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Graduate School of Education
http://www.lesley.edu/prek-12-education-programs/

MEd in TEACHER OF VISUAL ART (5-12)

Leading to Initial Teacher License in Teacher of Visual Art (5-12)

This dynamic program examines changing ideas about art practices in classrooms, communities, and cultures, and uses art making, critical thinking, and collaborative work as key aspects of the educational experience. The focus on pedagogy emphasizes inquiry across disciplines, which encourages students to think about visual art and its relationship to other art forms. Students examine how their identity as thinkers, researchers, and artists working in schools shapes their teaching practices.

The program links theory with classroom experience, to formulate new definitions of art, knowledge, and culture. Students are immersed in creative practices that enable them to envision new contexts for viewing and making art, and are introduced to theories of learning that exemplify the most current research in the fields of art and education. Students investigate the historical, philosophical and cultural conditions that have contributed to the character of art education in contemporary contexts.

The programs leading to initial licensure are designed for the student who holds an undergraduate degree in the visual arts (or equivalent).

This program has been approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher Licensure in Teacher of Visual Art (5-12) in the Commonwealth of Massachusetts.

Courses may have prerequisites for registration; please check course descriptions before registering.

Course Number	Course Title	Course Credits
EARED 6112	Principles and Practices of Art Education (5-12)* (will include a weekly pre-practicum visit to a field site)	3
EARED 6110	Arts and Education: History and Philosophy*	3
IFINE 5100	Graduate Studio I or other graduate studio^	3
IFINE 5110	Graduate Studio II or other graduate studio^	3
EARED 6113	Teaching the Fundamental Elements of Visual Art*	3
EARED 5018	Arts and Human Development*	3
EARTS 6393	Interactive New Media	3
EARED 6092	The Inclusive Visual Arts Classroom*	2-3
EARED 6003	An Arts Approach to Multicultural Education	3
IAHIS 5100	Issues in Art History and Visual Culture	3
EARED 6114	Rites and Rituals: Assessment in Art Education*	3
EECLD 6116	Sheltered English Instruction (5-12)	4
EARED 7704	Practicum and Seminar in Art Education (5-12)	6
Practicum prerequisites: Successful completion of a 75-hour early field experience** and required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL)*** requirements. This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.		
EARED 7706	Seminar in Teacher Inquiry for Art Educators (5-12) (field based research)	3
TOTAL CREDITS		**45-46**

** Must be completed prior to the practicum, and many courses include field-based assignments. EARED 6114 may be taken concurrently with the practicum.*
*** As early in the program as possible, and prior to the practicum, graduate students must complete a 75-hour Early Field Experience in a classroom appropriate to the license sought. In some cases, recent appropriate classroom experience may be used to document this requirement. (This is not a credit-bearing course, and there are no fees required.)*
**** For current information on state testing requirements for initial licensure programs, Massachusetts Test for Educator Licensure (MTEL) test administration dates, and the Lesley University test policy, see Lesley's Certification Office web page at www.lesley.edu/certification.html.*

^ Graduate-level studio art courses require a prerequisite of the equivalent of 18 credit hours or more of undergraduate studio art work.

Accreditation:
Lesley University is accredited by the New England Association of Schools and Colleges and is authorized to offer degree programs in many states.

For more information, please visit our website lesley.edu

Please Note: Lesley University reserves the right to unilaterally add, withdraw, or revise any course offering in the above mentioned program of study including policies, provisions, requirements, and fees.

Lesley University is an Affirmative Action/Equal Opportunity institution and does not discriminate on the basis of age, race, religion, color, creed, national or ethnic origin, sex, sexual orientation, handicap or disability in its education programs, employment, or in admissions to, access to or treatment in its programs or activities.

Course Descriptions

EARED 6112 Principles and Practices of Art Education (5-12)
This course is designed as an introduction to art education focusing on current trends, various movements and approaches, and curriculum and instruction. A pre-practicum field placement will be required to ground student learning in the field. Reflections from the field will be part of ongoing class discussions.

EARED 6110 Arts and Education: History and Philosophy
Considers the history and philosophy of American education with special emphasis on the arts and their place in education. The approach includes using both mainstream sources and those (especially biographical narratives) from minority groups (African-American, Asian-American, Native American, Latino, religious minorities, and recent immigrants). How the arts emerge from various racial and cultural communities and how schools, communities, and the arts can come together in the education enterprise are examined.

EARED 6113 Teaching the Fundamental Elements of Visual Art
This course for students in the Initial Licensure strands of the Master of Education Degree as a Teacher of Visual Art students (preK-8 and 5-12 grades) is designed to provide ways for students to become effective art makers and art teachers. The 6-hour per week format provides for the focusing on the major components of being art educators: art skills and techniques that can be used in the classroom; artmaking in the context of pedagogy and curriculum development; and effective classroom management. Students will examine their own views on art education and through presentation, collaboration, critique, and reflection will develop curricular and pedagogical approaches that will aid in the development of their own philosophies of art and teaching. *Prerequisite: EARED 6111 or EARED 6112*

EARED 5018 Arts and Human Development
This course familiarizes students with stages of human development from childhood through adulthood. Knowledge of human development is enhanced through interaction with art materials, music, movement, drama, and writing.

EARTS 6393 Interactive New Media
The course will introduce the student to the technology and processes of Interactive Media by a demonstration/hands-on approach. It will cover a variety of devices and processes including computer, video, and web technologies. Learning theories involved in the design and presentation of complex information will be examined, as will issues relating to how these media influence society. The students will be encouraged to explore the various technologies with a goal of producing an interactive media piece. Students will address how these technologies can be utilized in curriculum for different age groups.

EARED 6092 The Inclusive Visual Arts Classroom
Using the visual arts as a vehicle for learning, students will examine methodologies that will support the inclusion of children who face obstacles to traditional learning because of diagnosed physical disabilities or Limited English Proficiency in the art classroom. Potential accommodations and adaptations will be explored to help our students develop the capacity to facilitate an inclusive learning environment in their own art classrooms. Students will be introduced to IEP's (Individual Education Plans), 504 plans. The legal history of inclusion for special needs students and English language learners will be examined.

EARED 6003 An Arts Approach to Multicultural Education
This course explores ways to approach human diversity and build understanding about similarities and differences through drama, movement, visual arts, music, poetry, and literature. Application is made for the classroom and other work settings.

IAHIS 5100 Issues in Art History and Visual Culture
This course focuses on the interrelationship between art and society. Accordingly, students examine the role of visual culture and artistic practice within the context of everyday life. To accomplish this task, we address a wide range of issues relating to the many connections between art and society. To help tackle these issues, we read essays by artists, critics, and theoreticians who have been instrumental in defining our understanding of visual culture over the past three decades.

EARED 6114 Rites and Rituals: Assessment in Art Education
In this course, students will develop comprehensive formal and informal assessment and evaluation techniques and methods. These methods will lead to improving teaching practice through knowledge of student learning, teacher reflection, and an understanding of the impact of students' individual differences on learning.

EECLD 6116 Sheltered English Instruction (5-12)
This course prepares pre-service and in-service teachers with the knowledge and skills to effectively shelter content instruction for the growing population of bilingual students to access curriculum, achieve academic success, and contribute their multilingual and multicultural resources as participants and future leaders in the 21st century global economy. The course covers the bilingual students' world, second language acquisition process, academic language and literacy development in the Sheltered English Instruction (SEI) and bilingual classrooms.

EARED 7704 Practicum and Seminar in Art Education (5–12)
This practicum and seminar focuses on current issues in art education and classroom practice through assigned readings, inquiry, reflection, and discussions about field experiences in the art classroom.

EARED 7706 Seminar in Teacher Inquiry for Art Educators (5-12)
In this seminar students will develop, plan and carry through a research project that examines their teaching practice in art as it relates to various community contexts. This course includes a field site component designed to ground the research in teaching practice within multiple contexts that include classroom, school, and community.