CED 0920. Continuing Research. 1 Credit.
CED 2000. Foundations in Art Education. 3 Credits.
This is the introduction to the subject of Art Education for every student considering the BFA/MAT5 degree program. It is also open to non-majors. We read and discuss major historical and contemporary concepts of learning, perception, and artistic experience that form the framework for diverse approaches to art education in practice in schools, museums, and community-based institutions today. Students integrate and compare their own artistic experiences through systematic self-reflection to deeply understand the creative learning process in themselves as a basis for developing experience-based art education. Integrating theory and praxis, this course establishes critical thinking skills for addressing the four main components of art education: interpretation/meaning-making, criticism/aesthetic discernment, studio/production, and historical understanding. The course includes visits to art education venues around the metropolitan area (some outside class time), frequent short written assignments, and oral presentation exercises. Students receive guided support in starting the required core reading program for the Art Education concentration. Required as prerequisite for all other Art Education courses. CAS 1110 may be taken as a corequisite. Prerequisites: CAS 1110 or permission of the instructor.

CED 3005. Teaching Art to Young Adults: Post-Secondary. 3 Credits.
This course focuses on the theory and practice of art education programs for children of elementary and middle school age, both in the school setting and beyond. We cover developmental advances in this cohort in terms of creativity, interaction with the social environment, self-understanding and expression, the dynamics and independent group activity, and technical skill. The course considers the role of art for young learners, both as an aspect of school experience and as a separate track. Emphasis is on organized learning experiences in art, with additional attention to the important outlets for self-guided and independent art experiences at this age. This course is cross-tallied at the undergraduate level as CED 3010 and at the graduate level as CED 6010. Prerequisite: CED 2000 Foundation in Art Education, or CED 5000 Graduate Art Education Core, or permission of Department.

CED 3010. Art and Learners to Age 12. 3 Credits.
This course focuses on the theory and practice of art education programs for children of elementary and middle school age, both in the school setting and beyond. We cover developmental advances in this cohort in terms of creativity, interaction with the social environment, self-understanding and expression, the dynamics and independent and group activity, and technical skill. The course considers the role of art for young learners, both as an aspect of school experience and as a separate track. Emphasis is on organized learning experiences in art, with additional attention to the important outlets for self-guided and independent art experiences at this age. This course is cross-tallied at the undergraduate level as CED 3010 and at the graduate level as CED 6010. Prerequisite: CED 2000 Foundation in Art Education, or CED 5000 Graduate Art Education Core, or permission of Department.

CED 3015. Art and Adolescents. 3 Credits.
This course starts from an understanding of the essential developmental advances of the teen years and moves to the design and implementation of a wide range of visual art experiences for young people in transition from childhood to adulthood. The class reviews a variety of existing materials and formats to discover the educational approaches underlying different lessons and programs. We trace age-appropriate creative activity, social and cultural interaction, identity formation through art, the dynamics of group activity, and an increasingly divergent range of technical skill in this cohort. The course considers art education for adolescents whether in school, a museum, community programs, or increasingly, as an independent learner. This course is cross-tallied at the undergraduate level as CED 3015, and at the graduate level as CED 6015. Students enrolled for graduate credit complete additional work at an advanced level and are graded according to the Graduate Grade Standard (see Student Handbook). Offered for credit only, Continuing Education students need department approval to enroll. Prerequisites: CED 2000 or CED 5000; or permission of the department.
CED 3020. Development, Behavior, and Learning. 3 Credits.
This course introduces core concepts of developmental psychology essential to future educators. Students gain knowledge about different approaches in the field regarding the relationship between generally predictable stages of human development and the capacity of individuals to learn creatively. The course emphasizes the development of young people, their behavior and mental growth from birth through adolescence, but is not limited to those years. The class models a variety of learning strategies relevant to its subject and useful to students in their later work. Short written assignments, group learning exercises, informal oral presentations, and tests/quizzes. This course is cross-tallied at the undergraduate level as CED 3020 and at the graduate level as CED 6020. This course starts from an understanding of the essential developmental advances of the teen years and moves to the design and implementation of a wide range of visual art experiences for young people in transition from childhood to adulthood. The class reviews a variety of existing materials and formats to discover the educational approaches underlying different lessons and programs. We trace age-appropriate creative activity, social and cultural interaction, identity formation through art, the dynamics of group activity, and an increasingly divergent range of technical skill in this cohort. The course considers art education for adolescents whether in school, a museum, community programs, or increasingly, as an independent learner. This course is cross-tallied at the undergraduate level as CED 3015, and at the graduate level as CED 6015. Additional work is required to earn graduate credit. Offered for credit only, Continuing Education students need department approval to enroll. CED 2000 or CED 5000 may be taken as corequisites. Prerequisites: CED 2000 or CED 5000; or permission of the department.

CED 3030. Sociology of Family. 3 Credits.
The study of family dynamics in today’s society begins with understanding of basic necessary functions such as domestic living, working, earning, educating the young, and sustaining the well-being of all. In addition, we consider the influence of family patterns and values on the lives of all its members, both within the family unit and beyond. This course surveys traditional and evolving forms of the “nuclear” family, multi-generational interactions, the extended and the informal family (among other types), especially in their impact on young people raised in a wide variety of family environments. Assignments include analysis of typical family behaviors and educational programming designed for family groups, especially in the visual arts and related subjects. This course is cross-tallied at the undergraduate level as CED 3030 and at the graduate level as CED 6030. Prerequisite: CED 3020/6020 Development, Behavior, and Learning; or permission of the department.

CED 3100. Art in the Museum and Community Organizations. 3 Credits.
A comprehensive survey of approaches to informal art education as practiced in museums, community centers, educational support facilities and varied social settings. This course is based on direct observation and systematic review of diverse methodologies, to provide an informed framework for integrated art education, whether as a collaboration between schools and alternative sites, or developed separate from formal schooling. Expertise of the Corcoran’s museum educators is emphasized. This course is cross-tallied at the undergraduate level as CED 3100 and at the graduate level as CED 6100. Prerequisite: CED 3020/6020 Development, Behavior, and Learning, or permission of department.

CED 3150. Classroom and Activity Management. 3 Credits.
During this semester, students learn to plan and present lessons for youth in schools or other educational settings. Skills to be emphasized include the development of educational activities to fulfill specific curricular or group goals, identification and adaptation of exemplary existing educational resources, responsive flexibility to varied group needs, group management techniques, and basic assessment methods for both student performance and program success. This course is often integrated with simultaneous Field Experience. This course is cross-tallied at the undergraduate level as CED 3150 and at the graduate level as CED 6150. Prerequisite: CED 3020/6020 Development, Behavior, and Learning, CED 3010/6010 Art and Learners to Age 12, or CED 3015/CED 6015 Art and Adolescents, completed or concurrent; or permission of department.

CED 4000. Development: Birth to Adolescence. 3 Credits.
This course provides an in-depth investigation of human development from infancy to adolescence. A sequel to the broad developmental theories and concepts that were introduced in CED 3020/6020, this course encourages students to explore firsthand the writings and perspectives of key developmental theorists. In addition, students are asked to critically review case studies and comparative research on cognitive, perceptual, and emotional development of young people and to investigate practical applications of theoretical constructs as they pertain to the field of art education. Normal and abnormal developmental profiles are covered, with emphasis on differentiations that teachers are likely to encounter within the general population, or in a mainstream classroom and activity setting. At times this course may be cross-tallied at the graduate level as CED 6000. Additional work required for graduate level credit is outlined in the course syllabus. Prerequisites: CED 3020/CED 6020 Development, Behavior, and Learning, or instructor’s permission.
CED 4010. Contemporary Issues: Education Policy and Visual Art. 3 Credits.
This is an interdisciplinary investigation of current affairs concerning the interaction of cultural politics, governmental trends, and broad developments in educational philosophy in the public arena. Topics change in response to emerging issues of public concern, often including the interaction of local, regional, and national attitudes to art, the impact of educational reform efforts, the role of art education as social acculturation, and appropriate funding levels for both art and education. This course is cross-tailed at the undergraduate level as CED 4010 and at the graduate level as CED 7010. Students enrolled for graduate credit complete additional work at an advanced level and are graded according to the Graduate Grade Standard (see Student Handbook). Required for BFA/MAT and MAT.

CED 4040. Math in Art/Art in Math. 3 Credits.
One of two courses available to advanced students that reinforce their general knowledge of fundamental principles and processes of math and science. This provides a basis for integration of art education with core academics in schools and for thematic development of educational activities that bridge traditional divisions between alternative modes of thought and intellectual experience. Students prepare original art education activities for both formal and informal educational settings which utilize and reinforce mathematical concepts of number, pattern, form, etc. This course is cross-tailed at the undergraduate level as CED 4040 and at the graduate level as CED 6040. Students enrolled for graduate credit complete additional work at an advanced level and are graded according to the Graduate Grade Standard (see Student Handbook). Offered for credit only, Continuing Education students need department approval to enroll.

CED 4050. Art Science: Developing Creativity. 3 Credits.
One of two courses available to advanced students that reinforce their general knowledge of fundamental principles and processes of math and science. This provides a basis for integration of art education with core academics in schools and for thematic development of educational activities that bridge traditional divisions between alternative modes of thought and intellectual experience. The semester includes a multidisciplinary consideration of intellectual creativity as it is understood and practiced in the arenas of art and science. Specific topics vary with the interests of faculty and students. Students prepare original art education activities for both formal and informal educational settings, incorporating concepts from the course. This course is cross-tailed at the undergraduate level as CED 3050 and at the graduate level as CED 6050. Students enrolled for graduate credit complete additional work at an advanced level and are graded according to the Graduate Grade Standard (see Student Handbook).

CED 4060. Digital Media for Educators. 3 Credits.
In this hands-on course, students learn the rudiments of educational technology for presentation, as well as how to search and assess existing multi-media educational teaching resources in art, adapt existing visual resources for new programs and audiences, and create simple artistic projects for students on the computer using widely available basic desktop publishing software. This course is offered at the undergraduate level as CED 4060 and at the graduate level as CED 6060. Students enrolled for graduate credit complete additional work at an advanced level and are graded according to the Graduate Grade Standard (see Student Handbook).

CED 5000. Graduate Art Education Core. 3 Credits.
For students with a solid grounding in studio art and art history, this course serves as a starting point for the study of pedagogy and educational practice. An intensive class reading of the core literature of the field introduces major historical and contemporary concepts of learning, perception and artistic experience that comprise the framework for diverse approaches to art education schools, museums and alternative settings today. During visits to art education venues around the metropolitan area, members of the class learn to discover the underlying goals and approaches imbedded in excellent art education programs, and critique the advantages and disadvantages of contrasting methods for differing learners and situations. Integrating theory and praxis, this course establishes critical skills for the four main domains of art education: Interpretation/meaning-making, Criticism/esthetic discernment, Studio/production and Historical understanding. Students plan and carry-out a variety of original educational exercises. Restricted to first year students in the MAT in museum education program.

CED 5070. Education Pro-Seminar I. 0.5 Credits.
Pro-seminar in Art Education provides a summary review of academic disciplines pertinent to research in the field, with a practical guide to the scope and methods of different disciplines which frequently overlap. The first semester is more theoretical and is intended to assist each student in skills for forming clear research questions, assessing the merits of existing research and determining corresponding implementation steps for their own extended research projects in art education. The second semester focuses topic selection, preliminary research, and proposal preparation for the Art Education thesis. A total of 1 credit in Education Pro-Seminar is required for the MAT and BFA/MAT in Art Education. Students must enroll in CED 5070 and CED 5071 sequentially and grades will be assigned upon completion of the second semester of enrollment.
CED 5071. Education Pro-Seminar II. 0.5 Credits.
Pro-seminar in Art Education provides a summary review of academic disciplines pertinent to research in the field, with a practical guide to the scope and methods of different disciplines which frequently overlap. The first semester is more theoretical and is intended to assist each student in forming clear research questions, assessing the merits of existing research, and determining corresponding implementation steps for their own extended research projects in art education. The second semester focuses on topic selection, preliminary research, and proposal preparation for the Art Education thesis. Effective Fall 2012, a total of 1 credit in Education Pro-Seminar is required for the MAT and BFA/MAT in Art Education. Students must enroll in CED 5070 and CED 5071 sequentially and grades will be assigned upon completion of the second semester of enrollment. Prerequisite: CED 5070 Education Pro-seminar I.

CED 5072. Education Pro-Seminar I. 1 Credit.
Pro-seminar in Art Education provides a summary review of academic disciplines pertinent to research in the field, with a practical guide to the scope and methods of different disciplines which frequently overlap. The first semester is more theoretical and is intended to assist each student in forming clear research questions, assessing the merits of existing research and determining corresponding implementation steps for their own extended research projects in art education. The second semester focuses on topic selection, preliminary research, and proposal preparation for the Art Education thesis. Effective Fall 2012, a total of 2 credits in Education Pro-Seminar is required for the MAT and BFA/MAT in Art Education. Students must enroll in CED 5072 and CED 5073 sequentially and grades are assigned upon completion of the second semester of enrollment.

CED 5073. Education Pro-Seminar II. 1 Credit.
Pro-seminar in Art Education provides a summary review of academic disciplines pertinent to research in the field, with a practical guide to the scope and methods of different disciplines which frequently overlap. The first semester is more theoretical and is intended to assist each student in forming clear research questions, assessing the merits of existing research and determining corresponding implementation steps for their own extended research projects in art education. The second semester focuses on topic selection, preliminary research, and proposal preparation for the Art Education thesis. Effective Fall 2012, a total of 2 credits in Education Pro-Seminar is required for the MAT and BFA/MAT in Art Education. Students must enroll in CED 5072 and CED 5073 sequentially and grades are assigned upon completion of the second semester of enrollment.

CED 5100. Evaluation, Program Assessment, and Criteria of Quality. 3 Credits.
This course examines program assessment and evaluation with a focus on the independent criteria of quality in the art world. The design and implementation of assessment tools in an authentic manner that is intrinsically connected to the context of the art work being both produced and viewed in an educational setting is one that must take into account the nature of art evaluation, critical analysis, content issues, audience, and technical skill. This course allows students to build a vocabulary within which to evaluate both an individual’s understanding of a learning activity as well as to plan a program that addresses the unique needs of learners in a creative environment. Assignments require both assessment and evaluation at the program level as well as the development of criteria and tools for use with individual learners. Projects may coincide with students’ Field Experience. Students have the ability to create and implement cohesive tools, from traditional methods of testing to alternative assessment, with which to critically examine both teaching and learning and to use the results of their study to adapt curricula to learners in a variety of settings.

CED 5610. Special Topics: Art & Lifelong Learning. 3 Credits.
CED 5620. Special Topics: Art Across the Curriculum. 3 Credits.
The Art Education program offers a rotating series of advanced seminars in education, designed to apply theory and practice to the most timely issues emerging in the field as they relate changing trends in art pedagogy in particular. This semester, Special Topics: Art Across the Curriculum responds to both trends in the era of nation-wide school reform and a recognition of the dynamic relationship between visual culture and formal learning. Students investigate existing models of art instruction applied to curricular units in subjects such as history, social studies, language arts, math, and science to determine their strengths and limitations. Then, in teams and individually, students plan lesson units, design resource materials, and practice teaching their own cross-disciplinary lessons. The course considers resources and approaches appropriate to both school settings and non-traditional educational sites in the community. Prerequisites: Four CED courses or permission of the department.
CED 5630. Special Topics: Art, Cultural, and Character Education. 3 Credits.

At the graduate level, the MAT Art Education program offers a rotating series of advanced seminars in education, designed to apply theory and practice to the most timely issues emerging in the field as they relate changing trends in art pedagogy in particular. This special topics course brings together two areas of recent curricular expansion in order to focus specifically on the potential for the visual arts to provide a framework for important areas of attitudinal education: 1) cultural understanding among diverse local communities and across the globe, and 2) personal development in terms of ethics, decision-making, and participation in civil society. This course is divided between a systematic review of strong examples of materials available to educators, their similarities and differences, and weekly sessions devoted to the creation on cutting-edge lesson units by student teams. Prerequisites: Four CED courses or permission of the department.

CED 5680. Studio-Based Teaching and Learning. 3 Credits.

At the graduate level, the Art Education Department offers a rotating series of advanced seminars in education designed to apply theory and practice to the most timely issues emerging in the field as they relate changing trends in art pedagogy in particular. This special topics course explores teaching, learning and curriculum planning across content areas and levels of learner experience through in-depth exploration of one visual art discipline (printmaking, ceramics, photography, digital media, sculpture, painting or drawing, etc). Students design and teach lessons and a curriculum unit/materials based on their studio experiences in class using methods and materials appropriate for PreK-12, community and museum settings. The selected medium/media changes each semester. Prerequisites: Four education courses or permission of the department.

CED 5682. Community-Based Teaching and Learning. 3 Credits.

In this advanced special topics course students study theories of transformative learning and service learning as it applies in an intergenerational community setting through art study and art making. Students explore teaching, learning, and curriculum planning for learners across the lifespan through the development and implementation of a specific community/public arts project in tandem with members of that community and in some cases with creative collaboration/experience sharing with a partner institution(s). Each stakeholder (students, faculty and community members) has an equal role in planning and implementing the project. Students study community/public art, service learning and transformative learning theory, how to write effective project proposals, community-based art curriculum, conduct visual research (plans/mock ups/sketches), and documentation of the process/project.

CED 5690. Summer Teaching Institute. 3 Credits.

To be announced.

CED 5700. Art Therapy Orientation for Educators. 3 Credits.

This course introduces classic concepts and current practices of Art Therapy which enrich the educational work of art instructors, and familiarize them with a related profession, its goals and methods. NOTE: This is not a training course to prepare art therapists for future practice. Readings include the books of Robert Coles and other masters in the field. Assignments include interactive exercises, reading discussions, and short and mid-length written essays. This course includes on-site observation of model art therapy techniques by professionals inside or outside of class time. Prerequisites: Four CED courses or permission of the department chair.

CED 5900. Art Education Field Experience. 1 Credit.

One semester of short, coordinated part-time practicum rotations, assisting experienced educators in classrooms and cultural institutions, while observing varied teaching and learning strategies and student responses to different activities and educational methods. Students in this course write observational critiques and meet together regularly with the supervising professor to discuss their experiences. Offered in the Spring for BFA/MATS and MAT students only.

CED 6000. Development: Birth to Adolescence. 3 Credits.

This course provides an in-depth investigation of human development from infancy to adolescence. A sequel to the broad developmental theories and concepts that were introduced in CED 3020/6020, this course encourages students to explore first-hand the writings and perspectives of key developmental theorists. In addition, students are asked to critically review case studies and comparative research on cognitive, perceptual and emotional development of young people and to investigate practical applications of theoretical constructs as they pertain to the field of art education. Normal and abnormal developmental profiles are covered, with emphasis on differentiations that teachers are likely to encounter within the general population, or in a mainstream classroom and activity setting. At times this course may be cross-tallied at the undergraduate level as ED4000. Students wishing to pursue undergraduate credit should register for the undergraduate section. Prerequisites: CED 3020/CED 6020 Development, Behavior, and Learning, or instructor's permission.
CED 6010. Art and Learners to Age 12. 3 Credits.
This course focuses on the theory and practice of art education programs for children of elementary and middle school age, both in the school setting and beyond. We cover developmental advances in this cohort in terms of creativity, interaction with the social environment, self-understanding and expression, the dynamics and independent and group activity, and technical skill. The course considers the role of art for young learners both as an aspect of school experience and as a separate track. Emphasis is on organized learning experiences in art, with additional attention to the important outlets for self-guided and independent art experiences at this age. This course is cross-tallied at the undergraduate level as CED 3010 and at the graduate level as CED 6010. Students enrolled for graduate credit complete additional work at an advanced level and are graded according to the Graduate Grade Standard (see Student Handbook). Prerequisite: CED 2000 Foundation in Art Education, or CED 5000 Graduate Art Education Core, or permission of Department. Required for MAT degree.

CED 6015. Art and Adolescents. 3 Credits.
This course starts from an understanding of the essential developmental advances of the teen years and moves to the design and implementation of a wide range of visual art experiences for young people in transition from childhood to adulthood. The class reviews a variety of existing materials and formats to discover the educational approaches underlying different lessons and programs. We trace age-appropriate creative activity, social and cultural interaction, identity formation through art, the dynamics of group activity, and an increasingly divergent range of technical skill in this cohort. The course considers art education for adolescents whether in school, a museum, community programs, or increasingly, as an independent learner. This course is cross-tallied at the undergraduate level as CED 3015, and at the graduate level as CED 6015. Students enrolled for graduate credit complete additional work at an advanced level and are graded according to the Graduate Grade Standard (see Student Handbook). Offered for credit only, Continuing Education students need department approval to enroll. Prerequisites: CED 2000 or CED 5000 or permission of the department.

CED 6020. Development, Behavior, and Learning. 3 Credits.
This course introduces core concepts of developmental psychology essential to future educators. Students gain knowledge about different approaches in the field regarding the relationship between generally predictable stages of human development and the capacity of individuals to learn creatively. The course emphasizes the development of young people, their behavior and mental growth from birth through adolescence, but is not limited to those years. The class models a variety of learning strategies relevant to its subject and useful to students in their later work. Short written assignments, group learning exercises, informal oral presentations and tests/quizzes. This course is cross-tallied at the undergraduate level as CED 3020 and at the graduate level as CED 6020. This course starts from an understanding of the essential developmental advances of the teen years and moves to the design and implementation of a wide range of visual art experiences for young people in transition from childhood to adulthood. The class reviews a variety of existing materials and formats to discover the educational approaches underlying different lessons and programs. We trace age-appropriate creative activity, social and cultural interaction, identity formation through art, the dynamics of group activity, and an increasingly divergent range of technical skill in this cohort. The course considers art education for adolescents whether in school, a museum, community programs, or increasingly, as an independent learner. This course is cross-tallied at the undergraduate level as CED 3015, and at the graduate level as CED 6015. Students enrolled for graduate credit complete additional work at an advanced level and are graded according to the Graduate Grade Standard (see Student Handbook). Offered for credit only, Continuing Education students need department approval to enroll. Prerequisites: CED 2000 and CED 5000.

CED 6030. Sociology of the Family. 3 Credits.
The study of family dynamics in today’s society begins with understanding of basic necessary functions such as domestic living, working, earning, educating the young, and sustaining the well-being of all. In addition, we consider the influence of family patterns and values on the lives of all its members, both within the family unit and beyond. This course surveys traditional and evolving forms of the "nuclear" family, multi-generational interactions, the extended and the informal family (among other types), especially in their impact on young people raised in a wide variety of family environments. Assignments include analysis of typical family behaviors and educational programming designed for family groups, especially in the visual arts and related subjects. This course is cross-tallied at the undergraduate level as CED 3030 and at the graduate level as CED 6030. Students enrolled for graduate credit complete additional work at an advanced level and are graded according to the Graduate Grade Standard (see Student Handbook). Prerequisite: CED 3020/ CED 6020 Development, Behavior, and Learning; or permission of the department.
CED 6040. Math in Art/Art in Math. 3 Credits.
CED 6050. Art Science: Developing Creativity. 3 Credits.
One of two courses available to advanced students that reinforce their general knowledge of fundamental principles and processes of math and science. This provides a basis for integration of art education with core academics in schools and for thematic development of educational activities that bridge traditional divisions between alternative modes of thought and intellectual experience. The semester includes a multidisciplinary consideration of intellectual creativity as it is understood and practiced in the arenas of art and science. Specific topics vary with the interests of faculty and students. Students prepare original art education activities for both formal and informal educational settings, incorporating concepts from the course. This course is cross-tallied at the undergraduate level as CED 3050 and at the graduate level as CED 6050. Students enrolled for graduate credit complete additional work at an advanced level and are graded according to the Graduate Grade Standard (see Student Handbook).

CED 6060. Digital Media for Educators. 3 Credits.
In this hands-on course, students learn the rudiments of educational technology for presentation, learn to search and assess existing multi-media educational teaching resources in art, adapt existing visual resources for new programs and audiences, and create simple artistic projects for students on the computer using widely available basic desktop publishing software. This course is offered at the undergraduate level as CED 4060 and at the graduate level as CED 6060. Students enrolled for graduate credit complete additional work at an advanced level and are graded according to the Graduate Grade Standard (see Student Handbook).

CED 6100. Art in the Museum and Community Organizations. 3 Credits.
A comprehensive survey of approaches to informal art education as practiced in museums, community centers, educational support facilities and varied social settings. This course is based on direct observation and systematic review of diverse methodologies, to provide an informed framework for integrated art education, whether as a collaboration between schools and alternative sites, or developed separate from formal schooling. Expertise of the Corcoran’s museum educators is emphasized. This course is cross-tallied at the undergraduate level as CED 3100 and at the graduate level as CED 6100. Students enrolled for graduate credit complete additional work at an advanced level and are graded according to the Graduate Grade Standard (see Student Handbook). Prerequisite: CED 3020/6020 Development, Behavior, and Learning.

CED 6113. Museum Teaching Applications. 3 Credits.
In this course students learn to use the museum, its collections, exhibitions and expert personnel as a resource for their teaching. Students apply instructional principles based on the Understanding by Design framework, Discipline Based Art Education, and the Art for Life/Issues-Based curricular structure to create curriculum units for historical, modern and contemporary art topics, art works and artifacts.

CED 6150. Classroom and Activity Management. 3 Credits.
In this course students learn to plan and present lessons for youth in schools or other educational settings. Skills to be emphasized include the development of educational activities to fulfill specific curricular or group goals, identification and adaptation of exemplary existing educational resources, responsive flexibility to varied group needs, group management techniques, and basic assessment methods for both student performance and program success. This course is often integrated with simultaneous Field Experience. This course is cross-tallied at the undergraduate level as CED 3150 and at the graduate level as CED 6150. Students enrolled for graduate credit complete additional work at an advanced level and are graded according to the Graduate Grade Standard (see Student Handbook). Prerequisite: CED 3020/6020 Development, Behavior, and Learning, CED 3010/6010 Art and Learners to Age 12, or CED 3015/CED 6015 Art and Adolescents, completed or concurrent; or permission of department.

CED 6800. Independent Study: Art Education. 3 Credits.
This option is appropriate for degree students who want access to independent faculty supervision, lab areas, and supplies for independent projects, and do not need or desire extensive course instruction.

CED 6900. Student Teaching in Art I. 3 Credits.
The most extensive educational practicum experience for students at the graduate level. Each student selects a single intensive supervised assignment as a student educator in a school, museum or community organization. An individualized syllabus provides a framework for planning and implementing art education lessons in this setting, formally and informally evaluating these activities in educational terms, and reflecting upon the experience from the perspective of an artist/educator. All interns during the same semester meet intermittently to critique and support each other’s educational initiatives. A total of 6 credits is needed to fulfill the Student Teaching in Art requirement. Students must enroll in CED 6900 and CED 6901 which may be taken concurrently or sequentially as approved by an advisor and grades are assigned upon completion of the second semester of enrollment.
CED 6901. Student Teaching in Art II. 3 Credits.
The most extensive educational practicum experience for students at the graduate level. Each student selects a single intensive supervised assignment as a student educator in a school, museum or community organization. An individualized syllabus provides a framework for planning and implementing art education lessons in this setting, formally and informally evaluating these activities in educational terms, and reflecting upon the experience from the perspective of an artist/educator. All interns during the same semester meet intermittently to critique and support each other’s educational initiatives. A total of 6 credits is needed to fulfill the Student Teaching in Art requirement. Students must enroll in CED 6900 and CED 6901 which may be taken concurrently or sequentially as approved by an advisor and grades are assigned upon completion of the second semester of enrollment. Prerequisite: CED 6900.

CED 6906. Student Teaching in Art. 3 Credits.

CED 6910. Art Education Internship I. 3 Credits.
The most extensive educational practicum experience for students at the graduate level. Each student selects a single intensive supervised assignment as a student educator in a school, museum or community organization. An individualized syllabus provides a framework for planning and implementing art education lessons in this setting, formally and informally evaluating these activities in educational terms, and reflecting upon the experience from the perspective of an artist/educator. All interns during the same semester meet intermittently to critique and support each other’s educational initiatives. A total of 6 credits is needed to fulfill the Art Education Internship requirement. Students must enroll in CED 6910 and CED 6911 which may be taken concurrently or sequentially as approved by an advisor and grades are assigned upon completion of the second semester of enrollment. Prerequisite: CED 6900.

CED 6911. Internship: Art Education II. 3 Credits.
The most extensive educational practicum experience for students at the graduate level. Each student selects a single intensive supervised assignment as a student educator in a school, museum or community organization. An individualized syllabus provides a framework for planning and implementing art education lessons in this setting, formally and informally evaluating these activities in educational terms, and reflecting upon the experience from the perspective of an artist/educator. All interns during the same semester meet intermittently to critique and support each other’s educational initiatives. A total of 6 credits is needed to fulfill the Art Education Internship requirement. Students must enroll in CED 6910 and CED 6911 which may be taken concurrently or sequentially as approved by an advisor and grades are assigned upon completion of the second semester of enrollment. Prerequisite: CED 6910 Art Education Internship I.

CED 7000. Integrated Art Education. 3 Credits.
For graduate students with a solid grounding in educational theory and practice, this course serves as a starting point for the study of pedagogy and educational practice relating specifically to art and art institutions. An intensive class reading of the core literature of the field introduces major historical and contemporary concepts of creativity, visual learning, perception and artistic experience that comprise the framework for diverse approaches to art education schools, museums and alternative settings today. During visits to art education venues around the metropolitan area, members of the class learn to discover the underlying goals and approaches imbedded in diverse art education programs, and critique the advantages and disadvantages of contrasting methods for differing learners and situations. Integrating theory and praxis, this course establishes critical skills for the four main domains of art education: Interpretation/meaning-making, Criticism/esthetic Discernment, Studio/Production and Historical Understanding. Students plan and carry out a variety of original educational exercises.

CED 7010. Contemp Issues: Educ Policy/Visual Art. 3 Credits.
This is an interdisciplinary investigation of current affairs concerning the interaction of cultural politics, governmental trends and broad developments in educational philosophy in the public arena. Topics change in response to emerging issues of public concern, often including the interaction of local, regional and national attitudes to art, the impact of educational reform efforts, the role of art education as social acculturation, and appropriate funding levels for both art and education. This course is cross-taught at the undergraduate level as CED 4010 and at the graduate level as CED 7010. Students enrolled for graduate credit complete additional work at an advanced level and are graded according to the Graduate Grade Standard (see Student Handbook). Offered for credit only, Continuing Education students need department approval to enroll.

CED 7100. Art and Special Education. 3 Credits.
This advanced course probes three distinct, but interrelated issues: Differentiated curriculum planning and instruction adaptive to highly varied levels of ability and disability within the same class or learning group; the specific challenges presented to both learner and educator by common physical and learning disabilities; and the special role of visual learning and artistic self-expression for individuals who are challenged by significant disabilities and special gifts in the context of schooling and prevalent educational expectations in our society. Current professional and legal standards for educational access of people with disabilities are covered.
CED 7900. Education Thesis I. 3 Credits.
The thesis in art education equips future or practicing teachers to engage in systematic research projects during their careers. The thesis may be completed within a wide range of subject areas, using the appropriate methods of information gathering and analysis of results for the approved thesis question. Interdisciplinary projects are encouraged. Each thesis student works with an advisor from the MAT program faculty and one or more secondary readers, usually over two semesters. Particulars of the Education Thesis are published in the “Thesis Advisory” of the Art Education program. A total of 6 credits in Education Thesis are required for the MA in Art Education. Students must enroll in CED 7900 and CED 7901, and have the option to complete both in one semester or over the course of two semesters as approved by an advisor.

CED 7901. Education Thesis II. 3 Credits.
The thesis in art education equips future or practicing teachers to engage in systematic research projects during their careers. The thesis may be completed within a wide range of subject areas, using the appropriate methods of information gathering and analysis of results for the approved thesis question. Interdisciplinary projects are encouraged. Each thesis student works with an advisor from the MAT program faculty and one or more secondary readers, usually over two semesters. Particulars of the Education Thesis are published in the “Thesis Advisory” of the Art Education program. A total of 6 credits in Education Thesis are required for the MAT in Art Education. Students must enroll in CED 7900 and CED 7901, and have the option to complete both in one semester or over the course of two semesters as approved by an advisor. Pre-requisite: CED 7900 Education Thesis I.

CED 7950. Praxis Thesis. 3 Credits.
The thesis project for finishing MA/Art Ed students provides the student with an opportunity to demonstrate their educational leadership skills, pedagogical expertise and creative, artistic capabilities within the scope of a studio-based or educational research project. The process of writing the praxis thesis is intended to further professional growth through inquiry, reflection and integration and may with approval be combined with the studio capstone project. The praxis thesis may take one of three forms: independent study project, portfolio option, site-based inquiry option. Each thesis student works with an advisor from the Art Education program faculty and one or more Fine Art faculty members or approved outside experts. Note: MA in Art Education students may opt to substitute the Education Thesis for the Praxis Thesis, if they complete Proseminar (0 credits) as preparation.

CED 7951. Studio Capstone II. 3 Credits.