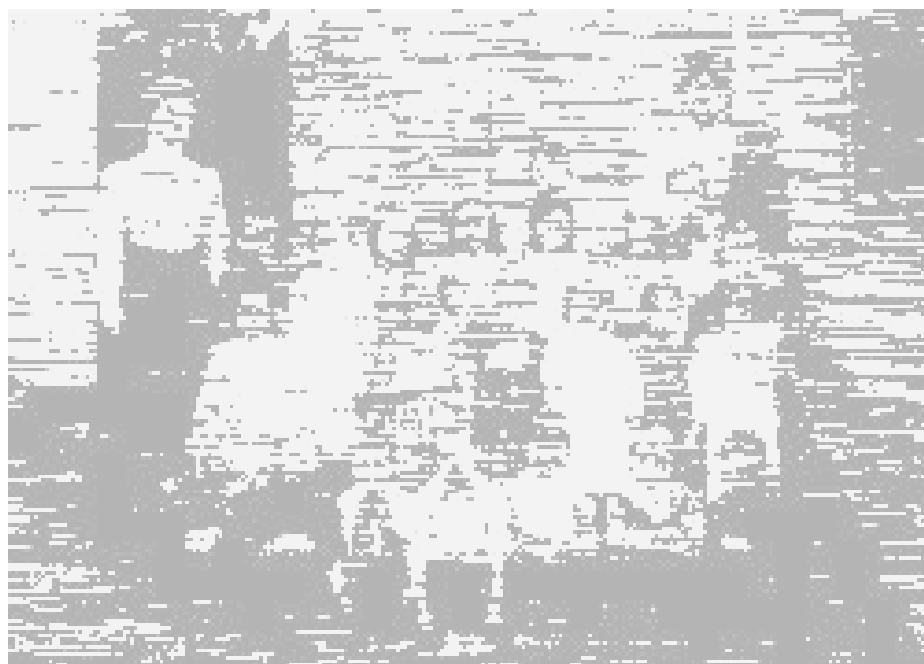


**The School of the Art Institute of Chicago
Department of Art Education**

Master of Arts in Teaching



HANDBOOK & INFORMATION PACKET

August 2002

T A B L E O F C O N T E N T S

Conceptual Framework	3
Art Education Graduate Programs	7
Admission to the MAT	9
Program Requirements	10
MAT Curriculum	11
Field Experiences and Clinical Practices	12
Requirements for Apprentice Teaching	13
Certification Procedures	14
Course Descriptions	15
Faculty & Biographies	18
Visual Arts Content Standards	20
For More Information	21
MAT Pre-Admission Transcript Self-Analysis	22

CONCEPTUAL FRAMEWORK

Teacher Certification Programs of the Department of Art Education at The School of the Art Institute of Chicago

Critical Citizenship in Visual Culture

Educating teacher candidates to respond to the needs of contemporary learners through democratic, responsible and reflective interactions with art and other forms of visual culture

The School of the Art Institute of Chicago (SAIC) establishes and conducts comprehensive programs of education including preparation of visual artists, teachers of art, and designers, providing education services in written, spoken, and media formats (*from SAIC Mission Statement*). The School has a long-standing commitment to the profession of art education, providing essential education for art teachers, pre-kindergarten through twelfth grade (P-12). We offer innovative quality models in art education that connect creative expression, theoretical knowledge, everyday experiences, and social critique for students preparing to become critical teachers of art and other forms of visual culture in a diverse society. We are committed to preparing educators as critical citizens who value egalitarianism, cultural difference, democracy, and social justice. A critical citizen is an individual who is self reflective and has a deep concern for the lives of others. We believe a critical citizen actively questions and challenges the social, political, and cultural structures and discourses that comprise everyday life.

Teacher candidates have in-depth knowledge of art, visual culture, technology and other content areas to inform pedagogical theories and practices directly related to National, State, and local standards. Throughout the programs, teacher candidates explore the functions and purposes of art education and investigate connections between experiences inside and outside of public schooling within a larger framework of cultural and historical analysis. In this sense, teacher candidates understand art and other forms of visual culture, education, and curricula as both products of history and potential sites for cultural change.

As SAIC teacher candidates advance through the programs they focus on a core set of elements: (1) context and community, (2) knowledge and experience, (3) critical thought and reflection, and (4) practice and evaluation . These four elements support all parts of our art education teacher preparation programs. They are integrated throughout the curriculum including studio, art history, liberal arts, and professional education classes and seminars, pre-clinical and clinical teaching experiences.

Elements of the Art Education Conceptual Framework

Context & community

We are committed to meaningful learning and teaching in a culturally diverse and ever changing society. Therefore, teacher candidates understand that communities are constructed and realize the

benefit of partnering with faculty, staff, student, families and local representatives to develop, expand and sustain ethical teaching and learning communities.

The teacher candidate understands:

- The context of social, cultural, economic and political realities as related to self, community and world
- The relationship between cultural diversity and student learning, including how cultural diversity can afford particular opportunities for the exploration of multiple perspectives
- Teaching and learning are affected by access to the development and exchange of new media and electronic information
- Teaching and learning is multi-modal, a life long process, and occurs both inside and outside the context of schools

Knowledge & experience

We are committed to preparing teacher candidates through connecting individual experiences with, pedagogical and professional knowledge and skills necessary to ensure that all students are learning. Therefore, teacher candidates learn discourses and performative practices to interpret, teach and produce art and other forms of visual culture while fostering social and political empowerment for all students.

The teacher candidate understands:

- Theoretical and practical knowledge related to communications, literature, mathematics, science, history, philosophy, and social sciences from transcultural perspectives
- Content knowledge, including perspectives on social theory, new media and information technology, art theory, art history, visual culture, art production, and art education that support democratic learning and critical practices
- Methods, resources, technology and materials for designing and implementing instruction based on pedagogical content knowledge, student needs and curricular goals
- Multiple forms of assessment, such as group critique, student self-evaluation and rubrics, and teacher candidate self-evaluation to support active learning

Critical thought and reflection

We are committed to developing critical thought resulting in inquiring and reflective teachers. Therefore, teacher candidates set themselves and their world in question and problematize tacit assumptions, ensuring necessary adjustments to enhance student learning.

The teacher candidate:

- Has a strong foundation in theoretical and conceptual frameworks that integrate research, reflection, technology and practice
- Is teacher as researcher who questions the nature of his/her own thinking
- Uses multiple frames of reference to help conceptualize his/her own positionality in relationship to students, schools, communities, and the professional field
- Creates strategies and solutions in relation to critical thought and reflection

Practice and evaluation

We are committed to multiple forms of teaching and assessment practices that actively engage and have positive effects on student learning. Therefore, teacher candidates facilitate student learning of art and other forms of visual culture through clear presentation of content, ideas, and instruction and assess student performance using established rubrics and multiple indicators.

The teacher candidate:

- Uses a variety of instructional strategies including new media and information technology to encourage students' development of critical thinking, problem solving, and performance skills
- Applies effective communication skills with parents, students, colleagues, and the public in general
- Makes adjustments to instruction when appropriate
- Collects and analyzes data to improve teaching and learning

Assessment Systems and Performance Outcomes for Teacher Candidates

The art education teacher preparation programs at the School of the Art Institute of Chicago collect data and use performance expectations and outcomes to 1) identify qualified candidates at the entry level, 2) evaluate continuing student performance at multiple decision points throughout the program, and 3) determine levels of accomplishment and appraise program completion requirements.

- Prospective candidates to the art education programs are assessed using multiple indicators including, but not limited to, prior academic performance, knowledge and skills in art, visual culture, art history, and other disciplines, motivation, commitment, and ability to learn. The assessment procedures include, but are not limited to, evaluation of art and writing portfolios, all academic transcripts, letters of reference, and personal interviews. Additionally, all students must meet institutional requirements for admission to undergraduate and graduate programs and successfully complete the Illinois Certification Testing System Basic Skills Test by the end of the first semester in the art education programs.
- Matriculated students in the art education programs are assessed for accomplishment and performance outcomes at multiple decision points in the programs including prior to clinical practice and prior to program completion. Students are assessed in a variety of forms using established rubrics including, but not limited to, essays, papers, art projects, personal art work, journals, self-reflective digital process-portfolios, faculty observations, and lesson and unit plans.

The following performance outcomes are expected of all students in the School of the Art Institute of Chicago's art education teacher certification programs.

The teacher candidate will demonstrate an understanding of

- Psychological, social, political, and cultural influences on the construction of communities and professional practice
- Content knowledge of art and other forms of visual culture to promote the value, complexity and diversity of all of the visual arts as expressions of social and cultural issues, past and present
- Professional knowledge of arts and sciences to respond to the needs of contemporary learners in a society dominated by visual images and designed objects

- Pedagogical knowledge for effective teaching to educate citizens who participate in democracy through reflective and responsible interactions with art and other forms of visual culture

The teacher candidate will demonstrate the ability to

- Collaborate with colleagues and community to develop, support and improve learning opportunities for all students
- Plan and implement instruction that makes content meaningful to all students and has positive effects on student learning
- Implement a balanced integration of presentation, discussion, inquiry, production and reflection of art and other forms of visual culture in a variety of contexts within various communities
- Use multiple frames of reference to make critical assessments and reflective judgements

The teacher candidate will demonstrate

- Respect for a diversity of developmental levels, learning styles, values, languages, and beliefs
- The integration of research, technology and reflection through the interpretation, production, and critique of art and other forms of visual culture
- A synthesis of pedagogical and professional content knowledge to help students learn about art and other forms of visual culture
- A proficiency for the synthesis of resources, processes and assessments through effective teaching of art and other forms of visual culture

Ongoing Conceptual Framework Assessment and Evaluation

We are committed to ongoing evaluation and assessment of our conceptual framework. We continually assess the framework through ongoing dialogue with all members of our professional community including SAIC administrators, faculty, students, and alumni, as well as cooperating school teachers, administrators, and staff. This process ensures that feedback from our educational community continually influences and shapes our conceptual framework .

ART EDUCATION GRADUATE PROGRAMS

The School of the Art Institute's art education graduate programs advance progressive emancipatory approaches to art education. The graduate programs build on the strong transdisciplinary context of the School that encourages new connections in and between research and practice. A talented and diverse faculty provides resources and opportunities for students to develop as professionals according to their own identity and sense of social commitment. Through strong relationships with communities and institutions in Chicago, students engage in transformative practices rooted in social justice and critical pedagogy.

MASTER OF ARTS IN TEACHING (MAT)

The Master of Arts in Teaching is a full-time, 48 credit hour program that prepares students to become critical teachers of visual culture and fulfills requirements for certification in the State of Illinois for K-12 Art Education (Type 10). The MAT program advances critical citizenship in public schools by enabling teachers and their students to construct meaning and connect knowledge through inquiry and production of visual culture. Students in the MAT program learn discourses and performative practices to interpret and teach visual culture while fostering social and political empowerment for all students. In this sense, the MAT program promotes agency and social change by emphasizing activism, advocacy, egalitarianism, professionalism, and social responsibility.

The MAT curriculum connects theoretical knowledge, everyday experiences, social critique, and creative expression through structured and sequenced coursework, field experiences, research, and thesis production. Students begin their coursework with seminars that investigate connections between experiences inside and outside of public schooling within a larger framework of cultural and historical analysis. In this sense, these seminars provide a common ground for students to understand art, education, and curricula as both products of history and potential sites for cultural change. Art Education students exchange ideas, build relationships, and confront critical issues during colloquium, which is offered concurrently with the seminar coursework.

In the following semesters, MAT students expand their inquiry, production, and experience through curriculum development, field experiences, and research methodologies. Students also pursue study through their electives in advanced art/design history, studio, or art/design analysis. Curriculum development explores cultural production, assessment, evaluation, and pedagogical methods for elementary, middle and secondary education. MAT students apply their curriculum development through fieldwork in established elementary and secondary programs. Students are required to gain more than 600 hours of pre-clinical and clinical teaching experiences under the supervision of a cooperating teacher and Art Education faculty member. In addition, MAT students pursue relevant research and praxis that culminates in the production of a master's thesis. The MAT thesis offers students an excellent opportunity to develop a matrix of connections between personal interest and experience, professional development and praxis, discursive and performative practices, and historical and contemporary scholarship. Students are encouraged to explore innovative approaches to research and documentation including participatory and action research, interactive and collaborative projects, and performative and new media based presentations. Students usually complete the MAT program in four semesters. Students must complete the MAT degree within four

years. A minimum of 42 credit hours must be completed at the School. Up to 6 hours of transfer credits may be requested at the time of application and are subject to approval at that time only.

MAT Curriculum Overview

<u>Area</u>	<u>Credit Hours</u>
Art Education Certification Core	24
Pre-clinical and clinical fieldwork	12
Thesis Research	3
Colloquium	3
Electives in Art/Design History, Studio, or Art/Design Analysis	6
<u>Total</u>	<u>48</u>

Admission to the MAT

The MAT program seeks mature self-motivated students with a sound commitment to improving the public sphere and engaging young people in critical dialogue about, and production of, visual culture.

Applicants to the MAT program usually have completed a bachelor's degree in studio art or equivalent. Please complete the **transcript self analysis** located at the end of this packet to determine the prerequisites remaining, if any. You must then schedule a transcript analysis meeting prior to application by calling (312) 899-7482. **You are required to complete all prerequisites before entering the program.** Please note that completion of these prerequisites does NOT guarantee admission to the program.

Admission deadlines are as follows:

Fall admission – priority: March 1

Fall admission – final: May 1

Please refer to the *SAIC Graduate Catalog* for specific admissions procedures and necessary materials. Call (312) 899-5219 to order.

Pre-Requisites to the MAT Program

Please use the chart located at the back of this packet to determine the number of prerequisite credits you have completed before meeting for a transcript analysis. The prerequisites are as follows*:

- Studio Electives -- 18 credits AND
- Drawing – 6 credits
- 2-Dimensional Design – 3 credits
- 3-Dimensional Design – 3 credits
- 4-Dimensional Design – 3 credits
- Painting – 3 credits
- Printmaking – 3 credits
- Ceramics *OR* Sculpture – 3 credits

- Art History – 12 credits AND
- Global Comparative (Non-Western) Art History or Visual and Critical Studies – 3 credits

- Communications – 3 credits
- Literature – 3 credits
- Science – 3 credits
- Math – 3 credits
- Philosophy – 3 credits
- History – 3 credits
- Social Science – 3 credits

Total Credits: 81

*Credit amounts based on semester credit hours

Program Requirements

- Students must complete the MAT degree within four years.
- A minimum of 42 credit hours must be completed at the School.
- Up to 6 hours of graduate-level transfer credits may be requested at the time of application and are subject to approval at that time only. No transfer credit will be given for pre-requisite work.
- Students must successfully complete their thesis projects prior to graduation.
- Students applying for certification in Illinois must be United States citizens or file a form of intent.
- Students planning to teach in Illinois must pass the two Illinois State Teacher's Examinations in order to qualify for certification. The examination includes both a Basic Skills and Art Education test. **Students admitted into the MAT program will be required to take and pass the Basic Skills test by the end of the first semester of being in the program.** If the student receives a failing score the first time, the student will be placed on department probation. If the student receives a failing score on the second attempt, the student will be required to leave the Art Education program. The exams are usually offered at least four times a year. Students are encouraged to take the test on the first possible date once the student is admitted to the Art Education program.

Title II

The following information is provided in accordance with Title II of the Higher Education Act, section 207(f)(2):

The pass rate of the School of the Art Institute's art education graduates for the program year 2000-2001 on teacher certification assessments is:

- Basic Skills: 94%
(This pass rate reflects 15 out of 16 SAIC students passing the test)
- Academic Content: 94%
(This pass rate reflects 15 out of 16 SAIC students passing the test)

The average pass rate for all teacher preparation programs within institutions of higher education in Illinois is:

- Basic Skills: 100%
(This pass rate reflects 8596 out of 8633 students from institutions state-wide passing the test)
- Academic Content: 98%
(This pass rate reflects 7306 out of 7470 students from institutions state-wide passing the test)

MAT Curriculum

<u>SEMESTER I</u>	<u>Credits</u>
Understanding Curriculum: The Politics and Pedagogy of Curricula	3
Histories, Theories, and Philosophies of American Public Education	3
Doing Democracy: Pedagogies of Critical Multiculturalism	3
Ethical and Pedagogical Issues: Cultural Workers and the Public Sphere	3
Colloquium: Dialogues on Art and Education	1
Total Credits	13
<u>SEMESTER II</u>	<u>Credits</u>
Curriculum & Instruction: Resources and Methods	3
Psychological, Sociological, and Phenomenological Approaches to Teaching	3
Cyberpedagogy	3
Graduate Art Education Thesis: Research as Social Inquiry	3
Total Credits	12
<u>SEMESTER III</u>	<u>Credits</u>
Cultural Approaches to Production	3
Fieldwork: Elementary and Secondary Experiences	3
Electives in Art/Design History, Studio, or Art/Design Analysis	6
Colloquium: Dialogues on Art and Education	1
Total Credits	13
<u>SEMESTER IV</u>	<u>Credits</u>
Apprentice Teaching	9
Colloquium: Dialogues on Art and Education	1
Total Credits	10
Total Credits	48

Pre-clinical and Clinical Experiences

During pre-clinical (Art Ed. 6190) and clinical experiences (Art Ed. 6290), students acquire and demonstrate knowledge, skills, and performative practices necessary to facilitate critical learning in and through visual culture for all students. Throughout this elementary and secondary fieldwork, teacher candidates observe, assist, instruct, and assess students k-12. Clinical practices provide teacher candidates full immersion in the learning community to demonstrate mastery of art education content, pedagogy, and professional knowledge. MAT students implement their thesis project during clinical experiences.

Each student works with a minimum of two cooperating teachers throughout their internship experience. The Department of Art Education places teacher candidates in both field experiences and clinical practice with accomplished art educators who are jointly selected by the department and partnering schools through the aegis of the placement coordinator.

Selection of sites is made in cooperation with the placement coordinator and is dependent upon site availability, the student's research interests, and the logistical concerns. Placement is restricted to Chicago and surrounding suburbs. Students are responsible for transportation to and from their apprentice teaching sites. Final decision on teaching sites is at the discretion of the Department of Art Education.

Art education faculty visits and assesses each student for accountability a minimum of two times in each placement, elementary and secondary, for a total of four visits per pre-clinical per semester and four visits per clinical experiences per semester. In addition, during pre-clinical and clinical experiences, teacher candidates meet weekly with department faculty for seminar, tutorial, and assurance of integration of candidate learning into fieldwork and clinical experiences.

Art education students are accountable for understanding perspectives on social theory, art theory, art history, visual culture, art production, and art education that support democratic learning and critical practices before commencing fieldwork and clinical experiences. During fieldwork and clinical experiences, students are assessed using established rubrics and multiple indicators to determine levels of accomplishment and performance in

- Teacher preparation
- Appropriateness and integration of content
- Motivation and effectiveness
- Communication and interaction
- Professionalism
- Follow-through

The assessment procedures include, but are not limited to, faculty and cooperating teacher observations, ongoing conferences, written evaluations from supervisors and cooperating teachers, and assessment of lesson and unit plans, teaching portfolios, reports, papers, art projects, personal art work, journal entries, and resumes.

Requirements for Apprentice Teaching (clinical experience)

Assignment to apprentice teaching is dependent upon successful completion of all Art Education program courses, with the exception of ARTED 6290.

MAT students are required to schedule an appointment with Director of the Master of Arts in Teaching Program the semester prior to apprentice teaching to determine suitability. Failure to comply may jeopardize apprentice teaching placement and subsequent recommendation for certification.

- Apprentice teaching is completed during the final semester of study at SAIC.
- Students are assigned to apprentice teaching at both the elementary and secondary levels (seven weeks each). Apprentice teaching candidates are typically placed at schools where they have completed their pre-clinical fieldwork (ARTED 6190).
- Students scheduled to complete Apprentice Teaching (ARTED 6290) must purchase liability insurance and become student members of the National Art Education Association before beginning apprentice teaching. Information will be made available at the orientation session prior to commencing the apprenticeship.
- Apprentice teaching culminates with student presentations that highlight the apprentice teaching experience. These presentations may include a slide showcase, presentation board(s), public address, student products, and samples of lesson and unit plans. The presentation is held in a professional gallery space or public venue. MAT students present their thesis research project and at the presentation. A final copy of the thesis is submitted at the end of apprentice teaching.

Recommendation for Certification

Individuals who successfully complete the School of the Art Institute's Master of Arts in Teaching program may qualify for certification in Art Education, K-12 for the State of Illinois (*Initial Special Certificate [K-12] Art Education - Type 10*). Certification is dependent upon the following:

1. Students must be/intend to become/ United States citizens. If foreign born, you must provide evidence that you are legally present and eligible for employment. Persons certified by this means have six years following certificate issuance to become citizens.
2. The Illinois State Board of Education Application for Teaching Certificate (ISBE Form #7303C) requires applicants to declare the following: if s/he has ever been convicted of a felony, or **any** sex, narcotics, or drug offense; if s/he has committed tax evasion; if s/he has committed child abuse; if s/he has ever had a certificate denied, suspended, or revoked; and if s/he has defaulted on student loans and not established a repayment plan. Please refer to the actual application for specific details.
3. Students must successfully complete all program requirements as specified in this Handbook and Information Packet, including successful completion of the master's thesis.
4. The Director of Master of Arts in Teaching Program must review the student's evaluations received from cooperating teachers and faculty of the school.
5. Students are required to meet with the Director of Master of Arts in Teaching Program for an exit interview and final transcript analysis prior to recommendation for certification. This meeting assures compliance with personal and professional qualifications and instructional skills. **It is recommended that the student arrange this meeting as close to completion of the program as possible, regardless of immediate intent to apply for certification.**
6. Students must pass the ICTS Basic Skills test and Art (K-12) type 10 subject matter knowledge test in order to obtain initial certification. Students who complete all the requirements for the MAT but do not pass ICTS tests are not eligible for initial certification in Illinois. Students may retake the Art (K-12) type 10 subject matter knowledge test. Please see page 6 for information on departmental policies regarding retaking the Basic Skills test.
7. Candidates must apply for certification via ISBE Form #7303C.
8. The Entitlement Notification must be completed by the Chair of the Department of Art Education and filed with the Illinois State Board of Education (ISBE).
9. Students must acquire an official SAIC transcript to be sent with the completed certificate application. The Director of Master of Arts in Teaching Program will provide the certificate application and instructions how to file for the certificate.

NOTE: Students will not be eligible for certification through SAIC if they fail to successfully complete any requirement for the MAT. Students cannot retroactively complete any requirements for the MAT after departing SAIC.

It is strongly recommended that students successfully completing the MAT apply for certification immediately following completion of the degree, regardless of future teaching plans. Failure to do so may render the Department of Art Education unable to recommend the student for certification in the future, as the requirements for certification tend to change over time.

MAT Course Descriptions

Understanding Curriculum: The Politics and Pedagogy of Curricula (Art Ed 5011)

This course provides an overview of curriculum theory by exploring curricula as historical, cultural, social, and political texts and practices. Students investigate topics such as critical pedagogy, visual culture, feminism, multiculturalism, personal narrative, and post-colonialism. These topics are contextualized within current art education theories and practices. **3 Credits**

Prerequisites: Open to art education graduate students or permission of instructor.

Ethical and Pedagogical Issues: Cultural Workers and the Public Sphere (Art Ed 5105)

This course examines theoretical and practical issues implicit in the conceptualization of the public sphere. Students explore social theory through historical and contemporary models of community activism, grassroots organizing, and other cultural work in relation to the contested space of the public sphere. Students research and develop individual and collaborative creative work including interviews, observations, and proposals for an ethical community-based project. **3 Credits**

Prerequisites: Open to art education graduate students or permission of instructor

Histories, Theories, and Philosophies of American Public Education (Art Ed 5120)

This course provides an overview of the histories and practices of art education and American public education from the pre-industrial era to present. Students investigate philosophical and political theories to better understand the matrix of connections between schooling, society, ideology, and culture. **3 Credits**

Prerequisites: Open to art education graduate students or permission of instructor

Doing Democracy: Pedagogies of Critical Multiculturalism (Art Ed 5125)

This course provides an overview of historical, ideological, and economic influences of white supremacy, capitalism, and patriarchy on democracy, public life, and schooling. Students critically investigate prevalent forms of multicultural education including conservative, plural, liberal, essential, and critical theories and practices. **3 Credits**

Prerequisites: Open to art education graduate students or permission of instructor

Cyberpedagogy (Art Ed 5200)

This course introduces students to philosophical, pedagogical, and practical aspects of using electronic imaging and communications technology in cultural production and art education. While teaching students to master particular software and hardware, the course will also promote a critical discussion of the social impact, aesthetic ramifications, and pedagogical strategies of these technologies. Through their class projects, students will engage in the hands-on production of images, the facilitation of critical media education, and the organization of a digital teaching portfolio.

3 Credits

Prerequisites: Open to second semester MAT students, MAAE students, or permission of instructor

Curriculum and Instruction: Resources and Methods (Art Ed 5211)

This course provides an overview of resources and pedagogical methods for teaching visual culture in elementary and secondary public schools taking into account local, state, and national standards. Students develop age appropriate curricula and praxis including lesson and unit planning, instructional strategies, and assessment procedures. **3 Credits**

Prerequisites: Open to second semester MAT students or permission of instructor

Psychological, Sociological, and Phenomenological Approaches to Teaching (Art Ed 5220)

This course provides an overview of psychological, sociological, and phenomenological approaches to teaching visual culture to diverse populations. Students investigate historical and current theories and philosophies of human growth and development, creativity, artistic development, cognition, and learning disabilities. Students observe, analyze, and evaluate a variety of k-12 art experiences involving exceptional children. **3 Credits**

Prerequisites: Open to second semester MAT students or permission of instructor

Graduate Art Education Thesis: Research as Social Inquiry (Art Ed 5290)

This course introduces students to innovative approaches to research and documentation including participatory and action research, interactive and collaborative projects, and performative and new media based presentations. Students develop original research projects that explore connections between personal interest and experience, professional development and praxis, discursive and performative practices, and historical and contemporary scholarship. **3 Credits**

Prerequisites: Open to second semester MAT students or permission of instructor

Colloquium: Dialogues on Art and Education (Art Ed 5300)

This course provides a forum for graduate students to discuss contemporary social issues relevant to art education. The course is designed to augment the graduate student's experience through readings, lectures, and dialogue that may not be contained within other art education graduate coursework. The colloquium will be self-directed, with readings and course schedule developed by the students in concert with faculty advisors. **1 Credit**

Prerequisites: Open to art education graduate students or permission of instructor

Cultural Approaches to Production (Art Ed 6100)

This course provides a context for the investigation of various social, political, personal, and historical purposes for cultural production in public schools. Students understand the role of personal experience, public memory, cultural narrative, intertextuality, audience, and agency in relation to cultural production. Students develop curricula to interpret, analyze, and teach various forms of visual culture relevant to diverse and exceptional populations including issues of race, class, gender, ethnicity, and sexual orientation. **3 Credits**

Prerequisites: Open to third semester MAT students or permission of instructor

Fieldwork: Elementary and Secondary Experiences (Art Ed 6190)

This course provides students with opportunities to observe, analyze, teach, and evaluate in elementary and secondary settings. Students build constructive relationships with K-12 students, faculty, staff, and community members at two fieldwork sites through active observation and concrete engagement. This experience provides groundwork, connections, and continuity to apprentice teaching. **3 Credits**

Prerequisites: Open to third semester MAT students or permission of instructor

Apprentice Teaching (Art Ed 6290)

This course provides students with in-depth experience teaching visual culture in elementary and secondary sites. Students are responsible for planning, implementing, teaching, and evaluating lessons and units for K-12 students. This fieldwork culminates with student presentations that highlight the apprentice teaching experience. **9 Credits**

Prerequisites: Open to fourth semester MAT students or permission of instructor

Electives

MAT coursework includes **6 credits** of electives in advanced art/design history, studio, or art/design analysis. Determination of specific courses will be made in concert with the Director of the Master of Arts in Teaching Program.

Art Education Faculty & Biographies

Dalida Maria Benfield

Chair, Art Education Certificate Program; Associate Professor, Art Education (1997). BA with honors, communications arts, 1986, University of Wisconsin-Madison; MFA, 1989, School of the Art Institute of Chicago. Additional studies: filmmaking, 1982-84, New York University. Teaching appointments: Assistant Professor, School of Art and Design, University of Illinois at Urbana-Champaign, 1995-97; Visiting Assistant Professor, University of Wisconsin-Madison, 1991-92; Video Production Instructor, Columbia College, 1990-92; others. Media arts appointments: Co-founder and Coordinator, Video Machete, 1994-present; Program Director, Women in the Director's Chair, 1993-95. Community/arts service: Board of Directors, The Crossroads Fund, 1998-present; member, Escuela Popular Nortena, a popular education organization, 1990-96; Board of Directors, Youth Struggling for Survival, 1996-1998; others. Judging panelist: Rockefeller Foundation, Independent Television Service, Illinois Arts Council, others. Exhibitions: Museum of Contemporary Art of Yucatan, 2001; Glass Curtains Gallery, Chicago, 2000; New Museum of Contemporary Art, NY; Sleeth Gallery, West Virginia Wesleyan College, VA; Mexican Fine Arts Center Museum, Chicago; others. Lectures/panel presentations: College Art Association, 1999 and 2001; Hamilton College, NY; Carleton College, MN; New York University, NY; others. Reviews: In These Times, Mujer Hispana, Angles, others. Honors and awards: Open Society Institute, 2001; MacArthur Foundation, 2001; National Endowment for the Arts-Arts in Education, 2001, for Video Machete; Paul Robeson Fund for Independent Media, 1996; Audience Choice Award; Chicago Latino Film Festival, 1993; National Endowment for the Arts/American Film Institute Regional Fellowship, 1990, 1991, 1993; others.

Jerome Hausman

Visiting Professor, Art Education (1985); BA, 1946, Cornell University; MA, 1950, ED.D., 1953; New York University. Studied at Pratt Institute, 1942; Art Students League, 1948. Taught: professor, Division of Creative Arts, New York University; academic vice president and professor, Massachusetts College of Art and Design. Other positions: consultant, John D. Rockefeller 3rd Fund; life member, Art Students League; president, Minnesota Private College Council; editor, National Art Education Association Research Yearbook; Studies in Art Education; Art Education; The Journal of the NAEA; trustee, Ragdale Foundation and Evanston Art Center; distinguished fellow, National Art Education Association; member, Council for Policy Studies in Art Education. Awards: NAEA Art Educator of the Year, 2001.

Drea Howenstein

Associate Professor, Art Education. BS, art, 1975; MA-MEd., ceramics /sculpture, 1976, Edinboro State University; MFA, 1993, sculpture/installation, Bard College Interdisciplinary Program. Studied: film studies, University of Pittsburgh/Pittsburgh Filmmakers, 1985-87. Taught: University of Pittsburgh; Westminster College; New School. Exhibited: Carnegie Mellon University; Carnegie Museum of Art; Corcoran Museum of Art; Tweed Museum of Art, MN; American Craft Museum, NY; Ohio State University at Columbus; Erie Art Museum; Johnstown Art Museum; others. Published: Artpaper; New Art Examiner; The New York Times; Journal of Social Theory in Art Education. Awards: NEA grant recipient, 1998; Pennsylvania Council on the Arts Fellowship; USA President's Citation Award; IDD Japan Fellowship; University of Illinois at Chicago CUERD Grant, 1997. Museum consultant, community-based arts program developer, and public artist.

Angela G. Paterakis

Professor Emeritus, Art Education; Director, BASIC Program (1983-2001). BAE, School of the Art Institute of Chicago; MA, University of Illinois at Urbana-Champaign; Certificate in Art Therapy, School of the Art Institute of Chicago. Published: Art Education: High School, National Art Education Association; editorial board, School Arts magazine. Awards: Outstanding Leadership, Illinois Art Education Association and Illinois Alliance for Arts Education; University Fellowship, University of Illinois at Urbana-Champaign. President, Illinois Alliance for Arts Education, 1991-93; Western Regional Director, Higher Education, National Art Education Association, 1993-95; Vice-President, Hellenic Museum and Cultural Center, 1994-98; arts education specialist to national, regional, and local advocacy groups, 1991-2000.

John Ploof

Assistant Professor, Art Education (1991). BFA, Pittsburgh State University; MFA, 1988, School of the Art Institute of Chicago. Concurrent position: artist-in-residence, Little City Foundation. Member: artists' collaborative group, Haha, with Wendy Jacob, Richard House, Laurie Palmer. Visiting artist: Cranbrook Academy of Art, Parsons School of Design/Lake Placid Center for the Arts; University of Chicago. Exhibits with Haha: Aperto, XLV Venice Biennale; Sculpture Chicago; New Museum of Contemporary Art/Cultural Services, French Embassy, NY; Magasin, Center National d'Art Contemporain, Grenoble, France; Ludwig Forum for International Art, Aachen, Germany; others. Awards: Arts Midwest/NEA Fellowship; Alaska State Council on the Arts Individual Artist Fellowship; with Haha: Louis Comfort Tiffany Foundation Artist Fellowship; Arts International Travel Grant; Grant Program for Interdisciplinary Artists.

Therese Quinn Assistant Professor, Art Education, Director of the Bachelor of Fine Arts with Emphasis in Art Education. AA, 1977, Sacramento City College; BFA, 1988, School of the Art Institute of Chicago; MED, 1996, University of Illinois at Chicago; Ph.D., 2001, University of Illinois at Chicago. Exhibit development: Field Museum of Natural History, Chicago Children's Museum. Selected publications: "I put Gertrude Stein in the closet, or how stories we don't tell bind us: A case for personal revelation in education (2001, Democracy and Education 13, 4); *Teaching for Social Justice: A Democracy and Education Reader* (1998, Teachers College Press and the New Press). Awards: Dean's Scholar Award, 2000, University of Illinois at Chicago; Ida B. Wells Critical Action Research Award, 2000, Center for Youth and Society at Chicago.

David G. Rodriguez Jr., O.F.M.

Instructor/College Apprentice Teaching Supervisor, Art Education (1995). BFA, 1979, College of St. Francis; MPS, 1984, Loyola University; M.Div., 1988, Catholic Theological Union; MA, 1993, interdisciplinary, Columbia College, Chicago; MFA, 2000, Maryland Institute College of Art. Additional studies: School of the Art Institute of Chicago; Art Institute of San Antonio. Concurrent appointment: Hales Franciscan High School, Chicago. Taught: Providence High School, New Lenox, IL. Exhibits/performances/lectures: Fox Gallery, Summer 1999; Alex Gallery, December 1999, Washington, D.C.; Courtyard Gallery, one man show, 1997; Columbia College; Museum of Science and Industry; St. Peters Church, Chicago; Joliet Cultural Center; St. Judes, New Lenox, IL. Awards: Coca Cola Fellowship; Maryland Institute College of Art; Albert P. Weisman Memorial Scholarship, Chicago. Artworks: Continuing Education, Joliet Junior College. Member of various committees including academic, mission statement, class management, fine arts, and theology.

E.W. Ross

Dean of Continuing Studies and Special Programs; Adjunct Associate Professor, Art Education (1981). BS, 1967, California State University at San Jose; MFA, 1980, School of the Art Institute of Chicago. Publications: *Art in America*; *High Performance*; *New Art Examiner*. Performances: University of Chicago; N.A.M.E. Gallery; University of Minnesota; Atlanta College of Art; Maryland Institute. Awards: Faculty Enrichment Grant; Illinois Arts Council; Chicago Council on Fine Arts; AICA Grant.

Don Seiden, ATR

Professor Emeritus (1962). BSAE, 1957, Institute of Design, Illinois Institute of Technology. Pioneered the field of Art Therapy in the Midwest; founded first program Art Therapy at Rush Medical Center Department of Psychiatry; developed Master of Arts in Art Therapy program at SAIC. Awards: Charter President, Illinois Art Therapy Association, "Regional Pioneer," American Art Therapy Association. Presentations: American & Illinois Art Therapy Associations. Exhibiting artist, lecturer, author, and private practice in art therapy.

Jerry Stefl

Placement Coordinator, Art Education (1997). BFA, 1970, and MFA, 1980, School of the Art Institute of Chicago. Taught: Columbia College, Chicago; Haystack Mountain School of Art. Concurrent appointments: Carl Sandburg High School; Division of Continuing Studies and Special Programs, School of the Art Institute of Chicago. Appointments: National Development Board of Advanced Placement Studio Art; President, Illinois Art Education Association. Exhibiting artist and lecturer. Awards: Marie Walsh Sharpe Artist/Educator Fellowship; Illinois Art Educator of the Year; Illinois Alliance of Arts Education Arts Educator of the Year; International Kohl Award for Exemplary Education; National Secondary Art Educator of the Year.

Kevin Tavin

Assistant Professor, Art Education; Director of Master of Arts in Teaching. BFA, art education, 1990, Maryland Institute College of Art; M.Ed., art education, 1996, Towson University; Ph.D. candidate, art education and cultural studies, Pennsylvania State University. Taught: Pennsylvania State University; Maryland Institute College of Art; Howard County Public Schools. Published: Book chapter: D. Weil & Anderson, H. (Eds.) *Perspectives in Critical Thinking: Essays by Teachers in Theory and Practice*; Journal articles: *The journal of social theory in art education*, *The journal of multicultural and cross-cultural research in art education*, *Visual Arts Research*; Other: *Maryland Art Education Association Gazette*, *National Art Education Association Advisory*, *National Art Education Association News*. Awards: Graduate Assistant Award for Outstanding Teaching, The Graduate School, Pennsylvania State University, 1999, Outstanding Art Educator of the Year, Maryland Art Education Association, 1994. Presentations: Numerous national and regional art education association conferences.

Visual Arts Content-Area Standards

*Content-Area Standards for Educators
Illinois State Board of Education
Division of Professional Preparation
Adopted June 2000*

STANDARD 1

The competent visual arts teacher understands the sensory elements, organizational principals, and expressive qualities of the visual arts.

STANDARD 2

The competent visual arts teacher understands the commonalties, distinctions, and connections in and among fine arts.

STANDARD 3

The competent visual arts teacher understands the process and production of the visual arts.

STANDARD 4

The competent visual arts teacher will be able to apply knowledge and skills necessary to create expressively and with technical proficiency in a range of media and processes.

STANDARD 5

The competent visual arts teacher will be able to analyze how the visual arts function in history, society, and everyday life.

STANDARD 6

The competent visual arts teacher understands how the visual arts shape and reflect history, society, and everyday life.

STANDARD 7

The competent visual arts teacher understands and is able to apply pedagogical knowledge and skills appropriate to the teaching of visual arts.

For more information, visit <http://www.isbe.net>

For More Information...

To make an appointment with the Director of Master of Arts in Teaching Program, please phone or write:

The School of the Art Institute of Chicago
The Department of Art Education
37 S. Wabash
Chicago, IL 60603

312-899-7482

The information in this packet is accurate to the best of our knowledge. We reserve the right to correct or change copy without notice. Please refer to the *Viewbook*, the *SAIC Bulletin*, the *Graduate Catalog* and the *Student Handbook* for official information about other academic programs and requirements. Students are responsible for knowing the policies, rules, and regulations stated in the *SAIC Bulletin*. It is also the student's responsibility to be aware of changes in the program, required coursework, testing, deadlines, and academic criteria.

It is the policy of the School not to discriminate on the basis of age, handicap, color, creed, national origin, religion, race, sex, or sexual preference in student recruitment and admissions, in financial aid programs, in student and employee services, in educational programs and activities, or in employment practices.

MAT Pre-Admission Transcript Self-analysis

Thank you for your interest in the Master of Arts in Teaching program at SAIC. In order to expedite the application process, the Department of Art Education requests that you review *all* transcripts from institutions you have previously attended. This transcript audit will help estimate the amount of prerequisites satisfied. A consultation with the Director of the Master of Arts in Teaching Program or the Program Coordinator of Credentialing, is required; during the consultation, your Self Analysis will be reviewed. PLEASE NOTE: Completion of program prerequisites does **NOT** guarantee admission to the program.

On the following page, list the number of credits, appropriate course number, title, and semester taken. Descriptions of prerequisite coursework are on the last page. Please supply this transcript analysis along with a copy of your transcripts in your transcript analysis meeting.

Please call (312) 899-7482 to arrange a transcript analysis meeting.

Please note that prospective applicants must schedule a transcript analysis meeting and formal interview **before applying** to the program. In addition, all outstanding prerequisites must be satisfied, as determined by the Department of Art Education, to begin the program.

Master of Arts in Teaching (MAT) Pre-Admission Transcript Self Analysis

Last _____ First _____ MI _____ Date _____

Please fill in columns below and bring to the transcript analysis meeting

Semester Credit-hours Completed	Courses in progress*	Total Semester Credit-hours Attempted	Semester Credit-hours Required	Course Name and Number and Semester Taken	Credit-hours Still Needed
			18 Studio Electives AND	Please use additional page	
			6 Drawing		
			3 2-D		
			3 3-D		
			3 4-D		
			3 Painting		
			3 Printmaking		
			3 Ceramics <i>OR</i> Sculpture		
			12 Art History AND	Please use additional page	
			3 Global Comparative/ Non-Western Art History		
			3 Communication(s)		
			3 Literature		
			3 Science		
			3 Math		
			3 Philosophy		
			3 History		
			3 Social Science(s)		
			Total Prerequisites Needed		

Please note that prospective applicants must complete an interview and transcript analysis before applying to the program. In addition, all outstanding prerequisites must be satisfied, as determined by the Department of Education, to begin the program.

***Courses in progress must be completed before beginning program.**

- **Forty-two credits** in Studio Art: Including 6 credits in drawing and 3 credits in each of the following; 2-Dimensional design, 3-Dimensional, 4-Dimensional design (which includes studio courses in film, video, sound, animation, and multi-media), painting, printmaking, and ceramics or sculpture
- **Twelve credits** in Art History
- **Three credits** in Global Comparative (non-Western) Art History or Visual and Critical Studies
Coursework includes visual and critical studies courses or art history courses in Asian art, African art, Oceanic art, Pre-Columbian art, etc.
- **Three credits** in Communication
Coursework includes exposition, creative writing, composition, technical writing, business and/or oral communication.
- **Three credits** in Literature
Coursework includes literature and composition.
- **Three credits** in Science
Coursework includes the study of the structure, function, growth, origin, evolution, and distribution of living organisms, including biology, botany, zoology, and/or the study of the history, philosophy, and methodologies used to describe the physical universe, including astronomy, chemistry, earth science, physics, geology, and physical geography.
- **Three credits** in Mathematics
Coursework includes the study of numbers, their form, arrangement, and associated relationships.
- **Three credits** in History
Coursework includes a chronological account of the origins and development of the United States or other countries, cultures, and/or civilizations, with emphasis on the contributions of different individuals and groups, and political systems.
- **Three credits** in Philosophy
Coursework includes the study of systematization or organization and criticisms of knowledge; including the general categories of aesthetics, epistemology, ethics, logic, metaphysics, religion and numerous subcategories.
- **Three credits** in Social Science(s)
Coursework includes the study of human achievement, including the development, history, and character of social, cultural and political organizations and of the methodologies used to describe and interpret these areas. Social science includes anthropology, cultural and political geography, economics, political science, sociology, and psychology.