our structure of curating faculty to teach courses in their specific areas of research and scholarly work, and complementing core classes with specialized workshops, we ensure that our curriculum encourages candidates to engage with current ideas, tools, and methods in art education.

### *Attentive to Diversity*

We see diversity as a reality and as an educational asset. Attentiveness to diversity is embedded in our structure, content, and pedagogical approaches. We are guided by the theories, principles, and insights of culturally relevant pedagogy (citations etc.), and our candidates are supported in ways to attend to individual differences in experiences, interests, and approaches to learning (cites). We aim for our artist--teacher candidates to think globally in their views on arts and education and to be engaged with the world.

### *Social Justice*

We see art and education as having important roles in the pursuit of social justice. We encourage our artist--teachers to see opportunities for their work to help uncover and address social injustices and to take actions to make their classes, schools, community, and worlds more fair and inclusive places and to inspire their students to do the same.

### *Collaborative Community*

We believe that the complex work of art teaching is sustained by a collaborative community. We are sensitive to the reality that artist--teachers may find themselves as the only art teacher in a school, and thus we seek to equip our candidates with the tools and habits of developing professional collaborative networks. VCFA MAT candidates will have experience establishing local networks and participating in national/international virtual communities. We seek to develop a thriving alumni community who share resources, insights, and experiences.

### *Reflective Practitioners*

We believe that teaching is a complex art that demands reflective practice and we seek to equip our teachers with the skills and habits of reflection. Our candidates develop strong research skills through their coursework, field observations, and action research theses. Our approach is that teaching always involves reflective research on what is (and is not) working, how, and why.

# ADMISSION & ENROLLMENT

## ADMISSION

Admission to the **Master of Arts in Teaching in Art & Design Education** program is based on the Admission Committee's determination regarding a student's aptitude for success, determined by demonstrated breadth and depth in creative practice, potential to successfully complete graduate level coursework, potential to engage students in the active practice of making, understanding, articulating and expressing.

- MAT applicants must have completed a Bachelor of Fine Arts degree from an accredited college or university, or a Bachelors/Bachelor of Science degree with a minimum of 30 credit hours in Visual Art.
- MAT for BFA applicants must have completed their junior year of their BFA program prior to the start of their first MAT semester.
- **Portfolio of own creative work.** Examples of breadth and depth is encouraged. Breadth: evidence of proficiency in a variety of media, if experience is there. Depth: a significant material exploration or body of conceptual work. If you have examples of work created by your students, please include a maximum of 10 additional images.
- **Statement of Purpose Essay** (maximum 1200 words/8000 characters). Please address the following questions: Why are you applying to the MAT program in Art & Design at VCFA? What is your background and future direction in art education? What are some of your strengths and weaknesses as an artist and/or potential art educator?
- Applicant statements of purpose should evidence interest in and potential to engage with students using a range of creative expressive traditions, and understanding of their own strengths and weaknesses as an artist and potential educator, and evidence of an interest and ability to actively engage with their peers, academic and professional communities.

Bachelor's transcripts and letters of recommendation from those who are familiar with the student's design practice and ability to work independently are required. All admission decisions are made by the Admission Committee, which is comprised of program faculty members and the Program Director. All admission decisions are confidential. An application fee is required before an application will be processed. Application fee waivers are granted on the basis of expressed financial need.

Applications may be reviewed without official transcripts at the discretion of the program but acceptance in such cases will be conditional upon receipt of official transcripts. A new student may not enroll and begin a semester until official transcripts documenting completion of the required undergraduate degree is on file with VCFA.

Admissions decisions are generally made within one month of the receipt of a completed application packet.

Admission to the **Master of Arts in Art & Design Education** program is based on the Admission Committee's determination regarding a student's aptitude for success, determined by demonstrated breadth and depth in creative practice, potential to successfully complete graduate level coursework, record of successful teaching practice, including curriculum and assessment development. In

addition, the committee looks for an active practice of making, understanding, articulating and expressing.

- K-12 Art Certification from anywhere in the world or the equivalent
- Portfolio of own creative work
- Portfolio of students' work
- Teaching portfolio (Teaching Philosophy, sample curricular documents with supporting visuals, CV )
- 3 letters of reference (1 from immediate supervisor, 1 from colleague)
- **Statement of purpose.** Please address the following questions: Why Art Ed? Why VCFA? How will the MA at VCFA impact your teaching practice? How has your teaching experience prepared you to contribute to a cohort of MA students at VCFA?

\*any coursework submitted for transfer must include full course syllabus (including reading list and assessment rubrics)

## ***ENROLLMENT AND DEFERMENT***

Students admitted into a particular semester may defer admission to a later semester without penalty, provided they make their request in writing to the Program Director within a month of the start of the semester. It is preferable that students submit their tuition deposit for the semester they originally applied for, since this is what holds their place in the following semester as a deferral. If, however, enrollment is delayed for one year beyond the initial acceptance, students are required to re-apply and be considered by the Admission Committee. Readmission is not guaranteed.

## ***TRANSFER CREDIT***

The MAT and MA in Art & Design programs are designed as an integrative whole wherein the class cohorts become a supportive and critical group. Credit transfer is considered individually based on course content documented by syllabi, course assessments, course evaluations. We will consider granting exceptions to field work observation hours after the review of successful documented hours previously conducted through an accredited institution of higher education. Similarly, practicum hours and placement may be amended if the incoming pre-service art teacher has been in the role of a lead teacher with successful evaluations, and a suitable mentor teacher can be identified to observe in the student's classroom. Each case will be reviewed by the VCFA faculty on an individual basis, in accordance with the State of VT certification requirements.

The earliest that a transfer credit decision will be made is at the point of acceptance into the program.

Credits obtained at Vermont College of Fine Arts are transferable only at the discretion of the receiving school.

## ***ENROLLMENT STATUS***

A student enrolled in the MAT/MA in Art & Design Education program has full time status when they

are enrolled and participating in all required courses for a specific semester. Semester full time designation varies, outlined in course credit and program requirements. Full time for MAT is 8 credits. Full time for MAADE is 12 credits.

Currently enrolled students in need of enrollment verification should contact the registrar's office ([registrar@vcfa.edu](mailto:registrar@vcfa.edu)).

## PROGRAM REQUIREMENTS

### ***RESIDENCY***

Every academic year begins with a 4-week summer on-campus residency at Vermont College of Fine Arts located in Montpelier, Vermont.

#### **Overview:**

Students begin each year with pre-residency coursework to prepare for the month long summer residency. During the residency, where they join faculty, peers, and visiting educators, artists and designers on our Montpelier campus for vibrant days of courses, workshops, and discussion. The residency allows for reflection, input, and dialogue surrounding creative and pedagogic processes and practices. Shared experiences during residency can be profound, generating and sustaining cross- cultural and multi-disciplinary conversations and fostering relationships lasting far beyond graduation.

#### **Attendance:**

All enrolled students are expected to participate fully in the entire residency period. Such participation is required for the semester's credit and for the granting of the degree. If a student cannot participate fully he or she must petition the MAT/MA Program at least one month prior to the semester start date, which corresponds with the pre-residency academic work, generally in mid-May. Exceptions will be considered and approved for one-time only situations deemed appropriate and affecting a student's arrival or departure from the residency. Graduating students are required to attend their graduation ceremony for the actual awarding of the degree.

#### **Residing Off-Campus:**

Students may reside off-campus during residencies and, for billing purposes, must notify the office of such accommodation well in advance of the residency. All students, and especially first semester students, are encouraged to stay on campus so that they can experience the residency, including the informal community that develops, to the greatest degree. Students residing off-campus during residencies can inquire with the program about purchasing a meal plan separately if needed.

#### **Guest Attendance:**

Although specified events are open to the public, other activities and facilities are for students and faculty only, and students may not be accompanied to the residency by spouses, friends or family. Our experience has been that the residency period is an extremely demanding time to which students must give full attention. Guests are allowed for special occasions only such as public performances and graduation ceremonies. Students must receive permission from the Program office for guests to stay overnight in a dorm; if approved, there is a fee.

**Residency Offerings:**

During each residency there will be courses, workshops and lectures/panels discussions. Students are required to participate in these sessions as specified. In general, students are expected to participate fully in the residency.

**Residency Evaluation:**

Each student and faculty member are required to complete a survey after each residency evaluating their experience. Student and faculty assessments of the residency period are confidential and assist the Program office in planning, allowing the office to address concerns and consider suggestions.

***AWARDING OF CREDIT and GRADES***

The underlying assumption is that students at the graduate level should perform well, not just adequately. The awarding of credit is based on evidence of substantial effort, productivity, timeliness, and artistic progress. Specific expectations and rubrics are published in course syllabi.

A student who has failed to comply with the terms outlined in their course syllabus or whose work is deemed academically deficient may earn a temporary assessment of “Incomplete”. An “Incomplete” must be concluded within a 30-day extension period (see Extensions below), if petitioned for and approved. If the work is or is not then successfully completed, a final assessment will be recorded. Students are given adequate notice by their advisor and the program director if they are in jeopardy of not receiving credit, with the hope that they will still be time for them to successfully complete the semester.

In the case of an academic or medical extension, a temporary assessment of “Incomplete” may be recorded. At the end of the extension period, a final credit determination will be made. (See Extension Policy below.)

Once all end-of-semester paperwork (final evaluations from both the student and their faculty advisor) is submitted by the Program office to the Registrar’s office, final assessments and credits awarded are posted to each student’s academic record, usually within one week. The earliest date students should expect their academic records to be updated and transcripts to become available is two weeks after the semester end date.

***EXTENSION POLICY***

A student unable to complete a course’s required academic or artistic work may petition for a one-month extension. An extension is granted only in extenuating circumstances, upon recommendation of the Faculty Advisor, and with the approval of the Program Director and the Faculty Chair. All academic extensions begin the day after the semester ends. Requests for an extension must be made in writing to the Program Director and the Faculty Chair at least two weeks before the end-of-semester date. Students will pay a fee for a one-month extension.

Students and faculty will submit end-of-semester evaluations and students will submit end-of-semester work to the Graduate Studies in Art & Design Education office within 10 days of the end

of the extension period.

A student who is completing his/her final semester on an extension may not receive a diploma until he/she has completed the extension and met all degree requirements. In this circumstance, the student will return for the next residency period to complete the final residency requirements and receive the diploma.

For purposes of financial aid certification or student loan deferment, students on extension status shall not be considered enrolled. No federal, state or institutional aid shall be awarded by the institution for an extension period.

Longer extension periods may only be granted by petition to the Program Director and the Faculty Chair, with approval by the academic dean, in the case of extreme medical or personal circumstances. In such circumstances, appropriate documentation is required by a health care professional. The advisor and program office will review the petition and supporting documentation to determine whether an additional extension is warranted and what the appropriate length of time for the longer extension is.

## ***ACADEMIC PROBATION***

A student may be placed on academic probation by the Program Director and the Faculty Chair if the student has failed to do the minimum amount of work required, receiving a grade lower than 70% © in any course, has goals or working methods which are inconsistent with the program design and purposes, or if the student's work is deemed below the standard of performance reasonably expected at the graduate level. Students will be notified if they are placed on academic probation and will have specific criteria to meet during the probation semester in order to return to an academic status of good standing. A student on probation will continue to be eligible for financial aid.

Following a semester of academic probation, a student's work will be re-evaluated by their advisor and the Faculty Chair and, with the approval of the Program Director, the probationary status will either be lifted, in which case the student will continue their enrollment in good academic standing, or the student's enrollment will be discontinued.

## ***LEAVE OF ABSENCE***

Enrolled students may request up to two consecutive semester-long leaves of absence from the program without jeopardizing their enrollment or their standing in the program. Students must submit a written request for a leave of absence to the program no later than a semester date published and communicated to all enrolled students. Leave notice received after this date incurs a late fee.

Leave-of-absence status entitles the student to:

- Maintenance of files and records
- Inclusion in all program mailing lists and receipt of program materials
- Return to full participation in the program (upon request of the student no later than three months prior to the residency which initiates the next semester)

Students can submit any documents or examples of work completed during the leave period for inclusion in their records. Such material will be considered in decisions about degree candidacy and graduation date but will not be accepted in lieu of program requirements or granted credit. Students who have completed a semester and plan to go on leave-of-absence for the following semester should not plan to attend the residency that begins the semester. Students who wish to extend the leave of absence for a second semester must submit a second request in writing to the program office as detailed above. Students who take more than two consecutive leaves of absence are automatically separated from the program. Students thus separated from the program must apply for readmission by contacting the Program Director.

A student readmitted within five years of being separated from the program will receive credit for previous work done in the program. If a student separated from the program for more than five years reapplies and is accepted into the program, credit for work previously completed would be granted at the discretion of the program.

**IMPORTANT:** Leave of Absence status as described above does NOT constitute an “Approved Leave of Absence” as defined by federal financial aid regulations. Recipients of federal Title IV financial aid must be aware of the implications of a leave on their financial aid situation, the 180-day grace period, and repayment schedule. Students contemplating a leave of absence should discuss their individual situations with VCFA’s financial aid counselor (877-612-2599).

## ***WITHDRAWAL***

Students may voluntarily withdraw from the program at any time. The date of withdrawal is defined as the day on which the Program Director or Registrar receives official notification of withdrawal by the student or such later date as the notification may indicate. See the Withdrawal & Refund Policy for more specific information.

## ***DISMISSAL***

Occasionally, a student may be dismissed from the program by the Program Director and the Faculty Chair upon the recommendation of the Faculty Advisory Committee. The conditions for dismissal are if the student has consistently failed to do the minimum amount of work required, has goals and working methods which are inconsistent with the program design and purposes, refuses to participate fully in the residency, or is abusive of faculty and other students. If the work of a student is found to be below the standard of performance reasonably expected at the graduate level, his or her continuation in the program can be denied.

The date of dismissal is defined as the date on which the student receives written notice of dismissal from the College. A student may reapply to the program after a minimum of one year from the date of dismissal.

Failure to comply with any of the rules or regulations in this Handbook is grounds for dismissal from the program.

# **ADDITIONAL POLICIES**

## ***PLAGIARISM POLICY***

Plagiarism is the unacknowledged use of another's work, and the person who plagiarizes does so with the clear intent to pass off the work of another as his or her own.

In most instances, a case of suspected plagiarism will be handled in the following way: A faculty member will report the suspected plagiarism to the Faculty Chair and the Program Director. If the Faculty Chair and Program Director find sufficient evidence of plagiarism, they will present that evidence to the Faculty Advisory Committee. If the majority of the Faculty Advisory Committee agrees that there is sufficient evidence of plagiarism, they will recommend a penalty to the Program Director and Faculty Chair. The Program Director will consult with the Faculty Chair and will be responsible for determining and communicating the appropriate penalty to the student. The penalty may consist of one or more of the following: denial of academic credit, probation, suspension, or expulsion. While the procedure described above is the one the MFA in Graphic Design program will follow in most instances, it is important to note that any faculty member or administrator who suspects a student of plagiarism may report the case directly to the Program Director and Faculty Chair, who might choose alternative ways to handle in some cases. In all cases, a decision will be communicated to the student within thirty days of the initial report to the Faculty Chair and Program Director.

## ***ACADEMIC APPEALS***

Students dissatisfied with some aspect of the Program are encouraged to seek a resolution to the problem. The first step toward such a resolution is discussion with the Program Director and the Faculty Chair. If no mutually agreed upon solution can be reached, the student will take the matter to the academic dean.

For exceptions to program policies, students may present to the Program Director and the Faculty Chair, in consultation with the student's Faculty Advisor, petitions related to these regulations or reconsideration of academic and administrative decisions.

The Program Director and the Faculty Chair, after consultation with the Faculty Advisory Committee, will make a determination on the petition. Students may appeal this action to the academic dean whose decision is final.

## ***COPYRIGHT POLICY***

We record lectures by faculty and others during residencies with their permission. It is expected that these recordings will be for personal use only. They may not be distributed, quoted, or used in any manner beyond this without written permission of the author. The same is true of the correspondence between students and faculty. We expect everyone in our community to act responsibly within the confines of copyright law and to serve as guardians of our creative and critical work.

# **MAT in Art & Design Education (MAT)**

The low-residency MAT in Art & Design Education at VCFA is a Masters degree that leads to teaching licensure. The first program of its kind in the country, the MAT combines summer semesters on our beautiful Vermont campus with fall and spring semesters in the student's home community. The MAT is a unique and convenient two year, 53-credit Master of Teaching degree program for aspiring arts educators.

## **Year 1 Summer**

### **Core Courses**

Intro to Art Education, History, and Research  
Reading Our World: Teaching Media and Visual Literacy Art  
Education, Diversity, and Social Justice  
Global Issues, Grassroots Solutions: Creatively Engaging in Socio-Political Action  
Workshops

## **Year 1 Fall/Spring**

Fieldwork/Observations  
Capstone-Thesis I: Guided Readings and Research

## **Year 2 Summer**

### **Core Courses**

Arts and Humanity: Developmental Psychology and the Arts  
Creating, Researching and Enacting: Early Childhood/Elementary Visual Art Methods, Materials, and Environments  
Secondary Methods-Visual Art  
Secondary Methods-Media Arts  
Teaching Art to Students with Special Needs  
Workshops

## **Year 2 Fall/Spring**

Practicum Teaching  
Capstone-Thesis II: Research, Writing, and Presentation

### **Workshops, drawn from the list below:**

Drawing for Process, Drawing From Experience, Drawing from Life: Experimental and Representational Drawing  
3-D Materials and Methodology  
Expanded Media Workshop  
Social-Spatial Practice: Thinking about Space, Place, and Community The  
Inside Story: Assessment and Evaluation through a Creative Lens  
Art Education and Special Education Considerations and Constructs Digital  
Media Tools, Techniques and Methodologies  
ELL in Art & Design Classrooms  
Community-Building and Social Action through Street Art, Murals, Sculpture, and Community Art  
Events  
I Am You/You Are Me: Building and Advocating for Sustainable Art Education Communities

## **Graduation/Year 3 Summer**

Capstone-Thesis Exhibition and Presentation

# MAT CURRICULUM

| Course # | MAT Curriculum                             | Credits   |
|----------|--|-----------|
| ADE501   | Intro to Art Education, History & Research | 3         |
| ADE502   | Art Education, Diversity & Social Justice  | 3         |
| ADE503   | Teaching Media & Visual Literacy           | 3         |
| ADE504   | Participatory Inquiry in Art Education     | 3         |
| ADE515   | Summer I Workshops                         | 2         |
|          |  |           |
| ADE526   | MAT Capstone Thesis I                      | 2         |
| ADE528   | Fieldwork/Observations                     | 6         |
|          |  |           |
| ADE551   | EC/ELE Visual Art Methods                  | 3         |
| ADE552   | Teaching Art to Students w/ Special Needs  | 2         |
| ADE553   | MS/HS Visual Art Methods                   | 2.5       |
| ADE554   | MS/HS Media Arts Methods                   | 2.5       |
| ADE555   | Art & Human Development                    | 3         |
| ADE559   | Summer II Workshops                        | 2         |
|          |  |           |
| ADE576   | Student Teaching Practicum                 | 12        |
| ADE577   | MAT Capstone Thesis II                     | 2         |
| ADE579   | Portfolio                                  | 1         |
|          |  |           |
| ADE590   | Capstone Thesis Presentation/Exhibition    | 1         |
| RESMAT   | Graduation Residency                       | 0         |
|          | TOTAL CREDITS                              | <b>53</b> |

## ADVISOR-ADVISEE GUIDELINES - MAT CURRICULUM

During the non-resident semesters, students work with a faculty advisor in a variety of capacities. Advisors will be assigned during the 3rd week of the Summer Residency. Faculty and program staff will meet to make final advising decisions for Year 1 students. Your faculty advisor will guide you and the advisee cohort in reflective discussions surrounding your 9 month observation cycle. Additionally, during F/S I, Faculty Advisors will work with students individually on their capstone-thesis development, and resulting proposal. Each faculty advisor is normally responsible for advising 4-5 students. Faculty will oversee Field Study/Observation reflections and cohort discussions, research and writing projects, curriculum development, and capstone-theses from proposal through completion. Faculty Advisors are available for telephone/video or email dialogues as necessary, and these can be requested and initiated by either student or faculty.

During the Summer Residency II, each student will transition into working with a methodology/practicum advisor as well as a choosing an advisor to work with them on their capstone-thesis. Their student teaching practicum sites will dictate their methodology advisor options. Faculty and Program Staff will meet to assign students to their advisor, with input from students. F/S II advisors will review and evaluate curricular documents, teaching examples (video), offer guidance, coaching and perspective. Advisors will work openly with each student's site

Mentor Teacher. Advisors will also work with students individually on their written teaching philosophy, capstone research, their capstone-thesis writing and presentation.

For Year One Students:

- meet with advisees individually and as a cohort during residency
- participation in the other 6 online fieldwork/observation cohort discussions
- advise on capstone/thesis proposals and reading lists leading to research and final presentations
- review and respond to student curricular development docs leading into year 2 residency

For Year Two Students:

- meet with advisees individually and as a cohort during residency
- respond and advise on the major curricular unit produced as the post-residency project
- advise on Thesis: research, bibliography, thesis development and completion, submissions for publication/presentation, and on campus culminating presentation
- Observe and respond to student teaching via video at least 2 times and upon request
- Faculty Advisor will review the Mentor Teacher practicum evaluations (FA's are responsible for alerting Chair and Program Director to any academic problems students are having.)
- Suggest further readings, revisions, and other appropriate directions for completing the Capstone-Thesis research, writing and presentation.

## Fieldwork Observations

The purpose of Fieldwork Observations is to expose MAT students to a variety of proven art education settings and pedagogical approaches, observe where and how theory meets practice, and discover the setting most suited to their career plans. Direct observation of diverse educational practices and settings is essential to a pre-service educator. Through observation and reflection, students will narrow in on their potential career goals, learn from experienced educators, develop questions, inspire research, and share their experiences with their cohorts and advisors. Our program, with its low-residency structure, offers an incredibly valuable asset in the observations our diverse student body share. Far from homogeneous, observations will be made at geographic, economic, and culturally diverse settings, encouraging conversation, debate and dialogue.

Candidates are encouraged to take advantage of this requirement to explore educational and artistic interests, and visit types of educational programs they want to know more about. Most important is to experience varied settings and observe/assist a diverse range of learners.

The basic framework for Fieldwork Observations is a 4-6 week rotation anchored by an online forum where students will answer a specific essential question and share their observation experiences. There will be 6 forums through the school year. The first will be led by your advisor, subsequent sessions led by each advisee cohort member in turn. Each student will be assigned a date, and will be responsible for providing the overarching essential question, and then facilitating the discussion. Essential questions can and should come from one's observations and be connected to readings and standards in the field. Logging observation hours will be done through an online form that will be useful for compiling notes and tracking your progress. Additionally, a 1-2 page double spaced Narrative Response, must accompany each site. All work (form/spreadsheet and Narrative Responses) should be compiled on your personal Site. Forum discussions will be archived, and available for future reference.

Ideally, 3 observations should be completed during the 4-6 weeks between each online forum, and should be at least 2 hours in length. A total of 40 observation hours are required. Observation and analysis synthesis methodology is an integral component to the Research Methodologies course taught during Summer 1. The process and expectations will be elaborated extensively, as well as modeled and

practiced. The online spreadsheet for compiling your notes directly correlates to terminology and methodology covered in Intro to Art Education, History and Research.

Once onsite, you are expected to observe, and if appropriate, ask questions. You should not be directly teaching. If a site educator asks for help, please use your best judgment/discretion. Please note that it is impossible to directly observe if you are a full participant, either as a student or assistant teacher. Onsite teachers can offer a wealth of information if time and configuration permits. During any field experience, students must abide by rules of conduct particular to the site as well as the VCFA "Code of conduct", the behaviors outlined in the Dispositions Statement signed during Summer 1, and remember that they are representatives of the college and the program.

## Fieldwork/Observations

### *WHAT TO OBSERVE:*

- **Learning Environment:** the school and its location, the room in which art is being taught--the size and layout of the room, use of display areas, light and windows, storage, the organization of student work areas, etc.
- **The Art Teacher:** observable characteristics, body language, voice quality, management style, control, enthusiasm, use of praise, outreach to special students...
- **Students:** observable characteristics, behavior, participation, level of involvement and ability to concentrate on the lesson, ability to respond to the activities of the lesson, quality of their responses...
- **Lesson Content:** What did the lesson teach about visual concepts, subject matter, media, style, product, ideas about art, artists, relationships between information and ideas from other content areas.
- **Learning Process:** how the lesson was organized, how time was used, details about the introduction and/or motivation, questioning strategies, directions or demonstrations, use of visuals, how students are grouped for the lesson, use of critiques or sharing of work...
- **Learning Environment:** the school and its location, the room in which art is being taught--the size and layout of the room, use of display areas, light and windows, storage, the organization of student work areas, etc.
- **The Teacher:** observable characteristics, body language, voice quality, management style, control, enthusiasm, use of praise, outreach to special students...
- **Students:** observable characteristics, behavior, participation, level of involvement and ability to concentrate on the lesson, ability to respond to the activities of the lesson, quality of their responses...
- **Lesson Content:** What did the lesson teach about visual concepts, subject matter, media, style, product, ideas about art, artists, relationships between information and ideas from other content areas...
- **Learning Process:** how the lesson was organized, how time was used, details about the introduction and/or motivation, questioning strategies, directions or demonstrations, use of visuals, how students are grouped for the lesson, use of critiques or sharing of work...

## **Fieldwork documents and forms**

[Fieldwork/Observation Site Database](#)

[Fieldwork/Observation Site Attendance](#)

Observations Aligned with Teaching Standards, Performance and Dispositions

# STUDENT TEACHING PRACTICUM

**Student Teaching Practicum: 490 hours required**

## **Practicum Placement:**

- identifying students' goals through pre-practicum observation and evaluation, student interviews and proposals, etc.
- identifying placement options in their home locale
- develop strong relationships with local school systems, art supervisors, etc., to find mentor\*\*/placement opportunities that benefit the students
- develop a strong relationship and modes of communication with the mentor teacher to facilitate advising and evaluation

See [Mentor Teacher description and requirements](#)

## **Student Teaching Practicum should:**

- provide a realistic view of a well run visual art program, and an opportunity to witness and be involved in the broader education environment beyond the perimeters of the classroom. Faculty meetings, district content PD, interactions with families, potential collaborative curriculum opportunities with other art faculty and cross-curricular faculty.
- provide a slowly ramping up transfer of classroom responsibilities to the student, and then a gentle release back to the mentor teacher at the completion of the unit/project. Approximately 20 days minimum should be the full responsibility of the student teacher.
- provide an open collaborative environment where the student teacher plays an integral role in the development of curricula, and for the takeover, plays a primary role in the concept, development and writing of all curricular documents.

## **Practicum: Student Teaching in Elementary School**

Credits: 3-12

A field-based student teaching (clinical teaching) experience at the elementary level in a public, charter or accredited private school in your home location, supervised by school-based cooperating mentor teachers and remotely reviewed by faculty advisors from VCFA's Art & Design Education Program. Students participate in a WEEKLY/BIWEEKLY online forum with a cohort group and their advisor. Students work closely with supervising mentor teachers designing, teaching, and evaluating lessons relating to and expanding on the classroom curriculum. "Take over" of the classroom is expected. A student teachers performance during this teaching assignment is assessed using the performance benchmarks of the Five Standards for Vermont Educators, the 10 Principles for Vermont Educators, the Vermont Art Competency Standards, as well as the National Core Arts Standards. Students maintain and update their program portfolio, in preparation for licensure application. Final assessment is assigned by your VCFA advisor.

Prerequisite: All preliminary coursework, GPA of 3.0, Passing score on Praxis II, Approved Practicum Application.

## Practicum: Student Teaching in High School

Credits: 3-12

A field-based student teaching (clinical teaching) experience at the middle and/or secondary level in a public, charter or accredited private school in your home location, supervised by school-based cooperating mentor teachers and remotely reviewed by faculty advisors from VCFA's Art & Design Education Program. Students participate in a WEEKLY/BIWEEKLY online forum with a cohort group and their advisor. Students work closely with supervising mentor teachers designing, teaching, and evaluating lessons relating to and expanding on the classroom curriculum. "Take over" of the classroom is expected. A student teachers performance during this teaching assignment is assessed using the performance benchmarks of the Five Standards for Vermont Educators, the 10 Principles for Vermont Educators, the Vermont Art Competency Standards, as well as the National Core Arts Standards. Students maintain and update their program portfolio, in preparation for licensure application. Final assessment is assigned by your VCFA advisor.

Prerequisite: All preliminary coursework, GPA of 3.0, Passing score on Praxis II, Approved Practicum Application.

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Vermont full K-12 Art Certification/Licensure requires practicum hours in both elementary and secondary levels. If a student wishes to focus on and complete practicum teaching in one educational level or the other, a k-6 or 7-12 license can be issued. Some states do not make a distinction and will issue k-12 licensure regardless of the age group worked with during practicum. Please check with your home state's requirements (Link to a file on our site that compiles it allJ) and adjust your academic and career plans accordingly.\*\* Primary consideration: Work with the age group(s) you intend to teach.

For full VT k-12 certification, at least 60 hours (25 from camp teaching, 35 in a classroom at home location) needs to be fulfilled in the "non-intended" grade band. This scenario is recommended for full K-12 reciprocity consideration.

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### Before Student Teaching

- Completion of a minimum of 75 documented observation hours in an educational setting focused on Visual/Media Arts. These hours will be fulfilled through a combination of 40 required hours of observations in and around a candidate's home location (Fieldwork/Observations course) and the summer residency observation/practicum site: Vermont Camp of Fine Arts (VCampFA).
- Successful completion of licensure exams: Praxis Core or its equivalent (at time of admissions) & Praxis II, before student teaching placement begins.
- All home state or district required paperwork, including TB Test results and background check, fingerprinting, district student teaching application if applicable, etc. in order to secure placement \*\*
- Mandatory abuse reporting online professional development \*. Required by most states.
- Successful completion of all VCFA coursework
- Signed Dispositions/ code of conduct Form
- Completed Student Teaching Application online forms (at least 3 separate sites)
- Overall GPA of 3.0

\*All Apprentice Teaching Candidates are considered by the Department of Children and Family Services (DCFS) as mandated reporters of child abuse and neglect when acting in their professional

or official capacity. All MAT candidates will fill out the appropriate Acknowledgement of Mandated Reporter Status and take the online training course during the first few weeks of their first semester.

\*\* Many districts have a competitive process for student teaching placement. Please research your desired placement options to fulfill deadlines and alert the practicum coordinator so that college requirements are met in a timely manner. Some district student teaching application deadlines are early in the year. The practicum coordinator will assist and secure placement when necessary, but it is the student's responsibility to supply dates and all information and documentation leading to their successful placement.

### **While Practicum Teaching**

Practicum students start by observing, participating in planning, and being an assistant in the classroom. The mentor teacher observes, evaluates and offers guidance, coaching and advice. Responsibility in the classroom increases, with small scaffolding lessons, sections of curricular units, etc., are performed by the practicum teacher. With the mentor teacher, practicum teachers develop a full curricular unit with resources and assessment models and tools. This could be the curricular unit developed as part of the post-residency project, be revised from it, or something completely new. A practicum teacher should consult with their advisor if designing a completely new unit. During the curricular unit, and during the entire practicum experience, students will reflect daily on their practice, their interactions (teaching moments, relationships, etc.), and the school/classroom environment. Self-evaluation is also an important tool used. At the end of their own unit assessment, practicum teachers will evaluate their unit by aligning the outcomes with the 10 VT Teaching Standards. Mentor teachers will formally evaluate the practicum teacher's performance every 7 school days. Advisors will review at least 2 teaching performance videos, giving feedback and evaluation within 2 teaching days. An increased number of performance reviews may be necessary or requested by either the advisor, the student practicum teacher, or the mentor teacher. At the end of the unit, the practicum teacher will convene an online meeting and performance review with the mentor teacher and advisor. The practicum teacher may slowly or abruptly return classroom responsibility to their mentor teacher as planned, and continue to assistant teach or assist in the classroom until the end of their practicum schedule.

### **After Practicum Teaching**

#### **Licensure:**

Teacher candidates should focus on completing their Teaching/Licensure Portfolio, section III. Once everything is complete and all requirements are fulfilled, candidates submit their portfolio to their advisor for review. Once the Portfolio is deemed complete by their advisor and at least one other faculty reviewer, students will be recommended for licensure by VCFA, and should apply for VT Licensure. Students may also obtain a letter from the college that will state their candidacy and recommendation, and along with their licensure application receipt and their teaching/Licensure Portfolio, can begin applying for teaching positions based on pending licensure.

#### **Capstone/Thesis and Presentation:**

Students will prepare for both the written format and exhibition/presentation of their capstone/thesis work. Student will submit presentation forms and applications to ensure exhibition/presentation fulfillment. Students work with their advisor(s) to complete this, and present to the program community during the mini graduation residency Summer III.

## Student Teaching Practicum Paperwork

All forms and required paperwork can be downloaded from the Student Teaching Practicum course page on the program website.

## Practicum Site Application

[Permission to Record \(parental consent for Practicum\)](#)

## Licensure

When you graduate from VCFA with an MAT in Art & Design Education, you are not automatically licensed to teach. Once you have successfully completed your student teaching practicum, completed all VCFA Summer coursework and have your teaching portfolio ready to submit, you will receive a licensure recommendation from VCFA, and may apply to the State of Vermont for your teaching license. You may begin the application process for VT Licensure when your practicum and MAT Portfolio are complete, in advance of our program graduation in July. All other state requirements need to be met as well. It is recommended that you apply for certification as soon as possible, regardless of your career plans, since most states' reciprocity requirements include initial certification in the state where your certification coursework/degree was conferred. After submitting your application to the state, you can begin the job placement, search and hiring process. With your teaching license application pending and a letter from the program director, you will be able to apply for teaching positions in states that offer full reciprocity. A Vermont license has reciprocity with all states, DC, PR and several other territories and jurisdictions. It is recommended that you go to your specific state's DOE website to see if there are any additional requirements. Your MAT degree will be conferred/awarded during a short 3rd summer residency, after successfully presenting your capstone/thesis work to faculty, your peers and the wider community. This odd timing, of licensure recommendation before program completion and degree graduation, is quite normal, since the recommendation for licensure and the graduate degree in Art & Design Education, can be seen as separate components to the full MAT degree. Additionally, districts and school systems looking to hire exceptional candidates start their hiring process in the spring and continue through the summer months before the new school year begins.

Students are responsible for completing all aspects of the licensure process independently.

<http://education.vermont.gov/new/html/licensing/forms/initiallicense.html>

Click on Traditional Route and download the application. Or use the online application system:

<https://alis.edlicensing.vermont.gov/InitialUserRegistration.aspx>

There are application fees. It will take 8-10 weeks to process.

For specific questions about licensure, look at the forthcoming *FAQ about Licensing section of the Art & Design Education Handbook*, or go to:

[http://education.vermont.gov/documents/EDU\\_Licensing\\_FAQ\\_Initial.pdf](http://education.vermont.gov/documents/EDU_Licensing_FAQ_Initial.pdf)

## RECIPROCITY

You are not required to get a license in Vermont as part of your MAT degree. It is however recommend that this route be taken. Some jurisdictions require licensure in the state in which you received your degree, showing that you have met that state's licensing requirements. Look up which states have reciprocal agreements with Vermont and then go to the state's DOE website to find any additional requirements. <http://education.vermont.gov/new/html/licensing/forms/reciprocity.html>

## RECOMMENDATION FOR LICENSURE

Individuals who successfully complete the MAT in Art & Design Education program, either with or without the exception of completing and presenting their capstone-thesis, will receive licensure recommendation from VCFA. At that time they may apply for a Vermont teaching license in Art Education. To receive an Initial License candidates must meet the following criteria. (Items in Green are imbedded in the MAT program requirements)

1. Teacher candidates must successfully complete all program requirements as specified in the *VCFA MAT Handbook*.

- Successfully complete all coursework with a minimum GPA of 3.0
- Meet Observation and Practicum requirements
- At Least 30 credit hours in Studio Art
- MAT Portfolio
- Testing: Praxis I, Core Academic Skills and Praxis II, Art: Content and Analysis

2. Teacher candidates must be, or intend to become, United States citizens. If you are not a citizen, you must provide evidence that you are legally present and eligible for employment.

3. The Vermont Agency of Education requires teaching license applicants to declare the following: any convicted felony; any sex, narcotics, or drug offense; charges of child abuse; and tax evasion. Applicants must also disclose whether they have had a teaching license denied, suspended, or revoked. Student loans in default, without an established repayment plan, must also be reported. (Feel free to contact the MAT Program Director for more information concerning the above regulations.)

4. Teacher Candidates are required to meet with the program director for an exit interview and final transcript analysis prior to recommendation for licensure. It is recommended that the teacher candidates arrange this meeting during the apprentice teaching semester.

5. All evaluation forms have been submitted

6. Teacher Candidates must send an official VCFA transcript to the Agency of Education. This can be done directly after their degree has been conferred. They will have already submitted their MAT portfolio, test scores, licensure application and declarations.

NOTE: Teacher Candidates will not be eligible to apply for licensure if they fail to successfully complete any requirement for the MAT program. Teacher candidates cannot retroactively complete any requirements for the MAT program after departing VCFA.

It is strongly recommended that teacher candidates successfully completing the MAT program apply for licensure immediately following completion of the degree, regardless of future teaching plans. Failure to do so may render the Department of Art Education unable to recommend the teacher candidate for licensure in the future, as the requirements for licensure tend to change over time.

### Criminal Background Check Requirements

All teacher candidates must complete a fingerprint based background check in VT prior to F/S I, for observations, VCampFA teaching, and licensure. During Spring I, students will be required to complete a background check in the jurisdiction where they will complete their practicum. No teacher candidates will be allowed to enter or observe classrooms where minors are present until their background checks have been approved by the College (observations and VCampFA) and the school district(s) hosting the student (practicum). The VCFA background check will cost approximately 25

dollars and is done at the local police station. The Program Director will arrange for students to take this test during Summer I, and students can pay at the time of.

The practicum background check is required by all teacher candidates prior to the final student teaching semester. The results of this background check will be sent directly to the district or school system where students will be completing their practicum. If the results of the teacher candidate's background check do not meet the VCFA or the cooperating school system's standards, the student may be asked to refrain from enrolling. When applying for a teaching license, the Vermont Agency of Education will require all applicants to declare the following: any convicted felony; any sex, narcotics, or drug offense; charges of child abuse; and tax evasion. Applicants must also disclose whether they have had a teaching license denied, suspended, or revoked. Student loans in default, without an established repayment plan, must also be reported.

## **MAT Capstone Thesis**

The MAT Capstone Thesis is a culminating action research project that builds upon the coursework, field observations, and guided reading and is richly integrated with the teaching practicum. The aim is for candidates to synthesize their knowledge and use it to investigate questions in their practice. The capstone should reflect a stance of an informed and reflective artist-teacher. Candidates are expected to present and defend their capstone work to the VCFA community and to submit a proposal to present on it to regional and/or National Art Education Association conventions.

***Prior to beginning their action research in their practicum***, candidates will have written and submitted their Capstone Proposal to their advisor for approval. (We should include actual dates or more specific timeline...lets talk about this, figure out what makes sense.) Candidates should leave ample time for advisor to review and suggest revisions.

### **Introduction**

Candidates introduce a topic of interest, explain the topic and make a case for its importance to the field of art education.

### **Literature review on the topic of interest**

Candidates review the available literature on the proposed topic. This literature review can and should draw upon the guided readings completed in year 1 and the coursework in Year 1 and 2. It should represent a synthesis of these ideas and be clearly connected to the proposed line of inquiry. All sources should be cited in text using APA format.

### **Proposed action research plan**

The candidate will describe the intervention connected to this topic of interest that they are intending to try out, including any relevant supplemental materials (e.g., description of pedagogical strategy, lesson plan, exemplars, scaffolds, assessment rubrics). Candidates will identify a starting research question about this intervention, and describe a detailed plan of how they will study this question (e.g., observations, interviews, questionnaires, collection of work over time). The question should be centered on investigating an aspect of their art teaching and students' learning and the research plan should be feasible with the time and resources available. The candidate will identify potential validity threats in their study and propose means to address these concerns. The candidate will identify and will obtain all necessary permissions to observe, interview, document and present on students and their work.

**Following their action research project**, candidates will write and submit to their advisor:

**Methods:** Candidates will describe carefully their *enacted* intervention including all relevant supplemental materials. Candidates will discuss how their research question(s) evolved over the course of the action research study and why. Candidates will describe how they selected, collected and analyzed their data. They will discuss why they made their design decisions and how they addressed threats to validity. This section will supplant the proposed action research plan in the final capstone document.

**Documentation of Findings:** Through whatever sources make sense given the data collected (e.g., written text, images, tables, figures, links to video recordings), candidates should present a clear account of what they found through their action research. This section should focus on presenting the data with minimal analysis or interpretation.

**Analysis of Findings:** Consistently drawing on the evidence presented, candidates will discuss and illustrate the patterns they noticed, and insights they gained about or through their research question. They will discuss how they know what they know, how or why they might be wrong, and what they could do specifically do next to get more accuracy and insight.

**Conclusion:** Candidates will connect their study's findings to the themes they identified in the literature review—discussing how they do and do not align and in what ways. They will discuss how their study addressed their initial research purpose and how future research might further investigate and extend their work.

**Bibliography:** All sources in the text should be listed using APA format.

### **During Summer 3 Mini Residency and Graduation (residency immediately following completion of student teaching practicum)**

**Presentation:** Candidates will present and defend their work to a VCFA faculty committee, and present their work to colleagues, incoming MAT cohort, family and friends. Candidates should include a visual component to accompany their written findings that will be set up in a gallery on campus. Candidates are required to submit a proposal to present at a regional and/or national conference and/or publication. (Note mid-May deadlines for NAEA) Proposals to conferences and publications may be collaborative.

## **DEGREE/GRADUATION REQUIREMENTS**

Degrees are awarded following positive recommendations of the Faculty Advisor and the Faculty Advisory Committee, review by the Program Director and Academic Dean, and approval by the President of the College.

A student's record must give evidence of the following:

- full participation in 2 residency periods
- successful completion of all coursework, with a minimum cumulative GPA of 3.0 with full credit awarded each semester
- successful completion of capstone-thesis including presentation/exhibition of work on campus
- submission of capstone-thesis for publication and/or NAEA presentation

All financial obligations must be met before a diploma or transcript is issued.

# ACADEMIC PROGRESS

## ***EVALUATION***

### **Evaluation and Assessment Summary Master of Arts in Teaching Art & Design Education**

#### Admissions:

- Minimum 3.0 GPA
- Qualifying standardized test scores
- Statement of Purpose
- Letters of Recommendation
- Portfolio review (Images of own work, images of students' work when applicable)

#### Pre-Residency Required Work

- design and setup Teaching Portfolio web site, following template
- complete required reading and writing work prior to start of summer residency

#### Course Completion and Assessment Residency I

- Courses and workshops have designated credits based on standard Graduate credit/hours (15 hours/1 credit)
- Integrated project combining all 4 summer courses, due 2 weeks after end of residency, graded by all faculty involved

#### Fieldwork/Observations

- Initial location survey for F/S I made during enrollment period
- Observation sites identified during spring and summer prior to Fall I
- Students collaborate with Fieldwork/Observation Coordinator to create a meaningful and varied list of sites.
- Students respond to prompts, meet every 6-8 weeks online for a cohort discussion lead by faculty
- Students analyze their observations using methods learned in "Intro to Art Ed"
- After each observation, along with full analysis, student complete the observation spreadsheet, aligning what they observed with the standards required for Vermont Art Teaching Licensure.
- Students are graded based on the quality of their cohort discussion participation and quality of written analysis

#### Practicum Placement

- Initial placement survey identified with enrollment documents
- Practicum placement begins in the Fall/Winter I, identifying locations, age range, possible media specialties, etc.
- Placement secure Winter/Spring I, depending on school or school district

#### Course Completion and Assessment Residency II

- Courses and workshops have designated credits based on standard Graduate credit/hours (15 hours/1 credit)
- Integrated project combining all 4 summer methods courses, into a curricular unit that aligns with students' practicum placement, due 2 weeks after end of residency, graded by all faculty involved

### Praxis Art Content

- Students Must meet qualifying scores prior to the start of their Practicum Student Teaching placement

### Practicum Student Teaching

- Students are evaluated continuously by mentor teacher, using the program rubric
- Students are evaluated via video performance footage, by advising faculty and practicum supervisor
- Students meet with mentor teacher and advising faculty bi-weekly to discuss evaluations, coach, guide etc.
- Final evaluation by mentor teacher and advising faculty

### Teaching Portfolio

- Student websites (following program template) used as repository for all work, all analysis, all reflective writing pieces required for licensure
- Teaching portfolio is required as part of their licensure application
- (portfolio requirements are currently under re-construction by the VCTE, and will be adopted by our program)

### Licensure application to the State of Vermont

- Submitted directly to the state after submission to the program and initial program review

### Capstone/Thesis

- Students prepare and present their action research, their creative capstone work, and their thesis to fellow students, faculty and visiting families

# Master of Arts in Art & Design Education (MAADE)

The MAADE program is responsible for expanding the insight and reflective practice of its candidates, and supporting their growth as critically and socially engaged artists and educators. Our graduates leave with tools and content knowledge to be leaders in their schools, communities and in the field of art and design education.

Our curriculum is specific to the needs of arts educators in the 21st century. Our MAADE students are PK-12 teachers looking to earn a Master of Arts degree in Art and Design Education. Our students also share a deep desire to reflect on and renew their teaching practice, a belief in the transformative power of the arts, and the need for flexibility to stay in their home environment while they progress academically and professionally.

## MAADE CURRICULUM

| Course # | MA Curriculum                             | Credits |
|----------|---|---------|
| ADE502   | Art Education, Diversity & Social Justice | 3       |
| ADE503   | Teaching Media & Visual Literacy          | 3       |
| ADE504   | Global Issues, Grassroots Solutions       | 3       |
| ADE505   | Creative Research & Exploration           | 3       |
| ADE515   | Summer I Workshops                        | 2       |
|          |   |         |
| ADE556   | Studio Development                        | 3       |
| ADE557   | Studio Thesis                             | 3       |
| ADE558   | Critical Theory                           | 3       |
| ADE527   | MA Capstone Thesis I                      | 3       |
| ADE578   | MA Capstone Thesis II                     | 3       |
|          |   |         |
| ADE590   | Capstone Thesis Presentation/Exhibition   | 1       |
| RESMAT   | Graduation Residency                      | 0       |
|          | TOTAL CREDITS                             | 30      |

## ADVISOR-ADVISEE GUIDELINES FOR MA

During the non-resident semesters, MA students work with a faculty advisor in a variety of capacities. Advisors will be assigned during the 3rd week of the Summer Residency Faculty and Program Staff will meet to assign students to their advisor, with input from students, based on their areas of theoretic and research interest.

During Capstone/Thesis I and II, Faculty Advisors will work with students individually on their capstone-thesis development from proposal through completion. Each faculty advisor is normally responsible for advising 4-5 students. Faculty Advisors are available for telephone/video or email dialogues as necessary, and these can be requested and initiated by either student or faculty.

For Year Two Students:

- meet with advisees individually and as a cohort during residency
- respond and advise on the major curricular unit produced as the post-residency project
- advise on Thesis: research, bibliography, thesis development and completion, submissions for publication/presentation, and on campus culminating presentation

- Suggest further readings, revisions, and other appropriate directions for completing the Capstone-Thesis research, writing and presentation.

## MAADE Specific Course Descriptions

### Creative Research & Exploration

Students work with course and workshop faculty to begin exploring and expanding their own visual work. Students develop possible areas for further research and development.

### Studio Development, Studio Thesis, Critical Theory

MA students investigate the visual and theoretical framework of their own teaching through a creative visual exploration of their own work. Students will work one to one with an advisor to develop a creative thesis that compliments their critical research and pedagogic Capstone/Thesis. Studio Thesis work will be presented as part of the graduation residency, in the chosen format of the student, e.g.: exhibition, book, performance, etc.

### Capstone/Thesis

The MA Capstone Thesis is a culminating action research project that builds upon the coursework, guided reading, and educator's experience in their own classroom. The focus can take on many forms, from curriculum development, theoretical writing, action research, etc., and is richly integrated with the teaching practice. The aim is for candidates to synthesize their knowledge and use it to investigate questions in their practice. The capstone should reflect a stance of an informed and reflective artist--teacher. Candidates are expected to present and defend their capstone work to the VCFA community and to submit a proposal to present on it to regional and/or National Art Education Association conventions.

***Prior to beginning their action research***, candidates will have written and submitted their Capstone Proposal to their advisor for approval. Candidates should leave ample time for advisor to review and suggest revisions.

#### **Capstone Proposal Outline**

##### **Introduction**

Candidates introduce a topic of interest, explain the topic and make a case for its importance to the field of art education.

##### **Literature review on the topic of interest**

Candidates review the available literature on the proposed topic. This literature review can and should draw upon the guided readings completed in year 1 and the coursework in Year 1 and 2. It should represent a synthesis of these ideas and be clearly connected to the proposed line of inquiry. All sources should be cited in text using APA format.

##### **Proposed action research plan**

The candidate will describe the intervention connected to this topic of interest that they are intending to try out, including any relevant supplemental materials (e.g., description of pedagogical

strategy, lesson plan, exemplars, scaffolds, assessment rubrics). Candidates will identify a starting research question about this intervention, and describe a detailed plan of how they will study this question (e.g., observations, interviews, questionnaires, collection of work over time). The question should be centered on investigating an aspect of their art teaching and students' learning and the research plan should be feasible with the time and resources available. The candidate will identify potential validity threats in their study and propose means to address these concerns. The candidate will identify and will obtain all necessary permissions to observe, interview, document and present on students and their work.

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**Bibliography:** All sources in the text should be listed using APA format.

### **During Summer 3 Residency and Graduation (residency immediately following practicum)**

**Presentation:** Candidates will present and defend their work to a VCFA faculty committee, and present their work to colleagues, incoming MAT cohort, family and friends. Candidates should include a visual component to accompany their written findings that will be set up in a gallery on campus. Candidates are required to submit a proposal to present at a regional and/or national conference and/or publication. (Note mid--May deadlines for NAEA) Proposals to conferences and publications may be collaborative.

# ACADEMIC PROGRESS

## Evaluation and Assessment Summary Master of Arts in Art & Design Education

### Admissions:

- Teaching License
- Statement of Purpose
- Letters of Recommendation
- Portfolio review (Images of own work, images of students' work)

### Pre-Residency Required Work

- design and setup Teaching Portfolio web site, following template
- complete required reading and writing work prior to start of summer residency

### Course Completion and Assessment Residency I

- Courses and workshops have designated credits based on standard Graduate credit/hours (15 hours/1 credit)
- Integrated project combining all 4 summer courses, due 2 weeks after end of residency, graded by all faculty involved

### Course Completion and Assessment Fall/Spring Semester

- Courses and workshops have designated credits based on standard Graduate credit/hours (15 hours/1 credit)

### Capstone/Thesis and Graduation

- Students prepare and present their action research, their creative capstone work, and their thesis to fellow students, faculty and visiting families.

