



Department of Art Education



for BFAAE students who began Art Education coursework
in Spring 2021 (or before)
Program Guide

BFAAE
BFA with Emphasis
in Art Education

See Appendix for statement on SAIC Teacher Education during Covid-19 Pandemic

TABLE OF CONTENTS

| | |
|--|----|
| SAIC Art Education | 3 |
| BFAAE Program Overview | 3 |
| Conceptual Framework | 3 |
| Core Elements of the Program Philosophy | 4 |
| Objectives of the Program | 5 |
| Authors and Ideas That Have Influenced SAIC Teacher Education | 6 |
| Admission to the BFAAE Program | 7 |
| BFAAE Curriculum Overview | 9 |
| Comparison of BFA And BFAAE Degrees | 10 |
| Plan For Junior and Senior Year | 11 |
| Additional Curriculum Information and Licensure Program Policies | 12 |
| BFAAE Teacher Preparation Core Course Descriptions | 13 |
| Academic Policies | 14 |
| Pre-Clinical and Clinical Experiences | 16 |
| Criminal Background Check | 18 |
| Teacher Licensure Testing Requirements | 19 |
| edTPA Statement on Originality and Plagiarism | 20 |
| Recommendation for Licensure | 21 |
| SAIC Teacher Candidate Dispositions | 22 |
| Transition Points (Gates) Unit Assessment System | 24 |
| For More Information and Contacts | 29 |
| Appendix 1: Sample BFAAE Teacher Candidate (Student) Agreement | |
| Appendix 2: Sample BFAAE Application for Admission | |
| Appendix 3: Sample BFAAE Letter of Reference Form | |
| Appendix 4: SAIC Teacher Education during Covid-19 Pandemic | |

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. This culturally sustaining pedagogy strives to foster cultural pluralism as part of the democratic project of schooling.

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.

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.

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.

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.

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

AUTHORS & IDEAS THAT HAVE INFLUENCED SAIC TEACHER EDUCATION

- *Critical Curriculum Studies: Education, Consciousness, and the Politics of Knowing* by W. Au. (2012). New York, NY: Routledge.
- *To Teach: The Journey of a Teacher* by W. Ayers. (1993). NYC, NY: Teachers College Press.
- *The Rediscovery of Teaching* by Gert Biesta. (2017). New York, NY: Routledge.
- *Learning Things: Material Culture in Art Education* by D. Blandy, D. & P.E. Bolin. (2018). New York, NY: Teachers College Press.
- Critical Pedagogy 2.0: Researching the Visual Culture of Marketing with Teenage Co-Researchers by Steven Ciampaglia. (2014). *Studies in Art Education* (56), 359-369.
- Guerilla Art Action: Taking it to the Street with Teenage Students by Steven Ciampaglia. (2013). *Harvard Educational Review*. (83)1
- *Other People's Children: Cultural Conflict in the Classroom* by Lisa Delpit (2006). New York, NY: The New Press.
- *Ghosts in the Schoolyard: Racism and School Closings on Chicago's South Side* by E.L. Ewing. Chicago: University of Chicago Press.
- *Cultural Actions for Freedom* by Paulo Freire. (1972). Austin, Texas: University of Texas.
- *Sexuality in School: The Limits of Education* by J. Gilbert. (2014). Minneapolis, MN: University of Minnesota Press.
- Art, Ecology, and Art Education: Locating Art Education in Critical Place-Based Pedagogy by M. Graham, (2007). *Studies in Art Education*, 48(4), 375-391.
- Helping Kids Turn Out Queer: Queer Theory and Art Education by Adam J. Greteman. (2017). *Studies in Art Education*, 58(3), 195-205
- Non-advice for Art Educators Engaging LGBTQ Issues by Adam J. Greteman. (2019). *Art Education*, 72(2), 42-47.
- Postmodern Principles: In Search of a 21st Century Art Education by Olivia Gude (2004). *Art Education*, 57(1) 6-14.
- Principles of Possibility: Considerations for a 21st Century Art and Culture Curriculum by Olivia Gude. (2007). *Art Education*, 60(1), 6-17.
- New School Art Styles: The Project of Art Education by Olivia Gude. (2013). *Art Education*, 66(1) 6-15.
- Contemporary Strategies for Creative and Critical Teaching in 21st Century by J. Hamlin and J. Fusaro. (2018). *Art Education*, 71:2, pp. 8-15
- Hacking the Visual Arts edTPA: Undergoing Scientific Management, Performativity, and Standardization of Language Games in Performance Assessment by K.J. Holland, K & N.B. Sheth. (2018). *Studies in Art Education*, 59(4), 328-348.
- *Teaching to Transgress* by bell hooks.(1994). New York, NY: Routledge.
- *Someone Has to Fail: The Zero-Sum Game of Public Schooling* by D. Labaree. (2012). Cambridge, MA: Harvard Education Press.
- *The Design of Childhood: How the Material World Shapes Independent Kids* by A. Lange. (2018). New York: Bloomsbury.
- Youth as Engaged Cultural Workers: Benito Juarez High School and the Legacy of Student Uprisings on the Lower West Side of Chicago by Nicole Marroquin. (2018). *Visual Arts Research*, 44(2)87, 43-52
- White Privilege: Unpacking the Invisible Knapsack by Peggy McIntosh. (1989). *Peace and Freedom Magazine*, Vol: July/August, 10-12.
- *Pushout: The Criminalization of Black Girls in Schools* by M.W. Morris. (2016). New York, NY: The New Press.
- We Speak in Many Tongues by Sonja Nieto In Carlos Diaz (Ed.) *Multicultural Education for the Twenty-First Century*. (2001). New York, NY: Longman Publishers.
- *Education and Democracy in the 21st Century* by Noddings, N. (2013). New York, NY: Teachers College Press.
- Fighting Disability Stereotypes with Comics: "I Cannot See You, But I Know You Are Staring At Me." by Ostrow-Seidler, C. (2011). *Art Education*, 64(6), 20-26.
- *A Child's Work: The Importance of Fantasy Play* by Vivian Paley. (2004). Chicago, IL: University of Chicago Press.
- Culturally Sustaining Pedagogy: A Needed Change in Stance, Terminology, and Practice by Django Paris. (2012) *Educational Researcher*, 41(6), 93-97.
- *Art and Social Justice Education: Culture as Commons* by Quinn, T., Ploof, J.P., and Hochtritt, L. (Eds). (2012). New York, NY: Routledge.
- *Decolonizing Methodologies: Research and Indigenous Peoples* by Linda Thuiwai Smith. (2012). London: Zed Books.
- Contemporary Practice in the Elementary Classroom: A Study of Change by Anne Thulson. (2013). *Art Education*, 66:1, 16-23.
- *A Political Education: Black Politics and Education Reform in Chicago Since the 1960s* by E. Todd-Breland. (2018). Chapel Hill: The University of North Carolina Press.
- *Critical Educational Psychology* by S. Vassallo. (2017). Baltimore, MD: John Hopkins University Press.

ADMISSION TO THE BFAAE PROGRAM

>> BFAAE ADMISSIONS CRITERIA

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.

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) and motivation and commitment to learning.

>> 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 SAIC's undergraduate program.

2. By the fall term of sophomore year, students who declared Art Education as a major should schedule a meeting with the Art Education Department's Licensure Specialist for transcript analysis to determine the semester in which the student should apply to the BFAAE program. The application term is initially based on completed non-Art Education credits. Afterwards, students should meet with their academic advisor for scheduling advice to complete remaining non-Art Education credits.

APPLICATION MATERIALS and REQUIREMENTS OVERVIEW

>> Invitation to Apply (Spring Semester prior)

- You will receive an invitation to apply to the BFAAE program in the upcoming Fall semester from the Licensure Specialist. It will include the Application process and requirements. An invitation to the program may be on hold if the Licensure Specialist requests a response from the student regarding your status in the program. This may include: remaining non-Art Education credit, INC grades, BFA students uncertain about degree plans, possible leave of absence, registration not completed for the coming fall semester, and other academic issues.

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

- Meet with Licensure Specialist: Complete the eligibility requirements above and schedule a meeting with the Licensure Specialist to conduct a final transcript analysis. Following your meeting, the Licensure Specialist will email you link to a personalized Google Drive folder, where you upload all of your application materials, excluding your Letter of Reference, which will be e-mailed directly to the SAIC Licensure Specialist.
- Interview with BFAAE Director: BFAAE Director will contact you to schedule an interview and portfolio review.

>> Assemble Your Application and Upload the Following Materials by the first Monday in October.

BFAAE Application Form

Resume (Develop a new or update your current resume. Include teaching experiences, other work experiences, exhibitions and other art experiences, awards and honors, and list of competencies in media, equipment, and software. It will be reviewed during your interview with the BFAAE Director so you can receive feedback prior to submission by the application deadline.

Portfolio of 20 artworks in digital format (images of 2D and 3D work as well as time-based works):

10 examples demonstrating your proficiency in a range of different media and materials, including digital proficiency; 10 examples showing your current artistic practice and conceptual interests. Submit work as a single PowerPoint or Keynote file. Devote one slide to each artwork and should include the following identifying information: title, date completed, medium, dimensions.

Artist Statement (300-600 words) Provide context for the artwork included in your portfolio by discussing the themes and theories which inform your artistic practice. Elaborate upon the artistic, social, political, or personal relevance of your artwork as well as its material and formal attributes.

Statement of Purpose (300-600 words) Explain why you want to teach art.

Letter of Reference using the form included in Application & Instructions packet. The Letter of Reference must be submitted in person (by you) or email (by recommender) by the first Monday in October. (See Letter of Reference Form for details.)

>> Questions? Please contact the BFAAE Program Director, Salome Chasoff: schasoff@saic.edu.

>> ADMISSION DECISIONS

- Applicants will be informed in writing of the Department's admission decision before the course registration period for the Spring Semester.
- Applicants may be conditionally admitted to the program at the department's discretion, based on such things as proficiency in a range of media. 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.
- 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.

>> 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 will have a maximum of four years, from the time they enter the BFAAE program, to complete the program (including time off for leaves from the program.) 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 and the SAIC website 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 that an Illinois Professional Educator License will be honored outside of Illinois. Additional requirements may apply in such cases.
- 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 at SAIC is to first complete your BFA and then take the two-year SAIC MAT program.

BFAAE CURRICULUM OVERVIEW

| | |
|--|------------------------|
| STUDIO | 66 Credit Hours |
| Drawing | 6 credits |
| Contemporary Practices Core Studio Practice | 6 credits |
| Contemporary Practices Research Studio I | 3 credits |
| Contemporary Practices Research Studio II | 3 credits |
| Painting | 3 credits |
| Printmaking | 3 credits |
| Ceramics OR Sculpture | 3 credits |
| Sophomore Seminar (SOPHSEM) | 3 credits |
| <i>Curriculum & Instruction: Resources and Methods (Professional Practice), ARTED 3900</i> | 3 credits |
| <i>Cultural Approaches to Production, ARTED 3100</i> | 3 credits |
| Studio Electives* | 30 credits |
| *Studio courses must include a minimum of 12 credits of 3000 or 4000 level courses. | |
| ART HISTORY | 12 Credit Hours |
| ARTHI 1001 World Cultures and Civilizations: Pre-History to 19th | 3 credits |
| ARTHI 1002 Survey of Modern to Contemporary Art and Architecture | 3 credits |
| Global Comparative Art History or Global Comparative Visual and Critical Studies | 3 credits |
| Art History or VCS course: additional elective | 3 credits |
| LIBERAL ARTS | 30 Credit Hours |
| English | 6 credits |
| Natural Science | 3 credits |
| Math (or another Natural Science) | 3 credits |
| Social Science | 6 credits |
| Humanities | 6 credits |
| <i>Histories, Theories, and Philosophies of American Public Education, ARTED 3120</i> | 3 credits |
| <i>Psychological, Sociological, and Phenomenological Approaches to Teaching, ARTED 4220</i> | 3 credits |
| ART EDUCATION | 18 Credit Hours |
| <i>Doing Democracy: Pedagogies of Critical Multiculturalism, ARTED 3125</i> | 3 credits |
| <i>Fieldwork: Elementary and Secondary Experiences, ARTED 4390</i> | 3 credits |
| <i>Apprentice Teaching, (Capstone) ARTED 4900</i> | 12 credits |
| TOTAL: | 126 CREDITS |

Note: The classes in italics constitute the teacher preparation program (30 credits total).

COMPARISON OF BFA AND BFAAE DEGREES

| | | | |
|--|-----|---|-----|
| Bachelor of Fine Arts | | Bachelor of Fine Arts with Emphasis in Art Education | |
| Studio | 72 | Studio | 66 |
| | | Drawing (6) Contemporary Practices or equivalent (12) Sophomore Seminar or equivalent (3) Painting (3) Printmaking (3) Ceramics OR Sculpture (3) Studio Electives (30) At least 12 credits of the above studio coursework must be at the 3000 or 4000 level <i>Curriculum and Instruction, ARTED 3900 (3)</i> <i>Cultural Approaches to Production, ARTED 4100 (3)</i> | |
| Art History | 18 | Art History | 12 |
| Includes ARTHI 1001 & 1000 level elective | | ARTHI 1001 World Cultures and Civilizations: Pre-History to 19th (3) ARTHI 1002 Survey of Modern to Contemporary Art and Architecture (3) Global Comparative Art History or Global Comparative Visual and Critical Studies Art History or VCS course: additional elective (3) | |
| Liberal Arts | 30 | Liberal Arts | 30 |
| English (6) Natural Science (6) Social Science (6) Humanities (6) Liberal Arts Electives (6) | | English (6) Natural Science (3) Math (or another Natural Science) (3) Social Science (6) Humanities (6) <i>Histories, Theories, and Philosophy of American Public Education, ARTED 3120 (3)</i> <i>Psychological, Sociological and Phenomenological Approaches to Teaching, ARTED 4220 (3)</i> | |
| | | Professional Art Education | 18 |
| | | <i>Doing Democracy, ARTED 3125 (3)</i> <i>Fieldwork: Elementary & Secondary Experiences, ARTED 4390 (3)</i> <i>Apprentice Teaching, ARTED 4900 (12)</i> *The italicized courses constitute the teacher preparation program (30 credits total). | |
| General Electives | 6 | no additional general electives | |
| Studio, Art History, or Liberal Arts | | | |
| Total Credit Hours | 126 | Total Credit Hours | 126 |

PLAN FOR JUNIOR AND SENIOR YEAR

| Program – Junior Year | | | |
|-----------------------------|---------|--|---------|
| FALL-Apply to BFAAE by 10/1 | Credits | SPRING | Credits |
| (Any Studio, LA or AH) | 3 | (Any Studio, LA or AH) | 3 |
| (Any Studio, LA or AH) | 3 | (Any Studio, LA or AH) | 3 |
| (Any Studio, LA or AH) | 3 | <i>Curriculum & Instruction</i> ARTED 4100 | 3 |
| (Any Studio, LA or AH) | 3 | <i>Hist., Theor., Phil. Public Ed</i> ARTED 3120 | 3 |
| (Any Studio, LA or AH) | 3 | <i>Doing Democracy</i> ARTED 3125 | 3 |
| Total Credits | 15 | Total Credits | 15 |

| Program – Junior Year - Use the summer term to take any remaining credits (preferably studio or art history) | | | |
|--|---------|--|--|
| SUMMER | Credits | | |
| (Any Studio, LA or AH) | 3 | | |
| | 3 | | |
| Total Credits | 6 | | |

| Program – Senior Year | | | |
|--|---------|---------------------------------------|---------|
| FALL | Credits | SPRING | Credits |
| (Any Studio, LA or AH) | 3 | <i>Apprentice Teaching</i> ARTED 4900 | 12 |
| <i>Psych., Socio., & Phenom.</i> ARTED 4220 | 3 | | |
| <i>Cultural Approaches to Production</i> ARTED 4100 | 3 | | |
| <i>Fieldwork: Elem. & Sec.</i> ARTED 4390 | 3 | | |
| 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.
- **ART HISTORY REQUIREMENT:** All 12 credit hours of Art History coursework must be completed prior to Apprentice Teaching.
- **TRANSFER CREDIT:** 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. Visit the SAIC website for the online "Permission to Take Classes Outside of SAIC Request" form.
- **ISBE APPRENTICE TEACHING POLICY:** In accordance with Illinois law, candidates are required to finish Apprentice Teaching during their final academic year.
- **CREDITS AFTER APPRENTICE TEACHING:** Candidates cannot take more than 15 credits of outstanding studio, liberal arts and art history electives after completing the Apprentice Teaching course. Student should plan their schedules accordingly. Candidates should prioritize taking studio coursework and art history 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 can only have a maximum of 6-9 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:** The SAIC designation "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. Art Education values courses that include contemporary cultural production as well as courses focusing on traditional cultures. Because not all Art History or Visual Critical Studies courses that meet these goals are tagged in PeopleSoft, Art Education allows students to file a request to the Teacher Education Committee to approve other courses. Contact Licensure Specialist Valerie Vasquez for a list of pre-approved courses and an Art Education Request Form.

BFAAE TEACHER PREPARATION CORE COURSE DESCRIPTIONS

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 3900 (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: ARTED 3900 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 3125, ARTED 3900

See Transition Point/Gate 3 for further requirements for beginning Fieldwork.

ARTED 4900 (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 3900, 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 from the program, 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.

When the required work has been completed and accepted, the faculty member must notify the Registrar's Office at saic.registrar@saic.edu to have the Incomplete grade changed to Credit. *In the aftermath of the Spring 2020 affected by the Covid-19 pandemic, any INC grades from Spring 2020 remaining at the end of the fall 2020 semester add/drop period will automatically be changed to WCV (withdraw during COVID pandemic).*

Meeting Requirements for Placement in Fieldwork/Apprentice Teaching Sequence

In early April, the Art Education Placement Coordinator will begin confirming Fieldwork elementary and secondary placements for students who are in good academic standing and have registered for the Visual Arts content test. Students who have submitted documentation to the Licensure Specialist of registering for the Visual Arts Content test can register for Fieldwork. *Due to the COVID-19 pandemic, issues may arise that impact the ability of students to take the Visual Arts Content test due to site closures and/or stay-at-home orders. In the event of such issues, the department will work with individual students and ISBE to make alternate plans.*

Leave of Absence From the Art Education Program

A student/teacher candidate may petition the Teacher Education Committee to grant a one-year leave 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 an additional one-year leave from the BFAAE program.

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 from the program because of not meeting requirements described in the program Transition points. Reasons that a student be mandated to take a leave from the program include: not meeting ISBE requirements for passing the Visual Arts content test before Apprentice Teaching course sequence, no credit for a core licensure course, or not meeting ISBE requirements for teacher behavior as described in the SAIC Teacher Dispositions as listed in this Program Guide.

When students are granted a leave of absence from the BFAAE program, the Program Director and Chair will meet with the student to sign a *Leave from the Art Education Program Agreement Letter* which will stipulate needed remediation in order to return to the BFAAE program. The student will also be required to complete any SAIC related paperwork requesting a LOA from the school. Typical conditions for being re-admitted to the program include passing the Visual Arts content test, demonstrating progress in passing non-core art education courses, completing any Incompletes, entering into a behavior contract agreeing to display 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 from the Art Education Program Agreement Letter will result in dismissal from the BFAAE program.

Students who are granted an LOA from the BFAAE program can elect to stay enrolled at SAIC and take Studio, Art History and Liberal Arts courses. They will be unable to enroll in any coursework related to the BFAAE program. If a student is taking time away from SAIC, the student should also request an SAIC Leave of Absence through the Academic Advising Department.

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 Art Education coursework, that candidate will be dismissed from the BFAAE program.

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

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/Apprentice Teaching Sequence

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 and the host school,

Typically, 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.

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.

FIELDWORK (more PRE-CLINICAL) OVERVIEW

In the final pre-clinical experience, *Fieldwork: Elementary and Secondary Experiences (ARTED 4390)* teacher candidates observe, assist, instruct, and assess K-12 students. Typically, 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.

APPRENTICE TEACHING (CLINICAL) 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). Candidates attend a weekly seminar class in the evening hours from 5:00 PM - 8:00PM on the same day of the week attended during Fieldwork. 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 (Teacher Performance 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 assess the teacher candidate twice during each elementary and each secondary clinical site placement. Candidate’s teaching is also evaluated by their mentor teachers.

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 Tuberculosis Clearance (TB) test will be required. This background check is part of the Chicago Public Schools Student Teacher registration process and is required of all teacher candidates. The results of this background check will be sent directly to Chicago Public Schools. 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 4900)* is dependent upon successful completion of the following program requirements:

- Apprentice teaching is completed during the final semester of study at SAIC.
- Candidates must complete all core teacher education preparation coursework before enrolling in *Apprentice Teaching (ARTED 4900)*.
- Candidates are required to be registered to take the ILTS Visual Arts Content Area Test by March 31 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 semester in the program to register for and proceed onto Apprentice Teaching.

CRIMINAL BACKGROUND CHECK REQUIREMENT

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 may need to complete another fingerprint-based background check during the Fieldwork semester before beginning Apprentice Teaching. Candidates will be notified by the SAIC Licensure Specialist when the CPS registration portal is open. (Students who are in linked placement schools between Fieldwork/Apprentice Teaching may not need to complete another fingerprint-based check.) Contact Licensure Specialist for whether you will need a second background check.

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.

Candidates who will be teaching in suburban public or in private schools must meet the background check requirements of each district. Check with the SAIC Placement Coordinator and Licensure Officer for details.

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:

| Test | Date for Passing Score | Validity Period |
|---|---|---|
| Test 1: ILTS Visual Arts Content Area Test (145) | To be completed and passed before Nov 15 during the Fieldwork semester. | Valid indefinitely |
| Test 2: edTPA Clinical Practice Assessment | To be completed and passed during the Apprentice Teaching semester. | Definitive information on the period of validity of an edTPA score is unknown at this time. Check with SAIC Licensure Specialist. |

Retaking ILTS Visual Arts Content Test

Candidates must wait 30 days to retake ILTS Visual Arts Content 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 Visual Arts test, 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 overtime. 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. Communicative:
- 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 4900/6290 *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.)
- 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

TO BEGIN ART EDUCATION PROGRAM COURSEWORK WITH SCHOOL OBSERVATIONS

- 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)

- Candidates must register for the Visual Arts Content Test in order to register for Fieldwork.
On March 31, the Art Education Placement Coordinator will begin confirming Fieldwork elementary and secondary placements for students who are in good academic standing and have registered for the Visual Arts content test. As each student documents registering for the Visual Arts Content Test, they may register for Fieldwork.
- Candidates must be registered to take the ILTS Visual Arts Content Area Test (#145) by March 31 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 3900
MAT list: ARTED 5105, ARTED 5011, ARTED 5120, ARTED 5125, ARTED 5211, 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 from the program, 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 4900/6290)

- 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, ARTED 4100, ARTED 4390
MAT list: ARTED 5105, ARTED 5011, ARTED 5120, ARTED 5125, ARTED 5211, ARTED 5290, ARTED 5220, 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 from the program, 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 from the program 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 requires a TB test and may include a second background check. Candidates will be required to complete background checks for other school districts 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 4900/6290 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 from the program with a remediation plan for re-entry, or be dismissed from the program.

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 4100, ARTED 4390, and ARTED 4900.
MAT list: ARTED 5105, ARTED 5011, ARTED 5120, ARTED 5125, ARTED 5211, ARTED 5290, ARTED 5220, ARTED 6100, ARTED 6190, ARTED 6290, ARTED 6100.
- 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 4900/6290 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 from the program 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.

Candidates must register their license within six months of the date of application or the license validity will lapse. Reinstatement requirements and fees may apply.

Questions about the licensure process should be directed to SAIC's Licensure Specialist.

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.

FOR MORE INFORMATION

To make an appointment for advising on the BFAAE Program, licensure requirements, and graduation, please call 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
vvasquez@artic.edu
312-899-7482

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, #713b
Chicago, IL 60603
schasnoff@saic.edu

For information about school placements or mentor teaching, please call or write:

Laura Sapelly

Placement Coordinator
School of the Art Institute of Chicago, Department of Art Education
37 S. Wabash Avenue, #713c
Chicago, IL 60603
lsapelly@saic.edu

Paul Mack

Interim Director of Teacher Education
School of the Art Institute of Chicago, Department of Art Education
37 S. Wabash Avenue, #713
Chicago, IL 60603
pmack@saic.edu

Olivia Gude

Chair, Department of Art Education
Angela Gregory Paterakis Professor of Art Education
School of the Art Institute of Chicago
37 S. Wabash Avenue, #713g
Chicago, IL 60603
ogude@saic.edu

Kathleen McGrath

Administrative Director
School of the Art Institute of Chicago, Departments of Art Education and Art Therapy
37 S. Wabash Avenue, #713
Chicago, IL 60603
kmcgrath@saic.edu
312-899-7481

Kristi Moynihan

Administrative Assistant,
School of the Art Institute of Chicago, Department of Art Education and Art Therapy
37 S. Wabash Avenue, #713L
Chicago, IL 60603
312-899-7411



Bachelor of Fine Arts with Emphasis in Art Education BFAAE

TEACHER CANDIDATE AGREEMENT

(Revised August 2020)

*Candidate
Initials*

_____, has enrolled in the Bachelor of Fine Arts with Emphasis in Art Education (BFAAE) program at the School of the Art Institute of Chicago (SAIC) and has received the BFAAE Program Guide.

The candidate understands the specific requirements and policies of the program as set forth below. The candidate’s failure to meet any of these requirements and/or abide by these policies can result in the candidate’s dismissal from the program by the Teacher Education Committee.

PROGRAM INFORMATION AND POLICIES

- **Illinois State Board of Education (ISBE) – State Approved Program:** Teacher candidates understand that the BFAAE program meets the current requirements for the Illinois K-12 Initial Visual Arts Teaching License. Although SAIC’s BFAAE teacher preparation coursework often meets the licensure requirements for other states and countries, SAIC cannot guarantee absolute reciprocity between the Illinois license and out-of-state districts. If Teacher candidates are interested in teaching in other states outside of Illinois, they are responsible for reviewing licensure requirements in other states before program completion, and may contact the SAIC Licensure Specialist for assistance.
- **Program Completion Timeline:** Candidates 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.) Teacher candidates must meet the State of Illinois licensure requirements in the year in which they are graduating and seeking licensure.
- **Successful Completion of SAIC Coursework:** In addition to following all SAIC undergraduate academic and administrative policies and guidelines regarding retention and dismissal (see *SAIC Bulletin*), candidates must receive “Credit” (CR) to indicate successful completion of each course required for the BFAAE program.
- **If a candidate receives “No Credit” (NC) once for any required BFAAE course that** candidate must take that course again. The candidate will be placed on departmental probation for the remainder of the program. Any subsequent NC for any required Art Education course will result in the candidate not being allowed to continue in the program.

- Dispositions: Teacher candidates are expected to demonstrate SAIC’s teacher candidate dispositions in professional and academic settings. Teacher candidates will also exhibit sensitivity to and respect for the multiple social, cultural and economic realities of SAIC faculty, mentor teachers, colleagues, school personnel, parents, community members, and students. This includes demonstrating respect for diversity and differences, including ability, age, class, ethnicity, race, gender, and sexual identity. Teacher candidates are expected to use suitable language and mannerisms, via in-person and online communication, and maintain appropriate relational boundaries when interacting with students and colleagues.

 - *Failure to demonstrate these dispositions can result in dismissal from the BFAAE program and/or denial of licensure.*

- International Students Only: Curricular Practical Training (CPT) Form: International students are required to meet with SAIC International Student Services to complete authorization paperwork before registering for off-campus fieldwork. The International student cannot start ARTED 4390 Fieldwork: Elementary and Secondary Experiences or ARTED 4490 Apprentice Teaching until they receive CPT authorization on their I-20 from International Affairs. For more information about CPT visit www.saic.edu and go to “Life @ saic” at the top > International Affairs > Maintaining Legal F-1 Status > Employment > Curricular Practical Training.

1) TRANSITION POINT ONE: ADMISSION TO THE PROGRAM

- Welcome to the program! You are now a SAIC Teacher Candidate!

2) TRANSITION POINT TWO: BEGIN ART EDUCATION COURSEWORK WITH SCHOOL OBSERVATIONS

- Chicago Public Schools (CPS) Field Experience Registration & Fingerprinting: All teacher candidates must complete a CPS online registration form and fingerprint-based background check at the beginning of the teacher preparation program in order to complete observation hours during any coursework that involves visits to schools as well as the Fieldwork and Apprentice Teaching Sequence. CPS receives the results of this background check directly from Accurate Biometrics.

- 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. The background check will cost approximately 60 dollars. If the results of the background check do not meet CPS district’s standards, the teacher candidate will be dismissed from the teacher preparation program.

- Other School Districts Student Teaching Registration, Fingerprinting and Tuberculosis (TB) Test: Teacher candidates must meet the requirements of each district in which

they will do fieldwork or apprentice teaching. Contact the SAIC Placement Coordinator and Licensure Officer to learn the requirements regarding registration, background checks, and health certificates required at each district's placement. Teacher candidates are responsible for any fees associated with additional background or medical checks.

- DCFS Mandatory Reporter: Teacher candidates will complete the Illinois Department of Human Services Mandated Child Abuse Reporter on-line training at the beginning of the teacher preparation program. Teacher candidates must submit a copy of the "Certificate of Completion" from the training and sign a copy of the "Acknowledgment of Mandated Reporter Status" form. Both items are due to the Licensure Specialist by the end of the second week of the first semester of the teacher preparation program. _____
- Teacher candidates should note the following policies that will impact Senior year course schedules and degree completion: _____
- Complete all studio, art history, and liberal arts before Apprentice Teaching. _____
- Candidates may request permission to complete some of their coursework after Apprentice Teaching. A maximum of 15 credit hours can be taken after Apprentice Teaching. However, before Apprentice Teaching all required Art Education courses and Art History courses must be completed. Ideally, any remaining credit hours will be completed during the summer term following Apprentice Teaching. The Illinois State Board of Education requires that all coursework or other degree requirements leading to graduation must be completed within the year after completing Apprentice Teaching. _____
- Illinois State Board of Education requires that graduation must occur within 1 year of Apprentice Teaching in order to grant licensure. _____
- Teacher candidates should not take more than 12 hours in their second (fall) semester: Fieldwork; Cultural Approaches (Capstone); Psych, Soc, Phenom; elective. _____
 - No courses can be taken during the Winter session prior to the Apprentice Teaching in spring semester because Apprentice Teaching will begin approximately 1 week earlier than the SAIC spring semester start. (This policy was instituted to ensure teacher candidates have ample time to prepare and teach for the edTPA.) _____
- No other courses can be taken during Apprentice Teaching semester. _____
- SAIC will permit a student to participate in the graduation commencement ceremony if they have nine or less credits to complete . _____

3) TRANSITION POINT THREE: TO BEGIN FIELDWORK (ARTED 4390)

- Candidates will not be able to register for the second and third semesters of the BFAAE program if CPS Field Experience approval has not been received and if the Mandated Child Abuse Reporter training has not been completed.
 - *The Placement Coordinator will begin the process of interviewing and matching candidates with schools on March 31. Candidates must provide proof of registration for the Visual Arts test to the Licensure Officer by March 31st in order to register for Fieldwork and be eligible to have school placements confirmed.*
- Complete Required SAIC Core Coursework: Teacher candidates must complete all prerequisite SAIC Core Art Education Teacher Preparation Coursework for their degree program: ARTED 3120, ARTED 3125, ARTED 3900
 - *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 from the program, or be dismissed from the program.*
- Dispositions: Candidates must exhibit SAIC Teacher Dispositions consistently demonstrating these through behavior and in academic and artistic work, prior to entering into ARTED 4390 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 candidate.*
- Placement for Fieldwork: Selection of placement sites is made in cooperation with the SAIC Placement Coordinator and the SAIC Teacher Education Committee. Matching sites, mentors, and teacher candidates is dependent upon site availability, the candidate's interests, knowledge base and artistic skills as well as logistical concerns regarding SAIC Faculty Supervisors and locations. Placement is restricted to Chicago and surrounding suburbs. Teacher candidates are responsible for transportation to and from their school placement sites. The final decision on school placement sites is made at the discretion of the Department of Art Education, the Chicago Public Schools, or other school districts in the Chicago area.

4) TRANSITION POINT FOUR: TO BEGIN APPRENTICE TEACHING (ARTED 4900)

- Complete Required SAIC Core Coursework: Candidates must complete all required SAIC Core Art Teacher Preparation coursework for their degree program before

beginning apprentice teaching. ARTED 3120, ARTED 3125, ARTED 3900, ARTED 4220, ARTED 4100, ARTED 4390.

- *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 from the program, or be dismissed from the program.*
- Second Licensure Test – Content Test: Candidates must have a passing score on the ILTS Visual Arts Content Test (#145) by November 15th of the second semester in order to register in Apprentice Teaching. Candidates will not be able to register for and apprentice teach at assigned sites if this test is not passed.
 - *If a Candidate does not pass by the set deadline, The SAIC Teacher Education Committee will meet with the candidate to review concerns, develop a remediation plan for the candidate, and determine whether the candidate should take a leave from the program and develop a new graduation plan or be dismissed from the program.*
- CPS Student Teaching Registration, Fingerprinting and Tuberculosis (TB) Test: Teacher candidates will complete another online registration, TB test, and *may be required* to complete a second fingerprint based background check during the third semester. CPS Registration is a 3-step process that will open in early September. Licensure Officer will contact you when registration is open.

Step 1: Online Registration.

Step 2: Applicants will be notified by email (with forms) to obtain the fingerprinting and TB test. The background check will cost approximately 60 dollars. The results of the background check will be sent directly to Chicago Public Schools. Deadlines apply and are strict.

Step 3: Receive “Report to Service” Email. Teacher candidates must obtain the “Report to Service” email from CPS to begin student teaching (Apprentice Teaching). Forward to the “Report to Service” email to the Licensure Specialist immediately upon receipt.

- Other School Districts Student Teaching Registration, Fingerprinting and Tuberculosis (TB) Test: Teacher candidates must meet the requirements of each district in which they will do fieldwork or apprentice teaching. Contact the SAIC Placement Coordinator and Licensure Officer to learn the requirements regarding registration, background checks, and health certificates required at each district’s placement. Teacher candidates are responsible for any fees associated with additional background or medical checks.

- Due Date for Content Test and CPS Registration Step 1: A passed Visual Arts Content Test (#145) and CPS Registration Step 1 will be due November 15th of the second semester. Apprentice Teaching placements will be canceled if the teacher candidate does not meet this ISBE testing requirement for Apprentice Teaching. _____

- Dispositions: Candidates must exhibit SAIC Teacher Dispositions consistently demonstrating these through behavior, academic, and artistic work, prior to entering into ARTED 4900 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.* _____

- Placement for Apprentice Teaching: Selection of placement sites is made in cooperation with the SAIC Placement Coordinator and the SAIC Teacher Education Committee. Matching sites, mentors, and teacher candidates is dependent upon site availability, the candidate’s interests, knowledge base and artistic skills as well as logistical concerns regarding SAIC Faculty Supervisors and locations. Placement is restricted to Chicago and surrounding suburbs. Teacher candidates are responsible for transportation to and from their school placement sites. The final decision on school placement sites is made at the discretion of the Department of Art Education, the Chicago Public Schools, or other school districts in the Chicago area. _____

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

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

- Fieldwork Teaching Evaluations: During Fieldwork candidates were observed while teaching. Candidates were 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 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 candidates will continue in the program with a remediation plan, will take a leave from the program with a remediation plan for re-entry, or be dismissed from the program.*

5) TRANSITION POINT 5: GRADUATING – DEGREE COMPLETION

- Complete Required SAIC Core Coursework: Candidates must complete required SAIC Teacher Preparation Core Coursework and other required courses as outlined in their respective program curriculum. _____
BFAAE: ARTED 3120, ARTED 3125, ARTED 3900, ARTED 4220, ARTED 4100, ARTED 4390, ARTED 4900.
- Dispositions: Candidates must have exhibited SAIC Teacher Dispositions consistently demonstrating these through behavior, 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 program.*
- edTPA: 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 passing Apprentice Teaching and graduation. Candidates will be eligible to graduate even if they have not successfully passed the edTPA in two attempts. _____
- Apprentice Teaching Attendance: 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 the SAIC Faculty Supervisor. _____
- Apprentice Teaching Assessment: Candidates must demonstrate successful acquisition of the range of knowledge, skills, and pedagogical practices taught during Fieldwork (ARTED 4900 Apprentice Teaching). Candidates receive critical feedback and are assessed by SAIC Faculty Supervisors, Mentor Teachers and peers on curriculum projects, teaching portfolios, research presentations, artwork, classroom teaching, and candidate reflections and self-evaluations. _____

- Apprentice Teaching Evaluations: During Apprentice Teaching, candidates were observed while teaching. Candidates were 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 SAIC 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 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 Apprentice Teaching to review concerns, develop a remediation remediation and graduation plan with the candidate. Candidates who complete all other degree requirements (see above) and have not passed the edTPA after two attempts will be awarded the BFAAE degree.*



Candidates who are awarded the Bachelor of Fine Arts with Emphasis in Art Education (BFAAE), pass the edTPA, and meet all other regulations and rules of the ISBE (Illinois State Board of Education) are approved for licensure by SAIC’s Licensure Specialist and recommended to the ISBE for a State of Illinois Professional Educator License (PEL) endorsed to teach the Visual Arts in Kindergarten through 12th grade.

6) TRANSITION POINT SIX: ILLINOIS EDUCATOR LICENSURE

- Complete All Program Requirements: Teacher Candidates must successfully complete all program requirements, coursework (including outstanding prerequisites) as specified in the BFAAE Program Guide.
- Dispositions: Candidates must exhibit SAIC Teacher Dispositions consistently demonstrating these through behavior, academic, and artistic work.
- edTPA: Teacher Candidates will successfully complete the edTPA, required by the ISBE for licensure, before the department can recommend the candidate for licensure.
- Exit Interview: Candidates are required to meet with the Program Director for an exit interview and a final transcript analysis prior to recommendation for teacher licensure.
- Applying for Licensure and Timeline: Candidates approved and recommended for the PEL are notified by an email from the SAIC’s Licensure Specialist with instructions for how to apply online with to the 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 degree (conferral date) or the date SAIC is officially notified the edTPA is passed, whichever is later.

- *Educators must complete a program satisfaction survey in ELIS prior to receiving licensure (survey is no longer optional).* _____
- Timeline to Apply for Licensure: Candidates must complete their application and have their license issued within one year of the date the recommendation for licensure is submitted to the ISBE by the SAIC’s Licensure Specialist. _____
- Declaration of Past Criminal History: When applying for a teaching license, the Illinois State Board of Education will require all applicants to declare the following: any convicted felony or if subject to any pending criminal charges for a felony; any sex, narcotics, or drug offense; charges of child abuse; and tax evasion. Applicants must also 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. _____
- Recommendation for Licensure Expires after One Year: The requirements for licensure tend to change every few years. Thus, candidates who successfully complete the BFAAE program should apply for the Illinois teaching license as soon as their degree is conferred and regardless of their future teaching plans. The candidate’s recommendation for the teaching licensure will automatically expire one year after graduation. Failure to apply for one’s teaching license within this time may render the Department of Art Education unable to recommend the candidate for licensure in the future. _____
- Issuance of License Number: The PEL and license number are issued immediately at the end of the online application and registration process after all requisite state license fees and county registration fees are paid with a credit card the candidate is authorized to use. _____

Questions about the licensure process should be directed to SAIC’s Licensure Specialist. _____

I have read and reviewed the above information and understand all program requirements, policies, and procedures for the BFAAE program at SAIC. _____

Candidate Signature

Date

BFAAE Application for Admission

Name:
 last name first name middle

SAIC ID# Date of birth (mm/dd/yyyy)

U.S. Citizen: yes no

*SSN# (This number may be given to Licensure Specialist directly.)

**Students must provide a Social Security Number (or equivalent) to the Art Education department for state licensure purposes. Contact the SAIC Licensure Specialist for more information.*

Ethnicity** American Indian or Alaskan Native Asian
 Hispanic/Latino of any race Black or African American
 White Native Hawaiian or other Pacific Islander
 Two or more races

Telephone number(s)

Former name

E-mail address

Mailing address _____
 street city state zip code country

Please notify the Department of Art Education when there are changes to your address or phone number.

Signature _____ Date

**Information on ethnic origin is optional and is collected in compliance with federal reporting standards. It is the policy of SAIC not to discriminate on the basis of age, disability, color, creed, national origin, religion, race, sex, or sexual orientation in student recruitment, admissions, financial aid programs, student and employee services, educational programs and activities, or employment practices.

Application Deadline: October 5, 2020 (First Monday in October)

See previous page for list of materials to submit with Application Form.

Decision Notification: Applicants will be informed in writing of the Department's admission decision before the course registration period for the Spring Semester. See the BFAAE Program Guide for more Admissions decisions information.



BFA with Emphasis in Art Education (BFAAE) Letter of Reference Form

This page to be completed by the Applicant and given to the Recommender.

Name of applicant _____

Primary Phone _____

E-mail _____ SAIC ID# _____

In accordance with provisions of the Federal Educational and Privacy Act of 1974, enrolled students have the right to see their letters of recommendation unless they explicitly waive that right.

I waive my right of access to this recommendation.

I do not waive my right of access to this recommendation.

Name of Recommender _____

Position _____

Relationship to student _____

Department & Office _____

Email _____

To the Recommender

Your candid assessment of the applicant named above will greatly assist our admissions process. Your report will be used solely for the purpose of determining whether the candidate should be admitted to the SAIC BFAAE program.

Our application and admissions procedure recommends that applicants submit their recommender's letter along with the application. The deadline for applications is the first Monday in October.

How to send in your recommendation:

1) After completing this form, please place your recommendation in an envelope and sign it across the seal. Then return it to the applicant, who will submit it to the Department of Art Education, unopened, along with other application materials.

2) If you prefer to email your evaluation directly to the BFAAE Program Director, please email this form to Salome Chasnoff: schasnoff@saic.edu. Please notify the applicant when you have emailed your reference form to the Art Education Department.

Thank you for sharing your knowledge and experience.

This section to be completed by the Recommender:

Applicant Name

How long have you known the applicant?

Please describe in what capacity have you known the applicant.

Please circle the rating that best describes the applicant's:

- Artistic skills 5 Exceptional 4 Highly Proficient 3 Satisfactory 2 Weak 1 Unacceptable
- Conceptual understanding of art 5 Exceptional 4 Highly Proficient 3 Satisfactory 2 Weak 1 Unacceptable
- Commitment to art 5 Exceptional 4 Highly Proficient 3 Satisfactory 2 Weak 1 Unacceptable
- Motivation to learn 5 Exceptional 4 Highly Proficient 3 Satisfactory 2 Weak 1 Unacceptable
- Proficiency in writing 5 Exceptional 4 Highly Proficient 3 Satisfactory 2 Weak 1 Unacceptable
- Proficiency in reading and interpreting texts 5 Exceptional 4 Highly Proficient 3 Satisfactory 2 Weak 1 Unacceptable
- Class Attendance Always Sometimes Rarely Never
- Ability to arrive on time Always Sometimes Rarely Never
- Hands in work on time Always Sometimes Rarely Never
- Participation in class Always Sometimes Rarely Never

How will the applicant's talents, knowledge, skills, values and dispositions support the applicant in becoming an art teacher?
(attach additional page if needed)

Recommender's Signature _____ Date

Recommender Name

Recommender's Position

Teacher Education during the 2020-2021 COVID-19 pandemic

During the 2020-2021 academic year covered by this program guide, the United States and the global community continue to grapple with the COVID-19 pandemic. This pandemic has disrupted the operations of school at all levels, causing varied responses that include an increased reliance on remote/online instruction. We recognize that your teaching conditions as teacher candidates are also your learning conditions as students. These varied responses inevitably impact our educational experiences. We promise to work with you to ensure that these conditions provide all of us creative and critical opportunities, given the circumstances, for your development as art educators.

As such, due to our evolving understanding of the public health crisis and its impact, in particular, on public education, some of the usual approaches engaged in Teacher Education may be required to be altered and/or changed. This includes the ability to complete observation hours in person, experiences in Fieldwork and Apprentice Teaching, and related in-person opportunities. Any necessary changes to Teacher Education will be made in consultation with and guidance from the Illinois State Board of Education (ISBE), the Chicago Public Schools (CPS) and other districts as well as with the SAIC Make Ready team.

The SAIC Department of Art Education will be monitoring the evolving situations throughout the academic year in consultation with our partners to ensure that Teacher Candidates are safe and provided with high quality learning/teaching opportunities when needed. We ask for patience as we navigate this uncertain terrain, but also welcome your questions, concerns, and ideas.

As a department we understand the anxieties and uncertainties felt at this time. We recognize that the COVID-19 pandemic asks us to take seriously the very work that we have committed to around issues of social justice, particularly issues of racial and economic injustice that have been further exposed and exacerbated by the pandemic. The public health crisis that started in 2019 exposed the continued crises begun in 1619. Our work amidst such conditions is to continue to work to develop our understandings, pedagogical approaches, and artistic practices toward a more just and joyous world.

Covid-19 Pandemic-related changes and exceptions to Illinois State Board of Education requirements

In Spring 2020, the ISBE filed companion emergency rules for licensure that align with the Gubernatorial Executive Order 2020-31 (<https://www.isbe.net/Documents/EO2020-31.pdf>), providing relief on various licensure requirements, including those candidates who were to complete student teaching, internships, required exams, among other requirement during the spring 2020 semester. <https://www.isbe.net/Pages/Licensure.aspx>

This directive allowed the Spring 2020 semester SAIC Apprentice Teachers to receive full credit for their student teaching even though the number of hours in schools had to be reduced because of the state-wide shelter-in-place order. Another provision of the order permitted teacher candidates who could not complete their edTPA portfolio assessment to receive a temporary license. This waiver was only applicable to student teachers who were in schools during Spring 2020. Since all SAIC students from Spring 2020 completed and passed their edTPA exams, this waiver did not affect them.

Contact Licensure Specialist Valerie Vasquez if you have questions regarding any Covid-19 changes and exceptions that have been announced by the Illinois State Board of Education.