



MASTER OF ARTS IN TEACHING

saic.edu/mat



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

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

The curriculum is grounded in seminars that address ethical and pedagogical issues, the history and philosophy of public education, and cyber-pedagogy. MAT students complement their rigorous academic training with more than 600 hours of hands-on experience in Chicago classrooms. To complete their studies, MAT candidates present a thesis topic and project that emphasizes their area of interest, and academic and artistic strengths.

Graduate Admissions

36 South Wabash Avenue, suite 1201
Chicago, IL 60603

Phone 312.629.6100 / 800.232.7242

Fax 312.629.6101

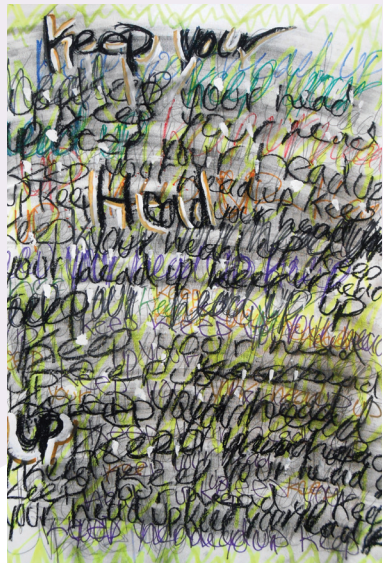
gradmiss@saic.edu

Application Deadline: January 15

For application requirements,
visit saic.edu/apply/mat

SAIC School of the Art Institute
of Chicago





FACULTY

OLIVIA GUDE
 ANDRES L. HERNANDEZ
 NICOLE MARROQUIN
 JOHN PLOOF
 KARYN SANDLOS

For complete faculty listing visit:
saic.edu/mat

SAIC's teacher preparation program meets current requirements for the Illinois K-12 Visual Arts Professional Educator License. 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.

CURRICULUM REQUIREMENTS

Teacher Preparation Core	24
<ul style="list-style-type: none"> ARTED 5011 Understanding Curriculum (3) ARTED 5105 Ethical & Pedagogical Issues (3) ARTED 5120 Histories, Theories, and Philosophy of American Public Education (3) ARTED 5125 Doing Democracy: Pedagogies of Critical Multiculturalism (3) ARTED 5200 Cyberpedagogy (3) ARTED 5211 Curriculum & Instruction (3) ARTED 5220 Psychological, Sociological, and Phenomenological Approaches to Teaching (3) ARTED 6100 Cultural Approaches to Production (3) 	
Preclinical and Clinical Fieldwork	12
<ul style="list-style-type: none"> ARTED 6190 Fieldwork: Elementary & Secondary Experiences (3) ARTED 6290 Apprentice Teaching (9) 	
Thesis Research	6
<ul style="list-style-type: none"> ARTED 5290 Graduate Art Education Thesis (3) ARTED 6110 Thesis II: MAT (3) 	
Electives—advanced art/design history, studio, or art/design analysis, chosen from the graduate areas, including studio areas, Art History, Exhibition Studies, or Arts Administration and Policy	6
<ul style="list-style-type: none"> Completion of the thesis 	
TOTAL CREDIT HOURS	48

FACULTY HIGHLIGHTS

- Adam J. Greteman, Adjunct Assistant Professor and Program Director, had recent articles in QED: A Journal in GLBTQ Worldmaking, Thresholds in Education, The Journal of Social Theory in Art Education, and Studies in Philosophy and Education. He is the co-author of the forthcoming book *The Pedagogies and Politics of Liking* (Routledge). In 2016, he was elected as Co-Chair for the Queer Special Interest Group for the American Educational Research Association (AERA), and presented his research at AERA and the National Art Education Association (NAEA).
- Olivia Gude, Angela Paterakis Professor of Art Education, was awarded the National Art Education Association's 2014 Manuel Barkan "article of the year" award for *New School Art Styles: the Project of Art Education*. Gude's current work focuses on the collaborative reimagining of the culture and curriculum of art education. Gude has presented keynotes in Singapore, Korea, Denmark, Canada, and 20 U.S. state art education conferences.
- Drea Howenstein, Associate Professor, participated in the Transition Design Symposium, and thinktank, at Dartington, Devon England. Recent activities include: a Terra Foundation grant to co-chair a 3-day symposium on The Wall of Respect, local co-chair for Learn x Design International Conference, in conjunction with Design Research Society, and Cumulus International Design Association. Recent presentations include: Museum of Contemporary Art, *Doris Salcedo* retrospective gallery tour; panelist, *Chicago as the Good City: Design from the Bottom Up*, Chicago Design Museum; co-presenter with Victor Margolin, *The Insider's Tour of Chicago*, for international design professionals.
- John Ploof is a socially engaged artist and educator. In 2015-2016 he delivered a keynote address at the Hainan International Art Biennale, Sanya, China and presented his current research at The Society for Art Education of Korea (SAEK) International Conference, Seoul, Korea; NAEA; and the Art Education Research Institute (AERI). He was an invited visiting artist and lecturer at The Central Academy of Fine Arts (CAFA), Beijing, China. John co-authored a chapter on his collaborative research for *Pedagogical Globalization: Traditions, Contemporary Art and Popular Culture of Korea*.
- Karyn Sandlos, Associate Professor, had recent articles in The Journal of Social Theory in Art Education, The Journal of Cultural Research in Art Education, and Crain's Chicago Business. In 2015-16, she presented research at NAEA, the American Educational Studies Association (AESAs), the International Forum for Psychoanalysis in Education (IFPE) and the Research Training Program in Psychoanalysis at the Yale Child Study Center. Sandlos was a 2015 Fellow with the Chicago Institute for Psychoanalysis. She is a current contributor to the Museum of Dreams Project, an online archive that explores the unconscious/dream dimensions of political life in art, film and narrative.