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ART EDUCATION at SAIC

We are a community of artists, educators, organizers, designers, curators, teachers, administrators, archivists and activists. We are engaged in the ongoing work of bringing into being, cultivating, restoring and sustaining cultures of joy, justice, care and critical generosity.

Students come to the SAIC Art Education Department to gain the knowledge, skills and resources that they need to manifest their deeply felt vocations as artists and educators, to enhance their own creative potentials and to collaboratively build resilient, creative democratic communities.

The SAIC Art Education programs are uniquely situated within the vital and diverse cultural and artistic communities of Chicago, providing a wealth of experiences and opportunities for mentorship in museums, schools, and community settings.

There are three SAIC art education programs:

- Master of Arts in Art Education—MAAE
  leading to art education careers in museums, community settings, art organizations, and socially engaged arts practices

- Master of Arts in Teaching—MAT
  leading to art education careers, including licensure to teach Visual Arts K-12 in Illinois public schools

- Bachelor of Fine Arts with Emphasis in Art Education—BFAAE
  leading to art education careers, including licensure to teach Visual Arts K-12 in Illinois public schools

The SAIC Art Education programs are uniquely situated within the vital cultural and artistic communities of Chicago, providing a wealth of experiences and opportunities for mentorship in museums, schools, and community settings.

For information on Graduate Admissions to the Master of Arts on Art Education
http://www.saic.edu/admissions/grad/apply/maae/

Questions:
Contact: Office of Admissions at gradmiss@saic.edu or 800.232.7242
Sarah Ross, MAAE Program Director at sross1@saic.edu
Master of Arts in Art Education—MAAE—Program Overview

The MAAE program reflects the expanded field of art and design education, preparing candidates for careers in arts, educational and social service institutions, museums, galleries, public and private universities, cultural centers, community-based organizations, NGOs, and other learning sites. The program focuses on contemporary cultural production, socially engaged art and design practices, curriculum design, social justice pedagogical practices, audience advocacy, museum education, exhibition development/interpretation, and design activism.

Engaging contemporary art and theory in graduate seminars is balanced with opportunities to work with various communities, audiences, and organizations and through internships and fieldwork. Students have many opportunities to teach the making and interpretation of art and design, to develop arts-based curricula, or to facilitate cultural programming. Individually designed fieldwork experiences support the research for innovative final thesis projects.

While full-time students usually complete the program in four semesters, the department welcomes part-time students, offering some evening classes to accommodate the schedules of those working at fulltime jobs. In special circumstances, with approval of the MAAE Director, it may be possible to complete the degree in three regular semesters (usually with some courses taken in a summer semester).

Customized Curriculum

Working closely with the Director of the MAAE Program and other faculty, students identify and focus their research interests and career goals and design a curriculum that aligns with their anticipated completion pace and supports their unique professional pathways. Required core Art Education courses focus on cultural approaches to making, social theory, critical pedagogy, ethical issues in community-based art programs, museum education, design education, socially engaged practice, and pedagogies of media and technology. Students may also pursue electives in studio practice, art history, arts administration, architecture, interior architecture and designed objects, exhibition studies, historic preservation, liberal arts, visual critical studies, and writing. Throughout the program, visiting professionals present diverse perspectives representing expanded conceptions of art and design education. Each student’s curriculum culminates in a fieldwork project and final thesis.

Balancing Reflection and Action

Engaging contemporary art and theory in core program seminars and developing their artistic practices through studio and project-based courses is balanced with opportunities to work with various communities, audiences, and organizations through internships and fieldwork. Thus, students have many opportunities to develop arts-based projects, teach in community settings, and/or facilitate cultural programming. Throughout the program, visiting professionals share diverse perspectives and experiences about their innovative strategies for combining arts experiences, community engagement, and social activism. Each student’s curriculum culminates in a fieldwork project and final thesis project.

Fieldwork

A key aspect of the MAAE degree is students engaging in significant experiences and research in their focus area. At least one course doing fieldwork or participating in an internship is required. Fieldwork usually occurs in the third semester of study. Sites for fieldwork or internships include museums, community organizations, arts education organizations, or other related sites. In the Fieldwork course, students gain professional
experiences and deepen their pedagogical and artistic practices. These individually designed practicum experiences combined with research form the basis for innovative final thesis projects.

Students may choose between two different types of fieldwork experiences: either independently identifying and choosing a site in consultation with the MAAE Director or working at a site located and approved through the SAIC Career and Professional Experience Office (CAPX). [http://www.saic.edu/lifeatsaic/careerandprofessionalexperiencecapx/](http://www.saic.edu/lifeatsaic/careerandprofessionalexperiencecapx/) and approved by the MAAE Director.

In Graduate Thesis Fieldwork (6105 001), each student designs their own fieldwork experience; including site selection, work plan, and advising schedule. The Fieldwork Advisor works on an individual basis with each student to develop and revise plans and support the student’s progress throughout the semester. In a Graduate CAPX Elective Internship (6105 002), students develop independent research and practice projects at sites identified and approved by CAPX SAIC.

In recent years, students have engaged in fieldwork and internships in various departments at the Art Institute of Chicago, Chicago Children’s Museum, Chicago Park District, Chicago Public Art Group, Chicago Public Schools, Chinese American Museum of Chicago, Detroit Institute of the Arts, Harold Washington Library, SAIC at Homan Square, Hubbard Street Dance, Insight Arts, LGBTQ Center on Addison, Louder Than A Bomb, Milwaukee Art Museum, Museum of Contemporary Art in Chicago, Next.cc, Project Onward, Puerto Rican Cultural Center, Rumble Arts Center, South Side Community Art Center, Storycatchers Theatre: Youth Development Organization, Street-Level Youth Media, and Young Chicago Authors, as well as many other community cultural organizations and public and alternative schools.

In addition to sites, resources, and internships within the greater Chicagoland area, students are also able to coordinate internships and fieldwork in other cities during summer and winter interim semesters.

International students meet with SAIC International Student Services to complete authorization paperwork before registering for off-campus fieldwork. [http://www.saic.edu/lifeatsaic/internationalaffairs/internationalstudentservices/](http://www.saic.edu/lifeatsaic/internationalaffairs/internationalstudentservices/)

Field experiences and internships are the basis of developing, researching, and writing the culminating MAAE thesis.

**Thesis Project**

Students’ course of study culminates in a written thesis, or a thesis project that combines a written component with other media. During the first year of the MAAE Program, students with the support of faculty, identify, expand, and deepen their research focus. The thesis proposal and project are developed through a sequence of courses (Thesis I, Fieldwork, Thesis II). In their final semester each student works individually with an advisor to develop and write their thesis. The completed thesis project is presented in a public forum in which students share their projects and frame the significance of this work for the field and for communities.

Each graduating student participates in a Defense Panel with their advisor, reader, and other invited guests in which they discuss the penultimate draft of their completed thesis and identify any final changes needed to ensure the rigor and accuracy of the work. After final revisions are made, an advisor-approved professionally edited thesis is submitted to the Art Education department which will submit the thesis to the Flaxman Library.

SAIC Art Education theses can be viewed in the John M. Flaxman Library as well as the Ryerson and Burnham libraries. For more information and to do a catalog search for theses: [http://libraryguides.saic.edu/thesis](http://libraryguides.saic.edu/thesis)
MAAE INFORMATION on DEGREE COMPLETION

Full and Part-Time Status
Students have up to 4 years to complete the degree upon matriculation (beginning the program).

The MAAE program is designed to be a full-time program completed in four semesters. Nine credit hours constitute full-time enrollment although as many as 15 credit hours may be earned in any semester.

It is possible to work with the MAAE Director to make a plan to complete the degree in three regular semesters (and summer work). Financial aid plans can be adjusted to accommodate an accelerated completion plan.

Students may also pursue the degree at a slower pace, through enrolling as a part-time student. A minimum of six credit hours per semester is required of all students for continued enrollment in the MAAE program unless permission is received from the MAAE Director.

Transfer Credit
A minimum of 30 credit hours of the MAAE degree must be completed at the School of the Art Institute of Chicago. Up to 6 hours of transfer credit may be requested at the time of application for admission. Approval of requested transfer credits will only be approved as part of the application and admission process. This request must be filed with the graduate admission’s office before the add/drop period of the first semester. No transfer credit will be accepted beyond the final day of the first semester.

Advising & Approvals
Choice of electives, thesis projects, and internships and fieldwork sites are subject to the approval of the MAAE Director.

Extended Time for Thesis Completion
MAAE students who have not successfully completed and submitted their final thesis by the end of their final semester of coursework will receive an In Progress (IP) grade for the Thesis II course. The IP grade remains in effect until the thesis is completed and the grade is changed to Credit (CR), by the advisor, upon successful completion and submission of the thesis. The grade will automatically change to NCR, if the thesis is not submitted by the date of the statute of limitation for degree completion. (See the SAIC Bulletin for more information.)

MAAE students who need to work on their thesis beyond their final semester of coursework will carry the IP grade and will be charged a $500 fee per semester until the thesis is completed or the statute of limitation is reached. The fee will be assessed to the students after the add/drop period for each fall and spring semester that the IP grade remains in effect.
# MAAE Degree Requirements

<table>
<thead>
<tr>
<th>Required MAAE Seminars</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTED 5103</td>
<td>Social Theory for Artists &amp; Cultural Workers</td>
</tr>
<tr>
<td>ARTED 5105</td>
<td>Ethical and Pedagogical Issues in Art Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Art Education Courses  &lt;br&gt; (choose 3 from this list)</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTED 5011</td>
<td>Understanding Curriculum: Politics and Pedagogies</td>
</tr>
<tr>
<td>ARTED 5106</td>
<td>Art in Communities: Collaborations</td>
</tr>
<tr>
<td>ARTED 5028</td>
<td>Art and Design as a Social Force: Collaboration</td>
</tr>
<tr>
<td>ARTED 5030</td>
<td>Museum as Critical Curriculum</td>
</tr>
<tr>
<td>ARTED 5109</td>
<td>Dialectical Practices in Research &amp; Cultural Production</td>
</tr>
<tr>
<td>ARTED 5116</td>
<td>Interpretation: Exploring Meaning &amp; Identifying Bias</td>
</tr>
<tr>
<td>ARTED 5118</td>
<td>Teaching Art at the College Level</td>
</tr>
<tr>
<td>ARTED 5125</td>
<td>Doing Democracy: Pedagogies of Critical Multiculturalism</td>
</tr>
<tr>
<td>ARTED 5200</td>
<td>Cyberpedagogy</td>
</tr>
<tr>
<td>ARTED 5210</td>
<td>Cyberpedagogy Lab</td>
</tr>
<tr>
<td>ARTED 6100</td>
<td>Cultural Approaches to Production</td>
</tr>
<tr>
<td>ARTED 6030</td>
<td>Museum Education: History, Theory &amp; Practice</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Art History</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTHI 5002</td>
<td>Graduate Survey of Modern &amp; Postmodern Western Art</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Focus Area Elective Courses  &lt;br&gt; (choose 3 seminar or studio courses from any of the following areas at SAIC)</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Education</td>
<td>Internship/CAPX Elective Internship</td>
</tr>
<tr>
<td>Architecture, Interior Architecture Designed Objec</td>
<td>Historical Preservation</td>
</tr>
<tr>
<td>Art History, Theory, &amp; Criticism</td>
<td>Liberal Arts</td>
</tr>
<tr>
<td>Arts Administration &amp; Policy</td>
<td>Visual Critical Studies</td>
</tr>
<tr>
<td>Design Education</td>
<td>Studio</td>
</tr>
<tr>
<td>Exhibition Studies</td>
<td>Writing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Core</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTED 6105</td>
<td>Fieldwork/Internship: Thesis Fieldwork*</td>
</tr>
<tr>
<td>ARTED 6109</td>
<td>Thesis I: Research Methodologies</td>
</tr>
<tr>
<td>ARTED 6110</td>
<td>Thesis II: MAAE</td>
</tr>
</tbody>
</table>

## Total Credit Hours  <br> 36

### Additional Graduation Requirements:


* Focus area electives are chosen in consultation with the MAAE program director during advising. If you choose a 3000 or 4000 level course, you may register on your own. If you wish to take a lower level studio class (below 3000), please discuss and seek approval with the MAAE Director during advising. To register for a 2000 level course, contact the Registrar’s Office, identifying yourself as an MAAE student, and request that you be registered for desired course.
Planning Curriculum and Courses — First Semester and Beyond

Three courses (9 credits) constitute full time status

First Semester

Before your first semester the Department of Art Education will enroll you in your classes. In future semesters, graduate students may register themselves.

First semester MAAE students (along with first semester MAT students) take the Social Theory for Artists course and the Ethical and Pedagogical Issues course to gain a strong foundation in theory and practice in the expanded field of Art Education. The Art History Graduate Survey of Modern and Contemporary Art course requirement is also an important foundation in understanding contemporary art in relation to contemporary art education practices.

Students interested in taking a fourth class during their first semester are encouraged to choose their elective course from the menu of required Art Education offerings. During that time the department will attempt to get you your first elective choice, but if a course is already filled the Department will attempt to enroll you in stated alternative choices. For this reason, it is important that your alternates do not conflict with required courses.

For the following semesters after consulting with the MAAE Director, students can select electives that support their focus areas from the Art Education as well as from other departments.

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSES</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall (Semester I)</td>
<td>ARTED 5103 Graduate Seminar IV: Social Theory for Artists</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ARTED 5105 Ethical and Pedagogical Issues</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ARTED 5002 Graduate Survey of Modern and Contemporary Art</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Students choose an optional 4th class from MAAE Focus Areas</td>
<td>3</td>
</tr>
<tr>
<td>Spring (Semester II)</td>
<td>ARTED 6109 Graduate Art Education Thesis: Research as Social Inquiry</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Studio/Art History/Arts Administration/Art Education Electives</td>
<td>6</td>
</tr>
<tr>
<td>Summer (optional)</td>
<td>ARTED 6105 Graduate Fieldwork or CAPX Fieldwork</td>
<td>3</td>
</tr>
<tr>
<td>Fall (Semester III)</td>
<td>ARTED 6110 Thesis II (only for students completing in three semesters)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ARTED 6105 Graduate Fieldwork or Coop Fieldwork</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Studio/Art History/Arts Administration/Art Education Electives</td>
<td>3 or 6</td>
</tr>
<tr>
<td>Spring Semester IV.</td>
<td>ARTED 6110 Thesis II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Studio/Art History/Arts Administration/Art Education Electives</td>
<td>6</td>
</tr>
<tr>
<td>TOTAL CREDIT HOURS</td>
<td></td>
<td>36</td>
</tr>
</tbody>
</table>
POSSIBLE FOCUS AREAS AND ELECTIVES

Following are three examples of possible Focus Areas that MAAE students have followed to pursue particular areas of interest. Students are encouraged to follow these as examples or to design unique areas of focus for their developing practices in the expanded field of art education.

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADVANCED CURRICULUM STUDIES FOCUS</strong></td>
<td></td>
</tr>
<tr>
<td>ARTED 5011 Understanding Curriculum: The Politics and Pedagogy of Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>(recommended as a foundation course for this focus)</td>
<td></td>
</tr>
<tr>
<td>ARTED 5118 Teaching Art at the College Level</td>
<td>3</td>
</tr>
<tr>
<td>ARTED 5200 Cyberpedagogy or ARTED 5210 Cyberpedagogy Lab</td>
<td>3</td>
</tr>
<tr>
<td><strong>COMMUNITY ARTS PRACTICES FOCUS</strong></td>
<td></td>
</tr>
<tr>
<td>ARTED 5028 Art &amp; Design as Social Force: Collaboration</td>
<td>3</td>
</tr>
<tr>
<td>(recommended as foundation course for this focus)</td>
<td></td>
</tr>
<tr>
<td>ARTED 3044 Site/Environment/Communities</td>
<td>3</td>
</tr>
<tr>
<td>ARTED 5106 Art in Communities: Collaborations</td>
<td>3</td>
</tr>
<tr>
<td><strong>MUSEUM &amp; EXHIBITION STUDIES FOCUS</strong></td>
<td></td>
</tr>
<tr>
<td>ARTED 6030 Museum Education: History, Theory, Practice</td>
<td>3</td>
</tr>
<tr>
<td>(recommended as foundation course for this focus)</td>
<td></td>
</tr>
<tr>
<td>ARTED 5030 Museum as Critical Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>ARTED 5116 Interpretation: Exploring Meaning</td>
<td>3</td>
</tr>
</tbody>
</table>
ART EDUCATION GRADUATE LEVEL COURSES

ARTED 3044 (3 credits)
Site/Environment/Communities
This course will examine strategies for working on site, gaining an understanding of the complex intersection of the social, cultural, built, and natural environment that is so essential to the creation of artist’s interventions, independently or in collaboration with others, in and out of the art world. Working individually and in groups, students will conduct research, critically and creatively analyze site, identify opportunities and issues, and develop and present project proposals. The specifics of location, materials, communities, participants, partnering institutions, funding and facilitation will be identified throughout this process. This course provides pragmatic preparation for actually undertaking projects outside of the studio.

ARTED 5011 (3 credits)
Understanding Curriculum: Politics and Pedagogies of Curricula
This course provides an overview of curriculum theory by exploring curricula as historical, cultural, social, and political texts and practices. Teacher candidates 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.

ARTED 5028 (3 credits)
Art and Design as a Social Force: Collaboration
The objective for this course is to enable students to collaborate with diverse populations and to broaden their ability to make art with people. A combination of lecture, discussion, and community fieldwork will provide an opportunity to link teaching philosophy with experience. Topics include social theory, identity formation, political activism, critical pedagogy, ‘public art,’ and art as a force for social transformation. Course requirements include: research, project proposals, curriculum development, participation in an approved collaborative community-based project, and documentation. Students will be expected to spend at least three hours per week at their community field site. This course counts as studio credit.

ARTED 5030 (3 credits)
Museum as Critical Curriculum
As museums develop more sophisticated education and community programs, how can teachers, artists and arts organizers become more effective using a museum’s resources to create curriculum? This course will survey innovative strategies developed locally, nationally and internationally to imbed museum-based curriculum in the active lives of communities, and to imprint the cultural initiatives of communities on museums. Students of this course will design curricular units with Chicago Public School or community organization classrooms.

ARTED 5103 (3 credits)
Social Theory for Artists
This seminar involves readings and discussions of works by social theorists who have had or might have consequences for artists’ approaches to their own practices, as well as the interpretation of artistic production in general. It is not intended to be a survey of aesthetic theories, but rather will consider various questions concerning social relations and institutions, as well as basic premises that inform different conceptual approaches to these issues. Students will also read work that deals with the production and consumption of art using particular social-theoretical frameworks. Open to all students senior level and above.
ARTED 5105 (3 credits)
**Ethical and Pedagogical Issues: Cultural Workers in the Public Sphere**
This course examines theoretical and practical issues implicit in the conceptualization of the public sphere. Teacher candidates 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. Teacher candidates research and develop individual and collaborative creative work including interviews, observations, and proposals for an ethical community-based project.

ARTED 5106 (3 credits)
**Art in Community: Collaborations**
This seminar is a direct application of the theory and conceptual framework for community-based art programming. Participants investigate new models for making art in the community, collaborating with a prearranged Chicago area audience, organization, and site. Collaborative art endeavors include indoor and outdoor site-specific work, installations, environments, performances, exhibitions, and special projects. Seminar sessions discuss and reflect the ethics, aesthetics, and challenges of 'public art' in community. Open to all graduate students.

ARTED 5109 (3 credits)
**Dialectical Practices**
This course considers the perspective, authority and positionality of the researcher, artist, and producer of visual culture through a critical investigation of research paradigms in art education, visual cultural studies and social science. The course will bring these modes of inquiry into a dialectical relationship. Students engage in a transdisciplinary, global investigation of perspectives, focused through key examples from each field. Through readings and lectures students will address critical methodologies of research, cultural production in art and design, and deepen their own emerging perspectives. Through parallel writing and making activities students critically consider and develop their own voices through making evaluations and proposing solutions for research as cultural production.

ARTED 5110 (3 credits)
**Thesis Tutorial**
This course is designed for those students interested in further assistance and guidance in the production of their master’s thesis. The course must be preceded by Thesis I: Research and Methodologies or Thesis II, and will further hone students’ skills in the areas of research methodology, organization and argumentation, and content development. These skills will be directly applied to the student’s thesis work. Strict progress deadlines will be issued at the beginning of the semester, resulting in either the further enhancement of a thesis proposal or the completion of the thesis. Students will meet both individually with the instructor and with their peers, to discuss and critique the on-going progress of their theses. The course will also include on-site fieldwork and research based on the goals and objectives of individual projects.

ARTED 5116 (3 credits)
**Interpretation: Explore Meaning**
This seminar analyzes the relationship between cultural context and systems of meaning, explores the challenges of nonbiased interpretation, and examines the roles that educational institutions play in reproducing or transforming culture. Multiple perspectives on art history, theory, and criticism are investigated. Students learn to develop critical pedagogy that explores and interprets the information and cultural values that an object or art collection communicates. Course content includes philosophical considerations, research recommendations, and presentation methodologies for museum, school, community, and alternative audiences. Visiting historians and Art Institute resources provide case materials.

Art Education Graduate Level Courses continued on next page
ARTED 5120 (3 credits)
**Histories, Theories, and Philosophies of American Public Education**
This course provides an overview of the histories and practices of art education and American public education from the pre-industrial era to present. Candidates investigate philosophical and political theories to better understand the matrix of connections between schooling, society, ideology, and culture.

ARTED 5125 (3 credits)
**Doing Democracy: Pedagogies of Critical Multiculturalism**
This course provides an overview of historical, ideological, and economic influences of white supremacy, capitalism, and patriarchy on democracy, public life, and schooling. Candidates critically investigate prevalent forms of multicultural education including conservative, plural, liberal, essential, and critical theories and practices.

ARTED 5200 (3 credits)
**Cyberpedagogy**
This course introduces teacher candidates 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 also promotes a critical discussion of the social impact, aesthetic ramifications, and pedagogical strategies of these technologies. Through their class projects, teacher candidates engage in the hands-on production of images, the facilitation of critical media education, and the organization of a digital teaching portfolio.

ARTED 5210 (3 credits)
**Cyberpedagogy Laboratory**
Cyberpedagogy Laboratory emphasizes emerging technologies and contemporary media genres, including interactive robotics and art videogames. This course introduces teacher candidates 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 also promotes a critical discussion of the social impact, aesthetic ramifications, and pedagogical strategies of these technologies. Through their class projects, teacher candidates engage in the hands-on production of images, the facilitation of critical media education, and the organization of a digital teaching portfolio.

ARTED 5211 (3 credits)
**Curriculum and Instruction: Resources and Methods**
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. Candidates develop age appropriate curricula and praxis including lesson and unit planning, instructional strategies, and assessment procedures.

ARTED 5220 (3 credits)
**Psychological, Sociological, and Phenomenological Approaches to Teaching**
This course provides an overview of psychological, sociological, and phenomenological approaches to teaching visual culture to diverse populations. Candidates investigate historical and current theories and philosophies of human growth and development, creativity, artistic development, cognition, and learning disabilities. Candidates observe, analyze, and evaluate a variety of k-12 art experiences involving exceptional children.
ARTED 5290 (3 credits)

**Graduate Art Education Thesis: Research as Social Inquiry**

This course introduces teacher candidates to innovative approaches to research and documentation including participatory and action research, interactive and collaborative projects, and performative and new media based presentations. Teacher candidates 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.

ARTED 6030 (3 credits)

**Museum Education**

This seminar examines and analyzes the American art museum as a teaching institution based on observation, analysis, and critique of current museum education practices. Themes explored include audience analysis, evaluation methods, and the use of media, exhibition concept and design, and teaching methods. Efforts by museums to reach out to various communities, collaborations between museums and other institutions, and the way artists interact with and comment upon museums are also examined. Participants gain a detailed understanding of museum education practices in contemporary art museums.

ARTED 6100 (3 credits)

**Cultural Approaches to Production**

This course provides a context for the investigation of various social, political, personal, and historical purposes for cultural production in public schools. Candidates understand the role of personal experience, public memory, cultural narrative, intertextuality, audience, and agency in relation to cultural production. Candidates 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.

ARTED 6105 (3 credits)

**Thesis Fieldwork**

Section 001: Thesis Fieldwork - The individual student and instructor will meet at agreed times to provide supervision and dialogue relating to the clinical experience. The choice of field site is agreed upon by student, instructor, and site supervisor. Students will spend 12 hours per week for 3 semester hours credit. This course can be taken for 3 or 6 semester hours. Section 002: Career and Professional Experience Elective Internship - Graduate CAPX education and internships in art education allow students to work in part-time, art-related CAPX positions in approved organizations and institutions. Students are assigned a CAPX faculty adviser. Participation requires a total of 210 hours, with a minimum weekly average of 15 work hours with the internship organization. Call the Career and Professional Experience Program at 312/ 499-4130 for further information. Permission to register for this course must be obtained from the director of the CAPX Program.
ARTED 6105 (3 credits)

**CAPX Elective Internship**

Section 001: Thesis Fieldwork - The individual student and instructor will meet at agreed times to provide supervision and dialogue relating to the clinical experience. The choice of field site is agreed upon by student, instructor, and site supervisor. Students will spend 12 hours per week for 3 semester hours credit. This course can be taken for 3 or 6 semester hours. Section 002: Career and Professional Experience Elective Internship - Graduate CAPX education and internships in art education allow students to work in part-time, art-related CAPX positions in approved organizations and institutions. Students are assigned a CAPX faculty adviser. Participation requires a total of 210 hours, with a minimum weekly average of 15 work hours with the internship organization. Call the Career and Professional Experience Program at 312/ 499-4130 for further information. Permission to register for this course must be obtained from the director of the CAPX Program.

ARTED 6109 (3 credits)

**Thesis I: Research Methodology**

The thesis tutorial course is designed to provide the student with the skills necessary to generate research questions, critically evaluate research studies, construct research design, and generate viable thesis project proposals. This will be accomplished through lecture and discussion, and the students developing a research proposal of their own design. The thesis proposal will be presented for evaluation to a professional panel review. The overall concern is that students develop thesis proposals which promise to yield original contributions to the field.

ARTED 6110 (3 credits)

**Thesis II**

This independent study requirement for teacher candidates in the graduate art education program follows Thesis I: Research Methodology (ARTED 6109) and is required to earn the degree of Masters of Arts in Teaching. The thesis should demonstrate a student's ability to design, justify, execute and present the results of original research or of a substantial project. Teacher candidates work closely with an art education thesis advisor during the semester in addition to meeting with other members of their committee.
Courses for which a student registers are recorded on the student’s permanent record. Graduate students must achieve the traditional grade equivalent of a B or better to earn CR (credit). SAIC adheres to a credit/no credit grading system. The following grade symbols are used to denote grades:

- CR Credit
- NCR No Credit
- W Withdrawal
- INC Incomplete
- IP Thesis in Process
- NR Grade not reported by instructor

**Request for Letter Grades**

Letter grade forms are available upon request. Students should contact their instructor at the beginning of the semester and inform her/him of this request, so that students performance can be tracked with grades throughout the semester.

**No Credit**

Students who fail to complete course requirements in a satisfactory fashion will receive a final grade of NCR (No Credit).

**Incompletes**

A Grade of INC is granted by the instructor only if a student can demonstrate that the request is justified by extenuating circumstances. To be eligible to receive an INC, students must have punctually attended the majority of classes as well as regularly completed assignments in a satisfactory manner prior to the last date to officially Withdraw from the class. Thus, it is inappropriate for a faculty member to issue an INC to a student who had excessive absences or did not perform academically throughout the semester. Such students ideally will have received Course Progress Reports indicating their danger of failing the course and have been referred to the MAAE Program Director to discuss the options available to them.

Students must request an Incomplete in writing by the last day of class. At that time, it is the responsibility of the student to suggest a plan for completing the course, including a timeline and agreed upon assignments. The final plan should be put in writing by the faculty member and agreed upon by the student and faculty member. Once the required work and deadlines have been set, it is the student’s responsibility to submit their work in a timely manner. Incompletes must be resolved within the first two weeks of the following regular semester or the grade automatically changes to NCR (no credit) in the SAIC system.

**Transcripts**

There are three ways to request your transcripts from the School of the Art Institute of Chicago (SAIC): in person, by mail, and online. SAIC has partnered with the National Student Clearinghouse to offer online transcript ordering services.

For details on how and where to order transcripts from the SAIC Office of Registration and Records (aka Registrar’s Office), see the SAIC Registration and Records: Transcripts Request page: http://www.saic.edu/academics/registrationandrecords/records/transcriptrequests/

Unofficial transcripts are available to students at any time through logging into their PeopleSoft account.
STUDENT ACCOMMODATIONS
SAIC is committed to full compliance with all laws regarding equal opportunities for students with disabilities. Students with known or suspected disabilities, such as Reading/Writing Disorder, ADD/ADHD, and/or a mental health or chronic physical condition who think they would benefit from assistance or accommodations should first contact the Disability and Learning Resource Center (DLRC) by phone at 312.499.4278 or email at dlrc@saic.edu. DLRC staff will review your disability documentation and work with you to determine reasonable accommodations. They will then provide you with a letter outlining the approved accommodations for you to deliver to all of your instructors. This letter must be presented before any accommodations will be implemented. You should contact the DLRC as early in the semester as possible. The DLRC is located on the 13th floor of 116 South Michigan Avenue.

ACADEMIC INTEGRITY AT SAIC

Attendance
SAIC policy states that students are expected to attend all classes regularly and on time. Students should miss class only with reasonable cause. If a student needs to miss class with reasonable cause, it is the student’s responsibility to contact the instructor to receive instruction for how to make up the missed class. It is the instructor’s responsibility to give this information to the student. Missing class for other than a reasonable cause may jeopardize the student’s academic standing in the class.

Check your syllabus for specific policies on student attendance for each of your Art Education courses, especially regarding such things as how Tardies or Partial Absences will be counted in the course attendance requirements. These will be clearly stated on your syllabus and discussed at the beginning of each semester.

If a student misses MORE than three classes, whether or not for a reasonable cause, s/he will fail the class, if s/he does not withdraw from the class prior to the deadline for withdrawal with a grade of “W.”). If a student attends FEWER than three classes his/her financial aid, merit scholarship, academic standing, and/or immigration status will be compromised, regardless of an individual faculty member’s modifications of these recommendations.

Course Progress Reports (CPRs)
Course Progress Reports allow faculty to alert a student that their progress in the course may be compromised due to attendance or performance or other reasons. Faculty may submit a CPR at any time in a semester and as often as necessary.

Plagiarism: Statement
Plagiarism is a form of intellectual theft. The School of the Art Institute of Chicago prohibits “dishonesty such as cheating, plagiarism, or knowingly furnishing false information to the School” (Students’ Rights and Responsibilities, Student Handbook). Please be aware that SAIC takes academic honesty very seriously. The student handbook outlines the penalties for plagiarism under the section “Academic Misconduct.”
NETWORK–LEARNING MANAGEMENT SYSTEM

Canvas
CANVAS is a cloud-based Learning Management System (LMS), similar to Blackboard, Moodle, etc. that provides tools to help faculty and students communicate. CANVAS tools include the ability to electronically distribute classroom materials and homework assignments, as well as support class discussion groups. For the student dashboard on CANVAS, go to http://www.saic.edu/students/ TROUBLE? Call CRIT Help at 312-345-3535.

STUDENT GROUPS

NAEA – National Art Education Association Student Chapter
SAIC Art Education has an active NAEA Student Chapter. It is a great way to connect with fellow SAIC art educators and connects you to an international network of art educators. Founded in 1947, The National Art Education Association is the leading professional membership organization exclusively for visual arts educators. Members include elementary, middle and high school visual arts educators, college and university professors, researchers and scholars, teaching artists, administrators and supervisors, and art museum educators, as well as more than 45,000 students who are member of the National Art Honor Society or are university students preparing to be art educators.

SMC – Student Museum Coalition
SMC is an SAIC student group dedicated to establishing opportunities for innovative research projects, programming, events, and employment at the Art Institute as well as other area museums.

Other Student Groups at SAIC
There are over 70 student groups at SAIC. Expand your SAIC and Chicago experience by connecting with other students. https://engage.saic.edu/organizations

Start a New Group
Starting a group is easy. To start an officially recognized student group, you will need at least two student leaders and an SAIC faculty or staff advisor. Then you can complete the student group registration process, available at http://engage.saic.edu/. For more information, or to discuss your student group registration, stop by Campus Life in the LeRoy Neiman Center, Sharp Building, 37 South Wabash Avenue, room 201.
POST MATRICULATION & POST GRADUATION
GRANTS, SCHOLARSHIPS, & AWARDS

World Less Traveled and SAIC Summer Travel Grants
The World Less Traveled Grant was endowed by a gift from Marion Parry, and the SAIC Summer Travel Grants were endowed by a gift from Edward L. Ryerson. The grants were created to provide funds for thesis research, conference attendance, travel for exhibitions, and self-initiated study trips (not SAIC study trips) available to both undergraduate and graduate students. The Office of the Dean of Faculty is pleased to announce that this fund will be made available annually for use in the subsequent semester. World Less Traveled Grants are awarded with a maximum amount of $1,500 and the SAIC Summer Travel Grants are awarded with a maximum amount of $1,000.

Degree students in good academic standing may apply for the WLT and the SAIC Summer Travel Grants. Students apply through an open call and complete their application in SlideRoom. Students submit a project description, artist statement, one-page resume, and a budget. Members of the Dean's Office jury the awards to both undergraduate students and graduate students.

Applications for the 2019–2020 academic year will open in November 2019
http://www.saic.edu/academics/graduate-division/opportunities-grants

John M. Kurtich Foundation Travel Scholarship (SAIC)
Travel Scholarship intended to advance student opportunities to participate in international study programs. $5,000 scholarships for up to 18 students each year for approved international study trips.
http://www.saic.edu/life-at-saic/study-abroad/scholarships

Graduate Art Education Research Award
Art Education graduate students are eligible for awards to support project that will enhance their art education practices and research. Each year the department will make several awards to graduating students in the MAAE and MAT programs. Research Awards are given to graduating students based on their final thesis projects and presentations. All graduating MAT and MAAE students will be considered.

Graduate Dean Professional Development Award
Graduate students who have been invited by recognized organizations or conferences to present their work may apply for partial travel assistance from the Graduate Dean. Average awards are $400–700. There are four deadlines annually. Decisions are made within five weeks of each deadline. Graduate students in any year of study, enrolled in any program at SAIC are eligible to receive the Graduate Dean Professional Development Award. Students may submit more than one application each year, and more than one application per deadline.

http://www.saic.edu/academics/graduate-division/opportunities-grants

Fulbright Fellowship Grant
U.S. Student Fulbright Fellowships are awarded by the U.S. Department of State for one year of study or research abroad. Seniors and graduate students, who are U.S. citizens, are eligible to apply. The application process is extensive and takes several months to complete. It begins in May each year and applications are due the third week of September. For more information: SAIC Fulbright contact Nancy Gildart, ngildart@saic.edu.
https://us.fulbrightonline.org/
The Art Institute of Chicago Museum Education Graduate Scholars Program
The AIC MEGSP is a joint venture between the Department of Museum Education at the Art Institute of Chicago and the Graduate Division of the School of the Art Institute of Chicago. The MEGSP hinges on a recurring year-long, three credit/semester seminar and accompanying internship for SAIC Graduate students. The program is designed to provide practical experience and theoretical grounding in Museum Education for students enrolled in any graduate program at the School. Aimed at both artists and arts professional in-training, this program emphasizes object-based research and teaching. It builds upon the unique collaboration of a world-class encyclopedic museum and a major art school that comprises a range of studio, design, scholarly, and professional graduate degrees. This will be the first sustained partnership of this level between the two sister institutions. The program is open to first year graduate students (and will occur during their second year of study). Applications for the 2020-21 academic year will launch Spring 2020.
http://www.saic.edu/academics/graduate-division/opportunities-grants

Clay Morrison Scholarship
The Clay Morrison Scholarship was established in 2011 in memory of SAIC alumnus Thomas Clay Morrison (1948-2007), who studied at SAIC (1975-77) and received his MFA in 1977. The Clay Morrison Scholarship for graduate students was established in 2011 to encourage and support SAIC graduate students from any department or program who are studying art created independently from the academic mainstream, including self-taught art, “outsider art,” popular culture, and/or international folk art. One $1,500 scholarship will be awarded to a student based on an outstanding statement of interest and purpose in the area(s) described above. The award will apply to tuition for the following semester.
Graduate students in any program at SAIC entering their second year of study in the following semester or Arts Admin/Art History dual degree grads entering their third year of study in the following semester may apply. Students apply through an open call and complete an application in SlideRoom. Students submit either work samples or work of the artist(s) they are studying, an artist statement that outlines the student’s interest in self-taught art, “outsider art,” popular culture, and/or international folk art. The statement should describe any previous research or study, and any plans or goals for future study in any of the above-mentioned genres.
http://www.saic.edu/academics/graduate-division/opportunities-grants
NOTICE OF NON-DISCRIMINATION

The Art Institute of Chicago, including both the School and the Museum, is committed to providing an inclusive and welcoming environment for its students, visitors, faculty, and staff, and to ensuring that educational and employment decisions are based on an individual's abilities and qualifications. The Art Institute of Chicago does not tolerate unlawful discrimination based on race, color, sex, marital status, religion, national origin, disability, age, sexual orientation, gender identity, military or former military status, or any other status protected by federal, state or local law, in its programs and activities, public accommodations or employment practices.

MAAE CONTACT INFORMATION

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The information in this Program Guide is accurate to the best of our knowledge. We reserve the right to correct or change copy without notice. Please refer to the MAAE Viewbook, the SAIC Bulletin, the Graduate Catalog and the Student Handbook for more information. Students are responsible for knowing policies, rules, and regulation stated in the SAIC Student Handbook and the SAIC Bulletin and to be aware of changes in the program, required coursework, deadlines, and academic criteria,
Admission
Admission into the Master of Arts in Art Education graduate program is evidence that you have passed through a careful screening process to determine that you have the potential for outstanding artistic and cultural work, and that you have the character, dispositions, and work ethic needed to successfully complete the 36-hour program, and contribute to the SAIC community and larger society as creatively and critically engaged culture makers.

MAAE & SAIC Education Community
Actively pursue your own education and support the education of the collective community by engaging with peers, faculty, local resources, significant theory, and national/international models.

Advising and Continuing Requirements
In consultation with the MAAE Program Director, you will develop a customized curriculum plan. Keep the Director apprized of any changes to your curricular plan. This plan serves as your guide for determining the experiences, skills, and knowledge that will lead to your thesis project and career goals.

Coursework & Requirements
- All requirements of the MAAE degree must be completed within four calendar years of matriculation (beginning the program), including the successful completion of a thesis.
- A minimum of 30 credit hours must be completed at SAIC. Any requests for transfer credit must be presented during the application and acceptance process.
- Attendance at all classes, Fieldwork, and CAPX sessions is expected. When an absence is unavoidable, prior notification and approval for absences is required. Even pre-arranged absences count as absences toward the course attendance policy.
- Be professional and considerate in keeping scheduled appointments with faculty.
- Participate in classroom dialogue. Read and actively engage course texts. Engage in passionate discussion with peers and the SAIC community. Complete all your assignments in a timely manner. Ask questions, pose problems, suggest tentative solutions—the knowledge you gain and skills you acquire are directly related to your investment in your own education.
- Follow all SAIC graduate academic and administrative policies and guidelines as described in the SAIC Bulletin.
- SAIC adheres to a credit/no credit grading system. You must earn Credit (CR) for each course required for the MAAE program. If you receive a No Credit (NCR) in a core course, you are required to retake the course. You will be placed on probation for the remainder of the program. Any subsequent NCR for any required Art Education course will result in dismissal from the MAAE program. Two NCR’s in any required MAAE coursework will result in dismissal.
- An exit interview and transcript review may be required for graduation.

Conduct
Demonstrate integrity in your dealings with other students, faculty, staff, and members of the communities in which you work and study. Create a positive learning environment based on trust, care, and critical generosity. Demonstrating respect for diversity and difference is critical to creating and maintaining our community. This includes, but is not limited to, differences of sexual identity, ability, class, race, gender, ethnicity, and age; use suitable language and mannerisms. Maintain appropriate relational boundaries. Demonstrate respect for faculty, staff, and other students at SAIC and in all professional and community settings.
Thesis Project

Your thesis project is the culmination of your MAAE research and is a major step toward your next career goals. Identify topics of interest or concern as you proceed through your coursework, readings, site visits, and building professional networks. Consult the Art Education Thesis Handbook to understand the overall thesis process and the Director should you need additional guidance.

During Thesis 1 you will study exemplary cultural projects and research methodologies, identify your research areas, and draft a written proposal for a mid-semester review of your progress by faculty and peers. This review ascertains your background knowledge of your topics, artistic and cultural precedents, foundational theory, and connections to other fields. Upon successfully passing this review and presenting your written thesis proposal (the chief requirements of earning credit for the Thesis I class), you will be matched with a Thesis Advisor and Reader, and permitted to enroll in Thesis 2.

When you are matched with a Thesis Advisor and Reader, email them a digital copy of your thesis project proposal. During Fieldwork your professor will support you as you plan and implement your thesis research project. Your advisor will meet regularly with you during the semester in which you are enrolled in Thesis 2. You are expected to attend scheduled Thesis 2 workshops for support in writing your thesis and in planning the presentation and defense of your thesis.

Students are expected to successfully complete, defend, revise, and submit professionally edited and formatted copies of their master’s thesis to their Advisor, no later than 3 weeks after the Thesis 2 semester, unless special accommodations have been made with their Thesis Advisor. Students who do not meet this deadline will be given a grade of In Progress (IP). Faculty advisors may not be available until the following fall semester. Advisor-approved theses are submitted to the Flaxman Library through a Canvas-based portal.


Communication

The MAAE Director, the Chair of Art Education, and the Art Education Department office staff are accessible to answer questions regarding the program and the School. You are responsible for communicating with us about problems or issues that concern you.

Keep the department and the Registrar’s office informed of any changes in your name, address, or phone number.

Email is the official form of communication that the MAAE program uses to communicate with you. While you are a student at SAIC, all communications from the School and Department will be sent to your SAIC email address. You may also receive important communications about your work in individual courses through the course’s Canvas website.

MAAE students are responsible for timely reading of and responding to email from the department, staff, and faculty to stay apprised of MAAE deadlines and events.

See other SAIC publications for more information on benefits, responsibilities, opportunities, and guidelines while a graduate student at SAIC. The SAIC Bulletin contains important policies regarding your program. The SAIC Student Handbook and SAIC Graduate Handbook provide a wealth of general information about SAIC policies, regulations, and timelines.

I, ____________________________ ____________________________, have been accepted in the Masters of Arts in Art Education (MAAE) program at the School of the Art Institute of Chicago for Fall ______. I have received and read the MAAE Program Guide and understand all program requirements, policies, and procedures for the Master of Arts in Art Education program at SAIC.

Student Signature: ____________________________________________ Date: ___________________