

MASTER OF ARTS DEGREE

In

VISUAL ARTS EDUCATION

SCHOOL OF ART

COLLEGE OF DESIGN, ARCHITECTURE, ART AND PLANNING

UNIVERSITY OF CINCINNATI





Dear Prospective Graduate Student:

Thank you for your interest in the MA in Visual Arts Education Program at the University of Cincinnati. I hope you find that the enclosed information helps you understand the exciting opportunities available through our program. The graduate student population is about 30 students. Typically, full-time graduate students seek to obtain their Visual Arts Licensure, or specialize in an area of interest, such as community-based art education, visual culture studies, new media studio practices, or museum education. Part-time students are most commonly local area teachers continuing their professional development toward a Master degree. As a result, our students are diverse and interested in learning about Art Education theory and practice in a variety of settings.

Because our program is housed in the School of Art, which is a part of the College of Design, Architecture, Art, and Planning, we maintain dynamic interdisciplinary connections not only with Fine Arts and Art History, but also with the fields of Design, Architecture, and Planning. This unique academic setting combined with the many art opportunities offered in Cincinnati make U.C. Art Education an exceptional place to learn about urban education and contemporary art. Our recent graduates have excelled as art teachers, community-based art educators, and art administration professionals, securing jobs at prestigious institutions such as Oak Hills High School, Walnut Hills High School, the School for Creative and Performing Arts, the Contemporary Art Center, Northern Kentucky University, and the Ohio State University.

The deadline for application to the Masters in Visual Arts Education program, and for scholarship consideration, is **January 15**. Applications will be considered for admission in fall and spring semesters; however, scholarships are awarded to those entering in fall semester only.

To apply to our program, please **submit the following items with your university online application by the January 15 deadline** (see additional information on pages 6-9):

- o University Online Application (www.grad.uc.edu)
- o Application fee (submitted with online application)
- o Departmental Application Form (<http://daap.uc.edu/art/arted/admissions>)
- o Official transcripts that indicate at least a bachelor's degree with a 3.0 in relevant course work.
- o 3 letters of recommendation
- o Statement of Intent
- o Portfolio
- o Portfolio Image List
- o GRE Scores (submitted by the testing agency – UC code 1833)
- o Proof of English Proficiency (International Students only-see Graduate Handbook (www.grad.uc.edu))
- o Applicants interested in receiving University Graduate Scholarships (UGS) and Graduate Assistantships (GA) for their first year in the Master of Arts in Visual Arts Education program must also submit the following two items, to be uploaded when completing the university online application: 1). A *letter* that describes the applicant's qualifications and interest in available GA positions. 2). A current *resume*

To learn more about our school, faculty and students, see <http://daap.uc.edu/art/>. If you have questions about the program or application process, please feel free to contact me at vicki.daiello@uc.edu. If you would like to make a visit, I would be happy to introduce you to our faculty, staff, and graduate students and to show you our campus, including the award winning DAAP facilities.

I look forward to hearing from you.

Sincerely,

A handwritten signature in blue ink that reads 'V. Daiello'.

Vittoria Daiello, Ph.D.
Director of Graduate Studies in Visual Arts Education

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Master of Arts in Visual Arts Education: Program Overview



Kristen Woods, DAAPworks, 2011

The Master of Arts in Visual Arts Education (MAVAE) is a research-intensive professional degree that advances the practice of art education in a variety of settings, including P-12 schools, community settings, and museums. The program primarily serves two groups of students: (a) graduates from art-related degrees interested in teaching art in schools, museums, and community settings, and (b) certified art teachers seeking professional advancement

and knowledge of current art education theory and methods. The MAVAE degree is awarded with, or without, the P-12 teaching licensure and can be completed in part-time or full-time study.

A four-prong approach to the curriculum capitalizes on a significant overlap between the goals of the MAVAE and the Master of Education (MEd) in Teacher Education at the CECH. This hybrid structure for the program includes: (a) core sequence of Art Education courses, (b) a core sequence of required courses at CECH, (c) a required number of electives that are interdisciplinary, including selected courses in the CECH, Art Education electives, and DAAP graduate courses, (d) at least 6 semester hours of art content courses, including post-baccalaureate level studio courses (in the SOA and DAAP at large), and art history. Seeking to reach its diverse student population, the program offers courses during the evenings and summers, in traditional and innovative formats, with online and intensive courses available.



The program is committed to the improvement of art education in urban contexts. Strong community connections with local area schools, museums, and community organizations make community involvement a cornerstone of this program encompassing:

- Art in the Market Program, a community art initiative that engages downtown youths in learning about art and creating community-based works of art in the city.
- Saturday School Art Classes at DAAP, a pre-service teaching opportunity for art education students pursuing their licensure to teach community children and youth who attend classes on Saturday mornings during the academic term.
- Pre-service teaching in local schools, in accordance with the program's mission of improving urban art education, all pre-service teaching opportunities for licensure students take place in urban schools, preferable in the uptown area and neighboring communities.

- Student teaching in area schools, working primarily with mentor-teachers who have completed the MAVAE, our students are placed for their professional training in local schools, a large number of which are located in urban settings.
- Opportunities in real art education settings, art education learning in a variety of community settings, including the local museums, community organizations, and galleries.
- International community experiences to enhance students' understandings of their local communities, students can take advantage of international summer and exchange programs in Brazil.



The Visual Arts Education Program is in compliance with the Rules and Policies of the University Graduate Program. For further information, please see the **University of Cincinnati Graduate School Graduate Handbook**: http://www.grad.uc.edu/file_pdf/handbook.pdf

Program Impact

UC Art Education prepares the majority of art teachers working in the Cincinnati area. These teachers prepare many of the students entering the art-related career offered at the college. UC Art Education provides a recruiting conduit for the entire UC DAAP College, as our alumni and faculty are often the primary interface in the high schools, a significant source of our new students.



UC Art Education partners with the local community. Through the ten-year history of the "Art in the Market" program, students from a variety of art disciplines, such as Fine Arts, Architecture, Urban Planning, Art History, and Art Education work with urban youth to create community-based art works that transform and empower the participants and communities.

UC Art Education enhances art education in urban schools. Art Education students teach urban students as part of their field experiences, with many choosing to teach in urban settings after graduation.

UC Art Education collaborates with local museums. Art Education students participate in a variety of museum programs and initiatives, expanding museum education opportunities in the community.

ART EDUCATION FACULTY: Research Interests

FLAVIA BASTOS, Ph.D.

Associate Professor & Interim Director, School of Art

Theory and methods of community-based art education, participatory-action research and qualitative research methodologies, urban and international art education and their implications to social justice.

VICKI DAIELLO, Ph.D.

Assistant Professor & Director of Graduate Studies in Visual Arts Education

Visual culture and arts criticism writing methods; psychoanalytic theories of subjectivity in education; experimental research writing; qualitative inquiry methodologies in art, design, and new media contexts; interdisciplinary approaches to visual culture studies.

KRISTOPHER HOLLAND, Ph.D.

Assistant Professor & Director of Visual Arts Education Licensure Program

Philosophical inquiry methodologies; aesthetic theory; conceptual art practices in art education; arts-based-research; rethinking critical pedagogy within contemporary philosophical frameworks; deconstruction; emancipatory philosophies in continental philosophy.

ROBERT RUSSELL, Ph.D.

Associate Professor, Emeritus

Theory and methods of teaching community development through public art; aesthetics as philosophical inquiry; art curriculum development.



Karen McGarry, DAAPworks, 2011

Application Process

Deadline for Application: January 15

1. University Online Application and Application Fee – This can be completed online at www.grad.uc.edu.
2. Departmental Application Form – Downloadable from our website at (http://daap.uc.edu/content/dam/daap/main/docs/departmental_application.docx). This form can be filled out and saved on your computer. Form is submitted electronically through the online application.
3. Official Academic Transcript(s) – Sent to the Director of Graduate Studies in Visual Arts Education (if presented by the student, transcripts must be in a sealed envelope. *A cumulative GPA of 3.0 in art and education is required. (Exceptions to the rule may be granted by decision of the Department Faculty.*
4. Three Letters of Recommendation – Letters should be from appropriate judges of applicant's past experience in relevant activities and probable ability to engage successfully in graduate studies. Each recommender listed in the online application will receive an email with instructions on how to submit their letter via the online application system.
5. Statement of intent – A one to two page document that describes applicant's relevant background and experiences as well as long-term goals to be met by graduate study. The statement of intent should be submitted electronically through the online application.
6. Portfolio – CD which includes visual examples of applicant's visual arts work, or that of his or her students. Samples of independent research writing can also be included. The portfolio is submitted directly to the Director of Graduate Studies in Art Education at the address below.
7. Portfolio items list – identifying the components of the portfolio. Image list is submitted electronically through the online application.
8. GRE Scores – Submitted to UC directly from the testing agency (UC code 1833).
9. Proof of English Proficiency – for International students only (see below). Information is also available in the Graduate Handbook, www.grad.uc.edu.

Official Transcripts, Portfolio, and Proof of English Proficiency should be sent to the Director of Graduate Studies in Visual Art Education at the address below. All other application materials should be submitted through the online application.

Vittoria Daiello, Ph.D.
Director of Graduate Studies
Assistant Professor of Visual Arts Education
College of Design, Architecture, Art, and Planning
School of Art
University of Cincinnati
P. O. Box 210016
Cincinnati, OH 45221-0016

Additional Requirements for International Students

1. Proof of English Proficiency – English proficiency is required of all applicants whose native language is not English. Students can demonstrate English proficiency in a number of ways at the graduate level. Most students fulfill the English requirement by taking the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

For IELTS, an overall and score of 6.5 is sufficient for graduate admission. For TOEFL, requirements vary and scores are valid for up to two years. The minimum University requirement is:

- 520 (paper-based test), or
- 190 (computer-based test, or
- 68 (internet-based test)

However, many colleges and programs have higher score requirements than those listed above. Applicants can contact the programs or colleges to which they are applying for details. A listing of TOEFL requirements by college/program can also be found in the appendices.

The English proficiency requirement is met for applicants with degrees (e.g. a bachelor's or master's) earned in English from accredited university and colleges in the United States, Canada, England, Australia, New Zealand, or other English speaking countries. A copy of the degree or transcript is required for such applicants.

Experience has shown that test scores alone do not assure success in the program. Graduate study requires extensive reading in philosophy, theory, history, and research; linguistic constructions and vocabulary are sophisticated. Advanced abilities in comprehension and production of written materials and comprehension and fluency in oral expression in the English language are essential.

Admissions

The Visual Arts Education faculty and Graduate Program Director make admissions and financial aid decisions. The faculty assures applicants that decisions are not biased by considerations of race, age, gender, religion, sexual orientation, or disability.

Decisions regarding admission to graduate study are made only after all application materials have been received. Notification of financial assistance will be made separately.

All admissions to the MA program are provisional to the extent that the student must apply for matriculation following the first ten (10) semester hours of successful study. Given that understanding, students are formally admitted to graduate study under the following conditions:

FULL GRADUATE STANDING, which requires a bachelor's degree and a GPA of at least 3.0 in relevant undergraduate work from an accredited college or university. Evaluation may indicate deficiencies which must be satisfied and for which graduate credit will not be granted.

PROVISIONAL ADMISSION, which may be granted where significant deficiencies (e.g., insufficient undergraduate courses in major program components, or a degree from a non-accredited institution) have been identified and for which a set of actions has been identified and agreed to for their satisfaction. Following satisfaction of deficiencies, the Director of Graduate Studies is responsible for awarding full graduate studies.

UNCLASSIFIED, SPECIAL STATUS STUDENTS for students whose admission procedures are not complete, or those not currently seeking a degree. Such students may enroll in graduate courses as special students provided a transcript shows a baccalaureate degree and preparatory experiences appropriate to the desired coursework. Those subsequently seeking formal admission should do so before more than twelve (12) graduate semester hours have been completed.

INTERNATIONAL STUDENTS must fulfill U.S. Immigration Service requirements and register with International Services and Foreign Student Counseling.

University Graduate Scholarship (UGS) & Graduate Assistantship (GA)

The following types of financial assistance are available to students enrolled in a full-time program, i.e., at least 12 semester hours each term, exclusive of audit credits:

GRADUATE ASSISTANTSHIPS (GA) provide a competitive stipend. GA's perform primarily in an instructional capacity. They typically assist in the undergraduate theory and methods courses, the service course provided to College of Education students and the Art Education Resource Library. GA's are awarded for one year, but students who require two years of full-time study (e.g., licensure students) are eligible to be considered for a second-year award. The GA requires approximately 20 hours of service per week to the program.

UNIVERSITY GRADUATE SCHOLARSHIPS (UGS) consist of partial or in exceptional cases, full tuition remission only, and are available on a competitive basis to full-time students in the graduate program. A number of summer UGSs are available to full-time students continuing, or accelerating their program.

Other awards, such as Summer Research Grants and University Fellowships, are announced during the academic year, as appropriate application schedules are determined.

The following circumstances apply to the award of GAs and UGSs.

Criteria for Awards: Both GA and UGS awards are based on demonstrated academic ability and promise; and, in the case of GAs, the ability of the applicant to fulfill the program need to which the assistantship is assigned.

Conditions for Awards: Except for the summer UGS, the awards are for the full academic year. Students must be enrolled full-time (see below). Recipients must maintain a 3.0 GPA and be otherwise in good standing the program. Recipients may not accept remunerative employment, or give instruction or assistance to any other program of the University, except by the terms of the appointment, or by explicit

permission of the faculty. Failure to meet those conditions will result in withdrawal of the assistance.

Continuation of Awards: GAs and UGs are awarded for one year. Continuing students must apply for subsequent awards. Performance in studies and related responsibilities are important considerations.

Policies and Procedures

The University of Cincinnati's Graduate School Handbook is your complete guide to graduate school policies and procedures. This handbook may be downloaded from the Graduate School website at: http://grad.uc.edu/academics/graduate_studenthandbook.html To ensure that you have the most comprehensive information about university graduate policies, please download and refer to this helpful guide as questions arise. For additional guidance, consult the Director of Graduate Studies. The following policies are excerpted from the 2012-2013 Graduate School Handbook. Please refer to the complete handbook for detailed information.

Graduate Credit

Credit can only be earned for those courses in this university that are listed as graduate in the Schedule of Classes or which have been approved in writing by appropriate program authority for inclusion in the curriculum.

Maintaining Graduate Student Status

Maintaining graduate student status signifies that the student is actively engaged in making progress towards his or her degree and meeting program requirements. Graduate status determines which students may use facilities of the university, may participate in the university governance process and student organizations, and are covered by the Student Code of Conduct and the Graduate School's grievance process. A student may pursue a graduate degree on either a part- or full-time basis.

Minimum Credits & Registration Requirements

To maintain graduate status at the University of Cincinnati, students must register at UC for at least one graduate credit that contributes to degree requirements (as determined by the graduate program) in an academic year. If the student is registered for at least one graduate credit, he or she will maintain graduate student status throughout the entire academic year, fall through summer. (Credits that are audited or in which a student receives a W or UW do not count toward the minimum credit requirement).

Full-Time Course Load

Students must be registered for 10 or more graduate credits each semester to be considered full-time students, 12 if holding a graduate assistantship. Audit credits do not count toward full-time status and may not be supported by a University Graduate Scholarship.

Meeting Program Requirements

Students who continue on active status in their program without interruption are responsible for meeting all current requirements, including requirements that are added or revised since the student first entered the program. Students who interrupt their graduate studies by officially withdrawing from the university or by losing their active student status are held responsible for

graduate program requirements in force at the time they are readmitted or are reinstated into the program.

Minimum Academic Performance: Grades

A student must accumulate a grade point average (GPA) of at least 3.0 to obtain a master's degree at the University of Cincinnati. At least two-thirds of the minimum graduate credits for the degree must be at a level of B or higher. In alignment with the Graduate School's grade policy, the Master of Visual Arts Education degree program requires a minimum grade point average (GPA) of 3.0. Grades for courses that fulfill the program requirements of the Master of Visual Arts Education degree must be 3.0 or higher. Procedures for dismissal from the Visual Arts Education Masters program can occur when academic performance falls below program minimum standards. At any point of the semester, if students are experiencing academic difficulties, they should contact the Graduate Program Director immediately for an advising meeting.

Completion of Degree: Time Limits

All master's requirements must be completed no later than five years from the date of matriculation into the degree program for students beginning their program Autumn 2007 or thereafter. All master's requirements must be completed no later than seven years from the date of matriculation for students beginning their programs prior to Autumn, 2007.

MA in Visual Arts Education

Major Requirements

Y1		Y2	
FALL	SPRING	FALL	SPRING
1	2	3	4
ARTE 7001 History of Visual Arts Education 3 CH	ARTE 7002 Visual Arts Research Methods 3 CH	ARTE 8050 Graduate Research Seminar 3 CH	ARTE 8051 Masters Research Project 3 CH

Visual Arts Ed Licensure

Major Requirements

Y1		Y2	
FALL	SPRING	FALL	SPRING
1	2	3	break
ARTE 6010 Visual Arts Education 1 4 CH	ARTE 6020 Visual Arts Education 2 4 CH	ARTE 6031 Student Teaching 9 CH	ARTE 6032 Student Teaching Seminar 3 CH
ARTE 6011 Saturday Studio Field Experience 2 CH	ARTE 6021 Field Experience in Urban Public Schools 2 CH		
ARTE 6012 Foundation of Visual Education: Soc & Psych Learning Theories 3 CH	ARTE 6022 Teaching Visual Arts in the Age of Technological Change 3 CH		

MA in Visual Arts Education + Visual Arts Ed Licensure

Major Requirements

Y1		Y2	
FALL	SPRING	FALL	SPRING
1	2	3	4
ARTE 7001 History of Visual Arts Education 3 CH	ARTE 7002 Visual Arts Research Methods 3 CH	ARTE 8050 Graduate Research Seminar 3 CH	ARTE 8051 Masters Research Project 3 CH
ARTE 6010 Visual Arts Education 1 4 CH	ARTE 6020 Visual Arts Education 2 4 CH	ARTE 6031 Student Teaching 9 CH	
ARTE 6011 Saturday Studio Field Experience 2 CH	ARTE 6021 Field Experience in Urban Public Schools 2 CH	ARTE 6032 Student Teaching Seminar 3 CH	
ARTE 6012 Foundation of Visual Education: Soc & Psych Learning Theories 3 CH	ARTE 6022 Teaching Visual Arts in the Age of Technological Change 3 CH		

Teacher Education Requirements + Directed Electives

ARTE 700x Visual Arts Education Core Course (2 required total) 3 CH	ARTE 704x Visual Arts Education 3 CH	ARTE 60xx History Elective 3 CH	FAA Field Experience or above Student Teaching 3 CH
9 [9]	9 [18]	9 [27]	9 [36]

Directed Electives

9 [9]	9 [18]	12 [30]
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Teacher Education Requirements + Directed Electives

ARTE 700x Visual Arts Education Core Course (2 required total) 3 CH	ARTE 704x Visual Arts Education 3 CH	ARTE 60xx History Elective 3 CH	FAA Field Experience or above Student Teaching 3 CH
15 [15]	15 [30]	15 [45]	12 [57]

MASTER OF ARTS in VISUAL ARTS EDUCATION COURSES

Required Courses

1. History of Visual Arts Education (3 credits)

This course focuses on the development of visual arts education in United States schools, related to shifts in society, policy, conceptions of education, and understandings of art. The course focuses primarily on twentieth century developments that have influenced twentieth first century views. This examination of past visual arts education developments encompasses both chronological and thematic perspectives.

Learning Outcomes:

- Identify, explain, and critically evaluate pivotal periods in art education history.
- Demonstrate critical thinking through specific reading, writing, viewing, and oral presentation exercises.
- Develop and refine skills to examine pedagogical artifacts, i.e. textbooks, curricula, websites, etc, to unveil the views of art and education that informed their creation.

2. Visual Arts Research Methods (3 credits)

This course provides an overview of methodologies and practices of arts-based qualitative research. Historical, philosophical, and theoretical approaches to arts-based research are explored and evaluated for their distinctive analytical strengths, artistic qualities, and ethical attributes. Students will examine and assess different methods of gathering, creating, organizing, analyzing, and presenting visual arts data. Formal and informal writing exercises, studio arts practices, mixed media experimentations, and performances are explored and assessed as potential modalities in the development of students' individual research interests.

Learning Outcomes:

- Identify and critically evaluate research methods used in the arts, social sciences, and humanities.
- Demonstrate critical thinking about the construction and representation of research knowledge through reading, writing, viewing, and oral presentation exercises.
- Apply research methodology and method(s) to create an individual arts and design based inquiry into a problem, practice, or theory in the discipline.

3. Graduate Research Seminar (3 credits)

The Graduate Research Seminar encompasses disciplinary readings, discussion activities, oral presentations, formal and informal writing projects, and literature analysis exercises designed to prepare students for independent research undertaken in the Master's Research Project in visual arts education. The overarching goal of this seminar is the development of a graduate project proposal through the stages of research literature exploration and discovery, researcher's reflexive journal, annotated bibliography, peer

review activities, and oral presentations. To this end, this seminar introduces students to a broad range of current issues, theories, and practices in art and design education literature, including a survey of art and design based, qualitative research methodologies. At all times, students will be expected to seek, develop, and critically evaluate links between the material encountered in the course and their own teaching, studio, and academic practices.

Learning Outcomes:

- Locate, compare, and analyze core debates, theories, practices, and problems in past and current research literature in art and design education.
- Identify and compare different qualitative and quantitative approaches to research in art and design education.
- Express personal responses to topical disciplinary issues through class discussions, written summaries of research literature, and creation of a reflexive research journal.
- Create a comprehensive annotated bibliography of sources that support the exploration of potential topics for the M.A. Culminating Project.
- Develop and refine writing skills through thesis-statement writing exercises, peer-editing exercises, and writing revision.
- Identify a research topic and develop a formal written proposal for pursuing this topic in the M.A. Culminating Project.

4. Masters Research Project (3 credits)

The Masters Research Project course integrates class meetings and self-directed studies to support the creation of a student's academic/artistic artifact, which serves as the culminating project for the M.A. in Visual Arts Education. Students continue and expand upon the research topic identified in the Graduate Research Seminar. In consultation with the art education faculty who rotate as lead instructors throughout the semester, a student develops, finalizes, and presents publicly a project, which demonstrates application of theory or practice that enriches and builds on current issues affecting the field. Essential dimensions of this project include critical research and reflection, combined with artistic and visual arts education practices.

Learning Outcomes:

- Produce written critical reflections about learning experiences in visual arts and design education during the Masters of Visual Arts Program.
- Explore and evaluate multiple modalities for creating and presenting the Master's Research Project.
- Create an original contribution to the teaching and learning knowledge base in art and design education through the production of a Master's Research Project which may take the form of: an extensive curriculum plan supported by current theory; an exhibit of artwork, accompanied by a paper and a reflection of its significance to art and design education; development of a museum education or other art and design education program; development of exhibit materials, school resources, and lesson plans for university galleries or museum education departments; creation of a website, manuals, art-based community projects, etc.

Elective Courses

1. Independent Study in Visual Arts Education (1-3 credits)

This is a self-directed course of study undertaken with faculty supervision on a topic beyond that which is available within the curriculum. In consultation with faculty mentor, a student creates a written proposal for a course of study, including methodology, timeline, and goals which will be carried out over the duration of the semester. At term's end, the results of the student's inquiry are evaluated and grades are submitted by the mentor to the faculty-of-record for posting.

Learning Outcomes:

- Create a written course of study proposal in consultation with a faculty mentor at the beginning of the semester.
- Identify specific learning outcomes for the project in consultation with the faculty mentor; develop a timeline and assessment plan for the project.
- Produce a written or arts-practice based summative presentation of the work accomplished over the duration of the semester.

2. Colloquium in Visual Arts Education (3 credits)

This course features research and inquiry-focused discussions that investigate topical areas in visual arts theory and practice as they shape knowledge within visual arts and design education and in relation to transdisciplinary practices. Faculty, students, visiting scholars, and artists present their research interests and discuss various approaches to visual arts inquiry, including advantages and disadvantages of method and ethical dimensions of creating and acquiring knowledge in contemporary arts contexts.

Learning Outcomes:

- Demonstrate an ability to participate in group discussions.
- Compose a comprehensive and critical literature review.
- Identify and compare different methods of inquiry, and understand their advantages, shortcomings, and their applicability to research in visual arts and design.
- Demonstrate an awareness of ethical issues involved in the acquisition of knowledge.

3. Visual Arts in the Public Sphere (3 credits)

This graduate seminar examines the intertwined relationship among art, politics and society as evident in today's practices. The course is structured to learn about and experience an issue-based approach, based on discussion and investigation. Course activities lead to a better understanding of the roles that artists, institutions, and activists can play in promoting reflection about and change in society. Considering a social justice orientation, we will examine the impact of selected important issues in art and education practices such as social inequities, globalization, ecology, visual culture, the built and social environments, community-based art initiatives, contemporary museum practices. This initial examination will be expanded by each student's individual research projects that draw upon personal experiences as well as current events, and local circumstances to expand theoretic examinations.

Learning Outcomes:

- Demonstrate an ability to participate in group discussions.
- Locate, compare, and analyze core debates, theories, practices, and problems in current research literature about art and education activism.
- Express personal responses to topical issues through class discussions, written summaries of research literature, and final project/paper.

4. Television & Culture (3 credits)

This course explores socio-historical contexts and meanings of television phenomena within global visual culture (i.e. television as a distinctive artistic expression, source of information, source of education, expression of cultural ideologies, mode of resistance, instrument of oppression, and site of multiple, simultaneous, overlapping, and contradictory meanings for individuals and society). A comparative, critical inquiry approach draws from feminist methodologies, narrative and genre theories, psychoanalytic theories, and semiotics to describe, interpret, and theorize television programming, audience responses, television viewing contexts, and intertextual media connections. Students will demonstrate an awareness of the ways in which television phenomena contribute to perceptions of the larger human condition, (particularly in matters of race, ethnicity, gender, ability, and class) through participation in television viewing and discussion activities, oral presentations, formal and informal writing exercises, and production of a multimedia criticism project.

Learning Outcomes:

- Identify, analyze, and respond to core debates about television's effects upon American and global visual cultures.
- Summarize and compare different critical and theoretical perspectives used in the study and analysis of television.
- Compose and publish written and imagistic modes of television criticism through a class wiki/website.
- Produce curriculum resources for the study of television and culture in schools or other teaching and learning venues.

5. Media Literacy (3 credits)

This course focuses on critical analysis of media forms within 21st century visual culture, contextualizing media literacy issues and debates within art and design education theory and practice. Students will describe, interpret, and evaluate the ways in which changing media landscapes impact the way people create, consume, and learn through media forms and contexts within contemporary visual culture. Mass media communications, including print and online texts, video games, social networking websites, and advertisements are explored through visual media literacy theories which emphasize critically decoding and analyzing visual information as well as the contexts within which media are created and consumed.

Learning Outcomes:

- Identify and respond to core debates about new media formats and participatory culture practices in education.
- Describe, interpret, and analyze the legal and ethical challenges which students and educators face as media producers and consumers.

- Identify and assess the effects of changing social and cultural skills associated with media literacies.
- Produce media literacy curriculum resources for use in schools or other teaching and learning venues.

6. Community-Based Environmental Art (4 credits)

This service-learning course will provide immersion in the process of community-based art. Community-based art lives at the intersection of three activities we tend to think separately—art, learning, and social change. Course content is interdisciplinary, coordinating concepts and skills of creative production, history, criticism, and aesthetics from disciplines such as fine arts, design, and urban planning. UC students are teamed with selected teenagers living Cincinnati. Students benefit and learn from this bipartite expertise through structured time reflection on the service activity. The general aim is to teach not only ways to give aesthetic expression to ideas and feelings in general and individually, but also ways to extend beyond the expression of one's own experience to the experience of others. In addition to individual expression, the arts disciplines, such as fine arts and design, have historically served social and civic needs. From these reflective experiences, the student gains a further understanding of course content, a broader appreciation of the disciplines taught and an enhanced sense of civic responsibility.

Learning Outcomes:

- Demonstrate an ability to participate in group discussions and field experiences that lead to the creation of a community-based work of art.
- Summarize the dimension of civic responsibility involved in community-based art practices.
- Identify and respond to core debates about the community-based practices in art and design.
- Identify and apply evolving social, cultural, and technical skills and associated with community art.
- Create a comprehensive portfolio to document the course experience and demonstrate evidence knowledge of theories and practices of community art, including a personal reflection and a summative-evaluative paper.

7. Visual Arts in a Global Society (3 credits)

This study abroad course seeks to understand the notion of globalization and its impact on art, education, and everyday experience. Students investigate in situ the dialectics of global and local influences by learning experientially about a region's artistic languages, expressive practices, culture, art, and aesthetics. Visual arts educators will develop and refine essential skills of contextual research into cultural artifacts to unveil issues such as the origin and reach of local traditions, collaborations among artists and institutions, global and regional influences on the visual arts produced locally. This course and its experiences encourage examination of students' own culture, belief systems, and values and its implications for culturally appropriate educational practices.

Learning Outcomes:

- Identify and critically analyze traditional and innovative modalities of expression in art and design in an international context.

- Explain cultural skills associated with experiencing, understanding, and learning about art and design in a different cultural context.
- Create a comprehensive portfolio to document the study abroad experience, including a personal reflection and a summative-evaluative paper.
- Produce a curriculum resource for use in schools or other teaching and learning venues about aspects of the art and design of the country visited.

8. Objects & Places: Internships in the Public Sphere (3 credits)

This internship course provides students opportunities to partake in the art education practices of local area museums, galleries, and other cultural institutions. Students work independently or in small groups under supervision of museum's staff. A project outline with goals and activities is approved at the onset of the internship; documentation and reflection are also integral components of the experience.

Learning Outcomes:

- Demonstrate an ability to participate and contribute to an art/design institution or organization.
- Create a written internship proposal in consultation with the internship's supervisor and approved by a faculty mentor at the beginning of the semester.
- Identify specific learning outcomes for the project in consultation with the faculty mentor and internship supervisor; develop a timeline and assessment plan for the project.
- Produce a written or arts-practice based summative presentation of the work accomplished over the duration of the semester.

9. Writing About Art (3 credits)

This writing intensive seminar is designed to develop the literary, critical, and creative textual expression and reading skills required for art and design writing in an age of technological and cultural changes. Students will analyze and compose writing with an awareness of interstices and intersections among artistic, critical, and theoretical practices in art, art history, visual culture, and design disciplines. Traditional and innovative writing modalities will be produced through critical and analytical workshops and seminars in which art writing, as an intrinsic element of contemporary art and design production and its distribution is created, debated, and problematized.

Learning Outcomes:

- Identify and critically analyze traditional and innovative modalities of textual expression about art and design.
- Compare and evaluate various approaches to writing and reading about art and design.
- Identify changing academic and cultural skills associated with producing and consuming writing about art and design.
- Create a comprehensive writing portfolio which evidences knowledge of writing theories and demonstrates writing skills through the development and deployment of a distinctive, personal writing voice and aesthetic.
- Demonstrate fluency with compositional conventions of grammar, sentence structure, and citation of sources.

10. Cultural Heritage of the Community (3 credits)

This online course draws upon an ethnographic approach to understand and engage in community-based research in the visual arts. Students develop independent research about the visual arts education potential of their own communities.

Learning Outcomes:

- Identify and respond to core debates about the community-based research in art and design.
- Outline the process of ethnography-inspired research in community settings, including its methodological, and ethical considerations, and translate it into an individual research project.
- Identify and apply evolving social, cultural, and technical skills and associated with research in local arts and heritage.
- Demonstrate an ability to participate in online group discussions and learning and conduct independent field research.

11. Special Studio (3 credits)

This studio art course focuses on visual arts and design practices as they relate to teaching art. Visual arts education faculty, visiting artists, and guest scholars present their studio and inquiry practices, discuss various approaches to studio-based visual arts inquiry in education, including research and development of pedagogical knowledge in contemporary visual culture and arts contexts.

Learning Outcomes:

- Investigate, analyze, and discuss traditional and innovative art and design studio practices.
- Develop a studio-based project, which evidences knowledge of arts inquiry practices.
- Produce a studio-practice portfolio and curriculum plan.

12. Summer Institute (3 credits)

This intensive summer course focuses on visual arts and design education theories, studio practices, and pedagogies. The Summer Institute in Visual Arts Education features a workshop course structure, which combines a depth of inquiry period in a special topic area and independent post-workshop research for the development of innovative studio practices and curricula.

Learning Outcomes:

- Investigate, analyze, and discuss visual arts and design education theories, studio practices, and pedagogies.
- Demonstrate an ability to develop an arts and design project through collaborative workshop activities and a post-workshop independent research inquiry.
- Produce an arts and design education curriculum plan.

Licensure Courses

1. Visual Arts Education 1 with Saturday Studio (4 credits)

Introduces students to visual arts education in the 21st century P-12 with the focus on teaching visual arts as meaning making. This inquiry-based course integrates lecture and lab (field experience). The lecture portion guides students' exploration of contemporary pedagogical and visual arts concepts and the ways they can interrelate to cultivate the whole child/adolescent, advancing both visual literacy and life literacy in the process. Readings, class discussions, technological presentations, and writing projects address important content, including instructional strategies, lesson and unit planning, assessment, and influencing social-emotional learning (classroom environment).

Learning Outcomes:

- Identify and respond to core debates about visual arts education approaches.
- Describe, interpret, and analyze the theoretical and methodological challenges which educators face to prepare critical visual arts producers and consumers.
- Produce lesson and unit plans that reflect contemporary orientations to visual arts teaching and learning.

2. Saturday Studio Field Experience (2 credits)

This field experience applies from Visual Arts Education 1 to teaching children and adolescents in our annual Saturday Studio program, K-12. Students are partnered for this field experience, challenged by the myriad dimensions of art teaching, from securing enough art supplies to interacting with parents. This course is required before student teaching.

Learning Outcomes:

- Demonstrate ability to teach art and design to K-12 students in a studio setting.
- Create a thematic and comprehensive unit plan in consultation with peers and instructor.
- Demonstrate ability to engage in critical ongoing reflection of teaching practice through weekly journaling and class discussions.

3. Visual Arts Education 2 (4 credits)

Continues introduction to visual arts education in the 21st century P-12 with the focus on teaching critical response. This inquiry-based course integrates lecture and lab (field experience). The lecture portion guides students' exploration of contemporary pedagogical and critical-response concepts and the ways they can interrelate to cultivate the whole child/adolescent, advancing both visual-arts literacy and life literacy in the process. Readings, class discussions, technological presentations, and writing projects address important content, including principles of inquiry essential to historical, critical, and philosophical inquiries, related instructional strategies, museum education, writing criticism, lesson and unit planning, assessment, and influencing social-emotional learning (classroom environment).

Learning Outcomes:

- Identify and respond to core debates about visual arts education approaches.
- Describe, interpret, and analyze the theoretical and methodological challenges which educators face to prepare critical visual arts producers and consumers.
- Produce lesson and unit plans that reflect contemporary orientations to visual arts teaching and learning.

4. Field Experience in Urban Public Schools (2 credits)

The field experience applies the content from Visual Arts Education 2 to teaching children and adolescents in urban public schools, P-12. Students are partnered for this field experience in urban elementary and secondary schools, challenged by the unique and complex characteristics of city schools and the youth that attend them. This course is required before student teaching.

Learning Outcomes:

- Demonstrate ability to teach art and design to K-12 students in a public urban school setting.
- Create a thematic and comprehensive unit plan in consultation with peers and instructor.
- Demonstrate ability to engage in critical ongoing reflection of teaching practice through weekly journaling and class discussions.

5. Foundations of Art Education: Social and Psychological Learning Theories (3 credits)

Introduces students to psychological, social-cultural, philosophical, and historical issues relevant to visual arts education. Readings, class discussions, technological presentations, and writing projects address important content, including visual perception, creativity, student motivation, changing student attitudes, visual arts and society, visual arts and special needs, the nature of art and aesthetic experience, philosophies of education, and a brief history of art education leading to today's comprehensive art education. This course is required before student teaching.

Learning Outcomes:

- Identify, explain, and critically evaluate the various psychological, social-cultural, philosophical, and historical perspectives on the nature of motivation and learning in the visual arts.
- Demonstrate critical thinking through research, reading, writing, viewing, and oral presentation activities.
- Develop a comprehensive annotated bibliography on a focal interest in the topic area of social and psychological learning theories in visual arts education.
- Present, in writing and in an oral presentation, an original research inquiry of a specific problem or issue in the topic area of social and psychological learning theories in visual arts education.

6. Teaching Visual Art in the Age of Technological Change (3 credits)

This course examines multiple aspects of technology in visual arts and design education, with emphasis on global visual culture issues, including visual and technological literacies and their relationship to subjectivity and identity. The coursework combines hands-on studio experiences with critical analysis of digital art and artmaking techniques. Readings

on past and current technology issues in art education, online reading responses, and class discussions offer students opportunities to develop their own philosophical positions on teaching art in an age of technology.

Learning Outcomes:

- Examine the ways in which current issues in art and design education extend, challenge, or resist past ideas about technologies in the visual arts.
- Explore digital technologies as tools for artmaking and examine Internet resources for researching, writing & implementing art curricula, professional communication, and the presentation of student work.
- Debate and evaluate costs and benefits of using computer technology in art education, including intellectual, artistic, ethical, and legal issues.
- Develop and articulate a personal, philosophical position on teaching, learning, and making art with digital technologies in contemporary art and design education.

7. Student Teaching (9 credits)

Student Teaching culminates the licensure program, leading a student towards visual arts licensure P-12 in the State of Ohio. Student teaching takes place in selected urban schools at both elementary and secondary levels under the fulltime mentorship of an in-service visual arts teacher selected and trained for this mentoring and supervised by a fulltime faculty member or approved adjunct in the Art Education Program. This clinical experience involves observation during the opening days of school followed by the equivalent of seven weeks of fulltime student teaching at both the elementary and secondary levels, a minimum of 15 weeks total. Supervisory visits center around collaborative assessment among the candidate, mentor, and supervisor, all three trained in this assessment method.

Learning Outcomes:

- Demonstrate an ability to participate and contribute to a school.
- Create visual arts lessons/unit plans written in consultation with the internship's supervisor.
- Identify and apply steps of the collaborative assessment process to reflect on teaching practice.

8. Student Teaching Seminar (3 credits)

This course provides the reflection component that is integral to the student teaching experience. Students learn about and implement strategies for recording and analyzing their classroom practice.

Learning Outcomes:

- Create a comprehensive portfolio to document the student teaching experience.
- Demonstrate knowledge of contemporary theories and practices of visual arts education, including a personal, critical reflection informed peer and instructor feedback.