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Dissertation Abstract

This dissertation is focused on the creation of a sustainable art program for residents of Woodside Juvenile Rehabilitation Center. Through research and first-hand teaching experience, goals, a philosophy, enduring ideas, and lessons that will be created, an applicable art program curriculum model for Woodside Juvenile Rehabilitation Center may be formed. The research for this dissertation will combine three basic research strategies: (1) qualitative observations accumulated over a time period of one year during which I have been teaching art at Woodside Juvenile Rehabilitation Center (2) recorded discussions about the current and future art program at Woodside Juvenile Rehabilitation Center between two art education interns and myself as well as conversations between myself and Woodside's educational director, David Emberly (3) reflections on works from the fields of art education, educational philosophy, psychology, and art therapy. The art program at Woodside Juvenile Rehabilitation Center has been either unorganized or non-existent for over a decade. This dissertation will support the need for a sustained art program as a part of the residents' education at this institution. By creating a sustainable art program, residents may receive a GED equivalent art education as well as the benefits of creative expression, support in artistic endeavors, and increased self-esteem.