

***Doctoral
Student Handbook in
Art Education***

***School of Art and Design
University of Illinois at Urbana Champaign***

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Welcome

Welcome to the art education graduate program at the University of Illinois at Urbana-Champaign. The Faculty in art education looks forward to our time together in pursuit of knowledge about art education theory, research and practice. Aspects of the Art Education Ph. D. degree program are discussed below in the following sequence: some general comments about the program and about financial assistance; the course of study; and a range of comments and advice to help you understand the processes involved in the program.

General Information

This is a brief summary of resources, recommendations, requirements, and guidelines that will help you navigate the doctoral art education program at UIUC. Please remember that the requirements of the Graduate College override anything in this handbook (if there is a difference). Any exception to the rules contained within this handbook are subject to the approval of the whole Art Education faculty.

Graduate College. You should read the Graduate College advisory booklet, available on line at: www.grad.uiuc.edu/. The Graduate College website contains a wide range of detailed information for graduate students, including: getting started, funding, health, housing, transport, university resources, and campus and community services. At <http://www.grad.uiuc.edu/thesis/deadlines.htm> you will also find detailed descriptions of requirements, including important deadlines, regarding the dissertation.

A+D Computing Facilities. All graduate students in the School of Art + Design have 24/7 access to the A+D Computing Facilities on the third floor of the building. To obtain access you must attend one of the "orientations" to this facility, given during each fall semester by the A+D facilities staff. You should watch for e-mail announcements about these orientations and attend one. Information about the A+D computer labs is available at: <http://www.art.uiuc.edu/content/resources/computer-labs>.

UI Libraries. As a student in the School of Art + Design, you have access to one of the nation's most prestigious library systems. Composed of many departmental units, the UI library is the largest public university library on earth. In total, the library holds more than ten million volumes, more than 90,000 serial titles, and more than six million manuscripts, maps, slides, audio tapes, microforms, DVDs, videotapes, laser discs, and other non-print material. If you can't find something on the shelves, you can use the library's online database and extensive interlibrary loan program. Information about the UI Libraries is available at: www.library.uiuc.edu.

The Krannert Art Museum is adjacent to the School of Art + Design. It boasts an archive of over 8,000 works and houses rotating exhibits of traditional and contemporary art. KAM's permanent holdings include traditional European and American Paintings, European and American Decorative Arts, pre-Columbian Art, 20th-Century Art, Asian Art, African Art, and Digital Art/New Media. Each year the museum hosts group BFA

and MFA exhibitions, as well as a Faculty exhibition. The **Giertz Education Center** is located in the lower level of KAM and circulates education materials to UIUC students, scholars, local schools, libraries, community sites, and other museums. The center's collection includes art history textbooks, posters, slides, videos, DVDs, docent and curator research archives, teacher manuals and touch kits, art prints and art replicas. Information about the Krannert Art Museum is available at: <http://www.kam.uiuc.edu/>

Teaching Assistantships and Other Financial Assistance

The Art Education Program is able to offer a limited number of teaching assistantships. These are 25% assistantships. They carry a modest salary, exemption from paying tuition costs and a partial fee waiver. We may also offer a few students a one-year fellowship during their first year of study. Subject always to satisfactory academic progress and the availability of funding, fellowship students will be offered a teaching assistantship for a total of three further years following the fellowship. Departmental funding, whether through fellowships or TA appointments, is not normally extended beyond a total of four years.

Other forms of financial support, such as for travel to undertake data collection and for conference attendance, are also available from the Graduate College. Some forms of support are competitive and require application. Information on support from the Graduate College is on line at their website.

Based on students' qualifications and the needs of the Art Education Program, decisions regarding funding, including teaching assistantships and teaching assignments, are made by the entire Art Education faculty at regular Art Education faculty meetings.

Teaching Assistants work under the direction of specific art education faculty members, who serve as TA supervisors. All initial and continuing sources of TA funding are subject to both satisfactory academic progress and satisfactory performance of TA duties. Supervisors will evaluate the performance of teaching assistants working under their direction and will share their performance evaluations with the faculty of the Art Education Program.

TA appointments run from **August 16 to May 15**. Students must plan their time to be available during all of this time, with the exception of officially designated university holidays. TA requests to arrive on campus after the beginning date, or to leave campus before the ending date, may not be honored.

Teaching assistants may use equipment and resources available in the TA room in the performance of their TA responsibilities. This includes preparation for teaching, assisting in program events and activities, grading work, preparing artwork for exhibition, meeting with undergraduate students, and other TA responsibilities. All users of this facility are expected to use the resources and the room in accordance with departmental policies. Teaching assistants (with authorization from the supervising faculty member) may obtain

a key to the TA room , and to other necessary rooms, from Chris Bonner, in room 142 Art and Design.

The Doctoral Program

The doctoral program in the Art Education Program at UIUC is designed for advanced graduate students who want to pursue scholarship and research in art education. Doctoral level coursework includes studies in both art education and in relevant disciplines and departments across the university.

The studies within the Art Education Program include: foundations and philosophies of art education, curriculum research and development, professional teaching seminars, the study of artistic and aesthetic development, research and writing in art education, community arts programming, popular visual culture, visual culture, material culture, contemporary social theory, multicultural education, museum studies, the anthropology of art, applications of new technologies, art for special audiences, and a variety of special topics in visual arts inquiry and education usually offered by the Art Education faculty on a rotating basis.

Doctoral students also have opportunities to study with some of the world's leading scholars in a variety of disciplines of interest to visual arts educators, including anthropology, psychology, philosophy, sociology, art history, community studies, educational policy studies, curriculum and instruction, qualitative inquiry, special education, communications theory, new media studies, information sciences, women's studies, Asian, African, Latino/Latina, and Native American studies, and educational administration and leadership.

Academic Advisers

When you enter the program, you will be assigned an initial adviser to students can turn for advice including on course selection. However, by the beginning of the second semester students have an academic advisor who will help not only with course selection and other matters relevant to academic progress but through the Qualifying Exam. Selection is based primarily on mutual research interests and is negotiated between the doctoral candidate and the faculty member. The Art Education Graduate Program Coordinator should be advised of this selection. You may also consult with the Art Education Graduate Program Coordinator. The initial adviser is not intended to be your academic adviser, although they may continue to be.

For a variety of reasons, usually a change in the direction of the student's research, a student may want to change academic advisers. This is entirely at the discretion of the student and it is their responsibility to seek agreement with the change from the new academic adviser and to inform the Graduate Program Coordinator. There is no penalty attached to making such a change. In order to change advisers, your current advisor must be told and a form obtained from him/her must be signed and taken to the new advisor. This person must agree and also sign the form, and the Graduate Coordinator must be

informed. The form is called “Advisor Change Request Form.” Absent such a change, the academic adviser will normally later become the student’s dissertation committee chairperson.

The Course of Study

Doctoral students must fulfill the requirements for the doctoral degree of both the Graduate College and the Art Education Program, either on the Urbana Campus or through off-campus or online courses. Note that the Graduate College requires that at least two-thirds of the total hours required for the degree be earned in residence.

The requirements of the Art Education Program are as follows:

1. A minimum of 32 hours of graduate coursework in major academic courses. At least 20 of these must be at the 500 level and at least 24 of them must be in art education courses. You should schedule these classes in consultation with your academic advisor. (Note: Most graduate level courses at the university carry 4 hours of credit). In exceptional cases independent study credit hours may be used to fulfill this minimum of 24 hours. However, as below, these independent credit hours are separate from those taken to undertake the Qualifying and Preliminary Exams.

Students who have completed the MA in art education at the UIUC are not required to take courses that they have already taken, but they may choose to do so on the understanding that they will attend all classes, undertake all readings and that an alternative form of assessment will be negotiated between them and the instructor.

2. Demonstration of a research methodology competency. Each student's research specialization is subject to approval by the student's academic adviser. Competency is usually demonstrated by successful completion of at least two research methods courses chosen in consultation with the adviser.

3. Successful completion of a related minor.

A minor is a focused study on a particular area of interest to the student and of relevance to art education in general. Examples are:

- Museum studies
- Educational uses of new media
- Art in local communities
- Multicultural education
- Visual culture studies
- Postcolonial studies

Students may propose an alternative minor with the consent of the academic adviser. Successful completion of a minor usually requires 16 hours of credit in related academic courses.

4. Completion of a doctoral dissertation.

A minimum of 32 hours of dissertation research credit is required for the dissertation. Registration in dissertation research hours for on-campus students, or by petition in absentia, after the completion of the required 64 hours beyond the master's degree, is required whenever extended work with a faculty member is anticipated. The School does not limit the number of dissertation research hours a student can take; however, no more than 32 hours can be counted toward the Ph.D.

5. Successfully passing the Qualifying, the Preliminary and the Final Oral examinations. Students usually sign for independent study hours when preparing for the Qualifying and the Preliminary exams. These can count toward the total of 32 hours required in item 1 above.

Note that whenever extended work with a faculty member is undertaken, the student should arrange for independent study credit. The topic and study expectations must be negotiated with the adviser in advance and committed to writing. No more than 8 hours of independent study may be counted toward the minimum 32 hours of coursework required. Nor may credits for independent study taken to prepare for Qualifying or Preliminary exams be counted toward the 32 hours of coursework minimum.

6. Students who have a Teaching Assistantship are expected to register for 2 hours of credit in Art Ed 503: Professional Teaching Seminar in each semester they are teaching. This course is designed to develop professional competence in teaching and the credit hours do not count toward the 32 hours of coursework minimum.

The normal schedule for full-time students is two to two and a half years of coursework and one year to 18 months of dissertation writing. Some students take longer but you are encouraged to adhere as closely as possible to this timetable. We do not normally offer financial assistance (as with TA appointments) beyond four years.

Annual Review

In accordance with Graduate School policy, the Program of Art Education conducts an annual review of all of its enrolled students. The review helps students by identifying and clarifying academic expectations, opportunities and deficiencies. It is based on a self-report that should serve the student as a guide to the program and as a continuing record of academic progress. Students are required to keep their own continuing semester by semester record.

The review requires students to complete the Annual Review Form, sent to them each year toward the end of the Spring semester. The form requests information about the student's academic accomplishments and the completion of specific program requirements.

The Program faculty, acting as an Annual Academic Progress Review Committee, meets in a timely way to review the information provided by students. They write a draft of an evaluation of each student's performance and suggest goals for the coming academic

year. Students are given a copy of this draft and are asked to meet with their adviser to discuss it. They may then submit written comments/responses to the draft review if they wish. The Review Committee then finalizes its review and sends a copy to each student.

Course Work

The art education courses offered by the program change from year to year and are available in a separate document. Commonly, these may include:

ARTE 402 Artistic Development
ARTE 480 Popular Visual Culture
ARTE 501 Issues in Art Education: Contemporary Art Practice as Pedagogy
ARTE 501 Issues in Art Education: Art and Cultural Theory
ARTE 501 Issues in Art Education: Academic Writing
ARTE 501 Issues in Art Education: Writing for Publication
ARTE 502 Curriculum Development in Art
ARTE 503 Professional Teaching Seminar
ARTE 506 Theories of Art Education
ARTE 591 Independent Graduate Studies (4 credit hours)
ARTE 591 Independent Graduate Studies: Art Education Forum (1 credit hours)

ARTE 501 is a shell course: that is, a number of different topics can be explored within it. Special topics are offered under this number on a rotating basis by individual faculty members and new special topic courses are constantly emerging. This course may be taken more than once, provided that the specific topic is not repeated.

ARTE 503 Professional Teaching Seminar. This is required of students who are Teaching Assistants in our Program. Teaching Assistants must register for 2 hours of credit in every semester in which they have the TA appointment. Doctoral students may count a total of 8 of these credit hours of towards their 64 required academic credit hours but not toward the 24 hour minimum in art education. Additional credits beyond 8 hours for ARTE 503 courses will not count towards the doctoral degree.

ARTE 591 Independent Graduate Studies: Seminar Series (1 credit). This is held during the Fall Semester and involves attendance at a monthly, one-hour seminar offered by graduate students, faculty and visitors.

ARTE 591 Independent Graduate Studies. This can be taken at any time for specific reading topics, research trials and curriculum projects. It requires negotiating with a faculty member the specific topic of inquiry and a contract of work to be accomplished. It will meet the same standards and carry the same workload as a normal course. Independent study from other academic units can be taken with the prior approval of the academic advisor and the graduate coordinator.

ARTE 599 Thesis Research. It is a Graduate School requirement that doctoral students enroll in this course in any semester in which they are working on the dissertation. You must register for this at least 8 times during the writing of the dissertation.

Studies across the UI Campus

The University of Illinois at Urbana-Champaign is home to world-respected scholars in many disciplines of interest to art education. With the approval of their academic advisor, students may choose electives that are related to their area of concentration from across the university. Examples are courses in art history, child development, multicultural studies, visual culture, special education, new technologies, communications, media, educational leadership, curriculum and instruction, educational psychology, educational policy studies, educational leadership, museum studies, sociology, women's studies, philosophy, linguistics, and anthropology.

Research Methodologies

Students must undertake at least two courses in research methodology offered in any unit of the university, such as Education, Psychology or Anthropology. These courses must be undertaken prior to beginning the dissertation.

Outline of the Doctoral Program.

Stage 1: Pre-Candidacy and the Qualifying Exam

This stage includes at least 8 academic courses and successful completion of the Qualifying Exam.

The Qualifying Exam

The Qualifying exam is sometimes referred to as the candidacy or competency exam. It is usually undertaken during the second or third semester of full-time study and thus prior to a major commitment either on the student's or the faculty's part. The intention of this exam is to establish a student's suitability for continued work in the program, especially the potential to write a research dissertation, and to help the student focus his or her studies. The exam consists of two parts, as follows.

On the student's initiative, he or she forms a committee comprised of at least three faculty members, headed by his or her academic advisor. Part 1 of the Qualifying Exam asks the student to present the following material to his or her committee:

1. A statement of the general direction of the student's research interests and possible areas of dissertation interest (1 page)
2. A list of completed and current graduate courses
3. A proposed course of study for subsequent semesters (1 page)
4. Two completed papers already written as part of the doctoral program.

Part 2 of the Qualifying Exam asks the student to write a 30 page paper plus references that reviews the literature on a topic chosen by the student in discussion with the academic adviser. The review should be conceptually orientated and should identify the important areas of agreement and disagreement in the major literature on the topic. Usually, the student meets regularly with the adviser during the second or third semester to discuss the literature as it is read and the review as it is constructed; and usually the student registers for independent study credits for this purpose. The criteria for the literature review are the identification and conceptual grasp of the important issues across the literature.

Students work with their supervisor throughout a semester much like they would for any independent study on a topic of the student's choice.

Where English is not the first language, the student may arrange for the help of a copy editor. This is the student's responsibility to arrange.

The student's committee will meet with the student to discuss the qualifying paper and the other material itemized above. This is an oral exam that usually takes about one hour. The committee will then consider its recommendation, which will be one of the following:

1. The student is allowed to continue (which may involve the condition that the student address inadequacies in a timely manner to the satisfaction of the committee).
2. The student will be withdrawn from the degree program. In this case, the student may be allowed to finish the semester and the academic year, registering for classes as desired.

Once the student passes the Qualifying Exam, he or she is considered a candidate for the doctoral degree.

Stage 2: Pre-Dissertation

This stage involves taking further courses to fulfill the requirements already described, constituting a dissertation committee, completing the minor, and satisfying the research method competency requirement. It culminates with the Preliminary Exam.

The Dissertation Committee

A Dissertation Committee, consisting of at least four faculty members, is formed by the student in consultation with the adviser. It must include the student's academic adviser (who will chair the dissertation committee) and at least one faculty member from outside the art education faculty. Either the Dissertation Committee Chair or another University of Illinois faculty member may be asked to serve as the Director of Research. The Director of Research has specific expertise in the research methodology chosen by the student.

Members of the dissertation committee who are not faculty members in the Art Education Program (aka "outside members") are chosen for their expertise relating to the student's research topic. All members of the dissertation committee must have UIUC Graduate College status. Scholars from outside the University of Illinois are occasionally selected to serve on dissertation committees because of their expertise relating to the candidate's research topic. In such cases, specific permission for their inclusion must be obtained from the Graduate College.

The Preliminary Examination

The Preliminary Examination is a discussion with the dissertation committee of a proposal for the dissertation research.

The doctoral candidate presents a draft of the first three chapters of the dissertation. This document is usually the result of a series of drafts and discussions with the dissertation chair; writing it usually takes at least a semester. It is given first to the dissertation chair and then, when approved, to the rest of the committee. The chapters are as follows:

Chapter 1. The Introduction

This should have five parts:

- A brief statement of the topic and its significance,
- The specific research question(s)
- Discussion of key concepts
- A brief statement of the proposed methodology
- Limitations

Chapter 2. The Literature Review

Chapter 3. The Methodology

The oral examination (aka the *prelim*) is a discussion of the proposal with the dissertation committee. It takes about two hours. The purpose is to determine the candidate's preparedness to pursue the proposed research. During the meeting, the doctoral candidate presents a summary of the research proposal (no more than 15 minutes) and then responds to questions and comments. The committee then retires to decide upon one of the following recommendations:

1. The doctoral candidate is allowed to proceed to write his or her dissertation.
2. The doctoral candidate is allowed to proceed subject to minor revisions and subject to the approval of committee members as appropriate.
3. The doctoral candidate is required to reapply after six months but no later than twelve months. In this case the doctoral candidate will receive specific notification as to what work he or she needs to remedy.

Students are required to register for ARTE 591: Independent Graduate Studies, with their dissertation chair when writing drafts of chapters 1 and 2. A draft of chapter 3 (about the

methodology to be used) will normally be written as coursework or as an independent study with a scholar with appropriate expertise.

Stage 3: The Dissertation and the Oral Defense.

This stage consists of writing the dissertation, enrolling for a minimum of 32 hours of ARTE 599: Dissertation Research, and publicly defending the dissertation in a Final Oral Examination. The stage should take between one and two years.

Writing the dissertation

“The dissertation is intended to demonstrate the student’s capacity for independent research. In it, the student should make an original contribution to knowledge” (Graduate Faculty Action, February 15, 1973).

The doctoral candidate writes the dissertation with frequent consultation with the dissertation chair and with feedback from other dissertation committee members as needed. By agreeing to be on the student’s committee, committee members agree to be available for one-on-one advising, discussing research problems, helping to develop the best strategies for analyzing and interpreting findings, and considering the significance of the study. It is up to the student to make regular appointments with the dissertation advisor and individual appointments with committee members, and to make sure the time with each member is well spent. Meetings with committee members should be scheduled with specific needs in mind and it is the student’s responsibility to prepare in advance of these meetings. All committee members should see and approve chapters of the student’s dissertation as they are completed (the student’s dissertation chair should see the chapters before they are shared with other committee members). Work submitted to the dissertation committee must comply with the current APA guidelines and adhere to the highest standards for professional scholarly writing.

Writing the dissertation can be a stressful task. It is easy to get sidetracked, develop writer's block, or become isolated at this time. Some students never complete their dissertation. Meeting regularly with committee members will help you overcome some of these conditions.

Students are expected to plan in accordance with University of Illinois rules, procedures, and deadlines. They may expect timely feedback from their dissertation chair and committee members, subject to individual expectations negotiated with them. Note that dissertation committee members do not serve as copyeditors. Over summers, during holidays and semester breaks, and just prior to and during the annual conference of the National Art Education Association, the dissertation committee members may be unavailable for dissertation work.

It is important that, in preparation for the defense of the dissertation, doctoral candidates give a copy of the completed and copyedited dissertation to their chairperson in plenty of time for review. This should be at least four weeks prior to the defense. The other

members of the dissertation committee should have it at least two weeks before the defense. Doctoral candidates should meet individually with each committee member after they have had a chance to review the completed dissertation. Any major changes that need to be made should be made before the defense date. Working closely with committee members throughout the process will greatly reduce the chance of having to make substantial changes late in the process and possibly delaying graduation.

The Final Oral Defense

The Final Oral Defense is the doctoral candidate's opportunity to formally share his or her findings with the dissertation committee and interested members of the professional community. It is where the dissertation committee meets with the candidate to discuss the dissertation. The meeting usually lasts two hours. By university rule, this is a public event marking the completion of the candidate's research. We invite other interested faculty and students to this event.

Doctoral candidates should make a short (10 – 15 minutes) professional presentation of their findings and then answer questions from the committee.

At the end of the discussion, the committee meets in private to evaluate the dissertation and the candidate's performance. It will determine one of the following:

1. The candidate is passed.
2. The candidate is passed subject to revisions to be made in a timely manner and subject to the final approval of committee members as appropriate.
3. The candidate is requested to reapply to undertake their defense within six months to twelve months later. In this case, specific, written advice will be offered regarding what work the candidate needs to undertake to satisfy the committee.

Once the candidate's dissertation committee has signed off on a dissertation, indicating that the candidate has passed the final oral examination, he/she may legitimately be called Doctor. But until the dissertation is submitted to the Graduate College, the candidate has not technically completed all requirements for the Ph. D. degree. Refer to the Graduate College advisory about how to deposit the dissertation and other things that must be done in order to graduate. It is the candidate's responsibility to understand and comply with Graduate College requirements and deadlines.

Note on arranging for formal exams

The student is responsible for scheduling the Qualifying Exam, the Preliminary Exam and the Final Oral Defense in a timely manner, with all due regard for deadlines, regulations, and consideration of others. This includes scheduling these meetings with all committee members in advance, making a public announcement of the events, inviting guests, scheduling the use of the presentation room, obtaining all needed presentation equipment, leaving the presentation room clean and orderly after the presentation, and returning all equipment. The School's Coordinator of Graduate Affairs (Marsha Biddle) must be informed at least three weeks prior to the date of both the Preliminary and the

Final exam in order to have the paperwork for the Graduate College prepared in a timely manner.

Usually students schedule room 133 Art and Design for their examinations. Rooms 312 and 229 Art and Design are alternatives. It is the student's responsibility to schedule the room and to make arrangements with all committee members.

Presenters often use PowerPoint for their presentation. The student must sign-up for and check out audio-visual presentation equipment from the check out window in the third floor of the School. You should be familiar with the presentation equipment so that the presentation flows smoothly and without interruptions.

The presenter must set up the meeting room, needed equipment and presentation materials before committee members and invited guests arrive.

Presenters should also provide the committee members and guests with handouts of presentation materials, which coincide generally with the presentation. In the Preliminary exam, the handouts derive from content in Chapters One, Two, and Three of the dissertation. The handouts in the Final Defense may include revised versions of the Preliminary Exam handouts but will focus on the student's findings and the significance of these findings -- content typically found in subsequent chapters.

Institutional Review Board

No research involving human subjects can proceed without the approval of the Institutional Review Board. See their website: www.irb.uiuc.edu/#

At this website you will see links to forms and instructions, regulations, ethics, informed consent and vulnerable populations. The purpose of the review board is to ensure that research is undertaken with full regard to contemporary ethical standards. Consideration of a proposal by the IRB may take a month, possibly longer, and often requires resubmission.

Students should not be engaged in the collection of data involving human subjects without explicit approval by the IRB. The collection of such data for the dissertation without prior approval from the chair of the dissertation committee is not allowed.

Graduate College regulations

The university provides guidelines for conducting research, selecting committee members, writing the dissertation, presenting the research at the final oral defense, depositing the dissertation, and notification for graduation. This information is available from the Graduate College. Students and doctoral candidates should be fully aware of all UIUC regulations regarding research. The Graduate College also offers a dissertation workshop that addresses many aspects of the dissertation process; previous students have strongly recommended this workshop.

Manuscript Preparation

The Art Education Program requires that dissertation manuscripts be written according to the requirements specified in the current edition of the American Psychological Association Publication Guidelines. There are also guidelines for preparation of the manuscript published in the UIUC Graduate College dissertation advisory.

Graduation Ceremony

The School of Art and Design hosts its own Commencement Ceremony, with all due pomp and circumstance to mark this auspicious occasion.

The "hooding" of the doctoral candidate is a cherished and well-deserved public display of honor and respect and we very much encourage students to participate in this ceremony. It is critical that candidates inform the School of Art and Design graduation ceremony chair, the student's graduate academic advisor in art education, and the Art Education Program Chair of the intention to graduate and of the intention to participate in graduation ceremonies. Candidates must meet deadlines for notifying all university advisors. Family members needing hotel reservations must book them early since some area hotels are booked a year in advance.

Some final practical notes

Office and studio space for doctoral students

Limited shared graduate office space is available to art education doctoral students for research and program work.

Limited shared studio space may be available for studio work. Due to limited space the use of these facilities is not guaranteed. Students must be undertaking a studio class in the semester in which they make application for a space. Applications are made to David Atkins who is Director of Facilities (akins@illinois.edu). Keys can be checked out from Room 142 Art and Design.

The following regulations apply to both offices and studios:

Graduate students are required to keep their space clean, clear of garbage, food, and fire hazards at all times. Under no circumstances should anyone leave heat generating tools or coffee pots on for extended periods of time.

Office space is designed for academic work only, not for studio work.

Campus surplus may have furniture that can be used but the Art Education Program cannot pay for transportation of equipment or furniture. In most cases, a faculty

member must email campus surplus to authorize the checkout of equipment or furniture.

Students must remove any furniture that they bring into the facility.

When leaving always lock the doors and close the windows. Do not share or duplicate keys.

Academic Editing Services

Doctoral students are expected to remain current with the contemporary literature in art education, to be active contributing members of the profession at the national and/or international levels, and to maintain current membership in the National Art Education Association. We encourage doctoral students to submit scholarly proposals for consideration at the annual convention of the NAEA, to publish scholarly papers in the journals that inform art education theory and practice, and to be active in our local student affiliate chapter of the NAEA/IAEA.

It is common for graduate students, both native English and ESL speakers, to have their written work proofread and copy edited by a professional editor before submitting it to faculty. Working with a professional editor is highly recommended. Students should not expect faculty to act as copy editors.

In seeking an editor, begin by asking other students or faculty if they could recommend someone. If not, seek a qualified editor on line by using the keywords *academic proofreading* or *academic editing*. Locate the biographical details about the editor's professional experience and qualifications. Normally, a qualified editor lists his or her basic vita. Avoid using services that do not specify who the editor(s) is. Next, see samples of his/her edited work. Some editors will give you a try out, meaning that you can email a 5-6-page paper for pre-evaluation. This is important if the intention is later to send a much longer paper.

Students should make sure they know how much they are paying and what they are paying for. Highly qualified editors work with university faculty and graduate students, both native English and ESL speakers. Naturally their fees are higher than regular editors. High-quality/low cost editing services exist but they require some searching on line. Fees are based on different levels of editing. Some editors will pre-assess the level of editing required upon request. Students should make sure they understand how much will be spent before sending out a paper for editing.

Plan ahead. Get in touch with an editor before sending out a paper. Book a couple of weeks ahead for large projects. Working with a qualified editor is much like seeing a doctor. During peak months – usually April and May, and November and December - their calendar can be backed up for weeks. Specify any requirements; for example, the paper needs to use the latest edition of the APA Guidelines. Describe weaknesses in the writing to the editors so that he or she pays particular attention to them. Since a

professional editor is not an expert in the field, they will not intentionally revise or alter the content. They will give some critical comments whenever they fail to comprehend what meaning was intended. A good editor is an English mentor.

Upon receiving edited work, do a final proofreading. The meaning may have been unintentionally altered.