

SVA NYC

Graduate Programs

Artist + Educator = Your Story

You and I probably share a sense of curiosity and drive to create something. If you are an artist and interested in the field of art education, we might have more in common—we want to make a tangible contribution to society.

One of the first times I taught art was at a public elementary school in downtown New York City. I was invited to develop a safe creative space for children who preferred not to go outside during recess. Many of these children were bullied on the playground, or introverts who were sensitive to noise. From that opportunity I learned about the social-emotional benefits of art-making for children; I was hooked and never looked back. As a teaching artist, I shared art with children affected by domestic violence, adults with cognitive and developmental (dis)abilities, and K-12 schoolchildren from all parts of New York City in a museum setting.

Every aspect of my graduate studies in art education was critical for my growth toward becoming an informed art educator. The more I learned, the more I uncovered the depth and breadth of the art education field. There were theories to unpack, educational policies to contemplate, important research and discoveries within and outside of the domain to understand, art materials and methods to explore, curricula to design for a diverse audience, and pedagogical skills to practice and hone. While studying art education, I figured out how to empower students who are marginalized in society and not readily represented in the curriculum. By applying theory to practice, I saw the different ways in which my students were able to problem-solve on their own, to collaborate with others, to realize their imagination, to reflect on who they are, to persevere through challenging tasks, and to feel included and represented no matter who they are.

The innate curiosity of an artist is well-suited to education because you have to keep on learning as the world keeps on changing. Whether you see yourself teaching in public schools, community organizations, museums, or other alternative learning spaces, I look forward to facilitating your own discoveries as you construct your personal story as an artist-educator. As a student in SVA's Art Education program, you will be a participant in an artists' community with access to educational and art facilities in the heart of NYC's Chelsea neighborhood, and you will also be part of a family of art educators. Our proud graduates include art teachers, school leaders, community arts organizers, published children's book authors and museum educators who live all over the world. Our collective story goes back 30 years and counting, and our graduates continue to share their stories with us. As you read on, I hope you will see why we remain so close to our past students.

American educational reformer John Dewey is commonly paraphrased as saying that we do not learn from experience, but, rather, we learn from reflecting on experience. Through reflection on your experiences as a graduate student, you will form your own philosophy about why art education matters. You will cultivate your strengths and talents, but also discover your untapped voice as an artist-teacher. No matter where you are in your art career, how old you are, where you come from or what knowledge and skills you come with, there is always more to learn. I cannot wait to learn about who you are and your story as an artist-educator.

—Catherine Rosamond, EdD (she/her/hers), chair

About the Programs

The graduate degree in Art Education, designed for students who have completed an undergraduate major in art or a related subject, 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 coursework to become an art teacher.

The programs take a learner-centered approach to art education that emphasizes backward design, collaboration and community, and addresses the needs of diverse populations, including those with special needs. We provide the foundations and psychology of education as they are applied to diverse elementary school and secondary school populations. Seminar courses investigate age-appropriate materials, processes and educational concepts, which our students then apply directly in schools and other educational settings. Individualized student teaching and internship placements are made at carefully selected public schools and arts organizations throughout the city.

The 36-credit **MAT** (Master of Arts in Teaching) is geared towards the requirements for New York State certification (Visual Arts PK-12), which will allow you to teach in New York City public schools. You will be able to immediately put theories that you read about in class into practice through hands-on teaching experiences in NYC public schools. This program also prepares you for all the certification exams and assessments, including the edTPA, a video-based teaching assessment. The 34-credit **MA** (Master of Arts) program largely overlaps with the MAT but is especially designed for socially engaged artists who want to learn about teaching in museums and other community-based organizations. The classes and curriculum include offerings from other SVA graduate departments, including MPS Art Therapy and MFA Fine Arts.

Our faculty is composed 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.

Whether you decide to pursue either the MAT or MA degree in Art Education, you'll be immersed in contemporary art practices and conversations. The programs culminate with the completion of a teaching portfolio, a master's thesis and a final gallery exhibition.

All Art Education degree candidates must successfully complete the full program, including all required courses, with a cumulative grade point average of at least 3.0. 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.



DEPARTMENT HISTORY

The Art Education department has origins going back to 1989, when our Liberty Partnerships Program with funding from the New York State Education Department provided supportive arts programming for middle and high school students. Activities included painting murals, live model drawing classes, group exhibitions and museum field trips. Students designed and sold umbrellas, functional ceramics and even small furniture, with profits going directly to the student. Many murals were painted during the 20 years of the program, including "The nature of this flower is to bloom," which was created in 1993 on the Upper East Side and restored in 2015. To meet the diverse needs of the larger community within which SVA resides, the Art Education Department has also offered art programs for children (Art for Kids), which continue to this day. These K-9 art classes, started in 1987 by Whitfield Lovell and Nancy Wells, began as a Saturday program and have grown to classes on Fridays, Saturdays and Sundays, along with two-week summer programming. Taught by SVA art educators and art education graduate students, the classes have fostered creativity in many young artists who have gone on to graduate from SVA and other art institutions.

La Shel Olivere (MAT 2020) works with a student at PS 84 José De Diego in Brooklyn.







CLOCKWISE FROM TOP LEFT: Aaron Taylor (MAT 2013), Jessica Clark (MAT 2009) and Ivonne Tejada (MAT 2019)

CASE STUDIES

Aaron Taylor / Jessica Clark / Ivonne Tejada

Three Paths: Becoming Art Educators

Dating back to the Renaissance, when the great masters opened the doors of their studios to apprentices, artists have served as mentors to budding students. Three graduates of the Art Education Department found that their return to the classroom not only stabilized their incomes—it also brought deeper meaning to their lives. Aaron Taylor (2013) put an exciting but hectic freelance career on pause to share his passion for photography with teens, Ivonne Tejada (2019) walked away from a job designing windows for Saks Fifth Avenue to help recent immigrant students find their voices and Jessica Clark (2009) left an office cubicle to develop social-emotional learning initiatives centered around art-making. ▸



Aaron Taylor started at SVA as an undergrad in photography. Within a few years, he was freelancing for *Marie Claire* magazine, Samsung, Levis and Nike. He shot 10 seasons of New York runway shows. At 29, he was at the top of his game, but the hectic pace of a solo career left little time for anything else.

Aaron's mom, who taught high school dance, encouraged him to consider teaching and the thought resonated strongly with him.

"I started taking pictures when I was 15 and my high school art teacher really helped," he says. "I know how important a teacher can be in the life of a student."

Aaron came to the Art Education Department excited to redirect his career. Thirteen days after graduating, he landed a job at the prestigious Horace Mann School in the Bronx, joining three other graduates of the Arts Education Department. Seven years later, he is still joyfully teaching fledgling photographers, and he now has time for his wife and young children as well.

Photography by Aaron Taylor

Jessica Clark was employed as a graphic designer in New York, but sitting in a cramped office day after day was taking its toll.

"I had taught art at summer camps and instructed kids," she says. "While I was working in a cubicle, I realized I wanted a job more like camp."

After graduating from SVA, she joined the faculty of PS 527, a new elementary school on Manhattan's Upper East Side, where visual arts is a core subject. Staff are encouraged to design their own curricula and to propose ideas that benefit the school community.

Jessica started a mental-health committee to foster social-emotional learning, something she weaves into her art classes.

"Each month we have a value. This month it's empathy." To explore empathy more deeply, Jessica is introducing her students to the work of architect and artist Maya Lin, noting that "empathy is the first step in design."

Bookmaking project by Jessica Clark





Ivonne Tejada grew up in the Dominican Republic, where she attended Altos de Chavón School of Design before completing her undergraduate degree in New York. In the years that followed, she worked as a production designer at Saks Fifth Avenue, creating lavish window displays that stopped passersby in their tracks. The job was fun and challenging, but she missed being in a learning environment, and wondered if teaching might be a better fit.

After earning her master's in Art Education, Ivonne was hired as a Career and Technical Education teacher in graphic design at Crotona International High School in the Bronx, where she works with ninth and tenth graders who are recent immigrants as well. English is a new language to many of them, but in Ivonne's classroom, they can express themselves through visual art. When the school day is over, they join her for an animation and drawing club, which allows them to connect on a more personal level.

"I wanted to wake up to something exciting, and teaching was that thing for me," she says. "It's very fulfilling."

Ceramic works by Ivonne Tejada

Curriculum

One-Year

MAT Program: NYS Initial Certification

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

FALL	CREDITS
Educational Foundations	3
Thesis 1	2
Special Topics	1
Curriculum for Special Populations	2
Literacy Through Art Education	2
Materials and Processes 1	3
Student Teaching in Elementary and Middle Schools	2
Student Teaching On-Site Supervision: Elementary and Middle Schools	0
Dignity for All Students Act	0
Teaching Inquiry 1	0

SPRING	
Thesis 2	3
Educational Psychology	3
Student Teaching in Public Secondary Schools	2
Student Teaching On-Site Supervision: Secondary Schools	0
Curriculum: Arts Integrated	2
Technology in Art Education	2
Materials and Processes 2	3
NYSTCE Preparation 1	0
NYSTCE Preparation 2	0
Teaching Inquiry 2	0

SUMMER	
Museum Studies: Theory and Practice	3
Advanced Studio Art: Teacher as Artist	3

Two-Year

MAT Program: NYS Initial Certification

FIRST YEAR/FALL	CREDITS
Educational Foundations	3
Special Topics	1
Curriculum for Special Populations	2
Literacy Through Art Education	2
Dignity for All Students Act	0

FIRST YEAR/SPRING	
Educational Psychology	3
Curriculum: Arts Integrated	2
Technology in Art Education	2
NYSTCE Preparation 1	0
NYSTCE Preparation 2	0

SECOND YEAR/FALL	
Thesis 1	2
Materials and Processes 1	3
Student Teaching in Elementary and Middle Schools	2
Student Teaching On-Site Supervision: Elementary and Middle Schools	0
Teaching Inquiry 1	0

SECOND YEAR/SPRING	
Thesis 2	3
Student Teaching in Secondary Schools	2
Student Teaching On-Site Supervision: Secondary Schools	0
Materials and Processes 2	3
Teaching Inquiry 2	0

SECOND YEAR/SUMMER	
Museum Studies: Theory and Practice	3
Advanced Studio Art: Teacher as Artist	3

One-Year

MA Program

Degree candidates must successfully complete 34 credits, including all required courses, with a cumulative grade point average of at least 3.0, and can matriculate in a full-time, one-year program or in a part-time, two-year program.

FALL	CREDITS
Educational Foundations	3
Thesis 1	2
Curriculum for Special Populations	2
Literacy Through Art Education	2
Materials and Processes 1 *or* Art Therapy Elective	3
MFA Fine Arts Workshop	1.5

SPRING	
Thesis 2	3
Educational Psychology	3
Curriculum: Arts Integrated *or* Technology in Art Education	2
Materials and Processes 2 *or* Art Therapy Elective	3
MFA Fine Arts Workshop	1.5
Art Education Internship Seminar	1
Special Topics	1

SUMMER	
Museum Studies: Theory and Practice	3
Advanced Studio Art: Teacher as Artist	3

Two-Year

MA Program

FIRST YEAR/FALL	CREDITS
Educational Foundations	3
Curriculum for Special Populations	2
Literacy in Art Education	2

FIRST YEAR/SPRING	
Educational Psychology	3
Curriculum: Arts Integrated *or* Technology in Art Education	2
Special Topics	1

SECOND YEAR/FALL	
Thesis 1	2
Materials and Processes 1 *or* Art Therapy Elective	3
MFA Fine Arts Workshop	1.5

SECOND YEAR/SPRING	
Thesis 2	3
Materials and Processes 2 *or* Art Therapy Elective	3
MFA Fine Arts Workshop	1.5
Art Education Internship Seminar	1

SECOND YEAR/SUMMER	
Museum Studies: Theory and Practice	3
Advanced Studio Art: Teacher as Artist	3



Course Offerings

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

STUDENT TEACHING/INTERNSHIP

In our programs you first prepare to teach your own lessons by observing public school classes. Then you are paired with cooperating teachers in schools for a nine-week period of student teaching in which you assist in teaching lessons and eventually teach your own lessons. In the MA program, students are placed in individual internships at museums, community centers or nonprofits that reflect their particular interests.

In a weekly seminar class, MA and MAT students will unpack and reflect on their experiences, discussing various challenges as they arise, and will develop both their artist-teacher voice and practice as an independent professional. Topics will include: planning lessons and appropriate workshops for various populations, assessing the effectiveness of teaching and learning, sharing strategies to teach in settings with varied access to art materials, and maintaining a journal to document their experience.

THESIS 1 AND 2

Thesis is a year-long project starting in the fall and ending with a formal presentation in the spring, in which you'll choose a topic you're passionate about and conduct action-based research and discuss your findings. Thesis proposals are also submitted for approval to the Institutional Review Board (IRB), which ensures the quality and ethics of the research. Weekly classes and individual meetings provide regular and organized assistance throughout the year; you will learn collectively as a group, sharing your topics and process. Examples of relevant topics include classroom design, art techniques or issues for a particular age group, and analyzing cross-cultural educational systems.

MATERIALS AND PROCESSES 1 AND 2

This is a two-part course that focuses on exploring various concepts, materials, media and processes that are age-appropriate and applied in elementary/middle school and high school visual arts classrooms. Students will learn to think deeply about meaningful visual arts curriculum design at the elementary, middle and secondary school levels that meets the needs of a diverse student population. The elementary/middle school course will also pay close attention to classroom management and organizational methods. The high school course will dig deeper into topics such as social justice art and using technology in art-making and for instructional purposes in the art classroom.

OPPOSITE: Bacterial paintings completed by MAT 2019 students in the Technology in Art Education course

WORKSHOPS

The MAT program includes all workshops required for New York State Teacher 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. The MAT program also includes workshops in test preparation. Several career workshops will prepare students by providing mock interviews with professionals and presentations about job searches by graduates and experts in the field.

CURRICULUM FOR SPECIAL POPULATIONS

One evening each week in the fall, you'll teach art classes for children living in a shelter in Harlem. This is an opportunity to get to know the people who live in shelters in the city and their experiences, and to work specifically with children to give them an outlet as they face challenges with stability in their living situations. You will learn how to apply differentiation strategies, inquiry-based approaches and classroom management skills. You'll begin the process of creating your own curriculum and build upon lessons you develop for this context.

MUSEUM STUDIES: THEORY AND PRACTICE

This course is offered in the summer after students have completed their student teaching, the bulk of the coursework and their thesis. Works of art and themes from current exhibitions in museums and galleries will be used as vehicles to discuss the school curriculum and personal art practices. Discussions in the gallery space will also weave in critical readings that are relevant to educators and artists when considering museums and the works that they present. Topics include the role of museums as part of the community, in/accessibility of museums for a diverse population, and ways to promote critical thinking and observational skills for learners.

EDUCATIONAL PSYCHOLOGY

This is a required course for all teachers and covers the foundations of education. We'll emphasize the study of special needs populations, including theories of human development, social learning, information processing, motivation and mastery as they apply to the teaching process, especially in art education. In addition, educational, psychological and intelligence assessments will be discussed. A portion 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.

LITERACY THROUGH ART EDUCATION

How can we use art to support student learning and literacy through museum visits, writing, and the exploration of multicultural histories? In the course of this class, taught and facilitated by experienced museum educators, multiple trips are made to the Museum of Modern Art. Students get to examine art objects within their particular social, historical and cultural contexts, and address their relevance to contemporary sensibilities and diverse populations.

Faculty

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

Catherine Rosamond
chair, Art Education Department; BS, BA, Boston University; BFA, Parsons; MA, EdD, Columbia University

Melissa Beth Birnbaum
BS Cuny College of Staten Island; MAT, School of Visual Arts; EdM, Bank Street College of Education

Tanya England
BS, Dominican College; MSEd, Long Island University

Wan Ling Fahrer
BFA, School of Visual Arts; MA, Hunter College

Jo-Ann Hamilton
MAT, Harvard University; EdD, Columbia University

Keonna A. Hendrick
BA, Wake Forest University; MA, Ohio University

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

Linda Kourkoulis
BFA, School of Visual Arts; MA, MEd., EdD, Columbia University

Nicole Lorenzetti
MS, Georgia State University; MPhil, PhD, CUNY Graduate Center

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

Jana Silver
BS, SUNY New Paltz; MFA, EdD, University of Massachusetts, Amherst

Devin Thornburg
BS, Tulane University; MEd, Harvard University; PhD, New York University

"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



Miranda Jang (MAT 2020), rain forest diorama with paper-mache, integrating art and biology for third grade

Application Process

APPLICATION REQUIREMENTS

For a full list of application requirements and detailed instructions, visit: sva.edu/grad/howtoapply

- Online Application and $80 Application Fee: sva.edu/apply

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 and the Master of Arts in Art Education programs are accredited by the Association for Advancing Quality in Educator Preparation (AAQEP). 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
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“What I hope to imbue as an art teacher is that while technique and discipline are very important, they 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 programs in Art Education; 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 programs in Art Therapy; Branding; Digital Photography; Directing; Fashion Photography.

The School of Visual Arts is accredited by the Middle States Commission on Higher Education (msche.org), 3624 Market Street, Suite 2 West, 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 for 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 350, Grand Rapids, MI 49503-4014.

The School of Visual Arts’ Department of Art Education is currently pursuing accreditation of its educator preparation programs by the Association for Advancing Quality in Educator Preparation (AAQEP). Pursuant to Section 52.21 of the Regulations of the Commissioner of Education, the educator preparation program offered by the School of Visual Arts is considered to be continuously accredited for purposes of meeting the New York State requirement that all such programs maintain continuous accreditation. The School of Visual Arts’ Master of Arts in Teaching in Art Education program was previously 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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School of Visual Arts

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