



Teachers College
COLUMBIA UNIVERSITY

MASTER'S STUDENT HANDBOOK

PROGRAM IN ART AND ART EDUCATION

2024-2025

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Welcome

From AAE Program Director

Warm greetings from the faculty and staff of the Program in Art and Art Education. You have joined an active and productive Program with long roots shaping the history of art and art education in the United States and internationally. From the early twentieth century years of Arthur Wesley Dow, to the post-war leadership of Edwin Ziegfeld until now, the Program has been distinguished by its commitment to a high-level blending of studio/academic excellence framing experiential learning—we now invite you to participate in this ongoing work.

Central to this endeavor we must confront the new and challenging world of “now,” and keep in mind the increasingly important role the arts play in shaping human experience. The burgeoning world of technology such as A.I. and its offshoots offer access to information beyond the scope of most human minds to comprehend, but it has also focused our attention on those skills and talents that are uniquely human. Here, the arts offer us ways of converting that information into personal experiential knowledge and re-presenting it in ways that are socially and culturally compelling. For the arts that interplay the actions of mind and body remain free in an A.I. dominated world as they endow our everyday experiences with aesthetic presence by calling upon our imaginations and creative skills to consider how things-of-our-world might be shaped differently, valued differently, and might be otherwise understood.

All of this has great significance for how we think about the art education of children, young adolescents, and adults as they grow in their own personal life-long learning. Our once settled notions of art, history, philosophy and psychological development have been radically challenged by new

questions arising from our techno-diversified society and globalized culture in which we all live. What constitutes art, how is culture made and by whom, what experiential content do young people now bring to their developmental trajectories, and what artistic-aesthetic forms does this take? My hope is that in our Program you will seize the opportunity to grapple with such questions and reflect on your own artistic trajectories and optimize your personal learning as we all work together towards new understandings of how the practice and appraisal of visual art (by implication all the arts) in both physical and digital forms, contribute to the full and flexible workings of the human mind.

Please read and use this **Handbook** to help you navigate our Program. Here you will find everything you need to complete

the steps toward the successful accomplishment of your degree – take time to get acquainted.

Judith M. Burton

Macy Professor of Education and Program Director



OVERVIEW OF AAE

Master's Degrees

The Master's degrees in the Art & Art Education Program 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. Our degree programs are distinct, yet share a focus on course work in child and adolescent artistic development, curriculum design and instructional strategies, studio production, historical and contemporary issues in art education, and critical theory and practice. In addition to core courses, Master's students take courses in other programs throughout TC as these support the development of individual specializations.

Master of Arts (M.A. non-certification)

This degree is designed primarily for teachers who are already certified or do not need certification; artists/educators working in schools, museums, and community settings; and other individuals with art education experience who wish to strengthen their theoretical background and earn graduate credit. It responds to a diversity of professional interests and offers considerable flexibility in course structure. Students may complete this degree on a full-time or part-time basis. Credits earned in other institutions may not be transferred into this degree track. No exceptions. Students must complete 34 credits at Teachers College and an academic advisor-approved Special Project (Master's Thesis) to receive this degree. This degree does not lead to any form of Teacher Certification. Students who already hold a Teaching Certificate and wish to use the credits earned in this degree towards Professional Certification must apply for it directly with New York State.

Master of Arts with Initial Visual Art Teacher Certification (M.A. Init)

This degree is designed primarily for individuals with undergraduate or graduate degrees in studio, art history, or museum studies who wish to receive Initial Visual Art Teacher Certification (P-12). This certification is necessary to teach art in all PreK-12 NYC public schools and most independent schools. The M.A. with Initial Visual Art Teacher Certification is the only degree at TC that offers a comprehensive curriculum to prepare art teachers, including practical experience essential for securing a teaching position.

Students in this degree may not take an optional concentration. Students may complete the coursework component of this degree on a full-time or part-time basis. However, the supervised practicum (Student Teaching) demands one year of full-time commitment, starting in a fall semester. Credits earned in other institutions may not be transferred into this degree track. No exceptions. Students must complete 40 credits at Teachers College and an academic advisor-approved Special Project. All of the curricular requirements are determined by New York State.

Master of Education (Ed.M.)

This degree is designed for individuals seeking a high level of specialist achievement in art education. It 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. Credits earned in other institutions can be transferred into this degree. Students must complete 60 credits at Teachers College and a Special Project (Master's Thesis) to receive this degree. This degree does not lead to any form of Teacher Certification.

Master of Arts in Studio Practice for Art Educators (Hybrid)

This hybrid degree is designed for educators who already have art teaching experience (in any setting) and who wish to nurture and deepen their studio practice among a supportive cohort of colleagues. The degree emphasizes studio courses alongside explorations of contemporary art, aesthetics in education, and artist-educator professional identity. It is not suitable for those who wish to learn how to teach art and it does not lead to Initial Visual Art Teacher Certification. Students in this degree may not take an optional concentration. This is the only degree in the Art & Art Education Program that has a substantial online component: In the Fall, Spring, and Summer A sessions, students take all their courses online. The Summer B session consists of an in-person, studio-rich residency at Teachers College in New York City. Students must complete 32 credits at Teachers College and a Capstone Exhibition. Specific information about this degree is not available in this handbook because of its unique and hybrid nature. Please visit this website for more information: <https://studioartonlinehybrid.tc.columbia.edu/>

ADVANCED CERTIFICATE

in Creative Technologies

The Art & Art Education Program offers one Advanced Certificate in Creative Technologies. This 15-credit, non-degree certificate can be taken as a standalone certificate or combined with a degree. The curriculum 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. Ideal candidates include art educators, artists, designers, technologists, and others who wish to incorporate creative technologies into various educational settings.

OPTIONAL Concentrations

Students in the M.A. (non-cert) and Ed.M. degree tracks may choose one of our five optional concentrations: **Creative Technologies**, **Museum Education**, **Art Pedagogy**, **Community Arts**, and **Academic Research in Art Education**. These concentrations are easily accommodated within the 60-point Ed.M. curriculum, but may require extra coursework for students enrolled in the 34-point M.A. (non-cert) degree track. Students pursuing the M.A. (non-cert) and Ed.M. degrees may also work with their academic advisor to devise their own concentration.

Due to the strict curricular requirements set by New York State for Initial Art Teacher Certification, these five concentrations and individually designed plans of study are not available to students enrolled in the M.A. with Initial Visual Art Teacher Certification degree track. These concentrations are not available to students in the Studio Practice M.A. (Hybrid) either.

More information on these optional concentrations is provided starting on [page 33](#) of this handbook.



M.A. (NON-CERTIFICATION)

in Art and Art Education

Credits/Points: 34

This degree is designed primarily for teachers who are already certified or do not need certification; artists/educators working in schools, museums, and community settings; and other individuals with art education experience who wish to strengthen their theoretical background and earn graduate credit. It responds to a diversity of professional interests and offers considerable flexibility in course structure. Students may complete this degree on a full-time or part-time basis. Credits earned in other institutions may not be transferred into this degree track. No exceptions. Students must complete 34 credits at Teachers College and an academic advisor-approved Special Project (Master's Thesis) to receive this degree. This degree does not lead to any form of Teacher Certification. Students who already hold a Teaching Certificate and wish to use the credits earned in this degree towards Professional Certification must apply for it directly with New York State.

Program Plan

			FILL
ART EDUCATION CORE COURSES (10-13 POINTS)		POINTS	POINTS TAKEN
OR	A&HA 4080: Artistic Development of Children (F)	2	
	A&HA 4088: Artistic Development: Adolescence to Adulthood (Sp)	2	
	Studio 1 (F, Sp, Su)	2-3	
	Studio 2 (F, Sp, Su)	2-3	
	Studio 3 (F, Sp, Su)	2-3	
ART EDUCATION RESEARCH COURSES (7 POINTS)			
These courses must be taken in the order shown below.			
	A&H 5001: Research Methods in Arts and Humanities (Sp)	3	
	A&HA 5922: Master's Seminar (prereq. A&H 5001) (F)	2	
	A&HA 6510: Adv. Seminar (prereq. A&HA 5922) (Sp)	2	
BREADTH ("OUT OF PROGRAM") COURSES (6 POINTS)			
TC courses that must be taken outside the Art Ed Program (not the A&HA code). Can be taken in the Fall, Spring, and/or Summer.			
		1-4	
		1-4	
		1-4	
ELECTIVE COURSES (8-11 POINTS)			
These courses can be taken in Art Ed and/or other TC Programs in Fall, Spring, and/or Summer.			
		1-4	
		1-4	
		1-4	
		1-4	
		1-4	
		1-4	
		1-4	
		1-4	

*F = offered Fall semester only | *Sp = offered Spring semester only | *Su = offered Summer semester only

Timeline

For students who are doing this degree full-time and begin their studies in a fall semester, it will take them at least two years to complete it. For students who are doing this degree full-time and begin their studies in a spring semester, it will take them at least one year and a half to complete it. This is due to the way research courses are sequenced (more on this later). Students who are doing this degree part-time may take up to five years to complete it. This degree cannot be completed in less than two years, unless a student begins their studies in a spring semester. There are no exceptions.

Course Requirements

As noted on the Program Plan, required courses are organized into four categories: **Art Education Core Courses**, **Art Education Research Courses**, **Breadth Courses**, and **Elective Courses**.

Art Education Core Courses

Students are required to take **one** Artistic Development class: A&HA 4080 - Artistic Development of Children (Fall) **or** A&HA 4088 - Artistic Development: Adolescence to Adulthood (Spring). We recommend that students take their selected development course during their first year. Students can take both Artistic Development courses; the second class will count as an elective.

Students are required to take three studio art courses. These courses are required whether students have no art experience, or whether they are an experienced artist with an MFA, have an exhibition record, and completed a lot of studio courses in the past. These studio courses can be taken any time before graduation. No exceptions.

We offer introductory to advanced studio courses in drawing, painting, photography, printmaking, ceramics, sculpture and mixed media, video art, and creative technologies. Students who are experienced artists and are capable of independent work may fulfill this requirement through credit-bearing Independent Studio Work. These classes are taken under the guidance of an instructor.

Please visit the [FAQ for Current Students webpage](#) to learn about this guidance and how to secure instructor approval.

Art Education Research Courses

This requirement consists of three consecutive courses, which must be taken in the order in which they appear in the Program Plan. The first course students must take is A&H 5001 - Research Methods in Arts and Humanities (Spring). Students who are doing the degree full-time must take this course during their first Spring semester. The next course is Master's Seminar (A&HA 5922), which must be taken the following Fall. The Spring that follows—in their last semester at TC—students must take Advanced Seminar (A&HA 6510). In the Master's Seminar and Advanced Seminar courses, students will develop their Master's Special Project or thesis. This is an essential requirement for graduation.

Students who are doing this degree part-time must make sure that they take these courses in the same order and as close to each other as possible. Student work and understandings carry from one course to the next.

Breadth Courses

Breadth or “out-of-program” courses are meant to contribute to a well-rounded education; they are important because they offer relevant perspectives beyond what students learn in the Art & Art Education Program. Any Teachers College course outside the Art & Art Education Program qualifies as a breadth course. The prefix for courses in the Art & Art Education Program is A&HA. A TC course that has a different prefix—**not** A&HA—will qualify as a breadth course.

1. Students are required to complete 6 credit points in this requirement. These credits can be distributed in a variety of ways. For example, students might take two 3-credit courses; three 2-credit courses; or one 3-credit course, one 2-credit course, and one 1-credit course to accrue the 6 credits.

2. Breadth courses must be taken at Teachers College. They cannot be taken at Columbia University or any other institution.

3. This requirement is obligatory for all Master's students at TC, regardless of program or department. It cannot be waived.

Elective Courses

Depending on how many credit points students allocate to their required courses and on how many points they allocate to courses in their concentration (if they are doing one), students will be left with somewhere between 0 and 11 points for electives. Any Teachers College courses that they choose based on their interests will qualify as an elective. Electives can be courses taken in the Art & Art Education Program (including studios) or courses taken in other programs at TC. Students can find the courses offered each semester by visiting the [online course schedule](#). Electives must be taken at Teachers College. They cannot be taken at Columbia University or any other institution.

Students may distribute credits towards the elective requirement any way they want (for 1, 2, 3, or 4 credits) as long as they ultimately accrue the number of credits they need.

General Information

Fall, Spring, and Summer Courses: Teachers College has a Fall semester and a Spring semester; each one is 15 weeks long. TC also has two Summer semesters: Summer A and Summer B; each Summer semester is 6 weeks long. In the Art & Art Education Program, a course may be offered in the Fall semester only, in the Spring semester only, in the Summer semester only, or in more than one semester. The parentheses to the right of each course in the Program Plan indicates when a particular course is offered. Because some required courses are only offered once a semester and because some can only be taken after completing a prerequisite course, students must plan when to take each course carefully. Students can find the courses offered each semester by visiting the [online course schedule](#).

- **Credit Points:** Some courses are offered for variable credit points: 1, 2, 3, or 4. When this is the case, students pursuing this degree have the option of deciding how many credits they wish to take for that class. Regardless of the credit load, the content of the course and the amount of class time will be the same. The difference will be in the work the student is expected to do outside of class. More work is required for a 3-credit course than for a 2-credit course. Instructors will articulate these requirements on the first day of class and on their syllabi.
- To graduate, students must complete all required courses and some electives *and* accrue a total of 34 points. The more credit points allocated to required courses, the fewer points students will have for electives and vice versa: The fewer credits allocated to required courses, the more credits students will have to complete in the Elective Courses requirement. Students should discuss with their academic advisor how they wish to allocate these credits. Please further note that some courses must be taken for a specific number of points.
- **Credit Load:** In the Fall and Spring semesters, 9 credits constitute a full-time load. We urge students not to take more than 12 credits per semester. Otherwise, the workload can become unmanageable and potentially stressful. In their first semester, as students acclimate to the demands of graduate school, we strongly recommend a load of 9 to 11 credits.

The maximum load for each Summer semester is 9 credits.

Students must consult with [TC's Office of Financial Aid](#) to confirm eligibility for financial aid based on credit load.

International students are required to maintain a full-time (9-credit) load every Fall and Spring semester, though exceptions can be made in the first semester (while they acclimate to a new environment) and while working on the Master's Thesis. For more information, please refer to the [FAQ for Current Students webpage](#).

Schedule: Most classes at Teachers College are offered during the evening to accommodate the schedules of working students. 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 daytime hours. The course schedule for each semester will be posted [online at this link](#) before registration opens for new and continuing students.

Online Classes: According to TC Policy, **domestic students** in all degree tracks will not be awarded a diploma if they take more than 49% of their credits online. **International students** have strict restrictions regarding the number of online courses they may take. International students should consult with the Office of International Students and Scholars ([OISS](#)) to review the [most updated information](#) and follow the guidelines regarding online courses.

circumstances, a student is unable to complete the Special Project in a timely manner, they may be given the option of completing the work **on their own** with no 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, they will have the option of resubmitting one more time only.

Optional Concentrations

Students pursuing this degree have the option of pursuing a concentration. We offer these five concentrations: **Creative Technologies, Museum Education, Art Pedagogy, Community Arts,** and **Academic Research in Art Education**. Each concentration consists of a series of courses in the respective area. Students can also construct their own concentration in consultation with their academic advisor. Selecting a concentration may require extra coursework for students enrolled in this degree. To learn more about these optional concentrations, please visit page 33 of this handbook.

Master's Special Project (Thesis)

Students complete a proposal in the semester they take Master's Seminar and then they **must** complete the Special Project (Thesis) itself the subsequent semester when they take Advanced Seminar.

Academic advisors are not in a position to provide master's research advisement for students who do not complete their proposal or finish a Special Project within the structure and timeline. If, for exceptional

M.A. WITH INITIAL VISUAL ART TEACHER CERTIFICATION

in Art and Art Education

Credits/Points: 40

This degree is designed primarily for individuals with undergraduate or graduate degrees in studio, art history, or museum studies who wish to receive Initial Visual Art Teacher Certification (P-12). This certification is necessary to teach art in all PreK-12 NYC public schools and most independent schools. The M.A. with Initial Visual Art Teacher Certification is the only degree at TC that offers a comprehensive curriculum to prepare art teachers, including practical experience essential for securing a teaching position.

Students in this degree may not pursue an optional concentration. Students may complete the coursework component of this degree on a full-time or part-time basis. However, the supervised practicum (Student Teaching) demands one year of full-time commitment, starting in a fall semester. Credits earned in other institutions may not be transferred into this degree track. No exceptions. Students must complete 40 credits at Teachers College and an academic advisor-approved Special Project. All of the curricular requirements are determined by New York State.

Program Plan

		POINTS	POINTS TAKEN	Fill SEMESTER TAKEN
ART EDUCATION CORE COURSES (19 POINTS)				
A&HA 4080: Artistic Development of Children (F)		2		
A&HA 4281: Field Observations 1 (F) (CR) <i>This course is a co-requisite of A&HA 4080 and students must register for this class when they take A&HA 4080.</i>		1		
A&HA 4085: Historical Foundations of Art Education (Sp)		2		
A&HA 4088: Artistic Development: Adolescence to Adulthood (Sp)		2		
A&HA 4281: Field Observations 2 (Sp) (CR) <i>This course is a co-requisite of A&HA 4088 and students must register for this class when they take A&HA 4088.</i>		1		
A&HA 4102: Challenging Thinking (Sp)		3		
A&HA 4081: Curriculum Design in Art Education (F)		3		
A&HA 4079: Equity and Diversity: Implications for Art Education (Sp)		2		
A&HA 4860: Cross-Cultural Conversations in Arts (F)		1		
A&HA 4087: Processes and Structures (Sp)		2		
ART EDUCATION STUDIO COURSES (6 POINTS)				
Studio 1 New Media, New Forms (Sp, Su)		2		
Studio 2 (F, Sp, Su)		2		
Studio 3 (F, Sp, Su)		2		
BREADTH ("OUT OF PROGRAM") COURSES (7 POINTS)				
TC courses that must be taken outside the Art Ed Program (not the A&HA code). These can be taken in the Fall, Spring, and Summer.				
Special Education Course <i>See list of approved courses below.</i>		3		
A&H 4000: Inquiry in the Museum <i>Completing this course meets both the Museum requirement and out-of-program requirement. Students do not have to take this course twice.</i>		2		
Course of your choice <i>Must be a class taken at TC and not in the Art & Art Ed Program (not A&HA code).</i>		2		

*F = offered Fall semester only | *Sp = offered Spring semester only | *Su = offered Summer semester only | *CR = co-requisite

Timeline

For students who are doing the degree full-time, it will take them at least two full years including two summer sessions to complete. Students who are doing the degree part-time may take up to five years to complete it. This degree cannot be completed in less than two years. There are no exceptions.

Course Requirements

As noted in the Program Plan, required courses are organized into four categories: **Art Education Core Courses**, **Art Education Studio Courses**, **Breadth Courses**, and **Student Teaching Courses**.

Art Education Core Courses

Students are required to complete all of the ten courses listed in this section. Incoming students are required to register for **both** Artistic Development classes in their first year: A&HA 4080 - Artistic Development of Children (Fall) **and** A&HA 4088 - Artistic Development: Adolescence to Adulthood (Spring). Students must also register for both Field Observation classes: A&HA 4281 - Field Observations 1 (Fall) and A&HA 4281 Field Observations 2 (Spring) in addition to the Artistic Development classes.

Art Education Studio Courses

Students are required to complete six (6) studio credits. A required studio course that students in this degree must register for and complete is A&HA 4089 - New Media, New Forms. There are no exceptions.

Students are required to take two studio courses of their choice. These courses are required whether students have no art experience, or whether they are an experienced artist with an MFA, have an exhibition record, and completed a lot of studio courses in the past. These studio courses can be taken any time before graduation. No exceptions.

We offer introductory to advanced studio courses in drawing, painting, photography, printmaking, ceramics, sculpture and mixed media, video art, and creative technologies. Students who are experienced

artists and are capable of independent work may fulfill this requirement through credit-bearing Independent Studio Work. These classes are taken under the guidance of an instructor. Please visit the [FAQ for Current Students webpage](#) to learn about this guidance and how to secure instructor approval.

Breadth Courses

Students must also complete seven (7) credits of the Breadth or “Out of Program” requirement by taking three courses offered outside the Art and Art Education Program. They include a Special Education course (see below), a predetermined Museum course, and a third course of the student’s choosing that must be taken at Teachers College.

1. Students pursuing NYS DOE certification must register for one of the approved Special Education courses listed below. This Special Education course must be taken for three (3) credits and at Teachers College.

Approved list of TC 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

2. Students must register and complete A&H 4000 - Inquiry in the Museum. No exceptions.

3. As noted on the Program Plan, students only have the option of taking one out-of-program course of their choice. This course must be taken at Teachers College. It cannot be taken at Columbia University

or any other institution. It is obligatory of all Master's students at TC, regardless of program or department. It cannot be waived. This course can be taken anytime, but it must be taken before Student Teaching. Before registering for this class, it is important that students inform their academic advisor of the course they want to take. Any Teachers College course outside the Art & Art Education Program qualifies as a breadth course. The prefix for courses in the Art & Art Education Program is A&HA. A TC course that has a different prefix—**not** A&HA—will qualify as a breadth course.

Student Teaching Courses

Student Teaching takes place during the last academic year students are enrolled in this degree. It begins in a fall semester and continues the following semester in the spring. Prior to starting Student Teaching, students must have completed and received a grade for all of the required courses (listed in the Program Plan above) and completed the 32 credits. The Student Teacher Advisor is Dr. Iris Bildstein, and she will meet with students prior to their first day of practicum to determine placements. During the two semesters of Student Teaching, students will meet weekly as a group in A&HA 4502 - Student Teaching Seminar. The Student Teaching Practicum is a full-time commitment. Therefore, no courses may be taken during Student Teaching. Some exceptions may be made; however, students must discuss these possibilities with Dr. Iris Bildstein.

Teachers College will automatically grant student teachers full-time status through enrollment in A&HA 4702 and A&HA 4722. This means that even though students are taking less than 9 credits, students will still be eligible for financial aid and TC housing.

International students who are registered for these classes in their last year are in compliance with the U.S. Citizenship & Immigration requirements and **do not need** to fill out a Reduced Course Load Form with the Office of International Students and Scholars (OISS) at TC.

General Information

Fall, Spring, and Summer Courses: Teachers College has a Fall semester and a Spring semester; each one is 15 weeks long. TC also has two Summer semesters: Summer A and Summer B; each Summer semester is 6 weeks long. In the Art & Art Education Program, a course may be offered in the Fall semester only, in the Spring semester only, in the Summer semester only, or in more than one semester. The parentheses to the right of each course in the Program Plan indicates when a particular course is offered. Because some required courses are only offered once a semester and because some can only be taken after completing a prerequisite course, students must plan when to take each course carefully. Students can find the courses offered each semester by visiting the [online course schedule](#).

Credit Points: Some courses are offered for variable credit points: 1, 2, 3, or 4. **When this is the case, students must register for the number of credits indicated for each course on the Program Plan.** Regardless of the credit load, the content of the course and the amount of class time will be the same. The difference will be in the work the student is expected to do outside of class. More work is required for a 3-credit course than for a 2-credit course. Instructors will articulate these requirements on the first day of class and on their syllabi.

			FILL
STUDENT TEACHING COURSES (8 POINTS)	POINTS	POINTS TAKEN	SEMESTER TAKEN
A&HA 4722: Supervised Teaching/Student Teaching Seminar (Elementary)	3		
A&HA 4702: Supervised Teaching/Student Teaching Seminar (Secondary)	3		
A&HA 4502: Student Teaching Seminar	0		
A&HA 4202: Fieldwork in Art Education	2		

Credit Load: In the Fall and Spring semesters, 9 credits constitute a full-time load. We urge students not to take more than 12 credits per semester. Otherwise, the workload can become unmanageable and potentially stressful. In their first semester, as students acclimate to the demands of graduate school, we strongly recommend a load of 9-11 credits.

The maximum load for each Summer semester is 9 credits.

Students must consult with [TC's Office of Financial Aid](#) to confirm eligibility for financial aid based on credit load.

International students are required to maintain a full-time (9-credit) load every Fall and Spring semester, though exceptions are made in the last year, when doing Student Teaching. Please read more on this under the Student Teaching section.

Schedule: Most classes at Teachers College are offered during the evening to accommodate the schedules of working students. 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 daytime hours. The course schedule for each semester will be posted [online at this link](#) before registration opens for new and continuing students.

Online Classes: According to TC Policy, **domestic students** in all degree tracks will not be awarded a diploma if they take more than 49% of their credits online. **International students** have strict restrictions regarding the number of online courses they may take. International students should consult with the Office of International Students and Scholars ([OISS](#)) to review the [most updated information](#) and follow the guidelines regarding online courses.

Certification Information

To gain Initial Teacher Certification, students must:

1. Complete all degree requirements, including two semesters of student teaching (Fall and Spring) and 3 credits in Special Education.
2. Maintain a grade of B- or better in all Art and Art Education Program courses.
3. Ensure that fingerprints are on file with both the NYC DOE (for student teaching) and the New York State Education Department (for certification).
4. Take and pass the NYS certification examinations required by the New York State Education Department.
5. Complete NYSED Workshops: Child Abuse and Identification and Reporting Training; School Violence Intervention and Prevention Training. These workshops are to be completed online through Teachers College and must be submitted to the Office of Teacher Education.
6. Complete Dignity for All Students Act (DASA) workshop. This workshop is to be completed online through Teachers College and must be submitted to the Office of Teacher Education.

Students will receive all pertinent information to complete items 3-6 in A&HA 4502 - Student Teaching Seminar course.

MASTER OF EDUCATION (Ed.M.) in Art and Art Education

Credits/Points: 60

This degree is designed for individuals seeking a high level of specialist achievement in art education. It 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. Credits earned in other institutions can be transferred into this degree. Students must complete 60 credits at Teachers College and a Special Project (Master's Thesis) to receive this degree. This degree **does not lead to any form of Teacher Certification.**

Program Plan

			FILL
ART EDUCATION CORE COURSES (10-13 POINTS)		POINTS	POINTS TAKEN
OR	A&HA 4080: Artistic Development of Children (F)	2	
	A&HA 4088: Artistic Development: Adolescence to Adulthood	2	
	Studio 1 (F, Sp, Su)	2-3	
	Studio 2 (F, Sp, Su)	2-3	
	Studio 3 (F, Sp, Su)	2-3	
ART EDUCATION RESEARCH COURSES (7 POINTS)			
These courses must be taken in the order shown below.			
	A&H 5001: Research Methods in Arts and Humanities (Sp)	3	
	A&HA 5922: Master's Seminar (prereq. A&H 5001) (F)	2	
	A&HA 6510: Adv. Seminar (prereq. A&HA 5922) (Sp)	2	
BREADTH ("OUT OF PROGRAM") COURSES (6 POINTS)			
TC courses that must be taken outside the Art Ed Program (not the A&HA code). Can be taken in the Fall, Spring, and/or Summer.			
		1-4	
		1-4	
		1-4	
ELECTIVE COURSES (34-37 POINTS)			
These courses can be taken in Art Ed and/or other TC Programs in Fall, Spring and/or Summer.			
Transfer credits can also be applied here. Up to 30 graduate-level credits can be transferred.			
		1-4	
		1-4	
		1-4	
		1-4	
		1-4	
		1-4	
		1-4	
		1-4	
		1-4	

*F = offered Fall semester only | *Sp = offered Spring semester only | *Su = offered Summer semester only

Timeline

For students who are doing this degree full-time, it will take them at least two years to complete. This will be the case even if they transfer 30 credits, due to the way courses in the Art Education Research Sequence are organized (more on this below). Students who are doing this degree part-time may take up to five years to complete it. The degree cannot be completed in less than two years, unless students transfer close to 30 credits and start their studies in a Spring semester. These students may be able to finish the degree in a year and a half. Students must consult with their academic advisor on this. For all other students, there are no exceptions.

Course Requirements

As noted on the Program Plan, required courses are organized into four categories: **Art Education Core Courses**, **Art Education Research Courses**, **Breadth Courses**, and **Elective Courses**.

Art Education Core Courses

Students are required to take **one** Artistic Development class: A&HA 4080 - Artistic Development of Children (Fall) **or** A&HA 4088 - Artistic Development: Adolescence to Adulthood (Spring). We recommend that students take their selected development course during their first year. Students can take both Artistic Development courses; the second class will count as an elective.

Students are required to take three studio art courses. These courses are required whether students have no art experience, or whether they are an experienced artist with an MFA, have an exhibition record, and completed a lot of studio courses in the past. These studio courses can be taken any time before graduation. No exceptions.

We offer introductory to advanced studio courses in drawing, painting, photography, printmaking, ceramics, sculpture and mixed media, video art, and creative technologies. Students who are experienced artists and are capable of independent work may fulfill this requirement through credit-bearing Independent Studio Work. These classes are taken

under the guidance of an instructor. Please visit the [FAQ for Current Students webpage](#) to learn about this guidance and how to secure instructor approval.

Art Education Research Courses

This requirement consists of three consecutive courses, which must be taken in the order in which they appear in the Program Plan. The first course students must take is A&H 5001 - Research Methods in Arts and Humanities (Spring). Students who are doing the degree full-time must take this course during their first Spring semester. The next course is Master's Seminar (A&HA 5922), which must be taken the following Fall. The Spring that follows—in their last semester at TC—students must take Advanced Seminar (A&HA 6510). In the Master's Seminar and Advanced Seminar courses, students will develop their Master's Special Project or thesis. This is an essential requirement for graduation.

Students who are doing this degree part-time must make sure that they take these courses in the same order and as close to each other as possible. Student work and understandings carry from one course to the next.

Breadth Courses

Breadth or “out-of-program” courses are meant to contribute to a well-rounded education; they are important because they offer relevant perspectives beyond what students learn in the Art & Art Education Program. Any Teachers College course outside the Art & Art Education Program qualifies as a breadth course. The prefix for courses in the Art & Art Education Program is A&HA. A TC course that has a different prefix—**not** A&HA—will qualify as a breadth course.

1. Students are required to complete 6 credit points in this requirement. These credits can be distributed in a variety of ways. For example, students might take two 3-credit courses; three 2-credit courses; or one 3-credit course, one 2-credit course, and one 1-credit course to accrue the 6 credits.

2. Breadth courses must be taken at Teachers College. They cannot be taken at Columbia University or any other institution.

3. This requirement is obligatory for all Master's students at TC, regardless of program or department. It cannot be waived.

Elective Courses

Depending on **(1)** how many credit points students allocate to their required courses, **(2)** how many points they transfer from other degrees, and **(3)** how many points they allocate to courses in their concentration (if they are doing one), students will be left with somewhere between 0 and 37 points for electives. Any Teachers College course chosen based on interest will qualify as an elective. Electives can be courses taken in the Art & Art Education Program (including studios) or courses taken in other programs at TC. Students can find the courses offered each semester by visiting the [online course schedule](#). Electives must be taken at Teachers College. They cannot be taken at Columbia University or any other institution.

Students may distribute credits towards the elective requirement any way they want (for 1, 2, 3, or 4 credits) as long as they ultimately accrue the number of credits they need.

Students who have relevant graduate-level credits that they earned in previous degrees may be able to transfer them into this degree track (up to 30 credits). Students must request a transcript review with the Registrar's Office to see if they can transfer credits previously earned. Any credits transferred from previous degrees will not replace any required courses; rather, they will count as electives.

General Information

Fall, Spring, and Summer Courses: Teachers College has a Fall semester and a Spring semester; each one is 15 weeks long. TC also has two Summer semesters: Summer A and Summer B; each Summer semester is 6 weeks long. In the Art & Art Education Program, a course may be offered in the Fall semester only, in the Spring semester only, in the Summer semester only, or in more than one semester. The parentheses to the right of each course in the Program Plan indicates when a particular course is offered. Because some required courses are only offered once a semester and because some can only be taken after completing

a prerequisite course, students must plan when to take each course carefully. Students can find the courses offered each semester by visiting the [online course schedule](#).

- **Credit Points:** Some courses are offered for variable credit points: 1, 2, 3, or 4. When this is the case, students pursuing this degree have the option of deciding how many credits they wish to take for that class. Regardless of the credit load, the content of the course and the amount of class time will be the same. The difference will be in the work the student is expected to do outside of class. More work is required for a 3-credit course than for a 2-credit course. Instructors will articulate these requirements on the first day of class and on their syllabi.
- To graduate, students must complete all required courses and some electives *and* accrue a total of 60 points. The more credit points allocated to required courses, the fewer points students will have for electives and vice versa: The fewer credits allocated to required courses, the more credits students will have to complete in the Elective Courses requirement. Students should discuss with their academic advisor how they wish to allocate these credits. Please further note that some courses must be taken for a specific number of points.
- **Credit Load:** In the Fall and Spring semesters, 9 credits constitute a full-time load. We urge students not to take more than 12 credits per semester. Otherwise, the workload can become unmanageable and potentially stressful. In their first semester, as students acclimate to the demands of graduate school, we strongly recommend a load of 9 to 11 credits.

The maximum load for each Summer semester is 9 credits.

Students must consult with [TC's Office of Financial Aid](#) to confirm eligibility for financial aid based on credit load.

International students are required to maintain a full-time (9-credit) load every Fall and Spring semester, though exceptions can be made in the first semester

(while they acclimate to a new environment) and while working on the Master's Thesis. For more information, please refer to the [FAQ for Current Students webpage](#).

Schedule: Most classes at Teachers College are offered during the evening to accommodate the schedules of working students. 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 daytime hours. The course schedule for each semester will be posted [online at this link](#) before registration opens for new and continuing students.

Online Classes: According to TC Policy, **domestic students** in all degree tracks will not be awarded a diploma if they take more than 49% of their credits online. **International students** have strict restrictions regarding the number of online courses they may take. International students should consult with the Office of International Students and Scholars ([OISS](#)) to review the [most updated information](#) and follow the guidelines regarding online courses.

Optional Concentrations

Students pursuing this degree have the option of pursuing a concentration. We offer these five concentrations: **Creative Technologies, Museum Education, Art Pedagogy, Community Arts,** and **Academic Research in Art Education**. Each concentration consists of a series of courses in the respective area. Students can also construct their own concentration in consultation with their academic advisor. Selecting a concentration may require extra coursework for students enrolled in this degree. To learn more about these optional concentrations, please visit page 33 of this handbook.

Master's Special Project (Thesis)

Students complete a proposal in the semester they take Master's Seminar and then they **must** complete the Special Project (Thesis) itself the subsequent semester when they take Advanced Seminar.

Academic advisors are not in a position to provide master's research advisement for students who do not complete their proposal or finish a Special Project within the structure and timeline. If, for exceptional circumstances, a student is unable to complete the Special Project in a timely manner, they may be given the option of completing the work **on their own** with no 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, they will have the option of resubmitting one more time only.

MASTER OF EDUCATION (Ed.M.)

with Creative Technologies Concentration in Art and Art Education

Credits/Points: 60

This New York State-approved degree is designed for individuals seeking to also pursue the Creative Technologies concentration. It is 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. Credits earned in other institutions can be transferred into this degree. Students must complete 60 credits at Teachers College and a Special Project (Master's Thesis) to receive this degree. This degree **does not lead to any form of Teacher Certification**.

Students who complete all coursework in the Creative Technologies concentration also fulfill the state-approved Advanced Certificate in Creative Technologies (15 credits). Students who wish to receive this certificate upon completion must apply separately for the certificate with TC's Admissions Office. Once students fulfill all of these required courses for this concentration and the certificate, they will receive official acknowledgement on their records.

If you have any further questions about the Advanced Certificate in Creative Technologies, please contact Dr. Richard Jochum at jochum@tc.columbia.edu

Program Plan

FILL

OR

ART EDUCATION CORE COURSES (8-10 POINTS)		POINTS	POINTS TAKEN	SEMESTER TAKEN
A&HA 4080: Artistic Development of Children (F)		2		
A&HA 4088: Artistic Development: Adolescence to Adulthood (Sp)		2		
A&HA 4089: New Media, New Forms (Sp/Su)		2		
A&HA 4084: Digital Foundations in Creative Technologies (F/Sp)		2		
A&HA 5128: Studio in Creative Technologies (F/Sp)		2		
ART EDUCATION RESEARCH COURSES (7 POINTS)				
These courses must be taken in the order shown below.				
A&H 5001: Research Methods in Arts and Humanities (Sp)		3		
A&HA 5922: Master's Seminar (prereq. A&H 5001) (F)		2		
A&HA 6510: Adv. Seminar (prereq. A&HA 5922) (Sp)		2		
BREADTH ("OUT OF PROGRAM") COURSES (6 POINTS)				
TC courses that must be taken outside the Art Ed Program (not the A&HA code). Can be taken in the Fall, Spring, and/or Summer.				
ELECTIVE COURSES (34-37 POINTS)				
These courses can be taken in Art Ed and/or other TC Programs in Fall, Spring and/or Summer. Transfer credits can also be applied here. Up to 30 graduate-level credits can be transferred. Students should consult with Dr. Richard Jochum to select relevant elective courses to complete the 60 required credits.				
A&HA 5125: Inquiry-based Art & Design (F)		2		
A&HA 5063: Adv. Studio in Creative Technologies (F/Sp)		2		
A&HA 5120: Creative Technologies Research Seminar (Sp)		3		
Corequisite: A&HA 5601: Creative Technologies Colloquium (Sp)		0		
		1-4		
		1-4		
		1-4		
		1-4		
		1-4		
		1-4		
		1-4		
		1-4		
		1-4		
		1-4		

*F = offered Fall semester only | *Sp = offered Spring semester only | *Su = offered Summer semester only

ADVANCED CERTIFICATE

in Creative Technologies

Credits/Points: 15

The Advanced Certificate in Creative Technologies 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 this certificate are art educators, artists, designers, technologists, and others who wish to incorporate creative technologies into various educational settings.

The focus 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. It 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 where technology has transformed every aspect of culture, society, and education, the Advanced Certificate in Creative Technologies empowers students to become leaders in this interdisciplinary movement.

Program Plan

		FILL
ART EDUCATION REQUIRED COURSES (13 POINTS)	POINTS	POINTS TAKEN
A&HA 4089: New Media, New Forms (F/Su)	2	
A&HA 4084: Digital Foundations in Creative Technologies	2	
A&HA 5128: Studio in Creative Technologies	2	
A&HA 5125: Inquiry-based Art & Design (F)	2	
A&HA 5063: Adv. Studio in Creative Technologies	2	
A&HA 5120: Creative Technologies Research Seminar (Sp)	3	
Corequisite: A&HA 5601: Creative Technologies Colloquium (Sp)	0	
ELECTIVE COURSE (2 POINTS)		
Elective Course	2	
<i>This course needs to address CT integration across the curriculum (please see info below).</i>		

*F = offered Fall semester only | *Sp = offered Spring semester only | *Su = offered Summer semester only

Elective Course

Students must consult with the academic advisor of the Advanced Certificate in Creative Technologies—Dr. Richard Jochum—to select a relevant elective course of two (2) points to complete the 15 required credits. The elective course needs to address Creative Technologies integration across the curriculum and may be taken from the Art & Art Education Program or other TC programs. A list of courses offered at TC each semester can be found on the [online course schedule](#).

ACADEMIC

Advisement

Academic advisors help ensure that all students follow a suitable track towards graduation. **Students are required to schedule a meeting with their academic advisor once every semester.** During these meetings, academic advisors will guide students in planning and selecting their courses each semester. Students ultimately hold the responsibility for meeting all of their degree requirements. Academic advisors also support students with all visa-related issues, Practical Training applications, issues encountered within their courses, the Art & Art Education Program and issues related to various TC Offices (OISS, Office of Financial Aid, etc.).

Administrative support staff (Program Manager, Academic Secretary, Program Secretary, AAE Admin Fellow) are not authorized to advise Master's students. Please visit the [FAQ for Current Students webpage](#) to learn about the ways AAE Administrative Staff support students in the Art & Art Education Program.

M.A. (non-cert) and Ed.M. Students

All incoming students pursuing the M.A. (non-cert) and Ed.M. degree tracks, with the exception of students pursuing the Art Pedagogy concentration, will receive academic advising from the Student Advisor, Carina Maye. Prior to students beginning their first semester and after submitting their deposit, Carina will send an email to incoming students and share a link to view and complete the advising tutorial on the [MA \(non-cert\) and EdM Advising Site](#). This email will also include other pertinent information. Carina's TC email address is cm3767@tc.columbia.edu.

After students begin their studies, they will be assigned a faculty academic advisor and be informed in an email of who this person is.

Carina Maye will continue to be a resource to students throughout their time in the Art & Art Education Program.

All incoming M.A. (non-cert) and Ed.M. students pursuing the Art Pedagogy concentration will receive academic advising from Dr. Nicole Johnson. Prior to beginning their first semester and after submitting their deposit, Dr. Nicole Johnson will send an email to incoming students to begin their initial advisement. Dr. Johnson's TC email address is npj2111@tc.columbia.edu.

M.A. with Initial Visual Art Teacher Certification Students

All incoming students pursuing the M.A. with Initial Visual Art Teacher Certification degree track will receive academic advising from Dr. Iris Bildstein. Dr. Bildstein is the primary academic advisor for students pursuing this degree and the Coordinator of Student Teaching.

Dr. Bildstein will also support students with all visa-related issues, issues encountered within their courses or the Program, as well as issues related to various TC Offices (OISS, Office of Financial Aid, Office of Teacher Education, etc.). Dr. Bildstein's TC email address is irb6@tc.columbia.edu.

Course Planner Template

Students in the Art & Art Education Program can use this digital [Course Planner Template](#) (via Google Spreadsheets) to outline the courses they have taken and plan to take. Students must ensure that they make a copy of this spreadsheet to their TC Google Drive to edit it.

OPTIONAL

Concentrations

As mentioned previously, M.A. (non-cert) and Ed.M. students have the option of pursuing a concentration. We offer five concentrations in the Art and Art Education Program: **Creative Technologies**, **Museum Education**, **Art Pedagogy**, **Community Arts**, and **Academic Research in Art Education**. Students can construct their own concentration in consultation with their academic advisor. Selecting a concentration may require extra coursework.

Due to the strict curricular requirements set by New York State for Initial Art Teacher Certification, these five concentrations and individually designed concentrations are not available to students enrolled in the M.A. with Initial Visual Art Teacher Certification degree track. These concentrations are not available to students in the Studio Practice M.A. (Hybrid) degree either.

Creative Technologies

This concentration explores and strengthens the relationship between art, technology, and education. The goal is to prepare artists and art teachers to be leaders in educational ecologies that interweave digital tools and creative materials in multi- and cross-disciplinary, collaborative, and playful pedagogies.

Students who complete all coursework in this concentration also fulfill the state-approved, Advanced Certificate in Creative Technologies (15 credits). Students who wish to receive this certificate upon completion must apply for it separately with TC's Admissions Office. Students will receive official acknowledgement on their academic records upon completion of all requirements.

Required Courses

The courses listed below must be taken in addition to other degree requirements:

- A&HA 4089 - New Media, New Forms
- A&HA 4084 - Digital Foundations in Creative Technologies
- A&HA 5128 - Studio in Creative Technologies
- A&HA 5125 - Inquiry-based Art & Design
- A&HA 5063 - Adv. Studio in Creative Technologies
- A&HA 5120 - Creative Technologies Research Seminar
- A&HA 5601 - Creative Technologies Colloquium

Dr. Richard Jochum oversees all students pursuing the Creative Technologies concentration. His email address is jochum@tc.columbia.edu.

Museum Education

This concentration explores the art museum as a civic and educational institution, examines the role of museum education departments, and introduces students to innovative museum education programs and pedagogical practices. Students in the Museum Education concentration must secure and complete an internship or residency in a museum or gallery, in consultation with the academic advisor. **References to this concentration will not appear on student transcripts or records.**

Required Courses

The courses listed below must be taken in addition to other degree requirements:

- A&HA 5085 - The Museum Education Department: Function, Scope, Possibilities
- A&HA 4090 - Teaching in the Art Museum
- A&HA 5804 - Museum Experiences Across Disciplines
- A&H 4000 - Inquiry in the Museum: Bridging Gallery and Studio

This course is strongly recommended for students in this concentration:

- A&HA 4079 - Equity and Diversity: Implications for Art Education

Dr. Olga Hubbard oversees all students pursuing the Museum Education concentration. Her email address is omh4@tc.columbia.edu.

Art Pedagogy

Students who seek to sharpen their expertise designing pedagogically sound, imaginative studio art learning opportunities may complete the Art Pedagogy concentration. This concentration equips students to teach people of different ages in different learning contexts—schools, museums, community centers, and beyond. It combines courses in the artistic development of children and adolescents, curriculum development, studio-based practice with applications for teaching, cultural diversity in art education, and special education, along with an optional art teaching internship. This concentration does not lead to a New York State PK-12 art teacher certification. Students who wish to become certified art teachers should apply to the M.A. with Initial Visual Art Teacher Certification degree track. **References to this concentration will not appear on student transcripts or records.**

Required Courses

The courses listed below must be taken in addition to other degree requirements:

- A&HA 4080 - Artistic Development of Children
- A&HA 4281 - Field Observations (two semesters)
- A&HA 4088 - Artistic Development: Adolescence-adulthood
- A&HA 4087 - Processes and Structures in the Visual Arts
- A&HA 4089 - New Media, New Forms: Technological trends in Art Education
- A&HA 4081 - Curriculum Design in Art Education
- A&HA 4102 - Challenging Thinking: Lesson Planning
- A&HA 4079 - Equity and Diversity: Implications for Art Education
- A&HA 5202 - Fieldwork in Art Education (Optional)*

*Students who wish to also learn how to become clinical supervisors of art teachers in schools must complete, in addition to the courses above, the courses below:

- A&HA 4722 - Supervised Teaching in Art Education: Elementary
- A&HA 4702 - Supervised Teaching in Art Education: Secondary
- A&HA 6520 - Seminar in Clinical Supervision in the Arts: K-12

Dr. Nicole Johnson oversees all students pursuing the Art Pedagogy concentration. Her email address is npj2111@tc.columbia.edu.

Community Arts

The Art & Art Education Program offers three courses in the Community Arts concentration, which together provide the theory, practice, and pedagogy of community arts. While these courses flow linearly from Fall to Spring semesters, they overlap and interplay around the central issues that define them. Within and outside these courses, students are offered opportunities to write grants, design and implement projects with community groups and in locations of their choosing. Project-based multidisciplinary workshops, site visits, and visiting practitioners are threaded throughout the courses. **References to this concentration will not appear on student transcripts or records.**

Required Courses

The courses listed below must be taken in addition to other degree requirements:

- A&HA 5064 - Experiments in Content: The Arts and Community Engagement
- A&HA 5202 - Field Work: Community Arts Pilot Project
- A&HA 4202 - Fieldwork in Art Education
- A&HA ****

Dr. Judy Burton oversees all students pursuing the Community Arts concentration. Her email address is jmb62@tc.columbia.edu.

Academic Research in Art Education

This concentration is open to students in M.A. (non-cert) and Ed.M. degree tracks. It is not suitable for students pursuing other degree tracks in the Art & Art Education Program.

The Academic Research in Art Education concentration is an academically demanding concentration for students who are particularly interested in conducting rigorous, high-level scholarly research in art education. Applicants must be comfortable

rereading demanding academic texts, have excellent English writing skills, and possess strong analytical abilities. **References to this concentration will not appear on student transcripts or records.**

Required Courses

The courses listed below must be taken in addition to other degree requirements:

- A&H 5001 - Research Methods in Arts and Humanities
- A&HA 5086 - Art and Visual Culture
- A&HA 5504 - Proseminar I and Proseminar II
- A&HA 6510 - Advanced Seminar I and Advanced Seminar II

Dr. Olga Hubard oversees all students pursuing the Academic Research in Art Education concentration. Her email address is omh4@tc.columbia.edu.

Leadership/Supervision/ Administration Cluster

Students who are interested in pursuing coursework in leadership and administration of arts education programs should consult their academic advisor to select courses from the Department of Organization and Leadership and/or Program in Educational Administration, Department of Curriculum and Teaching, and Department of Arts and Humanities. In addition, students should complete an approved arts administration and supervision internship.



PROGRAM

Resources

FAQ for Current Students

The [FAQ for Current Students webpage](https://www.tc.columbia.edu/arts-and-humanities/art-and-art-education/faq/faq---current-students/) is a great and important resource available to all current students in the Art & Art Education Program. It addresses a variety of important questions and information. This resource is updated on a semester basis. We urge students to bookmark this webpage on their preferred browser to reference throughout their time at TC.

<https://www.tc.columbia.edu/arts-and-humanities/art-and-art-education/faq/faq---current-students/>

Art and Art Education Newsletter

The Art & Art Education Program receives many requests from individuals and organizations seeking highly qualified personnel for leadership and teaching positions. We strongly encourage all students to review the weekly newsletter from the Art & Art Education Program containing a variety of job openings and to attend the career preparedness workshops offered by Teachers College throughout each academic year.

For any questions regarding the Art & Art Education Program Newsletter, please contact the Program Secretary at arted@tc.columbia.edu.

Myers Publications

Thanks to the support we receive annually from the Myers Foundation, we are able to produce a number of publications each year that relate to events in the Macy Art Gallery and other special projects of the Art & Art Education Program. Many of the publications are of interest to students carrying out original research. If students are interested in knowing more, please contact a full-time faculty member.

Macy Art Gallery

The Macy Art 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.

Darwin-Kriegman Memorial Library

The Art & Art Education Program maintains a small library, located just off the entrance of the Macy Gallery, established in memory of a recent faculty member and doctoral student. The library is open during the day, Monday - Thursday, and contains a range of classic art education texts and journals. Students may consult any of the texts as needed, but may not remove any of these resources from the library as they are collected and maintained for everyone's use.

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. Special collections in art education include archives and manuscripts, books and ephemeral publications, and original works of art by children and students.

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.”

The Center for Arts Education Research

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.

PROGRAM

Policies

All students in the Art & Art Education Program should become familiar with the Policies and Procedures outlined in the [Academic Catalog](#). In addition to TC's policies, all students should also familiarize themselves with the Art & Art Education Program policies outlined in the [FAQ for Current Students webpage](#).

ACADEMIC

Performance

The Art & Art Education Program requires that all students maintain a minimum grade point average of B. Performance below expectation will lead to a Program Review. Three or more Incompletes in an academic year will also trigger a Program Review. Depending on the circumstances, a Program Review may result in a plan for remediation, in a recommendation to transfer the student to another degree track, or in dismissal from the Art & Art Education Program.

Any student receiving eight or more points at grades of C- or lower is not permitted to continue registration at Teachers College in any capacity and may not receive a degree/diploma. Petitions for exceptions to this policy must be submitted, in writing, to the Registrar's Office with a written recommendation from the Art & Art Education Program in which the student was last enrolled. Petitions are then submitted to a faculty committee for review and decision. More information on TC's policy regarding academic standards and requirements for students can be found at this link: <https://www.tc.columbia.edu/policylibrary/policies/academic-standards-for-students-1222508/>

ACADEMIC ADVISOR

Meeting Log

My Academic Advisor: _____

Meeting Day & Time	Meeting Notes

ACADEMIC ADVISOR

Meeting Log

Meeting Day & Time	Meeting Notes

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Doodles.



Doodles.

An orange scribble graphic consisting of several overlapping loops and swirls, positioned to the right of the word "Doodles." and partially overlapping the horizontal line.

Doodles.



Doodles.



Doodles.



COVER ARTWORK: MAHBOBE GHODS

GRAPHIC DESIGN: CAROLINA ROJAS

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