

90 CREDIT DEGREE

PROGRAM IN ART AND ART EDUCATION

DOCTORAL STUDENT HANDBOOK

Teachers College
COLUMBIA UNIVERSITY



2024-2025

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Welcome

From AAE Program Director

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

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

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

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

Please read and use this **handbook** to help you navigate our Program. Here you will find everything you need to complete the steps toward the successful accomplishment of your degree – take time to get acquainted.

Judith M. Burton
Macy Professor of Education and Program Director



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 Current Student 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/doctoral/forms/requirements/>

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 clusters 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

Students who joined TC before the Summer of 2024 and who did not secure an official transfer from the 90-point doctoral program to the 75-point doctoral program by the Spring of 2024 must follow this handbook for the 90-point doctoral program.

Students who secured an official transfer from the 90-point doctoral program to the 75-point doctoral program by the Spring of 2024 must follow the 75-point doctoral handbook.

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 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.

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

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 semester 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:

- National Art Education Association (NAEA - www.arteducators.org)
- Art Education Research Institute (AERI - <https://www.aeroinstitute.org/>)
- International Society for Education Through Art (InSEA - <http://www.insea.org>)
- College Art Association (CAA - www.collegeart.org)
- American Educational Research Association (AERA - www.aera.net)
- American Alliance of Museums (AAM - <https://www.aam-us.org>)
- 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 newsletter 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.**

The Ed.D. and Ed.C.C.T. Degree Programs in Art and Art Education do not include teaching assignments at Teachers College for students.

While the Program endeavors to support students' professional development in the ways that we can, we are not in a position to promise teaching appointments to doctoral for the following reasons:

- Unlike other universities with doctoral programs, TC does not have undergraduate students. Undergraduates are the population that doctoral students at other universities typically teach.
- TC requires that instructors of all courses hold a doctoral degree. Consistent with the higher studio art education landscape, the Program additionally requires for studio instructors to hold an MFA. (Exceptions to the degree requirements can sometimes be made for candidates with pertinent, outstanding professional experience, and when suitable candidates with the required credentials are not available.)
- We have a dedicated group of instructors who are experts in the subjects they teach. Every so often, an instructor leaves, creating a new teaching opportunity. When we cannot find a suitable candidate with a doctoral degree to fill the position, the Program explores if the expertise we need is represented within our doctoral students. When this is the case, we may invite a doctoral student to teach.

- Many schools and departments have small doctoral programs. By contrast, we have a very large doctoral program. Our student numbers way exceed the limited teaching opportunities that open up in the Program.
- TC insists on maintaining robust enrollment in all courses. Creating new courses—for example, courses focused on our doctoral students' expertise—on top of courses we already offer, dilutes the healthy enrollment of existing courses. This, in turn, can lead to courses **being canceled due to low enrollment, or on reduced compensation for instructors with small classes.**
- While some doctoral students do end up teaching in our program (under the circumstances mentioned earlier), the number of doctoral students who teach in the Program is small relative to the size of our doctoral program.

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 degree 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:

ART EDUCATION CORE COURSES (10-13 POINTS)		PAPER/PRESENTATION	POINTS	TAKEN
1	A&HA 5504 Proseminar in Art Ed	Preliminary Literature Synthesis	3	
2	A&HA 5504 Proseminar in Art Ed II	Problem Statement Paper	3	
3	A&HA 6510 Advanced Seminar	Qualifying Paper 1: Literature Review	3	
4	A&HA 6510 Advanced Seminar II	Qualifying Paper 2: Field Study	3	
5	A&HA 7502 Dissertation Seminar	Dissertation Proposal Proposal Hearing	3	

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. See [page 29](#) for details on the Professional 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

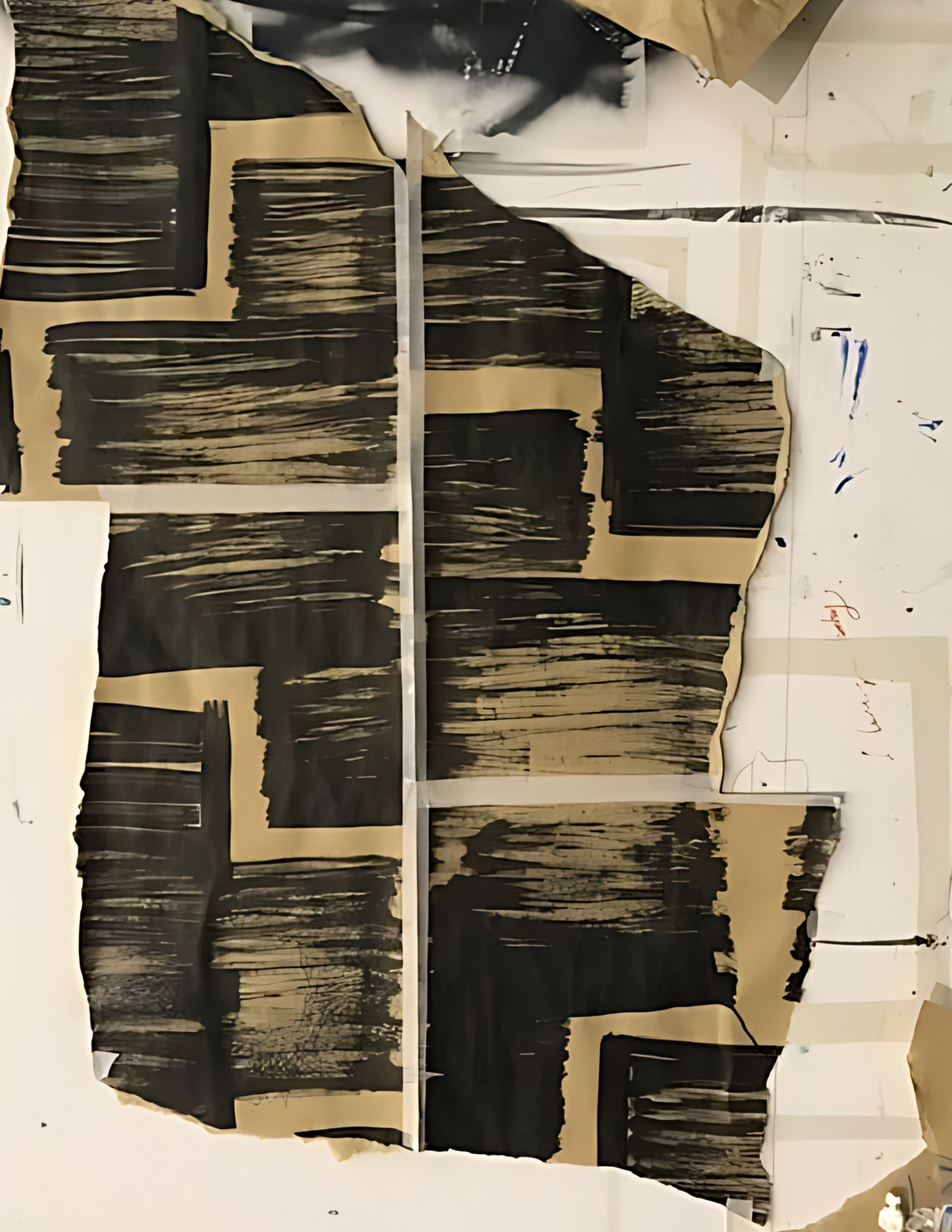
- Three (3) Teachers College credit points. With careful planning, students may take some of their "Content" courses after they defend their proposal to help satisfy the continuous enrollment.

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
submitted via Degree Works Degree
Audit in MyTC for certification.**



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

Overview

The Ed.D.C.T. Degree 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, adult/higher education, 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 degree 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:

ART EDUCATION CORE COURSES (10-13 POINTS)		PAPER/PRESENTATION	POINTS	TAKEN
1	A&HA 5504 Proseminar in Art Ed	Preliminary Literature Synthesis	3	
2	A&HA 5504 Proseminar in Art Ed II	Problem Statement Paper	3	
3	A&HA 6510 Advanced Seminar	Qualifying Paper 1: Literature Review	3	
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5	A&HA 7502 Dissertation Seminar	Dissertation Proposal Proposal Hearing	3	

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 One-semester Internship in the Teaching of College

Internship Requirement Details

The Internship in the Teaching of College provides supervised studio teaching experience to students in the Ed.D.C.T. During this internship, the student intern works alongside the instructor of record in a higher education studio course, where the instructor of record serves as a mentor. The majority of internships

our Ed.D.C.T. students undertake take place outside TC. When the circumstances are right, an internship may also take place in one of TC's studios. Students may find an internship site on their own, having previously conferred with their advisor. Alternatively, students may confer with their advisor, who can provide guidance and support in the search for an internship site.

The Office of Doctoral Studies will waive the internship for students with **two years of documented** studio teaching experience in higher education.

Content Courses (Electives) – around 9-11 credits

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

- 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).
- 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. See [page 29](#) for details on the Professional 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 submitted via Degree Audit in My TC for certification.

SUGGESTED Courses

Art and Art Education

Access course descriptions through this [link](#). Please be sure to confer with your advisor each semester prior to registration.

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 Art 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 degree 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 track 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. **Problem Statement papers are a maximum of 10 pages, not including the questions and references at the end. Students must abide by APA: 1" margins, 12 point font, double spaced, using Times New Roman font.**

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.

Qualifying Papers have a strict page limit of 30 pages, not including cover page or references. Papers should conform to APA standards and be double spaced, 1 inch margins, using Times New Roman font. Additional 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 advisor while preparing their dissertation proposal (more on the Dissertation Advisor on [page 33](#)).

Once completed and approved by the dissertation advisor, 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.

The Professional Presentation requires doctoral students to seek opportunities to present their professional and academic expertise to the world *beyond* Teachers College as part of their degree program. It is an opportunity for professional and academic growth, leadership, and networking.

1. Professional Presentations can be fulfilled through:

- One- or two-person conference or symposium presentations (panels with 3 or more presenters are not acceptable).
 - One- or two-person art exhibitions (group exhibitions are not acceptable unless they are at a major venue, for example, a nationally/internationally renowned museum).
 - Published writing such as:
 - a peer-reviewed article (2 authors maximum).
 - a book chapter (2 authors maximum).
 - a curriculum that is implemented in sites other than the author's workplace.
 - Leading a professional development session at a site that is not the author's regular workplace.
 - A guest talk in a higher education course.
- 2.** All professional presentations must take place outside Teachers College (publications in Teachers College Press are an exception).
 - 3.** GRAE presentations do not satisfy the Professional Presentation.
 - 4.** A TC faculty member must attend the Professional Presentation. If this is not possible, the student will confer with their advisor on the best way to document the presentation.
 - 5.** Ideally, the Professional Presentation will take place during the second half of a student's program. This way, the Presentation can feature insights gained during the student's time at TC.
 - 6.** Students are responsible for seeking opportunities for their professional presentation themselves (applying to conferences, applying for exhibitions, etc.). This process is part of the initiative and professional growth the program aims to promote. If a student is struggling to find opportunities, the faculty can offer guidance.
 - 7.** To satisfy the Professional Presentation requirement, students must enroll for A&HA 6999 Exhibition Rating (0 credits) with their advisor in the semester in which the Professional Presentation takes place.

The Macy Art Gallery is not to be expected to extend exhibition opportunities to students hoping to fulfill the Professional Presentation requirement through an art show. The Gallery receives multiple exhibition proposals each year and, due to time constraints, is only able to accommodate a relatively small portion of these proposals.

Continuous Enrollment – 3 credits/ semester or equivalent

Starting with the semester 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 semester, **including the semester 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 semester.

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 advisor 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:

- At least 60 completed credits (including transferred credits)
- At least 6 Teachers College courses with evaluative grades, completed subsequent to the first year of doctoral study.
- No Incompletes.
- Successful completion of the Research Seminar Sequence, including:
 - Approved Problem Statement
 - Two approved Qualifying Papers
 - Approved Dissertation Proposal
- Successful Dissertation Hearing
- Successful Professional Presentation
- 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 Works Degree Audit
- Departmental recommendation for certification form, approved by the student's dissertation advisor 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.

Degree Completion Deadlines:

Students who are enrolled in the 90 credit doctoral program must graduate within 5 years from the time of certification if they have accrued 60-75 credits before they are certified. If these 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 (A&HA 8900) or another course (Independent Study,

Doctoral Seminar) with their dissertation advisor (consult your advisor for the appropriate enrollment). During this time, students must establish regular meeting times with their dissertation advisor. 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 advisor 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 semesters in which the final oral defense is to be scheduled. Oral examinations are held in the Autumn and Spring semesters, 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 advisor, 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 advisor 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 semester.

DISSERTATION ADVISOR AND Dissertation Committee

The dissertation advisor 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 advisor 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.

The Dissertation Committee comes into being for the purpose of in-process advising and for the dissertation defense. The Committee consists of the dissertation advisor, the second reader, the third reader, and a 4th reader or “outside reader” (a faculty member outside of the AAE Program). In consultation with the dissertation advisor, students identify their second, third, and fourth/external readers. These committee members should be a part of the Teachers College faculty 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 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).

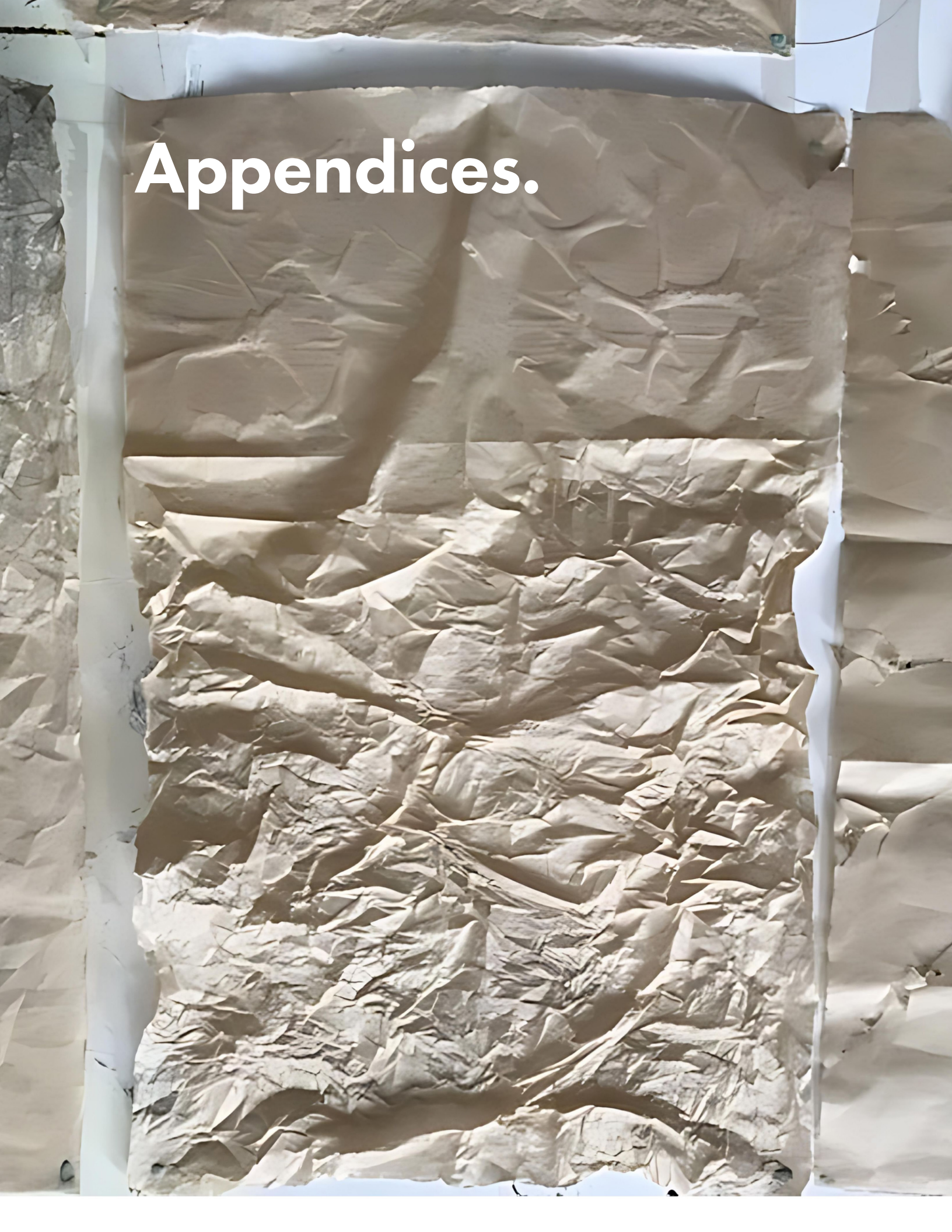
In each of these cases, the guidelines of the Program in Art and Art Education supersede ODS requirements.

SUBMISSION

Deadlines

	Requirement	Fall Semester Submission to Faculty Review Committee	Spring Semester Submission to Faculty Review Committee
1	Preparation of Problem Statement	September 16, 2024	TBA
2	Qualifying Papers	September 16, 2024	TBA
3	Dissertation Proposal	TBA	TBA

Appendices.

The image shows a close-up of a book cover. The cover is made of a crumpled, textured brown paper that resembles recycled paper or a paper bag. The word "Appendices." is printed in a clean, white, sans-serif font in the upper left quadrant of the cover. The paper has various creases and folds, creating a complex, organic pattern of light and shadow. The edges of the cover are slightly worn and uneven.

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' dissertation advisors may participate in this assessment as well. Next steps will be determined at this point.

- **If the proposal is deemed finished and suitable for a hearing by the end of the Seminar,** the student will:
 - Secure dissertation advisor'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.

- **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 dissertation advisors are **not** available for advising during the summer semester).
 - As soon as school resumes in the fall, continue work on the proposal **with the active, ongoing guidance** of the dissertation advisor. (To receive advisor 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 dissertation advisor's approval to defend the proposal.
 - **Hand in proposal to the Program in Art and Art Education by the stipulated date** (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 dissertation advisor on completing IRB application.

- **If the proposal is not finished by the deadline**, the student will continue work on the proposal with the dissertation advisor until the end of the semester, and submit and defend the proposal the following semester (the deadline for submissions will be March 15).
- **If the proposal is not finished by the end of the Fall semester**, the student is required to continue work on the proposal under the guidance of the dissertation advisor the subsequent semester. To receive advisement at this point, the student **must** enroll in an Independent Study with the dissertation advisor until the proposal is deemed acceptable for defense. The proposal will be submitted to the Program on the next available deadline.

IMPORTANT NOTE: Dissertation advisors 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 dissertation advisor, 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 dissertation advisor 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 dissertation advisor will need time to give you feedback on your work. Because your dissertation advisor 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 dissertation advisor 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 dissertation advisor during TC breaks (**your dissertation advisor 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 dissertation advisor 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 dissertation advisor 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 dissertation advisor has approved particular sections. Additionally/alternatively, your second reader might join you and your dissertation advisor 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. At around that time, you will also select a fourth or “external” reader, who must be from outside the program. In most cases, the third and fourth reader read your dissertation once it is totally done and only offer feedback at the defense.

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 dissertation advisor 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 dissertation advisor, 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 dissertation advisor review (keep in mind that your dissertation advisor will need time to reread the full document carefully).
- dissertation advisor returns the whole dissertation with feedback to you.
- Make revisions.
- Hand in the revised dissertation for dissertation advisor review (again, your dissertation advisor 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.
- dissertation advisor 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 dissertation advisor first).
- Prepare for the defense (confer with your dissertation advisor).
- 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):

Student’s Signature:

Date:

Dissertation Advisor’s name (print):

Dissertation Advisor’s Signature:

Date:

APPENDIX 3

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.

Doctoral students enrolled in the 90 credit degree can transfer **up to 32** graduate level credits into their degrees, while Doctoral students enrolled in the 75 degree can transfer up to 17 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 may end up accruing more than the total number of required degree credits in the end. 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.

APPLYING CREDITS FROM PREVIOUS TC DEGREES

If you earned an M.A. or Ed.M. in Art and Art Education at Teachers College and are accepted into the Ed.D./Ed.D.C.T. your 32/34/40/60 credits (the number of credits depend on your earlier degree) can be applied towards the doctoral degree.

However, there are a few important considerations

- Any required courses or experiences towards the Ed.D. that you did not complete as part of your M.A. or Ed.M. will still need to be completed (see the doctoral handbook for a list of required courses and experiences).
- The Ed.D. includes a sequence of five required, in-person, 3-credit seminars that must be taken one after the other over the course of 5 semesters (fall and spring; no summer offerings). There is no shortcut around this.
- As students join the doctoral degree and refine their interests, it is highly advisable for them to take courses related to their interests that are not included as “required” in the program plan, but rather fall under the “elective” category. Work in these courses enhances students’ knowledge and understanding, informing their doctoral research in crucial ways.
- Students must comply with TC’s continuous enrollment requirement, which stipulates that, following the proposal hearing (which happens in semester 6), students must remain enrolled at TC for 3 credits (or equivalent) every fall and spring semester (not summer) until they defend their dissertation. The continuous enrollment requirement also applies to the semester of the dissertation defense.
- Work on the dissertation proper starts after the 5th semester and may be done remotely. The time frame between proposal hearing (semester 6) and dissertation defense tends to be between 2 and 3 years, sometimes a bit more, depending on the student.
- Students with an earned M.A. or Ed.M. in Art and Art Education from TC who also hold an MFA, or an additional graduate degree not granted by TC’s Program in Art and Art Education, may not transfer credits from the additional degree into their Ed.D./Ed.D.C.T.

In sum, students with a previous M.A or Ed.M. in Art and Art Education from TC who apply their 60 credits towards a doctoral degree can expect to:

(1) end up accruing more than the 90 credits by the end of their degree. The number of additional credits will depend on which courses the student took in their M.A./Ed.M., which “elective” courses they take as doctoral students, and how long it takes them to complete their dissertation.

ACADEMIC POLICIES SPECIFIC TO DOCTORAL STUDENTS

(Doctoral students must also 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.

MULTIMODAL DOCTORAL WORK

Students interested in presenting doctoral papers and dissertations in multimodal 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.



PROGRAM

Resources

Dates and Deadlines

For relevant dates, please refer to TC's [online calendar](#) and the [ODS \(Office of Doctoral Studies\) calendar](#)

FAQ for Current Students

The [FAQ for Current Students webpage](#) is a great and important resource available to all current students in the Art & Art Education Program. It addresses a variety of important questions and information. This resource is updated on a semester basis. We urge students to bookmark this webpage on their preferred browser to reference throughout their time at TC.

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

Art and Art Education Newsletter

The Art 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.

Darwin-Kriegman Memorial 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 opportunities 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.

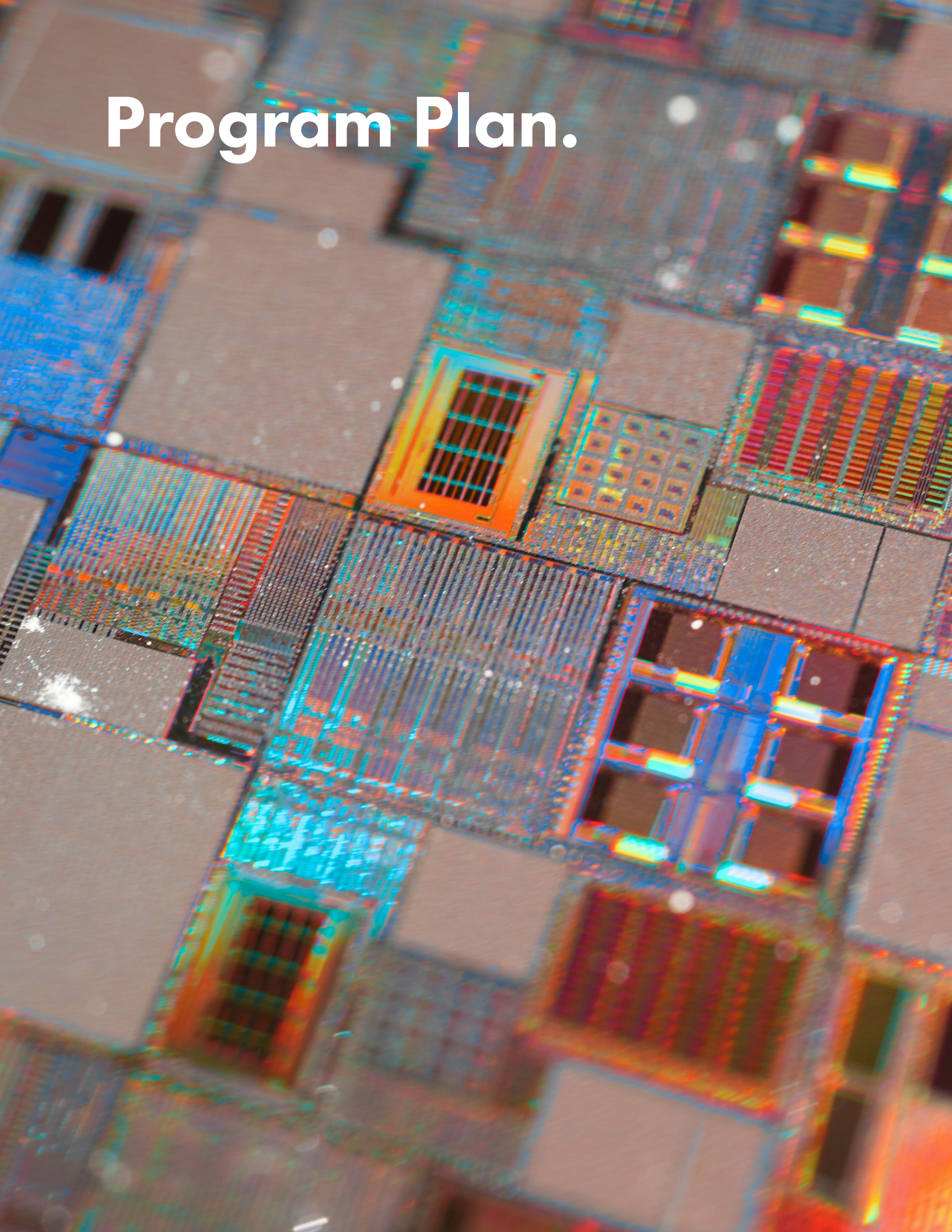
Arthur Dow Collection: Over 300 works by the Teachers College students in the fine arts program in the period approximately 1905-1923, who studied under Professor Arthur Dow, a leader in the arts and crafts movement. The collection provides extensive evidence of the links between Dow’s theories and the 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 Center for Arts Education Research

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

Program Plan.



Course Requirements: Overview for 90 Credit Degree

Credit Points

Transfer.	<ul style="list-style-type: none"> • Relevant graduate-level credits from other schools. • Students must request a transfer review from the Registrar. 	32 Max.
Research.	Seminar Sequence (Must be taken in the order below) <ol style="list-style-type: none"> 1. A&HA 5504 Proseminar in Art Ed I (F) 2. A&HA 5504 Proseminar in Art Ed I (F) 3. A&HA 6510 Advanced Seminar: Qual 1 (F) 4. A&HA 6510 Advanced Seminar: Qual 2 (Sp) 5. A&HA 7502 Dissertation Sem: Proposal (F) 	15
Research Methods	2 courses minimum <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). • The second course must relate to individual students' methodological needs. • Courses may be offered by Art Ed and/or other TC programs. • Students will benefit from taking additional research methods courses. 	4-6 Min.
Content Electives	To be selected carefully with advisor, considering student's scholarly focus. <ul style="list-style-type: none"> • 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. 	31-33 Flexible
Art and Art Ed.	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. from Columbia)	
Studio.	From Art and Art Education offerings	6 Min.
Professional Presentation		0
	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 for this requirement.	
Total Credits.		90

Course Requirements: Planning Checklist for 90 Credit Degree

Transfer.		32 Max.	CR	TERM
	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 I (F)	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	4-6		
	<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. May be taken within Art Ed or other TC programs. Selected by advisement. 			
Content Electives		31-33 Flexible		
	<ul style="list-style-type: none"> 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 Advisment. 			
Art and Art Ed.	Including Optional Concentration			

Breadth	(TC "Out-of-Program" courses)		CR	TERM	
Other	(e.g. from Columbia)				
Studio.	From Art and Art Education offerings	6 Min.			
Professional Presentation					
	A&HA 6999 Exhibition Rating	0	0		
Dissertation Advisement	Continuous Enrollment				
	<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. Credits from the "Content: Electives" section may be saved for this requirement. 				
Total Credits.			90 Min.	ACCRUED	

Course Requirements: Overview for 90 Credit Degree

Credit Points

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 I (F)

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; to be selected carefully with advisor

4-6 Min.

- 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)

A&HA 6002 Teaching & Admin of the Arts in College (biyearly)

ODS req*

A&HA 6482 Internship in the Teaching of College

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*

15 Min.

A. Higher/Adult Education**

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

4-6

Suggested:

ORLD 4051 How Adults Learn

ORLD 4053 Facilitating Adult Learning

Content (Electives)

B. Other Breadth Courses

To be selected carefully with advisor, considering student's scholarly focus.

Must be outside Art Education at Teachers College (not Columbia).

ODS req*

9-11

Studio.

From Teachers College's Art and Art Education offerings

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, Columbia, or 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		0
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: A&HA 8900 Dissertation Advisement (0 credits; tuition equivalent to 3 credits)</p> <p>or</p> <p>Three (3) TC credits. Credits from the "Content: Electives" section may be saved for this requirement.</p>		
Total Credits.		90

* Requirements of The Office of Doctoral Studies (ODS) for the EdDCT 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.**

Course Requirements: Planning Checklist for 90 Credit Degree

Transfer.		32 Max.	CR	TERM
	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 I (F)	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	4-6		
	<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. May be taken within Art Ed or other TC programs. Selected by advisement. 			
Art College Teaching.	REQUIRED	7		
	A&HA 5081 Advanced Curriculum (biyearly)			
	A&HA 6002 Teaching & Admin of the Arts in College (biyearly)	ODS req*		
	A&HA 6482 Internship in the Teaching of College			
	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)	15 Min.		
	A. Higher/Adult Education** At least two courses, each for 2 credits minimum (selected by advisement).	ODS req*		
	Suggested:	4-6		
	ORLD 4051 How Adults Learn			
	ORLD 4053 Facilitating Adult Learning			

Other Breadth		9-11	CR	TERM
B. Other Breadth Courses <i>Must be outside Art Education at Teachers College (not Columbia).</i>		ODS req*		
Studio.	From Art and Art Education offerings	6 Min.		
Electives	OPTIONAL CONCENTRATION (when applicable)	11-9		
<ul style="list-style-type: none"> • May be in Art Ed or other TC programs, Columbia, or other schools (if no concentration) • Some of these credits may be "saved" for Continuous Enrollment/Dissertation Advisment. 				
Professional Presentation				
A&HA 6999 Exhibition Rating		0	0	
Dissertation Advisement	Continuous Enrollment			
<p><i>Once your dissertation proposal is approved, every semester you must be enrolled for either:</i></p> <ul style="list-style-type: none"> • 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 for this requirement. 				
Total Credits.		90 Min.		ACCRUED

* Requirements of The Office of Doctoral Studies (ODS) for the EdDCT 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.**

ACADEMIC ADVISOR

Meeting Log

My Academic Advisor: _____

Meeting Day & Time	Meeting Notes

ACADEMIC ADVISOR

Meeting Log

Meeting Day & Time	Meeting Notes

Doodles.



Doodles.



Doodles.





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/>