The Master of Arts in Teaching (MAT) program nurtures art educators who are both professionally grounded in practice and engaged in the larger discourse about contemporary visual culture, social justice, and community-based change.

The 48-credit Master of Arts in Teaching (MAT) teacher preparation program prepares candidates to become critical teachers of art and visual culture. The program meets the current requirements for the Illinois K-12 Visual Arts Teaching License and includes training in both elementary and secondary settings.

The curriculum is grounded in seminars that address ethical and pedagogical issues, the history and philosophy of public education, and cyber-pedagogy. MAT students complement their rigorous academic training with more than 600 hours of hands-on experience in Chicago classrooms. To complete their studies, MAT candidates present a thesis topic and project that emphasizes their area of interest, and academic and artistic strengths.
Adam J. Greteman, Adjunct Assistant Professor and Program Director, had recent articles in QED: A Journal in GLBTQ Worldmaking, Discourse: Studies in the Cultural Politics of Education, Educational Philosophy and Theory, and The Journal of Social Theory in Art Education. In 2015, he was an invited lecturer/writer at Creighton University, the Social Co-Chair for the Queer Special Interest Group for the American Educational Research Association (AERA), and presented his research at AERA and the National Art Education Association (NAEA).

Olivia Gude, Angela Paterakis Professor of Art Education, was awarded the National Art Education Association’s 2014 Manuel Barkan “article of the year” award for New School Art Styles: the Project of Art Education. Gude’s current work focuses on the collaborative reimagining of the culture and curriculum of art education. Gude has presented keynotes in Singapore, Korea, Denmark, Canada, and 20 U.S. state art education conferences.

Adjunct Associate Professor Rebecca Keller’s recent activities include sculptural installations at the Museum of Contemporary Art, Chicago and the International Museum of Surgical Science, as well as essays and creative writing in The Public Historian and Calyx. Keller will convene a panel on Artists, Institutions and Social Practice: An Identity Crisis for the Social Theory, Politics and the Arts Conference in Ottawa, CA, and deliver a guest lecture at the University of the Arts in Berlin.

Nicole Marroquin, Assistant Professor and member of the feminist art collective Multiuso, was awarded the Propeller Fund’s 2014 studio residency at Mana Contemporary for research and art in Chicago’s Pilsen neighborhood. Marroquin’s research on the 1973 uprising at Froebel Branch high school has been presented at Version14, The International Latino/a Studies Conference, in Revista Contratiempo, and for The City Lost and Found: Capturing New York, Chicago, and Los Angeles, 1960–1980 at the Art Institute of Chicago.

In 2015, Professor John Ploof’s transdisciplinary work in art and education was represented, through publication of an essay and project documentation, in two volumes of Chicago Social Practice History, a series of four books edited by Mary Jane Jacob and Kate Zeller. These publications are: Immersive Life Practices, edited by Daniel Tucker, and Support Networks, edited by Abigail Satinsky. Haha’s early work was revisited by Joshua Dector et al. in Exhibition as Social Intervention: ‘Culture in Action’ 1993, Bern, Switzerland and New York: Afterall Books in association with the Center for Curatorial Studies, Bard College.

Associate Professor Karyn Sandlos’s scholarly interests include sexuality education, adolescence, psychoanalysis and film. Since 2012, with the support of an SAIC EAGER Grant, Karyn has been working in collaboration with the New York-based youth literacy and film organization Scenarios USA to conduct a research project entitled Youth Reframing the Landscape of Sexual Health Education: A Pilot Study of a Local School District. The project has been awarded grants from the Montiz Family Foundation and the Irving Harris Foundation. In conjunction with the pilot, Karyn teaches a project-based graduate seminar at SAIC, ARTED 5106: Collaborations — Youth Media Action.