



Christopher M. Strickland

Artist Educator / Researcher / Scholar

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EDUCATION

2018 **PhD** Lesley University, Educational Studies: Educational Leadership
Dissertation: "Way of the Artist Educator: Understanding the Fusion of Artistic Studio Practice and Teaching Pedagogy of K-12 Visual Arts Educators"
Committee: Dr. Francine Jennings (chair), Dr. Martha McKenna, Dr. Jane Dalton
(GPA 4.0)

2008 **MEd** Lesley University, CIA: Integrated Teaching Through the Arts
Thesis: "Creative Arts & Community"
(GPA 4.0)

2001 **BFA** University of Southern Maine, Fine Arts / Art Education
Graduated Magna Cum Laude
(GPA 3.76)

1996-1998 Maine College of Art
Art Foundations and Studio Focus in Painting

PROFESSIONAL EXPERIENCE

2018 - **Independent Educational Consultant**, Hastings, NE

- **Dissertation & Instructional Coach**

- Provides dissertation coaching for doctoral students
- Mentors doctoral candidates on the dissertation process and overcoming internal and external obstacles for success
- Increases accountability by collaboratively designing routines and personalized work plans
- Provides coaching and professional development opportunities for K-12 educators
- Facilitates best practices and reflection for teaching and learning
- Assists educators in designing curriculum, instruction and assessments

- **Artist-in-Residence**
 - Provides Artist-in-Residence opportunities for K-12 educators and schools
 - Designs and collaborates arts integration learning experiences
 - Designs and collaborates project-based learning experiences
- **Curricular Designer**
 - Develops interdisciplinary curriculum for competency-based education
 - Designs culturally responsive curriculum, instruction and assessment instruments

HIGHER EDUCATION TEACHING EXPERIENCE

2019 -

Assistant Professor, Hastings College, Hastings, NE

Department of Visual Art (See Appendix A for Course Descriptions)

Current Courses:

ARTH 101: Art Anchors (2D/3D Studio Foundation Part I)

ARTH 102: Art Approaches (2D/3D Studio Foundation Part II)

ARTH 324: Professional Practices

ARTH 424: Special Topics in Art History:

- *Surrealism*
- *Abstraction*

Courses Taught:

ARTH 310: Art History I

ARTH 320: Art History II

ARTS 331: Special Topics in Studio Art:

- *Watercolor*

ARTH 424: Special Topics in Art History:

- *Synergy: Creative & Intimate Partnerships*
- *Herstory: Women Artists*
- *Black Art Matters: Visual Politics*
- *Architecture as Art*

First-Year Seminars Program (See Appendix A for Course Descriptions)

Current Courses:

CORE 101: Interdisciplinary Inquiry: *Dynamic Citizenship*

CORE 101H: Interdisciplinary Inquiry: *Dynamic Citizenship (Honors)*

Courses Taught:

CORE 101: Interdisciplinary Inquiry: *Creative Spirit*

CORE 101: Interdisciplinary Inquiry: *Civil Candor*

- 2018 - **Adjunct Faculty, Lesley University**, Cambridge, MA
Graduate School of Education (See Appendix B for Course Descriptions)
 Courses Taught:
 Arts & Culture in Community
 Change is a Process
- 2017 **Teaching Assistant, Lesley University**, Cambridge MA
College of Arts & Social Sciences
 Course Taught:
 Fine and Performing Arts in Boston: Aesthetic Encounters with the Arts
 Around Us
- 2013-2017 **Adjunct Faculty, Maine College of Art**, Portland, ME
MAT: Art Education Program (See Appendix C for Course Descriptions)
 Courses Taught:
 The Artist as Educator Experience
 Frameworks for Teaching and Learning in Multicultural Environments
- Continuing Studies Program
 Courses Taught:
 Visual Journaling for the Artist Educator
 Visual Journaling
 Visual Poetics
- 2011-2017 **Adjunct Faculty, Southern New Hampshire University**, Manchester, NH
SNHU in High School College Credit Program
 Courses Taught:
 Introduction to Drawing
 Introduction to Photography

K-12 PUBLIC & ADULT EDUCATION TEACHING EXPERIENCE

- 2010-2017 **Visual Arts Educator, Dover Adult Learning Center**, Dover, NH
Adult High School Diploma Program
 Courses Taught:
 Approaches to Art
 Creative Arts & Community
- 2003-2017 **Visual Arts Educator, Dover High School**, Dover, NH

Fine Arts Department

Leadership Experiences:

Department Head

District K-12 Art Curriculum Coordinator

Courses Taught:

Introduction to the Arts

Introduction to 2D Arts

Drawing I, II, III, IV

Painting I & II

Photography I & II

Creative Arts & Community

Graphic Storytelling

Expressions! Appreciating Life Through Art & Music

2001-2003 **Visual Arts Educator, Woodman Park Elementary School, Dover, NH**

Fine Arts Specialist

Designed and taught general visual arts curriculum to grades K-4

Designed and facilitated school-wide Arts Integration projects

EXHIBITIONS

SOLO EXHIBITIONS

- 2022 *Current Work*
Willa Cather Foundation Red Cloud Opera House Gallery, Red Cloud, NE
- 2020 *Liminality: Reflections of a Changing Life*, JDAC Gallery, Hastings, NE
- 2018 *Current Work*, The Stone Church, Newmarket, NH
- 2016 *Current Work*, The Big Bean Cafe, Newmarket, NH
- 2015 *Current Work*, The Big Bean Cafe, Newmarket, NH
- 2012 *Current Work*, Affinity Salon-Spaworks, So. Berwick, ME
- 2006-2011 *Selected Works*, Forte Hair Salon, Westbrook, ME
- 2006 *Traveling Light*, P&R 17 Arbor St., Portland, ME

- 2005 *Ageless*, P&R 17 Arbor St., Portland, ME
- 2003 *Selected Works*, Noble & Wickersham LLP, Cambridge, MA
- 2002 *Elemental*, P&R 17 Arbor St., Portland, ME
- 2001 *Enlightenment*, Zero Station Gallery, So. Portland, ME

GROUP EXHIBITIONS

- 2021 *NATA Juried Artist Educator Exhibit*, The Hot Shops, Omaha, NE
- 2021 *Seacoast Moderns*, Morgan Gallery, Kittery, ME
- 2020 *A Decade of Exploration*, Kittery Art Association, Kittery, ME
- 2019 *Scintilla Box Art Project*, Hastings College, Hastings, NE
- 2019 *Flourish*, Kittery Art Association, Kittery, ME
- 2018 *Seacoast Moderns*, The Stone Church, Newmarket, NH
- 2018 *Moderns in Process*, Kittery Art Association, Kittery, ME
- 2017 *National Art Education Association Web Gallery*, naea.artcall.org
- 2017 *Unified Vision*, Kittery Art Association, Kittery, ME
- 2017 *Local Artists*, A Rhogue Gallery, Cape Neddick, ME
- 2016 *National Art Education Association Web Gallery*, naea.artcall.org
- 2016 *Inspired*, Kittery Art Association, Kittery, ME
- 2016 *Annual District Art Educator Exhibit*, McConnell Center, Dover, NH
- 2015 *Synergy*, Kittery Art Association, Kittery, ME
- 2015 *Annual District Art Educator Exhibit*, McConnell Center, Dover, NH

- 2014 *Igniting the Modern Muse*, Kittery Art Association, Kittery, ME
- 2014 *Annual District Art Educator Exhibit*, McConnell Center, Dover, NH
- 2014 *Seacoast Moderns*, Kittery Community Center, Kittery, ME
- 2013 *Seacoast Moderns*, York Public Library, York, ME
- 2013 *Mettle*, Kittery Art Association, Kittery, ME
- 2013 *Annual District Art Educator Exhibit*, McConnell Center, Dover, NH
- 2012 *Seacoast Art Teacher's Art Show*, Kittery Art Association, Kittery, ME
- 2012 *Annual District Art Educator Exhibit*, McConnell Center, Dover, NH
- 2011 *Annual District Art Educator Exhibit*, McConnell Center, Dover, NH
- 2010 *The Dark Side*, Kittery Art Association, Kittery, ME
- 2009 *Seacoast Art Teacher's Art Show*, Kittery Art Association, Kittery, ME
- 2008 *Seacoast Art Teacher's Art Show*, Kittery Art Association, Kittery, ME
- 2007 *Artists Supporting the Arts*, P&R 17 Arbor St., Portland, ME
- 2005 *Emerging Artists & Their Mentors*, Artstream Gallery, Rochester, NH
- 2004 *Emerging Artists & Their Mentors*, Artstream Gallery, Rochester, NH
- 2002 *Art of the City*, P&R 17 Arbor St., Portland, ME

PUBLICATIONS

Dissertation

Strickland, C. M. (2018). *The Way of the artist educator: Understanding the fusion of artistic studio practice and teaching pedagogy of K-12 visual arts educators* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global. (UMI No. 10826704)

Journals

Strickland, C. M., (2020). The Way of the Artist Educator paradigm: Fusing artistic studio practice and teaching pedagogy. *International Journal of Education Through Art*, 16(2), 227-244.

Kaplan-Berkley, S., Strickland, C.M., & Dimartino, L. (2019). Post-dissertation: Surviving and thriving doctoral transition. *Reflective Practice*, 20(6), 705-719.

Magazine / Newsletter

Strickland, C.M. (2011). *Too Much Information? – A Response*, NAEA NEWS, (April)53 (2), 13.

Strickland, C.M. (2008). *Listen, then Write, Act or Talk-back*, NAEA NEWS, (August) 50 (4), 17.

Books

Strickland, C.M. (2003). In a Perfect World. In Check, E. & Lampela, L. (Eds.). *From our Voices: Artists & Art Educators Speak Out about LGBT Issues*. (pp. 95-97). Dubuque, IA: Kendall/Hunt Publishing Co.

Sedley, J. (Ed.). (2002-2003). *New Art International: A compendium of recent works by world contemporary artists*. (p.74). New York, NY: Book Art Press.

Books in Review

Strickland, C. (2021). *Letters to an Aspiring Doctoral Candidate*. Manuscript submitted and in process for publication with HC Press.

Strickland, C.M. & Dalton, J.E. (2021). *Moving through Liminal Space: Visual Journaling as a Creative Ritual and Spiritual Practice*. Book chapter proposal submitted to the Wellbeing and Self-care in Higher Education Series Project: *In Pursuit of Wellbeing: Practical Approaches for Honoring the Whole Person through Art Education*.

Weblog

C Strickland. (2019, February 19). Creatively communicating metacognition and meaning making: The art of visual journaling for learning. [web log comment].

Retrieved from <http://>

www.redesignu.org/creatively-communicating-metacognition-and-meaning-making-art-visual-journaling-learning

PRESENTATIONS AND INVITED LECTURES

- 2020 **Presenter**, "Visual Journaling for the Artist Educator," Digital Workshop for Massachusetts College of Liberal Arts
- 2018 **Presenter**, "Creativity in the Arts Begins with Curiosity, Asking Questions and Exploring Inquiry," TEDxBelmont
- 2018 **Co-presenter**, "Creating Visual Responses as a Tool for Greater Student Engagement and Understanding," Lesley University Community of Scholars Day
- 2017 **Co-presenter**, "Creating as a Tool for Understanding," International Visual Literacy Association Conference
- 2016 **Workshop**, "Integrating Visual Arts & Creative Movement," presented at Walnut Hill Conference Center / Lesley University's ITA Master's Program: *Creative Movement and Kinesthetic Learning Across the Curriculum* Course
- 2016 **Workshop**, "Teaching Effectively in the 90 min Block," SAU#11 New Teacher Induction Training
- 2015 **Workshop**, "Teaching Effectively in the 90 min Block," SAU#11 New Teacher Induction Training
- 2014 **Workshop**, "Teaching Effectively in the 90 min Block," SAU#11 New Teacher Induction Training
- 2010 **Workshop**, "Bullying & LGBTQ Students," SAU #11 Professional Development Workshop
- 2009 **Workshop**, "What is of Most Worth to Learn?," SAU #11 Professional Development Workshop
- 2009 **Workshop**, "Creativity and Time Management Within the Block Schedule," SAU #11 Professional Development Workshop
- 2009 **Workshop**, "Integrated Arts Approaches to Learning," SAU #11 Professional Development Workshop
- 2008 **Workshop**, "Effective Strategies for Classroom Behavior Management," SAU

#11 Professional Development Workshop

2002 **Workshop**, “Creating a Portfolio,” SAU #11 Professional Development Workshop

2000 **Workshop**, “Express Yourself,” Portland Public Schools Professional Development Workshop

RESEARCH EXPERIENCE

2018 **Dissertation**, Lesley University, Cambridge, MA
Advisor: Dr. Francine Jennings

- Autoethnographic Qualitative Research
- Arts-Based Research

ACADEMIC INTERESTS

- Arts Integration / Interdisciplinary Teaching & Learning
- Visual Arts, Aesthetics, and Creativity
- Visual Literacy
- LGBTQIA Culture / Studies
- Social Justice
- Mindfulness and Spirituality in Education

COMPUTER SKILLS

Operating System Platforms:

Apple: Mac OS X (MacBook Pro, iMac, iPad) and PC: Windows

Programming & Applications:

Google Workspace (Docs, Sheets, Slides, Forms), Google Chrome, Microsoft Office 365 (Word, Excel, PowerPoint, Outlook), Microsoft Internet Explorer

Creative Applications:

Adobe Photoshop, Creative Cloud, and Acrobat Pro DC, Sketchbook, Procreate, Notability, iMovie, Windows Movie Maker

Online Learning Platforms: Blackboard, Canvas, Edline, Google Classroom, LinkedIn Learning

Communication & Media Platforms: Google Meet, Google Chat, Zoom, Google Hangouts, Skype, YouTube, Spotify, Vimeo

Social Media Platforms: Facebook, Instagram, Twitter, and LinkedIn

PROFESSIONAL TRAINING & CERTIFICATIONS

Teaching License

Nebraska Department of Education

- Application in process and under review since 8/12/21

2019

Clifton Strengths

GALLUP regional city center, Omaha, NE

- Connectedness
- Strategic
- Learner
- Achiever
- Empathy

2001-2019

Experienced Educator Certificate

State Board of Education, New Hampshire

- Endorsement: 0200 Visual Art Education (K-12)
- Endorsement: 0008 Curriculum Administrator

2016

Protecting Human Research Participants

National Institutes of Health (NIH), Lesley University

- Training Certificate Number: 2117416

2015

School Bus Certificate

New Hampshire Department of Motor Vehicles / Dover School District

- Operator License

2008

Critical Friends Group (CFG) Certification

National School Reform Faculty, Dover High School, Dover, NH

- CFG Coach

PROFESSIONAL AFFILIATIONS

- International Visual Literacy Association, 2017-Present
- National Art Education Association, 2001-Present
- LGBTQ Issues Caucus of the National Art Education Association, 2008-Present
- National Education Association, 2001-Present
- Nebraska Art Teachers Association, 2019-Present
- New Hampshire Art Education Association, 2001-2018
- National School Reform Faculty, 2008-2017
- Boston Museum of Fine Arts, 2010-Present
- Portland Museum of Art, 2010-Present
- Kittery Art Association, 2006-Present

HIGHER EDUCATION PROFESSIONAL SERVICE

Peer Reviewed Book Chapters for:

- Peter Lang Publishing, May 2021

Professional Development Committee

Hastings College, 2019-Present

Service Learning Committee

Hastings College, 2020-2021

K-12 PUBLIC EDUCATION PROFESSIONAL SERVICE

District K-12 Visual Arts Curriculum Coordinator

Supervisor, SAU#11 Dover School District, 2010-2017

Steering Committee

Member, Dover High School, 2005-2017

Staff Council

Chair, Dover High School, 2005-2010

Critical Friends Group, Professional Learning Community

Coach, Dover High School, 2008-2017

School Visioning Committee – New Building Project

Member, Dover High School, 2014-2016

New England Association of Schools and Colleges Regional Accreditation Process

Evaluator, Nashua High School South, 2006

Gay/Straight Alliance (GSA)

Advisor, Dover High School, 2003-2017

Photography Club

Advisor, Dover High School, 2013-2017

HONORS / AWARDS / GRANTS

- 2019 **Service Learning Grant**
Hastings College, First Year Seminars Program
- Collaborator and Grant Writer
- 2018 **Student Commencement Speaker**
Lesley University, Graduate School of Education
- 2017 **Teaching Fellowship**
Lesley University Educational Leadership Division Grant
- 2012 **Community Art Grant - "Joe B. Parks Sculpture Garden Project"**
New Hampshire State Council on the Arts / Dover High School, Dover, NH
- Organizer and Grant Writer
- 2008 **Arts in Education Grant - "Poetic Mandalas"**
Portland Education Partnership / Riverton Elementary School, Portland, ME
- Grant Writer and Artist-in-Residence
- 2007 **Who's Who Among America's Teachers**
- 2003 **Arts in Education Grant - "Cultural Kaleidoscope"**
Portland Education Partnership / Riverton Elementary School, Portland, ME
- Grant Writer and Artist-in-Residence
- 2002 **Arts in Education Grant " -Service Learning Project"**
Portland Education Partnership / Riverton Elementary School, Portland, ME
- Grant Writer and Artist-in-Residence
- 1998 **First Grade "Arts & Literacy Integration Project"**
Maine College of Art / Jack Elementary School, Portland, ME
Independent Study Design and Artist-in-Residence

REFERENCES

Dr. Annette Vargas (Current Supervisor / Colleague)
Vice President For Student Access, Enrollment, and Performance
Hastings College
710 N. Turner Ave
Hastings, NE 68901
(P) 402.461.7349
(E) avargas@hastings.edu

Dr. Louise Pascale (Former Supervisor / Colleague)
Professor Emerita & Former Director of Integrated Teaching through the Arts
Lesley University
29 Everett St.
Cambridge, MA 02138
(P) 617.759.4486
(E) lpascale@lesley.edu

Dr. Jane Dalton (Colleague / Collaborator)
Assistant Professor of Art Education
University of North Carolina at Charlotte
9201 University City Blvd
Charlotte, NC 28223
(P) 704.687.7194
(E) Jane.Dalton@uncc.edu

Dr. Nathan Mertens (Colleague / Collaborator)
Assistant Professor of First-Year Seminars / Department of Music & Theatre
Hastings College
710 N. Turner Ave
Hastings, NE 68901
(P) 402.499.7919
(E) nmertens@hastings.edu

Dr. Stephen Gould (Mentor / Colleague / Collaborator)
Assistant Professor & Director of PhD Specializations in Educational Leadership and
Human Development & Learning
Lesley University
29 Everett St.
Cambridge, MA 02138
(P) 617.349.8665
(E) sgould2@lesley.edu

Adaire Bane (Former Student)
Woodman Park Elementary School, Dover Senior High School and Lesley University
(E) adairebane@gmail.com

APPENDIX A

Hastings College Department of Visual Arts Course Descriptions

Art Anchors & Art Approaches:

Are undergraduate studio arts courses averaging 20 students, that focuses on the foundation of 2D and 3D design. The purpose of this studio course is to explore a variety of traditional and experimental approaches to 2D and 3D design, and working with the elements of art and principles of design.

- Facilitated course in face-to-face format
- Responsible for effectively instructing and assessing undergraduate students
- Created new curricula for *Art Anchors & Approaches*.

Art History I and History II

Are undergraduate survey courses averaging 16 students, that respectively analyzes the historical and cultural contexts of Western artworks from the Prehistoric Age to the Gothic Age, and the Renaissance to the Modern Era. The purpose of Art History I/II is to introduce students to the principal artists and architects, as well as the development of period styles in the Western tradition.

- Facilitated courses in face-to-face and online format
- Responsible for effectively instructing and assessing undergraduate students
- Redesigned and created new curricula for both survey courses.
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Special Topics in Studio Art: *Watercolor*

An undergraduate studio arts course averaging 16 students, that focuses on watercolor painting. The purpose of this studio course is to explore a variety of traditional and experimental approaches to painting with watercolor and learn how to incorporate these techniques into drawings and paintings.

- Facilitated course in face-to-face format
- Responsible for effectively instructing and assessing undergraduate students
- Created new curricula for *Special Topics in Studio Art*.

Special Topics in Art History: *Synergy: Creative and Intimate Partnerships*

An undergraduate art history course averaging 10 students, that analyzes the historical, cultural and aesthetic contexts of several artists who engaged in creative and intimate partnerships. The purpose of this online course is to investigate and research the synergy of these unique relationships and how it significantly impacted the resulting artistic expressions.

- Facilitated course in online format
- Responsible for effectively instructing and assessing undergraduate students
- Created new curricula for *Special Topics in Art History*.

Special Topics in Art History: *Herstory: Women Artists*

An undergraduate art history course averaging 16 students, that analyzes the historical, cultural and aesthetic contexts of female artists. The purpose of this course is to investigate and research the synergy of these unique relationships and how it significantly impacted the resulting artistic expressions.

- Facilitated course in hybrid (face-to-face & online) format
- Responsible for effectively instructing and assessing undergraduate students
- Created new curricula for *Special Topics in Art History*.

Special Topics in Art History: *Black Art Matters: Visual Politics*

An undergraduate art history course averaging 16 students, that analyzes the historical, cultural and aesthetic contexts of Black American Artists. The purpose of this course is to investigate and research the artworks and contributions of Black American Artists and how they significantly impacted the socio-cultural landscape of the United States.

- Facilitated course in face-to-face format
- Responsible for effectively instructing and assessing undergraduate students
- Created new curricula for *Special Topics in Art History*.

Professional Practices

An undergraduate studio arts course averaging 10 students, that focuses on the professional practices of artists. The purpose of this studio course is to provide career readiness opportunities and preparation for the Senior Thesis & Exhibition course.

- Facilitated course in face-to-face format
- Responsible for effectively co-instructing and assessing undergraduate students
- Collaboratively revised curricula for *Professional Practices* with the Art Department Faculty.

Hastings College First-Year Seminars Program Course Descriptions

Interdisciplinary Inquiry

An undergraduate course averaging 20 students, introducing interdisciplinary practices of academic, cultural, and social inquiry, including: Learning as a process through critical thinking, creative problem-solving, revision, and collaboration; Engage with community issues through research, debate, and intellectual rigor; Demonstrate fluency with technology, multimodal literacy, and creativity through analysis and design across disciplines.

- Facilitated courses in face-to-face and online format
- Responsible for effectively instructing and assessing undergraduate students
- Collaborated with colleagues to design and create the following five thematic curricula for the First Year Seminar Experience program: *Civil Candor*, *Creative Spirit*, *Care of All Things*, *Active Citizenship* and in 2020/2021 *Dynamic Citizenship*.

APPENDIX B

Lesley University Graduate School of Education Course Descriptions

Art and Culture in Community

A graduate course averaging 10 students per cohort, covering the following topics: Investigating the presence and meaning of the arts in communities and schools; Critically examine the relationships between the arts, educational, social and cultural contexts; To understand and apply knowledge about cultural values and beliefs in the context of teaching and learning through the arts.

- Facilitated course in hybrid format of online and face-to-face learning
- Responsible for effectively instructing and assessing cohort students
- Collaborated with colleagues to adapt and enhance program

Change is a Process

A doctoral graduate course averaging 15 students per cohort, covering the following topics: Helping school and organizational leaders become catalysts for the improvement of teaching, learning and leading through the use of a systems thinking approach to organizational development and transformation; Re-examining the identity and role of leaders; Exploring curriculum and instruction designed for 21st century learning; Identifying essential supports and conditions necessary to improve teaching, learning and leading, and discuss their implications for both educational and organizational leadership practice.

- Facilitated course in online format
- Responsible for effectively instructing and assessing cohort students
- Collaborated with colleagues to revise and enhance program

Lesley University College of Arts and Sciences Course Description

Fine and Performing Arts in Boston: Aesthetic Encounters with the Arts Around Us

An undergraduate course averaging 18 students per semester, covering the following topics: The elements of Visual Arts, Architecture, Music, Dance, and Drama, Aesthetic Experiences and Critiquing artistic forms.

- Facilitated course online learning component
- Integrated visual journaling and art making into course curriculum.

APPENDIX C

Maine College of Art MAT: Art Education Course Descriptions

The Artist as Educator Experience

A graduate course averaging 12 students per semester, covering the following topics: Examining artist and educator dispositions; Sustaining a studio practice and developing innovative teaching practices.

- Revised the syllabus to meet accreditation standards
- Responsible for effectively instructing and assessing students
- Collaborated with colleagues to adapt and enhance program

Frameworks for Teaching and Learning in Multicultural Environments

A graduate course averaging 12 students per semester, covering the following topics: The history of Art Education; Contemporary methods of art education, including Reggio Emilia, Discipline Based Art Education (DBAE), Teaching for Artistic Behaviors (TAB) and multicultural studies; Critically examine theories and practices in teaching, and ethical and legal responsibilities to diversity in educational environments.

- Revised the syllabus to meet accreditation standards
- Responsible for effectively instructing and assessing cohort students
- Collaborated with colleagues to adapt and enhance program

Maine College of Art Continuing Studies Program Course Descriptions

Visual Journaling for the Artist Educator

A continuing studies course averaging 8-10 students, covering the following topics: Critical inquiry and reflection; Contemplative practices; Aesthetic experiences, and Formative Assessments.

- Original course designed for the Annual Summer Feed Your SoulTeacher Professional Development Program

Visual Journaling

A continuing studies course averaging 6-10 students, covering the following topics: Contemplative practices; Aesthetic experiences, and Engaging personal creativity.

- Original course designed for the public offered in the Summer

Visual Poetics

A continuing studies course averaging 4-6 students, covering the following topics: Aesthetic experiences, Visual narrative and Exploring poetic forms.

- Original course designed for the public offered in the Summer

APPENDIX D

Southern New Hampshire University SNHU in High School College Credit Program Course Descriptions

Introduction to Drawing

An undergraduate course averaging 6-12 students per year, covering the following topics: Visual Elements and Pictorial Composition; Media and Techniques; Fundamentals of observation to exploring imagination, including still- life, figurative and abstraction.

Introduction to Photography

An undergraduate course averaging 6 students per year, covering the following topics: Still Cameras; B&W Darkroom Processes; Pictorial Composition and Visual Impact, Light and Optical Effects.

Dover Adult Learning Center Adult High School Diploma Program Course Descriptions

Approaches to Art (Interdisciplinary Social Studies & Visual Arts Course)

- Original course designed to meet graduation and accreditation standards

Creative Arts & Community (Interdisciplinary Social Studies & Visual Arts Course)

- Original course designed to meet graduation and accreditation standards

Dover High School Fine Arts Department Course Descriptions

Designed and taught beginner and advanced visual arts courses for grades 9-12:

- *Introduction to the Arts*
- *Introduction to 2D Arts*
- *Drawing I, II, III, IV*
- *Painting I & II*
- *Photography I & II*
- *Creative Arts & Community* (Interdisciplinary Social Studies & Visual Arts)
 - Original course designed to meet graduation and accreditation standards
- *Graphic Storytelling* (Interdisciplinary Language Arts & Visual Arts)
 - Original course designed to meet graduation and accreditation standards
- *Expressions! Appreciating Life Through Art & Music* (Humanities Course)
 - Original course designed to meet graduation and accreditation standards