

# 2015

## The Integrative Arts Program University Park



### A Quick-start Guide for Academic Planning

The Pennsylvania State University  
College of Arts and Architecture  
Integrative Arts Program

7/9/2015

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# The Integrative Arts Program (University Park)



The images shown above are details of art works created by Integrative Arts students T. Davies, J. Cardell, A. Bosley, and R. Bronaugh, respectively.

**T**he Integrative Arts Program at University Park (INART) is a multidisciplinary, student-designed degree program that leads exclusively to a Bachelor of Arts (B.A.) in Integrative Arts. Students who major in Integrative Arts focus their programs of study on vocational, scholarly, or creative interests in the arts and design that exist outside or across the boundaries of existing majors in the College of Arts and Architecture at Penn State.

The Integrative Arts Program is specifically designed to encourage and to provide students with the broadest opportunities to explore unique and unexpected creative, intellectual, and vocational pathways. The Integrative Arts Program is dedicated to helping its students acquire the unique intellectual and creative tools they will need to achieve their individual career goals and creative aspirations.

Integrative Arts students identify a unique course of study for their degree program that may focus on a particular topic, creative path, or a unique career goal in the arts. In consultation with an adviser, students devise an individualized academic plan that will best help them to explore and to investigate their chosen theme and to do so by combining study in two or more arts areas with explorations in other subject areas such as science, engineering, business, or communications.

The Integrative Arts Program encourages students to engage in career-related internships, self-directed research projects, as well as independent study courses. Such opportunities for hands-on work and research experience add extra levels of enrichment to a student’s academic program and assist the student in further defining his or her creative and career goals.

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## Purpose of this Guide

The purpose of this guide is twofold. First, is to provide a general introduction for students to the Integrative Arts Program, its Mission, Core Values and Program Goals, and to explain how to start the planning process for a degree in Integrative Arts. Second, the guide strives to provide a “quick-start” for helping students to explore how the arts and design interrelate with select fields traditionally seen as “unrelated” to the arts. In this, the guide

draws upon the “MajorQuest”<sup>1</sup> tool developed by Penn State’s Division of Undergraduate Studies. For additional reference, MajorQuest, is available online at: <http://dus.psu.edu/students/majorquest>.

## The Mission of the Integrative Arts Program

The Mission of the Integrative Arts Degree Program is to prepare undergraduate students to work successfully as innovative and dynamic artists, designers, and performers in an increasingly interdisciplinary world. The Integrative Arts Program provides opportunities for students to pursue intellectual and creative pursuits that require exploration and study beyond the boundaries of traditional arts majors through the integration of focused study and related experiences in a primary area in the arts or design as well as in supporting arts and design areas, and, when appropriate to the student’s goals, integration of study outside the arts. As such, the Program serves as a foundation for undergraduate students to develop an individualized, comprehensive educational plan that provides for intellectual study and creative experiences that lie outside the framework of traditional disciplinary majors offered by the College of Arts and Architecture.



## The Integrative Arts Program Core Values

In support of its Mission, the Core Values of the Integrative Arts Program are that the Program will:

- **Provide an Innovative and Responsive Education for Students.** The Integrative Arts program strives to create and sustain a responsive and flexible educational framework that supports the evolving academic and creative needs of our students.
- **Encourage Crossing Intellectual and Creative Boundaries.** The Integrative Arts Program recognizes the interdisciplinary construction of knowledge and supports intellectual and creative inquiry and exploration that encourages students to build bridges of discovery and understanding among the arts and with disciplines that lie outside the arts and design.
- **Foster Intellectual Inquiry and Creative Risk Taking.** The Integrative Arts Program is committed to fostering and encouraging responsible scholarship and creative risk taking so that our students are prepared to be innovative thinkers and makers in a diverse and inter-related world.
- **Support Social and Cultural Engagement.** The Integrative Arts Program believes in the essential role of art and design in the cultural and intellectual life of every society and supports the development of our students as creative and involved members of regional, national, and global communities.

## Program Goals and Educational Objectives

The Integrative Arts Program is committed to the preparation of graduates for careers in which they will use their creative and intellectual skills and knowledge to create, perform, design, communicate, and innovate across disciplinary boundaries within the arts and design as well as in disciplines that lie outside the arts. This commitment is exemplified by Program Goals (PG) and Educational Objectives (EO) that are designed to ensure students will acquire and employ knowledge and skills that blend multiple creative, academic, and practical

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<sup>1</sup> The Division of Undergraduate Studies, a unit within the Office of Undergraduate Education, is Penn State’s largest unit of enrollment for first-year students, leads the development of advising policies and practices, manages the University-wide academic information network, and provides general academic advising for current and prospective Penn State students.

avenues of study and application in ways that prepare them to work and create in an increasingly complex and multidisciplinary world.

### Program Goals

The Integrative Arts Program Goals (PG) identify in broadly defined statements the ways that graduates will be prepared to enter into a multi- or inter-disciplinary professional world. Upon graduation, it is expected that Integrative Arts students will:

1. Have learned the theoretical knowledge and practical skills necessary for entering careers that blend multiple forms of art, performance, or design.
2. Have acquired hands-on, experiential knowledge for creating, performing, designing, and innovating in a multidisciplinary world.
3. Have developed the skills and knowledge needed to create and to evaluate complex interdisciplinary artistic and/or design products for regional, national, and international audiences and markets.
4. Have acquired in-depth understandings of the market, challenges, and opportunities for a career in the arts.
5. Be prepared to recognize, understand, and assess the social and cultural implications of their work so that they are able to work ethically and responsibly as members of regional, national, and international communities.



### Educational Objectives

The Educational Objectives (EO) of the Integrative Arts program build upon the Program Goals and more specifically describe what Integrative Arts students are expected to know and be able to do by the time of graduation. The Educational Objectives listed below identify how each objective relates to the more broadly defined Program Goals (PG). Graduates of the Integrative Arts Program will be able to:

1. Understand, apply, and analyze art historical and aesthetic concepts related to the creation and/or design of creative works that combine multiple forms of art, design, or performance. (PG 1)
2. Identify and assess philosophies and theories relevant to careers that require knowledge and understanding of multiple forms of arts and/or design. (PG 1 and PG 3)
3. Demonstrate mastery of tools and practices used in the creation of art, design, and performance works in contexts related to the student's particular area of concentration. (PG 2 and PG 3)
4. Create original, compelling works of art, design, or performance in contexts related to the student's particular area of concentration and which reflect the integration of multiple forms of art, performance, or design. (PG 2 and PG 3)
5. Synthesize and evaluate creative output, contribute to critical discourse, and learn how to incorporate feedback and critique as part of the creative process. (PG 2, PG 3, and PG 4)
6. Demonstrate the ability to create complex works of art, design, or performance that combine multiple art forms in a manner relevant to individual experiences and which convey a personal visual vocabulary. (PG 2, PG 3, and PG 5)
7. Demonstrate the ability to plan and implement exhibitions or presentations of creative work from conceptualization through promotion, preparation, and physical installation and/or performance and to present that work to diverse audiences. (PG 3, PG 4, and PG 5)

## Learning More about the Integrative Arts Program

Individuals interested in learning more about the Integrative Arts Program may wish visit the Integrative Arts website at:

- <http://artsandarchitecture.psu.edu/inart>

A link to the complete “How to Apply to the Integrative Arts Program” guide is available at the Program website as well as additional links to guides for the following:

- How to apply to the College of Arts and Architecture;
- A suggested “Academic Plan” for the Integrative Arts degree;
- How to apply for earning credit for an Integrative Arts internship (INART 295 or INART 495);
- How to develop and apply for credits for completing an independent study project (INART 296 or INART 496); and
- Planning a career in “Expressive Arts Therapies.”



### How to Contact the Integrative Arts Program

Individuals are also welcome to contact the Integrative Arts Office to speak with our office staff or to arrange an in-person visit.

#### **Office Location**

The Integrative Arts Program is located in 104 Borland Building, University Park, PA 16802.

#### **Office Hours**

During the regular academic year (September – April), the Integrative Arts Office is open during the following hours:

Monday / Tuesday: 1:00 PM – 5:00 PM  
Wednesday / Thursday: 8:00 AM – NOON  
Friday: Closed

During the summer season (May – August), the Integrative Arts Office is open on a limited basis. Telephone and E-mail messages are, however, retrieved and responded to on a regular basis. Please visit the Integrative Arts website (<http://artsandarchitecture.psu.edu/inart>) for the link to the Office’s “Summer Hours” schedule.

#### **Telephone, Fax or E-mail**

Please use the information below to contact us directly by phone or E-mail:

Telephone: (814) 865-1750  
Fax: (814) 865-7140  
Email: [jhartranft@psu.edu](mailto:jhartranft@psu.edu)

## Starting an Academic Plan for a Degree in Integrative Arts

As part of the process for applying to Integrative Arts, students are required to develop an individualized academic plan for review and approval by the Integrative Arts Program. The academic plan must identify a semester-by-semester plan for how the student proposes to complete the academic requirements for the B.A. in Integrative Arts (120 credits). In addition to identifying how the student will complete the “Major Requirements” for the degree (42 credits), the plan must also identify how the student proposes to complete his / her remaining General Education (39 credits), Bachelor of Arts (24 credits), and Electives (15 credits) requirements. The core component

of 42 “Major Requirements” credits required for the Integrative Arts degree must indicate a clear and coherent theme or focus of study in the arts or design and be organized into two principal areas:

- Twenty-four (24) of the 42 credits comprise the student’s “Primary Focus” and are expected to demonstrate a clear and coherent relationship. These courses are generally derived from one or two subject areas in arts or design courses.
- The remaining 18 credits comprise the student’s “Supporting Arts” area and may be selected from the full range of courses offered by the College of Arts and Architecture excluding those areas of study that contribute to the “Primary Focus.” For example, if a student selects courses in photography (PHOTO) and art history” (ART H) to comprise his or her “Primary Focus” of study, courses from those subject areas would not be permitted to contribute to the 18 credits required for “Supporting Arts.”



When appropriate, courses offered by academic units outside the College of Arts and Architecture will be accepted for the student’s proposed academic plan for Integrative Arts but the majority of credits applied to the degree “Major Requirements” are expected to be earned in courses offered within the College of Arts and Architecture (see below for a list of course areas offered by the College of Arts and Architecture). Integrative Arts students must also complete six (6) credits of study in “history of arts.” These credits may be counted as part of the 42 overall credits required for the degree’s “Major Requirements” or, if outside the major, may be counted under General Education and/or Bachelor of Arts degree requirements. At least 15 of the 42 “Major Requirements” credits must be completed in advanced-level courses (e.g., courses at the 400 or equivalent level). Students are strongly advised to consult with the Integrative Arts Program for advice and guidance about the application process and, especially, how to approach developing a coherent, workable academic plan for the Integrative Arts Degree.

The academic plan, however, is just one of several components required for application to the Integrative Arts Program. Complete details about the application process, the list of application components, and the full academic degree requirements for the B.A. degree in Integrative Arts are available in the “How to Apply to Integrative Arts” guide available on the Program’s website at: <http://artsandarchitecture.psu.edu/inart>.

### **The College of Arts and Architecture Academic Units**

The College of Arts and Architecture includes the following academic units:

- Department of Art History
- School of Music,
- School of Theatre,
- School of Visual Arts, and
- Stuckeman School of Design (Department of Architecture, Department of Landscape Architecture, and the Graphic Design Program).

### **Courses Offered by the College of Arts and Architecture**

The courses offered by the college include the following:

- A ED (Art Education),
- A&A (Arts and Architecture),
- ARCH (Architecture),
- ART (Art),
- ART H (Art History),
- DANCE (Dance),

- GD (Graphic Design),
- INART (Integrative Arts),
- L ARCH (Landscape Architecture),
- MUSIC (Music),
- PHOTO (Photography), and
- THEA (Theatre).

## Using the “MajorQuest”<sup>2</sup> Tool to Explore Integrative Arts

The Division of Undergraduate Studies (DUS) has developed an excellent online tool to help undergraduate students explore Penn State majors that relate to their areas of interest. MajorQuest provides an exciting place for students to discover which majors offered by Penn State relate to and connect with their individual interests. MajorQuest permits students to select one or more areas of interest and then filters those choices through all of the different majors offered by Penn State to arrive at a list of majors that incorporates the different areas selected by the student. Students are also able to further limit their searches to a particular Penn State campus. MajorQuest, is available online at: <http://dus.psu.edu/students/majorquest>.

Once a major is identified, students can further explore that major through the additional links provided by MajorQuest, including:

- The Undergraduate Bulletin description of the major
- The major’s website,
- Entrance-to-major requirements, and
- The academic plan recommended for the major.

There is also a “More” link for each major that leads to additional Web resources to help students learn about the major.

### MajorQuest Interest Areas and Integrative Arts

Deciding upon a major is an exciting journey but one that can also be a confusing and uncertain experience. Many students find it a difficult task to choose from the many different majors that are available to undergraduate students at Penn State. Choosing a major requires a good self-understanding and it’s important to spend time developing a better understanding of yourself and your interests. For example, in what subjects are you most interested? What kinds of activities do you most enjoy and find rewarding? What are your most important values in life? What skills do you have and what skills would you like to develop? Most students can quickly identify a variety of interests that they enjoy but not how those interests might come together in ways that can lead to meaningful or satisfying careers or advanced study. Spending time to explore your different interests can often reveal academic or vocational pathways that you had not previously contemplated.

The “integrative” nature of the Integrative Arts major provides students with the opportunity to combine study in the arts and design with study in subjects taught outside of the arts and to bring those “combinations” together not just in fulfillment of the major’s degree requirements but also as a pathway for the student to achieve meaningful creative and/or vocational goals. For some students, the relationships between their different interests are quickly apparent and easily identified. Many students, however, find it difficult to articulate how their different areas of interest might come together to prepare them for careers or advanced study. The MajorQuest tool provides a wonderful way for students to explore possible connections among their interests and to discover how their interests relate to the different majors offered at Penn State.

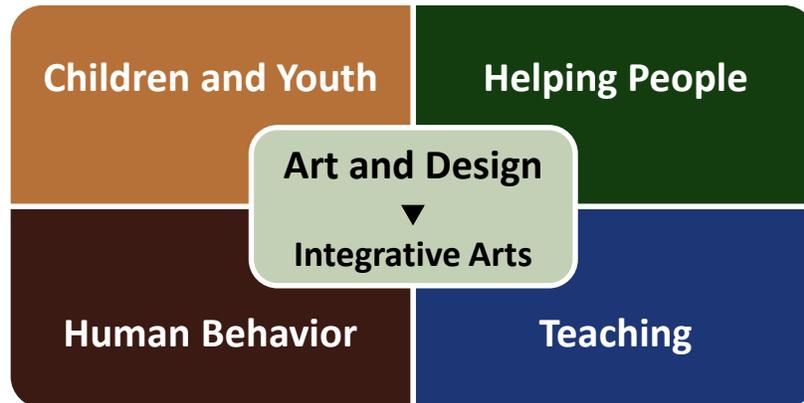
In what follows, three different examples are presented that show how select “interest areas” included in MajorQuest can be identified in relationship to the Integrative Arts Major. Each example is introduced by a graphic

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<sup>2</sup> The information presented about MajorQuest is excerpted from a Penn State News article, “New MajorQuest Guides Students in Choosing a Major that was published February 3, 2014. The full article may be read online at: <http://news.psu.edu/story/302536/2014/02/03/academics/new-majorquest-guides-students-choosing-major>

that identifies the different MajorQuest areas being considered. Each graphic is then followed by 1) examples of possible creative or vocational goals that relate to the arts and design and to the MajorQuest interest areas listed for that example, 2) academic subject areas that support study in the different interest areas, and 3) academic minors that might of particular interest to students who elect to study in these areas.

### Interest Areas I: Children and Youth, Helping People, Human Behavior, and Teaching



#### Example Areas of Vocational / Creative Goals

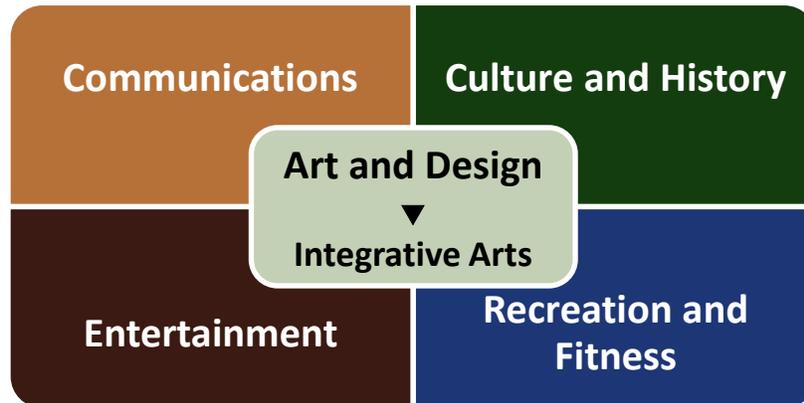
- Expressive Arts Therapies (e.g., Art Therapy, Music Therapy, Drama Therapy, Dance/Movement Therapy, Biblio/Poetry Therapy)
- Community Organizations (e.g. working in community arts centers, community service organizations, or children’s museums)
- Private Arts Instructor

#### Supporting Academic Subject Areas

- Art and Design
  - Courses offered by the College of Arts and Architecture that support the student’s particular arts and design interest(s)
  - ENGL; CMLIT; IST
- Children and Youth
  - HD FS; KINES; RPTM; SCIED
- Helping People
  - CED; CNPSY; RHS
- Human Behavior
  - ANTH; CAS; GEOG; HD FS; PSY; SOC
- Teaching
  - A ED; ED PSY; SCIED

#### Minors of Interest

- [English](#) (18 credits)
- [Psychology](#) (18 credits)
- [Human Development](#) (18 credits)
- [Kinesiology](#) (18–19 credits)
- [Leadership Development](#) (18 credits)
- [Recreation, Parks, and Tourism Management](#) (20 credits)

**Interest Areas II: Communications, Culture and History, Entertainment, and Recreation and Fitness*****Example Areas of Vocational / Creative Goals***

- Local arts and/or historical museums and centers
- Community recreational organizations
- Independent artist
- Music management/industry

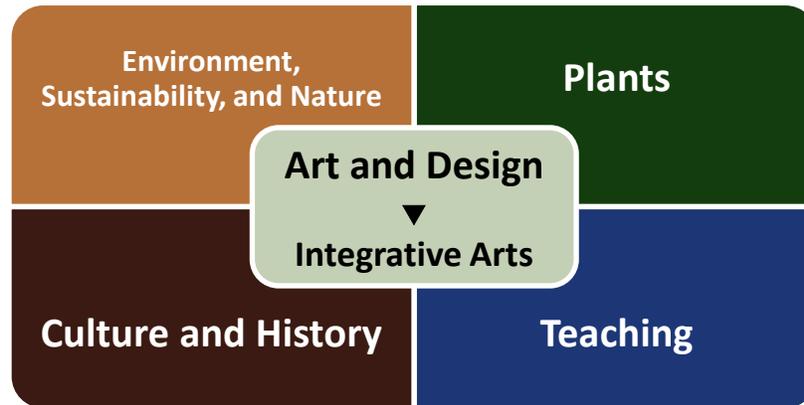
***Supporting Academic Subject Areas***

- Art and Design
  - Courses offered by the College of Arts and Architecture that support the student's particular arts and design interest(s)
  - ENGL; CMLIT; IST
- Communications
  - COMM; GD; ENGL; HD FS; IST; OLEAD
- Culture and History
  - AAA S; ANTH; ART H; GEOG; HIST; LATAM; MEDVL; WMNST
- Entertainment
  - HM; HRIM; IST
- Recreation and Fitness
  - KINES; RPTM

***Minors of Interest***

- [African American Studies](#) (18 credits)
- [History](#) (18 credits)
- [Information, Sciences, and Technology for Telecommunications](#) (19 credits)
- [Kinesiology](#) (18–19 credits)
- [Latin American Studies](#) (19 credits)
- [Leadership Development](#) (18–19 credits)
- [Music Technology](#) (21 credits)
- [Recreation, Parks, and Tourism Management](#) (20 credits)
- [Women Studies](#) (18 credits)

### Interest Areas III: Environment, Sustainability, and Nature; Plants, Culture and History, and Teaching



#### **Example Areas of Vocational / Creative Goals**

- Environmental/Sustainability leadership
- Community Organizations (e.g. environmental centers, public parks)
- Arboretums or botanical gardens
- Agricultural/horticultural communications

#### **Supporting Academic Subject Areas**

- Art and Design
  - Courses offered by the College of Arts and Architecture that support the student's particular arts and design interest(s)
  - ENGL; COMM; IST
- Environment, Sustainability, and Nature
  - AGECO; CED; ENVST; ERM; GEOG; OLEAD; SUST; WILD; WFS
- Plants
  - BIOL; HORT; LARCH
- Culture and History
  - AAA S; ANTH; ART H; CMLIT; HD FS; HIST; LATAM; R SOC;
- Teaching
  - A ED; ED PSY; SCIED

#### **Minors of Interest**

- [African American Studies](#) (18 credits)
- [History](#) (18 credits)
- [Information, Sciences, and Technology for Telecommunications](#) (19 credits)
- [Kinesiology](#) (18–19 credits)
- [Leadership Development](#) (18 credits)
- [Music Technology](#) (21 credits)
- [Recreation, Parks, and Tourism Management](#) (20 credits)
- [Sustainability Leadership](#) (18 credits)

