



School of the Art Institute
of Chicago

A photograph of an art studio. In the foreground, a person's hands are visible, one holding a brush and applying black ink to a white piece of paper. On the table, there are several small, folded cards with blue ink drawings of doves and the word "SOLIDARITY" written in red. There are also jars of ink, a brush, and other art supplies scattered on the wooden table. The background shows a whiteboard and a black office chair.

Department of Art Education

2023 - 2024 Handbook

M.A.A.E.
Master of Arts
in Art
Education

MASTER OF ARTS IN ART EDUCATION PROGRAM GUIDE

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ART EDUCATION at SAIC

We are a community of artists, educators, organizers, designers, curators, teachers, administrators, archivists and activists. We are engaged in the ongoing work of bringing into being, cultivating, restoring and sustaining cultures of joy, justice, care and critical generosity. We do this through a commitment to philosophies that emphasize context and community, knowledge and experience, critical thought and reflection, practice and evaluation.

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

There are three SAIC art education programs:

- Master of Arts in Art Education—MAAE
leading to art education careers in museums, community settings, art organizations, and socially engaged arts practices
- Master of Arts in Teaching—MAT
leading to art education careers, including licensure to teach Visual Arts K-12 in Illinois public schools
- Bachelor of Fine Arts with Emphasis in Art Education—BFAAE
leading to art education careers, including licensure to teach Visual Arts K-12 in Illinois public schools

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

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 working in a variety of settings. The conceptual framework and philosophy of our program has changed over time, evolving to meet the changing needs of students in our increasingly diverse and technologically mediated, screen-based cultures. MAAE candidates learn to develop research, workshops, curriculum and other experiences that compel people to critically analyze and create art and visual culture in a diversity of contemporary forms. MAAE candidates become versed in pedagogical practices that affirm cultural identities, sustain diverse cultures, develop critical perspectives that challenge art and educational inequities that schools and other cultural institutions perpetuate (Hill Collins, 2009; Mayo, 2013).

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 MAAE candidates advance through the program as 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 programs. These elements are embedded in a curriculum that includes studio, art history, liberal arts, professional education classes, and pedagogical experiences. Throughout the program, MAAE candidates explore the functions and purposes of art education and investigate connections between experiences inside and outside of public schooling and cultural institutions within a larger framework of cultural and historical analyses. In this sense, MAAE 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. MAAE 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 MAAE candidate understands:

- The context of social, cultural, economic and political realities as related to self, community, and world with an emphasis on developing culturally sustaining pedagogies that strive to foster cultural pluralism as part of the democratic project of education.
- The relationship between cultural diversity and 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, museums, community spaces and beyond.

Knowledge and Experience

We are committed to preparing MAAE candidates who connect their respective lived experiences and knowledge of the visual arts with the pedagogical and professional skills necessary to facilitate learning environments that empower people to understand and participate in contemporary art and culture. Therefore, MAAE candidates learn to interpret, teach and produce art and other forms of visual culture while fostering social and political empowerment for all students, participants and community members.

The MAAE candidate understands:

- 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 engagement based on pedagogical content knowledge, student needs and goals
- Multiple forms of assessment, such as group critique and student self-evaluation

Critical Thought and Reflection

We are committed to developing critical, inquisitive and reflective educators. MAAE candidates scrutinize their position as educators and problematize tacit assumptions about teaching and learning, ensuring necessary adjustments to enhance learning.

The MAAE candidate:

- Has a strong foundation in theoretical and conceptual frameworks that integrate research, reflection and practice

- Embodies the model of teacher as artist and 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 professional discourse.
- Uses critical thought and reflection to create strategies and solutions

Practice and Evaluation

We are committed to multiple forms of evaluative practices that actively engage and have positive effects on teaching and learning. MAAE candidates facilitate art education practices and experiences through clear presentation of content, ideas, and instruction, and where applicable, assess student performance using established rubrics and multiple indicators.

The MAAE candidate:

- Uses a variety of instructional strategies including to encourage development of critical thinking, problem solving, and performance skills
- Applies effective communication skills with students, participants, community members, colleagues, and the public
- Adjusts approach based on informal and formal assessments
- Collects and analyzes data to improve teaching and learning

Objectives of the Program

We prepare MAAE candidates to demonstrate an understanding of how:

- 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, participants, and community members to participate in democracy through reflective and responsible interactions with art and other forms of visual culture

We prepare MAAE 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 curricula that makes content meaningful to students, participants, community members
- 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, participants, and community members 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

Master of Arts in Art Education Program Overview

The Master of Arts in Art Education (MAAE) program reflects the expanded discourse of art and design education, preparing candidates for careers in the arts, educational and social service institutions, museums, galleries, public and private universities, cultural centers, community-based organizations, non-governmental organizations (NGOs), and other learning sites. The program focuses on contemporary cultural production, social and civically engaged art practices, curriculum design, social justice pedagogical practices, audience advocacy, museum education, exhibition development and interpretation.

Customized Curriculum

Working closely with the Director of the MAAE Program and other faculty, students identify and focus their research interests and career goals to design a curriculum that aligns with their anticipated completion of the program and unique professional pathways. Required core Art Education courses focus on contemporary cultural production, social and civically engaged art practices, curriculum design, social justice pedagogical practices, audience advocacy, museum education, exhibition development and interpretation.

Students may also pursue electives in studio practice, art history, arts administration, architecture, interior architecture and designed objects, exhibition studies, historic preservation, liberal arts, visual critical studies, and writing. Throughout the program, visiting professionals present diverse perspectives representing expanded ideas of art and design education. Each student's curriculum culminates in a final thesis project.

Balancing Reflection and Action

Engaging contemporary art theory in core program seminars is balanced with opportunities to work in various communities through thesis projects and internship opportunities. Thus, students have many opportunities to develop arts-based projects by teaching art and interpretation, developing arts-based curricula, or facilitating cultural programming. Individually designed thesis project experiences support the research for final innovative thesis projects. Throughout the program, visiting professionals share diverse perspectives and experiences about their innovative strategies for combining arts experiences, community engagement, and social activism.

Thesis Projects

A key aspect of the MAAE degree is students engaging in significant experiences and research in their focus area. A minimum of one Thesis Projects course is required. Thesis Projects usually occurs in the third semester of study. Sites for projects include museums, community organizations, arts education organizations, or other related locations. In the Thesis Projects course, students gain professional experiences and deepen their pedagogical and artistic

practices. These individually designed educational experiences and reflection form the basis for final innovative thesis projects.

Students may choose between two different types of thesis project experiences: either independently identifying and selecting a site or area of study in consultation with the Thesis Projects faculty or MAAE Director; OR working at a site located and approved through the SAIC Career and Professional Experience Office (CAPX; <https://www.saic.edu/capx>) and approved by the MAAE Director.

In Graduate Thesis Projects (6105 001), each student designs their own thesis projects experience; including the area of study or site selection, work plan, and advising schedule. The Thesis Projects faculty member works on an individual basis with each student to develop and revise plans and support the student's progress throughout the semester.

In a CAPX Internship (6105 002), students are offered supervision of off-site internships by Art Education faculty members in conjunction with SAIC's office of Career and Professional Experience (CAPX). Students are obligated to meet the requirements of their internship site for course credit. Such requirements may include a minimum number of hours at the site, a criminal background check, drug testing, the submission of immunization records, CPR training, etc. Off-site internships are not a requirement of degree fulfillment but are highly encouraged for candidates who are seeking to deepen their professional experience.

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

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

International students meet with SAIC International Student Services to complete authorization paperwork before registering for off-campus internships
<http://www.saic.edu/lifeatsaic/internationalaffairs/internationalstudentservices/>
Thesis Projects and internships are the basis of researching, developing and mobilizing a MAAE thesis project.

Thesis II

Students' course of study culminates in a thesis project that combines a written component with other media or experience-based work. The thesis is developed through a sequence of courses (Thesis I, Thesis Projects or CAPX Internship, and Thesis II). During the first year of the MAAE Program and with the support of faculty, students identify, expand, and deepen their proposed thesis focus. During their 3rd semester, students actualize and reflect on their projects during Thesis Projects or CAPX Internship courses. In their final semester, each student works individually with an advisor to develop and finalize their final project and written thesis. The completed thesis project is presented in a public forum in which students share their projects and frame the significance of this work's contribution to professional discourse and communities.

Each graduating student works with an advisor and reader to develop the penultimate draft of their completed thesis project and identify any final changes needed to ensure the rigor and accuracy of the work. After final revisions are made, an advisor-approved thesis is submitted to the Art Education Department and the Flaxman Library.

SAIC Art Education theses can be viewed in the John M. Flaxman Library as well as the Ryerson and Burnham libraries. For more information and to do a catalog search for theses: <http://libraryguides.saic.edu/thesis>

MAAE INFORMATION on DEGREE COMPLETION

Full and Part-Time Status

Students have a maximum of four years to complete the degree. This includes time off for leaves of absence.

The MAAE program is designed to be a full-time program completed in four semesters. It is possible to work with the MAAE Director to make a plan to complete the degree in three regular semesters (and summer work). Financial aid plans can be adjusted to accommodate an accelerated completion plan. The Department also welcomes part-time students who can complete the program over five to six semesters. Nine credit hours constitute full-time enrollment, although as many as 15 credit hours may be earned in any semester. A minimum of six credit hours per semester is required of part-time students for continued enrollment in the program.

Transfer Credit

A minimum of 30 credit hours must be completed in residence at SAIC. Up to six transfer credits may be requested at the time of application for admission and are subject to approval at that time. No transfer credit will be permitted after a student is admitted.

Advising & Approvals

Students are required to take 6 courses in the MAAE core, in addition to Art Education and Art History seminars and professional core courses. Electives, internships, and thesis topics are subject to the approval of the MAAE Director.

Extended Time for Thesis Completion

Students who have not submitted a finished thesis for review and approval by the end of the final semester of enrollment are given a Thesis in Progress (IP). All students with a Thesis in Progress grade (IP) will be charged the Thesis in Progress fee in each subsequent full semester until the thesis is completed, approved, and the grade is changed to Credit (CR). If the statute of limitations is reached without an approved thesis, the grade will be changed to No Credit (NCR). Students should refer to the SAIC Bulletin for the most up-to-date information related to the statute of limitations.

MAAE CURRICULUM OVERVIEW

CREDIT HOURS

REQUIRED MAAE SEMINARS		6
ARTED 5103	Social Theory for Artists & Cultural Workers	
ARTED 5105	Ethical and Pedagogical Issues in Art Education	
ART EDUCATION COURSES (<i>3 elective courses REQUIRED</i>)		9
ARTED 4010	LGBTQ+ Intergenerational Dialogue	
ARTED 4051	Decolonizing Time Travel	
ARTED 4045	Eco Design	
ARTED 5011	Curriculum Theory, Pedagogy, and Possibilities	
ARTED 5106	Art in Community: Special Topics	
ARTED 5028	Art as a Social Force: Collaboration	
ARTED 5030	Museum as Critical Curriculum	
ARTED 5109	Dialectical Practices in Research & Cultural Production	
ARTED 5116	Interpretation: Exploring Meaning	
ARTED 5118	Teaching Art at the College Level	
ARTED 5125	Doing Democracy	
ARTED 5200	Cyberpedagogy	
ARTED 6100	Cultural Approaches to Production	
ARTED 6030	Museum Education: History, Theory & Practice	
REQUIRED ART HISTORY or VISUAL CRITICAL STUDIES ELECTIVE		3
ARTHI or VCS chosen to support research interests, approved during MAAE advising		
FOCUS AREA ELECTIVE COURSES (<i>choose 3 seminar or studio courses from any of the following areas at SAIC</i>)		9
Art Education	Internship/CAPX Elective Internship	
Architecture, Interior Architecture, & Designed Objects	Historical Preservation	
Art History, Theory, & Criticism	Liberal Arts	
Arts Administration & Policy	Visual Critical Studies	
Design Education	Studio	
Exhibition Studies	Writing	
REQUIRED PROFESSIONAL CORE		9
ARTED 6109	Thesis I	
ARTED 6105	Thesis Projects/CAPX Internship*	
ARTED 6110	Thesis II	
TOTAL CREDIT HOURS		36
ADDITIONAL GRADUATION REQUIREMENTS:		

Professional public presentation, advisor-approved completed thesis, thesis defense panel, and advisor-approved professionally edited thesis submitted to the Art Education department for submission to the Flaxman Library.

* Focus area electives are chosen in consultation with the MAAE program director during advising.

* Undergraduate courses must be at the 3000-level or above. Art History courses must be at the 4000-level or above. Courses at 1000- and 2000-level need permission from the MAAE Director.

Planning Curriculum and Courses — First Semester and Beyond

Three courses (9 credits) constitute full-time status.

First Semester

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

First Semester MAAE students are required to enroll in Ethical and Pedagogical Issues and in Social Theory for Artists to gain a strong foundation in theory and practice in the expanded discourse of Art Education.

A third course is chosen from the Art Education Required Electives by the student. Students interested in taking a fourth class can do so in consultation with the MAAE Director. Elective courses in other areas are often filled by late spring. In future semesters, MAAE students have preferential times for registration, providing them with a wide range of elective alternatives.

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

SEMESTER	COURSES	CREDIT HOURS
Fall Semester I	<ul style="list-style-type: none"> ● ARTED 5103 Social Theory for Artists and Cultural Workers ● ARTED 5105 Ethical and Pedagogical Issues ● Art Education elective for Art History /VCS elective ● (Optional) 4th class from Art Education Elective or Focus Area Elective 	3 3 3 (3)
Spring Semester II	<ul style="list-style-type: none"> ● ARTED 6109 Thesis I ● Art Education Elective or Focus Area Elective ● Art Education Elective or Focus Area Elective 	3 3 3
Summer (optional)	<ul style="list-style-type: none"> ● ARTED 6105 Thesis Projects or CAPX Internship 	(3)
Fall Semester III	<ul style="list-style-type: none"> ● ARTED 6110 Thesis II (<i>only for students completing in three semesters</i>) ● ARTED 6105 Thesis Projects or CAPX Internship ● Art Education Elective or Focus Area Elective ● Art Education Elective or Focus Area Elective 	(3) 3 3 3

Spring (Semester IV)	<ul style="list-style-type: none"> ● ARTED 6110 Thesis II ● Art Education Elective or Focus Area Elective ● Art Education Elective or Focus Area Elective 	3 3 3
<p>TOTAL CREDIT HOURS</p> <p>Art History or Visual Critical Studies Choice</p> <p>In Fall 2019, the MAAE Art History requirement was expanded to include either an elective Art History course or a Visual Critical Studies course, providing students with the opportunity to choose a course whose content supports their research and artistic interests. AH and VCS course choices must be at the 4000 level and above, and approved by the MAAE Director during advising.</p> <p>Examples of courses that students may take to fulfill this requirement include: Art History courses such as Art, Activism, and Response; Mean Moms and Other Feminist Strategies; Chicago’s Culturally Specific Museums; Post-Critical Museology: Radical Thought and Practice in the (Art) Museum or Visual Critical Studies courses such as Publics (contemporary public spaces) or Black Rage (outcomes of race and representation of others). The Art History Graduate Survey of Modern and Contemporary Art course also fulfills this requirement.</p>		36

Possible Focus Areas and Electives

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

COURSES	CREDIT HOURS
ADVANCED CURRICULUM STUDIES FOCUS	
ARTED 5011 Curriculum Theory, Pedagogy, and Possibilities <i>(recommended as a foundation course for this focus)</i>	3
ARTED 5118 Teaching Art at the College Level	3
ARTED 5200 Cyberpedagogy	3
COMMUNITY ARTS PRACTICE FOCUS	
ARTED 4010 LGBTQ+ Intergenerational Dialogue	3
ARTED 4051 Decolonizing Time Travel	3
ARTED 5106 Art in Communities: Special Topics <i>(recommended as a foundation course for this focus)</i>	3-6 3
ARTED 5028 Art & Design as Social Force: Collaboration	
MUSEUM & EXHIBITION STUDIES FOCUS	
ARTED 6030 Museum Education: History, Theory, Practice <i>(recommended as a foundation course for this focus)</i>	3
ARTED 5030 Museum as Critical Curriculum	3
ARTED 5116 Interpretation: Exploring Meaning	3

MAAE CORE COURSES

For the most up-to-date listing of Art Education Courses:

<https://www.saic.edu/course-search>

ARTED 5103 (3 credits)

Social Theory for Artists

This seminar involves readings, screenings and discussions of works by social theorists who have theorized contemporary issues and impacted art production. This course is not intended to be a survey of aesthetic theories, but rather it considers various questions concerning social, spatial and institutional relationships as well as cultural projects that reflect and expand those relationships. Students read work that deals with the production and consumption of cultural work and art using particular social-theoretical frameworks. Open to all students senior level and above.

ARTED 5105 (3 credits)

Ethical and Pedagogical Issues for Cultural Workers

This course examines theoretical and practical issues implicit in the conceptualization of the public sphere. Students explore social theory through historical and contemporary models of community activism, grassroots organizing, and other cultural work in relation to the contested space of the public sphere. Students research and develop individual and collaborative creative work including interviews, observations, and proposals for an ethical community-based project.

ARTED 5110 (3 credits)

Thesis Tutorial (optional)

This course is designed for students interested in further assistance and guidance in the production of their master's thesis projects. The course must be preceded by Thesis I: Projects or Thesis II, and will further hone students' skills in the areas of research, methods, organization and argumentation, and content development. These skills will be directly applied to the student's thesis project. Strict progress deadlines will be issued at the beginning of the semester, resulting in either the further enhancement of a thesis proposal or the completion of the thesis project. Students will meet both individually with the instructor and with their peers, to discuss and critique the on-going progress of their theses. The course will also include on-site coursework based on the goals and objectives of individual projects.

ARTED 6109 (3 credits)

Thesis I

The thesis project course is designed to introduce students to innovative approaches to research, practice and documentation. Students study examples of participatory and action research, interactive and collaborative projects, and performative and media based presentations and other artistic and pedagogical forms. This is accomplished through lecture and discussion, with students developing a research proposal of their own design. The thesis proposal will be presented for evaluation to a faculty and professional panel review. The course outcome is for students to develop thesis project proposals which promise to yield significant contributions to the collaborators and communities.

ARTED 6105 001 Or 002 (3 credits)

Thesis Projects

Section 001: This course is a hybrid of group classwork and independent study. The class meets as a group on a regular basis to review questions, track progress and offer critique of projects. Faculty meet individually with students to provide supervision and dialogue relating to their thesis projects. Where thesis projects are site/community-based, faculty and students can meet on location. Students are expected to work independently for 9 hours a week. This course can be taken for 3 or 6 semester hours.

Section 002: Career and Professional Experience Elective - CAPX Internship - education and internships in art education allow students to work in part-time, art-related CAPX positions in approved organizations and institutions. Students are assigned a CAPX faculty advisor. Call the Career and Professional Experience Program at (312) 499-4130 for further information. Permission to register for this course must be obtained from the Director of the CAPX Program and the MAAE Director.

ARTED 6110 (3 credits)

Thesis II

This independent study requirement for MAAE students follows Thesis I (ARTED 6109) and is required to earn the degree of Masters of Arts in Art Education. Students work closely with an Art Education thesis advisor during the semester to both create and reflect on the outcomes of their thesis project. Students are expected to work independently for 9 hours a week. The thesis project should demonstrate a student's ability to design, justify, execute and present the results of original research in a substantial project.

ACADEMIC POLICIES and IMPORTANT LINKS

SAIC Graduate Division

The Graduate Division website offers links to the current Bulletin, featured courses, forms, registration and grant/fellowship opportunities.

<https://www.saic.edu/academics/graduate-division/people>

Grades and Transcripts

<https://www.saic.edu/academics/registration-records>

Student Accommodations

<https://www.saic.edu/life-at-saic/wellness-center/disability>

Academic Integrity

<https://www.saic.edu/academics/libraries-special-collections/john-flaxman-library/academic-integrity>

Network Learning Management System: CANVAS

<https://www.saic.edu/crit/canvas>

Student Groups

<https://www.saic.edu/life-at-saic/campus-life-and-involvement/student-groups>

Notice of Non-Discrimination

<https://www.saic.edu/about/mission-and-governance/non-discrimination-statement>

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* The information in this Program Guide is accurate to the best of our knowledge. We reserve the right to correct or change copy without notice. Please refer to the MAAE Viewbook, the SAIC Bulletin, the Graduate Catalog and the Student Handbook for more information. Students are responsible for knowing policies, rules, and regulations stated in the SAIC Student Handbook and the SAIC Bulletin, as well as be aware of changes in the program, required coursework, deadlines, and academic criteria.

SCHOOL OF THE ART INSTITUTE OF CHICAGO MAAE

STUDENT AGREEMENT AND PRIMER

Admission

Admission into the Master of Arts in Art Education graduate program is evidence that you have passed through a careful screening process to determine that you have the potential for outstanding artistic and cultural work, and that you have the character, disposition, and work ethic needed to successfully complete the 36-hour program and contribute to the SAIC community and larger society as creatively and critically engaged culture-makers.

MAAE & SAIC Education Community

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

Advising and Continuing Requirements

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

Coursework & Requirements

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

you are required to retake the course. You will be placed on probation for the remainder of the program. Any subsequent NCR for any required Art Education course will result in dismissal from the MAAE program. Two NCR's in any required MAAE coursework will result in dismissal.

- An exit interview and transcript review may be required for graduation.

Conduct

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

Thesis Project

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

During Thesis I you will study exemplary cultural projects and research methods, identify your research areas, and draft a written proposal for a review of your progress by faculty and peers. This review ascertains your background knowledge of your topics, artistic and cultural precedents, foundational theory, and connections to other areas of discourse. Upon successfully passing this review and presenting your written thesis proposal (the chief requirements of earning credit for the Thesis I class), you will be matched with a thesis advisor and reader and permitted to enroll in Thesis Projects or CAPX Internship, and then Thesis II.

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

Students are expected to successfully complete, revise, and submit an edited and formatted copy of their master's thesis to their Advisor by the end of the semester, unless special accommodations have been agreed upon with their thesis advisor. Students who do not meet

this deadline will be given a grade of *In Progress* (IP). Faculty advisors may not be available until the following fall semester. Advisor-approved theses are submitted to the Flaxman Library through a Canvas-based portal.

See the SAIC Bulletin and the Thesis II Handbook and Syllabus for more information.

Communication

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

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

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

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

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

I, _____, have been accepted in the Masters of Arts in Art Education (MAAE) program at the School of the Art Institute of Chicago for Fall _____.

I have received and read the MAAE Program Guide and understand all program requirements, policies, and procedures for the Master of Arts in Art Education program at SAIC.

Student Signature: _____ Date: _____

APPENDIX

Art Education During the 2023-2024 COVID-19 Pandemic

During the 2023-2024 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 our families and communities, as well as the operations of school. 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.

Due to the evolving public health crisis and its impact, some of the usual approaches to engaged work in museums, schools, communities and other sites may be altered and/or changed. This includes some in person experiences in Thesis Projects and related in-person opportunities. Any necessary changes to these contexts will be made in consultation with the Art Education faculty, staff and/or the SAIC Make Ready team.

