

School of Art and Design University of Illinois at Urbana-Champaign

Art Education Master in Education (EdM) Handbook

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Last updated: October 2017

1. The Program of Study

The EdM program provides advanced level study for art educators. The program's objectives are to enable participants to:

- Become familiar with key debates and concepts in art education
- Develop the capacity to reflect on and to analyze their own practices in art education
- Gain a deeper insight of the role of art and visual culture in education and everyday life
- Develop a critical understanding of both theoretical and practical perspectives on art education and general education
- Develop the ability to contribute to informed development of policy and practice in arts education and general education

The EdM program provides students a flexible curriculum to meet these objectives. EdM students take graduate courses that are offered by art education faculty and by faculty across the School of Art and Design and the university at large. Students can choose from graduate courses located online in the *Course Explorer*, which is located at <https://courses.illinois.edu>.

Students seeking the EdM degree take a minimum of eight graduate level courses for a total of 32 credit hours. Graduate courses are generally listed at the 400 and 500-level in the Course Explorer; each course is usually four credit hours [you can only count two 400-level courses toward degree]. Completion of the EdM degree generally takes two semesters, although some students take longer.

To graduate with a EdM degree, students must complete a minimum of 16 credit hours with art education faculty. In the Course Explorer, art education courses begin with the rubric "ARTE" (e.g., ARTE 485). Remaining credit hours can be taken from other graduate courses throughout the university with approval of students' academic advisor.

Art Education graduate courses change year-to-year. In recent years faculty have offered courses titled “Popular Visual Culture,” “Research Methodologies,” “Art and Social Practice,” “Art Exhibition Practices,” and “Writing for Publication.” Students have enrolled in complementary courses across the University, such as “Makerspaces,” “Critical Race Theory,” “The Aesthetic Experience,” and others.

As you plan your Program of Study with your academic advisor, please note the following:

- A number of different topics are explored each semester under the ARTE 501 course number. ARTE 501 can be repeated for credit as long as the topics are different.
- EdM students can enroll in Independent Graduate Studies (ARTE 591). Independent Graduate Studies may be counted once towards the degree. To enroll in Independent Graduate Study, you must complete the required form, which is available online through www.art.illinois.edu
- EdM students must enroll in ARTE 591F (Art Education Forum) every fall semester that they are in residence. The Forum is an opportunity for graduate students across three different Art Education graduate programs (EdM, MA, and PhD) to learn about each other’s work. In addition, graduate students are introduced to resources on and off campus that may be useful to their graduate studies. Registration in the Forum is a mandatory requirement; it is graded on the basis of attendance. It does not count towards the required 32 hours of course credit.
- If you are seeking certification with this degree, there is an additional separate plan of study to follow and you must meet with the Coordinator of Clinical Experience, Jennifer Bergmark.

If you have any questions about your Program of Study, please ask your Academic Advisor (see below).

2. Academic Advising

Students are assigned an academic advisor from among the faculty of the art education program; their advisors support them as they personalize their Program of Study. Generally, EdM students should meet with their academic advisor three to four times each academic year to discuss their Programs of Study and academic progress. As noted above, students seeking licensure should also meet with the Coordinator of Clinical Experience to discuss licensure requirements at the beginning of each semester.

3. Teaching Assistantships

The School of Art and Design (“School”) offers highly competitive opportunities for teaching assistantships for those pursuing an EdM degree in art education. Teaching assistants are generally expected to teach courses in the School. Examples of courses that TAs teach include *Everyday Arts Lab* and *Introduction to Art*. In the *Everyday Arts Lab*, TAs supervise undergraduate art education student teachers in their early field experiences. For *Introduction to Art*, TAs introduce general education undergraduate students to art appreciation and art making. Respective art education faculty members supervise TAs based upon their teaching assignments.

TA appointments run from August 16 to December 31 and January 1 to May 15. Students must plan to be available during the academic year with the exception of officially designated University holidays. Teaching assistants are generally expected to work 10 hours per week, which is a “25%” appointment. These assistantships carry a modest salary in addition to a tuition and partial fee waiver. Assistantships

will not extend beyond two semesters for the EdM degree. If EdM students are also seeking certification as a teacher, a maximum of two further semesters may be considered.

Decisions regarding funding for teaching assistantships are based upon students' qualifications and the needs of the School and art education program. Funding is subject to satisfactory academic progress and performance of TA responsibilities. TAs will be notified of their teaching responsibilities preferably at least 60 days before the start of the appointment or one month before the end of the previous appointment.

4. Annual Review

In accordance with Graduate School policy, the Program of Art Education conducts an annual review of all of its enrolled students. The review helps students by identifying and clarifying academic expectations, opportunities and deficiencies. It is based on a self-report that should serve the student as a guide to the program and as a continuing record of academic progress. Students are required to keep their own record continuing semester by semester.

The review requires students to complete the Annual Review Form, sent to them each year toward the end of the Spring semester. The form requests information about the student's academic accomplishments and the completion of specific program requirements.

The Program faculty, acting as an Annual Academic Progress Review Committee, meets in a timely way to review the information provided by students. They write a draft of an evaluation of each student's performance and suggest goals for the coming academic year. Students are given a copy of this draft and are asked to meet with their advisor to discuss it. They may then submit written comments/responses to the draft review if they wish. The Review Committee then finalizes its review and sends a copy to each student. The student's advisor retains a final copy.

5. Graduate College Website grad.illinois.edu

GradLINKS (electronic newsletter)

GradLINKS is our weekly e-newsletter for graduate students. We update the recipient list after 10th day registration, meaning new graduate students will be added after 10th day. However, anyone can sign up for it at any time. Please subscribe at: <http://www.grad.illinois.edu/gradlinks>.

Graduate Assistant Employee Orientation (for TAs, RAs, GAs, and PGAs)

Co-sponsored by Academic Human Resources and the Graduate College, this orientation provides information for teaching, research, pre-professional, and graduate assistants regarding appointments and benefits. See also: <http://humanresources.illinois.edu/employees/new-hires/orientations.html>. This information session is offered twice.

Getting Started Guide (pdf)

Tailored to graduate students, the Getting Started Guide includes information about several campus resources. It is available as a downloadable PDF. The Graduate College sends a link to the Guide to both prospective and newly admitted students, but it also contains useful information for students who are new to campus.