



MAT

Art Education



The art classroom

is a place where children are given the opportunity to explore and develop their personal dreams and goals, and to think independently. The Master of Arts in Teaching (MAT) provides a hands-on learning environment where student teachers investigate educational issues and techniques, develop their own educational philosophies and continue creating personal artwork. The program takes a child-centered approach to art education that emphasizes collaboration and community and addresses the needs of diverse populations, including those with special needs.

Designed for students who have completed an undergraduate major in studio art, the MAT Art Education program can be completed either as a full-time, one-year intensive or as a two-year, part-time program—ideal for those who want to continue working while they complete the course work required to qualify for the New York State Initial Teacher Certification in Visual Art.

Our faculty is comprised of professional artist/teachers who are experts at training artists to apply their creative skills to teaching art to children in

pre-kindergarten through grade 12. The program provides the foundations and psychology of education as they are applied to diverse elementary school and secondary school populations. Seminar courses investigate age-appropriate materials, methods and educational concepts, which student teachers then apply directly to classroom practice in public school placements. Our courses provide students with further training in varied approaches to teaching art. The program culminates with the completion of a teaching portfolio, master's thesis and an exhibition of MAT student artwork.

Individualized student teaching placements are made at carefully selected public schools throughout the city. Our students have the opportunity to gain specialized teaching experience through the innovative children's programs at SVA: Art Program for the Homeless and Art for Kids.

At SVA we believe that to teach art, you should first be an artist who can use the power of art to open the minds, as well as the eyes, of the young to new experiences and individual fulfillment. One person—a gifted and caring teacher—can make a difference in a young person's life. Our program is for artists who want to become teachers and make that difference.

About the Program

The Master of Arts in Teaching program provides the course work and student teaching required for the New York State Initial Teacher Certification in Art, pre-K through grade 12. We concentrate on teaching students with diverse backgrounds and needs, and the gifted and talented. The use of computer technology in art education and integrated curricula are included. The program is also geared to teach effective collaboration with school administrators, parents and caregivers, members of the community, and staff members of relevant agencies and cultural institutions. Course work relates directly to fieldwork and student teaching through discussion of course development, classroom management and age-appropriate application of educational theory. MAT students complete 100 hours of fieldwork and 40 days of student teaching in public elementary, middle and high school placements under SVA faculty supervision. Students can choose to do additional fieldwork and thesis case studies in the following SVA programs:

- Art Program for the Homeless: Students teach art to elementary-age children housed at a shelter for homeless mothers and children.
- Weekend Art for Kids Program: Students provide art instruction to children from kindergarten through ninth grade.

Degree candidates must successfully complete 36 credits, including all required courses, with a cumulative grade point average of 3.0. Course work can be completed in a three-semester program, or in a part-time, two-year program. In the final semester, each student is required to complete a thesis project, which must be reviewed and approved by the thesis director and the department chair in order for the student to be eligible for degree conferral.

The MAT Department will provide all workshops required for New York State Teaching Certification, including Identification and Reporting of Child Abuse; Needs of Children with Autism; Violence and Prevention Training; and Dignity for All Students (DASA) Training in Harassment and Bullying, Cyberbullying and Discrimination in Schools.

Artworks by Menoara Mazid in the forefront; those of Rachel Diamond and Brandon in the background.



Fashion Exec Goes Back to School

Designer Gary Osborne left the fashion industry after 12 years to build a more balanced life, one that would allow him and his partner to start a family. “I wanted to become an art teacher so I could spend more time with our children,” he says. “I planned the whole thing so I wouldn’t be at the office all day long—a stay-at-home dad, with the summers off.” He chose to pursue a graduate degree at SVA’s Master of Arts in Teaching, thanks to what he calls the school’s conservatory-type approach that infuses art into the teaching process. MAT’s child-centered philosophy focuses on collaboration and community, ▶

Gary Osborne sits with a student backstage at the fashion show he arranged this spring at the High School of Art and Design in Manhattan.

and seeks to address the needs of diverse populations within the New York City schools. The graduate students are required to have a background in studio art, and they can elect to complete the program as either a one-year, full-time intensive or a two-year, part-time program.

The department draws from a wide spectrum of artistic and design disciplines. Rose Viggiano, former MAT chair, who has taught at the College for more than three decades, says, “Our typical student might be a graphic designer who hated it, and wants to give back to the community. Many of my students have become disillusioned with jobs where they’re stuck at a computer not having any interaction with people. They come in really ready to jump into a whole new experience. I think it’s so important to follow your bliss.”

Osborne went with the 10-month accelerated degree option. He says, “The program is great because it’s so compressed and

focused. We were in class morning till night, and covered everything from lesson plan writing to art and teaching philosophies to the practicality of being a student teacher. We also took fine art classes where we had a place to create art and explore its meaning. The program gave me an understanding of the full spectrum of childhood development—what children are like at each particular age—plus the practical skills necessary to take my professional design experience and use it to teach. My classmates and I taught in homeless shelters and across diverse populations, including a range of different ages in public schools from elementary to high school.”

During his course of study at SVA, Osborne worked as a student teacher at the High School of Art and Design in Manhattan, assisting a full-time instructor who was close to retirement. “She was more than

Scenes from the fashion show.
Gary's students spent an entire
year working on the pieces.





happy to let me take over and teach her classes,” he says. “So I taught full curriculums of fashion history and even corset making.” When she left, the school reached out to him with an offer to be her replacement as the fashion teacher. “I pretty much changed the fashion department,” Osborne says. “We now have partnerships with Norma Kamali and people at Jason Woo and so many others. They donate scholarships and critique, advise and mentor the students. We set up 30 internship programs a year and award over \$15,000 in scholarships. I also started an annual fashion show; this year the theme was ‘Prints, Please.’ We invited over 3,000 guests.”

Gary's dedication to his students included partnering with a digital textile printer to subsidize the cloth.

Curriculum/ Sample Program

Degree candidates must successfully complete 36 credits, including all required courses, with a cumulative grade point average of 3.0, and can matriculate in a full-time, one-year program or in a part-time, two-year program.

One-Year Program

FALL	CREDITS
Curriculum for Special Populations	3
Educational Foundations	3
Psychology for Special Populations	3
Thesis 1	2
Materials and Methods: Elementary	2
Special Topics 1	1
Student Teaching in Public Elementary and Middle Schools	2
Student Teaching On-Site Supervision: Elementary and Middle Schools	0
NYSTCE Preparation 1	0
Dignity for All Students Act	0
SPRING	
Curriculum: Arts Integrated	3
Technology in Art Education	3
Thesis 2	3
Materials and Methods: Secondary	2
Special Topics 2	1
Student Teaching in Public Secondary Schools	2
Student Teaching On-Site Supervision: Secondary Schools	0
Teaching Inquiry 1	0
SUMMER	
Museum Studies: Theory and Practice	3
Advanced Studio Art: Teacher as Artist	3
Teaching Inquiry 2	0
NYSTCE Preparation 2	0

Two-Year Program

FIRST YEAR / FALL	CREDITS
Curriculum for Special Populations	3
Psychology for Special Populations	3
Special Topics 1	1
NYSTCE Preparation 1	0
Dignity for All Students Act	0
FIRST YEAR / SPRING	
Curriculum: Arts Integrated	3
Technology in Art Education	3
Special Topics 2	1
Teaching Inquiry 1	0
SECOND YEAR / FALL	
Educational Foundations	3
Thesis 1	2
Materials and Methods: Elementary	2
Student Teaching in Public Elementary and Middle Schools	2
Student Teaching On-Site Supervision: Elementary and Middle Schools	0
SECOND YEAR / SPRING	
Thesis 2	3
Materials and Methods: Secondary	2
Student Teaching in Public Secondary Schools	2
Student Teaching On-Site Supervision: Secondary Schools	0
SECOND YEAR / SUMMER	
Museum Studies: Theory and Practice	3
Advanced Studio Art: Teacher as Artist	3
Teaching Inquiry 2	0
NYSTCE Preparation 2	0



Course Offerings

This is a sample of our recent course listings. For our full curriculum, please visit sva.edu/arted/curriculum.

ADVANCED STUDIO ART: TEACHER AS ARTIST

This course will offer MAT candidates an opportunity to reconnect with their art-making practice and develop works of art. We will discuss the relationship between teaching art and art-making, and develop a theme for an exhibition of student work at the SVA Flatiron Gallery. Group and one-on-one critiques, presentations on contemporary artists and visits to galleries in Chelsea will be included.

CURRICULUM FOR SPECIAL POPULATIONS

Understanding the needs of special populations and how disabilities, home situations and socioeconomic levels affect learning will be the focus of this course. Students will hold workshops for elementary-school-age children at a shelter that houses displaced mothers and their small children. The role of art activities in fostering self-esteem and confidence in children will be explored, with emphasis on group management, discipline and development of population-appropriate lessons.

Global Community Charter School's *The Lion King*, including work by students of Qing Zhuang (MAT 2016).

CURRICULUM: ARTS INTEGRATED

The purpose of this course is to develop art educators who will meet the numerous new demands that educational reform is making on the entire learning community. Areas addressed will include: How New York State Education Department performance standards and the Common Core State Standards relate to lesson planning; student engagement; cross-cultural issues; integration of the visual arts with other subject areas; and how making and responding to art develops listening, speaking, reading and writing skills of all students, including English-language learners. In

addition, the course will familiarize students with the tasks and assessments associated with visual arts, social studies, science, math and English-language arts.

DIGNITY FOR ALL STUDENTS

This one-day workshop is designed to fulfill the harassment, bullying and discrimination prevention and intervention training required for certification under the Dignity for All Students Act (DASA).

MATERIALS AND METHODS: SECONDARY

The objectives and practical methodology involved in teaching art on the secondary level is the focus of this course. Topics include: development and organization of appropriate content and design for a secondary-school curriculum, classroom management and discipline. Sequential lesson plans for the development of age-appropriate skills will be devised and implemented at the student teaching sites.

MUSEUM STUDIES: THEORY AND PRACTICE

This course will examine and explore the theory and practice of museum education. We will focus on how to talk about art with elementary- and secondary-school students, including discussion of contemporary art from other cultures and genres such as abstract art. Guest lectures by museum educators and field trips to museums and galleries are included.

EDUCATIONAL FOUNDATIONS

The underlying foundations of education—including the interconnections among history, culture, sociology, psychology, environment and aesthetics—will be examined in this course, and we will situate art and art education within these multifaceted contexts. Formulating ideas for thesis projects are also included.

NYSTCE PREPARATION

This course prepares students to take the New York State Teacher Certification exams. The Educating All Students Test (EAS), the Revised Content Specialty Test (CST) in Visual Arts and the Teacher Performance Assessment (edTPA) required for New York State art teacher certification, will be included. Test-taking strategies will be discussed, and several sample exams will be given.

TECHNOLOGY IN ART EDUCATION

The digital revolution has brought about a tidal wave of technical innovation and produced an essential shift in human perception. This course will explore the wide-ranging communities of thought, action and expression that permeate the web, as well as some of the issues, concerns and possibilities they present for educators. During the course of the semester, students will develop multimedia projects that involve video, sound and still images as a means of exploring how new technologies available to students—in particular the smartphone—can provide a rich outlet for creative exploration and interface in the globalized world.

PSYCHOLOGY FOR SPECIAL POPULATIONS

The study of special needs populations will be emphasized in this course, including theories of human development, social learning, information processing, motivation and mastery as they apply to the teaching process for special needs students, especially in art education. In addition, educational, psychological and intelligence assessments will be discussed. A good part of the course will involve an examination of policies and practices in special education so that art educators can be empowered with this knowledge in their school positions.

STUDENT TEACHING IN PUBLIC ELEMENTARY AND MIDDLE SCHOOLS

Student teachers will be placed at elementary- and middle-school sites to observe classes, prepare lesson plans and teach their lessons. After two weeks of fieldwork, participants will work with an art teacher for at least 20 full days of student teaching. Students will also have 15 hours of observation in special education settings. Observation and evaluation by the faculty of the School of Visual Arts and cooperating teachers will be given on an ongoing basis. Students will videotape their student teaching, which will be reviewed in class by the instructor and students.

“Anytime that I visit somewhere new and create new artwork, I am bringing more experience back to my students about being an artist.”

—Heather Heckel, MAT 2012

THESIS

Over the course of two semesters, thesis classes give students opportunities to thoroughly research and write on a topic of their choice. The first semester introduces students to the fundamentals of art education research. Students develop a topic, frame a research question, conduct library research and write a working literature review for the final project. The second semester introduces methodologies for conducting action-based research; students write a thesis proposal; and collect data. This data is analyzed and interpreted, culminating in a written Thesis and formal presentation.

Notable Alumni

Simona Migliotti Auerbach
PS 50 Vito
Marcantonio School

Katherine Collins
Graphics and Illustration
Department coordinator,
High School of Fashion
Industries; School Art
League Honoree and Trustee

Carl Landegger
Visual Thinking Labs II
CTE facilitator, Manhattan
Early College School for
Advertising

Timothy Miller
author, illustrator, *Moo
Moo in a Tutu*; illustrator,
Snapsy the Alligator

Gary Osborne
fashion teacher,
High School of Art
and Design

Faculty

Catherine Rosamond
chair; BFA, Parsons; MA and
edD CT, Columbia University

Curt Confer
MFA, New York University;
MAT, School of Visual Arts

Sandra Edmonds
BA, MA, College of New
Rochelle; EdD, Columbia
University

Wan Ling Fahrer
BFA, School of Visual Arts

Michael Filan
BFA, MPS, Pratt Institute

To learn more about the
faculty members and to
read their biographies visit:
sva.edu/arted/faculty.

Jerry James
BFA, Old Dominion University;
MFA, Yale University; EdD,
Columbia University

Sherry Mayo
MFA, New York University;
EdD, Columbia University

Barara Salander
BA, Barnard College; MA,
EdD, Columbia University

Lynn Seeney
BA, Tyler School of Art; MA,
New York University

Devin Thornburg
BS, Tulane University; M.Ed.,
Harvard University; PhD,
New York University

Lecturers

Below is just a
sample of guest
lecturers who
have spoken with
our students.

Judith Burton
art educator

Sandra Carey
communications instructor

Jennifer Carroll
actor

Barbara Ellmann
artist

Joan Goodman
art educator

Joann Hamilton
educator

Jessica Hamlin
educational director, Art21

Joel Handorff
artist

Allison Berkoy
fine artist

Michael Bitz
founder, director,
The Comic Book Project

Howard Bloom
fine artist

Virgilio Bravo
director, Tribeca Film
Institute

John Broughton
educator

Doug Israel
research director, Center
for Arts Education, NYC

Dorothee King
architect

Rick Lasher
past president, Art Educators
of New Jersey

Tara Maceyak
curriculum specialist

Peter Mason
NYC Board of Education

Eva Pataki
art educator, New York State
Board of Education

Joyce Raimondo
author, artist

Deborah Ross
fine artist

David Sandlin
artist

Lonnie Saunderson
teacher, recruitment
manager, NYC Department
of Education

Natalie J. Schifano
art educator

Graeme Sullivan
art educator

Mary Sullivan
artist

Nicolas Tournon
fine artist

Ejay Weiss
artist

Nancy Wells
artist



Apolonia Guerrero, *Hidden Revenge*,
Collage and oil on canvas, 30" x 40".

Application Process

APPLICATION REQUIREMENTS

For detailed instructions, visit: sva.edu/grad/howtoapply

- Online Application and \$80 Application Fee: sva.edu/apply
- Statement of Intent/Personal Statement
- Résumé
- Three Letters of Recommendation
- Official College Transcript

Some applicants may be required to submit the following:

- Proof of English Proficiency
- Copy of Permanent Residency Card
- Declaration of Finances
- Verification of Finances
- Foreign Transcript Evaluation

DEPARTMENTAL REQUIREMENTS

For specific guidelines about these requirements, visit: sva.edu/grad/deptreq

- Portfolio—accepted at svagrad.slideroom.com
- Interview
- 30 credits in studio art; 12 credits in art history
- Liberal arts and sciences course work
- GRE or equivalent exam

DEADLINES

For information on application deadlines, visit: sva.edu/grad/timeline

IMPORTANT LINKS

- FAQ: sva.edu/grad/faq
- International students: sva.edu/grad/intl
- Tuition and fees: sva.edu/tuition
- Visit SVA: sva.edu/grad/visit

Contact Us

We encourage applicants to visit our department. Contact us directly to schedule a department tour or sign up to attend an Information Session. For more information and to register, go to: sva.edu/grad/visit.

If you have any questions about the application process, contact Graduate Admissions at 212.592.2107 or email: gradadmissions@sva.edu.

The Master of Arts in Teaching (MAT) in Art Education program at the School of Visual Arts is accredited by the Council for the Accreditation of Educator Preparation (CAEP). This accreditation indicates that the program meets rigorous standards set forth by the professional education community.

Catherine Rosamond, chair

Jamie Chan, assistant to the chair

Barbara Salander, thesis director

Michael Filan, student teaching supervisor

Anna Roman, secretary

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“What I hope to imbue as an art teacher is that while technique and discipline are very important, it cannot override the development of one’s artistic spirit, or natural instincts for the creative process.”

—Qing Zhuang, MAT 2016

ACCREDITATION

The School of Visual Arts has been authorized by the New York State Board of Regents (www.highered.nysed.gov) to confer the degree of Bachelor of Fine Arts on graduates of programs in Advertising; Animation; Cartooning; Computer Art, Computer Animation and Visual Effects; Design; Film; Fine Arts; Illustration; Interior Design; Photography and Video; Visual and Critical Studies; and to confer the degree of Master of Arts on graduates of the programs in Critical Theory and the Arts; Curatorial Practice; Design Research, Writing and Criticism; and to confer the degree of Master of Arts in Teaching on graduates of the program in Art Education; and to confer the degree of Master of Fine Arts on graduates of programs in Art Practice; Art Writing; Computer Arts; Design; Design for Social Innovation; Fine Arts; Illustration as Visual Essay; Interaction Design; Photography, Video and Related Media; Products of Design; Social Documentary Film; Visual Narrative; and to confer the degree of Master of Professional Studies on graduates of the programs in Art Therapy; Branding; Digital Photography; Directing; Fashion Photography. Data required by the U.S. Department of Education on “Gainful Employment” for each of the above programs may be found on each individual program page at sva.edu/ge.

The School of Visual Arts is accredited by the Middle States Commission on Higher Education (msche.org), 3624 Market Street, Philadelphia, PA 19104, 267.284.5000. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council on Higher Education Accreditation.

The School of Visual Arts is an accredited institutional member of the National Association of Schools of Art and Design (nasad.arts-accredit.org).

The Interior Design program leading to the Bachelor of Fine Arts in Interior Design is accredited by the Council for Interior Design Accreditation (accredit-id.org), 206 Grandville Avenue, Suite 305, Grand Rapids, MI, 49503-4014.

The Master of Arts in Teaching in Art Education program is accredited by the Council for the Accreditation of Educator Preparation (CAEP).

The Master of Professional Studies in Art Therapy degree program is approved by the American Art Therapy Association, Inc., and as such meets the Education Standards of the art therapy profession.

CREDITS

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COVER: Yoojin Lin (MAT 2017), *Re-born*; rope, wire, acrylic on canvas, dimensions variable.

School of Visual Arts

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sva.edu/grad