Teachers College
Columbia University

Program in
Art & Art Education

Master’s
Student Handbook
2017-2018

Program Director:
Mary Hafeli

Faculty Advisors:
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Mary Hafeli, Professor
Olga Hubard, Associate Professor
Richard Jochum, Associate Professor
Iris Bildstein, Lecturer
Lisa Jo Sagolla, Adjunct Assistant Professor
Welcome and Introduction

The Program in Art and Art Education at Teachers College aims to re-envision and re-shape the field of visual arts education in all of its forms and within its diverse sites and contexts. On behalf of the faculty and students, I warmly welcome you to our community. We are delighted that you have joined us, and are excited to be working with you as we collaboratively realize our vision.

The Art and Art Education Program embodies progressive art and art education practices and pedagogies. Our dynamic M.A. and Ed.M. degree tracks position the visual arts as essential ways through which people of all ages not only communicate meaning about diverse human experiences but also create and understand culture across the human lifespan. Students complete coursework in the history and contemporary practices of art education in a variety of school and community settings, curriculum development, artistic development, research methods and practices, and traditional studio media and creative technologies. Master’s-level graduates of the Program in Art and Art Education are prepared to not only teach and supervise in PK-12 schools, museums, communities, and cultural institutions, but also serve as visual arts program leaders and build the discipline’s knowledge base through research.

Your Master’s studies will be an intensive immersion into the field of art education. So what should you expect as you begin your program, and what will be expected of you? The faculty’s goal is to challenge you as you develop your skills as an educator, deepen and expand your practice as an artist, and both stretch and sharpen your insights as an active member of the art education field. During your time with us and, significantly, in your professional life once you complete the program, we expect you to contribute to the field through exemplary teaching, attending and presenting at professional conferences, exhibiting your artwork, and taking on leadership roles in curriculum development and art education program development. We have designed the Master’s curriculum with this professional identity/practice expectation in mind. And, we are here to actively support and mentor you throughout your journey.

The award-winning faculty with whom you will work are internationally known through our ongoing and energetic professional practice—published books, book chapters, and journal articles; gallery and museum exhibitions and community arts practice; professional conference presentations, invited keynote addresses, and visiting artist/scholar appointments; and leadership positions in professional art and art education organizations. Collectively, we are accomplished artists, master teachers, well-known researchers and writers, program designers, educational leaders, and voices that help to shape the field.

We look forward to working with you in the courses we teach. Beyond our regular courses, we invite you to participate in the Art and Art Education Program’s expanded curricular and research work—weekend Conversations Across Cultures seminars, exhibitions in our Macy Art Gallery, community arts projects, and teaching and research we do in schools, museums, and community centers throughout New York City, across the country, and around the world. And beyond our own collective programs and initiatives, we urge you to immerse yourself the amazing arts and cultural opportunities of New York City. As an educator, artist, and researcher, there is no better place to be working towards your Master’s degree in visual arts education.

Mary Hafeli, Program Director
M.A. in Art Education

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M.A. in Art Education with Teacher Certification

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Ed.M. in Art Education with focus on:
- Creative Technologies
- Museum Education
- Administration & Supervision
- Community Arts
- Personalized Study

* 

Advanced Certificate in Creative Technologies
# Table of Contents

Dates and Deadlines / Contact Information .................................................................................. 1

Degree Tracks .................................................................................................................................. 5
  M.A. in Art and Art Education ........................................................................................................ 6
  M.A. in Art Education With Teacher Certification ....................................................................... 10
  Ed.M. in Art Education ................................................................................................................ 15
  Ed.M. with CTC Concentration .................................................................................................... 17
  Advanced Certificate in Creative Technologies in Art and Art Education .................................. 21

Policies............................................................................................................................................... 23
  Academic Performance .................................................................................................................. 23
  Incompletes ...................................................................................................................................... 23
  Continuous Registration .................................................................................................................. 23

Useful Information.............................................................................................................................. 24
  Program Support and Advising ..................................................................................................... 24
  The Credit Point System ............................................................................................................... 24
  Schedule .......................................................................................................................................... 24
  Time Commitment .......................................................................................................................... 24
  Fall, Spring, and Summer Courses ............................................................................................... 24
  Obtaining Special Permission to Register for a Course ............................................................... 25
  Adding and Dropping Courses ..................................................................................................... 25
  Transfer of Credit ............................................................................................................................ 25
  Selecting ............................................................................................................................................ 25

Registration......................................................................................................................................... 27

*Application For Graduation* ........................................................................................................... 28
  M.A. Program .................................................................................................................................. 28
  Ed.M. Program .................................................................................................................................. 28

Appendices: Facilities, Resources, and Service ................................................................................ 29

Facilities, Resources and Services ................................................................................................... 30
  Computing And Information Services ............................................................................................ 30
  Email Accounts .................................................................................................................................. 30
  Campus Network ............................................................................................................................. 30
  Public Computing Facilities .......................................................................................................... 30
  TC ClassWeb .................................................................................................................................... 30
  Instructional Media Lab .................................................................................................................... 31
  Computer Classrooms .................................................................................................................... 31
  Multi-media Classrooms .................................................................................................................. 31
  Training ............................................................................................................................................ 31
  Residential Telecommunications Services .................................................................................... 31
  Policy on Acceptable Use of IT Resources at Teachers' College .................................................. 31
  The Library ....................................................................................................................................... 32
  Online Services ............................................................................................................................... 33
  The Columbia Connection .............................................................................................................. 33
  Russell Hall Services ....................................................................................................................... 33
  The Research Services Department .............................................................................................. 33
  Art Education Materials at the Gottesman Libraries .................................................................... 34
  Research Facilities .......................................................................................................................... 35
  Studio Spaces and Use .................................................................................................................... 36
  Myers Publications .......................................................................................................................... 36
Macy Art Gallery ................................................................. 36
Darvin-Kriegman Library ...................................................... 36

Financial Aid ........................................................................... 37
Full-time Faculty ..................................................................... 38
Part-time Faculty .................................................................... 39
Dates and Deadlines

**Fall 2017**

Registration for continuing students: 4/24/2017
In-person registration: 9/05/2017
Classes begin: 9/06/2017
Last day to add/drop: 9/19/2017
Last day to change points: 10/03/2017
Holiday—no classes: 11/22-24/2017
Last day of classes: 12/22/2017
Last day to file for February graduation: 11/01/2017

**Spring 2018**

Registration for continuing students: 12/04/2017
In-person registration: 1/16/2018
Classes begin: 1/17/2018
Last day to add/drop: 1/30/2018
Last day to file for May graduation: 2/01/2018
Last day to change points: 2/13/2018
Holiday—no classes: 3/11-18/2018
Registration for Summer Term 2018 and Autumn Term 2018 for continuing students: 4/30/2018
Last day of classes: 5/08/2018
TC Graduation: 5/16/2018

Contact Information

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**Program Manager:**
Samantha Clay Reagan

**Academic Secretary:**
Megan McGaughey

**Program Secretary:**
Georgette Thompson
Information for Students

About Teachers College

Teachers College, Columbia University is the first and largest graduate school of education in the United States and is also perennially ranked among the nation’s best. Its name notwithstanding, the College is committed to a vision of education writ large, encompassing our four core areas of expertise: health, education, leadership, and psychology.

Teachers College sees its leadership role in two complementary arenas. One is as a major player in policy-making to ensure that schools are reformed and restructured to welcome all students regardless of their socio-economic circumstances. The other is in preparing educators who not only serve students directly but also coordinate the educational, psychological, behavioral, technological, and health initiatives to remove barriers to learning at all ages.

The Department of Arts and Humanities

The Program in Art and Art Education is an integral part of the Department of the Arts and Humanities (A&H), a diverse community of students and scholars in a wide range of fields that also includes history, philosophy, music and music education, arts administration, bilingual and bicultural education, teaching English as a second language, applied linguistics, English and social studies. The diversity of our inquiries and the people who engage these fields are among our greatest attributes. The Department’s mission is two-fold: To further knowledge and learning in specific fields and to explore the purposes, practices, and processes of education both within—and across—disciplines in the Arts and Humanities.

Within the Department, individual programs preserve their own disciplinary rigor while expanding modes of inquiry, discovery, and creativity across disciplines and diverse societies and cultures. The Department is committed to understanding culture as broad and varied processes—fundamental human activities involving various modes of thinking and expression through which meaning is constructed and historically transmitted. The Department views the study of education as broad and vital. Here, intellectual and creative ideas and practices extend beyond the traditional concerns of schooling. Thus, each program shares a concern with the learner’s construction of knowledge, the art and methods of teaching, the realities of the contemporary classroom, the relationship of schools to their communities, and the underlying philosophies of school reform. In each of the programs that prepare teachers for positions in schools and universities, there is a commitment to the education of reflective practitioners, the integration of theory and improvement of learning, as well as research and practice in the students’ chosen fields of study.

Program in Art and Art Education

The Program in Art and Art Education offers five distinct degrees: M.A. (two tracks), Ed.M., Ed.D. in Art Education (Ed.D.), and Ed.D. in the College Teaching of Art (Ed.D. CT). These degree programs are each built round a core of courses considered central to exemplary arts education. Beyond the core, students have flexibility to plan with their advisor individual programs designed to meet personal needs and goals. In addition to courses in art education, students select courses from other offerings at Teachers College and, where eligible, are encouraged to also seek out offerings at Columbia University in order to fulfill degree requirements. Opportunities to participate in Art and Art Education weekend institutes and colloquia, intensive courses and workshops, professional development workshops, and research projects provide additional richness to students’ experiences in the Program. And beyond the rich offerings of projects, courses, and people in our Program, the vast cultural resources of New York City offer students unparalleled opportunities to enrich and expand their programs of study in important and imaginative ways.

Throughout all of our degrees, the Program in Art and Art Education views teaching and learning in broad terms spanning infancy to the elderly, in sites that include schools, art colleges, museums, and community and international settings. We embrace a diversity of students representing cultures within and outside the United States who bring unique interests, insights and richness to our community. At the heart of their wide-ranging and highly recognized creative, scholarly, and leadership contributions to the field, our faculty members are experienced practitioners who work closely with students to design individual programs that meet and support particular needs and goals. The faculty draws upon deep knowledge in the practice and history of art, design and popular culture, familiarity with contemporary movements and cutting-edge debates, and well-grounded insights about the span of artistic development and the worlds that contextualize individual lives. We expect our students to be able to translate their knowledge into curricular and instructional practices that nurture development and challenge learning across a diversity of life spans.
The work of the Program seeks to cross-pollinate theory and studio practice in new and innovative ways. Working with wide array of traditional and digital tools and materials, we hope to broaden horizons and foster the informed personal development of our students as artists, researchers and scholars, reflective thinkers, and imaginative educational practitioners. To these ends we reach out to other programs in the College for the contributions of their distinctive disciplines, and we design our own conferences and symposia that invite individuals and groups to engage contemporary issues, cultures, and practices. We also maintain a lively schedule of Macy Art Gallery exhibitions and professional in-service offerings each year—this additional programming allows us to confront themes, ideas, and practices at the forefront of the professional worlds of art and education.

Research holds a critical and central place in our program as faculty and students address contemporary problems that impinge upon our discipline. Working with the support of faculty and collaboratively through a series of seminars, our doctoral candidates have the mandate to “make new knowledge” as this engages critical reflection and informs future lines of inquiry. Our master’s students and student teachers are encouraged to engage in classroom and other forms of grounded research and participate in producing the kinds of insights needed to move the field of art education forward. Above all, we recognize that as artists, art educators, and researchers we need to exercise our experimental and exploratory voices and investigate ourselves as we work within the myriad tensions that shape today’s culture.

Overview of Art Education Master’s Programs

The Master’s programs in Art and Art Education prepare students for teaching in, organizing, and leading arts programs for children, teens, and adults in PK-12 schools, museums, and community art centers, as well as in a variety of other settings. The degree programs are distinct, yet share a focus on course work in child and adolescent artistic development, curriculum development and instructional strategies, studio production, historical and contemporary issues in art education, and critical theory and practice. In addition to core courses within the Program, Master’s students take courses in other programs throughout the College as these support the development of individual specializations.

M.A. Degree: This program is designed primarily for teachers who are already certified or do not need certification, 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 M.A. degree requirements. In order to receive an M.A. Degree in Art Education, students must complete 34 credit points at Teachers College and write a Special Project.

M.A. with Initial Certification Degree: 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.

Ed.M. Degree: This degree is designed for individuals seeking a high level of specialist achievement in art education. The Ed.M. is also designed for practitioners who wish to acquire more advanced research skills as a basis for future doctoral study. The Ed.M. 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 Ed.M. degree track may choose one of four focuses: Creative Technologies*, Administration/Supervision, Museum Education, or Community Arts. Students may also work with their advisor to devise their own program focus. In order to receive an Ed.M. Degree in Art Education, students must complete 60 credit points at Teachers College and complete a Special Project.

*The Creative Technologies Concentration is a new curriculum expansion within the Art and Art Education Program. The focus of the Concentration is on the active exploration of emerging technologies as they intersect with teaching and learning; the goal is to prepare artists and art teachers to be leaders in educational ecologies that aptly interweave digital tools and materials in multi- and cross-disciplinary, collaborative, and playful pedagogies.
## Full time Faculty/Contact Information

<table>
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</table>
The Program of Art and Art Education offers four Master’s degree tracks:

M.A. in Art and Art Education

M.A. in Art Education with Teacher Certification (MAInit)

Ed.M. in Art Education

Ed.M. with Creative Technologies Concentration

6

10

15

17
**M.A. in Art + Art Education** (2 years minimum)
Degree level: M.A.
Major code: ARTE

*Minimum Credit Point Requirement: 34*

**Program Description**

This program is designed primarily for teachers who are already certified or do not need certification, 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 M.A. degree requirements.

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

**Required Courses**

Art Education Required Courses (23-30)

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**ART EDUCATION CORE COURSES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Points</th>
<th>Fall</th>
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<tbody>
<tr>
<td>A&amp;HA 4080</td>
<td>Artistic Development of Children (F)</td>
<td>2</td>
<td></td>
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</tr>
<tr>
<td>Coreq. A&amp;HA 4281 Res./Field Observations 1 (F)</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>A&amp;HA 4086</td>
<td>Artistic Development of Adolescents (Sp)</td>
<td>2</td>
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<tr>
<td>Coreq. A&amp;HA 4281 Res./Field Observations 2 (Sp)</td>
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<tr>
<td>A&amp;HA 5086</td>
<td>Art in Visual Culture (F)</td>
<td>2</td>
<td></td>
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<tr>
<td>Studio 1 (F, Sp, Su)</td>
<td>2-3</td>
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<tr>
<td>Studio 2 (F, Sp, Su)</td>
<td>2-3</td>
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<tr>
<td>Studio 3 (F, Sp, Su)</td>
<td>2-3</td>
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</tbody>
</table>

**ART EDUCATION RESEARCH SEQUENCE**. Must be taken in the order shown below.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Points</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>A&amp;H 5001 Research Methods in Arts Education (Sp)</td>
<td>2-3</td>
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<tr>
<td>A&amp;HA 5922 Master’s Seminar (F) (prereq. A&amp;HA 5005)</td>
<td>2</td>
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</tbody>
</table>

**BREATH (“OUT OF PROGRAM”) COURSES.** Three (3) 2-3 point TC courses outside Art Ed (not A&HA) (F, Sp, Su)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Points</th>
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<th>Spring</th>
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</table>
Relevant Information

- The M.A. in Art + Art Education takes at least two years to complete due to the sequencing of classes. No exceptions.
- Students must plan their programs carefully as some required classes are only offered in either Fall or Spring, and some classes have prerequisites.
- Students are required to take one Artistic Development class – childhood or adolescence – along with its corequisite (Rsch/Field Observations), and may opt to take the second development class as an elective.
- The Art + Art Education Program offers studios in drawing, painting, photography, printmaking, ceramics, sculpture and mixed media, and new media (note that the course “New Media New Forms” does not count as a studio class). To fulfill studio requirements, students may take regular classes or independent studio work. The latter requires instructor approval.
- The required research sequence, which consists of three consecutive classes, begins with a research course in students’ first spring at TC. It is followed by research seminars on students’ second fall and second spring.
- For variable point courses (for example, 2-3), students may select the number of points they wish to take. More points signify additional homework. The more points students allot to required courses, the less points they will have for electives.
- Students should run the breadth course and electives they wish to take by their advisor before registering.
- Breadth courses must be taken at TC and may not be taken at Columbia University.
- For registration procedures, please visit the TC website: http://www.tc.columbia.edu/registrar/pages/registration/registration-deadlines/
- For a schedule of classes please visit the TC website: http://www.tc.columbia.edu/academics/resources/courses/
- If students wish to enroll for a class that requires “instructor permission” or is already closed, they must contact the individual instructor. If permission is granted, students must follow the appropriate procedure (filling out an electronic form or contacting the right office with relevant information).
- In Fall and Spring, most classes meet once a week and take place in the evening (5:10pm – 6:50pm or 7:10pm – 8:50pm), with some exceptions. In Summer sessions A & B (each 6 weeks long), classes meet twice a week; some take place during the day.
- Credits from other schools may not be transferred into the MA.

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

Students in the M.A. 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>
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<tr>
<td>Out of Program 3</td>
<td>2-3 pts.</td>
</tr>
</tbody>
</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 M.A. 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 Research Methods in Arts Education. 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 M.A. 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 M.A. program in Art Education.

Certification

The 34-credit point M.A. 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, 2016. Students who already hold an Initial Teaching Certificate earned at another school or via Individual Path and wish to use their M.A. 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 Professional Certificate with the help of the Office of Teacher Education, following the completion of 3-years cumulative teaching experience.)

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.

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M.A. in Art + Art Education
with Teacher Certification (2 years minimum)

Degree level: M.A.
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>ART EDUCATION (27 pts)</th>
<th>Pts</th>
<th>Fall '17</th>
<th>Sp '18</th>
<th>SumA '17/18</th>
<th>SumB '17/18</th>
<th>Fall '18</th>
<th>Sp '19</th>
<th>Notes</th>
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<tr>
<td>A&amp;HA 4080 Artistic Development of Children (F)</td>
<td>2</td>
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<td>A&amp;HA 4085 Historical Foundations of Art Education (F)</td>
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<tr>
<td>A&amp;HA 4088 Artistic Development of Adolescents (Sp)</td>
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<tr>
<td>A&amp;HA 4281 Field Observations 2 (Sp) (CR)</td>
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<td>A&amp;HA 4081 Curriculum Design in Art Education (Sp)</td>
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<td>A&amp;HA 4079 Exploring Cultural Diversity in Art Education (Sp)</td>
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<td>A&amp;HA 4080 Conversations Across Cultures (F)</td>
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<td>A&amp;HA 4087 Processes and Structures (F, Sp)</td>
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<tr>
<td>A&amp;HA 4089 New Media, New Forms (F, Sp)</td>
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<td>A&amp;HA 4202 edTPA workshop (F) (corequisite Student Teaching)</td>
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<tr>
<td>A&amp;HA 4102 Challenging Thinking, Plan Lessons (Sp)</td>
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<tr>
<td>One (1) Museum Course, from below:</td>
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<td>A&amp;HA 4090 Museum Education Issues 1. Culture of Art Museums (F) OR</td>
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<td>A&amp;HA 5090 Museum Education Issues 2. Missions and Standards (Sp) OR</td>
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<tr>
<td>A&amp;HA 5085 Varieties of Visual Experience, Museums and Education (Su) OR</td>
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<td>A&amp;HA 5804 Museums as Resource (F, Sp, Su) OR</td>
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<tr>
<td>Whitney Roundtable (Su)</td>
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<td>A&amp;HA .... Studio 1 (F, Sp, Su)</td>
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<td>A&amp;HA .... Studio 2 (F, Sp, Su)</td>
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<tr>
<td>A&amp;HA .... Studio 3 (F, Sp, Su)</td>
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</tbody>
</table>

10
Breadth ("Out of Program") Required Courses

Students in the M.A. 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 (7 pts)</th>
<th>Pts</th>
<th>Fall '17</th>
<th>Sp '18</th>
<th>SumA '17/18</th>
<th>SumB '17/18</th>
<th>Fall '18</th>
<th>Sp '19</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Special Education—must be taken for 3 pts (see list of possible course titles below)</td>
<td>3</td>
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<td>3.</td>
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</tbody>
</table>

*Special Education Courses: C&T 4000 Disability, Exclusion, and Schooling, C&T 4001 Differentiating Instruction in Inclusive Classrooms, C&T 4046 Curriculum and Instruction in Secondary Inclusive Education, C&T 5080 Access to Full Participation in Schools, HBSE 4000 Introduction to Special Education, HBSE 4001 Teaching Students with Disabilities in the General Education Classroom

Supervised Practicum (Student Teaching): 6 credit points

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

<table>
<thead>
<tr>
<th>STUDENT TEACHING (6 pts)*</th>
<th>Pts</th>
<th>Fall '17</th>
<th>Sp '18</th>
<th>SumA '17/18</th>
<th>SumB '17/18</th>
<th>Fall '18</th>
<th>Sp '19</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A&amp;HA 4722 Supervised Teaching/Student Teaching Seminar (elementary)</td>
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<tr>
<td>A&amp;HA 4702 Supervised Teaching/Student Teaching Seminar (secondary)</td>
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</tbody>
</table>

*Notes regarding student teaching:
- Three student teaching credit points are considered full-time for financial aid purposes. All student teachers must complete Certificate of Equivalency forms for 9 points each term (your advisor will guide you through this process).
- Students student teach during the last two semesters of the degree program—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 have completed 34 credit points.
- The student teacher advisor will meet with students prior to their first practicum and work with them to determine their placement.
- During the two semesters of student teaching, students will meet weekly as a group in a seminar held at TC.
- The student teaching practicum requires full-time commitment. Therefore, no courses may be taken during student teaching (exceptions may be made for studio courses and the one-credit Conversations Across Cultures workshop).
Prerequisites required for NYS Teacher Certification (in addition to TC’s 40-point M.A. degree requirements):

Studio:

Liberal Arts/Sciences (check with Office of Teacher Education):

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

Total: 40 credit points

There is a five-year limit for part time students to complete the M.A. 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 or 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. Take NY State examinations and fulfill portfolio requirements:
   - Performance Assessment Portfolio
   - Written Assessments:
   - Content Specialty Test(s)
   - Writing Skills
   - Educating All Students

5. 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 and Reflective Journal

**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). It is the responsibility of all students required to take additional art studio courses (as per the terms of their acceptance into the program) to submit a transcript from an accredited college or university that reflects their grade for each completed course.

**Transfer Credit**

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

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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.
Master of Education (Ed.M.)
in Art + Art Education (2 years minimum)

Degree level: Ed.M.
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 Ed.M. is also designed for practitioners who wish to acquire more advanced research skills as a basis for future doctoral study. The Ed.M. 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 Ed.M. Program may choose one of three concentrations: Creative Technologies, Administration-Supervision, Museum Education, and Community Arts. Students may also work with their advisor to devise their own concentration.

The Creative Technologies Concentration is a new curriculum expansion within the Art and Art Education program. The focus of the Concentration is on the active exploration of emerging technologies as they intersect with teaching and learning; the goal is to prepare artists and art teachers to be leaders in educational ecologies that aptly interweave digital tools and materials in multi- and cross-disciplinary, collaborative, and playful pedagogies.

Minimum completion time for full-time students is two years. There is a five-year limit for part-time students to complete the Ed.M. requirements. In order to receive an Ed.M. 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 (23-30 Credits)
Relevant Information

- The Ed.M. in Art + Art Education takes at least two years to complete due to sequencing of classes. **No exceptions.**
- Students must plan their programs carefully as some required classes are only offered in either Fall or Spring, and some classes have prerequisites.
- Students are required to take one Artistic Development class – childhood or adolescence – along with its corequisite (Rsch/Field Observations), and may opt to take the second development class as an elective.
- The Art + Art Education Program offers studios in drawing, painting, photography, printmaking, ceramics, sculpture and mixed media, and new media (note that the course “New Media New Forms” does not count as a studio class). To fulfill studio requirements, students may take regular classes or independent studio work. The latter requires instructor approval.
- The required research sequence, which consists of three consecutive classes, begins with a research course on students’ first spring at TC. It is followed by research seminars on students’ second fall and second spring.
- For variable point courses (for example, 2-3), students may select the number of points they wish to take. More points signify additional homework. The more points students allot to required courses, the less points they will have for electives.
- Students should run the breadth course and electives they wish to take by their advisor before registering.
- Breadth courses must be taken at TC and may not be taken at Columbia University.
- For registration procedures, please visit the TC website: [http://www.tc.columbia.edu/registrar/pages/registration/registration-deadlines/Registration_spring16_20_nov_2016.pdf](http://www.tc.columbia.edu/registrar/pages/registration/registration-deadlines/Registration_spring16_20_nov_2016.pdf)
- For a schedule of classes please visit the TC website: [http://www.tc.columbia.edu/acedemics/resources/courses/](http://www.tc.columbia.edu/acedemics/resources/courses/)
- If students wish to enroll for a class that requires “instructor permission” or is already closed, they must contact the individual instructor. If permission is granted, students must follow the appropriate procedure (filling out an electronic form or contacting the right office with relevant information).
- In Fall and Spring, most classes meet once a week and take place in the evening (5:10pm – 6:50pm or 7:10pm – 8:50pm), with some exceptions. In Summer sessions A & B (each 6 weeks long), classes meet twice a week; some take place during the day.
**Breadth ("Out of Program") Required Courses** (6 points minimum, 9 points maximum)

Students in the Ed.M. 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 (Minimum: 15 points)**

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—Administration-Supervision, Museum Education, and Community Arts—should refer to the “Concentrations” section below.

**Ed.M. Program with CTC Concentration** (28 points minimum, 37 points maximum)

**Required Courses** (Required Courses continued on next page)

<table>
<thead>
<tr>
<th>Select one</th>
<th>A&amp;HA 4080 Artistic Development of Children (F*) 2 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A&amp;HA 4088 Artistic Development of Adolescence-Adulthood (Sp*) 2 pts.</td>
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<tr>
<td></td>
<td>A&amp;HA 4089 New Media, New Forms (F/Sp*) 2 pts.</td>
</tr>
<tr>
<td></td>
<td>A&amp;HA 4084 Digital Foundations in Creative Technologies 2 pts.</td>
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<tr>
<td></td>
<td>A&amp;HA 5128 Studio in Creative Technologies 2 pts.</td>
</tr>
<tr>
<td></td>
<td>Corequisite: Digital Fabrication Workshop Series I</td>
</tr>
<tr>
<td>Elective*</td>
<td>2 pts.</td>
</tr>
<tr>
<td>A&amp;HA 5125 Inquiry-based Art &amp; Design 2 pts.</td>
<td></td>
</tr>
<tr>
<td>Corequisite: Digital Fabrication Workshop Series II</td>
<td></td>
</tr>
<tr>
<td>A&amp;HA 5120 Creative Technologies Research Seminar 3 pts.</td>
<td></td>
</tr>
<tr>
<td>A&amp;HA 5601 Creative Technologies Colloquium</td>
<td></td>
</tr>
<tr>
<td>A&amp;H 5001 Visual Arts Research (Sp*) 3 pts.</td>
<td></td>
</tr>
<tr>
<td><em><em>A&amp;HA 5922 Master’s Seminar (prereq. 4281 and 5001) (F</em>) 2 pts.</em>*</td>
<td></td>
</tr>
</tbody>
</table>

*F= offered Fall term only  *Sp= offered Spring term only  *Su= offered Summer term only
**Breadth (“Out of Program”) Required Courses** (6 points minimum, 9 points maximum)

Students in the Ed.M. 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 course (for CTC concentration only)*

Students should consult with the CTC coordinator to select a relevant elective course of 2pts to complete the 60 required credits. This course needs to address creative technologies integration across the curriculum and may be taken from the Art & Art Education Program or other TC programs (see list of courses in the TC catalog or online).

**Special Project (Thesis)**

Students in the 60-credit point Ed.M. 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. Research Methods in Arts Education is a required prerequisite to the Master’s Seminar; students may not register for the Master’s Seminar unless they have received a grade for Research Methods in Arts Education. 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 Ed.M. 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 M.A. degree requirements. Part time students should select courses in consultation with their advisors.
Certification

The 60-credit point Ed.M. 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, 2016. Students who already hold an Initial Teaching Certificate gained at another school or via Individual Path and wish to use their Ed.M. 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.)

Ed.M. Concentration Administration-Supervision

Students enrolled in the Administration-Supervision 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. 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.

Ed.M. Concentration 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>
<th>Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>A&amp;HA4090</td>
<td>Museum Ed Issues I (F, Su)</td>
<td></td>
</tr>
<tr>
<td>A&amp;HA5090</td>
<td>Museum Ed Issues II (Sp)</td>
<td></td>
</tr>
<tr>
<td>A&amp;HA5804</td>
<td>Museum as a Resource (F, Sp)</td>
<td></td>
</tr>
<tr>
<td>A&amp;HA6482</td>
<td>Intrn:Tchg Coll Art/Museum P.gms (Su)</td>
<td></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.

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.
Advanced Certificate in Creative Technologies
in Art and Art Education (1 year minimum)

Program Code: CERT-CTEC
Major Code: CTEC

Minimum Credit Point Requirement: 15

Program Description

This advanced certificate is designed for individuals with work experience and/or undergraduate or graduate degrees in studio art, art education, art history, media design, or instructional technology, among others. Candidates for the CTC would ideally be art educators, artists, designers, technologists, and others who wish to incorporate creative technologies in various educational settings.

The Creative Technologies Certificate is a new curriculum expansion within the Art and Art Education program. The focus of the Certificate is on the active exploration of emerging technologies as they intersect with teaching and learning. The goal is to prepare artists and art teachers to aptly interweave digital tools and materials in multi- and cross-disciplinary, collaborative, and playful pedagogies. The CTC strengthens and explores the relationship between art, technology, and education. This critical trifecta is an interdependent force at the forefront of educational efforts in primary, secondary, and university-level teaching and learning. In a world of increasing digital fabrication and social practice, the CTC enables participants to become leaders in this interdisciplinary movement.

Required Courses (Minimum: 15 pts)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<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 4084</td>
<td>Digital Foundations in Creative Technologies</td>
<td>2 pts.</td>
</tr>
<tr>
<td>A&amp;HA 5128</td>
<td>Studio in Creative Technologies</td>
<td>2 pts.</td>
</tr>
<tr>
<td></td>
<td>Corequisite: Digital Fabrication Workshop Series I</td>
<td></td>
</tr>
<tr>
<td>Elective*</td>
<td></td>
<td>2 pts.</td>
</tr>
<tr>
<td>A&amp;HA 5125</td>
<td>Inquiry-based Art &amp; Design</td>
<td>2 pts.</td>
</tr>
<tr>
<td></td>
<td>Corequisite: Digital Fabrication Workshop Series II</td>
<td></td>
</tr>
<tr>
<td>A&amp;HA 5120</td>
<td>Creative Technologies Research Seminar</td>
<td>3 pts.</td>
</tr>
<tr>
<td>A&amp;HA 5601</td>
<td>Creative Technologies Colloquium</td>
<td></td>
</tr>
</tbody>
</table>

*F= offered Fall term only  *Sp= offered Spring term only

*Elective course

Students should consult with the CTC advisor to select a relevant elective course of 2pts to complete the 15 required credits. This course needs to address creative technologies integration across the curriculum and may be taken from the Art & Art Education Program or other TC programs (see list of courses in the TC catalog or online).

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 Thorne 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.

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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 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

Important Reminder

Graduate Record Examination Now Required for Initial Certification

In 2015, New York State Legislature approved a law that stipulates applicants to teacher preparation programs must submit official GRE scores of a graduate school entrance examination. To be in compliance with this New York State regulation, Teachers College requires official results of either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) which fulfill the entrance exam requirement.

Fall 2016 Applicants:
Applicants intending to begin the Masters program that leads to certification for the fall 2016 semester must submit the GRE General Test (ETS Code: 2905) or Miller Analogies Test (MAT) (Recipient/Institution Code: 1535) as part of the application.

Continuing in our tradition of reviewing applications in a holistic manner, the GRE or MAT will not outweigh other indicators submitted with your application.

Spring 2017 and Onward:
If you plan to apply for admission for Spring 2017 or later, official GRE or MAT scores are required by the application deadline.

Should you have any questions, please feel free to contact a member of the Admissions Team at: 212-678-3710 or tcinfo@tc.columbia.edu.

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—such as 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 7:20 pm to 9:00 pm (studio courses have extended contact hours). 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 M.A. with Teacher Certification, which requires a full-time commitment. See page 7 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 M.A. 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&T 4000 Disability, Exclusion, and Schooling
- C&T 4001 Differentiating Instruction in Inclusive Classrooms
- C&T 4046 Curriculum and Instruction in Secondary Inclusive Education
- C&T 5080 Access to Full Participation in Schools
- HBSE 4000 Introduction to Special Education
- HBSE 4001 Teaching Students with Disabilities in the General Education Classroom

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

**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
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.

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, send an e-mail to the instructor to request special permission. If special permission is granted by the instructor, send an e-mail (which should include your full name, TC ID number, and CRN number, together with the instructor’s approval) to the Academic Secretary or to Registrar.

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 submitted in person, placed in the drop box, or mailed to the Office of the Bursar: 525 West 120th Street, Box 305, New York, NY 10027. The drop off payment box is located at the door of the Office of the Bursar, Thompson Hall Room # 133. Do not place cash in this box. Please write your student identification number and a valid daytime telephone number on the face of the check or money order. Returned checks are assessed a return-check fee and subject to collection fees, if necessary.

   **eCheck** - Tuition can be paid online directly from a personal checking or savings account drawn on a US bank. An eCheck payment will appear on your monthly statement as Teachers College Epayment. There is no fee to pay by eCheck. Online payments can be made by accessing the myTC Portal at: http://my.tc.edu. Returned checks are assessed a return-check fee and subject to collection fees, if necessary.

   **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 the Bursar, 133 Thompson Hall. During the academic year, the Office of the Bursar staff is available Monday through Thursday 9:00am until 6:00pm and Friday 9:00am until 5:00pm. (Please note, during the Summer, the Office of the Bursar will close at 5:00pm Mondays thru Thursdays and Fridays at 3:00pm).
Application For Graduation

Candidates for the award of a degree or certificate must submit the degree audit (signed by your advisor) as your application for graduation. The Office of the Registrar will refer to the “DECLARED” degree/major program for review and clearing purposes. 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 2. All courses, except those of current enrollment, must be completed at the time of application. Students who have issues with their applications are contacted via an e-mail to their official Teachers College e-mail address (uni@tc.columbia.edu). You will receive an award letter via USPS close to the conferral date confirming the award of the degree.

M.A. PROGRAM (with or without teacher certification)

1. There are two stages in the graduation paperwork:
   a. Filing for graduation, and
   b. Submitting the Required Integrative Project/Comp Exam form that states that you have completed your Special project.

2. You must file for graduation by the date stated in the box at the top of the first page instructions for filing the Degree Application for the Master of Arts Degree. Please note that these dates vary depending on when you plan to graduate. In order to file for graduation:
   a. E-mail your advisor and Academic Secretary of your desire to graduate.
   b. Have your advisor review and then approve your on-line Degree Audit.
   c. Submit the approved Degree Audit to Registrar.
   e. Submit your Special Project.

Ed.M. PROGRAM

1. You must file for graduation by the date stated in the box at the top of the first page instructions for filing the Degree Application for the Master of Arts Degree. Please note that these dates vary depending on when you plan to graduate. In order to file for graduation:
   a. E-mail your advisor and Academic Secretary of your desire to graduate.
   b. Have your advisor review and then approve your on-line Degree Audit.
   c. Submit the approved Degree Audit to Registrar.
Appendices
Facilities, Resources and Services

Facilities, Resources and Services ........................................................................................................ 30
Computing And Information Services (CIS) .......................................................................................... 30
  Email Accounts .................................................................................................................................... 30
  Campus Network ................................................................................................................................. 30
  Public Computing Facilities ............................................................................................................... 30
  TC ClassWeb ...................................................................................................................................... 30
  Instructional Media Lab .................................................................................................................... 30
  Computer Classrooms ...................................................................................................................... 30
  Multi-media Classrooms ................................................................................................................... 30
  Training .............................................................................................................................................. 30
  Residential Telecommunications Services ...................................................................................... 30
  Policy on Acceptable Use of Information Technology Resources at Teachers’ College ........... 31
The Library ............................................................................................................................................ 32
  Online Services ................................................................................................................................ 33
  The Columbia Connection ................................................................................................................ 33
  Russell Hall Services ....................................................................................................................... 33
  The Research Services Department ............................................................................................... 33
  Art Education Materials at the Gottesman Libraries ..................................................................... 34
  Research Facilities ........................................................................................................................... 35
Financial Aid ........................................................................................................................................ 37
Faculty .................................................................................................................................................. 38
Distinguished Alumn(i)ae of the Program .......................................................................................... 44
Distinguished Alumn(i)ae Award .......................................................................................................... 44
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: http://www.tc.columbia.edu/computing/.

Email Accounts

Teachers College has established email as the official means of communication with students. Students are required to activate and use the email address provided by the College. Information on how to do that is located on the CIS website. TC policy measures on the use of email may be accessed at www.tc.columbia.edu/policylibrary/Email_Use

Campus Network

Computing and Information Services (CIS) launched Gigabit WIFI across TC campus, the latest in wireless technology. For more details: http://www.tc.columbia.edu/computing/wifi

Public Computing Facilities

The Student Computing Support Center is located in Room 242 Horace Mann. 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/computing/student/public-workstations/) under Available Software. 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

Beginning Fall 2017, Teachers College is moving to Canvas as our primary learning management system (LMS). One of the exciting benefits of using Canvas is their excellent 24/7 support for the entire TC community. Faculty, students, and staff can call, live chat, or email Canvas. Once you logged into Canvas, click Help in the lower left to access any of these support options. In addition to the Canvas 24/7 support, students can learn more about Canvas through CIS workshops, the comprehensive Canvas Student Guide, and a Canvas site that provides information about Canvas and other technology resources available to TC students. It's important to note that students will not have access to old Moodle courses after January 12, 2018, so they should download any old content during the fall 2017 semester.
Instructional Media Lab

The Instructional Media Lab (IML) in 265 Macy provides students with video and sound recording and editing, DVD burning and other multimedia development resources. IML is open Monday through Friday 9:30am-6pm.

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. In order to best support the college, 68 classrooms and lecture halls have permanently installed multi-media equipment consoles with projector or flat panel displays, Smart/Starlink Boards, and mobile projection carts. All media console, mobile cart, and Smart Board/Starlink systems are equipped with a dual-boot Mac Mini (Mac OS 10.11 and MS Win 10); all these rooms have either a 30w, 75w, or 100w sound systems with physical connections for user's laptop to the main display. All of our classroom installations utilize wireless RF Keyboards. Some classrooms have Wacom Tablets, Touch Panel LCD screens, Document Cameras, Video conferencing and Lecture capturing capabilities pre-installed. For classrooms or spaces without permanently fixed equipment CIS can provide mobile carts equipped with an LCD projector, a PC, and 30w Sound System. If you have not used a particular type of classroom setup before, please call Media Services at x3822 or email mediaservices@tc.edu or use the Media Manager Request Form so we can orient you in advance of your class.

Training

TC’s CIS offers workshops on the TC campus, online, as webinars, and in a self-paced format. To learn more about each workshop and to register, click on the name of the workshop. CIS’ workshops and training calendar may be accessed at www.tc.columbia.edu/computing/workshops-and-training/

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 are furnished with access to the campus network, computer rooms and conference rooms. In family housing, local phone with caller ID and voicemail, internet access and cable television service are included; residents are responsible for long distance charges. 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 purposes of this policy are to promote and improve the effectiveness of Teachers College computing and communications resources and to support the College community’s norms of scholarly discourse, academic integrity, and fairness. 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 upon 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 harassment and undue annoyance;
- prevent waste of the IT resources and obstruction of College activities; and
- protect the College and its resources
Policy

The information technology resources of the College are part of the Columbia University network; all College users must be familiar with and adhere to the University IT policies found at www.columbia.edu/cu/policy and particularly the Acceptable Use of IT Resources Policy, policylibrary.columbia.edu/acceptable-use-it-resources-network-and-computing-policy.

Use of College information technology resources must also conform with College policies, regardless whether they make explicit reference to electronic or other media. Relevant policies, including those related to professional conduct and protection from harassment, are available in the College’s Policy Library, www.tc.edu/policylibrary.

Students, faculty, staff and others using College and University electronic resources and services assume personal responsibility for their appropriate use and agree to comply with all relevant policies, as well as applicable laws. College IT resources may not be used for any purpose that violates College or University policies or for any illegal or criminal purpose, including violation of copyright law. 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 illegal and a violation of College and University policies to attempt to gain access to or use another person’s ID, password or account, or 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, whether 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, including but not limited to viruses, worms and Trojan horses, are forbidden. They violate College and University policies and applicable law.

Failure to abide by these policies will have consequences that may range from warnings to suspension of email and other computing privileges to dismissal or termination of employment. Conduct that violates College and University policies may also violate federal, state or local law and subject individuals to civil or criminal liability. See Complaints and Discipline regarding IT Policies Complaints about and Discipline for Violation of IT Policies.

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. Teachers College students have access to all of the Columbia University libraries which, along with TC’s library, comprise one of the world’s greatest research collections. Your TC ID card will allow you to enter and borrow from any Columbia library.

For access to materials in area libraries more generally, the Gottesman Libraries will provide a New York Metropolitan Reference and Research Library Agency (METRO) Referral Card for a specific title at one of the 250 member libraries if that title is not at Columbia or in the New York Public Library.

In addition, because of the Library’s membership in the Research Libraries Group (oclc.org), Teachers College students are eligible for on-site access to the 93 member libraries, including Yale, Princeton and Rutgers universities.
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.

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, thousands of separate collections, important maps, phonograph records, and pamphlets. Access to scholarly materials may be obtained at Columbia University Libraries at library.columbia.edu. 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.

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 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, 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 scope of the collections reflects the historic commitment to advanced study in education, psychology, and the health professions in their local, national, and international dimensions. These collections, which hold such a potential for promoting scholarship and educational progress, are made accessible whenever practical not only to those affiliated with Columbia University but to researchers and scholars throughout the world.

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** 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.

**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 Art and Art Education and Hal Abeles from the Program in Music and Music Education, 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; and 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 the 1990s, 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 goals and expertise in the particular area, what materials you will be using and whether you will need to provide them, and a work schedule. You may be asked to register for a specific course or for independent study to earn access the studio. 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 Macy 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 GAPSFAS 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. Visit Financial Aid’s resource web page at www.tc.columbia.edu/admissions/financial-aid/resources/
Faculty

Full-time Faculty

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

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 Ziegfeld 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.  Director, Program in Art and Art Education; Professor of Art and Art Education

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 PK-12 schools, college art 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 of the NAEA Research Commission and as a member of the Council for Policy Studies in Art Education. An active artist, Professor Hafeli has shown her work in galleries and museums both nationally and internationally.
OLGA HUBARD, Ed.D.  Associate Professor of Art and Art Education

Olga Hubard 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

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, nonrepresentational 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.

MARTA CABRAL, Ed.D  Adjunct Assistant Professor in Art and Art Education

Marta Cabral has been teaching in classrooms and other settings for over 20 years. Having taught in Early Childhood, Elementary Education, and Graduate School levels, her broad and diverse experiences as an educator allow her to relate to professionals across many contexts and different grade levels. Her experiences as an educator and speaker (in America, Europe, Asia, and Australia) include coordinating art programs for young children; classroom and art-room teaching, consultancy and training for schools, museums, universities, and other settings; plus delivering lectures, workshops, and talks in conferences, universities, and other settings. 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) gives her additional insights into professional development and the possibilities of integrating art in the core curriculum. Marta holds several degrees in education that have examined Early Childhood Education and Art Education,
including a doctorate in Interdisciplinary Studies in Education (Art and Early Childhood) and Masters degrees in Art & Art Education and in educational Sciences. Marta also holds degrees in Elementary Education and Adult Education. 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 in the US and in Europe.

JUN GAO, Ed.D. Instructor of Art and Art Education, Painting

New York City based artist and educator Dr. Jun Gao teaches painting class. Dr. Gao received his Doctor of Education in College Teaching of Art from the Art and Art Education Program at Teachers College, Columbia University. Prior to his arrival in New York, he studied his Bachelor of Art degree in the Central Academy of Arts and Design in Beijing, China; earned his Master of Arts degree from University for the Creative Arts in Canterbury in Britain and acquired his Master of Fine Art degree from Boston University College of Fine Arts in Boston in the United States. Dr. Gao’s interdisciplinary art practices involve painting, sculpture, mixed media and multimedia site-specific art, experimental photography, and video installation. He has created many large-scale site-specific artworks for international institutions and exhibited his works in numerous exhibitions internationally. Many of his artworks are collected by internationally acclaimed American and Chinese institutions, and published in various art books and periodicals. His book Questioning • Rebel • Seeing — Jun Gao’s Visual Art was published in 2012. His scholarly interests include theories on visual culture, photography, contemporary art practice, art-based research practices, and higher education pedagogy. Dr. Gao has taught college level courses since 2000. His teaching philosophy centers on creating a stimulating and challenging learning environment to facilitate students’ growth as artists. His teaching places an emphasis on enabling students to perceive visual art as a form of language, which constructs and communicates meaning about themselves and their interaction with the human condition.

TARA GEER, M.F.A. 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 Craney 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 Sovern prize. She has a special interest in visual processing and cognition.

MAHBBOE 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.

JESSE JAGTIANI, M.F.A. Instructor of Art and Art Education, Digital Media

Jesse Jagtiani is an artist, researcher and educator of German-Indian descent based in New York. Currently she is a doctoral student and art instructor in the Art and Art Education program at Teachers College, Columbia University. Her teaching practice includes courses in video art, photography, performance art and digital art. She received her diploma from the Universität der Künste (UDK), Berlin, and her MFA from the School of the Museums of Fine Arts (SMFA), Boston. Jagtiani works interdisciplinary within diverse media, such as video, photography, performance art, digital art, sculpture and installation. Her research interests intersect intuitive processes in art practice, technology and human development, hybrid media forms, and integrated experiential learning. Jagtiani has long-term professional experience working as a digital media artist in the media production industry and is a co-founder of the media
production company Rundblick.tv based in Berlin, Germany. Presently she is the manager of the Myers Media Art Studio at Teachers College, Columbia University, which mission is to explore emerging media art practice and its implications for art education. Jagtiani’s artwork has been exhibited throughout Europe, the United States, and Asia.

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

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.

SOHEE KOO, M.F.A.  Instructor of Art and Art Education, Sculpture and Digital Media

Sohee Koo is an artist, researcher, and educator, whose ongoing doctoral study in Art Education at Teachers College Columbia University explores adults’ transformative learning experience in experimental three-dimensional hands-on art making. Her research studies have been published and presented at numerous conferences and publications including CAA, NAEA, and FATE, At TC, She currently teaches various Sculpture courses while overseeing Thingspace, which is a newly renovated maker space equipped with traditional and digital fabrication tools and media. Her artworks focus on bringing attention to the details of everyday life to destabilize our surroundings and unfold layers of awareness while transforming mundane objects into hybrid forms of art using traditional and digital fabrication. She holds a BFA and an MFA in Fine Arts from the School of Visual Arts, and her works have been exhibited nationally including Gallery Korea, Interstate Projects, DIFFA at Pier 94, Visual Arts Gallery, and Snug Harbor Gallery.

LINDA KOURKOULIS, Ed.M., Instructor of Art and Art Education, Printmaking

Linda Kourkoulis is an instructor of Field Observations and Printmaking for the Art & Art Education Program at Teachers College and an art teacher and liaison at a NYCDOE public elementary school that hosts the ASD Nest Program and supports students’ well-being through Restorative Justice and Circle Processes. She is also a member of the Arts Team for the NYCDOE Office of Arts and Special Projects. Her scholarly interests include creating art lessons with multi-modal and multimedia approaches and exploring children’s ability to think reflectively as a tool for self-discovery. Ms. Kourkoulis is currently working on a study about the influences, including social media, on students' drawing and their thinking about what they create in their local environments in New York, Ghana and Greece. 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 candidate in the A&AE Program, Linda holds an Ed.M. from Teachers College and earned her B.F.A. at the School of Visual Arts.

THOMAS LOLLAR, M.F.A., Instructor of 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 tomollar.com for visuals of ceramics and sculpture.

JAMES LONG, M.F.A.  Instructor of 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.

**MASK, ASHLEY**  *Instructor of Art and Art Education, Museum Education*

Ashley Mask is an instructor of Museum Education Issues I for the Art & Art Education Program at Teachers College. Prior to joining the Art and Art Education program, Ashley was the Manager of Visitor Experience and Access Programs at the Rubin Museum of Art. Before starting at the Rubin Museum in 2009, she was the Education Director at the Boulder Museum of Contemporary Art in Boulder, Colorado and taught at Naropa University in Boulder. She holds an MSed in Leadership in Museum Education from Bank Street College and an MFA in Photography from the University of Delaware.

**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.**  *Adjunct Assistant Professor of Art and Art Education, Museum Education*

Kristine Puffer is an educator and researcher interested in the psychological processes of visual art making. She holds an Ed.D. and Ed.M. in Art &Art Education from Teachers College Columbia University, and a M.A. in Educational Psychology from New York University. Kristine currently leads school tours at Olana, the historic 250 acre estate of artist Frederic Church, in Hudson, NY, and has 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, and the National Academy Museum and School of Fine Arts where she served as Curator of Education. 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 of 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.

**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 of 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 Martin
William Maxwell
Rafael Montané-Ortiz
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 Tone