ART EDUCATION PK-12

Learning Goals and Objectives

Goal 1: The student will demonstrate an understanding of child and adolescent learner development.

Objective 1.1: The student will understand and accurately interpret key concepts, principles, theories, and research about child and adolescent (K-12) development in social context.

Objective 1.2: The student will identify the diverse developmental needs and abilities of K-12 learners and use this information effectively when selecting instructional strategies and making curricular decisions with respect to language learning.

Goal 2: The student will understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all high school learners’ competence in the area of learning a second language.

Objective 2.1: The student will describe and explain the philosophical and historical foundations of art education and apply this knowledge in analyzing school culture and climate, classroom management, and instructional design.

Goal 3: The student will understand and use developmentally appropriate instructional strategies.

Objective 3.1: The student will describe and analyze a range of specific teaching strategies and apply them appropriately in instructional planning, modifying their use based on the unique learning needs of high school students and the particular demands of art education.

Objective 3.2: The student will demonstrate a practiced habit of self-analysis and collaboration with students and colleagues to assess the impact of instruction on student motivation and learning and will adjust teaching accordingly.

Goal 4: The student will demonstrate understanding and appropriate use of multiple methods of assessment.

Objective 4.1: The student will define and describe types of valid and reliable educational assessments (including screening, diagnostic, formative, summative, and authentic) and identify strengths, weaknesses, and appropriate uses associated with each.

Goal 5: The student will demonstrate an understanding of educating for social justice.

Objective 5.1: The student can demonstrate the ability to interact positively and respectfully with those of different racial, ethnic, language and socioeconomic backgrounds and sexual orientations.

Objective 5.2: The student will identify and describe practices and policies that reinforce inequalities and undermine K-12 student learning, as well as steps that can be taken to challenge such practices in order to create a more just society.

The traditional undergraduate programs include 40 courses distributed across three components: A General Education component divided into Signature Courses, Variable Courses, and an Integrative Learning requirement; a Major and Divisional component; and Free Electives. In addition to course requirements as specified in each area, students must complete one certified course in each of the following overlay areas:

1. Diversity, Globalization or Non-western Area Studies,
2. Ethics Intensive, and
3. Writing Intensive. Overlay requirements are part of the forty-course requirement.

Saint Joseph’s University has established a General education program for all undergraduate students: The following courses must be included as GEP courses for education majors:

General Education Signature Courses
See this page about Signature courses (https://academiccatalog.sju.edu/curricula/#signature). Six courses

General Education Variable Courses
See this page about Variable courses (https://academiccatalog.sju.edu/curricula/#variable). Six to Nine courses

General Education Overlays
See this page about Overlays (https://academiccatalog.sju.edu/curricula/#overlay).

General Education Integrative Learning Component
See this page about Integrative Learning Component (https://academiccatalog.sju.edu/curricula/#integrative-learning). Three courses:

Major Concentration
List of Courses
F indicates that course includes a field component

Code Title Hours
EDU 150/150F Schools in Society-Fr Seminar (GEP First Year Seminar) 3
EDU 151/151F Develop, Cognition, & Learning (GEP) 3
The Art Education major must also take ten courses within the Art Department:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ART 101</td>
<td>Intro to Art History I (or the equivalent) (^1)</td>
<td>3</td>
</tr>
<tr>
<td>ART 102</td>
<td>Art History Survey II (or the equivalent) (^1)</td>
<td>3</td>
</tr>
<tr>
<td>ART 121</td>
<td>Introduction to Studio Art (or the equivalent) (^1)</td>
<td>3</td>
</tr>
<tr>
<td>ART 144</td>
<td>Ceramics I (or the equivalent) (^1)</td>
<td>3</td>
</tr>
<tr>
<td>ART 157</td>
<td>(or the equivalent) (^1)</td>
<td>3</td>
</tr>
<tr>
<td>ART 172</td>
<td>Darkroom Photography I (or the equivalent) (^1)</td>
<td>3</td>
</tr>
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<td>ART 221</td>
<td>Art Education in the Schools</td>
<td>4</td>
</tr>
<tr>
<td>ART xxx</td>
<td>Intermediate Studio Arts (or the equivalent) (^1)</td>
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<tr>
<td>ART 495</td>
<td>Senior Project I (Capstone)</td>
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</tr>
<tr>
<td>ART 496</td>
<td>Senior Project II (Capstone)</td>
<td>3</td>
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</tbody>
</table>

\(^1\) “equivalents” to be determined with signed recommendation of the academic advisor