

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

BFA With Emphasis in Art Education



Handbook & Information Packet

August 2002

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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 .

BFA with Emphasis in Art Education

The undergraduate art education program at The School of the Art Institute of Chicago (SAIC) prepares students to become critical teachers of visual culture while fulfilling the requirements for the State of Illinois K-12 art education certificate. The 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. Undergraduate students in the art education program learn skills, techniques, discourses, and performative practices to make, present, interpret, and teach visual culture. Art education students promote social change and agency by emphasizing activism, collaboration, innovation, professionalism, and social responsibility.

The BFA with emphasis in art education connects creative expression, theoretical knowledge, everyday experiences, and social critique, through studio, art history, liberal arts, and professional education classes. The professional education curriculum includes education seminars, pre-clinical field experiences, and apprentice teaching. The education seminars provide common ground for students to exchange ideas, build relationships, develop curriculum, and confront critical issues in art education. Students explore the purpose and function 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, the educational seminars help students understand art, education, and curricula as both products of history and potential sites for cultural change.

Pre-clinical field experiences and apprentice teaching allow art education students to 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 apprentice teaching fieldwork under the supervision of a cooperating teacher and faculty member. Students meet with faculty on a weekly basis to discuss their fieldwork.

Undergraduate students who complete the art education program are eligible for a Bachelor of Fine Arts with Emphasis in Art Education degree and an Illinois State Teacher Certificate, Art K-12, which qualifies graduates to teach art to students in Illinois public schools, kindergarten through 12th grade. Art Education graduates have gone on to teach in, chair, or supervise art programs of public and private elementary, middle and secondary schools, junior colleges, and universities. Graduates also work as museum educators, gallery directors, arts administrators, special education specialists in art and other related fields.

Admissions Criteria

Admission to the Bachelor of Fine Arts program at The School of the Art Institute of Chicago is prerequisite to the undergraduate art education program and to recommendation for certification. **Prospective art education students must first enter the Bachelor of Fine Arts program and schedule and complete a consultation with the Director of the BFA with Emphasis in Art Education at the earliest possible date to ensure compliance with curricular requirements.** Students then apply to the BFA with Emphasis in Art Education during the first semester of their junior year or equivalent. After the Art Education Certification Committee considers the application, the student will be informed in writing of the action taken.

Criteria for admission to the BFA with Emphasis in Art Education Program

1. Admission to the School of the Art Institute of Chicago's Bachelor of Fine Arts program
2. Consultation with the Director of the BFA with Emphasis in Art Education
3. At least a junior standing or equivalent with no more than 18 credits total remaining in Studio, Art History, and Liberal Arts courses, as required for the BFA with Emphasis in Art Education program (please refer to *Pre-Admission Credit Check* for specific courses required for the Art Education program)*
4. Knowledge of and proficiency with art materials and production techniques using a wide range of media
5. Motivation, commitment to teaching, ability to learn

To complete an application, the following are required (application form and materials will be made available upon request of the applicant):

1. Completed application
2. Official transcripts from each college attended including SAIC
3. A 500-1000 word statement of purpose
4. Letter of reference, using the form included with the application
5. Portfolio of art work/cultural production
6. An interview with the Art Education Department (separate from the initial meeting)

Once students enter the art education program they usually complete the program in three semesters. The three semesters include coursework in remaining studio, art history, liberal arts electives, and professional education.

Students have a maximum of three years, from the time they enter the Art Education program, to complete the program (including time off for leaves-of-absence.)

* NOTE: Completion of art education program prerequisites does NOT guarantee admission to the program.

Admissions Deadlines

For consideration for admission to the **FALL SEMESTER**, students must submit application materials no later than **March 1st**, previous to the fall semester in which s/he intends to begin the art education sequence of classes.

For consideration for admission to the **SPRING SEMSTER**, students must submit application materials no later than **October 1st**, previous to the spring semester in which s/he intends to begin the art education sequence of classes.

Materials may be mailed or hand-delivered to the Art Education Department, School of the Art Institute of Chicago, 37 South Wabash, 4th Floor, Room 33, Chicago Illinois, 60603. A box will be placed outside of the door to enable students to drop off materials. Applications must be received (not postmarked) by the dates listed above.

Students will be informed in writing of the Department's admission decision previous to the period of course registration.

Initial Program Requirements

Students planning to teach in Illinois must pass the Illinois State Teacher's Examinations in order to qualify for certification. The examination includes both a Basic Skills and Art Education test. The exams are usually offered four times a year. Successful completion of the Illinois Certification Testing System Basic Skills Test is required by the end of the first semester the student is enrolled in the Art Education program. Students are encouraged to take the test on the first possible date once the student is admitted to the Art Education 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. NOTE: the student will NOT be asked to leave the School at the Art Institute of Chicago.

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

For more information on retention / dismissal procedures, please see page 16.

BFA with Emphasis in Art Education **Curriculum Overview**

STUDIO	60 Credit Hours
Drawing	6 credits
2-D	3 credits
3-D	3 credits
4-D	3 credits
Painting	3 credits
Printmaking	3 credits
Ceramics OR Sculpture	3 credits
Electives(includes <i>Research Studio</i> for Freshman at SAIC)	36 credits
ART HISTORY	18 Credit Hours
Global Comparative Art History and/or Visual and Critical Studies	6 credits
Art History (includes 1001 & 1002)	12 credits
LIBERAL ARTS	30 Credit Hours
English	6 credits
Natural Science	6 credits
Social Science	6 credits
Humanities	6 credits
Mathematics	3 credits
Liberal Arts Electives	3 credits
ART EDUCATION	30 Credit Hours
Histories, Theories, and Philosophies of American Public Education (Semester I)	3 credits
Doing Democracy: Pedagogies of Critical Multiculturalism (Semester I)	3 credits
Curriculum & Instruction: Resources and Methods (Semester I)	3 credits
Psychological, Sociological, and Phenominological Approaches to Teaching (Semester II)	3 credits
Cultural Approaches to Production(Semester II)	3 credits
Fieldwork: Elementary and Secondary Experiences (Semester II)	3 credits
Apprentice Teaching (Semester III)	12 credits
	TOTAL: 138 CREDITS

Comparison of BFA and BFA with Emphasis in Art Education at SAIC

Bachelor of Fine Arts	Bachelor of Fine Arts with Emphasis in Art Education
Studio 72	Studio 60
Art History 18 Includes Art History 1001 and 1002	Art History 18 Global Comparative Art History/ Visual and Critical Studies (6) 1001 and 1002 and Electives (12)
Liberal Arts 30 English (6) Natural Science (6) Social Science (6) Humanities (6) Liberal Arts Electives (6)	Liberal Arts 30 English (6) Natural Science (6) Social Science (6) Humanities (6) Math (3) Liberal Arts Electives (3)
	Professional Education 30 Hist., Ther., Phil. (3) Doing Democracy (3) Curriculum and Instr. (3) Psych., Soc., Phen. (3) Cultural Approaches (3) Fieldwork (3) Apprentice Teaching (12)
General Electives 12 Studio, Art History, or Liberal Arts	
Total Credit Hours 132	Total Credit Hours 138

Note: General electives, beyond the required art education curriculum, are not applicable to the BFA with Emphasis in Art Education.

SAMPLE Four-Year Plan for the BFA with Emphasis in Art Education

Sample Program – First Year			
SEMESTER I	Credits	SEMESTER II	Credits
*2-D (First-Year studio coursework)	3	*Research Studio (First-Year studio coursework)	3
*3-D (First-Year studio coursework)	3	*4-D (First-Year studio coursework)	3
Drawing (Studio)	3	Painting (Studio)	3
*Essay Writing (English)	3	*Writing Workshop (English)	3
*Art History 1001 (Art History)	3	*Art History 1002 (Art History)	3
Total Credits	15	Total Credits	15
Sample Program – Second Year			
SEMESTER I	Credits	SEMESTER II	Credits
Printmaking (Studio)	3	Ceramics OR Sculpture (Studio)	3
Drawing (Studio)	3	Studio Elective (Studio)	3
Studio Elective (Studio)	3	Studio Elective (Studio)	3
Studio Elective (Studio)	3	The Science of Vision (Natural Science)	3
Visualized Communities (Global Comparative AH/Visual and Critical Studies)	3	Capitalism, Socialism, & Future (Social Science)	3
College Mathematics (Math)	3	Deconstructing Disney (Art History)	3
Total Credits	18	Total Credits	18
Sample Program Summer Semester(s)			
SUMMER SEMESTER(S)	Credits		
Studio Elective (Studio)	3		
Studio Elective (Studio)	3		
Black Chicago (Liberal Arts Elective)	3		
The Social Production of Art (Art History)	3		
Total Credits	12		
Sample Program – Third Year			
SEMESTER I	Credits	SEMESTER II	Credits
Studio Elective (Studio)	3	Studio Elective (Studio)	3
Studio Elective (Studio)	3	Issues Gay/Lesbian Phil. (Humanities)	3
The Artist in Society (Social Science)	3	Curriculum & Instruction (Art Ed)	3
Green Map Project (Natural Science)	3	Hist., Theor., Phil. Public Ed (Art Ed)	3
Contempor. Social Issues (Humanities)	3	Doing Democracy (Art Ed)	3
Zen and Arts (Global Comparative AH/Vis.Crit.)	3		
Total Credits	18	Total Credits	15
Sample Program – Fourth Year			
SEMESTER I	Credits	SEMESTER II	Credits
Studio Elective (Studio)	3	Apprentice Teaching (Art Ed)	12
Studio Elective (Studio)	3		
Psych., Socio., & Phenom. (Art Ed)	3		
Cultural Approaches to Production (Art Ed)	3		
Fieldwork: Elem. & Sec. (Art Ed)	3		
Total Credits	15	Total Credits	12
TOTAL CREDITS		138	

* Required First-Year coursework at SAIC

Specific courses selected are for example only, with the following exceptions:

- 1) Studio courses must include six credits of drawing and three credits each of 2-D, 3-D, 4-D, painting, printmaking, and ceramics OR sculpture (first year program satisfies specific studio requirements of 2-D, 3-D, 4-D, and one studio elective)
- 2) Six of the required 18 credits in Art History must be Global Comparative Art History /Visual & Critical Studies
- 3) All Art Education courses are required and apprentice teaching is the culminating experience and exclusive course of the final semester

All courses are available at SAIC, but not every semester

Field Experiences and Clinical Practices

During field experiences (Art Ed. 4390) and clinical practices (Art Ed. 4490), students acquire and demonstrate knowledge, skills, and performative practices necessary to facilitate critical learning in and through visual culture for all students. Throughout 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.

Each student works with a minimum of two 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 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 fieldwork per semester and four visits per clinical experiences per semester. In addition, during fieldwork 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 experiences)

Assignment to apprentice teaching is dependent upon successful completion of the following program requirements:

- 60 semester hours Studio (including all studio requirements)
- 18 semester hours of Art History (including 6 semester hours of Global Comparative Art History and/or Visual and Critical Studies)
- 30 semester hours of Liberal Arts
- 18 semester hours of professional /art education courses:
 - ARTED 3120
 - ARTED 3125
 - ARTED 3211
 - ARTED 4100
 - ARTED 4220
 - ARTED 4390

Art Education students are required to schedule an appointment with Director of the BFA with Emphasis in Art Education 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 4390).
- Students scheduled to complete Apprentice Teaching (ARTED 4490) 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 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.

Recommendation for Certification

Individuals who successfully complete the School of the Art Institute's BFA with Emphasis in Art Education program may qualify for (Initial) certification in Art Education, K-12 for the State of Illinois (*Standard 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 IL 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.
4. The Director of the BFA with Emphasis in Art Education 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 the BFA with Emphasis in Art Education 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 BFA with Emphasis in Education 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 12 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 the BFA with Emphasis in Art Education Certification 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, or graduate from SAIC with an undergraduate degree other than, the BFA with Emphasis in Education. Students cannot retroactively complete any requirements for the BFA with Emphasis in Education after departing SAIC.

It is strongly recommended that students successfully completing the BFA with Emphasis in Art Education 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.

Retention/Dismissal Guidelines and Criteria

The guidelines and criteria governing retention/dismissal within the Art Education Program are:

1. Review of each student's academic performance on a regular basis. Students must receive "Credit" (CR) to indicate successful completion of each course required for the Art Education program. If a student receives "No Credit" (NC) once for any required Art Education course, that student will be placed on department probation for the remainder of the program. Any subsequent NC for any required Art Education course will result in dismissal from the Art Education program. If a student receives two NC's in any required Art Education coursework in any given semester, that student will be asked to leave the program. NOTE: Students dismissed from the Art Education Program are not necessarily required to leave the School of the Art Institute of Chicago.*
2. Students who fail to successfully complete apprentice teaching are reviewed by a committee comprised of art education faculty. The committee determines whether the student may elect to re-enroll in Apprentice Teaching. At this meeting the policies and procedures governing Assessment of Teaching Competency and Suitability are followed.
3. Successful completion of the Illinois Certification Testing System Basic Skills Test is required, within the first semester after entering the Art Education program. A student will be placed on departmental Academic Probation if a failing score is received; additionally, the student will be recommended for tutoring at the School's Learning Center to correct any deficiency. If a student receives a failing score in the second attempt of the Basic Skills test, the student will be required to leave the Art Education program. NOTE: Dismissal from the Art Education program applies to the program ONLY; it does NOT equate to dismissal from the School at the Art Institute of Chicago.*

*Please refer to the "Academic and Administrative Policies" section of the *SAIC Bulletin* for guidelines regarding retention and dismissal policies of the Institution.

BFA with Emphasis in Art Educaiton **Course Descriptions**

Art Ed. 3120 Histories, Theories, and Philosophies of American Public Education

(3 credits)

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.

Prerequisites: Open to BFA with Emphasis in Art Education students or permission of instructor.

Art Ed. 3125 Doing Democracy: Pedagogies of Critical Multiculturalism

(3 credits)

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.

Prerequisites: Open to BFA with Emphasis in Art Education students or permission of instructor.

Art Ed. 3211 Curriculum and Instruction: Resources and Methods

(3 credits)

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 procedure

Prerequisites: Open to BFA with Emphasis in Art Education students or permission of instructor.

Art Ed. 4100 Cultural Approaches to Production

(3 credits)

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.

Prerequisites: Open to BFA with Emphasis in Art Education students or permission of instructor.

Art Ed. 4220 Psychological, Sociological, and Phenomenological Approaches to Teaching

(3 credits)

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.

Prerequisites: Art Ed. 3120 or permission of instructor

Art Ed. 4390 Fieldwork: Elementary and Secondary Experiences

(3 credits)

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.

Prerequisites: Art Ed. 3120, Art Ed. 3211, and Art Ed. 3125 or 4100

Art Ed. 4490 Apprentice Teaching

(12 credits)

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.

Prerequisites: Art Ed. 3120, Art Ed. 3125, Art Ed. 3211, Art Ed. 4100, Art Ed. 4200, Art Ed. 4390

Art Education Faculty & Biographies

Dalida Maria Benfield

Associate Professor, Chair, 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. 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. 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/performance/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 Steff

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>

BFA with Emphasis in Art Education Pre-Admission Credit Check Evaluation

Last _____ First _____ MI _____ ID# _____ Date _____

Transfer Credits Completed	SAIC Credits Completed	Courses in Progress	Total Credits Attempted	Credits Required	Credits Still Needed
				36 Studio Electives AND	
				6 Drawing	
				3 2-D	
				3 3-D	
				3 4-D	
				3 Painting	
				3 Printmaking	
				3 Ceramics OR Sculpture	
				12 Art History AND	
				6 Global Comparative Art History and/or Visual and Critical Studies	
				6 English	
				6 Natural Science	
				6 Social Science	
				6 Humanities	
				3 Mathematics	
				3 Liberal Arts Electives	
				Credits Still Needed (Non ArtEd)	
				Art Education Courses	
				3 Hist., Ther., Phil.	
				3 Doing Democracy	
				3 Curriculum and Instr.	
				3 Psych., Soc., Phen.	
				3 Cultural Approaches	
				3 Fieldwork	
				12 Apprentice Teaching	
				138 Total	

Signature of Advisor _____ Signature of Student _____

Anticipated Date of Apprentice Teaching _____

Comments:

For More Information...

To make an appointment with Director of the BFA with Emphasis in Art Education, 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*, 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.