

## **UNDERGRADUATE COURSES**

### **EDUCATION COURSES:**

#### **EPSY 201 Educational Psychology**

Explores fundamental issues of development, learning, instruction, and assessment. This course articulates how people learn, how they are influenced by cultural and social contexts, how to assess learning and its outcomes, and how best to teach and motivate people to achieve. Educational psychologists improve learning in a broad range of settings: homes, classrooms, work environments, and communities.

#### **EPS 201 Foundations of Education**

Studies some of the problems of formulating and justifying aims and policies in American education, of designing and systematizing the curriculum, of organization and social context of the public school system, and of the teaching-learning process; examined in terms of perspectives provided by social philosophy, history, sociology, and philosophy of education.

#### **CI 473 Disciplinary Literacy**

Provides secondary and K-12 level education majors with principles and practices of effective language and literacy instruction in their content areas, consistent with the Illinois Professional Teaching Standards for educator preparation of the Illinois State Board of Education.

#### **SPED 517 Disability Issues in Special Education**

Development of knowledge and skills to create curriculum and instruction for students with serious emotional and behavioral disorders and study school-wide support systems.

#### **ARTE 201 Foundations of Art Education**

Provides students with philosophical foundations for teaching art including in public schools. The primary emphasis will be on understanding recent and contemporary orientations through readings and practical activities. Particular emphasis will be placed on emerging trends in Art Education, especially the use of technology and the value of visual

culture in student lives. It is envisaged that this course will provide the primary theoretical foundation for further practical and pre-service teaching courses in Art Education.

### **ARTE 202 Methods of Teaching Art**

Considers how competencies identified by the Illinois State Board of Education and the National Art Education Association inform the development of knowledge, dispositions, and resources for teaching art in a culturally diverse society, with particular attention to current theories and approaches to teaching art in Pre-School to Grade 12 settings. Emphasis is placed on professional development and reflective practices that engage inquiry-based teaching strategies. Teaching strategies for both making and appraising images are emphasized.

### **ARTE 203 Everyday Arts Lab**

This class examines community-based art projects that partner undergraduates with youth (K-12) in non-university settings including community centers and schools. Through this course, students will design and teach arts and public engagement projects. They will explore their identities as artists, educators, and citizens. Students will learn how to assess the impact of their projects and teaching.

### **ART 204 Practicum Teaching Experience**

Provides undergraduate and graduates seeking certification in Art Education structured and supervised teaching experience in the Saturday Art School program, held 10 Saturday mornings during the semester. Professional development in personal communication skills, lesson plan delivery, organizational abilities, use of technology in instruction, and art classroom management will comprise the goals of the course.

### **ARTE 301 Early Field Art Teaching**

Early field experience in local elementary schools one half day weekly; includes identification, instruction, methods, and practicum on the psychology of the exceptional child.

### **ARTE 302 Public School Art Programs**

The selection and arrangement of content for different educational levels; study and evaluation of curricula, equipment, and supplies; and program supervision.

### **ARTE 401 Teaching Seminar**

Examines responsibilities, methods, and techniques specific to teaching art in elementary and secondary schools; includes the psychology of the exceptional child in conjunction with methods of instruction and student teaching experience.

### **EDPR 438 Educational Practice in Special Fields**

Course in student teaching to meet requirements for licensure in special fields.

### **EDPR 442 Educational Practice in Secondary Education**

Course in practice teaching to meet licensure requirements for teaching in the secondary schools.

## **STUDIO COURSES:**

### **ARTS 252 Making and Meaning**

Introduction to the relationship of material, method, and process to meaning in art practice. Through research, critique, and application of concepts in material studio processes, students will explore a diverse range of methods of achieving meaning in an artwork.

### **ARTS 454 Advanced Drawing**

An advanced studio course that considers a variety of activities defined traditionally, historically and contemporarily as drawing. Students will investigate the questions of what drawing is and how it communicates meaning. They will use and experiment with a wide variety of materials and concepts as they work on in-class projects and outside assignments, investigate the work of contemporary artists to see how the practice of drawing is being redefined, and consider the influence drawing has had on design and visual culture. Students will be encouraged to experiment, innovate, and develop new visual vocabularies.

### **ARTS 499 Special Topics in Studio Art: Lithography and Screenprinting**

This studio course familiarizes students with the materials and techniques of both lithography and screenprint. Over the course of several projects, students will develop a familiarity with print processes while learning about the unique history and conceptual concerns of print media. Composition and technique are emphasized, and projects that relate to work developed in other studio and design areas are encouraged.

### **ARTS 251 Beginning Painting**

This studio course familiarizes students with basic oil painting materials, techniques, and concepts. Topics to be addressed include composition, color theory, historical painting techniques, illusionistic space, and paint handling and application. Exploration and discussion of the ways in which paintings make meaning.

### **ARTS 254 Painting II**

Continuation of ARTS 251. Further develops the materials, skills, and issues introduced in that course; also considers additional painting media; explores and examines traditional and contemporary issues in painting. Additional fees may apply.

## **ART HISTORY COURSES:**

### **ARTH 111 Ancient to Medieval Art**

Development of the visual arts in Western Europe and the Near East in their cultural contexts from prehistoric times until the early fifteenth century; includes Egyptian, Greek, Roman, and medieval art and architecture.

### **ARTH 112 Renaissance to Modern Art**

Development of the visual arts in Western Europe and the United States in their cultural contexts from the early fifteenth century to the present.

### **ARTH 242 Art Since 1940**

The scope of this course begins amidst the devastation and geopolitical shifts that followed World War II and ends with the effects of globalization in the 1990s and 2000s. We will ask

the same questions that faced artists and critics in between: Should art focus on its own material processes or open its borders to historical flux? Is it art's job to create the cultural myths that bind society together, or to deconstruct them? Who participates in modern and contemporary art, and who doesn't? What kinds of production should be considered art? How are specific formal strategies informed by the perspectives of different subject positions? What politics underwrite them? We will consider, and reconsider, the existing narratives about art during this period with a dual aim: first, to better understand the historical positions of the artists in question, and, second, to piece together a prehistory of the moment in which we currently find ourselves.

### ART FOUNDATIONS COURSES:

#### **ARTF 101 Contemporary Issues in Art**

Exposes the first year student in an interactive lecture/discussion format to contemporary issues and disciplines in the visual arts. Course requirements include attendance of course lectures, field trips, visiting artist presentations, keeping of a journal and the writing of a paper.

#### **ARTF 102 Observational Drawing**

Theory and practice in observational drawing with emphasis on fundamental principles such as mark/line, shape/form, space/composition, linear/perspective, scale/proportion, value/tonal range, and pattern/texture.

#### **ARTF 103 Design I**

Theory and practice in the elements, processes and principles of design. Course content is organized under three headings: COLOR, a study of the visual, material and psychological nature of color; COMMUNICATION, an introduction to the fundamentals of visual communication using primarily digital media; and 3D CRAFT, a survey of fabrication techniques using three-dimensional media.

### GENERAL EDUCATION REQUIREMENTS AND ELECTIVE COURSES:

### **RHET 105 Writing and Research**

Introduction in research-based writing and the construction of academic, argumentative essays that use primary and secondary sources as evidence.

### **SHS 121 American Sign Language I**

This is an introductory course in American Sign Language (ASL). No prior experience with the language is necessary. Students will learn vocabulary, elementary-level grammatical structures, and elements of U.S. Deaf Culture in order to engage in entry-level conversations in ASL. Basic social and communication skills associated with the use of ASL will be emphasized.

### **SHS 222 Language & Culture of Deaf Communities**

Students will learn about culture and how it is manifested in various subgroups of society with a particular focus on the culture and language of Deaf people in the United States. Themes include: the linguistics of American Sign Language, aspects of social unity for Deaf people, common experiences of Deaf individuals, the educational system and Deaf students, and current issues that affect the Deaf community.

### **SHS 270 Comm Disability in the Media**

Introduction to the study of human communication disability across the lifespan as depicted in the media and includes an overview of three areas of inquiry: behavioral/psychosocial impact of communication disability, ethical decisions in rehabilitation interventions, and disability rights.

### **MATH 220 Calculus**

First course in calculus and analytic geometry; basic techniques of differentiation and integration with applications including curve sketching; antidifferentiation, the Riemann integral, fundamental theorem, exponential and trigonometric functions.

### **ATMS 100 Introduction to Meteorology**

Introduces the student to the basic concepts and principles of meteorology via the interpretation of weather maps and charts; uses current weather information to illustrate

key concepts, emphasizes the physical atmospheric processes responsible for weather. By the end of the class students will be able to interpret and make basic weather forecasts as well as be able to explain basic atmospheric phenomena.

### **RLST 110 World Religions**

Survey of the leading living religions, including Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam; examination of basic texts and of philosophic theological elaborations of each religion.

### **PSYC 100 Intro Psych**

Study of human behavior with special reference to perception, learning, memory, thinking, emotional life, and individual differences in intelligence, aptitude, and personality; emphasis on the scientific nature of psychological investigations; and discussion of research methods and the relation of their results to daily life and everyday problems. Lectures, discussions, and six hours of participation as a subject in psychological experiments.

### **RST 100 Recreation, Sport, and Tourism in Modern Society**

Central issues in defining leisure; historical, philosophical, sociological, psychological, and economic approaches to understanding leisure behavior, its meanings, social contexts, and personal and social resources.

### **ASTR 100 Introduction to Astronomy**

One term introduction to astronomy. The nature of science; sun, planets, and moons; origin of the solar system; nature and evolution of stars; exploding stars; stellar remnants, including white dwarfs, neutron stars, and black holes; extrasolar planetary systems; galaxies and quasars; dark matter and dark energy; the Big Bang and the fate of the universe; and life in the universe.

### **ARCH 101 Introduction to Architecture**

An introduction to architecture, architectural education and the profession with emphasis on issues that influence architecture and the people and processes involved.

### **ARCH 210 Introduction to the History of Architecture**

Visual and cultural analysis of selected buildings, urban spaces, and cities, from ancient Greece to modern times; emphasizes the architectural traditions of Western Civilization, especially as they affect the built environment of America and the Middle West.

### **EPSY 220 Career Theory and Practice**

Various behavioral science theories will be covered (e.g., person-environment interaction, decision-making, group dynamics, stereotype threat, personality traits). Discussions of research findings to applied career practices will also be included. Students will develop a working-knowledge of these theories through interactive lectures, guided class discussions, case-based readings, and group activities that require them to think critically and flexibly about theory in order to generate solutions for real-world problems.

## **GRADUATE COURSES**

### **ART EDUCATION COURSES:**

#### **ARTE 475 Art Exhibition Practices**

Explores issues pertaining to the preparation, installation and conservation of visual art. Students will learn how to organize, design, spot and install an exhibition; develop exhibition graphics; address conservation issues; handle works of art; and learn the business of art. Field trips and guest lectures by conservators, preparators, curators and exhibition designers will add further depth to the class.

#### **ARTE 501 Art and Cultural Theory**

Drawing upon the disciplines of Philosophical Aesthetics and Cultural Studies, the course explores the intersection between theories of art and theories of culture. Theories of art to be explored include the essence theories of imitation, expression, therapy, significant form, aesthetics, and communication as well as the open, the necessary and sufficient conditions theory that informs the institutional theory of art. Theories of culture to be explored are drawn from high culture, anthropology, semiotics, and critical theory. Throughout the dominant cultural forms explored are visual. Issues of gender, race, class and globalization are addressed as well as pre-modernism, modernism, and postmodernism.

#### **ARTE 501 Arts-Based Research**

This course offers an exploration of the theories and practices of arts-based research methodology. This form of qualitative inquiry is rooted in the arts at the intersection of the humanities, social sciences, and education and employs artistic, performative, narrative, ethnographic, and phenomenological methods.

#### **ARTE 502 Curriculum Development in Art**

Analysis of curriculum organization in the visual arts; particular emphasis given to a range of curriculum positions in education and general research related to curriculum design.

### **ARTE 506 Theories of Art Education**

Designed for doctoral level students. Readings and discussions introduce the theories upon which classroom practices are based, and follow the historical sequence of three major movements within art education over the past 100 years: self-expression in art education, discipline-based art education, and the recent shift toward visual culture in art education. Primary emphasis will be on understanding recent and contemporary orientations. Designed to provide a basis for more in-depth study of curriculum and instruction, child development, multiculturalism, visual culture, and other areas germane to art education. Students compare and contrast the literature in terms of the theories offered, or assumed, of children, art, pedagogy, and society. In addition, students will be introduced to academic standards of writing.

### **ARTE 593 Qualitative Methodologies**

A graduate level course dedicated to providing an overview and foundation for informed understanding of the research process, including: definitions and examples of research; common issues such as the IRB, copyright and plagiarism; formulating successful research study questions; and exploring various qualitative methodologies such as Case Study; Content Analysis; Historical Study; Participatory Action Research; A/r/t/ography; and [Auto] Ethnography.

### **STUDIO COURSES:**

#### **ARTS 591 Graduate Studio**

Independent study dedicated to exploring issues of trauma through unconventional methods of fused and stained glass artmaking.

### **ART HISTORY COURSES:**

#### **ARTH 491 Russian Avant-Garde**

Revolutionary Forms and Socialist Norms: the Russian Avant-Garde. What happens to art's forms and institutions in a socialist society? What kind of patron is the working class, the public, or the state? Can art be revolutionary? If so, what does it look like, and where does it

exert its power? In this course, we will look at the ways that artists strove to answer these questions in the decades surrounding the Russian Revolution of 1917. Examining formations across a broad range of media -- including painting and sculpture, mass festivals and monuments, theater, design, architecture, photography, and cinema -- we will attempt to understand how art was redefined in terms of collective creativity, common spaces, and shared things.

### ELECTIVE COURSES:

#### **CMN 538 Sight, Sound, and Sense**

This seminar will explore current rhetorical theory through the organizing trio of sight, sound, and sense. We will read recent rhetorical scholarship that explores rhetoric's conceptual, historical, and disciplinary relationships to visibility, materiality, and the senses. Students will leave the course with a clearer picture of the key issues animating these vibrant areas of rhetorical inquiry.

#### **EPOL 585 Ethnographic Methods in Education**

This course focuses on goals, nature, and methodological means of ethnographic research in educational settings broadly defined. Such research aims to describe and, moreover, to understand the ways of living of teachers, students, administrators, parents, and other participants in relevant social spaces. The class will be grounded in the disciplinary perspectives of cultural anthropology, linguistic anthropology, and cultural studies. We will have an ongoing discussion of how one conducts ethnographic research, and all members of the class will conduct their own mini-study.