



**ROCHESTER INSTITUTE OF TECHNOLOGY
COURSE OUTLINE FORM**

COLLEGE OF IMAGING ARTS & SCIENCES

School of Art

REVISED COURSE: CIAS-ARED-890-GraduateSeminarInArtEducation

1.0 Course Designations and Approvals

Required course approvals:	Approval request date:	Approval granted date:
Academic Unit Curriculum Committee	1/13/11	1/14/11
College Curriculum Committee	3/14/11	3/25/11

Optional designations:	Is designation desired?		*Approval request date:	**Approval granted date:
General Education:		X		
Writing Intensive:		X		
Honors		X		

2.0 Course information:

Course title:	Graduate Seminar in Art Education
Credit hours:	6
Prerequisite(s):	ARED-704 Methods in teaching and learning and ARED-705 Methods II Studio Thinking and ARED-702 Inclusive Art Education
Co-requisite(s):	ARED-790 Student Teaching
Course proposed by:	Professor Carole Woodlock
Effective date:	Fall 2013

	Contact hours	Maximum students/section
Classroom	6	15
Lab		
Studio		
Other-Homework	6	

2.a Course Conversion Designation* (Please check which applies to this course).**

	Semester Equivalent (SE) Please indicate which quarter course it is equivalent to:
X	Semester Replacement (SR) Please indicate the quarter course(s) this course is replacing: 2011-820 Seminar in Art Education

	New
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2.b Semester(s) offered (check)

Fall	Spring X	Summer	Other
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All courses must be offered at least once every 2 years. If course will be offered on a bi-annual basis, please indicate here:

2.c Student Requirements

Students required to take this course: (by program and year, as appropriate) Graduate Students in MST Visual Arts-All Grades
Students who might elect to take the course: None

3.0 Goals of the course

3.1	To be knowledgeable about aesthetic and artistic purposes of art.
3.2	To explore philosophical and ethical issues related to the visual arts.
3.3	To recognize that the making and study of art and education can be approached from a variety of viewpoints, such as feminism, formalism, postmodernism, and political perspectives.
3.4	To be knowledgeable about contemporary art and the art world, and recognize the value of studying artworks from popular culture, folk culture, and various cultural groups.
3.5	To be knowledgeable about the use of traditional and new technologies within the visual arts.
3.6	To recognize that art exists in multiple contexts, including museums, galleries, schools, and homes, as well as other settings of public and private life.
3.7	To understand that individuals' identities can be shaped by the social and cultural groups to which they belong. Such groups include gender, ethnicity, economic class, sexual identity, and geography, as well as other aspects of identity.
3.8	To embrace diversity of peoples, philosophies, and cultural histories in curriculum development and instruction.
3.9	To prepare teachers to promote the well being of all students and work towards excellence in teacher standards as outlined by State and National organizations in art and education.
3.10	To engage students with contemporary art and artists to enable them to acquire knowledge of the context in which works of art have been created, and foster respect for all forms of art.
3.11	To enable students to understand the philosophical and social foundations underlying the inclusion of art in general education and the ability to express a rationale for a personal philosophical position about the relevance and importance of art education from a contemporary perspective.
3.12	To prepare excellent teachers of the visual arts (B-12) who are dedicated to: pedagogy of engagement, the visual arts as a valued discipline within the school curriculum, and the reflective practice of their day-to-day teaching experiences.
3.13	Enable students to make valuable contributions to their professions; communicate effectively and utilize creativity, critical thinking innovative problem solving,

aesthetic understanding, cross-disciplinary study and cultivate social responsibility.

4.0 Course description

Course Number: ARED-890

Course Name: Graduate Seminar Art and Education

Short Course Name: Grad Seminar Art Ed

Prerequisites: ARED-704 Methods in teaching and Learning and ARED-705 Methods II Studio Thinking and ARED-702 Inclusive Art Education

Classroom 6, Studio 0, Credit 6, Fall

This course supports the student who is student teaching. Social, political and cultural issues are important for art educators to reflect on and be active in. Developing an Issues-Based educational philosophy is relevant for today's classroom. Teaching in the K-12 classroom intersects with the day-to-day lives of our students and their world. Through a thoughtful investigation into the varied and complex issues in our contemporary visual lives, we can bring relevant teaching strategies and content to the studio classroom. In this course students will explore the day-to-day issues they experience in their student teaching practicum. The focus will be on exploring a range of perspectives on contemporary theories in art and education, making connections with theory, meeting state and national standards, and reflecting on pedagogical experiences to address the overall goals of the program. Students focus on the following areas to meet NYSED and TEAC requirements: Content/Subject matter knowledge, pedagogical knowledge, teaching skills, curriculum development, assessment and professional skills. The development of a teaching portfolio occurs in conjunction with a capstone project and exhibition. On-line technology is utilized in addition to lectures, video and other forms of media. This course requires the student to complete 20 field experience hours, which will complete their required 100 hours.

5.0 Possible resources (texts, references, computer packages, etc.)

- 5.1 Congdon, K. & Zimmerman, E. (Eds.) (1993). *Women Art Educators III*. Bloomington, Indiana: Indiana University.
- 5.2 Neperud, R. (Ed.) (1995). *Context, Content and Community in Art Education: Beyond postmodernism*. New York: Teachers College Press.
- 5.3 Fehr, D. & Fehr, K. & Keifer-Boyd, K. (Eds.) (2000). *Real-World Readings in Art Education: Things your professors never told you*. New York: Falmer Press.
- 5.4 Gaudelius, Y. & Speirs, P. (Eds.) (2002). *Contemporary Issues in Art Education*. New Jersey: Prentice Hall.
- 5.5 Collins, G. & Sandell, R. (Eds.) (1996). *Gender Issues in Art Education: Content, Contexts and Strategies*. Reston, Virginia: NAEA.
- 5.6 Freedman, K. (2003). *Teaching Visual Culture: Curriculum, aesthetics, and the social life of art*. New York: Teachers College Press.
- 5.7 Szekely, G & Szekely, I. (Eds.) (2005). *Video Art for the Classroom*. Reston, Virginia: NAEA.
- 5.8 Freire, P. (2007). *Daring to Dream: Toward a pedagogy of the unfinished*.

London, UK: Paradigm Publishers.

5.9 Freire, P. (1998). *Teachers as Cultural Workers: Letters to those who dare teach*. Boulder, Colorado: Westview Press.

5.10 Stout, C. (2002). *The Flower Teachers: Stories for a new generation*. Reston, Virginia: NAEA.

5.11 Peterman, F. (Ed.) (2008). *Partnering to Prepare Urban Teachers: A call to activism*. New York: Peter Lang.

5.12 Emme, M. & Keifer-Boyd, K. & Jagodzinski, J. (Eds.) (2008). *InCITE, InSight, InSITE: Journal of Social theory in Art Education, the first 25 years*. Reston, Virginia: NAEA.

5.13 Freedman, K. (Eds.) (2009). *Looking Back: Editor's Selections from 50 years of Studies in Art Education*. Reston, Virginia: NAEA.

5.14 Delacruz, E. & Arnold, A. & Kuo, A. & Parsons, M. (Eds.) (2009). *Globalization and Art Education*. Reston, Virginia: NAEA.

5.15 Anderson, T. & Gussak, D. & Hallmark, K. & Paul, A. (Eds.) (2010). *Art Education for Social Justice*. Reston, Virginia: NAEA.

5.16 On-line resources and relevant periodicals in Art and Education such as: *Art Education, Studies in Art Education, Journal of Aesthetic Education, School Arts, Arts Journal, Visual Arts Research, Journal of Contemporary Art, The International Journal of Art & Design Education, and the International Journal of Education & the Arts*.

6.0 Topics (outline):

6.1 Introduction to visual culture and issues-based instruction in contemporary art education

6.2 Ideas and teaching: making meaning from contemporary art

6.3 Context and community

6.4 Race, class and gender in the classroom

6.5 Feminism and critical pedagogy

6.6 New technologies in art and education: creating a reflective portfolio

6.7 Research methods & inquiry into teaching: a case study of a pedagogical moment

6.8 Contemporary art and artists

6.9 What we can learn from our students in the K-12 classroom

6.10 Real-world readings: politics in the classroom

6.11 Pedagogical strategies for the 21st. century studio classroom

7.0 Intended course learning outcomes and associated assessment methods of those outcomes

Course Learning Outcome	Assessment Method
7.1 Develop metacognitive knowledge of pedagogy during student teaching experiences	Project, Portfolio, Capstone project
7.2 Generate build on foundation of knowledge on art and artists both historical and contemporary	Assignments, Project

7.3	Envision and reflect on current issues in teaching the visual arts	Assignments, Projects
7.4	Reflect on subject matter knowledge generated when student teaching	Project, Portfolio, Capstone project
7.5	Create new teaching skills and self- knowledge generated in student teaching experiences	Project, Portfolio, Capstone project
7.6	Build on the craft of using technology to support teaching and learning	Project, Portfolio, Capstone project
7.7	Stretch and explore metacognitive knowledge of teaching, visual culture, and research in art education	Project, Portfolio, Capstone project
7.8	Refine the craft of reflective practice	Field Experience log book
7.9	Connect factual, conceptual, procedural and metacognitive knowledge through the design and implementation of an inquiry using a qualitative case study research method	Capstone project, Portfolio
7.10	Analyze and evaluate communication skills when teaching visual art	Assignment, Critique, Portfolio

8.0 Program outcomes and/or goals supported by this course

8.1	To meet the NAEA professional standards for visual arts educators and teacher preparation programs.
8.2	To align with the goals of the New York State Learning Standards in the Visual Arts.
8.3	To meet the TEAC (Teacher Education Accreditation Council) goals for a Teacher Preparation Program in the Visual Arts K-12.
8.4	To prepare teachers to promote the well being of all students.
8.5	To work towards excellence in teacher standards as outlined by state and national organizations in art and education.
8.6	To prepare teachers as leaders and advocates for the teaching of visual art education in the Birth-12 classroom environment.
8.7	To prepare teachers of art to be lifelong learners, and supportive of the multiple needs of the students in their classroom.
8.8	To prepare excellent teachers of the visual arts (Birth-12) who are dedicated to: pedagogy of engagement, the visual arts as a valued discipline within the school curriculum, and the reflective practice of their day-to-day teaching experiences.
8.9	To prepare teachers to utilize new technologies throughout their teaching and learning experiences.

9.0 General Education Learning Outcome

N/A

10.0 Other relevant information (such as special classroom, studio, or lab needs, special scheduling, media requirements, etc.)

10.1 Plug-and-Go classroom

10.2 20 hours of Field experience required for this course