ART EDUCATION (AED)

AED 99: Foreign Studies
1-12 Credits/Maximum of 12
Courses offered in foreign countries by individual or group instruction.
International Cultures (IL)

AED 101S: Introduction to Art Education
3 Credits
This course introduces students to issues, concepts, and ideas in Art Education. A ED 101S Introduction to Art Education (3) The objective of the course is to introduce students to basic ideas, areas of inquiry, and experiences in art education. This will be a required course that serves as the first of a sequence of courses in the Art Education major and will provide a beginning point for the rest of the courses in the major. The Art Education Program has two emphases. The first leads to public school teacher certification and the second to an understanding of arts education in settings such as museums and community arts organizations. This introductory course will be broadly based and the content and will be applicable to students in both emphases. This course will be conducted in a seminar format. Evaluation methods for the course will include, for example, critical response papers to readings, observation reports of early field experiences, tests, and portfolio assessment.

First-Year Seminar

AED 199: Foreign Studies
1-12 Credits/Maximum of 12
Courses offered in foreign countries by individual or group instruction.
International Cultures (IL)

AED 201W: History and Philosophy of Art Education in Schools and Cultural Institutions
3 Credits
Introduction to historical, philosophical, and sociological foundations art education in schools and cultural institutions, museums, and community organizations. A ED 201W A ED 201W History and Philosophy of Art Education in Schools and Cultural Institutions (3)Art education is not an isolated phenomenon; art teaching and learning has always occurred in the context of broader cultural changes and a range of social factors, including technological developments and population diversity. This course examines the historical, philosophical, and sociological foundations of art education in the United States. Art education can be found in a variety of formal and informal settings, including schools, community arts organizations and museums. Students will examine questions such as, what was the purpose of teaching art in the past? Was art study a means to improving social status, to attaining technical literacy, or to vocational training? Did education in art promote a democratic way of life? Or did it help reproduce existing divisions of race, gender, class, and ethnicity in American society? This course examines past and present developments in art education, paying special attention to the relation of art teaching and learning in contexts of art worlds, schooling, cultural institutions, and changing demographics. While the course will focus on art education in the United States, art education in a global context will be addressed as appropriate.

Writing Across the Curriculum

AED 211: Interpreting Art Experience: Social and Behavioral Perspectives
3 Credits
Examination of psychological, cultural, aesthetic, philosophical and educational perspectives on creation and response to art in children, adolescents and adults. A ED 211 Interpreting Art Experience: Social and Behavioral Perspectives (3) (GA)(BA) This course meets the Bachelor of Arts degree requirements. This course will examine the shared human experience of making and responding to visual images and artifacts from the broadest possible range of perspectives, encouraging students to develop an understanding of the role of art experience in their own lives and in the lives of others. How art is learned within specific cultures and subcultures, how understanding and appreciation of particular images and objects evolves, and how experience and learning interacts with fundamental processes of perception, cognition, and interpretation are central themes. Students will draw upon their own personal and cultural histories and consult accounts written by others to explore the role of visual art in contemporary life. Classic and contemporary studies of artistic development and aesthetic response will be reviewed through well-illustrated lectures and amplified through students' active involvement in small scale, collaborative research studies based upon methods commonly used to study the art experience of children, adolescents, and adults without professional expertise in the visual arts; these activities will include close observation, interviews, and the design of preference and drawing studies. As a final course project, each student will construct a case study of a child, adolescent, or adult which describes in detail one perspective on that individual's experience of art in the home, school, museum, and/or other cultural institutions and settings.

Bachelor of Arts: Arts
General Education: Arts (GA)

AED 212: Interpreting Art Experience: Educational Implications
1 Credits
In-depth study of the educational implications of the information on art making and response introduced in A ED 211. A ED 212 Interpreting Art Experience: Educational Implications (1) A special discussion section attached to A ED 211 and required of students majoring in art education. A ED 212 focuses on the educational implications of the perspectives on art experience presented in A ED 211. This segment of the course will attend specifically to issues related to learners and learning in the visual arts, including characteristics of learners at various stages of development and the ways in which curriculum and instruction can and should be shaped by these considerations.

Prerequisite: A ED 101S , A ED 201W; Concurrent: A ED 211

AED 225: Diversity, Pedagogy, and Visual Culture
3 Credits
Issues of diversity in art, education, visual culture, and pedagogy. A ED 225 Diversity, Pedagogy, and Visual Culture (3) (GA;US)(BA) This course meets the Bachelor of Arts degree requirements. This interdisciplinary course will serve to introduce students to critical
understandings of issues of diversity, as they arise in contexts such as the art world, cultural institutions (such as museums and community arts organizations), schools, visual culture, and the culture, educational texts (such as curricula), and history, while developing a theoretical base from educational and cultural theory. By the end of the course, students will understand diversity as broadly defined in relation to visual culture and be able to critically explore the complex dynamics of race, gender, sex, and class, and the pedagogical issues posed by diversity.

Bachelor of Arts: Arts
United States Cultures (US)
General Education: Arts (GA)

AED 296: Independent Studies
1-18 Credits/Maximum of 18
Creative projects, including research and design, which are supervised on an individual basis and which fall outside the scope of formal courses.

AED 299: Foreign Studies
1-12 Credits/Maximum of 12
Courses offered in foreign countries by individual or group instruction.

International Cultures (IL)

AED 303: The Visual Arts in the Elementary School
3 Credits
Basic concepts of current art education theory and practice for the elementary teacher.

AED 322: Visual Culture and Educational Technologies
3 Credits
The course provides a foundation for innovative integration of digital technologies in art making, viewing, and teaching. A ED 322 Visual Culture and Educational Technologies (3) The purpose of the course is to develop skills, questioning attitudes, and uses for technology in art and art education; and to engage in electronic mediated communication and new media artmaking. This course is for both undergraduate Art Education degree options: (1) Schools, and (2) Museums & Cultural Institutions. The focus is on students' constructing a critical understanding of technology as a cultural interface in contemporary art, visual culture, and art education. This course addresses issues, practices, and potentials of instructional technology for art education.

Course participants explore the pedagogical implications of intertextual Webs, hypertext & hypermedia, blogs, simulations, virtual reality, threaded dialogue, WebQuests, online games, media communities, collaborations, adaptive and assistive technologies, and media-rich &quot;student papers.&quot; This course emphasizes the importance of sharing perspectives in an educational context, and on how e-learning course tools, along with specific teaching strategies, can facilitate shared perspectives.

Prerequisite: A ED majors only

AED 323: Visual Culture and Art Education
3 Credits
The study and creation of contemporary art forms as visual culture critiques provide curricular and pedagogical approaches to art education.

A ED 323 Visual Culture and Art Education (3)This course is for Art Education majors in the Schools option. Students will: * Read, critically examine, and discuss postmodern &quot;texts&quot; in relation to the ways in which the works and the critical writing that surrounds them participate in, among other issues, the construction of race and gender, and the creation of power and control. * Reflect critically on contemporary writings that address the nature of art, visual culture, artmaking, exhibition, and interpretation as pedagogical processes for making meaning through art. * Create installations, videos, and performances or any combination of the three forms, individually and/or in groups. The purpose of this course is: 1. To assist students to insightfully interpret and create artworks through both writing and artistic media. 2. To provide students with the bases for understanding, interpreting, and critically analyzing contemporary visual culture, which can provide the content of curriculum outlines and unit and lesson plans that students develop in the course for use during internships, student teaching, and as art educators. 3. To provide students with opportunities to develop connections between artworks and their own lives, the lives of their prospective students, and the societies in which they will live. 4. To encourage students to consider race, class, sexual identity, age, and gender issues in art, art education, cultural production, exhibition venues, and career opportunities. TEXTS include popular arts, film, television, video/computer games, music, theatre, fashion, museums, contemporary art, and newsmedia.

Prerequisite: A ED majors only

AED 355Q: Show Me Where it Hurts: Healthcare and Creative Inquiry
3 Credits
Show Me Where It Hurts: Healthcare and Creative Inquiry is an interdisciplinary exploration of the dynamics of healthcare using both storytelling and artmaking as research methods. Stories of healthcare professionals, caregivers, and self-care will be explored to understand the actions and emotions that constitute empathy as the ability to relate to another person’s experiences. By the end of the course, students’ deeper understanding for how sharing experiences through the arts can increase empathy in human relationships will augment perspectives on care within healthcare systems either as professionals or patients. The course investigates methods for developing empathy that employ narrative and arts-based inquiry while also exploring a range of resources unique to Penn State to increase understanding such as the Graphic Medicine Series and the Art and Design Research Incubator (ADRI). Students will develop multiple modes of communication appropriate to the social sciences and the arts to develop effective communication in writing, presenting, and artmaking in thematic projects. The course pursues three themes throughout the semester: Theme 1: Seeing, Knowing, and Understanding * Engaging with forms of narrative, art and performance to understand how artists and social scientists use observation, data, and interpretation to inform their practices Theme 2: Developing Capacity for Empathy * Utilizing art studio explorations with materials and techniques combined with reflective writing practices, students engage in creative thinking skills to heighten empathic ways of knowing through the medium of art and narrative. Theme 3: Analyzing Perspectives in Art and Health * Analyze case studies focused on art and health to explore healthcare from three perspectives: healthcare professionals, caregivers, and self-care.

General Education: Arts (GA)
General Education: Social and Behavioral Scien (GS)
General Education - Integrative: Interdomain
The capstone course in the art education major should be taken in the final semester before student teaching or a final internship. Since one goal of the course is helping students synthesize what they have learned in their prior courses, successful completion of all of the required courses in the major is prerequisite to enrollment in the capstone course. Students will have been introduced to the teaching and learning portfolio in their introductory art education course and should have developed pieces for their pre-professional teaching portfolios in most of their earlier art education courses. Much of the work of the capstone course will, therefore, focus on reflection, refinement, and synthesis.

**Prerequisite:** admission to Teacher Preparation Program and successful completion of all required courses in the major except Student Teaching or final internship. Prerequisite or concurrent: A ED 488 for majors in the Museums and Cultural Institution.

**AED 494: Schools and Museums**

3 Credits

Museum education: issues, theories of aesthetic education and practices in schools, museums, and community art centers.

**Prerequisite:** 12 credits in art education, art, art history, or education

**AED 494H: Schools and Museums**

3 Credits

Museum education: issues, theories of aesthetic education and practices in schools, museums, and community art centers.

**Prerequisite:** 12 credits in art education, art, art history, or education

**Honors**

**AED 495: Internship in Art Experiences**

15 Credits

Comprehensive instruction in craft, health, cultural, museum, studio, gallery or social agency. Students supervised by University personnel and arts personnel.

**Prerequisite:** A ED 440; seventh- or eighth-semester standing

**AED 495A: Art Education Student Teaching Practicum**

7 Credits

A ED 495A A ED 495A Art Education Student Teaching Practicum

(7) The Pittsburgh-based elementary or middle-level field experience fulfills the student teaching requirement for Pennsylvania certification to teach art in elementary and secondary schools. It is offered each semester, and student teachers are placed through the School District University. Collaborative in Pittsburgh Public Schools. An on-site Art Education faculty supervisor supervises students. Assignments, required seminars, and professional development activities meet the teaching
prerequisites outlined by NCATE (National Council for Accreditation of Teacher Education) and the Standards for Pre-Service Teachers in Urban Education. Experiences and assignments provide evidence in each of the four domains for teacher preparation: Domain A - Planning and Preparing for Student Learning, Domain B - Teaching, Domain C - Analyzing Student Learning and Inquiring into Teaching, and Domain D - Fulfilling Professional Responsibilities. The work completed in this course (a digital and/or paper-based portfolio, and documented performance-based assessment of teaching as assessed by the university supervisor and mentor teachers/clinical instructors) will demonstrate fulfillment of the teaching/domain standards. The outcome of this work is to produce multiple experiences that support professional and personal development while preparing students for upcoming positions teaching art in multiple public and private contexts at both elementary and secondary levels. At the culmination of the student teaching semester, students will have both practical and theoretical understandings in addition to materials for application within the classroom.

Prerequisite: A ED 489 ; eighth- or ninth-semester standing; Concurrent: A ED 495B

AED 495B: Art Education Student Teaching Practicum

8 Credits

A ED 495B A ED 495B Art Education Student Teaching Practicum

8 Credits

A ED 495B A ED 495B Art Education Student Teaching Practicum (8) The Pittsburgh-based middle-level or secondary field experience fulfills the student teaching requirement for Pennsylvania certification to teach art in elementary and secondary schools. It is offered each semester, and student teachers are placed through the School District University Collaborative in Pittsburgh Public Schools. An on-site Art Education faculty Supervisor supervises students. Assignments, required seminars, and professional development activities meet the teaching prerequisites outlined by NCATE (National Council for Accreditation of Teacher Education) and the Standards for Pre-Service Teachers in Urban Education. Experiences and assignments provide evidence in each of the four domains for teacher preparation: Domain A - Planning and Preparing for Student Learning, Domain B - Teaching, Domain C - Analyzing Student Learning and Inquiring into Teaching, and Domain D - Fulfilling Professional Responsibilities. The work complete in this course (a digital and/or paper-based portfolio, and documented performance-based assessment of teaching as assessed by the university supervisor and mentor teachers/clinical instructors) will demonstrate fulfillment of the teaching/domain standards. The outcome of this work is to produce multiple experiences that support professional and personal development while preparing students for upcoming positions teaching art in multiple public and private contexts at both elementary and secondary levels. At the culmination of the student teaching semester, students will have both practical and theoretical understandings in addition to materials for application within the classroom.

Prerequisite: A ED 489 ; eighth- or ninth-semester standing; Concurrent: A ED 495D

AED 495D: Art Education Student Teaching Practicum

8 Credits

A ED 495D A ED 495D Art Education Student Teaching Practicum (8) The Centre Region-based middle-level or secondary field experience fulfills the student teaching requirement for Pennsylvania certification to teach art in elementary and secondary schools. It is offered each semester, and student teachers are placed through the School of Visual Arts at Penn State in cooperation with public schools in the Centre Region. An Art Education faculty Supervisor supervises students. Assignment, required seminars, and professional development activities meet the teaching prerequisites outlined by NCATE (National Council for Accreditation of Teacher Education) and the Standards for Pre-Service Teachers in Urban Education. Experiences and assignments provide evidence in each of the four domains for teacher preparation: Domain A - Planning and Preparing for Student Learning, Domain B - Teaching, Domain C - Analyzing Student Learning and Inquiring into Teaching, and Domain D - Fulfilling Professional Responsibilities. The work complete in this course (a digital and/or paper-based portfolio, and documented performance-based assessment of teaching as assessed by the university supervisor and mentor teachers/clinical instructors) will demonstrate fulfillment of the teaching/domain standards. The outcome of this work is to produce multiple experiences that support professional and personal development while preparing students for upcoming positions teaching art in multiple public and private contexts at both elementary and secondary levels. At the culmination of the student teaching semester, students will have both practical and theoretical understandings in addition to materials for application within the classroom.

Prerequisite: A ED 489 ; eighth- or ninth-semester standing; Concurrent: A ED 495A

AED 495C: Art Education Student Teaching Practicum

7 Credits

A ED 495C A ED 495C Art Education Student Teaching Practicum (7) The Centre Region-based elementary or middle-level field experience fulfills the student teaching requirement for Pennsylvania certification to teach art in elementary and secondary schools. It is offered each semester, and student teachers are placed through the School of Visual Arts at Penn State in cooperation with public schools in the Centre Region. An Art
the BS in Art Education. It is generally scheduled full-time for a period
of 12 consecutive weeks during a double summer session, although
it may also be taken during the fall or spring semester. The internship
enables interns to meet their own educational objectives through
participation in a supervised experience that moves them out of the
classroom into the workplace. Prospective interns are encouraged to
select internship sites that offer educational experiences relevant to
their professional goals and desired careers. The internship incorporates
guidelines consistent with the Standards and Guidelines for Museum
Internships prepared by the New England Museum Association and
published by the American Association of Museums (1993, 2000). A
formal written internship agreement signed by the intern supervisor at
the sponsoring museum or cultural institution, and by the prospective
intern and university supervisor outlines the objectives of the internship,
the intern's duties and responsibilities, the responsibilities of the museum
and university supervisors, and the means by which the intern's work will
be evaluated. Interns are integrated into the ongoing work and education
programs of the museum and treated as staff members. They assume
professional responsibilities and are expected to complete a project or
some discrete portion of a major project that is being undertaken by
the education department of the museum. Interns become acquainted
with functions, programs and departments of the museum in addition
to those to which they have been assigned in order to understand the
relationship of their educational work to that of the museum, to the
community, and to the museum field in general. Interns may participate
in any workshops, lectures, professional courses, and staff training
seminars that may occur at the museum during period of internship. They
are also encouraged to seek professional employment after completion
of the internship, and reasonable accommodation is made to allow them
time to look for positions, prepare application materials, and attend
interviews. Interns submit a weekly journal of activities and reflections
to the university supervisor, as well as a summary report at the end. The
museum supervisor submits an evaluation documenting the intern's
actual working/learning experiences and critically assessing these
experiences. The final evaluation is based on this assessment, on the
intern's weekly journal and final report, and on the university supervisors's
onsite observations and interviews.

Prerequisite: A ED 440 , seventh- or eighth-semester standing.

AED 496: Independent Studies
1-18 Credits/Maximum of 18

Creative projects, including research and design, which are supervised on
an individual basis and which fall outside the scope of formal courses.

AED 497: Special Topics
1-9 Credits/Maximum of 9

Formal courses given infrequently to explore, in depth, a comparatively
narrow subject which may be topical or of special interest.

AED 499: Foreign Studies
1-12 Credits/Maximum of 12

Courses offered in foreign countries by individual or group instruction.

International Cultures (IL)