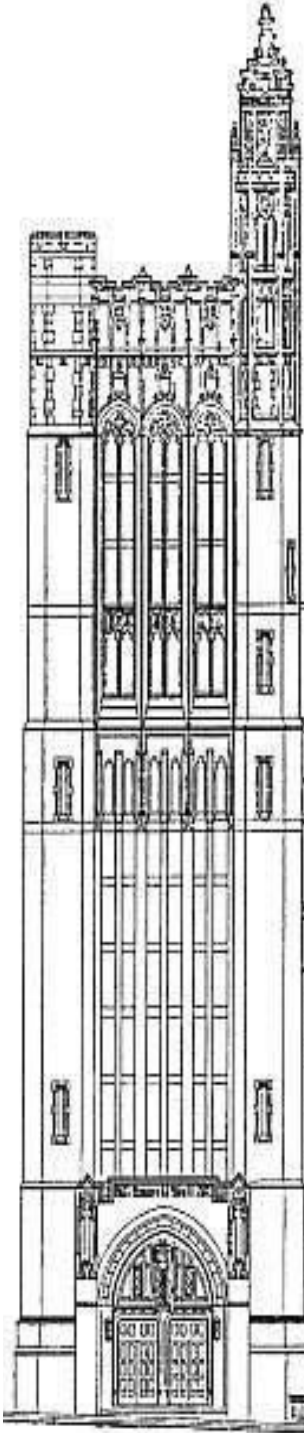


TEACHERS COLLEGE
COLUMBIA UNIVERSITY

DOCTORAL STUDENT HANDBOOK

PROGRAM IN ART AND ART EDUCATION
2023-2024





TEACHERS COLLEGE
COLUMBIA UNIVERSITY

Program in
Art and Art Education

Doctoral
Student Handbook
2023-2024

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DATES AND DEADLINES

For relevant dates, also refer to TC’s [online calendar](#)

<i>Fall 2023</i>	
Registration for continuing students:	April 24
Registration for Autumn Term begins for new students:	May 1
Classes begin:	September 5
Last day to file notification of intention to defend (fall):	September 14
Last day to add/drop a course:	September 18
Last day to change points:	TBA
Holiday—no classes:	November 22-24
Last day of Autumn Term:	December 22
Registration for continuing students:	December 4
Last day to defend dissertation to be considered an Autumn 2023 defense:	December 22
<i>Spring 2024</i>	
Classes begin:	January 16
Last day to file notification of intention to defend (Spring):	January 25
Last day to add/drop:	January 29
Last day to change points:	TBA
Holiday—no classes:	March 17-24
Last day to hold dissertation defense for May 2024 degree	April 15
Last day to make the final deposit of corrected Ed.D. dissertations and abstracts for the award of the May 2024 degree.	April 18
Registration for Summer Term 2024 and Autumn Term 2024 for continuing students:	April 29
End of Spring Term:	May 6
Conferring of degrees at Columbia University:	May 17
Last day to hold the dissertation defense (Ed.D) to be considered a Spring 2024 term defense:	May 22

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www.tc.edu/a&h/arted

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 Olga Hubard

Full Time Faculty:

Judith M. Burton,
Macy Professor of Education

Olga Hubard, *Associate Professor*

Richard Jochum, *Associate Professor*

Iris Bildstein, *Lecturer*

Nicole Johnson, *Lecturer*

Staff:

Program Manager:
 Samantha Clay Reagan

Academic Secretary:
 Anna Urrea

Program Secretary:
 Jane Baraz

FACULTY AND STAFF CONTACT INFORMATION

FULL-TIME FACULTY

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Olga Hubbard (she/ella)	444-D Macy	212-678-8221	hubard@tc.edu
Richard Jochum (he/him/his)	444-C Macy	212-678-3461	rj2137@columbia.edu
Nicole Johnson (she/her/hers)	444-E Macy	212-678-8106	npj2111@tc.columbia.edu

PART-TIME FACULTY

Susan Ruth Cohen (she/her/hers)	src2157@tc.columbia.edu		
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STUDIO AND GALLERY FELLOWS

Allyson Montana (she/her/hers)	Painting and Drawing Studio Fellow		
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Kigin Yang	Interim Painting and Drawing Studio Fellow
Jennifer Hoyden (she/her/hers)	Macy Art Gallery Coordinator
Larry Tung (he/him/his)	Macy Art Gallery Fellow
Arzu Mistry (she/her/hers)	Printmaking Studio Fellow
Kelly Cave (she/her/hers)	Thingspace Studio Fellow
Magin Schantz (she/her/hers)	Thingspace Studio Fellow
Qianyu (Mia) Zhou	Hybrid MMAS/Thingspace Studio Fellow
John You (he/him/his)	Myers Media Art Studio Fellow
Jason Watson (he/him/his)	Ceramics Studio Fellow
Filippa Christofalou (she/her/hers)	Art Pedagogy 447 Studio Fellow

THE DOCTORAL HANDBOOK

This handbook provides an overview of our two doctoral programs: the Ed.D. in Art Education (Ed.D.) and the Ed.D. in the College Teaching of Art (Ed.D.C.T.). It outlines degree requirements and guides students through each phase of their program. Students are expected to read the handbook carefully and fully understand all the requirements, procedures, and documentation that accompany doctoral study.

Students should also carefully read any materials sent to them upon admission, and be familiar with the information contained in the following two resources:

- **Art and Art Education FAQ**
<https://www.tc.columbia.edu/arts-and-humanities/art-and-art-education/faq/faq---current-students/>
- **Requirements for the Degree of Doctor of Education (Ed.D.), Office of Doctoral Studies:**
<https://www.tc.columbia.edu/form-library/office-of-doctoral-studies/requirements-for-the-degree-of-doctor-of-education-edd/files/Ed.D. Requirements Bulletin 2016.pdf>

The [Office of Doctoral Studies](#), or **ODS**, provides general information and administrative service to all TC doctoral students, including stipulations and requirements for completing their degree.

This handbook makes reference to these additional sources where appropriate.

If students are unclear about any expectations and procedures, they should contact their academic advisor as soon as possible to avoid delay in fulfilling requirements for their program. While academic advisors are available to help with the many intricacies of program planning, students are reminded that the final responsibility for meeting requirements and deadlines and completing necessary documentation is ultimately their own.

GOALS AND COMMITMENTS

The doctoral programs in Art and Art Education prepare knowledgeable, thoughtful, and imaginative scholars, researchers, educators, artists, administrators, and program developers, who create new knowledge and assume leadership and teaching positions in the arts and education. Scholarly research holds a critical place in our program as students inquire into contemporary problems that impact our discipline throughout their studies, and especially in their dissertation.

The Program promotes:

- **Intense involvement with art and pedagogical practices, theory, and research:** Students are expected to engage in and across a range of artistic and research processes during the course of their program, to strengthen their practice as educators, and to cross-pollinate theory, research, and practice in innovative ways.
- **Understanding of the socio-cultural context of learning:** Students are expected to be sensitive to the diverse socio-cultural environments within which learners' lives take place, to recognize their significance to education, and to remain responsive to learners' worlds in their teaching, research, and leadership.
- **Advancing knowledge equitably:** Students are expected to embrace and promote different forms and sources of knowledge, with awareness of power structures that marginalize certain ideas and ways of knowing. Students will nurture knowledge and habits of mind, heart, imagination, and aesthetic insight such that they will provide informed, strong and equitable, informed leadership in education and in the arts, exercised with respect for individuals, communities, and cultures.
- **Understanding of the nature of artistic development:** Students are expected to develop substantive insights into the artistic growth of children, adolescents, and adults; understand the nature of developmental continuity; and be sensitive to how diverse socio-cultural factors influence human development.
- **Deepening insights into art and visual culture:** Students are expected to acquire knowledge of contemporary art and visual culture, art histories, philosophy, and aesthetics, such that they have an informed view of the multi-faceted intellectual and cultural environment in which visual arts education is set, and of which it forms an integral part.
- **Familiarity with teaching approaches and learning and environments:** Students are expected to examine historical and contemporary practices in visual arts education, with attention to those that best support the needs of diverse populations.

- **The development of research skills:** Students are expected to be familiar with research in visual arts education, and to understand and use different types of methodologies that support scholarly inquiries. Students are expected to carry out original research, and to use findings in support of their developing views of art education.
- **The development of critical thinking, analysis, and synthesis skills:** Students are expected to be able to read and analyze texts critically and to synthesize complex bodies of knowledge clearly and cogently. They are also expected to use resulting insights to enrich personal work and to design generative learning contexts for children, adolescents, and adults.
- **Scholarly communication skills:** In their scholarly writing and presentations, students are expected to share their growing insights in ways that are informed and clear.

INTRODUCTION TO THE DOCTORAL PROGRAMS IN ART AND ART EDUCATION

The Ed.D. and Ed.D.C.T.

The Program in Art and Art Education offers two doctoral degrees: **Doctor of Education in Art Education (Ed.D.)** and **Doctor of Education in the College Teaching of Art (Ed.D.C.T.)**.

Doctor of Education in Art Education (Ed.D.): The Ed.D. prepares scholar practitioners in art and art education who conduct research, provide leadership, and work in a variety of art education contexts, hoping to serve a range of populations. High-level educational research is an essential component of the Ed.D. Students are also expected to maintain their art practice. Our graduates become administrators and professors of art education in colleges and universities, and provide leadership in art education in museums, school districts, non-profit and community organizations, and governmental agencies, among other settings.

Doctor of Education in the College Teaching of Art (Ed.D.C.T.): The Doctor of Education in the College Teaching of Art (Ed.D.C.T.) is designed for practicing artists with an M.F.A. who hope to be involved in the education of professional artists. Students who join the Ed.D.C.T. are typically interested in teaching studio art courses in higher education, or in pursuing administrative positions at art schools or art departments in colleges and universities. Some of our Ed.D.C.T. students are already teaching in higher education when they join us; they come to the Program looking to strengthen their practice and the thinking that informs it. Others secure positions in art schools, university art departments, and related settings upon graduation. Scholarly educational research and high-level art practice are essential components of the Ed.D.C.T.

Concentrations (or Areas of Focus)

Students in the Ed.D. and Ed.D. CT may select one of our **optional** concentrations or areas of focus, which consist of a cluster of interrelated courses and, in some cases, a fieldwork experience. Students are not required to select a concentration, and can instead devise a program to pursue their particular interests in consultation with their academic advisor.

The concentrations we offer are:

- Museum Education
- Creative Technologies
- Studio Art Pedagogy
- Community Arts as Critical Engagements

For details on concentration requirements, please refer to the [website](#) of the Program in Art and Art Education. Please also make sure your academic advisor is aware of your concentration.

Overview of Degree Requirements

The Ed.D. and Ed.D.C.T. both entail:

- A sequence of research seminars, where students explore ideas related to their research interest in depth, and develop a series of scholarly projects that culminate in a dissertation proposal.
- A series of courses in art education, studio art, research methods, and pertinent areas beyond art education. These courses inform and support students' research endeavors.
- A professional presentation.
- A dissertation.

Specifics on the requirements for each degree are outlined later in this handbook.

In terms of requirements, the main differences between the Ed.D. and the Ed.D.C.T. are the following:

1. Students in the Ed.D.C.T. are required to complete additional courses, focused on higher education or adult pedagogy. (Students in the Ed.D. can, and often do, complete these courses as well, though they are not required to do so.)
2. While all doctoral students are compelled to complete pertinent courses outside Art and Art Education, Ed.D.C.T. students are required to complete 15 credits in this area.
3. Students in the Ed.D.C.T. focus their dissertation research on questions related to the education of professional artists or the administration of programs that educate professional artists. Students in the Ed.D. focus their dissertation research on questions related to art education for people of different backgrounds and ages, who engage with art education for a variety of reasons, in a diversity of contexts (schools, communities, museums, non-profits, etc.).

PREPARING FOR YOUR PROGRAM: IMPORTANT INFORMATION

Credit Transfer

Doctoral students may transfer up to **32 graduate level** credits earned previously into their degree. Students interested in transferring credits should visit the Transfer Credits page through the Office of the Registrar to initiate the process. Requests to transfer credits should be made to the Registrar immediately upon entering the Program (in the first semester). This will allow students and their advisors to plan efficiently. Transferred credits do not replace any required courses; they fall under the “electives” category. There is no guarantee credits will be transferred.

Degree Program of Study

The Ed.D. and Ed.D.C.T. programs of Study in the next section of this handbook (page 14 for Ed.D.; page 23 for Ed.D.C.T.) outline the specific courses required to complete each degree. The program of Study is accompanied by a Degree Program Checklist that maps the various courses, serving as a planning tool.

Planning With Your Academic Advisor

Students are required to meet with their academic advisor at least once a semester to select suitable courses and map them into the Degree Program Checklist. As you plan, keep in mind that some courses must be taken in a specific sequence, and that others are only offered every other year or less frequently. The Degree Program Checklist may be reviewed and updated at any time, in consultation with the student’s academic advisor. **Note that your academic advisor may not be available for advising during the summer semester, unless they explicitly tell you otherwise.** Additionally, advisors often get very busy at the start and end of the fall and spring semester. Make sure to connect with your advisor for planning purposes well ahead of the end of the spring and fall semesters.

Administrative staff are not qualified to advise doctoral students on program planning or the selection of courses.

Course Load

- Students who wish to be enrolled full time are expected to carry a minimum of 9 credit points in each of the fall and spring semesters; additional courses may be taken in the summer A and summer B sessions.

- Students who are unable to be enrolled full time are advised to take two courses each semester with additional courses during the summer. Planning should be undertaken with advisement.
- Students should think carefully about how many credits they wish to take each semester and share this with their academic advisor.

Teachers College's Continuous Registration Policy

IMPORTANT: All TC students must be registered every fall and spring term once they begin their program of study. See the College's Continuous Enrollment Policy here: <https://www.tc.columbia.edu/policylibrary/associate-provost-enrollment-services/continuous-enrollment/>

Students who absent themselves without registration place their candidacy at risk.

If taking classes is not a possibility due to personal or professional circumstances, students may register for **IND 6000** in order to retain their doctoral candidacy. IND 6000 does not qualify students for advisement. Students are allowed to register for a maximum of four sessions of IND 6000 (excluding summer).

Leaves of absence, waivers, and personal exemptions are **not** forms of enrollment, and do not qualify students for advisement.

Participation in Program Activities

The Program offers a robust program of activities beyond regular courses. These include conferences, symposia, and a lively exhibition program in the Macy Art Gallery, among others. Our additional programming allows us to invite individuals and groups from across and beyond Teachers College to engage issues and practices at the forefront of the professional worlds of art and education. Doctoral students are expected to participate actively in these activities, as they inevitably expand and deepen the ways we think about and enact our practices.

Involvement in Professional Organizations

Students are urged to join the Art and Art Education faculty in membership in the various professional organizations in the field, such as the National Art Education Association (NAEA - www.arteducators.org), the Art Education Research Institute (AERI - link), the International Society for Education Through Art (InSEA - <http://www.insea.org>), the College Art Association (CAA - www.collegeart.org), the American Educational Research Association (AERA - www.aera.net), the American Alliance of Museums (AAM - <https://www.aam-us.org>), and the University Council for Art Education (UCAE - <https://ucae.org>).

As future leaders in the arts and education, students are expected to participate in local, national, and international conferences and symposia, and to keep abreast of contemporary research, issues, and practices through reading academic journals published by the various professional organizations. Announcements about conferences and calls for proposals are routinely brought to student attention by faculty and staff. Please also stay alert for workshops on writing conference presentation proposals and giving conference presentations.

Job Opportunities

The Art and Art Education Program receives many requests from organizations seeking individuals to fill a variety of positions in art education. **We strongly encourage all students to review the weekly emails from the Program, containing a variety of job openings, and to attend the career preparedness workshops offered by Teachers College throughout the school year.**

If you have questions about job opportunities, please refer to the [Art and Art Education FAQ](#).

THE Ed.D. PROGRAM OF STUDY

Overview

The Ed.D. Program comprises the following main components:

1. **The Research Seminar Sequence:** A sequence of five required research seminars that shepherd students through the stages of their doctoral program. These seminars build on each other and support students as they explore and develop their research ideas. The Research Seminar Sequence culminates in the development of the dissertation proposal.
2. **Courses:** A series of courses that deepen students’ knowledge, understandings, and skills, supporting their research process. These courses are taken parallel to the Research Seminar Sequence. They fall into various categories, including: research methods, art education content, content in related fields, concentration courses (when applicable), and studio art.
3. **Professional Presentation:** A demonstration of professional competence beyond the Program; for example, a gallery exhibition, a presentation at a professional conference, or a published scholarly paper.
4. **The Dissertation:** An original, substantive scholarly research project in art education. Work towards the dissertation proper begins after students complete the Research Seminar Sequence.

Research Seminar Sequence – 15 credits

Five sequential seminars shepherd students through the stages of their program. Most seminars are attached to one key research paper; all seminars are required for attaining doctoral certification (more on certification and the key research papers under “Phases of Doctoral Study”). The seminars are:

	SEMINAR	POINTS	TAKEN	PAPER/PRESENTATION
1	A&HA 5504 Proseminar in Art Ed	3	Fall 1	Preliminary Literature Synthesis
2	A&HA 5504 Proseminar in Art Ed II	3	Spring 1	Problem Statement Paper
3	A&HA 6510 Advanced Seminar	3	Fall 2	Qualifying Paper 1: Literature Review
4	A&HA 6510 Advanced Seminar II	3	Spring 2	Qualifying Paper 2: Field Study
5	A&HA 7502 Dissertation Seminar	3	Fall 3	Dissertation Proposal Proposal Hearing

Courses

Research Methods Courses – 2 courses minimum

Research Methods courses, selected with advising, provide students with the necessary tools to conduct quality scholarly research. One research methods course should offer an overview of various research methodologies and must be taken before Advanced Seminar II. Other courses should be aligned with students' methodological interests. Students may select their Research Method courses from within the Program in Art and Art Education, or from other programs and departments.

Students intending to use statistics as part of their research must demonstrate their competence by passing one or more of the following courses: HUDM 4120 Basic Concepts in Statistics, HUDM 4122 Probability and Statistical Inference, HUDM5122 Applied Regression Analysis, and/or HUDM 5123 Linear Models in Experimental Design.

Content Courses (Electives) – around 31-33 credits (flexible)

Content courses are **selected with advisement**. They include:

- (a) **Courses in Art and Art Education** (prefix A&HA), which examine foundational aspects of the theory and practice of art and art education. Art and Art Education courses may also relate to individual students' research interests. The Program in Art and Art Education offers opportunities to gain credit for **Independent Study** and **Fieldwork** that support students' research goals (consult with your academic advisor). A minimum of 12 credits in TC's Art & Art Education Program are strongly suggested.
- (b) **Concentration Courses**, only for students enrolled in one of our elective concentrations (or areas of focus). Refer to the Art and Art Education [website](#) for concentration requirements.
- (c) **Breadth or "Out-of-Program" Courses** are courses offered at Teachers College, in departments and programs other than Art and Art Education (prefix other than A&HA). Students should select breadth courses related to their research interests (consult with your academic advisor).
- (d) **Other** pertinent courses; for example courses offered at Columbia (main campus) or other schools that are relevant to a students' research path and that do not have an equivalent at Teachers College (consult with your academic advisor).

The total number of credits to be accrued in the "Content" category is flexible, dependent on the number of Research Methods and Studio credits a student might take.

Studio Courses – 6 credits

Ed.D. students are required to take 6 studio credits from the Program in Art and Art Education. To view a list of studio courses, please visit the Art and Art Education [FAQ page](#).

Professional Presentation

As part of their certification requirements, all Ed.D. students are required to do a professional presentation—a gallery exhibition, a presentation at a professional conference, a published scholarly paper, or another demonstration of professional competence. The presentation must be evaluated by Program faculty. Ideally, it takes place by the time students defend their dissertation proposal. To satisfy the requirement fully, students must enroll for A&HA 6999 Exhibition Rating (0 credits) the semester of their presentation.

Dissertation Advisement/Continuous Enrollment 3 credits/semester or equivalent

Students begin working on their dissertation once they have completed the Research Seminar Sequence, and only after their dissertation proposal is completed and approved. The Office of Doctoral Studies stipulates that each semester following the approval of their dissertation proposal students must be enrolled for either:

- A&HA 8900 Dissertation Advisement (0 credits; tuition equivalent to 3 credits). Registering for this course automatically carries the status of full-time for loan and housing purposes.
- or**
- Three (3) Teachers College credit points. With careful planning, students may take some of their "Content" courses after they defend their proposal to help satisfy the continuous enrollment.

Continuous enrollment must also be maintained through the semester of the dissertation defense.

Please see Program Plan for the Ed.D attached in the Appendix

NOTE: This plan is for reference only. ODS only accepts Program Plans via Degree Audit in My TC for certification.

THE Ed.D.C.T. PROGRAM OF STUDY

Overview

The Ed.D.C.T. Program comprises the following main components:

5. **The Research Seminar Sequence:** A sequence of five required research seminars that shepherd students through the stages of their doctoral program. These seminars build on each other and support students as they explore and develop their research ideas. The Research Seminar Sequence culminates in the development of the dissertation proposal.
6. **Courses:** A series of courses that deepen students’ knowledge, understandings, and skills, supporting their research process. These courses are taken parallel to the Research Seminar Sequence. They fall into various categories, including: research methods, art education content, adult/higher education, content in related fields, concentration courses (when applicable), and studio art.
7. **Professional Presentation:** A demonstration of professional competence beyond the Program; for example, a gallery exhibition, a presentation at a professional conference, or a published scholarly paper.
8. **The Dissertation:** An original, substantive scholarly research project in art education. Work towards the dissertation proper begins after students complete the Research Seminar Sequence.

Research Seminar Sequence – 15 credits

Five sequential seminars shepherd students through the stages of their program. Most seminars are attached to one key research paper; all seminars are required for attaining doctoral certification (more on certification and the key research papers under “Stages of the Ed.D.C.T. Program”). The seminars are:

	SEMINAR	POINTS	TAKEN	PAPER/PRESENTATION
1	A&HA 5504 Proseminar in Art Ed	3	Fall 1	Preliminary Literature Synthesis
2	A&HA 5504 Proseminar in Art Ed II	3	Spring 1	Problem Statement Paper
3	A&HA 6510 Advanced Seminar	3	Fall 2	Qualifying Paper 1: Literature Review
4	A&HA 6510 Advanced Seminar II	3	Spring 2	Qualifying Paper 2: Field Study
5	A&HA 7502 Dissertation Seminar	3	Fall 3	Dissertation Proposal Proposal Hearing

Courses

Research Methods Courses – 2 courses minimum

Research Methods courses, selected with advising, provide students with the necessary tools to conduct quality scholarly research. One research methods course should offer an overview of various research methodologies and must be taken before Advanced Seminar II. Other courses should be aligned with students' methodological interests. Students may select their Research Method courses from within the Program in Art and Art Education, or from other programs and departments.

Students intending to use statistics as part of their research must demonstrate their competence by passing one or more of the following courses: HUDM 4120 Basic Concepts in Statistics, HUDM 4122 Probability and Statistical Inference, HUDM5122 Applied Regression Analysis, and/or HUDM 5123 Linear Models in Experimental Design.

Art College Teaching Courses – 2 courses plus and internship

Ed.D.C.T. students must complete the following courses, offered by the Program in Art and Art Education:

- A&HA 5081 Advanced Curriculum (offered bi-yearly)
- A&HA 6002 Teaching & Admin of the Arts in College (offered bi-yearly) (course required by the Office of Doctoral Studies)
- A&HA 6482 Internship in the Teaching of College (may be waived for students with a minimum of 2 years of documented experience teaching art in higher education).

Content Courses (Electives) – around 9-11 credits

Content courses are **selected with advisement**. They include:

- (a) **Courses in Art and Art Education** (prefix A&HA), which examine foundational aspects of the theory and practice of art and art education. Art and Art Education courses may also relate to individual students' research interests. The Program in Art and Art Education offers opportunities to gain credit for **Independent Study** and **Fieldwork** that support students' research goals (consult with your academic advisor).
- (b) **Concentration Courses**, only for students enrolled in one of our elective concentrations (or areas of focus). Refer to the Art and Art Education [website](#) for concentration requirements.

Content/Elective courses should be selected with advisement. Students taking a concentration may have to devote all credits under this category to concentration courses, or exceed the required 90 credits.

Breadth Courses - 15 credits minimum

The Office of Doctoral Studies (ODS) stipulates that Ed.D.C.T. students must take a minimum of **15 credit points** in breadth or “out-of-program” courses; that is, courses offered **at Teachers College** by departments and programs other than Art and Art Education (with a prefix other than A&HA). These must include:

(1) Breadth Courses in Adult and Higher Education (Ed.D. C.T.)

At least two breadth courses (for no less than two credit points each) must be from offerings dealing with higher education, adult education, curriculum on the collegiate level, psychology of late adolescence, and/or psychology of the adult. Such courses are usually offered by programs in the ORLD and ORLH departments, but your advisor can check with ODS to find out if others qualify. Courses in higher **art** education (A&HA prefix) do not satisfy this requirement. Recommended courses are:

- ORLD 4051 How Adults Learn
- ORLD 4053 Facilitating Adult Learning

(2) Other Breadth Courses

The remaining breadth credits, to be chosen with advisement, should align with students’ research interests.

Transferred Credits and Breadth Requirement

In exceptional cases, and only for the Ed.D.C.T. degree, credits completed in institutions other than Teachers College for courses in areas other than art or art education may be transferred and applied towards the breadth requirement. The transferred courses must be relevant to the individual students’ course of study, and are included in the 32 maximum credit transfer. ODS does not encourage this.

Studio Courses – 6 credits

Ed.D.C.T. students are required to accrue 6 studio credits from the Program in Art and Art Education.

Other Pertinent Courses, for example courses offered at Columbia (main campus) or other schools that are relevant to a students’ research path and that do not have an equivalent at Teachers College (consult with your academic advisor).

Professional Presentation

As part of their certification requirements, all Ed.D.C.T. students are required to do a professional presentation—a gallery exhibition, a presentation at a professional conference, a published scholarly paper, or another demonstration of professional competence. The presentation must be evaluated by Program faculty. Ideally, it takes place by the time students defend their dissertation proposal. To satisfy the requirement fully, students must enroll for A&HA 6999 Exhibition Rating (0 credits) the semester of their presentation.

Dissertation Advisement/Continuous Enrollment 3 credits/semester or equivalent

Students begin working on their dissertation once they have completed the Research Seminar Sequence, and only after their dissertation proposal is completed and approved. The Office of Doctoral Studies stipulates that each semester following the approval of their dissertation proposal students must be enrolled for either:

- A&HA 8900 Dissertation Advisement (0 credits; tuition equivalent to 3 credits). Registering for this course automatically carries the status of full-time for loan and housing purposes.
- or**
- Three (3) Teachers College credit points. With careful planning, students may take some of their "Content" courses after they defend their proposal to help satisfy the continuous enrollment.

Continuous enrollment must also be maintained through the semester of the dissertation defense.

Please see Program Plan for the Ed.D.C.T. attached in the Appendix

NOTE: This plan is for reference only. ODS only accepts Program Plans via Degree Audit in My TC for certification.

SUGGESTED COURSES

Art and Art Education

Access course descriptions through this [link](#).

Art Education Theory and Pedagogy

- A&HA 4080 Artistic Development of Children
 - (A&HA 4291 Field Observations 1)
- A&HA 4088 Artistic Development: Adolescence-Adulthood
 - (A&HA 4291 Field Observations 2)
- A&HA 5086 Art in Visual Culture
- A&HA 5082 Philosophies of Art in Education
- A&HA 4085 Historical Foundations of Art Education
- A&HA 4081 Curriculum Design in Art Education
- A&HA 4102 Challenging Thinking: Lesson Planning
- A&H 5181 The Arts in Education

Studio Engagement and Art Education

- A&HA 4087 Processes and Structures in the Visual Arts
- A&HA 4089 New Media New Forms
- A&H 4043 Exploring Teacher/Practitioner Life Stories Through the Arts

Diversity and Art Education

- A&HA 4079 Exploring Cultural Diversity
- A&HA 4860 Cross-Cultural Conversations in the Arts

Community Engagement

- Shaping Priorities: The Arts and Community Engagement (Experiments in Content)
- Community Arts Pilot Project (A&HA 5202 Fieldwork in Art Education)
- Designing for Social Impact: Community-Based Art Education Initiatives

Creative Technologies

- A&HA 4084 Digital Foundations in Creative Technology
- 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

Museum Education

- A&H 4000 Inquiry in the Museum: Bridging Gallery and Studio
- A&HA 4090 Teaching in the Art Museum

- A&HA 5085 The Museum Education Department: Function, Scope, Possibility
- A&HA 5090 Museum Education: Social and Cultural Issues
- A&HA 5804 Museum Experiences Across Disciplines

Supervision and Administration

- A&HA 6021 Supervision and Administration: Arts in Education

Research and Scholarly Writing in Art Education

- A&H 5001 Research Methods in Arts and Humanities
- A&HA 5005 Visual Arts Research Methods
- A&HA 6010 Writing for Journal Publication in the Arts

Higher Art Education

- A&HA 5081 Advanced Curriculum
- A&HA 6002 Teaching & Admin of the Arts in College
- A&HA 6482 Internship in the Teaching of College

Fieldwork & Independent Study

Refer to “Courses” in the Art and Arte Education website for complete listings

Studio

A&HA 5063 Advanced Studio

For a list of other studios courses, refer to FAQ in TC A&AE website:

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

Special Offerings

Stay alert for one-time courses and symposia.

Adult And Higher Education

- ORLD 4051 How Adults Learn
- ORLD 4053 Facilitating Adult Learning

PHASES OF DOCTORAL STUDY

The Ed.D. and Ed.D.C.T. involve a series of phases that lead, first, to doctoral certification, and later, to the doctoral dissertation and degree award. Students are shepherded through the phases of certification through the Research Seminar Sequence and through academic advising.

Doctoral Certification is a necessary step in all TC doctoral programs. It represents full candidacy for the degree, and is the moment when a doctoral student officially becomes a *doctoral candidate*. One practical benefit of certification is the possibility of auditing courses at Teachers College.

Iterative Formal Review

At each stage of the path towards doctoral certification, students will submit work for formal review. The required doctoral seminar sequence guides and supports students as they develop much of this work. Students must receive a passing grade in each seminar before they can enroll in the next one (the grade of Incomplete is not a passing grade). Work developed in each seminar will be submitted to the Faculty Review Committee. If revisions are required following the first review, a deadline for a second submission will be given. Students will be expected to complete revisions in a timely fashion and with advisement, as specified in writing by the Art and Art Education Faculty Review Committee. In the event that the second formal review is unsatisfactory, a faculty meeting will be convened to discuss the student's progress in the Program, with the option of recommending to the Registrar the transfer of the student to another degree program or the discontinuation of the student's doctoral candidacy.

Phase 1: Preparation of the Problem Statement – Proseminar II

Early in their program, students are required to develop a 10-page Problem Statement paper detailing a scholarly problem rooted in both their professional experience and understanding of pertinent literature. The Problem Statement frames students' research idea, and becomes the basis around which initial research questions are developed. Initial research questions are in fact included at the end of the Problem Statement paper.

Students must be enrolled in Proseminar II to begin their work on the Problem Statement (Proseminar I functions as an introductory course). Guidelines for the Problem Statement paper will be provided in the seminar. Once the Problem Statement and accompanying research questions are completed, and with faculty approval, they are formally submitted to the Art and Art Education Review Committee. Students will be notified of the acceptability of their Problem Statement and research questions. If revisions are required, students will be given a date for re-submission. Upon faculty approval, students will receive permission to progress to the next phase of Doctoral Certification.

Phase 2: Writing the Two Qualifying Papers – Advanced Seminar I and II

Once the Problem Statement and related research questions are approved, students, in consultation with faculty, select two of their initial research questions to develop as full research papers. These research papers--or Qualifying Papers--serve as background for the dissertation proposal. The first qualifying paper, an in-depth review of literature on a specific issue, is developed in Advanced Seminar I. The second Qualifying Paper, a field-based study, is developed in Advanced Seminar II.

Guidelines for the Qualifying Papers are provided in the appropriate seminar. Once completed, both Qualifying Papers are submitted, together, to the Art and Art Education Review Committee. Students will be notified of the acceptability of their Qualifying Papers. If revisions are required, students will be given a date for re-submission. Upon faculty approval, students will receive permission to progress to the next phase of Doctoral Certification.

Phase 3: Developing the Dissertation Proposal – Dissertation Seminar

Refer to Appendix 1 for more information.

In order to enter this phase, students must have completed their two Qualifying Papers to the satisfaction of the Art and Art Education Faculty Review Committee. In the Dissertation Seminar, students encounter the intellectual challenge, faculty oversight, and peer review necessary to the rigorous development of the dissertation proposal. At the end of the seminar, students will be expected to have made significant progress on completing a substantive proposal in which they have identified a critical problem; outlined and justified a central question; committed themselves to the major methodological procedures whereby their question will be carried forward; and provided an initial bibliography.

Students are expected to identify their dissertation sponsor while preparing their dissertation proposal (more on the Dissertation Sponsor on page 27).

Once completed and approved by the dissertation sponsor, the complete proposal is submitted to the Art and Art Education Review Committee.

Phase 4: Dissertation Proposal Hearing

Once the dissertation proposal is complete, students are required to participate in a public hearing of their work. For this hearing, students prepare an 8-10 page distillation of their proposal with enough copies to distribute to members of the doctoral faculty and students in attendance. Students are given 20 minutes to present their proposals to the group, which are followed by questions and comments from the doctoral faculty.

Students will be notified of the acceptability of their proposal and proposal presentation. If revisions are required, students will be given a date for re-submission. Upon faculty approval, students will receive permission to progress to the next phase of Doctoral Certification.

Professional Presentation – Exhibition Rating

As part of their certification requirements, all Ed.D.EdD and Ed.D.C.T. students are required to do a professional presentation—a gallery exhibition, a presentation at a professional conference, a published paper, or another demonstration of professional competence. The presentation can happen any time—ideally by the time of the proposal hearing. It must be evaluated by Program faculty. To satisfy the requirement fully, students must enroll for A&HA 6999 Exhibition Rating (0 credits) the semester of their presentation.

Continuous Enrollment – 3 credits/semester or equivalent

Starting with the term following a successful proposal hearing, students are required to be in continuous enrollment for either (a) a minimum of 3 credit points, or (b) enrolled in Dissertation Advisement (A&HA 8900 for 0 credits – tuition equivalent of 3 credits) each fall and spring term, **including the term they defend their dissertation**. If a student has received **exceptional** permission to schedule a dissertation defense in summer, enrollment will also be required for that summer term.

Phase 5: Institutional Review Board (IRB) Approval

All TC research that involves human participants has to be undertaken with the approval of the Institutional Review Board (IRB) to ensure participants are treated fairly and protected fully.

Once a dissertation proposal is approved by the Art and Art Education Doctoral Faculty Review Committee, the student must complete the Institutional Review Board requirements, including the **IRB Training Workshop** (this free, online workshop can be done at any time prior to this stage) and

IRB application. The IRB application must be approved by the dissertation sponsor prior to submission. **Data collection may not start until the IRB application is approved.**

Please see the IRB website for further details:

(<https://www.tc.columbia.edu/institutional-review-board/>).

Phase 6: Doctoral Certification

Doctoral Certification represents full candidacy for the degree. It is the moment when a doctoral student officially becomes a doctoral candidate. One practical benefit of certification is the possibility of auditing courses at Teachers College.

Requirements for certification include:

- o At least 60 completed points (including transferred credits).
- o At least 6 Teachers College courses with evaluative grades, completed subsequent to the first year of doctoral study.
- o No Incompletes.
- o Successful completion of the Research Seminar Sequence, including: ▪ Approved Problem Statement ▪ Two approved Qualifying Papers ▪ Approved Dissertation Proposal o Successful Dissertation Hearing o Successful Professional Presentation o Approved IRB application

Students will work with the Program Secretary and their academic/research advisor to ensure all required certification paperwork has been complied before fully submitting to ODS. To apply for certification, the Program Secretary (arted@tc.columbia.edu) must have the following documents on file:

- Letter of approval of Problem Statement (generated by the Program).
- Letter of approval of Qualifying Papers and accompanying ODS forms (generated by the Program).
- A PDF of the complete dissertation proposal (provided by the student).
- Signed Dissertation Proposal Hearing Report Form (generated by the Program).
- IRB approval notice (provided by TC's IRB to the student; the student must then forward it to the program secretary).
- Degree Audit: The Degree Audit should add to a minimum of 90 credits. Please visit [this link](#) for more information on the Degree Audit.
- Departmental recommendation for certification form, approved by the student's sponsor and Department Chair (generated by the Program).
- For Ed.D.C.T. students who have a minimum of two-years of higher education teaching experience and are therefore not required to complete the teaching internship: College Teaching of an Academic Subject Form (generated by Ed.D.C.T. students and their advisors).

After recommendation for certification has been granted, the Program Secretary will submit the documents to ODS on behalf of the student. ODS typically sends out a letter to students and their advisors to notify certification, but this can sometimes be delayed. The fastest way for a student to see whether they have been Certified is to look at their Degree Audit or their unofficial transcripts.

If students have accrued 60-75 points before they are certified, they must graduate within 5 years from the time of certification. If students have accrued 76 points or more before certification, they must graduate within 4 years from the time of certification.

Phase 7: The Dissertation – Dissertation Advisement

Refer to Appendix 2 for more information.

While working on their dissertations, students are required to enroll in Dissertation Advisement or another course (Independent Study, Doctoral Seminar) with their sponsor (consult your sponsor for the appropriate enrollment). During this time, students must establish regular meeting times with their dissertation sponsor. This ongoing, iterative review process is intellectually healthy. It allows for work to be produced in a timely way and for problems to be addressed before they become serious. In all cases, the dissertation must demonstrate candidates' understanding of the issue of study, competence in research methodologies and methods, capacity for rigorous and original thought, and ability to carry forward and sustain ideas and express them with clarity.

Students can expect the following timeline for completing their dissertation, following IRB approval:

- Generally: 3-5 semesters, plus the semester of the defense (assuming steady, productive work on the student's part).
- In rare cases: 2 semesters, plus the semester of the defense.
- In rare cases: 6 semesters or more.

The timeline for completing a dissertation depends on factors including: (a) the quality of the proposal (clarity, depth, thoroughness), (b) the nature of the study, and (c) the time it takes each student to complete work at the expected scholarly level.

Grant-in-Aid

As students approach the last stages of dissertation work, they may apply for Grant-in-Aid with the Office of Financial Aid. Grant-in-Aid offers financial support on the final two semesters of dissertation writing. Grant-in-Aid is not automatically given and depends upon individual circumstances. For more information and application forms, contact the Office of Financial Aid.

Phase 8: Oral Defense

Refer to Appendix 2 for additional information.

For a defense to take place, students must have completed all dissertation chapters **by the start of the semester when they plan to defend**. Continuous enrollment (3 credits or Dissertation Advisement) is required in the semester of the defense.

After candidates have received consent from their dissertation sponsor that their work is ready for defense, they must complete the "[Notification of Intention to Defend the Ed.D. Dissertation](#)" form. This form must be returned to the Office of Doctoral Studies prior to the deadline set forth during the term in which the final oral defense is to be scheduled. Oral examinations are held in the Autumn and Spring terms, and only in very exceptional circumstances during the Summer.

Once the dissertation is finished, **the student must submit copies of the final draft of the dissertation to each member of the Dissertation Committee at least three weeks before the date set for the oral defense**. It is the candidate's responsibility to be aware of and successfully meet all deadlines for all aspects of the final dissertation review and scheduling of the doctoral defense.

The purpose of the defense is to determine the overall acceptability of the dissertation and to assess the need for revisions prior to the preparation of the final document. The Dissertation Oral Defense is held on a set date and at a specific time for two hours. At the conclusion, the Committee indicates the candidate's status. If the Committee agrees by majority vote that the dissertation is acceptable or can be made acceptable with minor changes approved by the dissertation sponsor, the candidate receives a pass and may proceed with the preparation of the first deposit of the dissertation. If the Committee accepts the Dissertation Oral Defense but requires substantial changes in the dissertation, the revised version must be approved by the dissertation sponsor and one other member. These two faculty members become the Dissertation Revisions Committee. If the Dissertation Oral Defense is judged unsatisfactory the candidate may have the privilege of another Dissertation Oral Defense only by permission of the Ed.D. Committee. No more than two Dissertation Oral Defenses are allowed.

Award Of The Degree

When all degree requirements have been met satisfactorily, including the completion of coursework, doctoral certification, continuous registration, and passing the dissertation defense, and when required copies of the final form of the dissertation and abstract have been deposited with the Office of Doctoral Studies, the candidate must then complete any other steps required by ODS and make certain that all records are complete and in good order.

The Registrar makes the final review of all College and University requirements and authorizes the issuance of the degree. Degrees are awarded by the University in October, February, and May. Commencement occurs only once a year, at the end of the spring term.

DISSERTATION SPONSOR AND DISSERTATION COMMITTEE

The dissertation sponsor is the faculty member with whom a student works on the dissertation. Based on students' research interests and faculty expertise, and availability, students identify their dissertation sponsor from the full-time, professorial Program faculty when they start working on their dissertation proposal. (To clarify, the roles of the dissertation sponsor and the academic advisor are different—the former works with students on the dissertation; the latter helps students select courses. The academic advisor and dissertation sponsor may be two different people or the same person. **Additionally, The Office of Doctoral Studies (ODS) refers to the dissertation sponsor as "dissertation advisor." You will see this term used on the ODS website and doctoral paperwork in place of "dissertation sponsor."**)

The Dissertation Committee comes into being for the purpose of in-process advising and for the dissertation defense. The Committee consists of the dissertation sponsor, the second reader, the third reader, and the external examiner. In consultation with the dissertation sponsor, students identify a second reader and a third reader for the dissertation. These committee members should be a part of the Teachers College faculty. The external examiner—also a Teachers College faculty member—is assigned through the Office of Doctoral Studies once the defense details have been finalized. Committee members from outside Teachers College are appointed in exceptional cases only. Please consult Appendix 2 of this handbook and the bulletin of [Requirements for the Degree of Doctor of Education](#) available from the Office of Doctoral Studies for further details on the committee selection, committee member roles, and the appointment of committee members from other institutions.

DIFFERENCES BETWEEN ODS AND ART AND ART EDUCATION DOCTORAL REQUIREMENTS

The Office of Doctoral Studies (ODS) stipulates Teachers College's [Requirements for the Degree of Doctor of Education](#). There are a few areas where Art and Art Education doctoral requirements differ from those stipulated by ODS, specifically:

- Art and Art Education students are required to submit two Qualifying Papers *instead* of taking Qualifying Examinations.
- The Program in Art and Art Education has additional requirements for certification, described earlier in this handbook.
- The Program in Art and Art Education does not allow cooperative dissertations (that is, dissertations written by two or more people).

In each of these cases, the guidelines of the Program in Art and Art Education supersede ODS requirements.

SUBMISSION DEADLINES

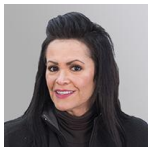
Requirement	Fall Semester Submission to Faculty Review Committee	Spring Semester Submission to Faculty Review Committee
Preparation of Problem Statement	September 15, 2023	TBA
Qualifying Papers	September 15, 2023	TBA
Dissertation Proposal	TBA	TBA

FULL-TIME FACULTY



JUDITH BURTON, Ed.D. *Macy Professor of Education*

Dr. Judith M. Burton holds the Macy Chair of Education at Columbia University Teachers College (TC); she is also a Professor of Art & Art Education. Before coming to TC 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 National Art Education Association (NAEA) and the Ziegfeld Award for services to international art education from the International Society for Education Through Art (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, and the South China Normal University, Guangzhou. She holds an honorary doctorate from the Beaconhouse University, Lahore, Pakistan. She is a trustee of the Maryland Institute College of Art in Baltimore, MD, USA and a former trustee of the Haystack Mountain School of Crafts in Maine, USA. She is the NAEA Eisner Lifetime Achievement honoree for 2015, in recognition of her services to the profession both nationally and globally. Her chapter *Crossings and Displacements: The Artist and the Teacher, Reweaving the Future* is included in the AERA Handbook on Research and Teaching 2016.



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 and 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.



OLGA HUBARD, Ed.D., M.F.A. *Director, Program in Art and Art Education, 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 visual artist since the 1990s. His artistic work crosses a wide range of practices with a strong focus on video, site-specific installation, performance, and land art and has been shown in more than 200 international exhibitions, public installations, and screenings. He is a studio member of the Elizabeth Foundation for the Arts in Midtown Manhattan and represented by Gallery Bundo in South-Korea and Gallery Lindner in Austria. Dr. Jochum was as a Visiting Professor in the media design department of the University of Applied Sciences in Dornbirn (Austria), and 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, prior to becoming full-time faculty, was a Visiting Scholar and Adjunct Professor at Teachers College, developing curricula and teaching courses in new media, social and interactive media, visual culture, philosophy of art, and curriculum design. Dr. Jochum's scholarly interests focus on artistic research practices, studio art teaching and learning in higher education, as well as new media and media art education. He coordinates the

Creative Technologies Certificate as part of the Art and Art Education Program. More information can be found on richardjochum.net.



NICOLE JOHNSON, Ed.D. *Lecturer in Art and Art Education*

Nicole Johnson is a visual artist and art educator from Kingston, Jamaica. She has had over a decade of experience teaching and mentoring collegiate pre-service art education students in her home city and in the United States. She has worked as an art education program chair in her home city and has developed art education curricula for the PK-12 and collegiate levels. Her visual arts practice is grounded in drawing and painting, and focuses on themes of Black female identity, (re)presentation/perception, and personal power. Nicole completed her Ed.D in art education at Teachers College, Columbia University in 2021. Her core research interests are in the professional identity development and lifelong education of art teacher educators.

APPENDICES

APPENDIX 1

FINISHING YOUR DISSERTATION PROPOSAL

At the conclusion of the proposal seminar, the status of each proposal will be assessed based on the Dissertation Proposal Rubric. The seminar instructor will be in charge of the assessment. Individual students' sponsors may participate in this assessment as well. Next steps will be determined at this point.

- o **If the proposal is deemed finished and suitable for a hearing by the end of the Seminar**, the student will:
 - Secure sponsor's approval to defend the proposal,
 - Defend his/her proposal early the following semester (date to be arranged with Art Ed faculty).
 - Promptly move forward with IRB application.

- o **If the proposal is not finished by the end of the seminar**, the student will:
 - Continue to work on the proposal independently over summer. (Note that sponsors are **not** available for advising during the summer term).
 - As soon as school resumes in the fall, continue work on the proposal **with the active, ongoing guidance** of the sponsor. (To receive sponsor guidance at this point, students must be enrolled for at least one credit in **any class** at Teachers College. IND 6000 does not qualify students for advisement.)
 - Complete the proposal.
 - Secure sponsor's approval to defend the proposal.
 - **Hand in proposal to the Program in Art and Art Education by October 15** (no late submissions allowed).
 - Defend proposal in fall hearing, which will be scheduled for two to three weeks following the submission deadline.
 - Once the proposal is approved, work with the sponsor on completing IRB application.

- o **If the proposal is not finished by the October 15 deadline**, the student will continue work on the proposal with the sponsor until the end of the term, and submit and defend the proposal the following semester (the deadline for submissions will be March 15).

- o **If the proposal is not finished by the end of the Fall term**, the student is required to continue work on the proposal under the guidance of the sponsor the subsequent semester. To receive advisement at this point, the student **must** enroll in an Independent Study with the sponsor until the proposal is deemed acceptable for defense. The proposal will be submitted to the Program on the next available deadline.

IMPORTANT NOTE: Sponsors need at least two weeks to read student fragments of work and offer feedback. Factor this into your timeline.

APPENDIX 2

WORKING ON YOUR DISSERTATION

Congratulations! Your dissertation proposal and IRB application are approved and you are ready to start working on the dissertation proper. This is an exciting time--and a time to get ready for **hard work**, mentally and logistically. The clarifying points below will help you know what to expect and clarify some common misconceptions.

- A dissertation is not just a long paper but the result of a deep and rigorous research process. Unlike other work you may have done as a student, a finished dissertation is not “student work” but rather a professional-level research report that adheres to the highest scholarly standards. Therefore, writing a dissertation is **hard work**; it involves challenging intellectual processes and it calls for lots and lots of time and dedication. Most doctoral students engaged in dissertation work comment on how the process feels more difficult and longer than they had expected.
- The *Introduction*, *Literature Review*, and *Methodology* of your proposal **are not** the *Introduction*, *Literature Review*, and *Methodology* of your dissertation. The chapters from the proposal will need to be deepened, expanded upon, edited, tidied-up, etc.--and in some cases rewritten entirely--for the dissertation. This is because (a) the proposal is that: a proposal, and not a dissertation, and the latter calls for deeper and more solid work, and (b) ideas tend to shift and evolve as the research moves forward, and every chapter of the dissertation needs to reflect this evolution. Some of these revisions may happen before you start collecting data.
- When starting to write the dissertation document proper (after data collection and analysis), it **may** make sense to start writing up the findings before working on earlier chapters. This is because the analysis of the data often brings greater focus to the research. A renewed focus inevitably influences the contents of the *Intro*, *Lit Review*, and *Methodology*.
- In most cases, a chapter goes through **multiple drafts** before it is finalized (or “temporarily finalized”—see the point after the next one). The process of writing a dissertation chapter—and a dissertation—involves iterative cycles of writing, rewriting, and re-rewriting.
- It is normal to feel lost at various times while writing the dissertation. There are no step-by-step recipes to walk you through the various parts of the process; each research project and researcher is unique in some ways. With the support of your sponsor, you will ultimately find your own way.
- Once all the chapters of the dissertation finally come together, chapters that had been “temporarily finalized” will likely need to be revised further (though to a lesser extent). This is because each part must work well within the whole dissertation document, and this fit is not always evident when working on/reviewing chapters individually.
- It is always helpful to set deadlines along the way. This said, there is no way your sponsor can guarantee that a certain section, chapter, or the dissertation will be finished by a certain date. With a dissertation, it is not just about finishing something by the deadline, but about accomplishing excellent quality work. This calls for reworking sections until they have the depth and cogency that is expected.
- Keep in mind that your sponsor will need time to give you feedback on your work. Because your sponsor is supervising multiple dissertations simultaneously--as well as doing all of the

work required for teaching courses, advising students, research/scholarship, and college/professional service, a minimum of two weeks is required for your sponsor to have enough time to read your work as you submit it for review along the way. Also keep in mind that you cannot count on being in touch with your sponsor during TC breaks (your sponsor will work with you to figure out what you can accomplish during these breaks so you keep moving forward). Factor this as you envision your timeline.

- You are responsible for selecting a second reader for your dissertation (your sponsor is a good source for suggesting possible options). This should happen soon after your dissertation proposal and IRB proposal are approved. Respectfully approach the faculty member (full-time, professorial faculty from Art and Art Education or another TC program) you wish to invite as a second reader and ask if he or she would be willing to serve on your committee in this capacity. Second readers generally offer helpful feedback along the way, though they may be more or less involved. As soon as you secure a second reader, make sure to have a conversation with both your sponsor and second reader so you are in agreement regarding when and how the second reader will offer feedback and guidance. For example, the second reader may offer feedback on your work only once the sponsor has approved particular sections. Additionally/alternatively, your second reader might join you and your sponsor in key meetings so the two faculty members can comment on your work together. At other times, it might make sense for second readers to offer specific guidance on an aspect of your work that relates to their specific expertise. In any case, it is important that all involved are fully aware of what is going on. Make sure to keep the communication channels open.
- You will select a third reader for your committee (faculty from Art and Art Education or another TC program) sometime before the defense. A fourth reader, from outside the program, will be assigned by Teachers College at the time your defense is scheduled. In most cases, the third and fourth reader read your dissertation once it is totally done and only offer feedback at the defense.
- Readers from outside TC may become part of your committee under exceptional circumstances only.

The Semester of Your Defense

By the **START** of the semester in which you plan to defend, you should have all your chapters finalized--that is, all chapters must already be approved by your sponsor following the necessary rounds of revisions. It is unrealistic to assume that you will be able to finish the dissertation in time for the defense otherwise. Finalizing the dissertation is more than just putting individual chapters together; the whole, collated document needs to be reviewed as such, and will often need to be revised further as chapters come in conversation with each other. The delivery date of the completed full draft to the sponsor, to allow for the back-and-forth revision described above, is **February 1 for Spring defense and September 20 for Fall defense.**

More specifically, these are the processes that will take place during your defense semester:

- Collate finalized chapters to create the whole dissertation document. Hand in for sponsor review (keep in mind that your sponsor will need time to reread the full document carefully).
- Sponsor returns the whole dissertation with feedback to you.
- Make revisions.
- Hand in the revised dissertation for sponsor review (again, your sponsor will need time to read through it). There may or may not be additional feedback. If there is, rework the document yet again and hand it in for another round of review. This process of review and revisions will reoccur until the dissertation is approved for defense.
- Sponsor approves the final draft.
- Copy-edit and format dissertation with all relevant parts (cover page, table of contents, lists of figures and tables, references, etc.).
- Find out from your committee members their individual preferences for the form in which they wish to receive the dissertation (pdf as an email attachment or paper copy, or both). Prepare the documents accordingly.
- Hand in the finished dissertation draft to committee members **three (3) weeks prior** to the scheduled defense date. No exceptions, as this is a College rule.
- Note that the last day to defend a dissertation is a few weeks before the semester ends (check with ODS for the specific date in the semester you are defending). Moreover, coordinating your four committee members' schedules for the defense can sometimes prove quite difficult. This means that you cannot count on defending on the last allowable day; in fact, your defense may end up scheduled a few weeks before the last allowable day. Keep this in mind as you prepare to finalize your dissertation.

From a logistical standpoint:

- Submit your “Intention to Defend” form to ODS by the deadline.
- Make sure that the courses you have taken are in agreement with the program plan you submitted to ODS. If not, work with ODS to clarify any discrepancies. If your committee members have changed from what you told ODS earlier, you will also need to clarify these discrepancies with them. This will involve additional paperwork.
- Once your fourth committee member is assigned, coordinate a date and time for your defense with your committee members (confer with your sponsor first).
- Prepare for the defense (confer with your sponsor).
- Enjoy the defense!

.....
I confirm that I have read this document, had opportunities to ask questions about it, and received clarifying answers to all my questions. As a result, I am clear about what to expect as I work on my dissertation.

Student’s name (print): _____

Signature: _____

Date: _____

Sponsor’s name (print): _____

Sponsor’s Signature: _____

Date: _____

APPENDIX 4

TEACHERS COLLEGE POLICIES

ALL STUDENTS MUST BECOME FAMILIAR WITH TEACHERS COLLEGE POLICIES OUTLINED IN THE ACADEMIC CATALOG: <https://www.tc.columbia.edu/catalog/policies/>

ART AND ART EDUCATION PROGRAM POLICIES

ACADEMIC POLICIES

PLAGIARISM

From the Teachers College Student Conduct Code:

"Students who intentionally or recklessly submit work either not their own or without clear attribution to the original source, fabricate data or other information, engage in cheating, misrepresent academic records or other violations noted below are subject to charges. Those who engage in academic misconduct should expect sanctions up to and including dismissal from TC."

To read the complete TC Student Conduct Code visit this link:

<https://www.tc.columbia.edu/policylibrary/policies/student-conduct-code-academic-integrity-and-general-misconduct-1222590/>

Pay special attention to section 2 on Academic Integrity.

**

In the Program in Art and Art Education, penalties for students who plagiarize can include failing the assignment, failing the course, and dismissal from TC. Cases of plagiarism will be reviewed by the instructor of the course in consultation with the Art Education Faculty Committee.

TRANSFER CREDITS

M.A. students are **not** eligible for transferring credits from previous degrees.

Ed.M. students can transfer **up to** 30 graduate level credits into their degrees. Ed.M. students in the Creative Technologies concentration, however, can only transfer **up to** 25 graduate level credits.

Doctoral students can transfer **up to** 32 graduate level credits into their degrees. **Please note:** Transferred credits may not be applied towards required courses. Due to the number of credit points attached to required courses, doctoral students who transfer the maximum number from another degree (32) may end up accruing more than 90 credits in the end, as they still need to fulfill all courses required for their degree. In other words, it is very possible that some transferred credits will not actually be used towards the 90 point minimum of the doctoral degree. For questions on your specific situation, please consult with your academic advisor.

If you are an EdD or EdM student interested in transferring graduate credits you earned previously, please visit this link through [the Office of the Registrar](#) to initiate the process. Keep in mind that there is no guarantee your credits will be transferred, and that transferred credits will not replace any required courses; rather, they will count as electives.

TC CONTINUOUS REGISTRATION POLICY

Students are required to be continuously registered in a class or independent study each fall and spring session to maintain status in the Program. Read the [complete TC policy here](#).

INCOMPLETE

TC POLICY: 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. 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. Doctoral students with six or more credits with grades of Incomplete included on their program of study will not be allowed to sit for the certification exam.

<https://www.tc.columbia.edu/policylibrary/policies/incomplete-grades-1222553/>

AAE PROGRAM ADDITIONAL POLICY: All work to be submitted with the purposes of changing an Incomplete to a letter grade must be submitted to the appropriate instructor no later than **three weeks prior to the one-year deadline** stipulated by the College. Work submitted to the instructor later than three weeks prior to the one-year deadline **will not be considered**, as faculty need time to review the work and assess its acceptability by the College deadline.

ACADEMIC PERFORMANCE

The 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 program, or in dismissal from the 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.

<https://www.tc.columbia.edu/policylibrary/policies/academic-standards-for-students-1222508/>

AUDITING

Please refer to TC's auditing policy by visiting this link:

<https://www.tc.columbia.edu/policylibrary/associate-provost-enrollment-services/auditing/>

STUDIO USE

According to Teachers College policy, individuals may not use TC studio facilities without being officially registered with the College. The Program in Art and Art Education further stipulates that the use of studios is reserved for students who are registered for a TC studio course, Independent Studio Work, or a community program in the particular studio area.

This said, active students in the Program in Art and Art Education may request to use a studio that is not attached to one of their courses. To make such requests, students must contact the Art and Art Education Program Manager to propose and establish their goals and expertise in the area. A conversation will ensue with the full-time faculty member responsible for the studio, the program manager, the studio instructor(s), and the studio fellow(s). The goal of this conversation is to discuss materials, work schedule, and support needed, as well as the possibility of storage. Approval may not be granted or denied solely by a studio fellow.

Students requesting to use a studio that is not attached to one of their courses may be asked to provide their own materials and may or may not have access to storage space. Depending on the situation, students may also be asked to register for a specific course or Independent Studio Work to earn access to the studio. It is to everyone's benefit that we are respectful of the Program's workspaces.

To submit a studio use proposal, or if you have any further questions about studio access, please contact the Program Manager, Samantha Clay Reagan, at sfc2115@tc.columbia.edu and copy the Art Ed Office (artofc@tc.columbia.edu).

ACADEMIC POLICIES SPECIFIC TO DOCTORAL STUDENTS

(Doctoral students must make sure to read policies for all students above)

REVIEW OF DOCTORAL PAPERS

At each stage of the doctoral certification process, work will be submitted for formal review. Consistent with TC's retake policy, if revisions are required following the first review, a deadline for a second submission will be given. Students will be expected to complete revisions in a timely fashion and with advisement, as specified in writing by the Faculty Review Committee. In the event that the second formal review is unsatisfactory, a faculty meeting will be convened to discuss the student's progress in the Program, with the option of recommending to the Registrar the transfer of the student to another degree program or the discontinuation of the student's doctoral candidacy.

ANNUAL DOCTORAL REVIEW PROCESS

The Art and Art Education Doctoral Review Committee will review doctoral student progress at the end of each academic year. Three levels of progress are identified within the Program:

Good Academic Progress	All academic requirements set by the College and the Program are being met in a timely and successful way.
Adequate Academic Progress	Some academic requirements remain outstanding and need attention for completion of the degree.
Inadequate Academic Progress	Many academic requirements remain outstanding and student performance is in question.

In the event a student receives a progress review that indicates Inadequate Academic Progress, a faculty meeting will be convened to discuss the student's status with the option of recommending to the Registrar the transfer of the student to another degree program or the discontinuation of the student's doctoral candidacy.

HYBRID DOCTORAL WORK

Students interested in presenting doctoral papers and dissertations in hybrid form (that is, through art forms that explore and communicate scholarly ideas) must first secure permission from the Art & Art Education Faculty Committee. Faculty will grant permission when students demonstrate the following:

1. Understanding of the scholarly terrain--key ideas, arguments, findings, positions--within which they plan to situate their research.
2. Ability to articulate and communicate scholarly ideas through traditional written text.
3. Expertise in the art form they wish to adopt in their paper(s)/dissertation.
4. Fit of the art form they wish to use to (a) their research interests and (b) meeting the requirements of specific doctoral papers/dissertations.

To request permission, students must write a proposal to the Art & Art Education Faculty Committee, explaining how they plan to meet the requirements of the specific paper or dissertation through their selected format. The proposal should also include explanations and/or evidence that speak to the four requirements above.

APPENDIX 4 PROGRAM RESOURCES

FAQ

We urge all students to refer to the FAQ page on the Art and Art Education website:

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

Art and Art Education Newsletter

The Art and Art Education Program receives many requests from individuals and organizations seeking highly qualified personnel for leadership positions.

We strongly encourage all students to review the weekly emails from the Program, containing a variety of job openings, and to attend the career preparedness workshops offered by Teachers College throughout the school year.

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.

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 Macy Art Gallery events and other special projects of the Program. Many of the publications are of interest to students carrying out original research. All publications are free of charge.

Darvin-Kriegman Library

The Program maintains a small library located just off the Macy Gallery established in memory of a beloved 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.

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."

Special Collections

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

Manuscript Collections

Victor D'Amico Papers: The papers of a widely influential progressive art educator, director of education at the Museum of Modern Art from 1937 to 1969, and organizer of art "carnivals" in New York, Barcelona, Milan, Brussels, and New Delhi. Documentation includes correspondence, drafts of lectures and articles, photographs, slides, and architectural drawings.

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.

Each of the collections of original art have been 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

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.

Ed.D. Course Requirements: Overview

TRANSFER **32 max.**

- Relevant graduate-level credits from other schools.
- Students must request a transfer review from the Registrar.

RESEARCH

Seminar Sequence (Must be taken in the order below) **15**

- | | |
|---|---|
| 1. A&HA 5504 Proseminar in Art Ed I (F) | 3 |
| 2. A&HA 5504 Proseminar in Art Ed II (Sp) | 3 |
| 3. A&HA 6510 Advanced Seminar: Qual 1 (F) | 3 |
| 4. A&HA 6510 Advanced Seminar: Qual 2 (Sp) | 3 |
| 5. A&HA 7502 Dissertation Sem: Proposal (F) | 3 |

Research Methods **4 - 6 min.**

2 courses minimum; to be selected carefully with advisor.

- One course should be an overview of various research methods; it must be taken before the second Advanced Seminar (Qual 2).
- The second course must relate to individual students' methodological needs.
- These courses may be taken within Art Ed or in other TC programs.
- Students will benefit from taking additional research methods courses.

CONTENT (Electives) **31 - 33 (flexible)**

- **To be selected carefully with advisor, considering student's scholarly focus.**
- Credits in this section are flexible, dependent on the number of Research Methods and Studio credits taken.
- Some of these credits **may** be "saved" for Continuous Enrollment/Dissertation Advisement.

Art and Art Education

- **A minimum of 12 credits in TC's Art and Art Education Program are strongly suggested.**

Concentration (if applicable)

Breadth (TC "Out-of-Program" courses)

Other (e.g. Columbia courses)

STUDIO **6 min.**

- From Art and Art Education offerings

PROFESSIONAL PRESENTATION

A&HA 6999 Exhibition Rating 0

DISSERTATION ADVISEMENT/CONTINUOUS ENROLLMENT **X**

- Once your dissertation proposal is approved every semester you must be enrolled for either:
- A&HA 8900 Dissertation Advisement (0 credits; tuition equivalent to 3 credits)
 - or**
 - Three (3) TC credits (courses to be selected with advisement).
- Credits from the "Content: Electives" section may be saved for this requirement.

TOTAL CREDITS **90 min**

Ed.D.C.T. Course Requirements: Overview

	credit points
TRANSFER	32 max.
<ul style="list-style-type: none"> - Relevant graduate-level credits from other schools. - Students must request a transfer review from the Registrar. 	
RESEARCH	
Seminar Sequence (Must be taken in order below)	15
1. A&HA 5504 Proseminar in Art Ed I (F)	3
2. A&HA 5504 Proseminar in Art Ed II (Sp)	3
3. A&HA 6510 Advanced Seminar: Qual 1 (F)	3
4. A&HA 6510 Advanced Seminar: Qual 2 (Sp)	3
5. A&HA 7502 Dissertation Sem: Proposal (F)	3
Research Methods	4 - 6 min.
<p>2 courses minimum; to be selected carefully with advisor.</p> <ul style="list-style-type: none"> - One course should be an overview of various research methods; it must be taken before the second Advanced Seminar (Qual 2). - These courses may be taken within Art Ed or in other TC programs. - Students will benefit from taking additional research methods courses. 	
ART COLLEGE TEACHING - REQUIRED	7
A&HA 5081 Advanced Curriculum (biyearly)	3
A&HA 6002 Teaching & Admin of the Arts in College (biyearly)	3
A&HA 6482 Internship in the Teaching of College	1
<i>(Internship can be waived for students with 2 documented years of teaching at the college level.)</i>	
BREADTH - Courses at TC OUTSIDE Art Education (not A&HA)	15 min.
A. Higher/Adult Education**	4-6
<p>At least two courses, each for 2 credits minimum (selected by advisement).</p> <p>Suggested:</p> <p>ORLD 4051 How Adults Learn ORLD 4053 Facilitating Adult Learning</p>	
CONTENT (Electives) B. Other Breadth Courses	9-11
<p>To be selected carefully with advisor, considering student's scholarly focus. Must be outside Art Education at Teachers College (not Columbia).</p>	
STUDIO	6 min.
- From Teachers College's Art and Art Education offerings.	
ELECTIVES / CONCENTRATION (when applicable)	9 - 11
<ul style="list-style-type: none"> - To be selected carefully with advisor, considering student's scholarly focus. - May be taken within Art Ed or other TC programs, at Columbia, or at other schools (if no concentration). - A minimum of 12 credits in TC's Art and Art Education Program are strongly suggested. - Some of these credits may be "saved" for Continuous Enrollment/Dissertation Advisement. 	
PROFESSIONAL PRESENTATION	
A&HA 6999 Exhibition Rating	0
DISSERTATION ADVISEMENT/CONTINUOUS ENROLLMENT	X
<p>Once your dissertation proposal is approved every semester you must be enrolled for either:</p> <ul style="list-style-type: none"> - A&HA 8900 Dissertation Advisement (0 credits; tuition equivalent to 3 credits) or - Three (3) TC credits (courses to be selected with advisement). <p>Credits from the "Content: Electives" section may be saved for this requirement.</p>	
TOTAL CREDITS	90 min.

* Requirements of The Office of Doctoral Studies (ODS) for the Ed.D.C.T. Program.

** These courses must deal with higher education, adult education, curriculum on the collegiate level, psychology of late adolescence, and/or psychology of the adult. Usually offered by ORLD and ORLH but others may qualify. Cannot be A&HA.

Ed.D.C.T. Course Planning Checklist

Name:

Semester entered:

Academic advisor:

CR	TERM

TRANSFER

RESEARCH

Seminar Sequence (Must be taken in order below)

term:

1.	A&HA 5504 Proseminar in Art Ed I (F)	3																		
2.	A&HA 5504 Proseminar in Art Ed II (Sp)	3																		
3.	A&HA 6510 Advanced Seminar: Qual 1 (F)	3																		
4.	A&HA 6510 Advanced Seminar: Qual 2 (Sp)	3																		
5.	A&HA 7502 Dissertation Sem: Proposal (F)	3																		

Research Methods

2 courses minimum

- One course should be an overview of various research methods; it must be taken before the second Advanced Seminar.
- May be taken in Art Ed or other TC programs.
- Selected by advisement.

ART COLLEGE TEACHING - REQUIRED

A&HA 5081 Advanced Curriculum (biyearly)	3																			
A&HA 6002 Teaching & Admin of the Arts in College (biyearly)	3	ODS req*																		
A&HA 6482 Internship in the Teaching of College	1																			

Internship can be waived for students with 2 years of teaching at the college level.

BREADTH - Courses at TC OUTSIDE Art Education (not A&HA)

ODS req*

A. Higher/Adult Education**

4-6 ODS req*

At least two courses, each for 2 credits minimum (selected by advisement).

Suggested:

ORLD 4051 How Adults Learn																				
ORLD 4053 Facilitating Adult Learning																				

B. Other Breadth Courses

9-11 ODS req*

Must be outside Art Education

at Teachers College (not Columbia).

STUDIO

ELECTIVES / CONCENTRATION (when applicable)

- May be in Art Ed and/or other TC programs , at Columbia, or at other schools (if no concentration).
- Some of these credits may be "saved" for Continuous Enrollment/Dissertation Advisement.

PROFESSIONAL PRESENTATION

A&HA 6999 Exhibition Rating	0																		
-----------------------------	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

DISSERTATION ADVISEMENT/CONTINUOUS ENROLLMENT **X**

- Once your dissertation proposal is approved, every semester you must be enrolled for either:
- A&HA 8900 Dissertation Advisement (0 credits; tuition equivalent to 3 credits) OR three (3) TC credits.
 - Credits from the "Content: Electives" section may be "saved" to meet this requirement.

TOTAL CREDITS 90 **ACCRUED**

* Requirements of The Office of Doctoral Studies (ODS) for the Ed.D.C.T. Program.
 ** These courses must deal with higher education, adult education, curriculum on the collegiate level, psychology of late adolescence, and/or psychology of the adult. Usually offered by ORLD and ORLH but others may qualify. Cannot be A&HA.

TEACHERS COLLEGE, COLUMBIA UNIVERSITY
PROGRAM IN ART AND ART EDUCATION

525 WEST 120TH STREET
NEW YORK, NEW YORK 10027

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

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