Teachers College
Columbia University

Program in
Art & Art Education

Master’s
Student Handbook
2014-2015

Program Director:
Judith M. Burton

Student Advisors:
Judith M. Burton
Iris Bildstein
Mary Hafeli
Olga Hubard
Richard Jochum
Lisa Jo Sagolla
Welcome to the Art and Art Education Program.

We are pleased and honored that you have chosen to continue your education with us. At Teachers College you will experience a creative and energetic learning environment that we hope will meet your goals as they develop. Faculty members are experts within their disciplines. They are highly regarded within their professional fields and are ready to work closely with you. In addition to regular courses, we urge everyone to participate in our weekend offerings such as Conversations Across Cultures; in the work we do with the Schools and Museums of New York City; in our Research Center and overseas projects. We also urge all students to become involved in our Macy Gallery and art activities such as the Cross Media Group, local and national art education conferences. The more YOU participate the richer and more responsive our program becomes to the many interests of our students as well as to the larger needs of the profession. We hope you have a challenging, invigorating and very successful experience with us. If we can assist you in any way, please let us know. A warm welcome to our community.

*Judith M. Burton, Program Director*
MA in Art Education

MA in Art Education with Teacher Certification

EdM in Art Education
Museum Education
Administration & Supervision
Community Arts
Personalized Study
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<tr>
<td>Part-time Faculty</td>
<td>37</td>
</tr>
</tbody>
</table>
Dates and Deadlines

**Fall 2014**

In-person registration: 9/2/2014
Classes begin: 9/3/2014
Last day to add/drop: 9/16/2014
Last day to change points: 9/30/2014
Holiday—no classes: 11/26-28/2014
Last day of classes: 12/19/2014
Last day to file for February graduation: 11/3/2014

**Spring 2015**

Registration for continuing students: 12/8/2014
In-person registration: 1/20/2015
Classes begin: 1/21/2015
Last day to add/drop: 2/3/2015
Last day to file for May graduation: 2/2/2015
Last day to change points: 2/17/2015
Holiday—no classes: 1/19/2015, 3/15-22/2015
Last day of classes: 5/12/15
TC master’s convocations: 5/18-19/2015
Columbia conferral of degrees: 5/20/2015

Contact Information

**Program Office**
444 Macy Hall
Teachers College
525 West 120th Street
212 678 3360
ArtEd@tc.edu

[www.tc.edu/a&h/arted](http://www.tc.edu/a&h/arted)

**Program Director:**
Professor Judith Burton

**Program Advisors:**
Iris Bildstein
Mary Hafeli
Olga Huba
Richard Jochum
Lisa Jo Sagolla

**Lead Secretary:**
Ama Acquah

**Program Secretary:**
Georgette Thompson
The Program in Art and Art Education embraces a conception of art that ranges from the traditions of fine art to the popular objects of visual culture. Within this context, courses in art education examine the different setting in which the various art forms reach their audiences: public and private schools, colleges, museums, arts centers, hospitals, and other settings. Central to the Program is a concern for the role of the arts in nurturing human growth and development across the life span. The Program encourages flexible and informed habits of mind in students and prepares them for leadership positions in the profession.

The Program in Art and Art Education is part of the larger Department of Arts & Humanities, one of Teachers College's ten academic departments. Other programs in the Department include: Arts Administration, Music and Music Education, Applied Linguistics, History and Education, Religion and Education, Philosophy and Education, the Teaching of Social Studies, the Teaching of English to Students of Other Languages (TESOL), and the Teaching of English.

The Students

Our student body draws from a demographically and ethnically varied range of individuals. It represents a diverse mix of ages, backgrounds, and experiences. This diversity adds richness and range to everyone's course of study. In addition, students often act as conduits to new career opportunities for each other.

Preparation for Careers

Alumni(ae) of the Program in Art and Art Education have found employment in many diverse settings. Our graduates assume positions in private and public schools, post-secondary institutions; museums; state and federal arts and education agencies; they work in media and technology; human service and community agencies; research and consulting firms; administration; development and consulting in the public; private and international sectors. In addition, the Program has prepared students who have made distinguished careers as painters, sculptors, printmakers, ceramic artists, college teachers, and researchers. The field of art education in the United States and abroad numbers many leading practitioners and writers of seminal influence whose formative background includes degrees from Teachers College.

Teachers College offers students extensive career counseling services. In addition, the Program receives many requests from individuals and from organizations seeking highly qualified personnel for leadership positions. Indeed, there has evolved somewhat of a natural tendency in the field to turn to graduates of the Program in Art and Art Education at Teachers College when job opportunities arise.

The Faculty

The faculty of the Program are seasoned practitioners and national leaders in arts education research. They embrace a comprehensive range of expertise in art, studio, museum, and diversity education. For faculty bios, please refer to page 41 of the Appendix. Faculty office hours are determined during the first few weeks of each term. Please schedule appointments at least two weeks prior to the desired date. Also please note that Adjunct professors are not generally contactable by phone; email is strongly preferred.
### Full time Faculty/Contact Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judith M. Burton</td>
<td>445-A Macy</td>
<td>212-678-3360</td>
<td><a href="mailto:judithmburton@gmail.com">judithmburton@gmail.com</a></td>
</tr>
<tr>
<td>Iris Bildstein</td>
<td>444-H Macy</td>
<td>212-678-3270</td>
<td><a href="mailto:bildstein@tc.columbia.edu">bildstein@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Mary Hafeli</td>
<td>444-E Macy</td>
<td>212-678-8106</td>
<td><a href="mailto:mch34@tc.columbia.edu">mch34@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Olga Hubard</td>
<td>444-D Macy</td>
<td>212-678-8221</td>
<td><a href="mailto:hubard@tc.columbia.edu">hubard@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Richard Jochum</td>
<td>444-C Macy</td>
<td>212-678-3461</td>
<td><a href="mailto:rj2137@tc.columbia.edu">rj2137@tc.columbia.edu</a></td>
</tr>
</tbody>
</table>

### Adjunct Faculty/Contact Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sheyda Ardalan</td>
<td></td>
<td></td>
<td><a href="mailto:sa88@columbia.edu">sa88@columbia.edu</a></td>
</tr>
<tr>
<td>Sergio Bessa</td>
<td></td>
<td></td>
<td><a href="mailto:asbessa@bronxmuseum.org">asbessa@bronxmuseum.org</a></td>
</tr>
<tr>
<td>Marta Cabral</td>
<td></td>
<td></td>
<td><a href="mailto:mdc2164@tc.columbia.edu">mdc2164@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Tara Geer</td>
<td>445 Macy</td>
<td></td>
<td><a href="mailto:twg1@tc.columbia.edu">twg1@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Mahbobe Ghods</td>
<td></td>
<td></td>
<td><a href="mailto:myg3@tc.columbia.edu">myg3@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Sean Justice</td>
<td>51C-Thorndike (Myers Media Art Studio)</td>
<td>212-678-3925</td>
<td><a href="mailto:justice@tc.columbia.edu">justice@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Ami Kantawala</td>
<td></td>
<td></td>
<td><a href="mailto:kantawala@tc.columbia.edu">kantawala@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Linda Kourkoulis</td>
<td></td>
<td></td>
<td><a href="mailto:lek2109@tc.columbia.edu">lek2109@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Eliza Lamb</td>
<td>51C-Thorndike (Myers Media Art Studio)</td>
<td>212-678-3925</td>
<td><a href="mailto:ebm2132@tc.columbia.edu">ebm2132@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Thomas Lollar</td>
<td>59 Macy</td>
<td>212-678-4102</td>
<td><a href="mailto:twl31@tc.columbia.edu">twl31@tc.columbia.edu</a></td>
</tr>
<tr>
<td>James Long</td>
<td>55 Macy</td>
<td>212-678-4102</td>
<td><a href="mailto:long@tc.columbia.edu">long@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Joy Moser</td>
<td></td>
<td></td>
<td><a href="mailto:jlm245@tc.columbia.edu">jlm245@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Kristine Puffer</td>
<td></td>
<td></td>
<td><a href="mailto:kmw2106@tc.columbia.edu">kmw2106@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Cesar Reyes</td>
<td></td>
<td></td>
<td><a href="mailto:cesarereyes@yahoo.com">cesarereyes@yahoo.com</a></td>
</tr>
<tr>
<td>Catherine Rosamond</td>
<td>445 Macy</td>
<td></td>
<td><a href="mailto:cr2337@tc.columbia.edu">cr2337@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Lisa Jo Sagolla</td>
<td>444-H Macy</td>
<td>212-678-6602</td>
<td><a href="mailto:sagolla@tc.columbia.edu">sagolla@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Gerard Vezzuso</td>
<td>51C-Thorndike (Myers Media Art Studio)</td>
<td>212-678-3925</td>
<td><a href="mailto:gjv23@tc.columbia.edu">gjv23@tc.columbia.edu</a></td>
</tr>
</tbody>
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2
Degree Tracks

The Program of Art and Art Education offers four Master’s degree tracks:

- MA in Art Education ........................................................................................................................................ 4
- MA in Art Education with Teacher Certification (MAInit) ................................................................................. 8
- EdM in Art Education ......................................................................................................................................... 14
M.A. in Art and Art Education (2 years minimum)
Degree level: MA
Major code: ARTE

Minimum Credit Point Requirement: 34

Program Description

This program is designed primarily for teachers on sabbatical leave, those returning to teaching after an absence of years, artists working in schools, museum and community educators, and other individuals with art education experience who wish to strengthen their theoretical background and earn graduate credit. This degree responds to a diversity of professional interests and offers considerable flexibility in course structure. Students may complete this program on a full-time or part-time basis. Minimum completion time for full-time students is 2 years. There is a five-year limit for part time students to complete the MA degree requirements.

In order to receive an MA Degree in Art Education, students must complete 34 credit points at Teachers College and write a Special Project.

Required Courses

Art Education Required Courses (17 points minimum, 21 points maximum)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A &amp; HA 4080 Artistic Development of Children OR A &amp; HA 4088 Artistic Development: Adolescence – Adulthood (F* or Sp*)</td>
<td>2 pts.</td>
</tr>
<tr>
<td>A&amp;HA 4281 CR* Rsh/Field Observations 1 (F* or SP*)</td>
<td>1 pt.</td>
</tr>
<tr>
<td>A&amp;HA 5086 Art in Visual Culture (F*)</td>
<td>2 pts.</td>
</tr>
<tr>
<td>Studio 1 (F, Sp, Su*)</td>
<td>2-3 pts.</td>
</tr>
<tr>
<td>Studio 2 (F, Sp, Su*)</td>
<td>2-3 pts.</td>
</tr>
<tr>
<td>Studio 3 (F, Sp, Su*)</td>
<td>2-3 pts.</td>
</tr>
<tr>
<td>A&amp;HA 5005 Visual Arts Research (F*)</td>
<td>2-3 pts.</td>
</tr>
<tr>
<td>A&amp;HA* 5922 Master’s Seminar (prereq. A&amp;HA 4281 and A&amp;HA 5005) (F*)</td>
<td>2 pts.</td>
</tr>
</tbody>
</table>

*F= offered Fall term only    *Sp= offered Spring term only    *Su= offered Summer term only
*CR=Co-requisite with course above (co-requisites are flexible and may change from one year to the next)

Breadth (“Out of Program”) Required Courses (6 points minimum, 9 points maximum)

Students in the MA must fulfill TC’s “breadth requirement” by taking three (3) courses offered outside Art and Art Education at Teachers College. Courses that start with prefixes other than A&HA qualify as a “breadth” or “out of program” course. Each of these courses must be taken for at least two (2) credit points.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Out of Program 1</td>
<td>2-3 pts.</td>
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</table>
Elective Courses

Depending how many credits students select for each required course, they will have between 4 and 11 points left for electives (to be taken at Teachers College only). Students should consult with their advisors to select relevant elective courses in Art & Art Education and other TC programs.

**Special Project**

Students in the 34-credit point MA Program must complete a Special Project to graduate. Therefore, students are required to enroll in the Master’s Seminar, where they develop a proposal for their Special Project. Visual Arts Research and one section of Research/Field observations are required prerequisites to the Master’s Seminar; students may not register for the Master’s Seminar unless they have received a grade for Visual Arts Research. Students should take the Master’s Seminar once they have completed approximately 24 credit points in the Program. Students with grades of Incomplete in any previous course will not be allowed to register for the Master’s Seminar.

The Special Project is completed in the Advanced Seminar, which is taken the term following the Master’s Seminar.

Students must complete the proposal for the Special Project in the semester they take the Master’s Seminar, and they must complete the Special Project itself the subsequent semester in the Advanced Seminar. The Program is not in a position to provide master’s research advisement to students who do not complete their Proposal or Special Project within this structure and timeline. If, for exceptional circumstances, a student is unable to complete the Proposal or Special Project in a timely manner, he/she may be given the option of completing this work on his/her own, without advisement. This option will be offered after a Program review of the individual case, during which specific deadlines will also be determined. Students will submit the finished proposal and/or Special Project for Program review by the agreed upon deadlines. If a student’s work is not approved during this review, he/she will have the option of resubmitting one more time only.

Course Load And Program Timeline

Students must plan their schedules carefully, as some courses are only offered in the Fall (F) semester and others in the Spring (Sp). Some courses are offered in Summer (Su) session A and/or B as well. A full-time course load at TC is considered to be 12 credit points. (Students qualify for most financial aid with 6 credit-point course loads).

When courses are offered for variable credit points, students can decide how many points to take (more points imply a heavier out-of-class workload). Students are responsible for making sure they meet the 34 point requirement when all courses are added up.

Minimum completion time for full-time students is two years. There is a five-year limit for part time students to complete the MA degree requirements. Part time students should select courses in consultation with their advisors.

Transfer Credit

Credit points from other institutions may not be transferred into the MA program in Art Education.

Certification

The 34-credit point MA does not lead to any form Teacher Certification. Please also note the individual evaluation pathway for the first Initial certificate in all other titles offered by New York State is only available to candidates who apply, pay and meet all requirements for the initial certificate before May 1, 2014. Students who already hold an Initial Teaching Certificate earned at another school or via Individual Path and wish to use their MA degree credits towards Professional Certification must apply for it directly with New York State. (Students who gained an Initial Teaching Certificate through TC can apply for a
Statement on Satisfactory Progress

Students are expected to make satisfactory progress toward the completion of degree requirements. Program faculty will review each student's progress annually. Where there are concerns about satisfactory progress, students will be informed by the program faculty. If a student is performing below expectations he/she may be required to complete additional course work. The program will provide a plan and timeline for remediation so students know the expectation for them to continue in the program. If satisfactory progress is not maintained a student may be dismissed from the program.

Standard policies and procedures

Services for Students with Disabilities: The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities for information about registration (166 Thorndike Hall). Services are available only to students who are registered and submit appropriate documentation.

Statement on Academic Conduct: A Teachers College student is expected to refrain from any conduct, including cheating, plagiarizing, or purchasing documents submitted for academic evaluation, that calls into question his/her academic and/or professional probity. Decisions regarding academic evaluation in all aspects of students’ work at the college, including course work, certification examinations, clinical or field experiences, and preparation of dissertations, are within the sole jurisdiction of the faculty concerned, including as appropriate, the department or program staff members. Disciplinary actions (e.g., reprimand, suspension, or dismissal) in cases of academic misconduct can be imposed by the Vice Provost or the Committee on Student Conduct.

Resolution of Student Academic Program Concerns: Any student who has a concern regarding an academic matter may seek assistance. The procedure for resolving academic program concerns (see note of grade correction process below) begins with either the faculty member (if the concern is related to a course) or the student’s advisor. If the student is not satisfied with the response or resolution achieved at this first level, or if speaking with the faculty member presents a conflict of interest for the student, the student should proceed to speak with the Program Coordinator in the area in which the academic concern resides. If the student is not satisfied with the response or resolution achieved through the Program Coordinator, the student should proceed to speak with the Chair of the academic department in which the academic concern resides. If the student is still not satisfied with the response or resolution achieved through the Department Chair, or if speaking with the Department Chair presents a conflict of interest for the student, the next step is to contact the Office of the Vice Provost. At any stage of the process, students are welcome to seek the advice and guidance of the Ombudsman, who is charged with attempting to informally resolve student dissatisfaction of an academic nature on a completely confidential basis.

Period of Candidacy (Master's Degrees): Candidates must be formally admitted to a degree program by the Office of Admission. The period of candidacy for the degrees of Master of Arts, Master of Arts in Teaching, Master of Science, and Master of Education is limited to five years. Every candidate for the Master of Arts, Master of Arts in Teaching, Master of Science, and Master of Education must complete at least 16 points through Teachers College during the final five-year period prior to the award of the degree so as to meet recency requirements.

A candidate may petition the Registrar for an extension of time for adequate reasons if the student has been in attendance in the degree program within the last five years. In such cases, an extension must be recommended by the major advisor and approved by the Registrar. Upon approval, all current degree requirements including the departmental integrative project and at least 16 points to satisfy the recency requirement must be completed. Petitions for extension may be obtained through the Office of the Registrar.

If a student has not been in attendance within the last 5 years and wishes to pursue the completion of the degree, the student must re-apply for admission and be accepted into the degree program. Applications
for re-admission may be obtained from the Office of Admission. Applications for re-admission follow the
same processes and standards as those for initial admission. If a student is subsequently re-admitted to a
Master’s degree program with a period of candidacy after the expiration of the initial five-year period of
 candidacy, all current degree requirements including the departmental integrative project and at least 16
points to meet recency requirements must be completed.

**Grade Correction Procedure:** The instructor for a course has the responsibility for setting the
requirements for a course and making an evaluation of students’ work. Once a grade has been given, the
instructor is not free to change the grade unless the instructor indicates to the Registrar that an error was
made in the original grade transmitted. If a student believes that an error has been made, he/she must
take the initiative in bringing about the necessary correction prior to the conclusion of the semester
immediately following the semester in which the course was taken. The normal procedure for effecting a
correction would be through direct discussion between the student and the instructor. If redress cannot be
attained through such discussions, the student may next appeal to the department chairperson of the
department offering the course. If resolution cannot be attained through appeal, the student may next
appeal to the Dean. In situations where the student feels that such an appeal process might not be in the
student’s interest, counsel and assistance can be sought from the Office of the College Ombudsman and
the Office of the Vice Provost.
MA in Art and Art Education
with Teacher Certification (2 years minimum)

Degree level: MA
Major code: ARTE-INIT

Minimum Credit Point Requirement: 40

Program Description

This program is designed primarily for individuals with undergraduate or graduate degrees in studio, art history or museum studies that wish to gain Initial Art Teacher’s Certification (PK-12). Work towards certification entails the equivalent of one year and one summer of structured coursework, followed by two terms (Fall and Spring) of a full-time supervised practicum (student teaching). Students may complete the coursework component of this program on a full-time or part-time basis. However, the supervised practicum or student teaching demands one year of full-time commitment, starting in the fall.

In order to receive an M.A. Degree with Teacher Certification, students must complete 40 credit points at Teachers College.

Course Work – 34 credit points

Student Teaching – 6 credit points

Required Courses (continued on next page)

Art Education Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A&amp;HA 4080</td>
<td>Artistic Development of Children (F*)</td>
<td>2 pts.</td>
</tr>
<tr>
<td>A&amp;HA 4281  CR*</td>
<td>Field Observations 1 (F*)</td>
<td>1 pt</td>
</tr>
<tr>
<td>A&amp;HA 4088</td>
<td>Artistic Development of Adolescence Adulthood (Sp*)</td>
<td>2 pts</td>
</tr>
<tr>
<td>A&amp;HA 4281  CR*</td>
<td>Field Observations 2 (Sp*)</td>
<td>1 pt</td>
</tr>
<tr>
<td>A&amp;HA 4085</td>
<td>Historical Foundations of Art Ed (F*)</td>
<td>2 pts</td>
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<tr>
<td>A&amp;HA 4081</td>
<td>Curriculum Design in Art Education (Sp*)</td>
<td>3 pts</td>
</tr>
<tr>
<td>A&amp;HA 4087</td>
<td>Processes and Structures (F, Sp*)</td>
<td>2 pts</td>
</tr>
<tr>
<td>A&amp;HA 4089</td>
<td>New Media New Forms (F, Sp*)</td>
<td>2 pts</td>
</tr>
<tr>
<td>A&amp;HA 4079</td>
<td>Exploring Cultural Diversity: Implications for Art Educat. (Sp*)</td>
<td>2 pts</td>
</tr>
<tr>
<td>A&amp;HA 4860</td>
<td>Cross Cultural Conversations in the Arts (Sp*)</td>
<td>1 pt</td>
</tr>
<tr>
<td>EdTPA series workshop course</td>
<td></td>
<td>1 pt For students entering Fall 2014 &amp; after</td>
</tr>
</tbody>
</table>

One (1) Museum Course: A & H 4090 Museum education issues 1: Culture of art museums (F*)
OR A& H 5090 Museum Education issues II: Missions and Standards (Sp*)
OR A & H 5085 Museums of NYC: Varieties of Visual Experience (Su*)
OR A&H 5804 Museums as Resource (F, Sp, Su*)
OR Whitney Roundtable (Su*)

Studio 1 (F, Sp, Su*) 2 pts.
Studio 2 (F, Sp, Su*) 2 pts.
Studio 3 (F, Sp, Su*) 2 pts.
**Breadth (“Out of Program”) Required Courses**

_students in the MA with Teacher Certification must fulfill TC’s breadth requirement by taking three (3) courses offered outside Art and Art Education at Teachers College. Courses that start with prefixes other than A&HA qualify as a “breadth” or “out of program” course. Students pursuing certification must earn 3 credits in a single Special Education course (required by the NYS DOE for certification) as part of the breadth requirement. The remaining two breadth courses must be taken for two (2) credit points.

<table>
<thead>
<tr>
<th>Out of Program 1: Special Education</th>
<th>3 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Out of Program 2</td>
<td>2 pts.</td>
</tr>
<tr>
<td>Out of Program 3</td>
<td>2 pts.</td>
</tr>
</tbody>
</table>

Supervised Practicum (Student Teaching): 6 credit points

Student teaching entails two terms (Fall/Spring) of full-time supervised practicums in school settings—one secondary and one elementary. Each term of student teaching is credited 3 credit points per semester.

<table>
<thead>
<tr>
<th>A&amp;HA4722 Supervised Teaching/Student Teaching Seminar (Elementary)</th>
<th>3 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A&amp;HA4702 Supervised Teaching/Student Teaching Seminar (Secondary)</td>
<td>3 pts.</td>
</tr>
</tbody>
</table>

- 3 student teaching credit points are considered full-time for financial aid purposes.
- Students should plan to student teach during the last two terms of study for the degree.
- The first term of student teaching must occur in the fall and the second in the spring (no exceptions).
- In order to begin student teaching, students must have completed and received a grade for all required courses and a total of 34 credit points.
- The student teacher advisor will meet with students prior to their first practicum and work with them to determine their placement.
- All student teachers must complete Certificate of Equivalency forms for 9 credits each term. Advisors will guide students through this simple administrative process.
- During the two terms of student teaching, students will meet weekly as a group in a seminar held at TC.
- The practicum requires full commitment. Therefore, no courses may be taken during student teaching (exceptions may be made for Studio courses and the 1 credit point Conversations Weekend Workshop).
Course Load And Program Timeline

Students must plan their schedules carefully, as some courses are only offered in the Fall (F) term and others in the Spring (Sp). Some courses are offered in Summer (Su) session A and/or B as well. A full-time course load at TC is considered to be 12 credit points but most financial aid packages accept 6-credit point course loads (3 credit-points during student teaching).

Students attending TC full time will need to complete one Fall term, one Spring term, and at least one Summer session before they student teach. (There are two sessions each Summer: Summer A and Summer B. There is a 9-credit point maximum course load per summer session).

Following is a sample timeline (individuals’ timelines are likely to vary):

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Student Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1</td>
<td>12 points</td>
</tr>
<tr>
<td>Spring 1</td>
<td>12 points</td>
</tr>
<tr>
<td>Summer A</td>
<td>6 points</td>
</tr>
<tr>
<td>Summer B</td>
<td>4 points</td>
</tr>
<tr>
<td></td>
<td>34 points</td>
</tr>
<tr>
<td>Fall 2</td>
<td>3 points</td>
</tr>
<tr>
<td>Spring 2</td>
<td>3 points</td>
</tr>
<tr>
<td></td>
<td>6 points</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total: 40 credit points**

There is a five-year limit for part time students to complete the MA degree requirements. Part time students should select courses in consultation with their advisors.

Certification Information

To gain Initial Teacher Certification students must:

1. In accordance with the New York State Education Department (NYSED), and as outlined by the Office of Teaching Initiatives (OTI), all students seeking Teacher Certification, as a pre-requisite must have completed (3) three undergraduate credits in English, Math, Science, History and Foreign Language. If you have not completed these courses as part of your undergraduate education, you may do so while in the program, or you may choose to take a College Level Examination Program test (CLEP); in addition to your program coursework. (If you have foreign language proficiency, as a result of personal experience, you will be required to document this proficiency through a language CLEP test of through being tested by a Language Professor working within a Language Department of an accredited college or university). For more information on meeting the Liberal Arts & Sciences Core requirements, please contact the Office of Teacher Education (OTE) at Teachers College.

2. Complete all degree requirements, including two terms of student teaching and 3 credits in Special Education.

3. Get fingerprinted through the New York City Department of Education.

4. Provide proof of negative TB status.
5. Take NY State examinations and fulfill portfolio requirements:

<table>
<thead>
<tr>
<th>Current Requirements</th>
<th>Planned Requirements Beginning with Graduates of 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Liberal Arts and Sciences Test</td>
<td>• Performance Assessment Portfolio)</td>
</tr>
<tr>
<td>• Assessment of Teaching Skills – Written (Elementary or Secondary)</td>
<td>• Written Assessments:</td>
</tr>
<tr>
<td>• Content Specialty Test(s)</td>
<td>o Content Specialty Test(s)</td>
</tr>
<tr>
<td></td>
<td>o Writing Skills</td>
</tr>
<tr>
<td></td>
<td>o Educating All Students</td>
</tr>
</tbody>
</table>

6. Complete online tutorial: Child Abuse and Violence Detection (see below).

Students will receive all pertinent information to complete items 1-5 in the Supervised Teaching seminar.

**Child Abuse and Violence Detection**

The Child Abuse and Violence Detection tutorials are for no credit points. These tutorials may be accessed at www.nysed.gov. Students may complete this work anytime while at TC, and should make sure to print out all relevant certificates and other documentation.

**NCATE Requirements**

To satisfy NCATE standards, students in the Teacher Certification program are expected to complete a series of assessments during the course of their program. All of these assessments are built into required courses and are thus part of students' course work. Art Education NCATE assessment are:

- Artistic Development of Adolescents: Interview Paper and Sequential Lesson Paper
- Curriculum Design: Curriculum Design Group Project
- Supervised Teaching Seminar: Student Teaching Observations, Reflective Journal and Integrative Paper

**Pre-Requisites**

Students who do not have enough studio credits prior to admission to TC may be required to complete between 3 and 12 credits of studio coursework before graduation, in addition to the three studio courses required for the Program. When this is the case, students will receive a letter outlining this requirement at the time of admission.

Students can fulfill pre-requisite courses before or during their time at TC. The courses can be taken at TC but may also be taken at other credited institutions, at the undergraduate or graduate level. Please note that continuing education credits do not fulfill this requirement. (Schools in the CUNY and SUNY system, as well as in the State University of New Jersey are popular choices for studio pre-requisites).

**Transfer Credit**

Credit points from other institutions may not be transferred into the MA program in Art Education.
Statement on Satisfactory Progress

Students are expected to make satisfactory progress toward the completion of degree requirements. Program faculty will review each student's progress annually. Where there are concerns about satisfactory progress, students will be informed by the program faculty. If a student is performing below expectations he/she may be required to complete additional course work. The program will provide a plan and timeline for remediation so students know the expectation for them to continue in the program. If satisfactory progress is not maintained a student may be dismissed from the program.

Standard policies and procedures

Services for Students with Disabilities: The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities for information about registration (166 Thorndike Hall). Services are available only to students who are registered and submit appropriate documentation.

Statement on Academic Conduct: A Teachers College student is expected to refrain from any conduct, including cheating, plagiarizing, or purchasing documents submitted for academic evaluation, that calls into question his/her academic and/or professional probity. Decisions regarding academic evaluation in all aspects of students' work at the college, including course work, certification examinations, clinical or field experiences, and preparation of dissertations, are within the sole jurisdiction of the faculty concerned, including as appropriate, the department or program staff members. Disciplinary actions (e.g., reprimand, suspension, or dismissal) in cases of academic misconduct can be imposed by the Vice Provost or the Committee on Student Conduct.

Resolution of Student Academic Program Concerns: Any student who has a concern regarding an academic matter may seek assistance. The procedure for resolving academic program concerns (see note of grade correction process below) begins with either the faculty member (if the concern is related to a course) or the student's advisor. If the student is not satisfied with the response or resolution achieved at this first level, or if speaking with the faculty member presents a conflict of interest for the student, the student should proceed to speak with the Program Coordinator in the area in which the academic concern resides. If the student is not satisfied with the response or resolution achieved through the Program Coordinator, the student should proceed to speak with the Chair of the academic department in which the academic concern resides. If the student is still not satisfied with the response or resolution achieved through the Department Chair, or if speaking with the Department Chair presents a conflict of interest for the student, the next step is to contact the Office of the Vice Provost. At any stage of the process, students are welcome to seek the advice and guidance of the Ombudsman, who is charged with attempting to informally resolve student dissatisfaction of an academic nature on a completely confidential basis.

Period of Candidacy (Master's Degrees): Candidates must be formally admitted to a degree program by the Office of Admission. The period of candidacy for the degrees of Master of Arts, Master of Arts in Teaching, Master of Science, and Master of Education is limited to five years. Every candidate for the Master of Arts, Master of Arts in Teaching, Master of Science, and Master of Education must complete at least 16 points through Teachers College during the final five-year period prior to the award of the degree so as to meet recency requirements.

A candidate may petition the Registrar for an extension of time for adequate reasons if the student has been in attendance in the degree program within the last five years. In such cases, an extension must be recommended by the major advisor and approved by the Registrar. Upon approval, all current degree requirements including the departmental integrative project and at least 16 points to satisfy the recency requirement must be completed. Petitions for extension may be obtained through the Office of the Registrar.
If a student has not been in attendance within the last 5 years and wishes to pursue the completion of the degree, the student must re-apply for admission and be accepted into the degree program. Applications for re-admission may be obtained from the Office of Admission. Applications for re-admission follow the same processes and standards as those for initial admission. If a student is subsequently re-admitted to a Master’s degree program with a period of candidacy after the expiration of the initial five-year period of candidacy, all current degree requirements including the departmental integrative project and at least 16 points to meet recency requirements must be completed.

**Grade Correction Procedure:** The instructor for a course has the responsibility for setting the requirements for a course and making an evaluation of students’ work. Once a grade has been given, the instructor is not free to change the grade unless the instructor indicates to the Registrar that an error was made in the original grade transmitted. If a student believes that an error has been made, he/she must take the initiative in bringing about the necessary correction prior to the conclusion of the term immediately following the term in which the course was taken. The normal procedure for effecting a correction would be through direct discussion between the student and the instructor. If redress cannot be attained through such discussions, the student may next appeal to the department chairperson of the department offering the course. If resolution cannot be attained through appeal, the student may next appeal to the Dean. In situations where the student feels that such an appeal process might not be in the student’s interest, counsel and assistance can be sought from the Office of the College Ombudsman and the Office of the Vice Provost.
Master of Education (EDM) in Art & Art Education (2 years minimum)

Degree level: EdM
Major Code: ARTE

Minimum Credit Point Requirement: 60

Program Description

This degree is designed for individuals seeking a high level of specialist achievement in art education. The EdM is also designed for practitioners who wish to acquire more advanced research skills as a basis for future doctoral study. The EdM degree responds to a diversity of professional interests and offers considerable flexibility in course structure. Students may complete this program on a full-time or part-time basis. Students in the EdM Program may choose one of three concentrations: Administrative-Supervisory, Museum Education, and Community Arts. Students may also work with their advisor to devise their own concentration.

Minimum completion time for full-time students is two years. There is a five-year limit for part-time students to complete the EdM requirements. In order to receive an EdM Degree in Art Education, students must complete 60 credit points at Teachers College and they must write a Departmental Special Project (Master's Thesis).

Required Courses (continued on next page)

Art Education Required Courses (28 points minimum, 37 points maximum)

| Select one | A&HA 4080 Artistic Development of Children (F*) | 2 pts. |
| A&HA 4281 CR Research/Field Observation 1 (F*) | 1 pt. |
| A&HA 4088 Artistic Development of Adolescence-Adulthood (Sp*) | 2 pts. |
| A&HA 4281 CR Research/Field Observation 2 (Sp*) | 1 pt. |
| A&HA 5086 Art in Visual Culture (F*) | 2 pts. |
| A&HA 4087 Processes and Structures (F, Sp*) | 2-3 pts. |
| A&HA 4081 Curriculum Design in Art Education (Sp*) | 2-3 pts. |
| A&HA 4079 Cultural Diversity (Sp*) | 2-3 pts. |
| A&HA 4860 Cross Cultural Conversations (F*) | 1 pt. |
| A&HA 5082 Philosophies of Art in Education (F*) | 2-3 pts. |
| One (1) Museum or Art History Course: | |
| 4090 (F*) / 5090 (Sp*) / 5085 (Su*) / 5804 (F, Sp, Su*)/other options | 2-3 pts. |
| Studio 1 (F, Sp, Su*) | 2-3 pts. |
| Studio 2 (F, Sp, Su*) | 2-3 pts. |
| Studio 3 (F, Sp, Su*) | 2-3 pts. |
| A&HA 5005 Visual Arts Research (F*) | 2-3 pts. |
| **A&HA 5922 Master's Seminar (prereq. 4281 and 5001 or 5005) (F) | 2 pts. |

*F= offered Fall term only  *Sp= offered Spring term only  *Su= offered Summer term only  *CR=Co-requisite with course above (co-requisites are flexible and may change from one year to the next)

Breadth ("Out of Program") Required Courses (6 points minimum, 9 points maximum)

Students in the EdM must fulfill TC's "breadth requirement" by taking three (3) courses offered outside Art and Art Education at Teachers College. Courses that start with prefixes other than A&HA qualify as a
“breadth” or “out of program” course. Each of these courses must be taken for at least two (2) credit points.

<table>
<thead>
<tr>
<th>Out of Program 1</th>
<th>2-3 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Out of Program 2</td>
<td>2-3 pts.</td>
</tr>
<tr>
<td>Out of Program 3</td>
<td>2-3 pts.</td>
</tr>
</tbody>
</table>

**Elective courses**

Students should consult with their advisors to select relevant elective courses to complete the 60 required credits. These courses may be taken from the Art & Art Education Program and other TC programs (see list of courses in the TC catalog or online). Students matriculated in a particular concentration—Administrative-Supervisory, Museum Education, and Community Arts—should refer to the “Concentrations” section below.

**Special Project (Thesis)**

Students in the 34-credit point MA Program must complete a Special Project to graduate. Therefore, students are required to enroll in the Master’s Seminar, where they develop a proposal for their Special Project. Visual Arts Research and one section of Research/Field observations are required prerequisites to the Master’s Seminar; students may not register for the Master’s Seminar unless they have received a grade for Visual Arts Research. Students should take the Master’s Seminar once they have completed approximately 24 credit points in the Program. Students with grades of Incomplete in any previous course will not be allowed to register for the Master’s Seminar.

The Special Project is completed in the Advanced Seminar, which is taken the term following the Master’s Seminar.

Students must complete the proposal for the Special Project in the semester they take the Master’s Seminar, and they must complete the Special Project itself the subsequent semester in the Advanced Seminar. The Program is not in a position to provide master’s research advisement to students who do not complete their Proposal or Special Project within this structure and timeline. If, for exceptional circumstances, a student is unable to complete the Proposal or Special Project in a timely manner, he/she may be given the option of completing this work on his/her own, without advisement. This option will be offered after a Program review of the individual case, during which specific deadlines will also be determined. Students will submit the finished proposal and/or Special Project for Program review by the agreed upon deadlines. If a student’s work is not approved during this review, he/she will have the option of resubmitting one more time only.

**Field Experience**

All students in the EdM are encouraged to complete some form of independent study/field experience as part of their program. This could include an internship in an arts organization, a special project in a school, work in a museum setting or a specially designed research or evaluation study. For students in the Museum and Administration-Supervisory concentrations, field experiences are required as part of the work load.

**Course Load and Program Timeline**

Students must plan their schedules carefully, as some courses are only offered in the Fall (F) semester and others in the Spring (Sp). Some courses are offered in Summer (Su) session A and/or B as well. A full-time course load at TC is considered to be 12 points (students qualify for most financial aid with 6-point course loads).
When courses are offered for variable credit points, students can decide how many points to take (more points imply a heavier out-of-class workload). Students are responsible for making sure they meet the 60 point requirement when all courses are added up.

Minimum completion time for full-time students is two years. There is a five-year limit for part-time students to complete the MA degree requirements. Part time students should select courses in consultation with their advisors.

Certification

The 60-credit point EdM does not lead to any form of Teacher Certification. Please also note the individual evaluation pathway for the first Initial certificate in all other titles offered by New York State is only available to candidates who apply, pay and meet all requirements for the initial certificate before May 1, 2014. Students who already hold an Initial Teaching Certificate gained at another school or via Individual Path and wish to use their EdM degree credits to gain Professional Certification must apply for it directly with New York State. (Students who gained an Initial Teaching Certificate through TC can apply for a Professional Certificate through the Office of Teacher Education, following the completion of 3-years cumulative teaching experience.)

EdM Concentrations

Administrative-Supervisory

Students enrolled in the Administrative-Supervisory concentration are required to complete 6-course points in the Department of Organization and Leadership and/or Program in Educational Administration, 9-course points in the Department of Curriculum and Teaching, and 6-course points in the Department of Arts and Humanities (see Ed.M. Supervision and Administration check sheet for specific courses). In addition, students must complete A&HG 6021 Seminar: Administration and Supervision of an Arts Program and an approved arts administration and supervision internship, as well as satisfy the remaining requirements for the Ed.M. degree.

Museum Education

Students enrolled in the Museum Education concentration are required to complete the following four Museum Education courses (for other course options, consult your advisor):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>A&amp;HA4090</td>
<td>Museum Ed Issues I (F, Su)</td>
</tr>
<tr>
<td>A&amp;HAS090</td>
<td>Museum Ed Issues II (Sp)</td>
</tr>
<tr>
<td>A&amp;HA5804</td>
<td>Teacher Workshops at the Met (F, Sp)</td>
</tr>
<tr>
<td>A&amp;HA5085</td>
<td>Varieties: NYC Museums (Su)</td>
</tr>
</tbody>
</table>

In addition, students in this concentration must secure and complete an internship or residence in a museum or gallery (in consultation with their advisor).

Transfer Credit

Up to 30 credits may be transferred from other institutions into the Ed.M. program in Art Education. Interested students must request a transcript review from the registrar’s office. When credits are transferred, students must still complete all course requirements, even if this takes them over 60 points.
Teaching Certification

The Master of Education Program does not lead to teaching certification. Please note that the Individual Path to certification currently offered by New York State will no longer be available from February 2012.

Statement on Satisfactory Progress

Students are expected to make satisfactory progress toward the completion of degree requirements. Program faculty will review each student’s progress annually. Where there are concerns about satisfactory progress, students will be informed by the program faculty. If a student is performing below expectations he/she may be required to complete additional course work. The program will provide a plan and timeline for remediation so students know the expectation for them to continue in the program. If satisfactory progress is not maintained a student may be dismissed from the program.

Services for Students with Disabilities: The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities for information about registration (166 Thorndike Hall). Services are available only to students who are registered and submit appropriate documentation.

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Resolution of Student Academic Program Concerns: Any student who has a concern regarding an academic matter may seek assistance. The procedure for resolving academic program concerns (see note of grade correction process below) begins with either the faculty member (if the concern is related to a course) or the student’s advisor. If the student is not satisfied with the response or resolution achieved at this first level, or if speaking with the faculty member presents a conflict of interest for the student, the student should proceed to speak with the Program Coordinator in the area in which the academic concern resides. If the student is not satisfied with the response or resolution achieved through the Program Coordinator, the student should proceed to speak with the Chair of the academic department in which the academic concern resides. If the student is still not satisfied with the response or resolution achieved through the Department Chair, or if speaking with the Department Chair presents a conflict of interest for the student, the next step is to contact the Office of the Vice Provost. At any stage of the process, students are welcome to seek the advice and guidance of the Ombudsman, who is charged with attempting to informally resolve student dissatisfaction of an academic nature on a completely confidential basis.

Period of Candidacy (Master’s Degrees): Candidates must be formally admitted to a degree program by the Office of Admission. The period of candidacy for the degrees of Master of Arts, Master of Arts in Teaching, Master of Science, and Master of Education is limited to five years. Every candidate for the Master of Arts, Master of Arts in Teaching, Master of Science, and Master of Education must complete at least 16 points through Teachers College during the final five-year period prior to the award of the degree so as to meet recency requirements.

A candidate may petition the Registrar for an extension of time for adequate reasons if the student has been in attendance in the degree program within the last five years. In such cases, an extension must be recommended by the major advisor and approved by the Registrar. Upon approval, all current degree requirements including
the departmental integrative project and at least 16 points to satisfy the recency requirement must be completed. Petitions for extension may be obtained through the Office of the Registrar.

If a student has not been in attendance within the last 5 years and wishes to pursue the completion of the degree, the student must re-apply for admission and be accepted into the degree program. Applications for re-admission may be obtained from the Office of Admission. Applications for re-admission follow the same processes and standards as those for initial admission. If a student is subsequently re-admitted to a Master’s degree program with a period of candidacy after the expiration of the initial five-year period of candidacy, all current degree requirements including the departmental integrative project and at least 16 points to meet recency requirements must be completed.

**Grade Correction Procedure:** The instructor for a course has the responsibility for setting the requirements for a course and making an evaluation of students’ work. Once a grade has been given, the instructor is not free to change the grade unless the instructor indicates to the Registrar that an error was made in the original grade transmitted. If a student believes that an error has been made, he/she must take the initiative in bringing about the necessary correction prior to the conclusion of the semester immediately following the semester in which the course was taken. The normal procedure for effecting a correction would be through direct discussion between the student and the instructor. If redress cannot be attained through such discussions, the student may next appeal to the department chairperson of the department offering the course. If resolution cannot be attained through appeal, the student may next appeal to the Dean. In situations where the student feels that such an appeal process might not be in the student’s interest, counsel and assistance can be sought from the Office of the College Ombudsman and the Office of the Vice Provost.
Policies

Academic Performance

The Program requires that all students maintain a minimum grade point average of B. Any student performing below expectation may be required to complete additional course work in order to continue in the degree program. Any student receiving eight or more points at grades of C- or lower is not permitted to continue registration in the College in any capacity and may not receive a degree or diploma. Petitions for exceptions to this policy must be submitted, in writing, to the Registrar with a written recommendation from the program in which the student was last enrolled. Such petitions are then submitted to a faculty committee for review and decision.

Incompletes

The grade of Incomplete is to be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding. If the outstanding assignments are completed within one calendar year from the date of the close of term in which the grade of Incomplete was received and a final grade submitted, the final grade will be recorded on the permanent transcript, replacing the grade of Incomplete, with a transcript notation indicating the date that the grade of Incomplete was replaced by a final grade. As of the Autumn Term 2004, the Faculty has approved the following change in the policy on Incomplete Grades. If the outstanding work is not completed within one calendar year from the date of the close of term in which the grade of Incomplete was received, the grade will remain as a permanent Incomplete on the transcript. In such instances, if the course is a required course or part of an approved program of study, students will be required to re-enroll in the course including repayment of all tuition and fee charges for the new registration and satisfactorily complete all course requirements. If the required course is not offered in subsequent terms, the student should speak with the faculty advisor or Program Coordinator about their options for fulfilling the degree requirement.

Continuous Registration

Students are required to be continuously registered in a class or independent study each fall and spring session to maintain status in the Program. If there are no suitable courses to take in any given session, you must register for IND 4000 for zero points as stipulated in the program requirements in the TC student handbook. As you prepare for each year, it is important to bear in mind that students may register for no more than a total of four semesters of IND 4000 (excluding summers). More than two years on inactivity will thereafter place a student in jeopardy of losing their place in the program and reverting to non-degree status.
Useful Information

Program Support and Advising

All students will be assigned to an academic advisor upon entering the Program. Advisors ensure that all students follow a suitable track towards graduation. Students are required to schedule a meeting with their advisor once every term. During these meeting, advisors will guide students in planning their course of study and selecting appropriate of courses for each term.

The Credit Point System

Several Teachers College courses are offered for variable points (e.g. 2-3 points). Under the guidance of their advisor, students can decide for how many points they wish to take such courses. More points entail extra work on the part of the student—an extra paper, more reading, etc. Instructors are expected to articulate the specific requirements on the first day of class and on their syllabus. The point system allows for flexibility in the design of students’ programs.

Schedule

Most classes at Teachers College are offered during the evening to accommodate the schedules of working students. In the Art Education Program, some courses are scheduled for 4:00 pm. The majority, however, are scheduled from 5:10 pm to 6:50 pm or from 7:10 pm to 9:50 pm. A small number of courses may also be scheduled for weekends or earlier day hours.

The schedule for every term will be posted online by the date of Registration for continuing students.

Time Commitment

Students may complete their Master’s Program in Art Education on a part-time or-full time basis. Some of our students take one or two courses a semester while others take a full load. (The exception is the student teaching component of the MA with Teacher Certification, which requires a full-time commitment. See page 8 for more information). However, students must fulfill all their degree requirements within five years of their time of enrollment.

Fall, Spring, and Summer Courses

At Teachers College, some courses are offered only in the Fall term, only in the Spring term, or only in the Summer term. Students must plan carefully with their advisors to make sure they enroll for all required courses at the right time.

Obtaining Special Permission to Register for a Course

Some courses require that students obtain special permission from the instructor before enrolling. To obtain special permission students must contact individual instructors directly. Instructors’ contact information is in the TC directory (www.tc.edu > directory). Once the instructor agrees to grant special permission, students must pick up a “special permission form” from the Art & Art Education office bulletin board, fill it out, ask the instructor to sign it, and return the signed form to the Art & Art Education Program Secretary. It may take 1-2 days to enter the special permission into the system. After the override has been entered, the student will be cleared to register for the course online.

Adding and Dropping Courses

At the beginning of every term, there is a period during which students may add and drop courses. Please keep “shopping” of courses you have already registered for to a minimum. Otherwise, you might block other interested students out of a course you will not end up taking.
Transfer of Credit

Credits from other institutions may not be transferred into the 34-point or 40-point MA program in Art Education.

For the Master of Education (Ed.M.) degree, a maximum of 30 points of graduate credit completed outside of Teachers College may be transferred if they meet the Program requirements. Ed.M. Students interested in transferring credit should request a transcript review from the Registrar’s Office upon admission to the Program.

Selecting “Out of Program” Courses

To select an out of program course, browse through the offerings in the TC schedule (www.tc.edu > my TC & email > class schedule) and consult with your advisor. Other students are another excellent source of information about “out of program” courses.

Recommended courses include, but are not limited to, the following:

- **Special Education**
  - C&TE 4000 Introduction to Special Education
  - C&TE 4001 Teaching Students w/ Disabilities in the Clsrn
  - C&TE 4006 Working with Families of Children with Disabilities
  - C&TE 4081 Programs for Young Children with Disabilities

- **Philosophy, the Social Sciences, and Education**
  - HUDF 4029 Sociology of Schools
  - A&HL 4042 The History of American Social Thought
  - A&HF 4180 Education and the Making of the Modern Self
  - A&HF 4085 The Arts and American Education
  - A&HF 4086 Aesthetics and Education
  - A&HF 4060 Youth Cultures

- **Psychology and Education**
  - HUDK 5020 Development of Creativity
  - HUDK 5021 Aesthetic Development
  - HUDK 5092 Sociocultural Factors in Psychological Development

- **Educational Institutions and Programs**
  - C&TY 4004 Basic Course in School Improvement
  - C&TY 4005 Principles of Teaching and Learning

- **Instruction**
  - SCFC 5042 Science, Technology and Society
  - ITSL 4025 Cross-cultural Comm. & Classroom Ecology
  - A&HL 4032 Survey of World History: Issues & Problems
  - A&HL 4035 New York City as a Learning Laboratory
  - A&HL 4072 Humanities in the Hispanic World: Selected Topics
  - SCFU 4018 Design and Communication in Modern Culture
  - SCFU 4023 Cinema as Cross-cultural Communication

- **Health Services, Sciences and Education**
  - HBSS 4013 Nutritional Ecology

- **CCPJ 5020** Racism and Racial Identity in Psychology and Education
Registration

To register, please follow the steps below:

1. Meet with your faculty advisor for consultation on degree requirements and an academic plan.

2. Get your “PIN” number from your faculty advisor. For security purposes, this must be done in person.

3. Look at the TC schedule online (under “My TC & EMAIL” in the TC webpage) and consult with your advisor to identify the courses you will register in. Be sure to write the courses’ CRN as you will need them in order to register.

4. If any of your courses requires special permission, get a “special permission form” from the registrar, fill it out, ask the instructor to sign it, and give it to the Program Secretary. If you are unable to contact the instructor, see the Program Secretary.

5. Log on to MyTC on the TC webpage. Your UNI and your password.


7. Follow the directions on the screen. When all the CRN’s are entered submit changes. You are now registered.

8. Pay for your tuition:

   **Personal Checks, Cashier Checks or Money Orders** - Must be made payable to Teachers College. These types of payments can either be made in person, placed in the drop box, or mailed to the Office of Student Accounts; 525 West 120th Street, Box 305; New York, NY 10027. The drop off payment box is located at the door of the Office of Student Accounts, 133 Thompson Hall. Do not place cash in this box. Please indicate the student's identification number and a valid daytime telephone number on the face of the check or money order.

   **Credit Card Payments** - Can be made by using the drop box, in person, by fax (212-678-4139), through the College's Touch-tone system, or through the TC-Web. The fax must include the student's name, ID number, the credit cardholders' written authorization and signature, the corresponding card type, card number, card expiration date and daytime telephone number of the cardholder. The Touch-tone system is available Monday through Saturday from 8:00am to 11:00pm by calling (212) 678-3200. A student can also pay via the web at the following URL: https://info.tc.columbia.edu. TC-Web payments can be made 24 hours a day/7 days a week. A personal identification number (PIN) and the student's identification (ID) number are required to access both the Touch-tone system and the web. PINs are provided by the Office of the Registrar each semester.

   **Cash Payments** - Must be made in-person at the Office of Student Accounts, 133 Thompson Hall. During the academic year, the Office of Student Accounts staff is available Monday through Thursday 9:00am until 6:00pm and Friday 9:00am until 3:00pm.
Application For Graduation

Candidates for the award of a degree or certificate must file an application (obtained from and returned to the Registrar, in accordance with dates listed in the Academic Calendar) several months before they graduate. For students planning to graduate in May, the deadline is February 1. For students planning to graduate in October, the deadline is August 1. For students planning to graduate in February, the deadline is November 1. All courses, except those of current enrollment, must be completed at the time of application. If the degree or certificate is not then earned, a Renewal-of-Application is to be filed for reconsideration of the award. (See Academic Calendar for dates). An application for award terminates at the next time for degree conferral but may be renewed upon filing a Renewal-of-Application with the $15 renewal fee in accordance with the dates listed in the Academic Calendar. Degree applications are kept on file for a period of three years from the date of the original degree application.

MA PROGRAM (with or without teacher certification)

1. Pick up a green form called “Instructions for filing the degree application for the Master of Arts Degree” from the Registrar’s office.

2. There are two stages in the graduation paperwork:
   a. Filing for graduation (filling out green forms), and
   b. Submitting the “pink form” that states that you have completed your Special project.

3. You must file for graduation by the date stated in the box at the top of the first page of the green form (all the way to the left). Please note that these dates vary depending on when you plan to graduate. In order to file for graduation:
   a. Fill out the small green sheet that asks for your SS# and contact info.
   b. Also fill out the large green sheet that asks for your completed courses and contact info (again!). Note that “major courses” are Art Education courses (Everything preceded by A&HA, such as Artistic Development of Children, Historical Foundations, Processes and Structures, etc.); and that “foundations courses” are out of program courses (everything preceded by something other than A&H; for instance, Special Education, Creative Writing, Hypermedia and Education, etc.)
   c. Print out a copy of your transcript (it does not need to be an official one) and bring it to your advisor along with the filled-out green form. Make sure you do this approximately one week before the deadline.
   d. Have your advisor review your transcript and your form and ask her/him to sign it.
   e. Take both green forms –small and large to the registrar.
   f. Keep the supplementary pink form someplace safe. You will need it when you complete your Special Project.

4. The supplementary pink form is submitted once you have completed your Special Project. The deadline to submit this form is also stated in the box on top of the first page of the green form (it is the date in the middle). Fill out the form and ask your advisor to sign it. Take the signed form to the Registrar’s office. Again, be sure you do not leave this until the last day as your advisor might not be available.
EdM PROGRAM

1. Pick up the blue form called “Instructions for filing the degree application for the Master of Arts Degree” from the Registrar’s office.

2. You must file for graduation by the date stated in the box at the top of the first page of the green form (all the way to the left). Please note that these dates vary depending on when you plan to graduate. In order to file for graduation:
   a. Fill out the small blue sheet that asks for your ss# and contact info.
   b. Also fill out the large blue sheet that asks for your contact info (again!).
   c. Take these two forms to the Registrar’s office.
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Facilities, Resources and Services

Computing And Information Services (CIS)

Computing and Information Services (CIS) is responsible for academic and administrative computing, media services, the campus data, voice and video network, and telecommunications. These services include e-mail, course Web pages, desktop computers, student laboratories, multi-media classrooms, audio-visual services, management information systems, telephone and satellite and video-conferencing connections, and residential cable television. More extensive information may be found at the Computing and Technology Resources pages of TCWeb: www.tc.edu/cis.

Email Accounts

Teachers College students, faculty and staff may use e-mail accounts provided by Columbia University Academic Information Services (AcIS). In addition to campus and Internet communications, these accounts also provide space for personal homepages. This e-mail can be accessed from the Internet. Columbia maintains a modem pool for dial-up access from home, which affords access to the Columbia domain as well as the Internet. From anywhere in the five boroughs of New York City, this is accessed as a local call. More information can be found on the Columbia Academic Information Services page: www.columbia.edu/acis. Upon graduation, alumni can choose to keep this e-mail address, forwarding messages sent to it to some other designated e-mail address. Faculty and staff also have MS Exchange e-mail accounts with integrated voice messaging hosted at Teachers College to foster workgroup computing.

Campus Network

Data and voice outlets are found in every classroom, office and residence on the main portion of the campus. In addition, video connections are available in many classrooms. Internet and Internet-2 access are provided via Columbia University.

Public Computing Facilities

The Student Computing Support Center in 242 Horace Mann reopened in February 2003, after a total renovation of the space and installation of all new equipment. It provides students with PCs and Macs, software, printers and other peripherals. This laboratory is open daily. The Center's software library includes PC and Mac programs for word processing, Web development, graphics, statistical analysis, qualitative analysis and databases. A current list is maintained on the Computing and Technology Resources Web site (www.tc.edu/clis) under Software Applications. McAfee virus protection is licensed by the College for all students, faculty and staff to download for their home computers. Several software applications including Endnote, a bibliographic database program, are also available through site licenses for home use.

Computer classrooms with workstations at each seat in 345 Macy (see below) are available for open use when not scheduled for instruction.

Email and local Web sites are also accessible from more than 20 kiosks located in corridors on the first and ground floors of campus buildings and the Student Lounge. Milbank Library has more than 50 public workstations connected to the Internet. An accessible technology laboratory is located in the ground floor of Grace Dodge Hall.

Wireless access is available in public areas such as the Everett Lounge, the cafeteria, the Library. Detailed information and revised coverage maps are provided on the Computing and Technology Resources Web site (www.tc.edu/cis) as this service grows. Those connecting personal computers to the College network are expected to take advantage of the free virus protection software available on the TC Portal and follow the instructions on that web site to continually apply security patches to Windows and Macintosh operating systems.
TC ClassWeb

The second generation of college-wide courseware, ClassWeb provides pre-created Web sites which faculty can customize for each class each semester. Features include syllabus, discussion, chat, file sharing, and subgroups. These sites are used by most regular TC classes and also support classes taught to students at a distance.

Instructional Media Lab

The Instructional Media Lab (IML) in 265 Macy is a facility for students and faculty to create rich content for classes, online learning, student teaching, and research. Digital cameras and other equipment are loaned. Workstations allow for computer-based full motion video from camera, VCR, or videodisk to be edited, integrated with animation and digitized voice and music and to be written to CD, DVD, or tape. IML also provides satellite downlink.

Computer Classrooms

Computer classrooms for hands-on instruction include both a PC and a Macintosh room in 345 Macy. The Goodman Family Computer Classroom suite includes a classroom equipped with 32 notebook computers on tables that can be reconfigured to accommodate varying workgroup sizes. Located in 234 Horace Mann, it also has a seminar room for 10 people. The Macy rooms are available for use by students and faculty when not scheduled for instruction.

Multi-media Classrooms

Multi-media display classrooms provide equipment such as PCs, Macs, VCRs, audio-tape players and document cameras. Currently more than 25% of our 65 classrooms have such dedicated computer and projection equipment, with plans for additional ones to be added each year. In addition, all classrooms have campus network connections, and laptops and projectors may be borrowed from Media Services. Some 45 classrooms have secured carts with a VCR and monitor; another 12 carts may be reserved for use in other rooms.

Training

Training workshops are scheduled throughout the year on how to use electronic mail, word processing, spreadsheets, the Internet and Web publishing, statistical analysis, photo and video manipulation, and multimedia authoring. In addition to workshops, individual training is also available. Academic Computing Services also provides auto-tutorial materials on CD-ROMs. The workshop schedule may be found on the Computing and Tech Resources website (www.tc.edu/cis).

Administrative Systems

Students are able to register, drop and add classes, check financial aid, academic history and current grades or pay by credit card via the Student Information System on TC-Web or the telephone through Touchtone Services.

Microcomputer/LAN Services

Student support is provided at the Student Computing Support Center in 242 Horace Mann as well as in the residence halls.

All faculty and staff have workstations appropriate to their work, with budgeted replacement at 25% per year. The local area network features file and print services as well as Microsoft Exchange, webservers and other applications. The CIS Help Desk provides problem resolution via telephone and office visits.

Residential Telecommunications Services
Telephone, voicemail, Internet and cable television services are provided in student and faculty residences. Those living in Whittier, Lowell, and the New Residence Halls have direct connections to the campus data network. In family housing, residents have cable-modem Internet access. Detailed information is found on the Computing and Technology Resources (www.tc.edu/cis) site under Telephone and Cable TV.

Policy on Acceptable Use of Information Technology Resources at Teachers’ College

Objectives

The purpose of this policy is to promote and improve the effectiveness of Teachers College computing and communications resources. As an academic community, the College places a special value on free expression of ideas. However, unlawful or inappropriate use of these information technology (IT) resources can infringe the rights of others. Accordingly, all members of the College community are expected to use these resources responsibly. Prevention of abuse of the College’s IT resources is important to:

• promote the appropriate and productive use of the College's information technology resources, which are a finite, shared resource of the College community;
• protect individuals from annoyance and harassment;
• prevent waste of the IT resources and obstruction of College activities;
• and protect the College against seriously damaging or legal consequences.

Policy

The information technology resources of the College are part of the Columbia University network, and therefore all College users must be familiar with and adhere to the University's policies found at www.columbia.edu/acis/policy. Use of College information technology resources must also conform with College policies, regardless of explicit reference in those policies to electronic or other media. Policies including those related to professional conduct, sexual harassment and others are found at www.tc.columbia.edu/administration/hr/polprohome.htm and in the Student Handbook at www.tc.columbia.edu/administration/student-handbook. College IT resources shall not be used to violate any City, State or Federal laws or any College or University policies. Copying, storing, displaying, or distributing copyrighted material using College or University computers or networks without the express permission of the copyright owner, except as otherwise allowed under the copyright law, is prohibited. Under the Digital Millennium Copyright Act of 1998, repeat copyright infringements by a user of the College's IT resources can result in termination of the user's access to those resources. It is not acceptable to attempt to gain access to or use another person's ID, password or account, nor to send an email impersonating another individual, regardless of where the email originates. Sharing of passwords is prohibited and each user is responsible for the proper use of his or her account and any activity conducted with it.

Communication at the College, regardless of whether it is spoken, written or electronic, should be conducted courteously, and with respect for other people’s ideas, privacy, intellectual property, and right to be free from intimidation, harassment, and unwarranted annoyance, including, but not limited to, chain letters, and obscene and other unwelcome messages. All email and postings should have the name of a person from or for whom it is sent, even if replies are not permitted. Broadcast messages to large lists should have an educational or work-related significance to many members of the group. Messages or files that interfere with or impair the computers or activities of other people are not allowed. This includes viruses, worms and Trojan horses.

Consequences for failure to abide by this policy may range from warnings to suspension of email and other computing privileges to dismissal, termination of employment, or criminal proceedings.
The Library

The Gottesman Libraries at Teachers College house one of the nation's largest and most comprehensive research collections in education. The collection is comprehensive in American elementary and secondary education, and in such subject areas as psychology, particularly applied psychology, educational administration, the history and philosophy of education, guidance, special education, higher and adult education, speech and language pathology and audiology, health and nursing education, nutrition, curriculum and teaching, communications and computing technology, recreation, and international and comparative education. Research resources in printed, non-printed, and electronic formats include all important reference works; a wide selection of monographs; extensive journals; and major indexing and abstracting services.

Online Services

The library's online site, accessible from the Teachers College homepage, is the focal point for a growing array of library services that support instruction and research at the College. The web site combines news and information, access to local and remote databases, and exhibits that showcase the accomplishments and contributions of notable Teachers College persons and programs, particularly as they relate to or are reflected in library collections and archives. Through advances in electronic information resources and global networks, library users increasingly have access to the 'virtual library,' providing the means to search and retrieve a growing percentage of the universe of documents and files. The online public access catalog, integrates the library's catalog information with up-to-the-minute circulation, reserve, acquisitions, and serial control information.

Russell Hall Services

In addition to access to print and electronic collections in Russell Hall, the library provides reserve readings, reference materials, research support, library instruction services, including course-specific instructional support, and assistance in the use of hundreds of online information resources.

Interlibrary loan provides Teachers College students, faculty, and staff with access to books and periodical literature not owned by the Gottesman Libraries or the Columbia University Libraries. By use of national and world-wide catalogs and through cooperative agreements with libraries around the world, the library can provide books, dissertations, or copies of journal articles.

The recently renovated Russell Hall includes individual and group study rooms, wired and wireless internet access, and a full program of events throughout the year. The library café at the library entrance offers beverage and snack services during library hours.

The Columbia Connection

Students at Teachers College have complete access to the collections of the Columbia University library system, the nation's seventh largest academic library housing more than six million volumes, four million units of microfilm, 2,500 separate collections, important maps, phonograph records, pamphlets and CD-ROMs.

To facilitate access to scholarly materials, the Columbia libraries have developed LibraryWeb, a powerful integrated Web-based library computer system. This resource links users to library catalogs, electronic reference tools and indexes, digital collections (including numerous electronic journals), subject guides and bibliographies, search engines, and extensive information on individual libraries, services, and events.

The Research Services Department

The Research Services Department provides reference, research support, and library instruction services for all Library users. Services include orientation and directional assistance, instruction in the use of the online and card catalogs, assistance with materials in the reference collection, referral to other libraries at
Columbia and in the metropolitan area, bibliographic instruction, research consultation, course-specific instructional support, and training and assistance in the use of electronic information resources available on CD ROM, via GottesmanWeb and Columbia’s Library Web, and elsewhere on the Internet. Research Services also makes available a variety of special technologies for students with disabilities and offers research assistance tailored to special student needs.

Research Services staff can provide instruction and guidance in the use of various LibraryWeb databases relevant to art education, including Art Abstracts, the Avery Index, the Bibliography of the History of Art, Humanities Abstracts, ERIC, Education Abstracts, and other electronic resources, as well as in the use of notable print reference works such as the Grove Dictionary of Art. Reference questions and requests for research consultations may be submitted by e-mail through the Library’s Web site (http://www.tc-library.org/) as well as in person and by phone.

The Gottesman Library provides numerous user-education programs to familiarize patrons with library services, facilities, resources, and research techniques. The Collections and Curriculum Support Services Department offers regular workshops and orientations to the K-12 curriculum collections, including art education materials that are available in the Resource Center as well as on the World Wide Web. CCSS also hosts free interactive teleconferences through the U.S. Department of Education and other organizations, with such topics as “Arts Literacy for a Changing America,” held on December 1, 1998.

Special classes to supplement those offered by programs of instruction and targeted for specific populations, such as doctoral or international students, form a regular part of the Library’s instructional services. Sessions on how to search World Wide Web and CD ROM resources, how to conduct legal and dissertation research, and on the basics of research are offered free of charge throughout the academic year. For schedule information please click on Instruction Sessions on Gottesman Library Web, type B for Library Information on the main EDUCAT screen, or call the Information Desk at 678-3494.

The Research Libraries Group (RLG) provides access to books, research, and resource materials. Computer terminals throughout the Library provide access to the holdings of large research libraries nationwide through the Research Libraries Information Network.

The collections of the Gottesman Library are supplemented by holdings in Columbia University Libraries, especially the Avery Library of Art and Architecture, with whom we cooperate on developing collections and sharing resources. Teachers College students have full access to all of the Columbia libraries and their resources.

Students are advised to spend time in the library during their first weeks at Teachers College, familiarizing themselves with the collections and resource sites, and beginning to establish their own personal bibliography.

Art Education Materials at the Gottesman Libraries

With the support of the Florence And Eugene E. Myers Charitable Remainder Unitrust, the Library has considerably enhanced its collections of contemporary materials on art and art education. Research level art books as well as curriculum materials that support K-12 art instruction are acquired from notable publishers and distributors, including the Metropolitan Museum of Art, the Getty Institute, and the National Association for Art Education, among others.

Upon faculty request a number of videos have been acquired from Public Broadcasting Corporation, the Educational Video Network, and the Roland Collection, a major learning resource of films and videos with enduring importance made available by international filmmaker Anthony Roland. These materials help fulfill national standards in the teaching of art from kindergarten through grade twelve and beyond. Subjects cover painting, drawing, graphics, sculpture, architecture and design, and photography and video art from early cultures through the present day. Videos such as "Re/Visions: Mexican Mural Painting," “Fauvism,” “Kindness Week, or the Seven Capital Elements,” “Teaching on Site: Seventeenth Century Merchant’s Houses,” “A Day So Red: Homage to American Indians,” and “Calder’s Circus” show
the range of titles acquired. Notable PBS titles promote art appreciation within a multicultural context, such as “Sister Wendy’s Story of Painting,” “Maya Lin: A Strong Clear Vision,” and “Against the Odds: The Artists of the Harlem Renaissance.”

**Educational Software And CD ROMS** with interactive multimedia components also strengthen research and curriculum resources in art and art education. Electronic titles are accessible by broad subject area from the Library’s personal computers. Among the art-related titles currently available are: American Visions (Eden Interactive), highlighting over 200 works of 20th century art by American artists; Ancient Egyptian Civilization (AIMS), an exploration of early Egyptian thought, art, and culture; Ariad, the Allison Research Index to Art and Design (Brian Allison) for bibliographic access to graduate research in Britain and Australia; Art and Music (Zane), covering the relationship between art and music from the medieval times through the present day; Fine Arts of China (Hopkins Technology) with over 400 color photos on ancient sculpture, painting, the fine arts, and architecture; and National Museum of American Art (Library Video Company), incorporating over 750 works of art with video, audio, slide shows and more.

**Special Collections** in art education include archives and manuscripts, books and ephemeral publications, and original works of art by children and students. These collections are part of the library’s Center for Visual Resources, a major program that is currently under development. When fully realized, the Center will combine distinctive collections of visual materials and archives of art education with spaces for exhibition, conservation, and research.

**Manuscript Collections**


--Pearl Greenberg Papers. The papers of a long-time leader in art education, teacher at Downtown Community School (1951-1965) and Professor of art education at Kean College until 1993. Included is documentation of programs and curricula she developed, including slides and examples of the work of children and teachers in various media.

--Lois Lord Papers. Papers reflecting a wide range of activities in progressive aspects of art education from the 1950s-1980s, including teaching at Bank Street College of Education and New Lincoln School, work with Victor D’Amico at MOMA, and participation in the National Committee on Art Education.

**Books And Other Publications**

--Florence House Memorial Collection. A collection of books dealing with textiles, concentrating on hand weaving in traditional patterns and methods in cultures around the world. Originally created by Professor Florence House of Teachers College and consisting primarily of pre-1950 publications, the collection is being augmented with appropriate recently-published works.

--Al Hurwitz Collection. Unusual and ephemeral international art education materials, collected by Al Hurwitz, Professor of art education at Johns Hopkins University. Included are hundreds of publications documenting children’s art and art education, including exhibition catalogs, periodicals, curriculum guides, and conference reports, published primarily in the 1950s-1980s.

**Original Art Work Of Children And Teachers**

--Edwin Ziegfeld Collection. A unique collection of the “Art of Adolescence,” consisting of about 350 selected works by children from 31 countries around the world. Collected and exhibited in 1957, with support from UNESCO, these works provide a resource for study and analysis of both cross-cultural and developmental issues in art education.
--Israeli Peace Art Collection. Answering the question "What would peace look like," posed shortly after the 1967 war, Jewish and Arab children in Israel produced this collection of 50 drawings and paintings. They provide exceptional opportunity to study the effects of war and political tension on children and children’s art.

--Ukrainian Children’s Art Collection. Originally exhibited at Teachers College in 1935, this collection of 24 works presents a view of children's art under soviet sponsorship, and is accompanied by an official statement of “socialist” philosophy of art education.

--Arthur Dow Collection. Over 300 works by the Teachers College students in the fine arts program in the period approximately 1905-1923, who studied under Professor Arthur Dow, a leader in the arts and crafts movement. The collection provides extensive evidence of the links between Dow’s theories and the actual curriculum experienced by teachers in training; and includes a number of clearly successful works in various media.

--Cade Collection. A carefully selected and annotated collection of about 200 drawings by young children. The focus is on stages of child development and the corresponding forms of artistic expression.

Each of the collections of original art have preserved and made accessible in the Library through the generous support of the Florence and Eugene E. Myers Charitable Unitrust.

The Gottesman Libraries
Teachers College, Columbia University
525 W. 120th Street, Box 307
New York, NY 10027
Telephone: (212) 678-3494

Research Facilities

Teachers College is home to numerous research and service activities, which are available to student participation from the Program in Art and Art Education. Current activities span a spectrum of projects, centers and institutes such as the Centers for Arts Education Research; Life Skills and Human Resource Development; Study and Education of the Gifted; The Council on Scholarship on Women and Gender; and Institutes for: Learning and Technology; Urban and Minority Education; and International Studies. Full details of research activities are updated each year in the Teachers College Catalog.

The Center for Arts Education Research at Teachers College is an interdisciplinary arts group founded to stimulate and support basic and applied research in the arts in human development, art education and the arts in education. Founded in 1993 by Professors Judith M. Burton from the Program in Visual Arts and Hal Abeles from the Program in Music, the Center calls upon expertise from professionals in the arts: visual, music, dance, theater and media, and also from philosophy, cognitive and developmental psychology, curriculum, education and technology. A mix of focuses characterize the Center's work to date. Some studies explore the role and potential of the arts in diverse educational settings from the vantage points of school reform, curriculum development, arts integration and assessment. Of particular interest is the role of the arts as they interweave in urban culture and education. Other studies deal directly with aspects of artistic-aesthetic thinking, perception and action both within and across the diverse domains of the arts; data from these studies have already offered critical theoretical insights for educational practice.

Additional Program Resources in Art and Art Education include: Fully equipped studio spaces for drawing, painting, ceramics, sculpture, printmaking and photography; The Macy Art Gallery which provides exhibition spaces for individual students, groups, and invited artists; Access to the Teachers College Special Collections, a resource which includes additional collections of children's art, and priceless historical documents on all facets of art education both national and international.

The Heritage School, a partnership high school with the New York City Department of Education, was founded by Professor Judith Burton in 1996. The school offers a comprehensive curriculum in which the
arts are considered as core learning. Interdisciplinary teaching and learning involve work with cultural institutions considered as critical texts for learning. Heralded as one of the most promising and innovative small schools to have opened in recent years, Heritage offers possibilities for research studies toward internship experience and student teaching.

**Studio Spaces and Use**

We are very fortunate that our Program maintains a number of well-equipped studio spaces of which we hope all students will make the maximum use. Much of the work undertaken in the various studios is specific to that studio but increasingly students are working across studios on works that combine several different materials and processes. In line with our Program philosophy we encourage students to explore cross studio endeavors but this carries with it some special responsibilities. Cross-studio work requires that you first make contact with the faculty of record or the teaching fellow/assistant, and establish: your requirements, expertise in the particular area, what materials you will be using and whether you will need to provide them, and a work schedule. It is to everyone’s benefit that we are respectful of each other’s workspaces.

**Myers Publications**

Thanks to the support we received annually from the Myers Foundation, we are able to produce a number of publications each year that relate to Macy Art Gallery events, and other special projects of the Program. All publications are shelved in Macy 446 and are available free of charge. Many of the publications are of interest to students carrying out original research. If you are interested to know more please contact a member of the faculty who will advise you.

**Macy Art Gallery**

The Gallery is one of the last spaces at Teachers College still in its original use; we are very fortunate to have this wonderful facility at the hub of our Program. The Gallery undertakes a full exhibition schedule each year supported by a series of weekend workshops for teachers and students. The exhibitions include a variety of works in a range of media made by young children, adolescents, graduate students, and invited artists and groups. Students, friends and families are cordially invited to attend exhibition receptions as a way of socializing with others in the Program and of supporting the efforts and work of the artists involved.

**Darvin-Kriegman Library**

The Program maintains a small library located in 444F established in memory of a recent faculty member and doctoral student. The library is open during the day and contains a range of classic art education texts and journals. Students may consult any of the texts as they need, but PLEASE do not remove any of these resources from the library as they are collected and maintained for everyone’s use.
Financial Aid

Teachers College makes available financial help to students in need and who meet the various criteria established for the awarding of aid. Students wishing to apply for loans, scholarships, incentive awards, work study, etc., should make contact directly, and as early as possible in the academic year, with the Student Aid Office which administers all New York City, Federal Government and Teachers College aid programs. Telephone: (212) 678-3714.

At the Program level, students may be eligible for several different kinds of support. A certain number of scholarship points are made available each year and are awarded on the basis of academic and artistic excellence. Scholarship requests from incoming international students are reviewed at the Program level; the final decision is made by the International Student Aid Committee.

The Program also makes available to suitably qualified students a number of assistantships in program and gallery administration, studio and photo lab and research. Assistantships carry with them a salary and Teachers College course points. Assistantships are awarded on the basis of merit and expertise and all applications are considered by the Art and Art Education Review Committee. No assistantship may be held for more than two years.

It is the expressed goal of the Student Aid Office and, within their allocated means, the Program in Art and Art Education, to ensure that no student is denied the opportunity to attend Teachers College due to financial hardship. Thus, students are urged to apply for aid, scholarships and assistantships as early in the academic year as possible. Most types of aid require application to the Student Aid Office and GAPS FAS by February 1 preceding the semester of enrollment. Students requesting aid are urged to make note of deadline dates since they are strictly enforced. The Office of Art and Art Education and major advisors will give help as needed in the completion of the appropriate forms.
Faculty

Full-time Faculty

JUDITH BURTON, Ed.D.  Professor and Director of Art and Art Education Program

Dr. Judith M. Burton is Professor and Director of Art & Art Education at Columbia University Teachers College. Before that she was Chair of Art Education at Boston University and taught at the Massachusetts College of Art. Burton received her Ed.D. from Harvard University in 1980. Her research focuses on the artistic-aesthetic development of children, adolescents and young adults and the implications this has for teaching and learning and the culture in general. In 1995 she co-founded the Center for Research in Arts Education at Teachers College, and in 1996 founded the Heritage School – a comprehensive high school featuring the arts – located in Harlem, NYC. Her book Conversations in Art: The Dialectics of Teaching and Learning co-edited with Dr. Mary Hafeli was published in 2012. She is author of numerous articles and chapters and currently has two books in process of publication. She received the Manuel Barkan Award for excellence in research writing, the Lowenfeld Award for lifetime achievement in art education from NAEA and the Ziegefeld Award for services to international art education from INSEA. Dr. Burton is a Fellow of the Royal Society for the Arts in Great Britain, a Distinguished Fellow of the NAEA, and serves as Distinguished Visiting Professor at the Central Academy of Fine Arts Beijing, China. She was recently awarded an honorary doctorate from the Beaconhouse University, Lahore, Pakistan and a Distinguished Professorship from South China Normal University. She is a trustee of the Maryland Institute College of Art in Baltimore, MD, and a former trustee of the Haystack Mountain School of Crafts in Maine.

IRIS BILDSTEIN, Ed.D.  Lecturer in Art and Art Education Program

Iris Bildstein received her Ed.M. and Ed.D. in Art and Art Education from Teachers College, Columbia University. She holds a B.A. in studio art from Queens College, CUNY. During the 1990s, Iris was the director and lead art teacher of a program through Asphalt Green, which provided art programming to underserved NYC public school children (K-12). After receiving her Ed.M. in 2002, she became the director of an alternative art teacher certification program for Studio in a School. Iris was named a recipient of the 2010-2011 General Research Fellowship at Teachers College for her dissertation research. In recent years Iris has taught in several graduate art education programs including Teachers College.

Upon completion of her doctoral degree, Iris was appointed as a lecturer to Teachers College’s Art & Art Education program where she coordinates all of student teaching, in addition to teaching several courses. Her research looks at ways in which art teachers reflect upon their teacher education in light of the rigors of contemporary education. She has co-authored Challenging Thinking: Possibilities and Potentials for Teaching and Learning in the Visual Arts with Dr. Judith Burton, which is slated for publication. Iris is a member of Kappa Delta Pi and exhibits her paintings/artwork whenever possible.

MARY HAFELI, Ed.D.  Professor of Art and Art Education Program

Mary Hafeli (Ed.D., Ed.M., Teachers College, Columbia University; B.F.A., University of Michigan) previously served as Dean of the School of Fine and Performing Arts and Professor of Art Education at the State University of New York, New Paltz, and Graduate Director and Professor of Art Education at Maryland Institute College of Art. Her background as an art teacher includes work with children, teens, and adults in schools, museums, and community arts centers.

Professor Hafeli’s research examines the ideas, ways of thinking, decisions, and judgments that characterize the thought processes and practices of visual and performing artists, both adults and children, as they produce creative work. Her research also investigates the teaching environments in which students’ art works are created. Current projects include a study of youth and adult perspectives on “good” teaching, studio and literary forms and practices as methodologies for qualitative research, and an exploration of the qualities and communicative potential of art materials and processes, with implications for teaching. She received the National Art Education Association’s Mary Rouse Award, Manuel Barkan Memorial Award, and Marilyn Zurmuehlen Award, all for scholarly contributions to the field. Professor
Hafeli currently serves as chair-elect of the NAEA Research Commission and as a member of the Council for Policy Studies in Art Education and the editorial board of Studies in Art Education. As an active artist, Professor Hafeli has shown studio work in galleries and museums across the country.

OLGA HUBARD, Ed.D.  Associate Professor of Art and Art Education Program

Olga Hubbard is interested in the humanizing power of art and in how educators can help promote meaningful art experiences for all learners, particularly in museum settings. Her scholarship on this topic, which has been published in numerous academic journals, is informed by a long career in the field. After completing her M.A. in Art Education, Olga was a museum educator at the Museum of Modern Art for nearly a decade. Concurrently, she worked as a long-term teaching artist at a New York City public elementary school (through Studio in a School). Later on, Olga became Museum Coordinator at the Heritage School, a job that involved integrating experiences in New York City’s cultural institutions into all aspects of the high school curriculum. Prior to joining the faculty of Teachers College, Olga was Head of Education of the Noguchi Museum, where she envisioned, initiated, and oversaw all aspects of new school, family and teen programs.

Olga continues to collaborate with art museums across the country, where she gives talks, conducts professional development, and consults on curriculum and program development. She has also taught and presented internationally in China, Japan, Qatar, Brazil, and Mexico. Olga holds doctoral and master’s degrees in art education from Teachers College, an M.F.A. from the School of Visual Arts, and a B.A. in Art History from the Universidad Iberoamericana (Mexico). She maintains an active art practice.

RICHARD JOCHUM, Ph.D., M.F.A.  Associate Professor of Art and Art Education Program

Richard Jochum received his Ph.D. in Philosophy from the University of Vienna (Austria) and an M.F.A. in Sculpture and Media Art from the University of Applied Arts in Vienna (Austria) after having completed undergraduate and graduate studies in political sciences, literature, performance studies, and theology. Richard Jochum has been a media artist since the 1990s. His artwork is based in a variety of media, including video, photography and installation, and has been exhibited internationally in more than 100 group and solo exhibitions. He is represented by Gallery Lindner (Austria) and Gallery Bundo (South-Korea), and is a studio member of the Elizabeth Foundation for the Arts in New York City. Dr. Jochum has served as a Visiting Professor in the media design department of the University of Applied Sciences in Dornbirn (Austria), and as a Distinguished Visiting Scholar at the American University in Cairo (Egypt). He has lectured at numerous colleges and art schools in Europe, the Middle East, and the U.S. and has been a Visiting Scholar and Adjunct Professor at Teachers College, developing curricula and teaching courses in art and technology, social media, inter-media, visual culture, philosophies of art, curriculum design, and new media art education. Dr. Jochum’s scholarly interests include art-based research practices and higher education pedagogy, as well as new media and media art education. More information can be found on richardjochum.net.
Part-time Faculty

SHEYDA ARDALAN, Ed.D.  Adjunct Assistant Professor of Art and Art Education Program

Dr. Ardalan teaches the fieldwork observation class. She is an Iranian artist and art educator who was born in London and has lived in Switzerland, Egypt, Turkey, Spain, Iran, England, and the U.S. She received her International Baccalaureate from Tehran International School and attended Pratt Institute in Brooklyn NY where she graduated with a B.A. in Illustration. Sheyda attended Teachers College, Columbia University, and received her M.A. and Ed.D. in Art & Art Education. Sheyda teaches Studio Art and Computer Art at Greenwich High School in Greenwich, CT and is an instructor of Art and Art Education at Teachers College. She has taken her high school students to Mexico and Spain and values the experience of travel. She paints with oils and her subjects vary from vivid landscapes to abstract, non-representational experiences. Sheyda's dissertation explores the relationships of practical experiences of mentorship to artistic learning and argues for the importance of non-formal, professional learning that takes place outside schools.

SERGIO BESSA, Ph.D.  Instructor in Museum Education in Art and Art Education

Antonio Sergio Bessa, Ph.D., graduated from the Steinhardt School of Education–NYU. He is the Director of Curatorial and Educational Programs at The Bronx Museum of the Arts, which he joined in 2003. He is also an Adjunct Professor at Columbia University’s Teachers College, where he teaches Museum Education Issues. A distinguished scholar of concrete poetry, Bessa has organized several critically acclaimed exhibitions on themes related to text-based art, including Double Space (Apex Art, New York, 2000); Re: La Chinoise (Baumgartner Gallery, New York, 2002); Animating Fahlström (BAWAG Foundation, Vienna, and the Institut d’Art Contemporain, Lyon, France, 2002); and How to Read (2005) and Paulo Bruscky: Art Is Our Last Hope (2013), both at The Bronx Museum of the Arts. He also collaborated with Deborah Cullen at the 3rd Trienal Poli/Gráfica de San Juan, Puerto Rico, in 2012. His essays on concrete poetry have been published in several anthologies, including Öyvind Fahlström (Gothenburg, Sweden: Ord & Bild, 1998), Architectures of Poetry (Amsterdam: Rodopi, 2004), The Sound of Poetry/The Poetry of Sound (Chicago: University of Chicago Press: 2009), Poetry Goes Visual (Bremen, Germany: Weserburg Museum, 2012), and Specters of Artaud (Madrid: Museo Centro de Arte Reina Sofia, 2012). In addition, Bessa’s essays and articles have been featured in several journals, including OIE (Stockholm, Sweden) and Cabinet and Zing magazine (New York), and on websites including ubu.com and fahlstrom.com. He is the author of Öyvind Fahlström: The Art of Writing (Chicago: Northwestern University Press, 2009) and editor of Novas: Selected Writings of Haroldo de Campos (Chicago: Northwestern University Press, 2007) and Mary Ellen Solt: Toward a Theory of Concrete Poetry (Stockholm: OIE, 2010).

MARTA CABRAL  Instructor in Art and Art Education, Art for Classroom Teachers

Marta Cabral has been professionally teaching in classrooms and other settings for over 16 years. Having taught in Early Childhood, Elementary Education, and Graduate School levels, her rich and wide experiences as an educator allow her to relate to professionals in diverse contexts and different grade levels. Her many experiences as an educator (in America, Europe, and Asia) include classroom teaching; coordinating early childhood programs in early childhood and in art, for infants, toddlers, preschoolers, and kindergartners; and consultancy and training for educators and art educators.

At Columbia University’s Teachers College, Marta’s current experience in teaching and supervising future educators (both preK-12 art teachers, and general education early childhood teachers) provides her additional insights into professional development and possibilities of art integration in the core curriculum.

Marta holds several degrees in education that have examined Early Childhood Education and Art Education, including master’s degrees in Art & Art Education and in Educational Sciences. Some other academic degrees Marta holds include Elementary Education and Adult Education. She is currently undergoing doctoral studies at Columbia University’s Teachers College in the Interdisciplinary Studies Program, grounding herself and her work both in the Art and Art Education, and in the Early Childhood Education Programs.
As an educator and a researcher, Marta regularly presents her work at national and international conferences, and has several publications in the field of education.

**TARA GEER  Instructor of Art and Art Education, Drawing**

Tara Geer got her B.A. from Columbia University with a double major in Art & Art History, graduating Magna Cum Laude and Phi Beta Kappa. She went back on a Teaching Fellowship for her M.F.A. Drawing is her primary and beloved medium. She has drawings in the collections of the Morgan Museum & Library, the Parrish Museum and the Harlem Children’s Fund. She shows nationally in galleries, including Tibor de Nagy, The Drawing Center registry and the Four Seasons Hotel in Wyoming. Last year she had solo shows in LA at the Aran Cravey gallery and in NY at Glenn Horowitz bookseller & gallery. There is a limited edition monograph published, Carrying Silence: Drawings by Tara Geer. She has been teaching drawing for three decades: in every borough of NYC, every age, in public and private school. Recently, besides drawing, she has been teaching classes out of her studio in Harlem and in the Department of Visual Arts at Columbia and in Art & Art Education at Teachers College. She trains teachers and staff in Visual Thinking Strategies at the Brooklyn Museum, El Museo, St John the Divine, and the Joan Mitchell Foundation, among others. She has also worked at WNYC, the NYC public radio station, writing and producing award-winning culture pieces for “Morning Edition,” “Studio 360,” Leonard Lopate and other national radio shows. She received the Louis Sudler Prize for Excellence in the Arts and the Joan Sovem prize. She has a special interest in visual processing and cognition.

**MAHBOBE GHODS Ed.D.  Instructor of Art and Art Education, Printmaking**

Mahbobe Ghods holds an Ed.D. in Art Education from Teachers College, Columbia University, an M.F.A. and a B.A. from Lehman College. She teaches printmaking and new media courses and she has exhibited her work nationally and internationally. Dr. Ghods is the recipient of several fellowships, grants, and awards, and has presented her research at CAA, NAEA, and INSEA at the University of Heidelberg. Her research interest is learning and teaching in the arts, with special regards to media processes. Currently, she is teaching printmaking courses at Teachers College.

**SEAN JUSTICE  Instructor of Art and Art Education, Art & Technology**

Sean Justice advises students and faculty on the use of digital technologies in education. His research looks at how teachers and schools learn to teach with computers. His teaching practice includes courses in digital fabrication, creative coding, web design, digital montage, photography and digital fine art printing. His art practice spans still and moving lens-based and lens-less pictures, interactive poetry, and jokes.

**AMI KANTAWALA, Ed.D.  Adjunct Assistant Professor of Art and Art Education Program**

Dr. Ami Kantawala serves as an adjunct faculty member in the Art & Art Education Program at Teachers College, Columbia University, in New York. She teaches courses in research methods and history of art education in the Program. She also served as a full-time Lecturer and Program Manager in the Arts Administration Program at Teachers College from 2011-13. She completed her B.F.A. in Painting and Metal craft at Sir J. J. School of Applied Art in Bombay, India, and went on to complete her Ed.M. and Ed.D. in Art Education at Teachers College. She completed an extensive training program in Leadership from HERS Wellesley Institute in 2012-13.

**LINDA KOURKOULIS  Instructor of Art and Art Education, Printmaking**

Ms. Kourkoulis is an instructor of Printmaking and Field Observations for the Art & Art Education Program at Teachers College and an art teacher at a NYCDOE public elementary school that hosts the ASD Nest Program for high functioning students with autism spectrum disorders.

Her scholarly interests include creating art lessons with multi-modal and multimedia approaches and exploring what may be learned about children’s ability to think reflectively as a tool for self-discovery when engaged in critical appraisal of their art-making process. Ms. Kourkoulis is working on a
comparative study of the network of influences that might shape the artistic expression and thinking of fifth grade students when engaged in the same unit of art study in their respective local environments in New York and Ghana. She will be returning to Ghana this summer to continue teaching art as part of her current research project.

Ms. Kourkoulis’ silkscreen prints, lithographs and etchings, exhibited in the U.S. and abroad, explore the resilience of nature and the continuum of time through land and seascape inspired iconic ‘maps’. Currently a doctoral student in the A&AE Program, Ms. Kourkoulis holds an Ed.M. from Teachers College and earned her B.F.A. at the School of Visual Arts.

ELIZA LAMB  Instructor in Art and Art Education, Photography for Educators

Eliza Lamb is a fine art photographer with an extensive background in many facets of the art world, including curation, education, and administration. Her photographs have won numerous awards and accolades and have been featured in exhibitions and publications around the world. Eliza currently teaches Photography for Educators at Teachers College, and writes on current issues affecting artists for publications such as PDN, Don’t Take Pictures and the NAEA News. She is also currently serving as Vice President of the NAEA Public Policy and Arts Administration Special Interest Group. Eliza’s personal work can be found at elizalamb.com.

THOMAS LOLLAR  Instructor in Art and Art Education, Ceramics

Thomas Lollar has been at TC since 1988. Previously, Tom Lollar taught at the Parsons School of Design/New School for Social Research. He has exhibited extensively in the U.S., and his ceramic works are in the collections of the Museum of Arts and Design and the Cooper Hewitt/Smithsonian Institution. In 2004 and 2005 Tom Lollar was a Visiting Artist/Scholar at the American Academy in Rome where he researched ancient maps and Renaissance drawings of ancient objects. In 2004, Tom Lollar was commissioned by Dr. Judith Burton to create a large ceramic mural depicting aerial views of Teachers College/Columbia University for the lobby of Whittier Hall. Please refer to Tom Lollar’s website tomlollar.com for visuals of ceramics and sculpture.

JAMES LONG  Instructor in Art and Art Education, Sculpture

James Long received his B.F.A. from the Indiana University of Pennsylvania, his M.F.A. from Bowling Green State University and his M.A. in Art Education from Teachers College, Columbia University. He has exhibited his work nationally and internationally. He was acknowledged by the James Renwick Association in Washington, DC, for his excellence in working with wood. He completed a residency at the Franconia Sculpture Park in Franconia, MN, as an Open Studio Artist, and his work was used for the cover of the children’s book Baltimore Counts. In addition to teaching Introduction to Sculpture and Advanced Sculpture courses at Teachers College, he has taught sculpture courses in continuing education at the University of Texas and the Maryland Institute College of Art. He has taught art classes for the Austin Museum of Art. He worked as an art educator for the Peace Corps in Ghana and received an American India Foundation Teaching Fellowship, working in Central India with the organization Action Aid.

JOY MOSER, Ed.D.  Adjunct Associate Professor of Art and Art Education Program

Dr. Moser joined the faculty in the Fall 1992. She received her doctorate in Art Education from New York University where she also served on the faculty, first as an Assistant Professor of Art Education and later as Program Chair. Dr. Moser founded and ran a storefront program in the arts for young children; she has considerable experience working with the public schools and museums in New York City. In 1987, Dr. Moser retired from New York University and devoted herself to full time painting. She has several highly acclaimed exhibitions of her work in and around the city. Dr. Moser teaches advanced painting and Art in Visual Culture.
KRISTINE W. PUFFER, Ed.D.  Instructor in Art and Art Education Program, Museum Education

Kristine Puffer is an educator and researcher interested in veteran artists and the psychological processes of visual art making. She holds an Ed.D. and Ed.M. in Art Education from Teachers College, Columbia University, and a M.A. in Educational Psychology from New York University. Kristine worked in the education departments of many museums throughout New York including The Noguchi Museum, the Museum of Modern Art, the Solomon R. Guggenheim Museum, the Olana State Historic Site, and the National Academy Museum and School of Fine Arts where she served as Curator of Education. Kristine advised for School Programs at the de Young Fine Arts Museums in San Francisco, CA, and for the Spuill Center for the Arts in Atlanta, GA. During her eight years with Teachers College, Kristine worked for the Reading and Writing Project and for the Art Education Program as the INSTEP coordinator, a graduate instructor, and thesis advisor.

CESAR REYES  Instructor in Art and Art Education, Ceramics

Cesar Reyes graduated from Wheaton College ('97) and Teachers College, Columbia University ('01). He is currently head of the Art + Innovation Department at Taipei American School and has taught Ceramics at Teachers College for over a decade. His work in education emphasizes “high tech—high touch” practices including interactive, video, performance and installation art. His latest project is the “Art Garden,” a long-term student-run collaborative rooftop project experimenting with concepts of cultural landscapes, resilience, raw problem-solving and deliberate design. He has won numerous grants and has spoken about the project at conferences in Shanghai, Hong Kong, Manila, Taipei and Saudi Arabia. His artistic practice ranges from architectural ceramics to conceptual paintings on narrative film. He has shown primarily in New York and Taiwan. In addition, he has published articles in the Hong Kong art magazine Pipeline and advises on contemporary art throughout Asia.

CATHY ROSAMOND  Instructor in Art and Art Education, Painting

Cathy Rosamond is a doctoral candidate (ABD) in the Art & Art Education program at Teachers College. Her current research interests include inquiry stance of contemporary artists, and investigating different approaches to teaching art in higher education. At TC, Cathy teaches painting (Intro to Painting, Community Painting and Independent Study in painting) and she is one of the field supervisors in the M.A. student teaching program. She is also a Senior Museum Educator at the Museum of Arts and Design (MAD), an instructor in the Art Education Department at CUNY, Queens College, and an art consultant (painting studio) at AHRC New York League, which serves individuals with developmental disabilities.

In the studio, Cathy works with mixed media. Her sculptures, renderings, installations and design work have been exhibited in several galleries in the U.S. since 1996. Her latest exploration in the studio is creating imaginary landscapes by applying multiple layers of hand-drawn renderings on digital images. Cathy posits that her latest process and the finished artwork fall somewhere between drawing/painting and digital photography, thus questioning, blurring and even erasing the line between hand-made artwork and digital fabrication.

LISA JO SAGOLLA, Ed.D.  Adjunct Assistant Professor of Art and Art Education

An arts educator, consultant, critic, choreographer, and historian, Lisa Jo Sagolla received her Ed.D. in Art & Art Education and her M.A. in Dance & Dance Education from Teachers College, Columbia University. She also earned a B.A. in Music Education from the College of William and Mary. Her first book, The Girl Who Fell Down: A Biography of Joan McCracken (Northeastern University Press), was a finalist for the Theatre Library Association’s George Freedley Memorial Award for best book in the area of theatre or live performance. Her second book, Rock ’n’ Roll Dances of the 1950s (Greenwood Press/ABC-CLIO), is part of the social-history reference book series “The American Dance Floor.” Sagolla has been the dance critic, dance and movement columnist, and a theatre critic for the entertainment-industry trade publication Back Stage, and a dance critic for The Kansas City Star. She has choreographed more than 75 productions for Off-Broadway, regional, summer stock, and university theatres and has taught for 30 years in K-12, studio, and college settings, including Columbia University,
New York University, and Marymount Manhattan College. She has also served as an arts education assessment and curriculum development consultant for such institutions as the Lincoln Center Institute, New York City Ballet, Dance Theatre of Harlem, and Chicago Moving Company.

**GERARD VEZZUSO  Instructor in Art and Art Education, Photography**

Jerry Vezzuso is a photographer and educator living and working in New York City. His work is in the collection of The Brooklyn Museum of Art and The Museum of the City of New York (among other private collections). He is the recipient of The New York Foundation for the Arts Special Artists Grant. Currently he is on the faculty of The School of Visual Arts and Teachers College at Columbia University. Jerry Vezzuso is the co-founder of The Tierney Fellowship in Photography. He graduated The School of Visual Arts with his major in fine arts. Jerry Vezzuso photographed much of his family since the late 1960s to about the time of 9/11, then undertook the “Platform Project” about tourists and visitors to downtown Manhattan post-9/11. During the 1980s Jerry Vezzuso was the photographer for the LaMama Experimental Theater on East 4th St Manhattan then owned by the late Ellen Stewart. He created an extensive archive. He often gives talks and conducts portfolio reviews here and in Mexico. In 1986, his book New American Haircuts was published by Ballantine Books. The book is being rechanneled into a zine format. Photoville published a limited edition for 2012 with an exhibit called Model Release.
Distinguished Alumni(ae) of the Program

Charles Alston
Manuel Barkan
Mike Bidlo
Clarence Bunch
Angiola Churchill
William Daley
Edith DiChiara
Edmund Feldman
Pearl Greenberg
Ann Gregory
D’Arcy Hayman
Al Hurwitz
Donald Irving
Robert Kepelis
John Lidstone

Peter London
Agnes Martín
William Maxwell
Rafael Montanez-Ortíz
George McNeil
Georgia O’Keeffe
Ad Reinhardt
Ed Rossbach
Donald Saff
Justin Schorr
Rawley Silver
Ralph Smith
Anthony Toney
Gregg Wyatt

Distinguished Alumni(ae) Award

1990 John Lidstone
1991 Edmund B. Feldman
1992 Angiola Churchill
1993 William Daley
1994 Anthony Toney