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SAIC ART EDUCATION
The School of the Art Institute of Chicago’s Department of Art Education prepares art and design educators to be creative and critical citizens who value cultural difference, democracy, and social justice through a philosophy that emphasizes context and community, knowledge and experience, critical thought and reflection, practice and evaluation.

Each of the degree programs offered by SAIC Art Education cultivate self-reflective artists and educators who share a deep concern for the lives of others, who actively question and challenge the social, political, and cultural structures and discourses that comprise everyday life and engage learners in the making and exchanging of many forms of social, cultural, and artistic communication.

There are three SAIC art education programs:
- **Master of Arts in Teaching—MAT**
  Prepares students for careers in art education, including licensure to teach Visual Arts K-12 in Illinois public schools
- **Bachelor of Fine Arts with Emphasis in Art Education—BFAAE**
  Prepares students for careers in art education, including licensure to teach Visual Arts K-12 in Illinois public schools
- **Master of Arts in Art Education—MAAE**
  Prepares students for careers in art education in community settings, art organizations, and museums

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

BFAAE PROGRAM OVERVIEW
The School of the Art Institute of Chicago’s (SAIC) Bachelor of Fine Arts with an Emphasis in Art Education (BFAAE) program prepares teacher candidates to become creative and critical teachers of contemporary art and visual culture. The BFAAE degree meets the current requirements for the State of Illinois K–12 Visual Arts Professional Educator License. BFAAE graduates are informed and engaged artists, teachers, citizens, creators, and community activists. With this degree, candidates enter the field ready to teach art in schools and other settings and to foster empowering and meaningful participation in democratic life for all of their students.

CONCEPTUAL FRAMEWORK of SAIC ART EDUCATION
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).

SAIC has a long-standing commitment to the profession of art education, providing essential education for prospective art teachers. The conceptual framework and philosophy of our teacher preparation program has changed over time, evolving to meet the changing needs of young people in our increasingly diverse and technologically mediated, screen-based cultures. Teacher candidates learn to develop curriculum that compels young people to critically analyze and create art and visual culture in a diversity of contemporary forms. Teacher candidates become versed in teaching practices that assist students in affirming their cultural identities while developing critical perspectives that challenge inequities that schools and other cultural institutions perpetuate (Ladson-Billings, 1995). This culturally sustaining pedagogy strives to foster cultural pluralism as part of the democratic project of schooling (Paris, 2012).
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, teacher candidates, and alumni, as well as mentor teachers, administrators, and staff. This process ensures that feedback from our educational community continually influences and shapes our conceptual framework.

CORE ELEMENTS OF THE PROGRAM PHILOSOPHY
As SAIC teacher candidates advance through the BFAAE or MAT program 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 form the core philosophy and structuring logic of our art education teacher preparation programs. These elements are embedded in a curriculum that includes studio, art history, liberal arts, professional education classes, and fieldwork experiences. 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 analyses. 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.

Context and Community
The SAIC Art Education Department is committed to meaningful learning and teaching in a culturally diverse and ever-changing society. Teacher candidates understand that communities are constructed and realize the benefit of partnering with faculty, staff, students, families and local representatives to develop, expand and sustain ethical teaching and learning communities (Blandy and Hoffman, 1993; Gilbert, 2014; Neperud, 1995; Lampela and Check, 2003).

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 are multi-modal, a life-long process, and occur both inside and outside the context of schools

Knowledge and Experience
We are committed to preparing teacher candidates who connect their respective lived experiences and knowledge of the visual arts with the pedagogical and professional skills necessary to create curriculum and facilitate learning environments that empower students to understand and participate in contemporary art and culture. Therefore, teacher candidates learn to interpret, teach and produce art and other forms of visual culture while fostering social and political empowerment for all students (Cahan & Kocur, 1995; Desai, Hamlin and Mattson (Eds.), 2009; Duncum, 2008; Efland, Freedman, & Stuhr, 1996; Gaudelius & Speirs; 2002; Gude, 2007; Pinar, et al, 1992; Ostrow-Seidler, 2011; Quinn, Ploof and Hochtritt (Eds.), 2012).

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, inquisitive and reflective teachers. Teacher candidates scrutinize their position as educators and problematize tacit assumptions about teaching and learning, ensuring necessary adjustments to enhance student learning (Ayers, 1993; Delpit, 2013; Duncan-Andrade and Morrell, 2008; hooks, 1996; Kincheloe, 1997; Labaree, 2012; MacIntosh, 2007; McCready 2007, 2010; Shor, 1992).

The teacher candidate:
• Has a strong foundation in theoretical and conceptual frameworks that integrate research, reflection, technology and practice
• Embodies the model of teacher as researcher, who questions the biases, assumptions, and efficacy of their practice
• Uses multiple frames of reference to help conceptualize their own position in relationship to students, schools, communities, and the professional field
• Uses critical thought and reflection to create strategies and solutions

Practice and Evaluation
We are committed to multiple forms of teaching and assessment practices that actively engage and have positive effects on student learning. 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. (Sweeny (Ed.), 2014)

The teacher candidate:
• Uses a variety of instructional strategies including emerging technologies to encourage students’ development of critical thinking, problem solving, and performance skills
• Applies effective communication skills with parents, students, colleagues, and the public
• Adjusts instruction based on informal and formal assessments
• Collects and analyzes data to improve teaching and learning

OBJECTIVES OF THE PROGRAM
Prepare teacher candidates to demonstrate an understanding of how:
• Psychological, social, political, and cultural influences shape individuals, communities and professional practices
• Content knowledge of art and visual culture promotes the value, complexity and diversity of all the visual arts as expressions of social and cultural issues, past and present
• Professional knowledge of arts and sciences responds to the needs of contemporary learners in a society dominated by visual images and designed objects
• Teaching engages students/citizens to participate in democracy through reflective and responsible interactions with art and other forms of visual culture

Prepare teacher candidates to demonstrate the ability to:
• Collaborate with colleagues and the community to develop, support and improve learning opportunities for all students
• Plan and implement a curriculum 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 judgments
• Respect the diversity of developmental levels, learning styles, values, languages, and beliefs
- Integrate research, technology and reflection through the interpretation, production, and critique of art and other forms of visual culture
- Synthesize pedagogical and professional content knowledge to help students learn about art and other forms of visual culture
- Use resources, processes and assessments to support effective teaching of art and other forms of visual culture
REFERENCES AND BIBLIOGRAPHY

ADMISSION TO THE BFAAE PROGRAM

Students who declared Art Education as a major when beginning SAIC must still go through the process of applying to the Art Education Department to be an official Teacher Candidate for Illinois Licensure.

>> BFAAE ADMISSIONS CRITERIA

Prospective candidates to the teacher preparation program are assessed using multiple indicators including: 1) prior academic performance; 2) knowledge of and skills in artistic production; 3) knowledge of visual culture, art history and related disciplines; 4) motivation and commitment to learning, and 5) Illinois State Board of Education requirements to demonstrate basic skills competency in math, reading, and writing.

>> BFAAE ADMISSIONS DEADLINE

Students apply to the BFAAE program during the first semester of their Junior year to begin Spring courses. Applications are due on the first Monday in October. There is only one application and entrance period each year. Art Teacher Education curriculum sequence begins yearly in 2nd semester of Junior year so it is important that applications and other follow up requirements are completed.

>> ELIGIBILITY TO APPLY TO THE BFAAE PROGRAM

1. In order to apply to the BFAAE program, students must be admitted to the School of the Art Institute of Chicago’s undergraduate program.

2. During the fall term of sophomore year, students should schedule a meeting with the Art Education Department’s Licensure Specialist for transcript analysis and to discuss options for required licensure testing to demonstrate basic skills. Afterwards, students should meet with the BFAAE Director and/or their academic advisor for scheduling advice.

APPLICATION MATERIALS and REQUIREMENTS OVERVIEW

Applications are available at the front desk in Sharp suite 713. Applications are due on October 8th.

>> Before Applying (Application window: August – September)

- Complete the eligibility requirements above and schedule a meeting with the Licensure Specialist to conduct a final transcript analysis and to provide an update on test scores. Contact the Director of the BFAAE program to schedule an interview and portfolio review.

>> Assemble Your Application and Submit by the first Monday in October.

☐ BFAAE Application Form

☐ Letter of Reference, using the form included in Application & Instructions packet.

☐ Portfolio of 20 artworks in digital format (images of 2D and 3D work as well as time-based works):
10 examples should show your proficiency in a range of different media and materials, including digital proficiency;
10 examples should demonstrate your current artistic practice and conceptual interests. Submit work as a single PowerPoint or Keynote file. One slide should be devoted to each artwork and should include the following identifying information: title of artwork, date completed, medium, and dimensions. Upon receipt of your application documents, you will be e-mailed a link, along with instructions, for uploading your portfolio. If you do not receive this link after uploading your application, please contact the dept Licensure Specialist Valerie Vasquez: vvasquez@saic.edu.

☐ Artists Statement (300-500 words) Provide context for the artwork included in your portfolio by discussing the philosophical and theoretical concepts which undergird and inform your artistic practice. Elaborate upon the artistic, social, political, or personal relevance of your artwork as well as its formal attributes.

☐ Statement of Purpose (500-1000 words) Explain why you want to teach art.

☐ A State-approved Test of Basic Skills for Licensure: Illinois Licensure Testing System (ILTS) Test of Academic Proficiency, or the equivalent ACT Plus Writing Test or the SAT Test. If you recently took one of these tests and are awaiting a test score, submit your testing registration information along with the application to Licensure Specialist Valerie Vasquez: vvasquez@saic.edu. A qualifying score is not required to submit the application. See “Other Information Related to Admissions and Enrollment” in this guide.
>> ADMISSION DECISIONS

- Applicants will be informed in writing of the Department’s admission decision before the course registration period for the Spring Semester.
- Upon being accepted into the BFAAE Program students must complete required fingerprint-based background check. If the results of the teacher candidate’s background check do not meet Chicago Public School district’s standards, the candidate cannot continue in the program.
- Accepted candidates begin Art Education coursework in the following Spring semester.
- Applicants may be conditionally admitted to the program at the department’s discretion. After consultation with the Program Director, the conditionally admitted applicant will make a written agreement with the department, listing criteria and timelines to be met for full admission into the program.
- Accepted students in teacher education programs are referred to as Teacher Candidates.

>> OTHER INFORMATION RELATED TO ADMISSIONS AND ENROLLMENT

- Candidates are considered mandated reporters of child abuse and neglect by the Department of Children and Family Services (DCFS) when observing or teaching in school settings. Candidates must complete the Illinois Department of Human Services Mandated Child Abuse Reporter on-line training and have a record of their completed training on file in the Licensure Office at the beginning of the teacher preparation program (before visiting schools).
- Candidates must have a qualifying score on the ILTS TAP test (or its equivalent SAT or ACT + Writing) by March 15 of their second semester in the program in order to register in the Fall for Fieldwork and other required second semester classes.
- Candidates will have a maximum of four years, from the time they enter the BFAAE program, to complete the program (including time off for leaves-of-absence.) Because this is a licensure program, candidates must meet all Illinois State Board of Education requirements at the time of licensure.
- SAIC Art Education does not accept transfer credits to substitute core for SAIC Professional Art Education courses.
- Substitutions to other BFAAE course requirements must be petitioned in writing to the BFAAE Director and will be decided by Teacher Education Committee.
- See SAIC Bulletin for additional information concerning transfer credits.

LICENSE INFORMATION

- The BFAAE program at SAIC is an Illinois state-approved licensure preparation program. The Program prepares students for the Illinois Professional Educator License (PEL) with a K – 12 Visual Arts Endorsement (VART).
- Although SAIC’s teacher preparation coursework often meets the teacher licensure requirements for other states and countries, SAIC cannot guarantee than an Illinois Professional Educator License will be honored outside of Illinois.
- Illinois State teacher licensure allows one to teach in the public school system. Many private schools also seek to hire licensed art teachers who were educated in quality teacher education programs. This opens up job opportunities for licensed teachers, where you may be considered for hire before non-licensed teachers.
- You can earn a BFA with Emphasis in Art Education, combining your BFA artistic studies with an education degree. The number of hours in the BFA and BFAAE are the same. Another option is to first complete your BFA and then take a (usually two-year) MAT program here at SAIC or elsewhere.
# BFAAE CURRICULUM OVERVIEW

## STUDIO

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing</td>
<td>6</td>
</tr>
<tr>
<td>Contemporary Practices Core Studio Practice</td>
<td>6</td>
</tr>
<tr>
<td>Contemporary Practices Research Studio I</td>
<td>3</td>
</tr>
<tr>
<td>Contemporary Practices Research Studio II</td>
<td>3</td>
</tr>
<tr>
<td>Painting</td>
<td>3</td>
</tr>
<tr>
<td>Printmaking</td>
<td>3</td>
</tr>
<tr>
<td>Ceramics OR Sculpture</td>
<td>3</td>
</tr>
<tr>
<td>Sophomore Seminar (SOPHSEM)</td>
<td>3</td>
</tr>
<tr>
<td><em>Curriculum &amp; Instruction: Resources and Methods (Professional Practice), ARTED 3900</em></td>
<td>3</td>
</tr>
<tr>
<td><em>Cultural Approaches to Production (Capstone), ARTED 4900</em></td>
<td>3</td>
</tr>
<tr>
<td>Studio Electives*</td>
<td>30</td>
</tr>
</tbody>
</table>

*Studio courses must include a minimum of 12 credits of 3000 or 4000 level courses.

## ART HISTORY

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Comparative Art History and/or Global Comparative Visual and Critical Studies</td>
<td>3</td>
</tr>
<tr>
<td>Art History 1001 &amp; 1000 level elective</td>
<td>6</td>
</tr>
<tr>
<td>Art History elective</td>
<td>3</td>
</tr>
</tbody>
</table>

## LIBERAL ARTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>6</td>
</tr>
<tr>
<td>Natural Science</td>
<td>3</td>
</tr>
<tr>
<td>Math</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>6</td>
</tr>
<tr>
<td>Humanities</td>
<td>6</td>
</tr>
<tr>
<td><em>Histories, Theories, and Philosophies of American Public Education, ARTED 3120</em></td>
<td>3</td>
</tr>
<tr>
<td><em>Psychological, Sociological, and Phenomenological Approaches to Teaching, ARTED 4220</em></td>
<td>3</td>
</tr>
</tbody>
</table>

## ART EDUCATION

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Doing Democracy: Pedagogies of Critical Multiculturalism, ARTED 3125</em></td>
<td>3</td>
</tr>
<tr>
<td><em>Fieldwork: Elementary and Secondary Experiences, ARTED 4390</em></td>
<td>3</td>
</tr>
<tr>
<td><em>Apprentice Teaching (Semester III), ARTED 4490</em></td>
<td>12</td>
</tr>
</tbody>
</table>

**TOTAL:** 126 CREDITS

Note: The classes in italics constitute the teacher preparation program (30 credits total).
### COMPARISON OF BFA AND BFAAE DEGREES

<table>
<thead>
<tr>
<th>Bachelor of Fine Arts</th>
<th>Bachelor of Fine Arts with Emphasis in Art Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Studio</strong></td>
<td><strong>66</strong></td>
</tr>
<tr>
<td>Drawing (6)</td>
<td></td>
</tr>
<tr>
<td>Contemporary Practices or equivalent (12)</td>
<td></td>
</tr>
<tr>
<td>Sophomore Seminar or equivalent (3)</td>
<td></td>
</tr>
<tr>
<td>Painting (3)</td>
<td></td>
</tr>
<tr>
<td>Printmaking (3)</td>
<td></td>
</tr>
<tr>
<td>Ceramics OR Sculpture (3)</td>
<td></td>
</tr>
<tr>
<td>Studio Electives, may include Wired (30)</td>
<td>At least 12 credits of the above studio coursework must be at the 3000 or 4000 level</td>
</tr>
<tr>
<td><strong>Curriculum and Instruction, ARTED 3900 (3)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Cultural Approaches to Production, ARTED 4900 (3)</strong></td>
<td></td>
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</tbody>
</table>

| **Art History**       | **12**                                               |
| Includes ARTHI 1001 & 1000 level elective |                                                       |
| World Cultures and Civilizations ARTHI 1001 (3) |                                                       |
| 1000 level elective— Intro Survey of Mod & Cont Art (3) (or equivalent) |                                                       |
| Global Comparative Art History or Visual and Critical Studies (3) |                                                       |
| Elective Art History (3) |                                                       |

| **Liberal Arts**      | **30**                                               |
| English (6)           |                                                       |
| Natural Science (6)   |                                                       |
| Social Science (6)    |                                                       |
| Humanities (6)        |                                                       |
| Liberal Arts Electives (6) |                                                   |
| English (6)           |                                                       |
| Natural Science (3)   |                                                       |
| Math (3)              |                                                       |
| Social Science (6)    |                                                       |
| Humanities (6)        |                                                       |
| **Histories, Theories, and Philosophy of American Public Education, ARTED 3120 (3)** |                                                       |
| **Psychological, Sociological and Phenomenological Approaches to Teaching, ARTED 4220 (3)** |                                                       |

| **Professional Art Education** | **18**                                               |
| Doing Democracy, ARTED 3125 (3) |                                                       |
| Fieldwork: Elementary & Secondary Experiences, ARTED 4390 (3) |                                                       |
| Apprentice Teaching, ARTED 4490 (12) | *The italicized courses constitute the teacher preparation program (30 credits total). |

| **General Electives** | **6**                                               |
| Studio, Art History, or Liberal Arts | no additional general electives |

| **Total Credit Hours** | **126**                                               |
| Total Credit Hours | **126**                                               |
## PLAN FOR JUNIOR AND SENIOR YEAR

### Program – Junior Year

<table>
<thead>
<tr>
<th>Terms</th>
<th>Credits</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL</td>
<td></td>
<td>(Any Studio, LA or AH)</td>
<td>3</td>
</tr>
<tr>
<td>SPRING</td>
<td></td>
<td>(Any Studio, LA or AH)</td>
<td>3</td>
</tr>
<tr>
<td>FALL</td>
<td></td>
<td>(Any Studio, LA or AH)</td>
<td>3</td>
</tr>
<tr>
<td>SPRING</td>
<td></td>
<td>Curriculum &amp; Instruction ARTED 3900</td>
<td>3</td>
</tr>
<tr>
<td>FALL</td>
<td></td>
<td>(Any Studio, LA or AH)</td>
<td>3</td>
</tr>
<tr>
<td>SPRING</td>
<td></td>
<td>Hist., Theor., Phil. Public Ed ARTED 3120</td>
<td>3</td>
</tr>
<tr>
<td>FALL</td>
<td></td>
<td>(Any Studio, LA or AH)</td>
<td>3</td>
</tr>
<tr>
<td>SPRING</td>
<td></td>
<td>Doing Democracy ARTED 3125</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits:** 15

### Program – Junior Year - Use the summer term to take any remaining credits (preferably studio or art history)

<table>
<thead>
<tr>
<th>Terms</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUMMER</td>
<td></td>
</tr>
<tr>
<td>(Any Studio, LA or AH)</td>
<td>3</td>
</tr>
<tr>
<td>(Any Studio, LA or AH)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits:** 6

### Program – Senior Year

<table>
<thead>
<tr>
<th>Terms</th>
<th>Credits</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL</td>
<td></td>
<td>(Any Studio, LA or AH)</td>
<td>3</td>
</tr>
<tr>
<td>SPRING</td>
<td></td>
<td>Apprentice Teaching ARTED 4490</td>
<td>12</td>
</tr>
<tr>
<td>FALL</td>
<td></td>
<td>Psych., Socio., &amp; Phenom. ARTED 4220</td>
<td>3</td>
</tr>
<tr>
<td>SPRING</td>
<td></td>
<td>Cultural Approaches to Production ARTED 4900</td>
<td>3</td>
</tr>
<tr>
<td>FALL</td>
<td></td>
<td>Fieldwork: Elem. &amp; Sec. ARTED 4390</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits:** 12

**Total Credits:** 12

### Notes:
- The italicized courses constitute the BFAAE Art Teacher Professional courses (30 credits total).
- LA = Liberal Arts
- AH = Art History
**ADDITIONAL CURRICULUM INFORMATION & LICENSURE PROGRAM POLICIES**

- **APPLICATION**: Candidates apply for the BFAAE program at the beginning of the Fall semester of their Junior year (first Monday in October), after a thorough credit check and tentative schedule plan by the Art Education Licensure Specialist.

- **STATUS**: Junior year status is based on the number of credits earned towards the degree, rather than the amount of time one has been attending college.

- **OFF-CAMPUS**: Teacher preparation program candidates do not have to complete the off-campus study requirement because apprentice teaching in schools counts as off-campus study.

- **CREDITS**: Candidates should plan on not taking more than 15 credits a semester, 6-9 credits in the summer. During the fall semester of senior year in Art Education candidates are strongly advised to not take more than 12 credits hours. Candidates cannot take any other courses with Apprentice Teaching in the spring semester of senior year.

- **WINTER OF SENIOR YEAR**: Candidates will not be able to take courses in the winter term of senior year (between fall and spring semesters) because the end of the winter term overlaps with the required early start of Apprentice Teaching, in which candidates will be in the classroom full-time. Apprentice Teaching will begin approximately 7 weekdays prior to the start of the spring semester.

- **TRANSFER CREDIT**: All 12 credit hours of Art History coursework must be completed prior to Apprentice Teaching. Once admitted to the SAIC Teacher Education Program, candidates are required to obtain approval from the Art Education department and Academic Advising before taking any coursework at other institutions for transfer purposes to ensure that the credits are applicable to the art education degree.

- **ISBE APPRENTICE TEACHING POLICY**: In accordance with Illinois law, candidates are required to finish Apprentice Teaching during their final academic year. Thus, candidates should not plan on taking more than 15 credits of outstanding studio, liberal arts and art history electives after completing the Apprentice Teaching course.

- **CREDITS AFTER APPRENTICE TEACHING**: Candidates who will need to complete credits after Apprentice Teaching should aim to take as many credit hours of remaining studio coursework before Apprentice Teaching. This may require taking courses in the summer or winter terms prior to senior year.

- **COMMENCEMENT**: In order to participate in the commencement ceremony at the end of the spring Apprentice Teaching semester, SAIC policy states students may only have a maximum of 6 credit hours of coursework remaining in the following summer term.

- **STUDIO ELECTIVE OPTIONS**: Art Therapy, Arts Administration, Writing and non-teacher preparation Arts Education coursework will count towards the studio elective requirements.

- **GLOBAL COMPARATIVE STUDIES**: Global Comparative Studies identifies courses across departments that give students a meaningful framework by which to compare and interpret information, observations, and cultural production from a variety of countries around the world. This comprehensive foundation, which spans cultural, historical, economic, political, ecological, and human rights issues, enables students to immediately engage with the people they encounter in significant ways. Please see your advisor to discuss related course listings that pertain specifically to Global Comparative Studies.
ARTED 3120 (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. **Prerequisites:** Open to BFA with Emphasis in Art Education candidates or permission of instructor.

ARTED 3125 (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. **Prerequisites:** Open to BFA with Emphasis in Art Education candidates or permission of instructor.

ARTED 3211 (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. **Prerequisites:** Open to BFA with Emphasis in Art Education candidates or permission of instructor.

ARTED 4100 (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. **Prerequisites:** Open to BFA with Emphasis in Art Education candidates or permission of instructor.

ARTED 4220 (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. **Prerequisites:** ARTED 3120 or permission of instructor.

ARTED 4390 (3 credits)
**Fieldwork: Elementary and Secondary Experiences**
This course provides candidates with opportunities to observe, analyze, teach, and evaluate in elementary and secondary settings. Candidates 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:** ARTED 3120, ARTED 3211, and ARTED 3125 or 4100.
See Transition Point/Gate 3 for further requirements for beginning Fieldwork.

ARTED 4490 (12 credits)
**Apprentice Teaching**
This course provides candidates with in-depth experience teaching visual culture in elementary and secondary sites. Candidates are responsible for planning, implementing, teaching, and evaluating lessons and units for K-12 students. This fieldwork culminates with presentations that highlight the apprentice teaching experience. **Prerequisites:** ARTED 3120, ARTED 3125, ARTED 3211, ARTED 4100, ARTED 4220, ARTED 4390.
ACADEMIC POLICIES

Credit, No Credit, and Incomplete
At SAIC, undergraduate-level students’ work must meet the standard of a C to receive credit. The Illinois State Board of Education requires that grades for an education degree leading to Illinois Teacher Licensure must be a C or higher.

No Credit Teacher candidates who fail to complete course requirements in a satisfactory fashion will receive a final grade of NCR (No Credit). Candidates who fail to successfully complete a required art education course will meet with the SAIC Teacher Education Committee who will review their academic record and determine whether the candidate should re-enroll in the course, take a leave of absence, or be dismissed from the program. Because many courses in the teacher education program must be taken in sequence, failure to earn credit for a course may result in delaying the candidate’s plan for program completion.

Incomplete A Grade of INC is granted by the instructor only if the teacher candidate can demonstrate that the request is justified by extenuating circumstances. To be eligible to receive an INC, teacher candidates 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 will have received Course Progress Reports indicating their danger of failing the course and have been referred to their Program Director and/or Academic Advising to discuss the options available to them.

Teacher candidates must request an Incomplete in writing by the last day of class. At that time, it is the responsibility of the teacher candidate to work out a plan for completing the course, including a timeline and agreed upon assignments. This plan will be put in writing by the faculty member and shared with the student and program director. 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.

Leave of Absence
A student/teacher candidate may petition the Teacher Education Committee to grant a one-year leave of absence from the BFAAE Program if for personal reasons they are unable to continue in the program at that time. A student/teacher candidate may later request one additional one-year leave of absence. Students/teacher candidates must complete their degree within the timeframe specified by the SAIC Bulletin.

The Teacher Education Committee may require that a student/teacher candidate take a leave of absence because of not meeting requirements described in the program Transition points. Reasons that a student be mandated to take a leave of absence include: not meeting ISBE requirements for passing Basic Skills or Visual Arts content test before Fieldwork and Apprentice Teaching, no credit for a core licensure course, not meeting ISBE requirements for teacher behavior as described in the SAIC Teacher Dispositions as listed in the Program Guide,

When students are granted a leave of absence, the Program Director and Chair will meet with the student to sign a Leave of Absence Agreement Letter which will stipulate needed remediation in order to return to the program. Typical conditions for being re-admitted to the program include passing Basic Skills and Visual Arts content tests, demonstrating progress in passing non-core art education courses, completing any Incompletes, entering into a behavior contract agreeing to meeting Teacher Dispositions, or working in
community settings to gain and demonstrate experience in working with youth and communities. Failure to meet the terms of Leave of Absence Agreement will result in dismissal from the program.

**Dismissal from the BFAAE Program**
Candidates must comply with all Art Education program academic and administrative policies and guidelines regarding academic integrity, retention, and dismissal as outlined in the Program Guide and in the current SAIC Bulletin.

Candidates must exhibit SAIC Teacher Dispositions (as described in this Program Guide) consistently demonstrating these through behavior and in academic and artistic work throughout their program. Candidates who do not demonstrate SAIC Teacher Candidate Dispositions will meet with their Program Director and the SAIC Teacher Education Committee. The committee will review the concerns and recommend a remediation plan or dismissal from the BFAAE program. Upon dismissal from the BFAAE Program the student will meet with the Director of Teacher Education and a representative of the Undergraduate Dean’s office to determine whether the student is eligible to enter the BFA Program.

At the beginning of their SAIC BFAAE Program, students are given an overview of the Teacher Candidate (Student) Agreement by the Licensure Specialist and Program Director. This agreement must be signed to begin coursework in the program. Failure to meet the terms of this agreement may lead to dismissal from the BFAAE Program.

Candidates must receive “Credit” CR to indicate successful completion of each course required for the BFAAE program. If a candidate receives “No Credit” (NCR) for any required BFAAE course, to complete the degree the course must be retaken with permission of the SAIC Teacher Education Committee.

Candidates who do not receive CR in a required course will be placed on academic probation and a remediation plan will be developed with the candidate. If a candidate receives two NCR’s in any required coursework, that candidate will be dismissed from the BFAAE program.

In the case of not receiving credit for Apprentice Teaching, the Teacher Education Committee review the case and determine whether the candidate is eligible to be assigned a school placement and may then re-enroll in Apprentice Teaching.

**Failure to Meet Basic Skills and the ILTS Visual Arts Content Test Requirements on Schedule**
The Art Education Department creates enough sections for registration for Fieldwork for students who have met the Basic Skills requirement and registered for the ILTS Visual Arts Content Test by March 15. If a student meets the Basic Skills requirement and registers for the Visual Arts Content Test between March 16 and July 20, the Art Education Program guarantees that we will create a place in a Fieldwork seminar for the student. The Director of Teacher Education will direct the student to register for an available section/fieldwork faculty supervisor, no later than July 31. The Art Education Placement Coordinator will identify and confirm Fieldwork elementary and secondary placements for the student when the student meets the Basic Skills requirement and the Visual Arts test registration.
PRE-CLINICAL AND CLINICAL EXPERIENCES

Pre-Clinical hours related to initial Art Education coursework
Students complete 90 hours of pre-clinical experiences (sometimes called observation hours) in conjunction with several Core Art Education courses—Curriculum & Instruction (9 hours); Doing Democracy (9 hours); Histories, Theories, & Philosophies of American Public Education (6 hours); Psychological, Sociological, and Phenomenological Approaches to Teaching (6 hours), culminating in Fieldwork: Elementary and Secondary Experiences (60 hours).

Placement for SAIC Fieldwork (final Pre-Clinical) and Apprentice Teaching (Clinical)
The Department of Art Education places teacher candidates in both the pre-clinical experience (Fieldwork) and clinical experience (Apprentice Teaching) with accomplished art educators who are jointly selected by the SAIC Art Education Department and partnering schools.

Selection of sites and mentors is made by the Placement Coordinator in conjunction with the Director of Teacher Education and the Teacher Education Committee. Placements are dependent upon site availability, the candidate’s artistic interests, pedagogical styles, and logistical concerns. Placement is restricted to Chicago and contiguous suburbs. Candidates are responsible for transportation to and from their sites. Final decision on teaching sites is at the discretion of the Department of Art Education.

Candidates are placed in elementary and secondary placements in Fieldwork and in Apprentice Teaching. The candidate’s elementary Fieldwork placement will be the same site as the candidate’s elementary Apprentice Teaching placement. The candidate’s secondary Fieldwork placement will be the same site as the candidate’s secondary Apprentice Teaching placement. During the placement process, candidates will be allowed to choose whether to begin with an elementary placement or a secondary placement.

International students are required to meet with SAIC International Student Services to complete authorization paperwork before registering for (off-campus) Fieldwork and Apprentice Teaching.

PRE-CLINICAL AND CLINICAL ASSESSMENT
During the pre-clinical and clinical experiences, candidates are assessed using multiple indicators to determine levels of accomplishment and performance in preparation, motivation and effectiveness, communication skills, assessment, evaluation, self-reflection and adaptation, creation of a democratic classroom; integration of contemporary art and contemporary issues; professionalism, and responsibility.

Grades for Fieldwork and for Apprentice teaching are given by the SAIC Faculty Supervisor based on observations, mentor teacher observations and feedback, candidate/faculty conferences, teaching portfolios, project examples, journal entries, curriculum project plans and participation in/work completed for the accompanying seminar meetings.

PRE-CLINICAL FIELDWORK OVERVIEW
In the final pre-clinical experience, Fieldwork: Elementary and Secondary Experiences (ARTED 4390) teacher candidates observe, assist, instruct, and assess K-12 students. Candidates spend one day a week for ten weeks—5 weeks in an elementary school and 5 weeks in a secondary school (60 pre-clinical hours). On the same day of the week that candidates visit their elementary or secondary school placement, candidates attend a weekly seminar class in the evening hours from 5:00 PM - 8:00PM. Candidates will not be able to register for or take any other courses on their assigned day for Fieldwork at placement site and evening seminar class. The SAIC Faculty Supervisor visits and assesses the candidates once during each elementary and secondary pre-clinical Fieldwork placement.
CLINICAL EXPERIENCES/APPRENTICE TEACHING OVERVIEW
In Apprentice Teaching (ARTED 4490) candidates are fully immersed in school learning environments; candidates spend 5 days per week (approximately 35 hours a week) for fourteen weeks total—seven weeks in elementary school and seven weeks in a secondary school (490 hours). Between the two seven-week school placements, candidates participate in a mandatory week-long workshop (aka “edTPA bootcamp”) for support in writing and compiling their edTPA teaching assessment portfolios.

The edTPA assessment requires teacher candidates to demonstrate readiness to teach through lesson plans designed to support their students' strengths and needs; engage real students in ambitious learning; analyze whether their students are learning, and adjust their instruction to become more effective. Teacher candidates submit unedited video recordings of themselves at work in a real classroom as part of a portfolio that is scored by highly trained educators. The Illinois State Board of Education mandates that teacher candidates must pass receive a passing score on the edTPA assessment to be granted licensure to teach in the state of Illinois (from www.edtpa.com).

Candidates’ scheduled time at Apprentice Teaching sites matches each school’s daily start and end time. Meeting the SAIC disposition of Professionalism requires that candidates arrive at the school early enough to be prepared to teach when students arrive. Candidates are also expected to spend time outside of regular school time to plan and prepare for teaching their curriculum projects and to support the pedagogical needs of their host department. SAIC supervising faculty visit and assess the teacher candidate twice during each elementary and each secondary clinical site placement. Candidate’s teaching is also evaluated by their mentor teachers.

Candidates in Apprentice Teaching (ARTED 4490) attend and participate in a seminar-style class.

SCHOOL DISTRICT REGISTRATION
Candidates must register with the Chicago Public School district before both pre-clinical and clinical experiences. The registration process includes an application, and a fingerprint-based background check. For Apprentice Teaching a TB test is also required. Candidates who are student teaching in suburban districts will have to complete separate registration processes for each district. Candidates are responsible for all fees associated with TB tests, physicals, background checks, etc.

OTHER PRE-CLINICAL AND CLINICAL PRACTICES INFORMATION
Assignment to Apprentice Teaching (ARTED 4490) is dependent upon successful completion of the following program requirements:

- Candidates must complete all core teacher education preparation coursework and the Thesis I course before enrolling in Apprentice Teaching (ARTED 4490).
- Apprentice teaching is completed during the final semester of study at SAIC.
- Candidates are required to be registered to take the ILTS Visual Arts Content Area Test by March 15 of their first year in the program before they are allowed to register for and proceed onto Fieldwork. Candidates must pass the ILTS Visual Arts Content Area Test by Nov 15 of their second year in the program to register for and proceed onto Apprentice Teaching.
CRIMINAL BACKGROUND CHECK REQUIREMENTS

All teacher candidates must complete a fingerprint-based background check at the beginning of the teacher preparation program. Chicago Public Schools will receive the results of this background check. No teacher candidates will be allowed to enter or observe classrooms where minors are present until the Chicago Public School district has approved the background check.

Teacher candidates will complete another fingerprint-based background check at the beginning of the pre-clinical fieldwork semester. This background check is part of the Chicago Public Schools Student Teacher registration process and is required of all teacher candidates prior to the final Apprentice Teaching semester. The results of this background check will be sent directly to Chicago Public Schools.

The fingerprint-based background check will cost approximately 60 dollars each; the candidate is responsible for these fees. If the results of the teacher candidate’s background check do not meet Chicago Public School district’s standards, the candidate cannot continue in the BFAAE teacher preparation program.

When applying for the State of Illinois K–12 Visual Arts Professional Educator License, the Illinois State Board of Education will require all applicants to declare the following: any convicted felony; any sex, narcotics, or drug offense; charges of child abuse; and tax evasion. Applicants must disclose whether they have had a teaching license denied, suspended, or revoked. Student loans in default, without an established repayment plan, must also be reported. Candidates who will need to declare any of these offences or issues should check with the Licensure Specialist about the impact that such a declaration may have on Licensure. The Licensure Specialist will also recommend that candidates seek personal legal counsel before making declarations to ISBE.
TEACHER LICENSURE TESTING REQUIREMENTS

There are a variety of tests that the Illinois State Board of Education requires teacher preparation candidates to complete and pass before, during, and upon completion of a program. It is important to understand that these tests are mandated by the State of Illinois. The SAIC Department of Art Education is obligated to ensure all candidates have met these legal requirements before recommending the candidate for licensure.

Candidates must pass the following tests in this order:

<table>
<thead>
<tr>
<th>Test</th>
<th>Date for Passing Score</th>
<th>Validity Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 1: ILTS Test of Academic Proficiency (400) or ACT Plus Writing or SAT</td>
<td>To be completed and passed before the first semester of the teacher preparation program.</td>
<td>Valid indefinitely</td>
</tr>
<tr>
<td>Test 2: ILTS Visual Arts Content Area Test (145)</td>
<td>To be completed and passed before Nov 15 of the Fieldwork semester.</td>
<td>Test scores from this test may be not be more than 10 years old when applying for the Professional Educator License.</td>
</tr>
<tr>
<td>Test 3: edTPA Clinical Practice Assessment</td>
<td>To be completed and passed during the Apprentice Teaching semester.</td>
<td>Definitive information on the period of validity of an edTPA score is unknown at this time. Check with SAIC Licensure Specialist.</td>
</tr>
</tbody>
</table>

In lieu of a qualifying score on the ILTS TAP, students may submit qualifying scores on the ACT Plus Writing or SAT test as outlined in the chart below. At SAIC Art Education we strongly suggest taking the SAT or ACT Plus Writing test. Results have shown that candidates are typically more successful on these two tests. They are less expensive and in more familiar format.

<table>
<thead>
<tr>
<th>ACT Plus Writing</th>
<th>Taken before 9/1/2015</th>
<th>A composite score of 22 or higher and a combined English/Writing score of 19 or higher.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT Plus Writing</td>
<td>Taken after 9/1/2015 through 9/9/2016</td>
<td>A composite score of 22 or higher and a minimum score of 16 on Writing.</td>
</tr>
<tr>
<td>ACT Plus Writing</td>
<td>Taken after 9/10/2016 and later</td>
<td>A composite score of 22 or higher and a minimum score of 6 on Writing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SAT</th>
<th>Taken before 3/5/2016</th>
<th>Composite score of 1030 (Critical Reading + Mathematics = 1030 or higher) and a minimum score of 450 on Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT</td>
<td>Taken after 3/5/2016</td>
<td>Composite score of 1110 (Evidence-based Reading and Writing + Mathematics = 1110 or higher) and a minimum score of 26 on Writing and Language Test</td>
</tr>
</tbody>
</table>

The Illinois State Board of Education will accept two score reports: one with a passing composite score and one with a passing writing score from the same test. Note that scores mixed between the two tests (Composite ACT and a passing SAT writing score) are not accepted. Qualifying scores above still apply. In Summer 2017 ISBE approved the use of a combination of sub-scores from separate test attempts of the same kind to reach the needed qualifying composite score. See Licensure Specialist for more information.
Retaking TAP, ACT, SAT, or ILTS Visual Arts
Candidates must wait 30 days to retake ILTS TAP or Visual Arts Content tests. ACT and SAT can be retaken as test dates are available. Students who do not receive a qualifying score on their first try at meeting the basic skills requirement are urged to use a professional test preparation course before retaking a test.

ISBE Testing Requirements Are Subject to Change
The State of Illinois testing and assessment requirements periodically change. As a result, candidates for Illinois licensure may be required to complete a different set of tests and/or assessments than those noted above. Please check with the SAIC Licensure Officer for up-to-date information.

edTPA ASSESSMENT
A passing score on the edTPA (Teacher Performance Assessment) is required to be eligible for the State of Illinois Professional Educator License. A passing score on the edTPA assessment is required for the State of Illinois Professional Educator License, but not the conferral of the BFAAE degree.

Candidates must take the edTPA assessment while enrolled in Apprentice Teaching as a requirement of the course. If a candidate does not receive a passing score on edTPA from the first submission, the candidate must resubmit a revised portfolio (or sections of the portfolio) to Pearson in order to receive Credit for Apprentice Teaching. After the candidate has submitted to edTPA two times (even if a passing score is not achieved), the candidate is eligible to receive CR (credit) for Apprentice Teaching and is thus eligible to graduate from SAIC if all other requirements are fulfilled.

If a candidate does not submit the edTPA a second time during the Apprentice Teaching semester, the grade will be NC (no credit) UNLESS the candidate requests an INC (incomplete) in writing to the SAIC Faculty Supervisor. The candidate can continue to work on the edTPA portfolio after the end of SAIC Spring Semester, but the Art Education Department cannot guarantee that the SAIC Supervising Faculty will be available to provide support during this time. If the candidate does not resubmit to edTPA before the beginning of the fall term, according to SAIC policy, the INC will become an NCR and the candidate will have to retake Apprentice Teaching. In this instance, the candidate and their faculty advisor will create a calendar that provides the candidate time to observe the new placement site and prepare lessons for Apprentice Teaching.

edTPA Statement on Originality and Plagiarism
As indicated in the Visual Arts edTPA handbook, you and your teacher preparation instructors can and should discuss how the various aspects of edTPA connect with each other and to your preparation coursework and field experiences. However, the specific choices that go into the planning, instruction, and assessment tasks that are part of edTPA should solely reflect your thinking, based upon your knowledge of pedagogy and your students’ needs. Originality requirements apply to settings where co-teaching and collaborative planning may take place. Even if you are co-teaching, collaboratively planning with another candidate or your grade-level team, or in a context with a uniform, prescriptive curriculum, you must be the lead teacher for the lessons documented in the learning segment and submit original commentaries. You may choose to incorporate help from other classroom personnel during your learning segment (e.g., teacher’s aides or parent helpers) but, again, you must be the lead teacher and these strategic decisions should be addressed in your commentaries. In your Context for Learning section, you will explain your placement setting and any features that influence your planning process. Your commentaries for each Task must provide your own justification for planning decisions and analyses of your teaching and student learning. Outside editing support of your official edTPA submission that includes direct revisions to the content of your writing is not permitted. Consult with your Faculty Supervisor and Director of Teacher Education for guidelines for acceptable support while developing your edTPA materials.

Originality detection software is employed to compare all edTPA submissions nationwide against all other edTPA submissions received, including outside written sources and other sources of material. The software reports any substantial degree of matching between submitted edTPA portfolios. In cases where there is substantial matching, a specially trained portfolio reviewer may then elect to seek enforcement action against the
candidate(s) involved and/or refer the candidate(s) to the Illinois State Board of Education for enforcement action. A candidate’s edTPA score may be voided and the registration fee may not be refunded to the candidate. Further, the candidate’s application for licensure may be denied if it is determined that these actions constitute a reasonable question of moral character. As it may raise a reasonable question of moral character, the Illinois State Board of Education may elect to seek revocation of licensure held by the candidate, without regard to whether the failure to abide by edTPA’s Rules of Assessment Participation and/or SAIC’s plagiarism policies was detected before or after the licensure were issued.

RECOMMENDATION FOR LICENSURE

Individuals who successfully complete the BFAAE program may apply for the State of Illinois K–12 Visual Arts Professional Educator License. Teacher candidates will not be eligible to apply for licensure if they fail to successfully complete any requirement for the BFAAE program as specified in this Program Guide and the SAIC Bulletin. This includes all coursework, ILTS tests or approved equivalents, the edTPA assessment, and pre-clinical and clinical hours.

The Licensure Specialist will provide instruction on how to use the Educator Licensure Information System (ELIS) with the candidates at the end of the clinical experience (Apprentice Teaching) semester.

It is strongly recommended that teacher candidates successfully completing the BFAAE program apply for licensure immediately following completion of the degree, regardless of immediate teaching plans. Failure to do so may render the SAIC Department of Art Education unable to recommend the teacher candidate for licensure in the future, as the requirements for licensure tend to change over time. Graduates who delay completing the licensure process must meet current ISBE requirements in order to be eligible for teacher licensure in the future.

SAIC’s teacher preparation coursework often meets the teacher licensure requirements for other states and countries. However, SAIC cannot guarantee that an Illinois Professional Educator License will be honored outside of Illinois. If teacher candidates are interested in teaching in other states, they are responsible for reviewing licensure requirements for states other than Illinois before program completion and contacting the Licensure Specialist for assistance.
SAIC TEACHER CANDIDATE DISPOSITIONS
As required by the Illinois State Board of Education, the SAIC Art Education Program has identified a set of dispositions that are aligned with our departmental values and with the values of the School of the Art Institute. Teacher candidates must consistently demonstrate these SAIC Teacher Dispositions through their behavior as well as in their academic and artistic work throughout all aspects of the Art Education Program—in SAIC classes, in relationships with faculty and with fellow students, in interactions with elementary and high school students, mentor teachers and administrators in placement schools, and in their contacts with the extended Chicago community. Candidates who do not demonstrate SAIC Teacher Candidate Dispositions will be asked to meet with their Program Director and/or the SAIC Teacher Education Committee. The Director or Committee will review concerns and recommend a remediation plan or dismissal from the program.

Prepared:
• Teacher candidate uses classroom facilities, prepares materials, and manages time so that students are able to meet the goal of the intended lesson.
• Teacher candidate has previewed all lessons and teacher exemplars with SAIC Faculty Supervisors and Mentor Teachers before teaching any lessons.
• Teacher candidate demonstrates a thorough understanding of professional and pedagogical knowledge and skills relevant to student needs.
• Teacher candidate demonstrates a thorough understanding of preparation by maintaining a clean and effective learning environment.

Critically Engaged:
• Teacher candidate uses examples of/from contemporary visual culture (visual material produced, interpreted, or created and which has, or is given, functional, communicative and/or aesthetic intent including architecture, artwork, personal, public, corporate and popular images, computer environments, and other images) that are responsive to the needs of students and relevant to their lives.
• Teacher candidate engages students in the study, interpretation, critique, and production of visual culture in a symbiotic relationship informed by contemporary social and cultural issues.
• Teacher candidate focuses on content and form, social and personal issues, historical and contemporary images and ideas, and allows students to construct meaning for themselves.
• Teacher candidate uses school, family, and community contexts to connect concepts and production to students’ prior experience and apply the learning to real-world problems.

Motivating:
• Teacher candidate is enthusiastic, interested, and exhibits intellectual vitality and sensitivity to teaching.
• Teacher candidate has developed various ways of motivating and maintaining student interest such as changing presentation style for given content material, gathering and introducing new visuals, providing relevant research, and integrating outside resources and expertise from the school community to enhance students’ learning.
• Teacher candidate has developed problems that challenge students’ wide-range of intellect and abilities and effectively guides students to think and work independently.
• Teacher candidate facilitates student learning through clear presentation of content, ideas, and instruction.
• Teacher candidate engages students in effective inquiry through relevant and critical questioning and response.
• Teacher candidate demonstrates and models effective production activities, making sure each student can see, hear, and respond to instruction and techniques that help facilitate the learning process.
• Teacher candidate engages students from different age, ethnic, gender, socio-economic, language, and religious groups appropriately.
• Teacher candidate reflects on their communication skills and makes necessary adjustments to enhance student learning.
Professional:
• Teacher candidate exhibits an outstanding attitude towards, and commitment to teaching.
• Teacher candidate exhibits appropriate professional qualities in appearance, demeanor, promptness, and dependability.
• Teacher candidate has developed positive and professional working relationships with faculty, staff, students and parents in their school environment.
• Teacher candidate is open to suggestion and has the ability to self-assess and makes corrections when necessary.
• The teacher candidate is reliable and consistent in their teaching practices.

Reflective:
• Teacher candidate considers exceptionalities when developing their lessons and uses multiple forms of assessments, such as group critique, student self-evaluation and rubrics.
• Teacher candidate demonstrates the ability to reflect on all aspects of teaching and learning; puts issues in context, articulates multiple meanings, understands implications for practice.
• Teacher candidate uses self-evaluation to determine her effectiveness in achieving the goals and objectives of the lesson/unit. She restructures and adapts lesson plans based on self-assessment and student feedback.

Fair:
• Teacher candidate recognizes the multiple ways in which student learns and the candidate treats all students fairly, promoting social justice and a democratized learning environment.
• Teacher candidate promotes fairness by encouraging students to dialogue with classmates and offer opportunities for input into content of projects.

Responsible:
• Teacher candidate exhibits a responsible attitude in dealing with peers, colleagues, faculty, students, school personnel, parents, and Mentor Teachers. This includes timely and appropriate communications, actions, and attitudes and participation in a wide range of activities related to teaching.
• Teacher candidates recognize the trust placed in them as the teachers of elementary and secondary students and fulfill that trust by acting as a prepared and engaged teacher who demonstrates commitment and concern for students and their communities.
SAIC Art Education
Transition Points
Unit ASSESSMENT SYSTEM

The assessment system of the SAIC Teacher Preparation Program has six transition points that teacher candidates must successfully reach before moving into the next stages of the program to fulfill degree requirements and be eligible for the State of Illinois K–12 Visual Arts Professional Educator License. The SAIC Teacher Preparation Program collects data and uses expectations and outcomes to: identify qualified candidates at the entry level; evaluate continuing student performance at multiple decision points throughout the program; and determine levels of accomplishment and appraise program completion requirements.

The six transition points are:
1. Admission into either the Bachelor of Fine Arts with Emphasis in Art Education (BFAAE) or the Master of Arts in Teaching (MAT) program.
2. Beginning Art Education Program coursework.
3. To begin pre-clinical experiences (ARTED 4390/6190 Fieldwork: Elementary and Secondary Experiences).
4. To begin clinical experiences (ARTED 4490/6290 Apprentice Teaching).
5. Graduating/Degree completion from either the Bachelor of Fine Arts with Emphasis in Art Education (BFAAE) or the Master of Arts in Teaching (MAT) program, prior to recommendation for licensure.
6. Recommendation for Licensure upon completion of all degree requirements and passing edTPA.

See detailed information on each Transition Point below. All requirements apply to BFAAE and MAT unless identified as specific to a particular degree program.

1 Transition Point ONE
ADMISSION to PROGRAM—BFAAE or MAT

- BFAAE applicants are required to be at least at junior standing or equivalent.
- BFAAE applicants are expected to have completed the majority (70%) of their pre-requisite coursework before entering the program, i.e. 66 credit hours or more must be completed of non-Art Education coursework.
- MAT applicants are required to have a Bachelor’s degree in Fine Art or equivalent from an accredited institution.
- A transcript analysis is conducted during the application process. All applicants must meet SAIC institutional requirements for admission to undergraduate or graduate programs. Applicants seeking approval for transfer credit must request this at the time of application and admission. (See Program Guide for more information.)
- Each applicant must successfully complete the Illinois Licensure Testing System’s Test of Academic Proficiency (TAP) #400 or equivalent ACT Plus Writing or SAT tests. See Illinois Licensure Testing section in this Program Guide. Consult Licensure Specialist for current passing cut scores.
- Applicants in the BFAAE and MAT teacher preparation programs are assessed using multiple indicators including prior academic performance, visual portfolio, writing samples, letter(s) of reference, and a formal interview with a representative of either the BFAAE or MAT teacher preparation program. Candidates are reviewed for 1) academic ability; 2) knowledge and skills in artmaking in traditional and digital media; 3) knowledge of visual culture, art history and related disciplines; 4) motivation, commitment, and ability to learn. Program directors rate candidates using a holistic rubric.

Transition Points continue on next page.
2 Transition Point **TWO**
BEGINNING ART EDUCATION PROGRAM

- Complete a fingerprint-based background check for the Chicago Public Schools and/or for applicable other schools and districts to initiate the approval process for fieldwork in schools.
- Complete the Illinois Department of Human Services Mandated Child Abuse Reporter on-line training at the beginning of the teacher preparation program.

3 Transition Point **THREE**
TO BEGIN FIELDWORK: Elementary and Secondary Experiences (ARTED 4390/6190)

- If students were conditionally admitted to the teacher education program, they must now (by March 15 of their first year in the program) successfully complete the Illinois Licensure Testing System’s Test of Academic Proficiency (TAP) #400 or equivalent ACT Plus Writing or SAT test before being allowed to register for the Fieldwork course.
- Candidates must be registered to take the ILTS Visual Arts Content Area Test (#145) by March 15 of their first year in the program to register for the Fieldwork course.
- Candidates must receive approval of their background check for the Chicago Public Schools and/or for applicable other schools/districts to be allowed to begin Fieldwork in school settings.
- Candidates must complete the Illinois Department of Human Services Mandated Child Abuse Reporter on-line training at the beginning of the teacher preparation program to be allowed to begin Fieldwork.
- Candidates must complete all prerequisite SAIC Core Art Education Teacher Preparation coursework for their degree program.
  
  **BFAAE list:** ARTED 3120, ARTED 3125, ARTED 3211, ARTED 4100, ARTED 4220, ARTED 5011, ARTED 5105, ARTED 5120, ARTED 5125, ARTED 5200, ARTED 5211, ARTED 5220, ARTED 5290

  **Candidates who fail to successfully complete Fieldwork prerequisites will meet with the SAIC Teacher Education Committee who will review the concerns and determine whether the candidate should re-enroll in a course, take leave of absence, or be dismissed from the program.**

- Candidates must exhibit SAIC Teacher Dispositions consistently demonstrating these through behavior and in academic and artistic work, prior to entering into ARTED 4390/6190 Fieldwork: Elementary and Secondary Experiences.
  
  **Candidates who do not demonstrate SAIC Teacher Candidate Dispositions will meet with the SAIC Teacher Education Committee. The committee will review the concerns and develop a remediation plan with the student.**

Transition Points continue on next page.
4 Transition Point **FOUR**  
**TO BEGIN APPRENTICE TEACHING (ARTED 4490/6290)**

- Candidates must complete all required SAIC Core Art Teacher Preparation coursework for their degree program before beginning apprentice teaching:
  - BFAAE list: ARTED 3120, ARTED 3125, ARTED 3900, ARTED 4220, ART 4900, ARTED 4390
  - MAT list: ARTED 5011, ARTED 5105, ARTED 5120, ARTED 5125, ARTED 5200, ARTED 5211, ARTED 5290, ARTED 6100, ARTED 6190

  **Candidates who fail to successfully complete Apprentice Teaching prerequisites will meet with the SAIC Teacher Education Committee who will review the concerns and determine whether the candidate should re-enroll in a course, take a leave of absence, or be dismissed from the program.**

- Candidates must have a passing score on the ILTS Visual Arts Content Area Test (#145) by Nov 15 of their Fieldwork semester in order to register for Apprentice Teaching and apprentice teach at assigned sites. **Candidates for whom SAIC has not received a passing score on the ILTS Visual Arts Content Test (#145) will not be able to register for Apprentice Teaching. The SAIC Teacher Education Committee will meet with the candidate to review concerns, develop a remediation plan for the candidate, and determine whether candidate should take a leave of absence and develop a new graduation plan or be dismissed from the program.**

- Candidates must complete the Chicago Public Schools (CPS) student teacher application and registration process and receive the CPS “Report to Service” email approval. The registration process includes a second background check and a TB test. Candidates may also be required to complete background checks for other schools in which they will be apprentice teaching.

- Candidates must exhibit SAIC Teacher Dispositions consistently demonstrating these through behavior, academic, and artistic work, prior to entering into ARTED 4490/6290 Apprentice Teaching. **Candidates who do not demonstrate SAIC Teacher Candidate Dispositions will meet with the SAIC Teacher Education Committee. The committee will review the concerns and develop a remediation plan for the candidate.**

- Candidates must have met the SAIC Teacher Education Program guidelines for Fieldwork attendance. **Attendance in Fieldwork is verified by candidate’s Mentor Teacher and submitted to SAIC Faculty Supervisor.**

- Candidates must demonstrate successful acquisition of the range of knowledge, skills, and pedagogical practices taught during Fieldwork (ARTED 4390/6190 Fieldwork: Elementary and Secondary Experiences). Candidates are assessed by and receive critical feedback from SAIC Faculty Supervisors, Mentor Teachers and peers on lesson plans, teaching portfolios, research presentations, artwork, classroom teaching, and candidate reflections and self-evaluations.

  During Fieldwork, candidates are observed while teaching. Candidates are formally assessed two times by their Mentor Teacher and two times by their SAIC Faculty Supervisor, using the SAIC Fieldwork/Apprentice Teaching Assessment form. Each Mentor Teacher and Faculty Supervisor rate the teacher candidate on a scale from 1 to 5 (1 = Unacceptable; 2 = Weak; 3 = Satisfactory; 4 = Highly Proficient; 5 = Exceptional) in the eight assessment areas (Prepared, Critically Engaged, Motivating, Communicative, Professional, Reflective, Fair, and Responsible) that correspond to the dispositions described in the Unit’s conceptual framework. In the Summative Assessment, BFAAE candidates must receive a 3 or higher; MAT candidates must receive a 4 or higher.

  **SAIC Teacher Education Committee reviews candidates during and at the conclusion of Fieldwork and meets with candidates who fail to successfully complete any part of Fieldwork. The Committee reviews concerns to determine if the candidate will continue in the program with a remediation plan, will take a leave of absence with a remediation plan for re-entry, or be dismissed from the program.**

Transition Points continue on next page.
5 Transition Point FIVE

GRADUATING—DEGREE COMPLETION—BFAAE or MAT Program

- Candidates must complete required SAIC Teacher Preparation Core coursework and other required courses as outlined in their respective program curriculum.
  BFAAE list: ARTED 3120, ARTED 3125, ARTED 3900, ARTED 4220, ARTED 4900, ARTED 4390, and ARTED 4490.
  MAT list: ARTED 5011, ARTED 5105, ARTED 5120, ARTED 5125, ARTED 5200, ARTED 5211, ARTED 5220, ARTED 5290, ARTED 6100, ARTED 6110, ARTED 6190, ARTED 6290

- Candidates must exhibit SAIC Teacher Dispositions consistently demonstrating these through behavior, academic, and artistic work.

- Candidates must take the edTPA Visual Arts assessment during Apprentice Teaching. Candidates who do not pass edTPA Visual Arts the first time must resubmit needed components of the edTPA Visual Arts one additional time to be eligible for receiving credit for Apprentice Teaching and graduation. Candidates will be eligible to graduate even if they have not successfully passed the edTPA in two attempts.

- Candidates must meet the SAIC Teacher Education Program guidelines for Apprentice Teaching attendance. Apprentice Teaching is verified by candidate’s Mentor Teacher and submitted to SAIC Faculty Supervisor.

- Candidates must demonstrate successful acquisition of the range of knowledge, skills, and pedagogical practices taught during Apprentice Teaching (ARTED 4490/6290 Apprentice Teaching). Candidates are assessed and receive critical feedback from SAIC Faculty Supervisors, Mentor Teachers and peers on lesson plans, teaching portfolios, research presentations, artwork, classroom teaching, and candidate reflections and self-evaluations.

During Apprentice Teaching, candidates are observed while teaching. Candidates are formally assessed twice by their Mentor Teacher and twice by the SAIC Faculty Supervisor, using the SAIC Fieldwork/Apprentice Teaching Assessment form. Each Mentor Teacher and Faculty Supervisor rate the teacher candidate on a scale from 1 to 5 (1 = Unacceptable; 2 = Weak; 3 = Satisfactory; 4 = Highly Proficient; 5 = Exceptional) in the eight assessment areas (Prepared, Critically Engaged, Motivating, Communicative, Professional, Reflective, Fair, and Responsible) that correspond to the dispositions described in the Unit’s conceptual framework. In the Summative Assessment, BFAAE candidates must receive a 3 or higher; MAT candidates must receive a 4 or higher.

SAIC Teacher Education Committee reviews candidates at the conclusion of Apprentice Teaching and meets with candidates who fail to successfully complete any part of the Apprentice Teaching to determine if the candidate will continue in the program with a remediation plan, will take a leave of absence with a remediation plan for re-entry, or be dismissed from the program.

Candidates who complete all other degree requirements (see above) and have not passed the edTPA after two attempts will be awarded their program degree.

Transitions Points continue on next page.
6 Transition Point SIX

RECOMMENDATION FOR ILLINOIS EDUCATOR LICENSURE

Candidates who are awarded the BFAAE or MAT degree from the Department of Art Education, pass the edTPA, and meet all requirements and regulations of ISBE recommended by SAIC’s Licensure Specialist to the ISBE (Illinois State Board of Education) for a State of Illinois Professional Educator License (PEL) endorsed to teach the Visual Arts in kindergarten through 12th grade.

- Candidates must exhibit SAIC Teacher Dispositions consistently demonstrating these through behavior, academic, and artistic work.
- Candidates are awarded the BFAAE or MAT degree in Art Education.
- Passing score on the edTPA Visual Arts assessment. Candidates who graduate without passing the edTPA can apply for licensure at a later date, but additional ISBE requirements may need to be met at that time.

Candidates recommended for the Professional Educator License are notified by an email from the SAIC’s Licensure Specialist with instructions for how to apply online to ISBE for their teacher license.

The recommendation for licensure and email of instructions for applying for the PEL are generated for those who qualify within four weeks following either the official date of the BFAAE or MAT degree, or the date SAIC is officially notified the edTPA is passed, whichever is later.

The PEL and license number are issued immediately at the end of the online application process after all requisite state license fees and county registration fees are paid with a credit card the candidate is authorized to use.

Candidates must complete their application and have their license issued within one year of the date the recommendation for licensure is submitted to ISBE by SAIC’s Licensure Specialist.

Questions about the licensure process should be directed to SAIC’s Licensure Specialist.
FOR MORE INFORMATION

To make an appointment to discuss the BFAAE Program, please call or write:

**Salome Chasnoff**
Director of the BFAAE Program
School of the Art Institute of Chicago, Department of Art Education
37 S. Wabash Avenue, #713g
Chicago, IL 60603
schasnoff@saic.edu

To make an appointment for advising on graduation and licensure requirements, please phone or write:

**Valerie Vasquez**
Licensure Specialist
School of the Art Institute of Chicago, Departments of Art Education and Art Therapy
37 S. Wabash Avenue, #713i
Chicago, IL 60603
vvvasquez@artic.edu
312-899-7482

**Steven Ciampaglia**
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**Olivia Gude**
Chair, Department of Art Education
Angela Gregory Paterakis Professor of Art Education
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Teacher candidates are responsible for knowing the policies, rules, and regulations stated in the *SAIC Bulletin*. It is also the teacher candidate’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, ability, color, creed, national origin, religion, race, sex, gender identity, or sexuality in the teacher candidate recruitment and admissions, in financial aid programs, in teacher candidate and employee services, in educational programs and activities, or in employment practices.

*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 SAIC Bulletin and the Student Handbook for official information about other SAIC regulations and requirements.*