
Art Education

Faculty and Fields of Interest

Art Education Major BFA degree

The Art Education program provides a sequence of practical, theoretical and studio-based experiences leading to proficiency in the teaching of art. The scope of the program permits the student to work in public or private school systems or in other private and public agencies. The program emphasizes both supervised field work in surrounding communities and university courses in the theory and practice of art and education.

Teaching licensure in art education is the goal of most art education majors. Students wishing licensure should consult with the department chairperson. Teaching licensure may also be earned by students who already possess the bachelor's degree and are interested in earning an MAE degree.

Kathy A Miraglia art education, especially elementary; adult professional development; research; painting, drawing, interdisciplinary curriculum

Arlene B Mollo (chairperson) art education, public policy, research, interdisciplinary curriculum, museum education, painting and design

Various choices are presented in the curriculum shown here, and further substitutions are possible with the approval of the Art Education chairperson. Art Education students complete a concentration in one of the studio areas in the College of Visual and Performing Arts. The studio concentration may be in Painting, Graphic Design, or Textile Design, a program of studio concentration can be designed in other areas, such as Art History, Sculpture, 2-D, or 3-D.

Students aiming for teaching licensure must choose to pursue either the elementary (K-9) or the secondary (5-12) level. Teaching licensure students become Art Education Teacher Candidates after passing the Communication and Literacy Skills portion of the Massachusetts Test of Educator Licensure (MTEL). Teaching licensure students become Art Education Pre-Service Candidates only after passing the entire MTEL—a prerequisite for entrance to the student teaching practicum. The appropriate Art Education courses must be selected depending upon the level of licensure sought, in consultation with the Art Education chairperson, or advisor prior to class registration each semester. A positive recommendation by the chairperson permits the student to do his/her student teaching (Practicum).

Program requirements will be revised to reflect on-going developments in state regulations and educational reform.

Students aiming for careers other than teaching may also pursue this major, and these students are not held to a requirement to pass the MTEL. These students take an alternative Practicum that provides a field experience placement in a community setting, agency, hospital, nursing home or geriatric center, museum, children's day care facility, or the like in lieu of a student teaching placement in a school.

During their sophomore year all majors must meet with the Art Education chairperson to declare their career intentions and plan their studies accordingly. Majors must choose their studio concentration area by the spring advising period of their sophomore year.

Learning outcomes

Learning outcomes in Art Education are aligned with National Association of Schools of Art and Design (NASAD) standards, with the national and state standards in visual arts education, and with the Massachusetts Department of Education's professional standards for licensure. Upon successful completion of the degree requirements in Art Education, students should possess:

- Artistic skill, critical analysis, and aesthetic judgment;
- Expertise in their own art production;
- Depth and breadth of artistic knowledge;
- Understanding of philosophy, history, and fundamentals of elementary or secondary art education;
- Understanding of human development, including child/adolescent development;
- Understanding of learning styles and teaching strategies;
- An individual philosophy of art education;
- Skill in lesson planning, preparation, and assessment strategies; and
- Understanding of western and non-western traditions in art history and culture and influences of these differing views on the development of both paradigms.

Requirements

Post-Baccalaureate Art Teacher Licensure

		Semester Credits	
		First	Second
First year			
FOU 101, 102	Visual Arts Colloquium	1	1
FOU 110, 112	Foundation: Structural/Life Drawing	3	3
FOU 114, 115	2D Workshop/Visual Language	2	2
FOU 124, 125	3D Concepts/3D Workshops I	2	2
ARH 125	Visual Culture: Renaissance to Modern Art	3	
ARH 150	Visual Culture: Modern to Contemporary Art		3
ENL 101, 102	Critical Writing and Reading I, II	3	3
PSY 101	General Psychology	3	
PSY 102	Child Psychology		3
		17	17
Second Year			
AED 200	Observational Strategies in Artistic Dev.	3	
AED 215	Special Needs: Current Issues		3
ARH 200	Visual Culture: Ancient, Medieval, World Art Art History Elective	3	3
FIA 221, 222	Figure Drawing I, II	3	3
	Art Ed Electives	3	3
	CVPA Studio Concentration**	3	3
	General Education Elective*		3
	Literature Elective***	3	
		18	18
Third Year			
AED 300	Methods and Materials	3	
AED 310	Curriculum Design		3
	CVPA Electives	3	6
	CVPA Studio Concentration**	3	3
	Natural Science/Technology Electives	3	3
	Mathematics Elective	3	
		15	15
Fourth Year			
AED 405	Social Philosophy and History of Art Education	3	
	CVPA Electives	6	
	CVPA Studio Concentration**	3	
	Humanities Electives***	3	
	General Education Elective*		3
AED 411	Practicum/Seminar: Elementary N-9		12
AED 412	Practicum/Seminar: Secondary 5-12		12
		15	15
	Total credits:		130

Those who already possess a bachelor's degree and wish to return to school to receive art teacher licensure may apply for acceptance to the teacher licensure program through the MAE degree. Post-baccalaureate Art Education licensure candidates must pass both the Literacy and Content portions of the Massachusetts Test of Educator Licensure (MTEL) as a condition for entering the program.

This post-baccalaureate program has the approval of the Bureau of Teacher Certification, Massachusetts Department of Education, leading to a single level initial license in Massachusetts as an art teacher in grades Pre K-9 or 5-12. As an added benefit, interstate recognition makes art teacher certification earned at UMass Dartmouth reciprocally valid in many other states.

This program is designed for students with already strong backgrounds in studio work who want licensure which allows them to work in schools, museums, or social service agencies. Candidates must demonstrate studio competencies in areas specified by the State Department of Education Standard I and pass the MTEL exams prior to applying for the state teaching license. While at UMass Dartmouth, licensure students take courses from the listed requirements for the major in Art Education that apply toward state licensure standards, including courses in studio art, the social theory and philosophy of education, human development and learning of art, and teaching methodology. During their required field experience, students will visit schools and other learning sites. The courses and field work provide students with the opportunity and skills to develop effective strategies for working with learners in a variety of settings.

During their required pre-practicum field experience, students need to select the grade level (PreK-9 or 5-12) in private or public schools in which they are assisting or teaching students. Students must acquire a total of seventy five hours during their pre-practicum field work.

* Students must select electives in such a way as also to satisfy their general education requirements in diversity and ethics.

** The Studio Concentration requirement consists of 15 credits of sequential study (sophomore, junior, and senior year studio courses) in one of the major studio areas of the College of Visual and Performing Arts.

*** In Art Education, Humanities electives include Art History, English, Foreign Language, Literature, History, Music, and Philosophy courses. Students must select electives in such a way as also to satisfy their general education requirements in diversity and ethics.

The full program requires 27 credits and PSY 201 (3 credits) and its prerequisite PSY 101 (3 credits). Additional credits may be needed if a certificate student lacks prerequisites or depth of studio preparation.

Art Education Courses

The Commonwealth of Massachusetts has adopted a new teacher licensure process. The one-stage life-time certificate is now replaced by a two-stage process in which an initial licensure is earned, followed by professional licensure. Within five years of beginning employment under an initial license, teachers must earn professional standing and teach in the public schools. A Master's degree that includes clinical experience and education coursework is required for professional licensure. The department offers this degree through its Art Education graduate program, including coursework and experience designed to enable students to qualify for the professional license. Those interested should consult the department about the Art Education master's degree options, and consult the university's *Graduate Catalogue*.

AED 200 three credits **C**
Observational Strategies in Artistic Development

Field-based pre-practicum opportunities for students to conduct and assess observations of learners and teachers. Students will record, interpret, and analyze behavior in written or digital form. Emphasis is placed on expanding the student's view of the relationship between the environment, developmental theory, and learning objectives.

AED 215 three credits **C**
Special Needs: Current Issues

Introduction to the visual arts as a therapeutic instrument, examined through practical experiences, discussions, and readings. The course explores art's potential in diagnosis, physical therapies, and affective and cognitive therapies; explores a variety of special needs issues; and discusses current issues and literature. A key goal is to promote understanding in dealing with special needs students in grades K-8 and 5-12.

AED 298 one to six credits
Experiential Learning

Prerequisites: At least sophomore standing; permission of the instructor, department chairperson, and college dean
Work experience at an elective level supervised for academic credit by a faculty member in an appropriate academic field. Conditions and hours to be arranged. Graded CR/NC. For specific procedures and regulations, see section of catalogue on Other Learning Experiences.

AED 300 three credits
Methods and Materials: Curriculum Methods in Art Education

Experimental uses of materials and methods and their didactic implications. This course seeks to develop skills in designing art lessons for varied age groups which focus on the expressive range of media. Students will meet for a studio-based session to explore media and techniques, followed by a second session in which studio majors pursue ideas for creating art objects and to design lessons and units through which these same ideas may be taught to others. In accordance with the Massachusetts Department of Education, students seeking teaching certification in either K-8 or 5-12 will have readings and field practicum specifically for the intended age range. Students aiming for careers other than teaching will do readings and a field practicum appropriate to those career goals.

AED 310 three credits
Curriculum Design

Prerequisites: AED 200, 215, and 300
Development of curriculum units in the visual arts applicable to educational settings in public schools as well as other selected institutions. From a basis in understanding the broad goals of art education, students plan appropriate learning experiences. Curricula will be designed based upon traditional concepts and principles of art in a context of human development, physical and social environment, and aesthetics. In accordance with the recommendations of the Massachusetts Department of Education, students seeking teaching certification in either K-8 or 5-12 will have readings and field practicum specifically for the intended age range. Students aiming for careers other than teaching will do readings and a field practicum appropriate to those career goals.

AED 405 three credits
Social Philosophy and History of Art Education

Prerequisites: AED 200, 215, 300, and 310
Relationships between philosophical influences and historical practices in art education. Writings by prominent educators such as Dewey, Read, Langer, and Broudy provide a philosophical framework for analysis of theories by Cizek, Lowenfeld, Eisner, and Gardner. Their theories will be set in a social context in order to describe how the general period and the specific history of each author shaped that individual's thinking.

AED 411 twelve credits
Practicum/Seminar: Elementary

Prerequisite: AED 200, 215, 300, 310, 405; and teaching licensure students must have passed all parts of the MTEL test, both literacy and content area
Practicum experience for which teaching licensure students are assigned to a school corresponding as much as possible with the student's own interests. Working with and supported by a cooperating teacher and supervisor from the University, the student is afforded the opportunity to conduct art experiences under actual classroom conditions and responsibilities. This practicum is a fifteen-week, full-time classroom experience at the elementary level K-8. A weekly seminar will be held at school sites for the student teachers to share insights and problems. Students aiming for careers other than teaching take this course but are placed in a non-school setting.

AED 412 twelve credits
Practicum/Seminar: Secondary

Prerequisite: AED 200, 215, 300, 310, 405; and teaching licensure students must have

General Education Departmental Requirements

Students majoring in Art Education will meet their departmentally-determined General Education requirements as follows:

- Area E: Satisfied by any university course bearing E credit
- Area I, Tier 2: TBD
- Area W, Tier 2: Satisfied by ARH 200
- Area O: Satisfied by any university course bearing O credit

Gen Ed Note

All Art Education courses satisfy Cultural/Artistic Literacy; lower division courses are marked **C**, but advanced courses are eligible as well.

passed all parts of the MTEL tests, both literacy and content area

Practicum providing teaching licensure students a fifteen-week, full-time classroom experience under the direction of a university supervisor and working with and supported by a cooperating teacher. The student teacher is afforded the opportunity to conduct art experiences under actual classroom conditions and responsibilities at the secondary level 5-12. A weekly seminar will be held at school sites for the student teachers to share insights and problems about their practicum. Students aiming for careers other than teaching take this course but are placed in a non-school setting.

AED 460 three credits **Arts for the Elementary Classroom**

Students preparing to teach grades K-8 will learn how to integrate art into the curriculum. Methodologies, media, and techniques will be explored to help the classroom teacher who is not an arts specialist extend and integrate art lessons.

AED 470 three credits **Special Topics in Art Education**

Offered as needed to present advanced material to advanced undergraduate students. The specific topic is stated when the course is scheduled. May be repeated with change of content.

AED 495 variable credit **Independent Study**

Prerequisites: Upper-division standing; permission of instructor, department chairperson, and college dean
Study under the supervision of a faculty member in an area not otherwise part of the discipline's course offerings. Conditions and hours to be arranged.

AED 196, 296, 396, 496 variable credit **Directed Study**

Prerequisites: Permission of the instructor, department chairperson, and college dean
Study under the supervision of a faculty member in an area covered in a regular course not currently being offered. Conditions and hours to be arranged.

Graduate Courses in Art Education

Graduate Courses for Initial Licence

For course descriptions, see undergraduate equivalent courses.

AED 500 three credits **Methods and Materials**

Graduate equivalent of AED 300. Graduate-level students must meet additional work expectations.

AED 501 three credits **Observational Strategies**

Graduate equivalent of AED 200. Graduate-level students must meet additional work expectations.

AED 505 three credits **Social Philosophy and History**

Graduate equivalent of AED 405. Graduate-level students must meet additional work expectations.

AED 510 three credits **Curriculum Design**

Graduate equivalent of AED 310. Graduate-level students must meet additional work expectations.

AED 515 three credits **Special Needs: Current Issues**

Graduate equivalent of AED 215. Graduate-level students must meet additional work expectations.

AED 511/512 six credits **Graduate Student Teaching**

Graduate equivalent of AED 411/412. Graduate-level students must meet additional work expectations.

Regular Graduate Courses

AED 530 three credits (nine credits maximum) **Graduate Studio**

Graduate studio work on a tutorial basis, with a required final show. The student may work in any medium providing that s/he has shown a sufficient portfolio of work indicating real promise for study in an area. An Art Education faculty member or instructor will supervise the project and help secure space and equipment. The studio experience includes regularly scheduled meetings at least five times a semester and individual consultations.

AED 533 three credits **Arts Leadership and Administration**

An examination of arts management issues such as communication, research and planning, budgeting, staffing, and information systems. Students conduct field research and must develop a project in conjunction with an agency, school, or nonprofit organization.

AED 534 three credits **Funding for the Arts**

How does our government support the arts? or the private sector? How can an individual or organization obtain funding to support projects and initiatives in the arts or education? These and other normative questions will be explored through readings and discussion. Each student will be expected to select a topic and develop a funding proposal or case study from the field.

AED 541 three credits **Research: Current Issues**

Introduction to research techniques and methodologies in arts education, including historical inquiry, empirical investigations, and ethnographic research. Topics include problem definition, research design, data collection and analysis, and methods of presenting findings. Students will explore and research current issues of importance to art education and related fields through lecture, seminar, and field trip components. Not open to BFA.

AED 570 three credits **Special Topic in Art Education**

The specific topic is stated when the course is scheduled. May be repeated with change of topic and be offered in lecture or seminar format. Examples of topics offered recently are Integrated Arts, Safer Printmaking, and ARTSLINKS: Interdisciplinary Curriculum Design; Technology in the Arts Classroom; Maskmaking: Context and Ritual; Art of Teaching Watercolor.

AED 595 variable credit **Independent Study**

Prerequisite: Permission of instructor, graduate director, and college dean
Study under the supervision of a faculty member in an area not otherwise part of the discipline's course offerings. Conditions and hours to be arranged.

AED 596 variable credit **Directed Study**

Prerequisite: Permission of instructor, graduate director, and college dean
Study under the supervision of a faculty member in an area covered in a regular

Note: Some graduate courses may be open to undergraduates. Please consult your department chairperson. See the *Graduate Catalogue* for graduate general and program requirements.

course not currently being offered.
Conditions and hours to be arranged.

AED 616 three credits

Clinical Experience—Elementary

AED 617 three credits

Clinical Experience—Secondary

Students develop studies, working in the field, based on their understanding of art education theory, pedagogy, and methodology. Students design their projects or curricula, implement their model through instruction in a classroom, and analyze and assess its efficacy. This clinical study is conducted at a higher level than the prelicensure student teaching practicum. The course consists of five seminars, site implementation, a supervisory visit, and individual consultations. Clinical sites may be the student's current place of employment or an alternate site arranged in consultation with the instructor. Not open to BFA.

AED 618 three credits

Partnership

Prerequisite: AED 617 or 616

Students work with teachers in regional schools or educational agencies and with college faculty to create and implement new program models that improve school-based experiences. Students make connection to a site and build a working relationship with the staff there; write a proposal; design and plan a program; carry out their collaborative plan; and evaluate its effectiveness. The course provides students with opportunities to grow professionally through sharing, modeling, research, and reflection. It consists of five seminars, site implementation, a supervisory visit, and individual consultations. Not open to BFA.

AED 640 six credits

**Advanced Capstone Project—
Theoretical or Applied**

Prerequisite: AED 541, 616, 617, 618

AED 641 six credits

**Advanced Capstone Project—
Practice/Studio**

Prerequisite: AED 541, 616, 617, 618

Students present a Final Paper/Project for the Theoretical or Applied Project and/or a Final Visual Project or Exhibition for the Practice/Studio Project. The student meets every other week with the instructor or makes equivalent arrangements to ensure that the project is developed well and on time. The instructor decides when the project is ready for a second reader/evaluator, and the student presents the work to them as a committee for correction and final approval. Graded A-F; if more than a semester is required for completion, the work may initially be graded IP. Not open to BFA.