

AVCE
Graduate Studies
Handbook
2026-27

University of Arizona School of Art
Art and Visual Culture Education

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About Arizona Arts

Arizona Arts brings together the highly-regarded academic programs of the College of Fine Arts with world-renowned offerings from Arizona Arts Live, Arizona Arts in Schools, Center of Creative Photography, and the University of Arizona Museum of Art. This new division aims to bring the transformative power of the arts to all through an accessible platform for finding new and engaging arts experiences on this website.

We believe the arts hold the power to expand human potential by encouraging us to engage different perspectives and cultures. By highlighting Tucson and the University of Arizona as a premier arts destination, we seek to expose the world to the boundless talent and creative energy fueling Southern Arizona. Only through collaboration among our various arts organizations and including all stakeholders can we fully realize our creative potential. From this effort comes a more connected community and, ultimately, a more meaningful human experience for all. Learn more at <https://arts.arizona.edu/>

Land Acknowledgement

We respectfully acknowledge the University of Arizona is on the land and territories of Indigenous peoples. Today, Arizona is home to 22 federally recognized tribes, with Tucson being home to the O'odham and the Yaqui. Committed to diversity and inclusion, the University strives to build sustainable relationships with sovereign Native Nations and Indigenous communities through education offerings, partnerships, and community service.

About AVCE

Mission Statement

The Art and Visual Culture Education (AVCE) Program prepares reflective practitioners, critically creative researchers, thinkers, and engaged citizens who teach art in relationship to culture. The Program is committed to encouraging knowledge of diversity in educating about art and to sensitivity in teaching diverse populations, as well as fostering understanding and appreciation of art in the community.

AVCE Degree Programs & Tracks

The Art and Visual Culture Education Program (AVCE) offers three advanced degree programs

Accelerated Master's Program (A.M.P.) in which undergraduate students who meet requisite criteria may work to earn their B.F.A. and M.A. degrees in AVCE in 5 years.

Master of Arts (M.A.) degree in Art & Visual Culture Education in which students may pursue one of 3 tracks listed below.

Option A: Develop their own focus in Art and Visual Culture Studies, in conjunction with an AVCE faculty member.

Option B: M.A. with a concentration in community and museums.

Option C: M.A. with teaching certification, for students interested in certification to teach in public schools and who are not currently certified.

The M.A. program is designed to be completed within 2 years.

Doctor of Philosophy (Ph.D.) in Art History and Education. The Ph.D. degree is a highly tailored degree meant to build expertise to enter contemporary arenas of art and visual culture education as a researcher, teacher, and leader.

The Ph.D. coursework and comprehensive examination are designed to be completed within 3 years.

The Accelerated Master of Arts Program (AMP) in AVCE allows current University of Arizona students in the B.F.A. in Art Education, B.F.A. in Studio Art, B.A. in Studio Art, or B.A. in Art History to use 12 units of graduate coursework towards their bachelor's and master's degrees, making it possible for students to receive both degrees in 5 years.

Admissions Requirements and Procedures for AVCE Graduate Programs

Part I. Graduate College Requirements

All prospective graduate students must meet the general eligibility requirements outlined in the Graduate Catalog of the University of Arizona. The Graduate College requires for admission that all graduate applicants have a minimum of a bachelor's degree from a college or university granting degrees recognized by the University, and a cumulative grade-point average of 3.0 (based on a 4.0 scale) over the last 60 units of undergraduate course work or a minimum of 12 hours of graduate course work at an accredited institution with a minimum cumulative average of 3.0. Applications and information are available directly from the [Graduate College's website](#).

Both the Graduate College and the School of Art applications are fully online. The Graduate College sets the guidelines for all graduate programs at the University of Arizona. Each graduate program sets its own guidelines for its programs in addition to the Graduate College guidelines. *It is the student's responsibility to understand the Graduate College, University and program guidelines.*

Graduate College: grad.arizona.edu

General Catalog: <http://catalog.arizona.edu/>

Responsible Conduct of Research: <https://research.arizona.edu/research-compliance/rcr>

Academic Integrity: <https://deanofstudents.arizona.edu/student-rights-responsibilities/academic-integrity>

Nondiscrimination and Anti-harassment Policy: <https://policy.arizona.edu/employment-human-resources/nondiscrimination-and-anti-harassment-policy>

Please take time to familiarize yourself to the various resources available for parents, for professional development, for health and wellness, etc: <https://grad.arizona.edu/new-and-current-students>

Admission is a two-part process and must be completed by September 15 for spring admission and January 10 for fall admission.

Applicants missing these deadlines may enroll as a non-degree seeking graduate student one semester (please see section below on Non-Degree Seeking Graduate Status)

Part II. Art and Visual Culture Education Requirements

A.M.P. Application Prerequisites:

- Must be a current University of Arizona undergraduate student in the B.F.A., Art Education; B.F.A., Studio Art; B.A., Studio Art; B.A. Art History.
- Must have completed a minimum of 75 undergraduate credit hours at the time of application; a minimum of 90 undergraduate credit hours will be required at the time of entry into the A.M.P. If the student's GPA falls below 3.3 at the time they have completed 90 units, the student will not be admitted into the program. Courses taken for audit may not be included in the total number of units counted for eligibility or admission.
- A minimum cumulative GPA of 3.3 with a minimum of 18 units of undergraduate coursework at UA.
- Completion of at least 12 earned undergraduate credits in the major (Studio Art, Art History, Art Education) at the University of Arizona's main campus. Units still graded Incomplete, units graded Pass/Fail or units taken as audit will not count toward the requirement of the 12 undergraduate units.

- Completion or near completion of general education requirements.
- Demonstration of the maturity necessary for success in an accelerated, highly competitive program.
- Expectation to complete the undergraduate degree within four years. The undergraduate degree requirements must be completed before the student is eligible to have the master's degree awarded.

A.M.P. Application Requirements:

Through the [Graduate Admissions Application](#) you will have the ability to upload various requirements for consideration by the admission committee. For this application you will be asked to submit the following:

- Describe your art education interests in a few sentences.
- Please provide a 1-2 page autobiographical statement addressing your educational and personal experiences, achievements, and goals relevant to art and visual culture education.
- Combine the following items into a single document (maximum file size: 5 MB) in the order shown below:
 - Resume or curriculum vitae
 - Writing or research sample. Maximum of 10 pages.
 - If you have a studio background, submit a PDF with 10-20 images, one image per page, and provide the title, medium, dimensions, and date under each image. Please click [here](#) and review our [sample portfolio](#). If you are submitting digital or video work, provide a link to a website like Vimeo or YouTube. Size limit 5MB.
 - Transcripts from all previous colleges and universities attended. For initial evaluation purposes, you may attach scans of official or unofficial transcripts.
 - The names and contact information for 3 referees who will be submitting letters of recommendation on your behalf. All letters of recommendation must be received by the application deadline, and at least 2 letters must be from faculty members that can speak about your academic and research ability and potential for graduate studies. The preferred method to receive letters of recommendation is through the web-based [Graduate Admissions Application](#). If, however, this is not possible, letters can be sent to:

Graduate Program
School of Art
University of Arizona
P.O. Box 210002
Tucson, AZ 85721

M.A. Application Requirements

Students are expected:

- to have met the requirements of the Graduate College, and
- to have received a bachelor's degree in art education, studio art, art history, or education from an accredited institution. If your degree is in another area, please contact an Art and Visual Culture Education [faculty member](#) to discuss your application. While students may be admitted without a degree in art education, studio art, art history, or education, they may be required to complete coursework deficiencies either before graduate courses or concurrent with graduate enrollment that will not count toward the master degree.

Complete the on-line application through the [Graduate College](#). We do not accept paper applications. You may save changes to the on-line application and return to it as often as necessary until you submit it. In the application, you will be asked to:

- Describe your art and visual culture education interests in a few sentences
- Please provide a 1-2 page autobiographical statement addressing your educational and personal experiences, achievements, and goals relevant to art and visual culture education.
- Combine the following items into a single document (maximum file size: 5 MB) in the order shown below:
 - Resume or curriculum vitae
 - Writing or research sample. Maximum of 10 pages.
- If you have a studio background, submit a PDF with 10-20 images, one image per page, and provide the title, medium, dimensions, and date under each image. If you are submitting digital or video work, provide a link to a website like Vimeo or YouTube. Size limit 5MB.
- Transcripts from all previous colleges and universities attended. For initial evaluation purposes, you may attach scans of official or unofficial transcripts.
- The names and contact information for 3 referees who will be submitting letters of recommendation on your behalf. All letters of recommendation must be received by the application deadline and must be from faculty members that can speak about your academic and research ability and potential for graduate studies. Letters from college or university faculty members are preferred. The favored method to receive letters of recommendation is through the web-based Graduate Admissions Application. If, however, this is not possible, letters can be sent to:

Graduate Program, School of Art
University of Arizona
P.O. Box 210002
Tucson, AZ 85721

After your application has been reviewed, the Art and Visual Culture Education faculty may contact you via phone or email for an interview.

Ph.D Application Requirements:

Students are expected:

- to have met the requirements of the Graduate College, and
- to hold a recognized master's degree in art education, studio art, art history, or education. If your degree is in another area, please contact an Art and Visual Culture Education [faculty member](#) to discuss your application.
- Complete the on-line application through the [Graduate College](#). We do not accept paper applications. Current University of Arizona AVCE M.A. students are expected to meet the same admission criteria and requirements, and should be aware that admission to the doctoral program is highly competitive.

You may save changes to the on-line application and return to it as often as necessary until you submit it. Apply to the Art and Visual Culture Education track application. In the application, you will be asked to:

- Please provide a statement of purpose
- Please combine the following items into a single document (maximum file size: 5 MB) in the order shown below:
 - Resume or curriculum vitae
 - Writing or research sample
 - Transcripts from all previous colleges and universities attended. For initial evaluation purposes, you may attach scans of official or unofficial transcripts.
 - The names and contact information for 3 referees who will be submitting letters of recommendation on your behalf. All letters of recommendation must be received by the application deadline and must be from faculty members who can address your academic and research ability and potential for graduate studies. Letters from college or university faculty members are preferred. The favored method to receive letters of recommendation is through the web-based Graduate Admissions Application. If, however, this is not possible, letters can be sent to:

Graduate Program, School of Art
University of Arizona
P.O. Box 210002 Tucson, AZ 85721

If you have questions, please do not hesitate to contact the School of Art Graduate Program Coordinator, Megan Bartel, at 520.621.8518 or mbartel@email.arizona.edu. You may also contact an Art and Visual Culture Education [faculty member](#) (scroll down to "Academic Areas>Art and Visual Culture Education", or see p. 2 of this handbook).

Course of Study: The M.A. Degree

Option A: M.A. in Art Education, Art and Visual Culture Studies Option

The following courses are required:

- ARE 530 Introduction to Research in Art Education
- ARE 560 Curriculum Theory in Art and Visual Culture Education or ARE 531 Pedagogical Practices in Art and Visual Culture Education
- ARE 630 Theoretical and Historical Foundations of Art and Visual Culture Education
- ARE 633 Issues and Recent Research in Art and Visual Culture Education
- ARE 596A (Current Issues in Art Education Theory and Practice)

Only student pursuing a PhD in the future: ARE 910 (Thesis), ARE 909 (Master's Report) or 3 units

- 6 elective units in ARE. FA 501: Rehearsals in Antiracism can count towards these credits.
- 9 elective units, chosen in conjunction with the student's AVCE advisor. Please note: Students planning to do survey or statistical research are expected to take MUS 551, Behavioral Research in the Arts, as part of their elective credits For descriptions of these and other courses, please see the University's [on-line catalogs](#).

Option B: M.A. in Art Education, Community and Museums Option

The following courses are required:

- ARE 520 Community, Culture, and Art Education
- ARE 525 Theory and Practice in Art Museum Education
- ARE 530 Introduction to Research in Art Education
- ARE 560 Curriculum Theory in Art and Visual Culture Education or ARE 531 Pedagogical Practices in Art and Visual Culture Education
- ARE 630 Theoretical and Historical Foundations of Art and Visual Culture Education
- ARE 633 Issues and Recent Research in Art and Visual Culture Education
- ARE 593 Internship (3-6 units)
- ARE 596A (Current Issues in Art Education Theory and Practice)

Only student pursuing a PhD in the future: ARE 910 (Thesis), ARE 909 (Master's Report) or 3 units

- 3-6 elective units, chosen in conjunction with the student's AVCE advisor. FA 501: Rehearsals in Antiracism can count towards these credits. Please note: Students planning to do survey or statistical research are expected to take MUS 551, Behavioral Research in the Arts, as part of their elective credits. For descriptions of these and other courses, please see the University's [on-line catalogs](#).

Option C: M.A. in Art Education, Certification Option

Below are listed courses and general information about the certification option. For further information, please contact an AVCE [faculty member](#).

The following courses are required as part of the M.A. program:

- ARE 530 Introduction to Research in Art Education
- ARE 538 Teaching Art and Visual Culture Education
- ARE 560 Curriculum Theory in Art and Visual Culture Education or ARE 531 Pedagogical Practices in Art and Visual Culture Education
- ARE 630 Theoretical and Historical Foundations of Art and Visual Culture Education

- ARE 633 Issues and Recent Research in Art and Visual Culture Education
- 9 units of ARE electives, to be chosen from 520, 525, 534, 540, 569, 576, 596A, 631, 632 or other numbered courses at the 500 or 600 level, exclusive of 593, 594, 599, 693, 694, 699. FA 501: Rehearsals in Antiracism can count towards these credits.
- 3 elective units chosen in consultation with the student's art and visual culture education advisor.
- ARE 596A (Current Issues in Art Education Theory and Practice)
One student pursuing a PhD in the future: ARE 910 (Thesis), ARE 909 (Master's Report) or 3 units

Additional course work for certification, required by the state department of education (in most cases, these will be taken at the undergraduate level and not count towards the M.A. degree):

- ARE 300, Learning Environments in Art and Visual Culture Education
- EdP 310, Learning in Schools, or EdP 301, Child Development
- SERP 400 - Survey of Exceptional Students
- TLS 416 - An Introduction to Structured English Immersion
- ARE 493B Student Teaching in the Secondary School (12 credits) There is a Student Teacher Orientation meeting the semester prior to student teaching. Please see the "Applying to be a Student Teacher" information on the [CFA website](#).

For descriptions of these and other courses, please see the University's [on-line catalogs](#).

Certification requires some non-curricular steps, mandated by the Arizona Department of Education for the K-12 Art Endorsement in the state of Arizona:

- Participation in and passing the AVCE Portfolio Review two semesters before you enroll in student teaching.
- Meet the University of Arizona Teacher Preparation Programs Professional Standards.
- US & Arizona Constitution Exams. This requirement can be met by taking: POL 210 at the UA, POS 210 or a combination of POS 201 and 231 at Pima Community College, POS 220 or a combination of POS 221 and 222 at the Northland Pioneer College or a combination of HIS510 and 511 at the University of Phoenix, or by taking a test. Please contact an AVCE faculty member for information about the test.
- Arizona Educator Proficiency Assessment (AEPA) and NES (National Evaluation Series) Assessment of Professional Knowledge tests. Students take the AEPA Assessment Exam in Art and the NES Professional Knowledge: Secondary. Please visit the AEPA test site for details and exam dates.
- Fingerprints are required for student teaching. All students must hold an identity verified fingerprint (IVP) clearance card in order to student teach in Arizona's schools. This requirement should be met two semesters before student teaching. The best route to receiving a fingerprint card is to attend one of the College of Education's fingerprinting sessions.
- Pursuant to University of Arizona teaching preparation agreements across campus, persons pursuing certification to teach art are evaluated in their coursework in part according to national InTASC

standards. A link to the standards can be found on the College of Education's Forms link. Certification students will be asked to sign the UA TPP Professional Standards Contract, found as a link on this page.

Important financial aid information for students seeking M.A. + certification:

A requirement of financial aid has been that you take 5 or more credits at the graduate level (courses numbered 500 and above) or 3 units of 900 level coursework each semester. In semesters leading up to student teaching, this means that you should spread courses numbered 300 and 400 across your course of study so that you always meet the requirement.

(Alternatively, you may file a petition as described below, but this is not recommended.) When you student teach you should register for 3 credits of ARE 909 or 910 (speak with your faculty advisor to make this decision) or file a petition. Currently, the petition is called an OSFA General Appeal Form, found at <https://financialaid.arizona.edu/policies/appeals>. It's very important that you continue to check with your financial aid counselor so you know what the minimum requirement is every semester and how it will affect your registration.

Culminating Course Options

Master's students are strongly encouraged to take ARE 596A: Current Issues in Art Education Theory and Practice (3 units), as their culminating course. Only students who will be pursuing a PhD are encouraged to take ARE 910 (thesis) or ARE 909 (master's report).

Additional Information for M.A. + Certification Students

As a certification student, you will be required to participate in a portfolio review. The review is both formative and evaluative, that is, it will help you understand your strengths and areas you need to work on (formative) as well as indicate your eligibility to continue in the certification program.

Most M.A. students pursuing certification take certification course work simultaneously with their M.A. course work. Some of the course work for certification, including the student teaching semester, is taken at the undergraduate level.

There are few to no electives available in this option, because they have been used towards certification. If the student wishes to pursue electives, these may be taken in addition to the 30 units required for the M.A. degree.

Art certification in the state of Arizona is a Secondary certificate with an endorsement to teach art K-12. This certificate approximates certification requirements in many states. If you wish to teach outside of Arizona, please consult that state's department of education website for steps needed to transfer your Arizona certification to teach.

Additional Information for All A.M.P. Students

During the student's first year of the Accelerated Master's Program, in which the student is taking both graduate and undergraduate coursework, the student is expected to meet with both the undergraduate advisor and their temporary AVCE faculty advisor each semester about what coursework will be used towards both the undergraduate and graduate degrees. Once the student graduates from the undergraduate degree, they/she/he must have an AVCE faculty advisor in place.

Students will be considered undergraduates until they complete their undergraduate requirements, which should be no later than the end of the fourth year. Undergraduate study may include ARE 493b, but may be completed outside the four year B.A./B.F.A. completion requirement.

Students entering with Advanced Placement Credit and/or who attend summer school may complete their bachelor's degree in the junior year.

Students classified as seniors who have not yet completed a bachelor's degree may enroll in 500 or 600-level courses following the [Graduate Credit for Seniors Policy](#). Courses numbered at the 700 and 900 levels are not open to undergraduates.

At least 12 graduate credits must be taken while in graduate status, after completing all degree requirements for the Bachelor's.

During years 1-3 (or approximately 0-90 credits) students will be taking undergraduate coursework and charged at the undergraduate rate.

Once admitted to A.M.P., during the senior (or transition year), students may take up to 12 units of graduate coursework applied toward both the bachelor's and the master's degrees. Students will be charged at the undergraduate rate and retain eligibility for undergraduate scholarships.

After completion of all bachelors' requirements, students will be granted graduate status, be charged at the graduate rate, and be eligible for graduate assistantships. The student will not be eligible to graduate nor will they be eligible for assistantships until all bachelors' requirements are completed. While an undergraduate, students are required to keep their graduate coursework cumulative GPA at 3.3 or higher to be admitted to the master's program.

Should a student have completed 12 graduate credits, but not yet completed the undergraduate degree, they will be considered a graduate for financial aid and tuition purposes and coded as "graduate" in UAccess. They will no longer be eligible for undergraduate scholarships, nor will they be eligible for graduate assistantships.

Students should be encouraged to complete their undergraduate requirements as soon as possible, but not later than one semester before receiving their master's degree. Students finishing their undergraduate requirements later than one semester before receiving their master's degree will no longer be eligible for undergraduate scholarships, nor will they be eligible for graduate assistantships. Neither degree will be awarded until the undergraduate requirements are completed along with the master's requirements.

All accelerated master's students must take ARE 596A. ARE 909 (Master's Report) and ARE 910 (Thesis) are not an option for AMP students.

Please see the Graduate College website for all policies about Accelerated Master's Programs: <https://grad.arizona.edu/admissions/types/accelerated-masters-programs-amp>

Additional Information for All M.A. Options

Please see the University's [on-line catalog](#) for short descriptions of each course. As you plan your coursework, please factor in that courses are offered on a rotational basis, with some being offered once a year, others once every three semesters, some every two years, and some being special offerings that may be one-time only. Please consult with your advisor and plan carefully.

Each student will be initially assigned a **temporary advisor**, a professor from the Art and Visual Culture Education Program, to help them/her/him with academic and other education matters.

Towards the end of the first or early in the second year of study, the student will speak with one of the AVCE professors about serving as their/her/his **faculty advisor**.

Student completing a thesis or master's report will then fill out and give the "Requested Graduate Committee Appointment Worksheet" (Appendix B) for review by the faculty advisor. Students completing ARE 596A do not need to create a committee. In conjunction with the advisor, the student selects additional **coursework** for the degree. This coursework should support the student's development as researcher, teacher, and/or leader in the field of art and visual culture education.

An academic component must be completed along with the professional work experience, such as a written report, oral presentation, portfolio, research project, etc. The academic work completed for an internship will be agreed upon in a written document at the time internship paperwork is signed, with an affirmed copy to student, faculty member overseeing the internship, and site supervisor. This component of the internship is decided in conjunction with the faculty supervisor for the internship. The faculty supervisor also grades the academic component of the internship.

The University and Board of Regents require a minimum of 45 hours of work (inclusive of on-site work, meetings, and academic work) for each unit of credit awarded.

Please see separate policy on maximum credit for internships and independent study.

Please see the School of Art's Forms link for the graduate internship contract and further information about internships in the [School of Art](#) ([art.arizona.edu](#) > current students > advising > graduate advising; scroll down the page to the section on Graduate Student Forms & Documents). Signatures are required from the faculty member, site supervisor, and student. Forms returned to the School of Art Advising Center after the registration deadline may not be processed.

This policy is clarification of and in addition to University policies on internships, which may be found at: https://registrar.arizona.edu/sites/default/files/internship_policies-guidelines_5-6-19.pdf

AI Statement

Artificial Intelligence (AI) in Learning

AI is a powerful tool that can support and extend student learning when used thoughtfully. In our program, we encourage responsible and transparent use of AI that strengthens critical thinking, creativity, and collaboration.

Productive Uses of AI

Students are welcome to use AI in ways that enhance their own learning and understanding, including:

Research and brainstorming: Generating ideas, exploring perspectives, and mapping out possible directions for projects.

Writing support: Using AI for grammar checks, style refinement, organization, or to suggest revisions while maintaining authorship and original ideas.

Learning assistance: Asking AI to explain concepts, clarify assignment expectations, or provide practice skills.

Feedback support: Using AI tools as assistants to review drafts or give formative feedback, provided student privacy is protected, and the final evaluation reflects the student's own judgment.

Transparency: Students should always disclose when and how AI tools were used in their work.

Grading and Privacy

Using AI to grade individual student assignments violates students' privacy and results in inconsistent feedback, as current AI tools cannot guarantee FERPA (Family Educational Rights and Privacy Act) compliance. Therefore, students are not permitted to use AI for grading student work.

Useful resources:

- [Library Guide to AI](#)
- [Code of Academic Integrity](#)
- [University Center for Assessment, Teaching, and Learning](#)

Internship Policy

In graduate study, internships are meant to allow students to apply lessons learned in the classroom to professional settings. The work must align with the student's programmatic focus. The work must be overseen by a professional site supervisor, as well as a faculty sponsor.

Independent Study Policy

Independent Studies are meant to allow students to pursue topics relevant to their course of study that are not otherwise available through coursework. An independent study is an opportunity to develop focused expertise *that cannot be done in any other manner*. The student should have a specific proposal or project in mind when requesting an Independent Studies course. The content of an Independent Studies course must not significantly duplicate material offered in a regularly scheduled course in the department. In general, independent study is discouraged in all but these circumstances.

A professor must agree to supervise the proposed study. The student is expected to meet with the professor initially to propose the study and, in consultation with the professor, to work out the following details: (1) learning outcomes, (2) expected reading, and/or lab or field work, (3) expected meetings, (4) expected work products, and (5) criteria to be used for evaluation and grading. All requirements must be in writing.

The completed form is returned to the School of Art Graduate Program Coordinator.

The University and Board of Regents requires a minimum of 45 hours of course work (inclusive of meetings and academic work) for each unit of credit awarded.

Please see separate policy on maximum credit for internships and independent study.

Please see the School of Art's Forms link for the graduate independent study form and further information about independent studies in the School (art.arizona.edu > advising > graduate advising; scroll down the page to the Graduate Independent Study Form). Signatures are required from student and faculty member. Forms returned to the School of Art Advising Center after the registration deadline may not be processed.

This policy is clarification of and in addition to university policy on independent study, found at:

<http://catalog.arizona.edu/policy/individual-studies-courses-policies-and-guidelines>

Credit for internships and independent study

Maximum combined credit in internship and independent study work in any option of the Art and Visual Culture Education M.A. and the Art History and Education Ph.D., Art and Visual Culture Education option graduate programs is 9 credits.

Internships: 0-6 credits

Independent study: 0-6 credits

Maximum combined credits: 9 credits

Any variation to this policy is closely reviewed by the full AVCE faculty and will take time to review.

GradPath Forms for M.A. Students

The Graduate College has a series of forms that all degree-seeking graduate students are required to complete in order to graduate. These forms are all available through GradPath on UAccess Student Center. To find GradPath, go to UAccess Student Center (uaccess.arizona.edu). Under the Academics section, in the drop down menu, select "GradPath Forms."

Below is the list of forms available on GradPath

Responsible Conduct of Research Statement: This must be completed before any other forms will become available. To complete this form, simply check the box saying you understand the Responsible Conduct of Research and Code of Academic Integrity policies and submit. Responsible conduct of research is covered in ARE 530, Introduction to Research in Art Education. You may independently take the [CITI Training](#) to understand compliant research.

Plan of Study: Submit after completing 15 units of coursework.

Master's/Specialist Committee Appointment Worksheet: Submit after completing 24 units.

Master's/Specialist Completion Confirmation: This form is completed by the Graduate College after you have submitted your Completion of Degree Requirements form to the School of Art Graduate Program Coordinator in your last semester.

Transfer Credit Form: This form is completed only if you are petitioning to transfer coursework from another institution. If transferring coursework, you must complete this form before submitting the Plan of Study.

Upon completion of 15 units of course work, each student *must* file a **Program of Study** with the School of Art Graduate Program Coordinator.

The Plan of Study identifies:

courses the student intends to transfer from other institutions;

courses already completed at the University of Arizona that the student intends to apply toward the graduate degree; and

additional coursework to be completed to fulfill degree requirements.

The plan of study is amendable with the advisor's permission. The Plan of Study must have the approval of the student's major professor and the Director of the School of Art before it is submitted to the Graduate College.

To file the program of study:

Go to [UAccess](#) and select "Student Center."

Under the Academics section, in the drop down menu, select "GradPath Forms."

Complete the "Responsible Conduct of Research Statement" by checking the box saying you understand the Responsible Conduct of Research and Code of Academic Integrity policies and submit. (If you do not understand these responsibilities and policies, please complete [CITI Training](#)).

Create your plan of study.

Include all the coursework you have already taken AND all future courses you will take to complete your degree. This document can be updated as you progress through the program, so please make your best educated guess on future coursework.

In the comments section, list what courses you are using to fulfill each degree requirement. List your option, elective courses, and any substitutions for specific required courses.

For example:

Art and Visual Culture Studies track:

No substitutions

ARE electives: ARE 534, ARE 569

Other electives: ART 556, ART 549, ETCV 524

Save this information for your own records. If your Plan of Study has to be returned to you for editing, all comments will be wiped clean and you will need to re-enter your information.

Click "Submit" and the form will be sent to your advisor for approval.

Upon completion of a maximum of 24 units of course work, each student *must* establish a thesis/report committee. The committee, chaired by the student's advisor, must have a minimum of 3 committee members. The committee must include at least two faculty members from AVCE (the advisor and one other faculty member). A third faculty member may be drawn from the AVCE faculty or from other areas of the School of Art or the University, as appropriate to the thesis/report topic.

Each student must discuss their/her/his committee choices with the advisor. The purpose of the thesis/report committee is to direct research, writing, and defense of the thesis/report as well as course work leading towards the M.A. degree.

The requirement to form a thesis/report committee at the mid-point of the master's program signals an evaluation of a student's performance. The failure to find an advisor and/or faculty willing to serve on the thesis/report committee and/or a recommendation of termination from the program from the Graduate Committee in AVCE that reviews student progress, will result in an administrative drop from the program.

This signals the end of study in the AVCE graduate program.

After your Plan of Study has been approved, you will be able to start your Committee Appointment Form. This GradPath form lists all the members on your thesis or master's report committee.

When you select your committee members, you will first search for your advisor. After you have found and selected your advisor, select their/her/his committee role (far right column) as "chair."

Then click the + sign on the far right to add another line. This will allow you to add another member to your committee. You will need to add a new line for every member of your committee. All other committee member roles should be "member." If you have co-chairs, then select both those faculty members' roles as "co-chair" and everyone else's roles as "member."

Special Members: Any member on your committee must be a current tenured or tenure-track faculty member at the University of Arizona. If you would like to have someone on your committee who is not a current tenured or tenure-track faculty member, a request to the Graduate College must be submitted. You must first collect an up-to-date electronic copy of your special member's CV or resume. Complete the Special Member form available on the [School of Art](#) website. Submit the Special Member form and CV to your advisor for approval. After your advisor has approved, submit this form to the School of Art Graduate Program Coordinator who will complete the process.

The thesis or report must adhere to certain guidelines. These include a proposal approved by all members of the student's thesis or report committee ([please see Appendix B, M.A. Thesis/Committee and Report Approval Worksheet](#)). Note that this form is meant for faculty advisor, committee members, and student; it is not intended to be given to the School of Art Graduate Program Coordinator, the written thesis or report, and an oral examination defending the thesis or report.

Theses must be [archived with the Graduate College](#) through ProQuest. Please consult the [Graduate College's Policies & Procedures](#) page to follow university requirements for Degree Certification.

Thesis/report calendar: Writing a thesis or report takes longer than most people anticipate. A planning calendar can be found in [Appendix E](#). Please use this in planning with your AVCE advisor. Please be aware that deadlines are firm, both in AVCE and for the [Graduate College](#).

An oral examination defending the thesis/report is required. This examination should typically occur at *least* one week prior to the end of the semester. Students completing ARE 596A do not require an oral exam.

A note about writing: The graduate advisor and thesis/report committee are responsible for working with the *content and overall organization* of your writing, but the *grammatical form, fluency, and mechanics* of the writing must adhere to principles of good writing. Because editing for clarity and grammar are not the responsibility of faculty members, if you need help with writing, you will be asked

to work with an editor. The Writing Center can also provide some help (<http://thinktank.arizona.edu/writing-center>). If extensive help is needed, a professional editor may be hired. Please plan ahead.

Two-week rule: Given the complexity of faculty schedules, faculty advisors require *two weeks* to read *each* chapter of a thesis or report, whether the reading is of the initial draft or a revised draft. In most cases, chapters should be handed in one at a time, not all at once: please check with your faculty advisor (this ensures that the direction built in earlier work is approved as you proceed). In most cases, faculty need two weeks' notice to write letters of support as well. Please plan accordingly.

You are required to maintain a minimum of a **3.0 grade average** in all M.A. and, for students in the Teaching option, in certification course work. A grade of C or lower does not count towards the M.A. degree requirements; for required courses, this means that the course must be repeated. Please see the Grad Replacement Opportunity Policy here: <https://catalog.arizona.edu/policy/courses-credit/grading/course-repeat>

Incompletes will only be granted in the most extenuating circumstances. Failure to make up Incompletes by the end of the following semester will lead to a negative evaluation. Failure to make up an Incomplete by the end of the calendar year after a class has been completed will result in the grade of E.

Course instructors may impose shorter time limits on completion of Incompletes; these will be adumbrated in [the Report of Incomplete Grade form](#) for completion of the work that both student and instructor agree upon.

In the case of significant extenuating circumstances, the student has the option to request an extension before the incomplete becomes an E.

For additional information specific to the Graduate College and getting your degree, please visit the [Graduate College](#) website.

Sample Plan of Study for M.A Students

M.A. Art and Visual Culture Studies

Coursework: Minimum 30 credits to graduate

- 4 required ARE courses (12 cr)
- +2 ARE electives (6 cr)
- +3 open electives (9 cr)
- + 1 Thesis/Report (3 cr)

Fall 2020

ARE 630: Theoretical and Historical Foundations in AVCE

ARE elective: ARE 569: Teaching Media in AVCE

ARE 633 Issues and Recent Research in AVCE

Spring 2021

ARE 530: Research Methods in AVCE

ARE elective: ARE 535: Theory in AVCE

ARE 560: Curriculum Theory in AVCE

Fall 2021

Elective: ARE 631: Arts Based Research
 Elective: FA 536A: Digital Arts Authoring
 Elective: ED 604:Leadership for Educational Change

Spring 2022

Elective: ART 538: Digital Fabrication
 ARE 909/910:Major Report/Thesis

M.A. Community and Museum Studies

Coursework: Minimum 30 credits to graduate

6 required ARE courses (18 cr)

+1-3 ARE electives (3-8 cr)

+1-2 Internship (3-6 cr)

+ 1 Thesis/Report (3 cr)

Fall 2020

ARE 630: Theoretical and Historical Foundations in AVCE

ARE 520: Community, Culture & Art Education

ARE 633 Issues and Recent Research in AVCE

Spring 2021

ARE 530: Research Methods in AVCE

ARE 525: Museum Theory in AVCE

ARE 560: Curriculum Theory in AVCE

Summer 2021

ARE 593: Internship in AVCE

Fall 2021

ARE 593: Internship in AVCE

ARE Elective: ARE 631: Arts Based Research

Elective: ART 562B:Comics & Sequential Art

Spring 2022

ARE Elective: ARE 538: Teaching AVCE (Wildcat Art)

ARE 909/910:Major Report/Thesis

M.A. with Teaching Certification

Coursework: Minimum 30 credits in AVCE (3.0 GPA)

+ State Certification requirements (2.5 GPA in Education)

5 required ARE courses (15 cr)

+3 ARE electives (9 cr)

+1 open electives (3 cr)

+ 1 Thesis/Report (3 cr)

Fall 2020

ARE 630: Theoretical and Historical Foundations in AVCE

ARE elective: ARE 569: Teaching Media in AVCE

ARE 633 Issues and Recent Research in AVCE

Spring 2021

ARE 530: Research Methods in AVCE

ARE elective: ARE 300: Teaching Environments AVCE

ARE 560: Curriculum Theory in AVCE or ARE 531: Pedagogical Practices in AVCE

SERP 400

Summer 2021

EDP 301

POL 210: US/AZ Constitution Requirement

UA Teacher Prep Standards & InTASC Standards

Fall 2021

Elective: ARE 631: Arts Based Research

Elective: FA 536A: Digital Arts Authoring

Elective: ED 604: Leadership for Educational Change

Recommend: AVCE Portfolio Review

Spring 2022

ARE 538: Teaching AVCE (Wildcat Art)

ARE Elective: ARE 525: Museum Theory in AVCE

Summer 2022

LCEV 408 Methods for Teaching SEI

Required AZ Proficiency Educator Assessment Test

Fall 2021

ARE 493B: Student Teaching practicum

ARE 909/910: Major Report/Thesis

Course of Study: The Ph.D. Degree

The formal degree we offer is a Doctor of Philosophy (Ph.D.) in Art History and Education, Art and Visual Culture Education Track.

The Ph.D. track in Art and Visual Culture Education (AVCE) prepares artists, teachers, and researchers to contribute to the research, creative scholarship, knowledge, theory, and practice of art and visual culture education in university, school, museum, community, or other arts leadership positions. The program is focused on contemporary intersections of art, visual culture, and education in all settings.

The AVCE faculty are dedicated to the development of well-prepared scholars in the field, and foster a culture of research and inquiry, professional development, and community within the program.

A minimum of 63 units beyond the master's degree are required to complete the Doctor of Philosophy Degree in Art History and Education including 18 units of dissertation research and 45 units of coursework.

Candidates are expected to complete a master's degree before entering the Ph.D. program: M.A. and M.F.A. coursework is not included in the 63 units required for the Ph.D.

Coursework is distributed over different areas of concentration, with a minimum in each area as follows. *Per the Graduate College, most students take more than the minimum requirements listed below.* Please keep in mind that graduate courses are often offered on a rotating basis: annually, every 3 or 4 semesters, or even as special offerings.

Required Coursework

(63 minimum units required)

- Major (AVCE) courses: 21-23 credits
- Methodology courses: 9 credits
- Electives: 0-3 credits
- Minor area courses: 9-12 credits
- Colloquia: 1-3 credits
- Dissertation: 18 credits

Major Area (AVCE): 21-23 units

Coursework in the major area of emphasis, is chosen in conjunction with the faculty advisor from current and future course listings in Art and Visual Culture Education (ARE is the course number prefix). A minimum of 21 credits in ARE coursework is required, including ARE 535, which is mandatory, except for persons who completed their M.A. in AVCE at the University of Arizona. FA 501: Rehearsals in Antiracism can count towards your major area.

Students entering without a master's level degree in Art Education may be asked to include certain foundations coursework in AVCE, as determined by the faculty.

Required Course in AVCE:

- ARE 535: Theory in AVCE

Methodology Courses: 9 credits

A minimum of 3 methods courses are required. AVCE currently offers 2 methods courses, which students are strongly encouraged to take. These are:

- ARE 530 Introduction to Research in Art Education
- ARE 631: Arts-based Research

If you have not had an introductory course to qualitative research methods, you will be required to take ARE 530, Introduction to Research in Art Education. We strongly encourage students to take a quantitative methods course, and to take 4 methods courses, rather than the required 3.

Other qualitative and quantitative research methods courses AVCE students find valuable include:

- ARH 511a: Theory and Methods in Art History: Renaissance to 1960
- ARH 511b: New Theory and Methods in Art History: 1960-Present
- MUS 551: Behavioral Research in the Arts
- MAR 639: Methods of Media History
- LRC 576: Teacher Research
- LRC 605: Qualitative Methods in Education
- TTE 596R: Action Research Workshop
- TTE 696A: Research on Teacher Education

- TTE 696B: Research on Teaching
- EDL 601: Qualitative Methods in Education
- HED 602: Research Design in Higher Education
- HED 605: Qualitative Methods in Education

Methods courses should be chosen carefully: you must have a courses beyond the introductory research methods that give you depth of understanding and use of the methodology proposed in your dissertation proposal.

Electives: 0-3 credits

Relevant coursework may be taken across the university, at the 500 level and above to support scholarly development.

Some examples of areas whose courses AVCE grad students have found valuable are in AVCE (ARE), Art History (ARH), Art (ART), Fine Arts (FA), Theater (TAR), Music (MUS), Media Arts (MAR), Language Reading and Culture (LRC), Higher Education (HED), Education Leadership (EDL), Public Administration and Policy (PA), Mexican American Studies (MAS), American Indian Studies (AIS), among others.

Minor Area: 9-12 credits

Ph.D. students must identify coursework to support the development of a second area of expertise and/or to support the major area of emphasis. Courses are chosen in conjunction with the advisor. Mexican American Studies, Educational Leadership, American Indian Studies, Asian Studies, Middle Eastern Studies, Cultural Geography, Art History, Studio Art, Language, Reading and Culture, are some options AVCE students have chosen in the past. Most minor programs are 9 credit hours but some might require 12 units of study.

Colloquium: 1-3 credits

- Participation in Colloquia (ARE 695, 1 credit) and other non-credit exchanges of research and scholarship organized by the AVCE program (such as the [Emerging Conversations](#) Symposium) are **required** each fall semester for doctoral students on campus who have not yet advanced to candidacy (i.e., successfully passed both written and oral parts of the comprehensive exam *prior* to start of the fall semester).

Students need to complete a minimum of two units of colloquia.

Dissertation: 18 credits

A minimum of 18 hours of coursework must be taken post candidacy, and must be ARE credits, taken at the University of Arizona.

No foreign language is required in the AVCE Track

NOTE: Students not holding a graduate degree in Art and Visual Culture Education will be asked to take 2-3 background courses in Art and Visual Culture Education, including an introductory research methods course.

A Sample Ph.D. Plan of Study

Coursework: Minimum 63 credits in AVCE

1 required ARE course (3 cr)
+6-7 ARE electives (18-21 cr)

- + 3 Methods courses (9 cr)
- +0-1 Elective courses (0-3 cr)
- +3 Minor Area courses (9 cr)
- + 1-3 Colloquia (1-3 cr)
- + 6 Dissertation (18 cr)

Fall 2020

ARE 630: Theoretical and Historical Foundations in AVCE
 ARE 520: Community Culture Art Education
 ARE 633 Issues and Recent Research in AVCE
 ARE 695: Colloquium

Spring 2021

ARE 530: Intro to Research Methods in AVCE (methods)
 ARE 560: Curriculum Theory in AVCE
 ARE 535: Theory in AVCE
 ARE 695: Colloquium

Fall 2021

ARE 631: Arts Based Research (methods)
 GC 578: Global Change (minor)
 ED 604: Leadership for Educational Change (elective)
 ARE 695: Colloquium

Spring 2022

ARE 596A: Current Issues in Art Education Theory and Practice in AVCE
 ARE 525: Museum Theory in AVCE
 GC 597A - Global Change Workshop (minor)

Fall 2022

GC 695G - Global Change Toolkit (minor)
 MUS 551: Behavioral Research in the Arts (methods)
 GWS 639 Feminist and Related Social Movements (elective)

Spring 2023

ARE 920: Dissertation (Candidacy)
 FA 536A: Digital Arts Authoring (elective)
 Comprehensive Exams & Candidacy

Fall 2023

ARE 920: Dissertation Writing

Spring 2024

ARE 920: Dissertation Writing

Fall 2024

ARE 920: Dissertation Writing

Dissertation Defense

GRADUATION!

AI Statement

Artificial Intelligence (AI) in Learning

AI is a powerful tool that can support and extend student learning when used thoughtfully. In our program, we encourage responsible and transparent use of AI that strengthens critical thinking, creativity, and collaboration.

Productive Uses of AI

Students are welcome to use AI in ways that enhance their own learning and understanding, including:

Research and brainstorming: Generating ideas, exploring perspectives, and mapping out possible directions for projects.

Writing support: Using AI for grammar checks, style refinement, organization, or to suggest revisions while maintaining authorship and original ideas.

Learning assistance: Asking AI to explain concepts, clarify assignment expectations, or provide practice skills.

Feedback support: Using AI tools as assistants to review drafts or give formative feedback, provided student privacy is protected, and the final evaluation reflects the student's own judgment.

Transparency: Students should always disclose when and how AI tools were used in their work.

Grading and Privacy

Using AI to grade individual student assignments violates students' privacy and results in inconsistent feedback, as current AI tools cannot guarantee FERPA (Family Educational Rights and Privacy Act) compliance. Therefore, students are not permitted to use AI for grading student work.

Useful resources:

- [Library Guide to AI](#)
- [Code of Academic Integrity](#)
- [University Center for Assessment, Teaching, and Learning](#)

Internship Policy for Ph.D. Students

In graduate study, internships are meant to allow students to apply lessons learned in the classroom to professional settings. The work must align with the student's programmatic focus. The work must be overseen by a professional site supervisor, as well as a faculty sponsor.

An academic component must be completed along with the professional work experience, such as a written report, oral presentation, portfolio, research project, etc. The academic work completed for an internship will be agreed upon in a written document at the time internship paperwork is signed, with an affirmed copy to student, faculty member overseeing the internship, and site supervisor. This component of the internship is decided in conjunction with the faculty supervisor for the internship. The faculty supervisor also grades the academic component of the internship.

The University and Board of Regents require a minimum of 45 hours of work (inclusive of on-site work, meetings, and academic work) for each unit of credit awarded.

Please see separate policy on maximum credit for internships and independent study.

Please see the School of Art's Forms link for the graduate internship contract and further information about internships in the [School of Art](#) (art.arizona.edu > current students > advising > graduate advising; scroll down the page to the Graduate Internship contract). Signatures are required from the faculty member, site supervisor, and student. Forms returned to the School of Art Advising Center after the registration deadline may not be processed.

This policy is clarification of and in addition to [University policies on internships](#).

Independent Study Policy

Independent studies allow students to pursue topics relevant to their course of study that are not otherwise available through coursework. An Independent Study course is an opportunity to develop focused expertise *that cannot be done in any other manner*. The student should have a specific proposal or project in mind when requesting an Independent Studies course. The content of an Independent Studies course must not significantly duplicate material offered in a regularly scheduled course in the department. In general, independent study is discouraged in all but these circumstances.

A professor must agree to supervise the proposed study. The student is expected to meet with the professor initially to propose the study and, in consultation with the professor, to work out the following details: (1) learning outcomes, (2) expected reading, and/or lab or field work, (3) expected meetings, (4) expected work products, and (5) criteria to be used for evaluation and grading. All requirements must be in writing.

The completed form is returned to the School of Art Graduate Program Coordinator.

The University and Board of Regents requires a minimum of 45 hours of course work (inclusive of meetings and academic work) for each unit of credit awarded.

Please see separate policy on maximum credit for internships and independent study.

Please see the School of Art's Forms link for the graduate internship contract and further information about independent studies in the School (art.arizona.edu > advising > graduate advising; scroll down the page to the Graduate Independent Study Form). Signatures are required from student and faculty member. Forms returned to the School of Art Advising Center after the registration deadline may not be processed.

This policy is clarification of and addition to university policy on independent study, found at: <https://catalog.arizona.edu/policy/courses-credit/courses/individual-studies-courses>

Credit for Internships and Independent Study

Maximum combined credit in internship and independent study work in any option of the Art and Visual Culture Education M.A. and the Art History and Education Ph.D., Art and Visual Culture Education option graduate programs is 9 credits.

Internships: 0-6 credits

Independent study: 0-6 credits

Maximum combined credits: 9 credits

Any variation to this policy is closely reviewed by the full AVCE faculty and will take time to review.

Transferring Coursework

In rare circumstances, graduate credit earned at other approved institutions *after* the master's degree may be counted toward the course requirements of the Ph.D. when it is deemed relevant to the student's Ph.D. degree program. When accepted, this coursework will not be included in the calculation of the University of Arizona G.P.A.

Transferred units are subject to the following restrictions:

- The credits must be approved by the Art and Visual Culture Education Program and the Graduate College. Criteria for approval involve applicability to building the student's expertise in the major or minor.
- Units used toward a master's degree cannot be transferred into the doctoral degree.
- The minimum grade for transferred credits must be an A or B or equivalent at the awarding institution.
- Credit for correspondence courses, extension work, internships and practica, and thesis units will not be accepted for graduate credit.
- Students who wish to transfer credit must first meet with their AVCE faculty advisor for approval. Upon approval, students must submit an Evaluation of Transfer Credit form (found on [Grad Path in uaccess.arizona.edu](https://uaccess.arizona.edu)) before the end of their first year of study. A AVCE Graduate Committee evaluates requests for transfer of units.

Additional information for doctoral students

Please see the University's [on-line catalog](#) for short descriptions of each course. As you plan your coursework, please factor in that courses are offered on a rotational basis, with some being offered once a year, others once every three semesters, some every two years, and some being special offerings that may be one-time only.

Please consult with your AVCE faculty advisor and plan carefully.

Each student will be initially assigned a **temporary advisor**, a professor from the AVCE Program, to help them/her/him with academic and other education matters.

After the First Year Review (see below), the student will ask one of the AVCE professors about serving as their/her/his faculty advisor. In consultation with the faculty advisor, students will create a Ph.D.

Comprehensive Examination Committee, which will be comprised of the advisor, at least one additional AVCE faculty member, the student's minor advisor, and a fourth member from AVCE or from a cognate area.

Students fill out the "Requested Graduate Committee Appointment Worksheet" (Appendix B) and submit this to be reviewed by the faculty.

Following successful completion of the comprehensive exams, the student will work with their/her/his faculty advisor to create a Dissertation Committee.

The dissertation committee is usually the same as the comprehensive exam committee, although sometimes changes are necessary. The candidate should speak to each of the comprehensive examination committee members after completion of the exams to ask them/her/him whether or not they/she/he will serve on the Dissertation Committee. The dissertation committee must consist of the student's faculty advisor and two other faculty members, at least one of whom is from the AVCE Program.

In conjunction with the faculty advisor, the student will determine additional **coursework** from AVCE, and cognate areas. The faculty advisor must approve the course of study.

Coursework must support the student's proposed research direction. Please note that the proper protocol for selecting a faculty advisor and dissertation committee members is to *request a meeting with each faculty member and meet personally* with them/her/him.

Additional Requirements for the Ph.D.

First Year Review

During the second semester of a student's doctoral program, a First Year Review is held to demonstrate acceptability to pursue the doctorate as well as to determine areas of study where further course work is necessary. The student submits a packet to include:

- A one-page statement of research interests
- A curriculum vita
- Two papers written during the first semester of coursework in the Ph.D.
- A preliminary plan of study (see Appendix A of this Handbook)
- A table of contents

The student works with the temporary advisor to develop the First Year Review packet. The packet (usually spiral bound) is due by mid-March for persons entering fall semester and mid-October for persons entering spring semester. Faculty will schedule a time for an oral interview once the packet is submitted.

Upon successful completion of the First Year Review, the student's temporary faculty advisor and committee are dissolved. The student selects a permanent faculty advisor (see below) after this. Should a student not pass the First Year Review, that student will receive a written warning and a second review will be scheduled during the following semester. The result of the second review will be final. If the outcome is not satisfactory, the School of Art will request that the Graduate College administratively drop the student from the Ph.D. program. The drop will officially occur at the completion of the semester during which the second review took place.

Grad Path Forms

The Graduate College has a series of forms that all degree-seeking graduate students are required to complete in order to graduate. These forms are all available through GradPath on UAccess Student Center. To find GradPath, go to [UAccess Student Center \(uaccess.arizona.edu\)](http://uaccess.arizona.edu). Under the Academics section, in the drop down menu, select "GradPath Forms."

Below is the list of forms available on GradPath:

Responsible Conduct of Research Statement: This must be completed before any other forms will become available. To complete this form, simply check the box saying you understand the Responsible Conduct of Research and Code of Academic Integrity policies and submit. Responsible conduct of research is covered in ARE 530, Introduction to Research in Art Education. You may independently take the [CITI Training](#) to understand compliant research.

Plan of Study: Submit at the end of the second semester and no later than the fall of the second year of study.

Comp Exam Committee Appointment Form: Complete the semester before comprehensive exams are scheduled.

Announcement of Doctoral Comprehensive Exam: Complete the semester you are taking comprehensive exams.

Results of Comprehensive Exam: Your Faculty advisor (or chair) completes this form after you have completed your comprehensive exams.

Doctoral Dissertation Committee Appointment: Complete the same semester your comprehensive exams are successfully completed.

Prospectus/Proposal Confirmation: After obtaining approval on your dissertation proposal from first your advisor and then your other committee members, submit a copy to the School of Art Graduate Program Coordinator the semester after you have passed your comprehensive exams.

Announcement of Final Oral Defense: Submit during the final semester of your program, at least 3 weeks before the final oral defense of your dissertation.

Results of Final Oral Defense: Your faculty advisor (or chair) completes this form after you have completed the final oral defense.

Transfer Credit Form: This form is completed only if you are petitioning to transfer coursework from another institution. If transferring coursework, you must complete this form before submitting the Plan of Study.

Doctoral Plan of Study

Upon completion of the second semester of coursework at the University of Arizona (and no later than the fall of the third semester), each student *must* file a Program of Study with the School of Art Graduate Program Coordinator.

The Plan of Study identifies:

- courses the student intends to transfer from other institutions;
- courses already completed at the University of Arizona that the student intends to apply toward the graduate degree; and
- additional coursework to be completed to fulfill degree requirements. *The plan of study is amendable with the advisor's permission.*

- The Plan of Study must have the approval of the student's major professor and the Director of the School of Art before it is submitted to the Graduate College. To file the program of study:
 - Go to [UAccess](#) and select "Student Center".
 - Under the Academics section, in the drop down menu, select "GradPath Forms"
 - Complete the "Responsible Conduct of Research Statement" by checking the box saying you understand the Responsible Conduct of Research and Code of Academic. Integrity policies and submit. (If you do not understand these responsibilities and policies, please complete [CITI Training](#).)
 - Create your Plan of Study.
 - Include all the coursework you've already taken AND all future courses you will take to complete your degree. This document can be updated as you progress through the program, so please make your best educated guess on future coursework.
 - There are two sections: a Major section and a Minor section. In the major section you will put methods, courses you are using for your major, and electives—basically, all coursework that you are not using for your minor).
 - In the comments section, list what courses you are using to fulfill each degree requirement.

For example:

Major (includes ARE 535, methods & theory, major, colloquia, and electives must equal 36 credits):

ARE 535, ARE 631, ARE 596A, GWS 503, GWS 570, ARH 523A, ARH 523B, ARH 596M, ARE 695A, ARE695A, ARE 695A, GWS 554, LAS 529

Minor: ART523, ART 583, ART 504

- Save this information for your own records. If your Plan of Study has to be returned to you for editing, all comments will be wiped clean and you'll need to re-enter your information.
- Click "Submit" and the form will be sent to your advisor for approval

Course Grades

Students must receive a B or better in graduate courses in order for these courses to count toward completion of the degree.

The Graduate College requires a minimum of a 3.0 average to remain in good standing. If a student receives a C, the course will be factored into the overall GPA, but it cannot be used to fulfill any requirements in the student's course of study towards the Ph.D.

In the event of a grade of C or lower, the student is also required to meet with their/her/his major advisor, the graduate program advisor, and the program chair to discuss their/her/his performance. Please see the Grad Replacement Opportunity Policy here: <https://catalog.arizona.edu/policy/courses-credit/grading/course-repeat>

Incomplete grades will only be granted in the most extenuating circumstances. The student and instructor should complete an [Incomplete Grade Report](#).

Failure to make up Incompletes by the end of the following semester will lead to a negative evaluation. Failure to make up an Incomplete by the end of the calendar year after a class has been completed will result in the grade of E.

Course instructors may impose shorter time limits on completion of Incompletes; these will be adumbrated in a contract for completion of the work that both student and instructor agree upon.

In a significant extenuating circumstance, the student has the option to request an extension before the incomplete becomes an E.

Graduate Reviews

All doctoral students may be asked to participate in yearly "Graduate Reviews" organized by the AVCE Program during the spring semester until they have successfully passed their oral comprehensive examinations.

During the review, the AVCE faculty will review with the student all aspects of their/her/his progress towards the degree (including but not limited to performance in classes and on papers; development of specialization, minor, and cognate areas; and any other aspects of their/her/his work within the program.

This clarifies questions and supports the solving of any problems in the student's program. At the end of a semester during which a review is judged unsuccessful by AVCE faculty members, a student may be dismissed from the program.

Temporary Advisor

Each incoming doctoral student is assigned a temporary AVCE faculty advisor. Matters from initial development of the coursework for the major and minor to orientation to living in Tucson may be addressed in this relationship.

After successful completion of the First Year Review (please see above), the student will select a dissertation advisor for their/her/his doctoral studies who may be chosen from among any of the AVCE tenured or tenure-track faculty members.

Doctoral Committee

Each doctoral student must ask a professor within the AVCE Program to serve as their/her/his dissertation advisor (this position is sometimes also referred to as "major professor" or "dissertation committee chair"). In cooperation with the dissertation advisor, the student will develop a proposed program of study leading to the Ph.D. degree.

The dissertation advisor holds primary responsibility for supervising the student's program, comprehensive examination, and work on the dissertation.

Choice of a dissertation advisor should be made by the end of the third semester in the doctoral program. Most students will recommend other members of their doctoral committees by the end of the fourth semester and must do so no later than the completion of 45 credit hours of coursework.

Note: There are two doctoral committees: the comprehensive examination committee and the

dissertation committee. The dissertation advisor serves as chair of both committees, however, the faculty comprising each committee may or may not be the same.

In designating a dissertation advisor and doctoral committee members, the proper protocol is to request a meeting with each professor and meet personally with them. Failure to secure a dissertation advisor or failure to form a doctoral committee is grounds for dismissal from the program.

Major Area

Each student must choose their/her/his major emphasis area by the end of the second semester.

Comprehensive Examinations

The comprehensive examination is scheduled once coursework is completed and prior to commencing full-time dissertation research. It consists of both written and oral components.

The examination is intended to test the student's comprehensive knowledge of the major and minor subjects of study, both in breadth across the general field of study and in depth within the area of specialization.

Thus a student is expected by this point to have a thorough knowledge of the field of art and visual culture education; in-depth knowledge in one or more specializations within the field; knowledge of one or more cognate fields (the minor) relating to the specialized field; theoretical bases of the field and of the specialization; and an understanding of research methodologies.

Prior to the examination period, the student must submit to her or his comprehensive examination committee members the following package:

- An abstract on the proposed dissertation topic, not longer than 500 words excluding references
- An unofficial transcript of coursework taken at the University of Arizona
- Five to seven key words or areas signaling developing expertise in the field, to include subject expertise as well as methodologies, theories, and/or practices
- An annotated bibliography of 5-8 entries addressing understanding of the following areas:
 - key issues in contemporary art and visual culture education (for example, place-based pedagogy, curriculum, arts equity, collaborative practices, sociocultural differences, activism)
 - key ideological or theoretical frameworks for conceptualizing issues and practices in art and visual culture education (for example, Anzaldúan borderlands epistemology, Lacanian psychoanalysis, Critical Race Theory, Kristeva's feminist semiotics)
 - research methodologies that you have used and that are important to the field (for example, arts-based research, ethnography, case study, narrative inquiry, participatory action research, discourse analysis, survey research, historical research, philosophical inquiry)

Please see Appendix D for examples of formatting the annotated bibliography.

The package is submitted either printed and bound or digitally, depending on the committee members' preferences.

The semester prior to taking the comprehensive examination, the student should work closely with the dissertation advisor as the chair of their/her/his committee to develop this package. The committee chair should pre-approve the documents before circulation to the rest of the committee members.

The package must be in the hands of all members of the comprehensive examination committee no later than the end of the first week of the semester in which the exams are to be taken. *The semester prior is recommended.* For people wishing to take their examination in the summer, the deadline for receiving the package is April 1st.

The comprehensive examination committee is composed of a minimum of four faculty members: two faculty members in AVCE (one of whom serves as committee chair) and one from the minor. The fourth member is generally another AVCE faculty member, but may come from areas cognate to the student's development of expertise.

The fourth member may, in rare circumstances, be a non-faculty expert, but non-faculty members must be specially approved by the Dean of the Graduate College. The Graduate College terms such a member a "special approved member" (see the Comprehensive Exam Committee Appointment Form section below).

The comprehensive examination committee is generally expected to be the same as the dissertation committee described above. After successful completion of the written and oral components of the comprehensive examinations, the student should work with their/her/his advisor and formally ask each of the comprehensive examination committee members if they/she/he would be willing to become part of their dissertation committee.

In the rare circumstance where a member other than the member representing the minor will not continue, the student must inform the person that they are restructuring their committee and will not be asking that member to continue to participate in their dissertation committee.

The faculty member representing the minor often does not continue and should be thanked.

The procedure for comprehensive exams

1. The student identifies members of the comprehensive examination committee (4 members, see above; done well ahead of the completion of coursework).
2. The student prepares the comprehensive examination package to be turned in the semester before the exams will occur, or at the latest, no later than the end of the first week of the semester in which the exam will be taken.
3. The committee members have three weeks to review materials after which time the comprehensive examination committee chair will gather questions and submit them to the student for the written component of the examination.
4. The student has six weeks to address the written component of the examination. They/she/he submits the responses to committee members once done. Depending on each committee member's preference, the completed examination may be submitted in print or digitally. If the examination is taken during the summer, the student should work with the committee chair to determine the procedure for submission of the examination.
5. The comprehensive examination committee has three weeks to read the written component of the examination. If the exam is returned over the summer or winter recess, this period starts from the beginning of the fall or spring semester.

6. If the written component of the examination is deemed acceptable, the committee chair will schedule the oral component of the examination.
7. If any section of the written component of the exam is deemed unacceptable, the comprehensive examination committee will meet to decide if the student will retake unsatisfactory parts of the written examination or if the student will be disenrolled from the program.
8. Successfully passing both written and oral components of the examination means that the student advances to candidacy. As explained above, the dissertation committee is then designated, and a formal written proposal for dissertation research must be submitted within six months, per Graduate College regulations.

Comprehensive exam committee appointment form

After your Plan of Study has been approved, you will be able to start your Comprehensive Examination Committee Appointment Form (available through GradPath forms). This form lists all the members on your comprehensive exam committee.

When you select your committee members, you will first search for your advisor. After you have found and selected your advisor, select their committee role (far right column) as "chair." Then click the + sign on the far right to add another line.

This will allow you to add another member to your committee. You'll need to add a new line for every member of your committee. All other committee member roles should be "member." If you have co-chairs, then select both those faculty members' roles as "co-chair" and everyone else's roles as "member."

Special members: Any member on your committee must be a current tenured or tenure-track faculty member at The University of Arizona. If you would like to have someone on your committee who is not a current tenured or tenure-track faculty member, a request to the Graduate College must be submitted. You must first collect an up-to-date electronic copy of your special member's CV or resume. Complete the Special Member form available on the [School of Art](#) website. Submit the Special Member form and CV to your dissertation advisor for approval. After your advisor has approved, submit this form to the School of Art Graduate Program Coordinator who will complete the process.

Announcement of doctoral comprehensive examination

When you have scheduled your oral examination, complete the "Announcement of Doctoral Comprehensive Exam" form available through GradPath Form on [UAccess](#) > Student Center.

When you have completed the Announcement of Doctoral Comprehensive Exam form, the link to the Results form will be emailed to your committee chair; your committee chair will report the results of your written and oral examinations through this form.

Written comprehensive examination

The written examination consists of four questions relating to the major, the minor, research methodologies, and the student's interests in the field of art and visual culture education. The responses are written over a six-week period.

A student must pass the written portion before sitting for the oral comprehensive examination. Failure in any part of the written examination may result in retaking that part of the examination or in dismissal from the program, a decision made by the comprehensive examination committee.

Oral comprehensive examination

All parts of the written examination must be successfully passed before the oral examination takes place. The oral examination should take place within six months of satisfactory completion of the written examination, and generally is completed by the end of the same semester in which the written examinations are passed.

This is the occasion when faculty committee members have both the opportunity and obligation to require the student to display a broad knowledge of the chosen field of study and sufficient depth of understanding in areas of specialization and research methodologies. The examining committee must attest that the student has demonstrated the professional level of knowledge expected of a junior academic colleague. Clarifications or amplifications of the written examination will be expected.

If needed, the student may repeat the oral examination once only. Failure upon the second attempt will result in dismissal from the program. Successful completion of the written examination and oral examination will allow students to advance to Ph.D. candidacy, as described below.

Advancement to candidacy

When the student has successfully passed the written and oral comprehensive examinations, they/she/he is automatically advanced to candidacy. At this time there will be a one-time fee for candidacy charged to the student's bursar account.

The student will not be billed again if the anticipated graduation date is changed. Once the dissertation is completed, copyrighting of it is optional and carries an additional fee.

Doctoral dissertation committee appointment form

When the student has an approved doctoral Plan of Study on file, has satisfied all course work and residence requirements, and has passed the written and oral portions of the comprehensive examination, they/she/he must file a Committee Appointment form available through GradPath Forms (accessed through [UAccess](#) > Student Center).

The committee is made up of a minimum of three faculty members: the chair and one member are to be chosen from the AVCE Program; the third member may be chosen from the AVCE Program, from the minor, or from a cognate area. Students also must complete the Requested Graduate Committee Appointment Form (Appendix B) in consultation with their advisor.

To name committee members on the GradPath form, first search for your advisor. After you have found and selected your advisor, select their/her/his committee role (far right column) as "chair." Then click the + sign on the far right to add another line. This will allow you to add another member to your committee. You will need to add a new line for every member of your committee. All other committee member roles should be "member."

If you have co-chairs, then select both those faculty members' roles as "co-chair" and everyone else's roles as "member." Remember that if you would like to have someone on your committee who is not a current tenured or tenure-track faculty member, a request to the Graduate College must be submitted (see the Requested Graduate Committee Appointment Form section in the Appendices).

Deadlines for the submission of paperwork pertaining to doctoral programs are available online at [Deadlines for Completion of Degree Requirements](#).

Dissertation proposal

Students will present a written dissertation proposal to their committee members within six months after advancement to candidacy. The student's dissertation advisor will approve of the proposal before it is forwarded to the rest of the committee members.

A proposal meeting with the dissertation committee follows. When the dissertation proposal is approved by the dissertation committee, the student will submit the approved proposal to the School of Art Graduate Program Coordinator to be saved in the student's file.

Human subjects (IRB)

Research involving the use of human subjects requires the review and approval of the University Human Subjects Committee. The candidate should consult with the dissertation advisor and should not reach out to the Office for the Responsible Conduct of Research prior to approval from the dissertation advisor.

A copy of the Human Subjects approval letter along with the Human Subjects Research Statement must be in the student's file in the Graduate College Degree Certification Office.

Dissertation and oral defense

The dissertation must be completed and defended in an oral examination within *five years* of the completion of the comprehensive examination. Please consult the Graduate College's [Policies and Procedures](#) links to follow university requirements. *Please make careful note of Graduate College deadlines* in planning your graduation.

Students are required to archive their dissertations with the Graduate College through ProQuest. Instructions relating to the format of the dissertation and required abstracts are included in the [Dissertation Formatting Guide](#).

Please be aware that there is a set [due date](#) for submitting the dissertation, and that it is non-negotiable with the Graduate College; if the deadline is missed, the candidate will graduate the following semester.

A note about writing

The dissertation advisor and committee members are responsible for working with the *content and overall organization* of your writing, but the *grammatical form, fluency, and mechanics* of the writing must adhere to principles of good writing. Because editing for clarity and grammar are not the responsibility of faculty members, if you need help with writing, you will be asked to work with an editor. Think Tank offers [free and for-fee writing tutoring](#). If extensive help is needed, a professional editor may be hired. Please plan ahead.

Dissertation calendar

Writing a dissertation takes longer than is initially anticipated. A planning calendar can be found in Appendix E. Please use this in planning with your faculty advisor and dissertation advisor. Please be aware that deadlines are firm, both in AVCE and for the Graduate College.

Two-week rule

Given the complexity of faculty schedules, faculty advisors require two weeks to read *each* chapter of a dissertation, whether the reading is of the initial draft or a revised draft.

Chapters should be handed in one at a time, not all at once. Please check with your faculty advisor (this ensures that the direction built in earlier work is approved as you proceed). In most cases, faculty also need two weeks notice to write letters of support as well.

Please plan accordingly. A period of three weeks is required for dissertation committee members to read a dissertation. This means the dissertation needs to be in the hands of committee members three weeks before the oral defense.

Announcement of final oral defense

The exact time and place of the oral defense must be (1) scheduled by completing the Announcement of Final Oral Defense Form, available through [GradPath Forms](#) on UAccess Student Center, at least 3 weeks before final defense, and (2) announced publicly in *Lo Que Pasa* at least one week in advance. The dissertation advisor presides over the defense. The initial seminar portion, during which the student presents the dissertation and entertains questions, is open to the public. The committee's deliberation is closed to the public. There is no minimum time limit for the final oral defense, but the entire proceedings may not exceed three hours. The committee will inform the candidate of its decision immediately following deliberations. Upon completion of the Announcement of Final Oral Defense form, the candidate's dissertation committee chair will receive the Results of Final Oral Defense form through GradPath Forms, and will report the results of the defense.

Satisfactory academic progress

In addition to maintaining a minimum 3.00 grade-point average, students enrolled in a graduate degree program at the University of Arizona are required to demonstrate satisfactory academic progress toward degree completion. These are *minimum* requirements for completing the degree; actual progress may be accelerated. For the AHED PhD, AVCE track, these are as follows:

First year:

- Complete at least one methods course and ARE 535 (if offered)
- Complete a minimum of 9 hours in major and/or minor areas
- Successfully complete the First Year Ph.D. Review
- Select a faculty advisor/major professor
- Submit the Doctoral Plan of Study, in consultation with faculty advisor

Second year:

- Complete a minimum of 21 hours, including a second methods course and ARE 535 (if not yet taken)

Third year:

- Complete a minimum of 30 hours

Fourth year:

- Complete coursework in major, minor, and elective areas (a minimum of 45 credit hours)

- Complete and pass comprehensive written and oral examinations
- Advance to doctoral candidacy
- Submit dissertation proposal
- Submit Human Subjects Review (if needed) after comprehensive examinations

Fifth year:

- Complete and defend dissertation

Failure to meet satisfactory academic progress requirements is grounds for disqualification from the program.

Sample Ph.D. Timeline Based on Full-time Status

(This is a sample; your progress may differ. Please see information outlined elsewhere in this document for more elaboration on any of the sample information below.)

Year one:

Complete 12-18 hours of coursework, including at least one methods course and theory course if offered, as well as coursework for the major and/or minor.

Complete First Year Ph.D. Review.

Submit the Preliminary Doctoral Plan of Study, in consultation with temporary advisor.

Year two:

Complete 12-18 additional hours of coursework, including methods and theory courses, coursework in major and minor.

Select major advisor.

Choose minor.

Submit Doctoral Plan of Study.

Year Three:

Complete coursework for major and minor (minimum of 45 hours).

Complete pre-comprehensive exam packet. This should be turned into advisor by 8th-10th week of the semester before the student plans to write her/his comprehensive exams.

Begin preparing for comprehensive exams.

Choose committee for comprehensive exams. Committee is a minimum of 4 members: chair and one or two members from AVCE, person from the minor; 4th member may be from AVCE or another area.

Take comprehensive exams at the end of the third year or the beginning of the fourth year. All coursework must be completed. Please plan a full semester for the writing and defense of the exams.

Years Four and on:

Constitute a dissertation committee (the committee is composed of at least 3 members, the chair and one other member from AVCE; the third may be from AVCE or from another cognate area. Often the dissertation committee is similar to the comprehensive exam committee).

Submit dissertation proposal (first to advisor, then, with their/her/his permission to the committee).

Hold dissertation proposal meeting; make changes as required; receive approval

Submit Human Subjects Review (IRB)

Complete research

Write and defend dissertation.

** Research and writing of the dissertation may take 1-5 years after completion of the comprehensive exams.*

Sample Ph.D Program of Study

Coursework: Minimum 63 credits in AVCE

1 required ARE course (3 cr)

+6-7 ARE electives (18-21 cr)

+ 3 Methods courses (9 cr)

+0-1 Elective courses (0-3 cr)

+3 Minor Area courses (9 cr)

+ 1-3 Colloquia (1-3 cr)

+ 6 Dissertation (18 cr)

Fall 2020

ARE 630: Theoretical and Historical Foundations in AVCE

ARE 520: Community Culture Art Education

ARE 633: Issues and Recent Research in AVCE

ARE 695: Colloquium

Spring 2021

ARE 530: Intro to Research Methods in AVCE (methods)

ARE 560: Curriculum Theory in AVCE

ARE 535: Theory in AVCE

ARE 695: Colloquium

Fall 2021

ARE 631: Arts Based Research (methods)

GC 578: Global Change (minor)

ED 604: Leadership for Educational Change (elective)

ARE 695: Colloquium

Spring 2022

ARE 596A: Special Topics in AVCE

ARE 525: Museum Theory in AVCE
GC 597A - Global Change Workshop (minor)

Fall 2022

GC 695G - Global Change Toolkit (minor)
MUS 551: Behavioral Research in the Arts (methods)
GWS 639 Feminist and Related Social Movements (elective)

Spring 2023

ARE 920: Dissertation (Candidacy)
FA 536A: Digital Arts Authoring (elective)
Comprehensive Exams & Candidacy

Fall 2023

ARE 920: Dissertation Writing

Spring 2024

ARE 920: Dissertation Writing

Fall 2024

ARE 920: Dissertation Writing
Dissertation Defense
GRADUATION!

Additional Academic Programs

Art and Visual Culture Education Minor

The Art and Visual Culture minor requires 9 units of coursework, as approved by the minor advisor. The minor advisor must be an Art and Visual Culture Education tenured or tenure-track faculty member.

Museum Studies Certificate Program

The Museum Studies Certificate Program (MSCP) is designed to enhance existing graduate degree programs for those students seeking scholarly expertise and practical experience in the field of museum studies. The Certificate Program is also a stand-alone program, open to those who have completed an undergraduate degree but are not enrolled in a graduate degree program. The theoretical and scholarly orientation of the curriculum for the MSCP is balanced with museum practice through internships at the Center of Creative Photography, the University of Arizona Museum of Art, the Arizona State Museum, and other relevant museums in the region and beyond.

Coursework

Students meet 12 credit hours of coursework, including two core courses: ARH 500: Topics in Museum Studies and AVCE 525: Theory and Practice in Art Museum Education. The other 6 credits are earned from elective courses that must be approved by the coordinators of the MSCP. A total of six credits (for either course work or internship experiences or a combination) may overlap with credits in the degree program in which the student is currently enrolled and count as credit hours for both **and/or** elective courses may be selected from those in another relevant field of special interest to the career goals of the student, including but not limited to archival management, arts administration, anthropology, and history. See the menu below of some of the possible elective graduate courses: this needs to be developed.

Internship

Students complete 6 credit hours (270 hours) of one or more internships in a museum or gallery. The internship(s) must include a significant scholarly component that links the practical work with the academic requirements for the certificate. One of the two coordinators of the MSCP must approve the internship experiences and provide final grades based on the recommendations of the museum supervisor and a final paper summarizing the experience. For AVCE students in the Community and Museums track who are required to complete 6 credits of internship, these internship credits could apply to both programs, provided the internships are conducted in a museum or gallery. No more than 6 credits can be "double-dipped," either internship or course credits.

Resources & Services

Graduate Council

The School of Art Graduate Council is charged with providing input and serving as liaison between the School of Art administration & faculty and fellow graduate students.

Here are some examples of potential topics that Graduate Council could address: graduate curriculum, graduate facilities and equipment, visiting artists, graduate student policies, research opportunities and activities, as well as the School of Art's vision and direction. The graduate council can coordinate and provide input in various efforts among graduate students and the community—for example, open studio days and graduate gallery programming.

For issues concerning individual students, please see the grievance policy in the student handbook.

Graduate students in each program (Masters/Ph.D. for Art History & AVCE, 2D, 3DXM, P|V|I, I+D) will nominate one representative. These eight representatives will make up the Graduate Council.

The Graduate Council will nominate one chair who will attend one SEC meeting each semester and coordinate the Council meetings. The Graduate Council will also nominate representatives to be a full non-voting member of the School of Art Curriculum, Facilities, and VASE committees.

VASE committee members are recommended to participate for two years to provide continuity.

Program representatives are invited to attend one program meeting yearly, preferably in the beginning of the academic year.

At program meetings when the Graduate Council representative is in attendance, faculty will not discuss matters regarding fellow students. If attending a program meeting is not possible, the Graduate Council representative could also meet with the program chair.

If additional attendance or meetings with the program are desired, that will be determined by the Graduate Council representative and Program Chair.

When the Graduate Council would like to bring forward a request that is a significant change to a process, use of materials, structure, or language, please send a request in writing to the Graduate Program Coordinator. Please include dates, costs and any other details that you think might be helpful to communicate. If you are not sure if a change would be considered "significant", please ask the Graduate Program Coordinator. Give the Admin two weeks to respond, ask questions, or clarify and an approval before you proceed.

Graduate Council can request a maximum of \$150 per event for up to two Graduate Council events each academic year. Unused funds from one year cannot be banked for future years.

Election process

Each spring, all graduate students will be asked to email the School of Art Graduate Program Coordinator to nominate a representative from their/her/his program to serve on the following year's Graduate Council.

The School of Art Graduate Program Coordinator will compile the results. If the student nominated does not wish to serve on the Graduate Council, the next person will be asked, and so on. The School of Art Graduate Program Coordinator will schedule the Graduate Council's first meeting of the year.

Petition

Students can formally petition for an exception to be made to the policies established by the School of Art in the handbook by submitting a SOA Petition, available on the School of Art website. Students can formally petition policies established by the Graduate College by completing a Graduate Petition.

Appeal

If a student disagrees with a decision made by the program or school, they/she/he may appeal the decision using the SOA Appeal form, available on the School of Art [website](#).

Grievances

Should a graduate student feel they/she/he has been treated unfairly, they should follow the below steps to resolve the issue.

With few exceptions, students should first attempt to resolve difficulties informally by bringing those concerns directly to the person responsible for the action.

If the problem cannot be resolved informally with the person responsible, then the student would bring the issue to the School of Art Graduate Program Coordinator, who will help the student find the appropriate next step. If the problem cannot be resolved informally, the student may be able to file a formal grievance. Please see the complete grievance policy and other resources on the Graduate College website: <https://grad.arizona.edu/policies/academic-policies/grievance-policy>

Non-Degree Seeking Graduate Status

A student who does not meet the admission deadlines for the semester in which they/she/he wishes to enroll may apply to the Graduate College for admission as a non-degree seeking graduate student. Students may apply a maximum of 12 units in the non-degree seeking coursework towards their M.A. or Ph.D. degree, subject to approval by the AVCE faculty.

Career Services

The office of Career Services provides a wide range of career services to all current and prospective educators. Services range from initial career counseling and planning—including supply and demand projections, to career exploration, job search skills, and placement services. They also maintain the educator's placement or credential files.

In addition, faculty will provide information about jobs through the graduate listserv. Openings received by the School of Art are posted on the bulletin board in Art 110. Openings received in print for jobs of a more temporary nature, such as summer and after-school jobs, are posted in the hallway where the AVCE faculty offices are located.

Financial Aid

For domestic students, Free Applications for Federal Student Aid (FAFSA) forms are available on-line or through the Office of Scholarships and Financial Aid website).

Submission of a FAFSA is strongly encouraged for everyone and is required for all students who are recommended for scholarships.

These applications are used for the following federal student financial aid programs: Pell Grants, Stafford Loans, SEOG, Perkins Loans, and College Work-Study. For more information on student financial aid, please contact the Office of Student Financial Aid.

International students do not qualify for the programs administered in this office. The best resource for financial aid information for international students here: <https://international.arizona.edu/international-students/success-guide/financial-resources>

Scholarships and Teaching Assistantships

Each year, the School of Art awards over \$50,000.00 in scholarships to graduate students across the School. Scholarships are awarded during the spring semester for the following academic year. All AVCE graduate students are encouraged to apply. Current UA graduate students must have at least a 3.0 GPA, which will be verified prior to review.

The scholarship application will be available for approximately one month in the spring, generally during the second half of the semester.

Graduate students will be notified through the graduate listserv when the School of Art Online Scholarship Application is available. Once you have registered, you may return to the School of Art Online Scholarship Portal as many times as needed prior to the deadline to complete your application.

Recommendations for awards are based on the following factors:

- Quality of artwork or writing sample submitted
- 3.0 cumulative and major GPA
- Submission of a FAFSA (please see Financial Aid section below)

School of Art recommendations are forwarded to the University Scholarship Office. If you receive a scholarship you will be notified in writing. Scholarships will NOT be awarded until the scholarship office verifies eligibility.

Graduate Tuition Scholarships are also available and are allocated annually to the School of Art's different programs.

The School of Art typically awards over \$150,000 in Graduate Tuition Scholarships each year to students across the School.

Faculty members in each program recommend graduate students for the available tuition scholarships; all accepted incoming graduate students and continuing graduate students are considered.

To be eligible for tuition scholarships, graduate students must be:

- Admitted.
- Current students must be enrolled in a graduate degree-granting program at The University of Arizona for three or more graduate units.
- In good academic standing.
- Have a cumulative undergraduate or graduate GPA of 3.00 or higher.

Graduate Tuition Scholarships can cover any portion of base graduate student tuition (in-state or out-of-state), and exclude the miscellaneous and program fees.

Graduate Teaching Assistantships are available on a selected basis to qualified Ph.D. and M.A. students and are awarded by the AVCE faculty.

Students should indicate interest in being considered for an assistantship with their application materials. Every effort is made to award assistantships to qualified candidates.

Graduate Studios

Two studios in the Visual Arts Graduate Research Lab are allocated to the AVCE program. These are awarded to two graduate students (M.A. or Ph.D.) annually, based on their proposed usage of the space.

An application call will go out late in the spring semester for the following school year.

The studios are awarded for a maximum of one year to students who have a demonstrated need for studio space in relationship to their course of study or the relationship of art making to their thesis or dissertation project, and time to commit to using the studio on an almost-daily basis.

Professional Activities & Organizations

All graduate students are encouraged to begin their professional lives while students at the University. This includes joining the professional art education organizations such as:

- [National Art Education Association \(NAEA\)](#) and affiliate
- [Arizona Art Education Association \(AAEA\)](#), and the
- [University of Arizona Student Chapter of the NAEA](#). Membership in NAEA automatically creates membership in AAEA.
- [International Society of Educators in the Arts \(InSEA\)](#)
- [College Art Association \(CAA\)](#)
- [Imagining America](#) is an interdisciplinary arts focused professional body working towards democratic ideals and equity work in society through art
- [American Alliance of Museums \(AAM\)](#)
- [American Educational Research Association \(AERA\)](#)
- [The American Educational Studies Association \(AESA\)](#)

Social Connections

Please see the [Student Life page](#) of the University to find student groups, clubs, and collectives you may want to affiliate with.

Please join in and participate in the AVCE program's social media presence. Make sure to join our program listserv: avcegrad@list.arizona.edu. [Send an email](#) to request being added to the group.

We are also on Facebook [in a closed group](#) keeping our students, alumni networked, in addition to our [official Facebook page](#)

- In addition to social media, we keep a close-knit network through social get-togethers at conferences such as NAEA, as well as at social gatherings in Tucson, so make sure to join in and become an integral part of our community.

Appendix B:

REQUESTED GRADUATE COMMITTEE APPOINTMENT WORKSHEET

Name: _____ Phone #: _____

Email: _____

Committee (M.A. thesis, M.A. project, Ph.D. comprehensive examination, Ph.D. dissertation):

Instructions:

A chair and committee members for the M.A. thesis or project and the Ph.D. comprehensive exams and dissertation are suggested by the student to the faculty, who finalizes the assignment. Please meet with the person whom you would like to ask to serve as your chair and discuss with them/her/him appropriate selections for the remaining committee members. Then fill out this form and submit it to the AVCE Program Chair, who will present it at a faculty meeting. Thesis, project, and dissertation committees require three members; comprehensive exam committees require four (at least one person representing the minor).

Faculty Member's Name	Proposed Role	Date you met (needed for chair)	Rationale for requesting this person
	Chair		
	Member		
	Member		

Once approved, please meet with each member of your committee to determine future directions in your program and follow additional steps outlined for your degree in the AVCE Graduate Handbook.

Student's signature: _____ Date submitted: _____

Appendix C:

M.A. IN ART EDUCATION THESIS/PROJECT APPROVAL FORM

Art and Visual Culture Education Program

Name:

Date:

Plan of Study submitted YES or NO THESIS or PROJECT (please circle)

Tentative Title:

.....
AVCE faculty advisor signature and date

.....
Committee member signature and date

.....
Committee member signature and date

You are responsible for making an appointment with committee members to review this form. Once you have all of the required signatures, please make copies of this form for yourself, the School of Art's Graduate Program Coordinator, your faculty advisor, and each of your committee members.

Attach to your approval form a short explanation of what you will examine in your thesis or project. Please follow the format below and include a one- to two-paragraph description under each section below:

- I. Introduction to the Study
- II. Central Research Question
- III. Problem Statement
- IV. Motivations for Research
- V. Hypothesis/Speculation about This Investigation
- VI. Research Methodology and Method(s)

VII. Review of Literature

VIII. Definition of Terms

IX. Limitations of the Study

X. Benefits to the Field of Art and Visual Culture Education

XI. Professional Venues of Research Dissemination

XII. Potential Obstacles to Conducting This Research

XIII. Tentative Chapter Headings

XIV. Proposed Timeline for Research and Writing

XV. Thesis Committee Chair and Committee Member(s)

XVI. Reference List of Works Cited in the Proposal

APPENDIX D:

ANNOTATED BIBLIOGRAPHY PREPARATORY TO THE PH.D. COMPREHENSIVE EXAMINATION

According to Cornell University, “An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph[s]” (<http://www.library.cornell.edu/olinuris/ref/research/skill28.htm>). The process used for the pre-comprehensive examination package includes both an abstract and notations. Notations differ from an abstract in that the abstract is a “purely descriptive” summary, whereas the notation includes analysis about the relevance of the source to the student’s interests. The notation may include quotes, although the emphasis is on analysis (see below).

The Process

Creating an annotated bibliography calls for the application of a variety of intellectual skills: concise exposition, succinct analysis, and informed library research. The following elements are usually included in an annotation:

- Cite the book, article, or document using the appropriate style (in AVCE and Education, this is usually APA).
- Write a concise abstract that summarizes the central theme and scope of the article, chapter, or book.
- Write your notations: one or more sentences to (a) compare or contrast this work with another you have cited, (b) explain how this work illuminates your subject or methodology, (c) evaluate the research design, findings, or author’s analysis, and/or (d) make other notations useful to your work.
- For guidance in critically appraising and analyzing the sources for your bibliography, see [How to Critically Analyze Information Sources](http://www.library.cornell.edu/olinuris/ref/research/skill26.htm) (<http://www.library.cornell.edu/olinuris/ref/research/skill26.htm>). For information on the author's background and views, ask at the library’s reference desk for help finding appropriate biographical reference materials and, if the item is a book, [book review](http://www.library.cornell.edu/olinuris/ref/bookreviews.html) sources (<http://www.library.cornell.edu/olinuris/ref/bookreviews.html>).

Example 1: A Subject Annotation for Place-based Pedagogy

Before beginning, the student should check with their/her/his committee chair about any variations in formatting, either that the student proposes or that the chair recommends.

Bey, S. (2013). Excavating the cityscape through urban tales and local archives. *Art Education*, 66(4), 14-20.

Abstract: By exploring and creating cityscapes – “artistic representation[s] of an urban environment” – students and teachers can connect with their own histories and build and sustain a sense of pride and neighborhood identity (p. 14). Cityscapes “can take shape through narrative, mythology, performance, or visual metaphor” and can be accessed through local archives, oral histories, and social networks. Bey imagines students as researchers, archivists, and visual ethnographers. The local archives they access include traditional research sites like historical societies or public libraries but is expanded to include community elders, personal archives of community members, images, artifacts, and neighborhood streets and storefronts.

Notations: Lippard's "places" and Bey's "cityscapes" are both spaces (re)activated by layers of memory rooted in human experience. The suggested activities align with social justice education practices by challenging dominant narratives about urban neighborhoods and encouraging students to "reactivate perceivably dormant spaces, rediscover forgotten local heroes, and impress upon collective memories through making connections, deconstructing meaning, or making artistic creations" (p. 20).

Example 2: A Methodology Annotation for Participatory Action Research

Kindon, S., Pain, R., & Kesby, M. (2007). *Participatory action research approaches and methods: Connecting people, participation and place*. London & New York: Routledge. Retrieved from <<http://www.myilibrary.com?ID=110231>>

Abstract:

Kindon, Pain, and Kesby's text describes the history and contemporary practices and purposes of Participatory Action Research (PAR). The text also explores connections with Action Research as a methodology and provides a detailed discussion of how the two really differ in their shared focus for social change. Also discussed is poststructuralist ideas of spatiality in PAR, which I can apply to exploration of classroom as the space for my research. Additionally, the authors provide references to critical scholarship, primarily through feminist theories of identity and ideas of power and empowerment from Michel Foucault (ch. 3) that balance the authors' overall positive presentation of PAR as a methodology.

Notations:

The discussion of Foucault in this text in relation to PAR as a methodology will work well in my research, since I am using Foucault, like Graham (1995) to remind the reader of the positions of power held by art history instructors. To acknowledge my own perceived position of power as one who is implementing this research about others by citing this discussion will show I understand the critiques of this methodology and can work through them to negate that perceived power in my research, which ultimately is the goal behind my research interest - the negation of perceived negative effects of instructor power over students.

APPENDIX E:**DEADLINES FOR M.A. PROJECT, M.A. THESIS AND PH.D. DISSERTATIONS**

AVCE faculty members want to support you as much as possible in completing your degree. Carrying out the research for and writing a thesis or project almost always takes longer than anticipated. Please plan accordingly. The calendar below is to help you in your planning. Please plan *at least* a month to write each chapter: nuanced writing takes much longer than this.

The deadlines in the calendar below are firm. Please do not ask your advisor to make a special case for you, as it results in back-ups further along in the semester and, most importantly, in rushed work that will not reveal nuances and deep reflections.

The calendar is based on the following necessities:

- Each chapter is read first by the faculty advisor/chair of your committee.
- Your faculty advisor/chair of your committee has at least two weeks to read *each* chapter. This means that if you turn in two chapters at the same time, they/she/he will have four weeks to read them.
- Your committee members will receive the thesis two weeks (MA thesis or project) and three weeks (PhD dissertation) before the scheduled defense date.

It is crucial to understand that not meeting these deadlines will result in a postponed graduation and that faculty do not convene for defenses over the summer. Please take this responsibility to yourself seriously.

Meeting these deadlines does not guarantee graduation. Your project, thesis, or dissertation must meet high academic standards. For writing that needs significant revisions, you must allow more time in all phases.

MA Thesis and Project Deadlines

Event	Deadlines for Fall Graduation	Deadlines for Spring Graduation
Date the last chapter is to be delivered to your committee chair	15 October	Friday before Spring break
Last date to turn in completed thesis draft to your committee members	1 November	7 April
Last date to hold your oral defense	15 November	21 April
Last date to turn in post-defense revisions to your committee chair	22 November	28 April
Last day to turn in completed thesis to the Graduate College (this step is not required of projects)	Approximately the last day of finals (check the Graduate School's degree dates and deadlines to confirm)	Approximately the last day of finals (check the Graduate School's degree dates and deadlines to confirm)

PhD Dissertation Deadlines

Event	Deadlines for Fall Graduation	Deadlines for Spring Graduation
Date the last chapter is to be delivered to your committee chair	10 September	1 February
Last date to turn in completed dissertation draft to your committee members	15 October	18 March
Last date to hold your oral defense	5 November	1 April
Last date to turn in post-defense revisions to your committee chair	10 November	7 April
Last day to turn in completed dissertation to the Graduate College (this step is not required of projects)	Approximately the Monday of the last week of classes (check the Graduate College's degree dates and deadlines to confirm)	Approximately the Monday of the last week of classes (check the Graduate College's degree dates and deadlines to confirm)