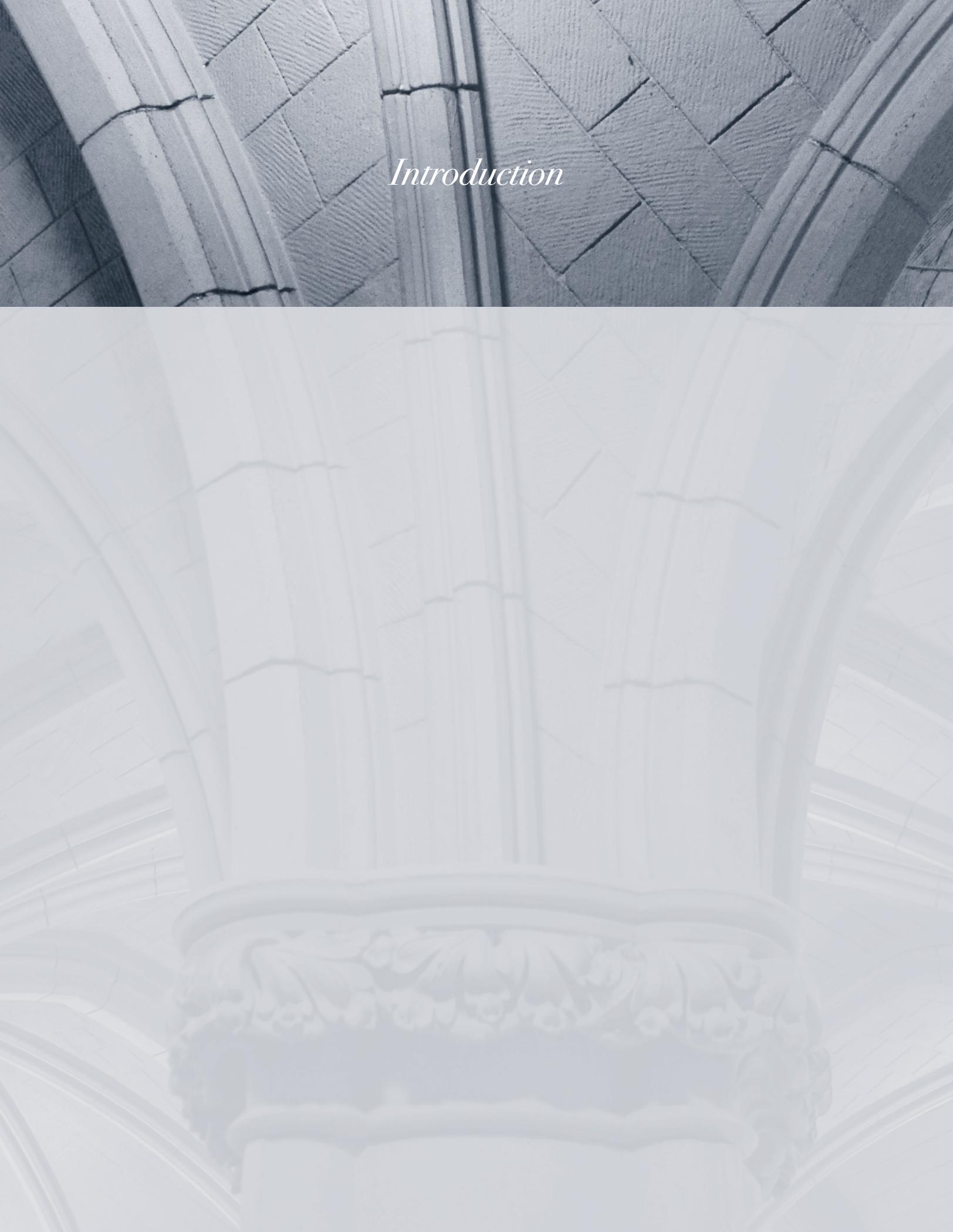


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# *Teachers College 2004-2005*

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*Introduction*

## A Message from the President



Soon after being named president of Teachers College, I received a letter from a well-known educator suggesting the College change its name. The author reasoned that Teachers College is the largest and most comprehensive graduate and professional school of education in the country.

Teachers College focuses on education in the broadest sense of the word—in and out of the classroom and across the life span. A third of our students are in teacher preparation programs. The rest are planning on careers in administration, policy, research and teaching in fields ranging across education, health and psychology.

The proposal certainly had merit, but it was at the same time impossible. The most valuable possession we have at Teachers College is our name. The name summons a powerful historical legacy. Teachers College began almost a century ago with the radical mission of preparing a new breed of professional educators. In the years since, Teachers College has been a leader in defining the work of educators and the nature of their field.

Our work at Teachers College today, as it was yesterday, is to create the programs, carry out the research and develop the models that will guide educators and the institutions they serve. As graduate students at Teachers College, you will share in the excitement of an environment for learning on the leading edge of educational reform and innovation.

Arthur E. Levine,  
President  
Teachers College, Columbia University

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## A Message from the Dean

Teachers College, Columbia University is for some the beginning, and for others a continuation, of a pathway into the professions of teaching, education, organizational leadership, healthcare and psychology. Undertaking this journey requires courage—it is actually undertaking a lifestyle that both honors and challenges the mysteries of people as they do the personal work of developing as individuals and then move outside of themselves learning to use the power of education to change the world. At Teachers College, this journey will lead you to interconnect with many others—faculty, students, staff, community practitioners and educators, as well as alumni—who share a commitment to helping others reach their fullest potential.



Those that have chosen to follow this path are everywhere: serving the needs of pre-school, young children and adults in public and private schools as well as other educational settings; providing counseling and mental health services for individuals, families, and groups; leading and working with health care and social service agencies; researching and conducting policy analyses; and advocating for the implementation of transcultural policies and practices aimed at improving the human condition in this country and abroad.

While at TC, remember to continuously reflect on who you are and where you are going. Your experiences, skills and desires have led you here to stimulate critical thinking and an open heart. Both are essential for engaging in our work for the world. We are thrilled that you have joined our College community. Now is the time—there is much work to be done.

Darlyne Bailey,  
Vice President for Academic Affairs  
and Dean of the College  
Teachers College, Columbia University

# Academic Calendar 2004-2005

## AUTUMN TERM 2004 (SEPTEMBER 8 - DECEMBER 23)

SEPTEMBER 2004	5	<i>Sunday.</i> Beginning of occupancy in Teachers College residence halls for new students attending the Autumn Term.
	6	<i>Monday.</i> Labor Day. University Holiday.
	7	<i>Tuesday.</i> In-person registration for Autumn Term. Hours: 10:00 a.m. to 8:00 p.m. New Student Orientation Program, 8:30 a.m. to 5:00 p.m.
	8	<i>Wednesday.</i> Last day to file, in the Registrar's Office, Master's essays for October 20 degree award.
	8	<b>Wednesday. Classes begin. Autumn Term 2004.</b>
	8-10	<i>Wednesday-Friday.</i> Registration and add/drop period. Hours: 9:30 a.m. to 6:00 p.m. Wednesday and Thursday; 9:30 a.m. to 5:00 p.m. Friday. Advisors and/or their Representatives available from 3:00 p.m. to 5:00 p.m.
	10	<i>Friday.</i> Last day to file notification in Office of Doctoral Studies of intention to defend Ed.D. and Ph.D. dissertations during the Autumn Term 2004.
	10	<i>Friday.</i> Last day to file application for Doctoral Certification Examination (Ed.D./Ph.D.) to be given October 22 or October 29.
	21	<i>Tuesday.</i> Last day to add and drop courses for the Autumn 2004 term, file a Certificate of Equivalency, and enroll in Student Health Service and Student Medical Insurance programs.
	22	<i>Wednesday.</i> Requests for late registration under exceptional circumstances on or after this date require Registrar's approval and payment of \$100 late fee.
OCTOBER 2004	27	<i>Monday.</i> Last day to deposit Ed.D. dissertation and abstracts, which have been corrected in accordance with Dissertation Secretary's evaluation, and pay microfilm fee for October 20 award of degree.
	5	<i>Tuesday.</i> Last day to change points in variable point courses.
	15	<i>Friday.</i> Last day to deposit Ph.D. dissertation with the Office of Doctoral Studies and the Graduate School of Arts and Sciences for the award of the October degree.
	20	<b>Wednesday. Award of October degrees and certificates. No ceremony.</b>
	22	<i>Friday.</i> Doctoral Certification Examination (Ed.D./Ph.D.) for students not majoring in an area of psychology, 9 a.m. to 12 noon and 1:45 to 4:45 p.m.
	28	<i>Thursday.</i> Midterm date, Autumn Term 2004.
	29	<i>Friday.</i> Doctoral Certification Examination (Ed.D./Ph.D.) for students majoring in an area of psychology, 9 a.m. to 12 noon and 1:45 to 4:45 p.m.
	29	<i>Friday.</i> Last day to file or to renew an application, in the Registrar's Office, for Master's degrees and certificates to be awarded in February. (After this date, application may be filed only until November 12 upon payment of \$15 late fee.)
NOVEMBER 2004	24	<i>Wednesday.</i> No Classes. Offices open.
	25-28	<i>Thursday-Sunday.</i> Thanksgiving Holidays.
DECEMBER 2004	1	<i>Wednesday.</i> Last day to file, in Registrar's Office, Master's degree essays for February degree award.
	6	<i>Monday.</i> Registration for the Spring term for continuing students via web and touch-tone registration begins.
	23	<b>Thursday. Autumn Term 2004 ends.</b>
	23	<i>Thursday.</i> Termination of occupancy in Teachers College residence halls for Autumn Term students not returning for Spring Term 2005.

# Academic Calendar 2004-2005

## SPRING TERM 2005

(JANUARY 19 - MAY 10)

JANUARY  
2005

- 16 *Sunday.* Beginning of occupancy in the Teachers College residence halls for the Spring Term.
- 17 *Monday.* Martin Luther King, Jr. Day Observed. University Holiday.
- 18 *Tuesday.* In-person Registration for Spring Term 2005. Hours: 10:00 a.m. to 8:00 p.m.  
New Student Orientation Program, 8:30 a.m. to 5:00 p.m.
- 19 **Wednesday. Classes begin. Spring Term 2005.**
- 19-21 *Wednesday-Friday.* Late registration and change period. Hours: Wednesday-Thursday 9:30 a.m. to 6:00 p.m.; Friday 9:30 a.m. to 5:00 p.m. Advisors available from 3:00 to 5:00 p.m.
- 21 *Friday.* Last day to file notification in Office of Doctoral Studies of intention to defend Ph.D. and Ed.D. dissertation during Spring Term 2005.
- 21 *Friday.* Last day to file application for Doctoral Certification Examination (Ed.D./Ph.D.) to be given February 11 or February 18.
- 28 *Friday.* Last day to deposit Ed.D. dissertation and abstracts, which have been corrected in accordance with Dissertation Secretary's evaluation, and to pay microfilm fee for February 9 award of degree.

FEBRUARY  
2005

- 1 *Tuesday.* Last day to add and drop courses for Spring Term 2005, file a Certificate of Equivalency, and enroll in Student Health Service and Student Medical Insurance plans.
- 1 *Tuesday.* Last day to file or to renew an application, in Registrar's Office, for Master's degrees and certificates to be awarded in May. (After this date, application may be filed only until February 14 upon payment of \$15 late fee.)
- 2 *Wednesday.* Requests for late registration under exceptional circumstances on or after this date require registrar's approval and payment of \$100 late registration fee.
- 4 *Friday.* Last day to deposit Ph.D. dissertation with the Office of Doctoral Studies and the Graduate School of Arts and Sciences for the award of the February degree.
- 9 **Wednesday. Award of February degrees and certificates. No ceremony.**
- 11 *Friday.* Doctoral Certification Examination (Ed.D./Ph.D.) for students not majoring in an area of psychology, 9:00 a.m. to 12 noon and 1:45 to 4:45 p.m.
- 11 *Friday.* Last day to file notification in Office of Doctoral Studies of date and time of final Ph.D. Oral Defense to be held in Spring Term 2005.
- 15 *Tuesday.* Last day to change points in variable-point courses.
- 18 *Friday.* Doctoral Certification Examination (Ed.D./Ph.D.) for students majoring in an area of psychology, 9:00 a.m. to 12 noon and 1:45 to 4:45 p.m.

MARCH  
2005

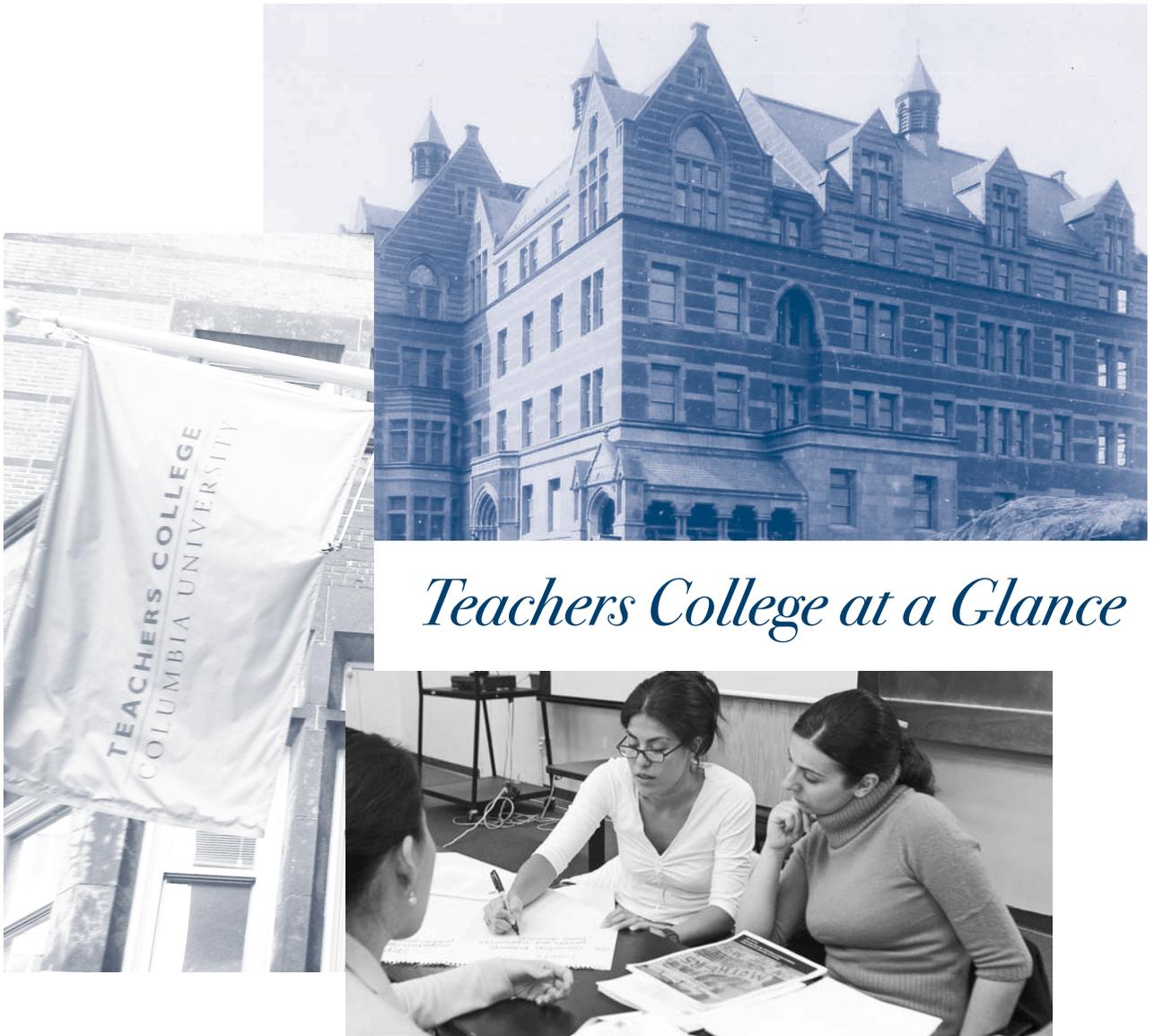
- 1 *Tuesday.* Last day to file Master's essays for May degrees.
- 10 *Thursday.* Midterm date, Spring Term 2005.
- 13-20 *Sunday-Sunday.* Spring Holidays.

APRIL  
2005

- 18 *Monday.* Registration for the Summer Term for continuing students via web and touch-tone registration begins.
- 29 *Friday.* Last day to deposit Ed.D. dissertation and abstracts, which have been corrected in accordance with Dissertation Secretary's evaluation, and pay microfilm fee for May 18 award of degree.

MAY  
2005

- 10 **Tuesday. End of Spring Term 2005.**
- 11 *Wednesday.* Termination of occupancy in Teachers College residence halls for Spring Term 2005 for students not remaining for Summer Session A. Extensions granted for students remaining for Commencement.
- 13 *Friday.* Last day to deposit Ph.D. dissertation with the Office of Doctoral Studies and the Graduate School of Arts and Sciences for the award of the May degree.
- 17 **Tuesday. Teachers College Master's Degrees Convocations.**
- 18 **Wednesday. Conferring of degrees, 10:30 a.m.; Teachers College Doctoral Degrees Convocation, 2:30 p.m.**



## *Teachers College at a Glance*

**Teachers College** instills in its students the capability to solve problems, motivate learners, inspire hope, raise standards and take charge of change. It is an approach that leads our students to value independent thinking and lifelong learning.

This vision, renewed and invigorated to meet changing times, has kept Teachers College in the vanguard of important advances in education during critical periods of the last century. As we confront new challenges, both formidable and unrelenting, we are once again poised to prepare our students for leadership at a time when the need for reform is critical.

Teachers College sees its leadership role in two complementary arenas: One is as a major player in policy-making to ensure that schools are reformed and restructured to welcome all students regardless of their socio-economic circumstances. The other is in preparing educators who not only serve students directly but coordinate the educational, psychological, behavioral, technological, and health initiatives to remove barriers to learning at all ages.

For more than 100 years Teachers College has continued to:

- Engage in research on the central issues facing education
- Prepare the next generation of education leaders
- Educate the current generation of leaders in practice and policy to meet the challenges they face
- Shape the public debate and public policy in education
- Improve practice in educational institutions

### *A Ground-breaking Institution Built on Solid Principals*

Teachers College was founded in 1887 by the philanthropist Grace Hoadley Dodge and philosopher Nicholas Murray Butler to provide a new kind of schooling for the teachers of disadvantaged children in New York City, one that combined a humanitarian concern to help others with a scientific approach to human development.

The founders recognized that professional teachers need reliable knowledge about the conditions under which children learn most effectively. As a result, the College's earliest programs included such subjects as educational psychology and educational sociology.

They also insisted that education must be combined with clear ideas about ethics and the nature of a good society; consequently, programs were developed in the history of education and in comparative education. As the number of school children increased during the twentieth century, the problems of managing the schools became ever more complex. The College took on the challenge and instituted programs of study in areas of administration, economics and politics. Other programs developed in such emerging fields as counseling, curriculum development and school health care.

After World War II, in response to rapid development of new professional roles, the College added curriculum that reached beyond the traditional educational sphere, including programs in clinical and counseling psychology, speech and language pathology, audiology, post-secondary education, and international education. During the 1960s, driven by concern for equity in the schools, TC developed programs in fields such as urban education, ethnic education and the teaching of English to speakers of other languages.

In the past 25 years, the College has addressed the explosion of educational services outside the traditional school environment by designing programs for educators who will work in day-care centers, family assistance agencies, museums, libraries, businesses, telecommunications facilities, and other non-traditional locations.

More recently, Teachers College has been contending with the difficult problems of urban education, reaffirming its original mission—providing a new kind of education for those left most in need by society or circumstance. The College continues its collaborative research with urban and suburban school systems that strengthens teaching in such fundamental areas as reading, writing, science, mathematics and the arts; prepares leaders to develop and administer psychological and health care programs in schools, hospitals and community agencies; and advances technology for the classroom, developing new teaching software and keeping teachers abreast of new developments.

### *Furthering the Cause of Education—Locally and Globally*

Historically, Teachers College has played a vibrant role in shaping and defining education in the New York area. Through the years, our influence has spread across the nation and around the world.

**The Heritage School** is a unique partnership between Teachers College and the New York City Department of Education. Its extended-day curriculum emphasizes the arts and offers such varied disciplines as karate, mural painting and Japanese. Now in its fifth year, the Heritage School requires all students to supplement a rigorous academic base with trips to museums, galleries, theaters, libraries and concert halls.

Nationally, Teachers College hosts **The National Academy for Excellent Teaching**, which convenes prominent faculty, researchers, and outstanding teachers to develop new ways of upgrading the skills and knowledge of our nation's high school educators. The National Academy provides on-site and online support and coaching for educators in low-income high schools in New York City.

From 1954 through 1978, Teachers College played a **vital role in Afghanistan**, helping train its teachers and assisting in development of

a functional curriculum. In 2003, after the fall of the Taliban regime, members of our faculty visited Afghanistan to lay the groundwork for the establishment of a National Academy of Education to train teachers. In November of that year, President Arthur Levine signed an agreement with the Afghan Minister of Education that will result in the development of a system of teacher training, new textbooks and a new curriculum framework.

### *Diversity—A Continuing Legacy*

The strong emphasis Teachers College places on student diversity began in the early days of our history. Today, the diversity of our student population encompasses color, age and nationality, with students from all 50 states and a 13 percent international enrollment representing 80 countries. Of the approximately 5,000 students enrolled in Teachers College, about 77 percent are women, 12 percent are African American, 11 percent are Asian American, and 7 percent are of Latin origin. Furthermore, with a median age of 31 years, our students bring maturity, a wealth of knowledge and strength of purpose to their pursuit of degrees and careers in education.

### *Renowned Faculty Breaks Research Ground*

The research work of many Teachers College faculty members has received significant national recognition. A recently published study by Jeanne Brooks-Gunn and Tama Leventhal of the National Center for Children and Families at TC is especially noteworthy. Their "Moving to Opportunities" project followed approximately 800 families, and tracked the challenges they faced and the benefits they enjoyed after relocating from lower-income, high-crime neighborhoods to middle-class areas with safer schools.

### *TC Centers and Facilities Offer Wealth of Information*

The College's continuously expanding centers and facilities—which house vast archival resources and facilitate exceptional student and faculty research—are among the nation's finest. These include:

**The J.M. Huber Institute for Learning in Organizations** is a research-based institute dedicated to advancing the state of knowledge and practice for learning and change in organizations. Organizations are provided with tools that help them learn. Research is shared and best practices are learned through various events and publications.

**The Institute for Urban and Minority Education** conducts demonstration, development, evaluation and research projects to better understand the experiences of diverse urban and minority group populations in the different institutions and situations that influence their development.

For a more complete listing of centers and institutes at Teachers College, please see the "Academic Resources and Services" section of this bulletin.

### *New York—TC's Proving Ground*

Teachers College has built a dynamic alliance with New York City. In addition to our work with East Harlem's Heritage School, teacher education students complete practicums in the New York City public schools. Researchers are involved in more than 200 schools throughout the five boroughs. TC students are developing and effectively implementing a number of innovative programs to help children at risk, including reading tutorial programs in under-funded schools and an after-school science program in an area homeless shelter.

Students also have the opportunity to take courses offered at Columbia University, as well as the Union Theological Seminary, Jewish Theological Seminary and other New York institutions.

### *Training Professionals in Three Related Disciplines*

Together, TC's three highly complementary and interrelated areas of study—education, psychology and health—work to fulfill our vision of Teachers College as a preeminent international human resource development institution, committed to systematic teaching and learning in all the major educative institutions.



*Academic Departments and Programs*

# Arts and Humanities

CHAIR: Professor Harold F. Abeles

LOCATION: 334 Horace Mann

TELEPHONE NUMBER: (212) 678-3799

FAX: (212) 678-3746

ASSOCIATE CHAIR FOR FACULTY SUPPORT: Professor David Hansen

ASSOCIATE CHAIR FOR STUDENT SUPPORT: Professor ZhaoHong Han

WEB SITE: [www.tc.edu/A&H](http://www.tc.edu/A&H)

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## DEPARTMENTAL MISSION:

*The Department of Arts and Humanities* is dedicated to the study of a variety of academic and professional disciplines in an educational context. The Department's mission is two-fold: To promote proficiency in specific fields; and to explore the purposes, practices and processes of education both within—and across—disciplines.

Within the Department, individual programs preserve their own disciplinary rigor, while expanding modes of inquiry, discovery, and creation across disciplines and diverse societies and cultures. The Department is committed to understanding culture as a broad and varied process—a fundamental human activity involving various modes of thinking and expression through which meaning is constructed and historically transmitted.

The Department views the study of education as broad and vital. Here, intellectual and creative ideas and practices extend beyond the traditional concerns of schooling. Thus, each program shares a concern with the learner's construction of knowledge, the art and methods of teaching, the realities of the contemporary classroom, the relationship of schools to their communities, and the underlying philosophies of school reform.

In each of the programs that prepare teachers for positions in schools and universities, there is a commitment to the education of reflective practitioners, the integration of theory and improvement of learning, as well as research and practice in the students' chosen fields of study.

Faculty share the view that informed, imaginative and critical thinking enables scholars and educators to actively shape cultural concepts of learning through education. With this in mind, the programs—both separately and together—offer students the skills and knowledge needed to thrive and assume leadership in today's changing cultural and educational environment.

## FACULTY:

### PROFESSORS:

Harold F. Abeles (Music)  
Leslie M. Beebe  
(Applied Linguistics/TESOL)  
Mary C. Boys  
(Union Theological Seminary)  
Judith M. Burton (Art)  
V.P. Franklin (History)  
Maxine Greene  
(Philosophy and Aesthetics) — Emeritus  
David Torrey Hansen (Philosophy)  
Janet L. Miller (English)  
Ruth Vinz (English)

### ADJUNCT PROFESSORS:

Dino Anagnost (Voice, Conducting)  
Angiola Churchill (Painting)  
Robert Greenblatt  
(Arts Administration)  
Joan Jeffri (Arts Administration)  
Bert Konowitz (Jazz)  
Nel Noddings (Philosophy)

### ASSOCIATE PROFESSORS:

John M. Broughton  
(Philosophy/Cultural Studies)

Margaret Smith Crocco  
(Social Studies)  
ZhaoHong Han (TESOL)  
Barbara Ann Hawkins (TESOL)  
Lenore M. Pogonowski (Music)  
James E. Purpura  
(Applied Linguistics/TESOL)  
Graeme Sullivan (Art)  
Stephen J. Thornton (Social Studies)  
Cally L. Waite (History)

### ADJUNCT ASSOCIATE PROFESSORS:

Gay Brookes (TESOL)  
Harriet Luria (Applied Linguistics)  
Eugenia Earle (Harpsichord)  
Alvin Fossner (Oboe, Saxophone)  
Franklin E. Horowitz  
(Applied Linguistics)  
Eduardo Manuel Duarte (Philosophy)  
Solomon Mikowsky (Piano)  
Joy Moser (Painting)  
Gerardo Piña Rosales (Spanish)  
Hadassah Sahr (Piano)



**ASSISTANT PROFESSORS:**

James Albright (English)  
 Randall Allsup (Music)  
 Ruth Bereson (Arts and Humanities)  
 Lori Custodero (Music)  
 Gregory W. Hamilton (English)  
 Christopher Higgins (Philosophy)  
 Olga Hubard (Art)  
 Valerie Kinloch (English)  
 Anand Marri (Social Studies)  
 Renéé Cherow-O'Leary (English)  
 Ana Serrano (Social Studies)  
 Mikki Shaw (English)

**ADJUNCT ASSISTANT PROFESSORS:**

Philip Aarons (Arts Administration)  
 Joe Amorino (Art Education)  
 Evelyn Chen (Piano)  
 Margaret Dwyer (TESOL)  
 Herman Jie Sam Foek (Art)  
 James Frankel (Music)  
 Andrew Henderson (Organ)  
 David Iasevoli (English)  
 Richard Jacobowski (Guitar)  
 I. Fred Koenigsberg (Arts Administration)  
 John D. Kuentzel (Religion)  
 Leonard Leibowitz (Arts Administration)  
 Roberta Martin (Social Studies)  
 Lori McCann (Voice)  
 Angelo Miranda (Percussion)  
 Patricia Rohrer (Philosophy)  
 Prabha Sahasrabudhe (Art)  
 Kim Sanabria (TESOL)  
 Barbara Tischler (Social Studies)  
 Hansun Zhang-Waring  
 (Applied Linguistics)  
 Jerry Weiner (Social Studies)

**LECTURERS:**

Jeanne Goffi-Fynn  
 (Music and Music Education)  
 Bede McCormack (TESOL)  
 Terry Royce (TESOL, Tokyo)  
 Howard A. Williams (Applied Linguistics)  
 Patricia Zumhagen (English)

**INSTRUCTORS:**

John Balbi (TESOL)  
 Mary Barto (Flute)  
 Wendy Bowcher (TESOL, Tokyo)  
 John Brown (English)  
 Elizabeth Burke (Arts Administration)  
 David Lee Carlson (English)  
 Christine Casanave (TESOL, Tokyo)  
 Alexander K. Cates (TESOL, Tokyo)  
 Carolyn Clark (Arts Administration)  
 Martha Clark Cummings (TESOL, Tokyo)  
 Renee Darvin  
 (Art Education, Museum Studies)  
 Judith Davidoff  
 (Renaissance/Baroque Instruments)  
 Laurance Fader (Viola)  
 Bayard Faithfull (Social Studies)

Ethan Feinsod (Photography)  
 Chris Gallagher (TESOL, Tokyo)  
 Shakti Gattegno (TESOL)  
 Jerry Gebhardt (TESOL, Tokyo)  
 Erick Gordon (English)  
 Carolyn Graham (TESOL)  
 Nanci Graves (TESOL, Tokyo)  
 Charles Griffin (Music Composition)  
 Mark Helgeson (TESOL, Tokyo)  
 Lisa Hochtritt (Art)  
 Brooke Jackson (English)  
 Jerry James (Painting)  
 Tatsuya Komatsu (TESOL, Tokyo)  
 Ada Kopetz-Korf (Piano)  
 Joseph Lewis (English)  
 Lori Don Levan (Photography)  
 Joe Lindamood (Music)  
 Thomas Lollar (Ceramics)  
 Alan Mackenzie (TESOL, Tokyo)  
 Michael Marino (Social Studies)  
 Jane McIntosh (Arts Administration)  
 Linda McKnight (String Bass)  
 Elizabeth McReynolds (Ceramics)  
 Masumi Muramatsu (TESOL, Tokyo)  
 Shirin Murphy (TESOL)  
 Hugo Ortega (Sculpture)  
 Eun-Fung Park (TESOL)  
 Adrian Pastore (Arts Administration)  
 Michael Pellettieri (Printmaking)  
 Colleen Pettus (English)  
 Greg Pitts (Ceramics)  
 James Preiss (Percussion)  
 Cammie Puidokas (English)  
 Raymond S. Pultinas (English)  
 John D. Purdy (TESOL)  
 Ted Quock (TESOL, Tokyo)  
 Alan Raph (Trombone, Baritone)  
 Mary Anne Rose (Drawing)  
 Sophia Sarigianides (English)  
 Fredrica Schoenfeld (English)  
 Deborah Schwartz (Museum Studies)  
 Yasushi Sekiya (TESOL, Tokyo)  
 David Shea (TESOL, Tokyo)  
 Kryssi Staikidis (Art)  
 Susan Stempleski (TESOL)  
 Ruthie Stern (English)  
 Jason Swift (Sculpture)  
 Peter Swords (Arts Administration)  
 Constance Tsai (TESOL)  
 Melissa Troise (English)  
 Tak Uemura (TESOL, Tokyo)  
 Leo Ursini (Saxophone, Jazz)  
 Gerard Vezzuso (Photography)  
 Martin Vinik (Arts Administration)  
 Elvis Wagner (TESOL)  
 Martha Williams (Cello)  
 Candy Wilmot (English)  
 Linda Wine (TESOL)

*For information about faculty and their scholarly and research interests, please refer to the Faculty section of this bulletin, or visit us at [www.tc.edu/faculty](http://www.tc.edu/faculty).*

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## APPLIED LINGUISTICS

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Program Coordinator:  
 Professor Leslie M. Beebe

Program Office: (212) 678-3795  
 E-mail: [beebe@tc.edu](mailto:beebe@tc.edu)  
 Web site: [www.tc.edu/a&h/AppliedLinguistics](http://www.tc.edu/a&h/AppliedLinguistics)

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*Applied Linguistics*  
 (Code: TLA)

**Degrees offered:**  
 Master of Arts (M.A.)  
 Master of Education (Ed.M.)  
 Doctor of Education (Ed.D.)

**Program Description:**

The program in Applied Linguistics will provide students with a solid foundation for defining and resolving questions related to the nature of language, how it is used in educational and naturalistic contexts, how it is taught, learned and evaluated. The program emphasizes study in the following:

- Acquisitional pragmatics
- Cross-cultural pragmatics
- Discourse
- First language acquisition
- Foreign language pedagogy
- Interlanguage analysis
- Phonetics/phonology
- Research
- Second language acquisition
- Second language literacy
- Semantics
- Sociolinguistics
- Syntax
- Technology in applied linguistics
- Testing and assessment

**Special Application Requirements/Information:**

All non-native speakers of English, including those who have an undergraduate degree from a university in the United States, must submit one of the following:

- A minimum score of 5 on the Test of Written English (TWE) in addition to the college-wide requirement of a minimum score of 600 on the TOEFL or a computer-based score of 250  
 or
- A score of B or better on the Cambridge Certificate of Proficiency in English (CPE)  
 or
- A score of 7.0 or better on the Cambridge International English Language Testing System (IELTS)

In addition to the above, all non-native speakers of English must also submit one of the following:

- A Test of Spoken English (TSE) score of 50 or
- A SPEAK score of 50

Students are expected to write and speak in a way that is appropriate to their professional responsibilities. Students having difficulty in achieving these standards will be required to take additional course work.

Ed.M./Ed.D. applicants must have a degree in Applied Linguistics, TESOL, or related field; a writing sample is also required.

Ed.M. applicants may transfer up to 30 points into the Applied Linguistics program from previous graduate study at a regionally accredited institution. Applicants who have already earned an M.A. from Teachers College may transfer a maximum of 15 points in related areas from an outside institution. Ed.D. students may transfer up to 45 points from previous graduate study at an accredited institution. All transfer of points must meet the approval of a faculty advisor.

### Degree Requirements:

A grade average of B- or higher is required each semester within the major for all degrees. Students are expected to maintain satisfactory academic progress toward degree completion. The College requires an overall grade average of B for graduation. Consult program of study guides for additional information.

### MASTER OF ARTS (36 POINTS)

The Applied Linguistics Program offers a 36 point Master of Arts degree. Students will take a wide range of courses offered in Applied Linguistics and related areas, such as TESOL, that will provide breadth to their program.

### Courses in Applied Linguistics (or TESOL) (24 points):

- A&HL 4001 Sociolinguistics and education (3)
- A&HL 4085 Pedagogical English grammar (3)
- A&HL 4087 Second language acquisition (3)
- A&HL 4088 Second language assessment (3)
- A&HL 4101 Phonetics and phonology (3)
- A&HL 4104 Discourse analysis (3)
- One other elective in linguistic analysis (3)
- Teaching practicum along with an elective (3)

Required out-of-program courses (3 courses of at least two points each, 6 points minimum): Chosen with advisor's approval.

### Elective courses in Applied Linguistics (or TESOL) (3-6 points):

Consult an advisor.

In addition, students must complete a master's project written on a research topic arising from their course-related interests and subject to approval by their advisor.

### MASTER OF EDUCATION (60 POINTS)

The Applied Linguistics Program offers an Ed.M. that requires 60 points beyond the bachelor's degree. The program involves in-depth study in one or more of the language-related areas. The Ed.M. may serve as continued professional development or as groundwork for future doctoral studies in Applied Linguistics.

Students who did not receive their M.A. from Teachers College will be expected to have completed all the required courses from the M.A. in Applied Linguistics, below, or their equivalent.

### Required Courses in Applied Linguistics (or TESOL) (9 points):

- A&HL 5085 Advanced syntax (3)
- A&HL 5575 Research literacy in applied linguistics and TESOL (3)
- A&HL 6587 Seminar in second language acquisition: Acquisitional and cross-cultural pragmatics (3)

### Electives in Applied Linguistics (or TESOL) (3 courses from the following):

- A&HL 4003 Schools of linguistics
- A&HL 4005 Semantic systems and the lexicon
- A&HL 4014 Gender, language & education
- A&HL 5008 Interlanguage analysis
- A&HL 5515 Advanced topics in applied linguistics I
- A&HL 5516 Advanced topics in applied linguistics II
- A&HL 5581 Psycholinguistics and SLA
- A&HL 5582 Sociolinguistics and SLA
- A&HL 5588 Trends in SLA Research
- A&HT 4080 Teaching in linguistically diverse classrooms

### Required courses out of program

(3 Teachers College courses of at least 2 points each, 6 points minimum):

- Choose one from the following courses in statistics, measurement, or research design:
- HUD 4120 Methods of empirical research
  - HUDM 4050 Introduction to measurement
  - HUDM 4120 Basic concepts in statistics

Choose the other two required courses in consultation with an advisor.

In addition, students must complete an Ed.M. project written on a research topic arising from their course-related interests and subject to approval by their advisor.

### DOCTOR OF EDUCATION (90 POINTS)

The Applied Linguistics Program offers an Ed.D. requiring 90 points beyond the B.A. for students wishing to pursue empirical research in linguistic analysis, discourse analysis, sociolinguistics, cross-cultural and acquisitional pragmatics, language acquisition, language pedagogy and language assessment.

Students who did not receive their M.A. or Ed.M. from Teachers College will be expected to have completed all the required courses, or their equivalent, from these degree programs.

Doctoral students have three types of requirements: concentration requirements, research methods requirements, and doctoral preparation requirements.

### Concentration Requirements:

Students are required to take content courses in their concentration. The exact courses should be decided in consultation with their advisor.

### Research Requirements (15 points):

To ensure that students have the skills to do scholarly research in an area of concentration, they are required to take a minimum of 15 points in research methods, statistics and measurement. Depending on the type of dissertation, they may be asked to take additional courses in linguistic analysis, qualitative methods, or quantitative methods.

### Required Courses:

- HUD 4120 Methods of empirical research (3)
- One of the following:
- C&T 5502 Introduction to qualitative research in curriculum & teaching (2-3)
  - HUDM 4120 Basic concepts in statistics (3)
  - HUDM 4122 Probability and statistical inference (3)
  - ITSF 5000 Methods of inquiry: Ethnography & participant observation (3)
  - ITSF 5001 Ethnography & participant observation: Structural & interpretative analysis (3)

Other courses in consultation with an advisor.

### Doctoral Preparation Requirements:

When doctoral students reach approximately 45 points in the program and have been at

Teachers College for at least one year, they are required to register for and attend a doctoral seminar every semester.

Doctoral preparation involves three successive stages:

1. Exposure to basic research methods
2. Identification of a dissertation topic
3. Presentation of a prospectus

Doctoral students are required to demonstrate research preparedness in a substantive area by passing the research paper (A&HL 5501, A&HL 5507 or A&HT 5505) and the doctoral seminar (A&HL 6500). Then, as evidence that they are able to carry out original research under the guidance of a doctoral committee, they must write a dissertation prospectus as a part of the dissertation seminar (A&HL 7501, A&HL 7507 or A&HT 7505) and complete a doctoral dissertation while continuously registered for dissertation advisement (A&HL 8901-Dissertation advisement in applied linguistics).

In order to encourage doctoral students to progress through these stages, a sequence of seminars is customarily offered. Progress through these stages usually involves enrollment in the following sequence of seminars:

To prepare for these requirements, students will need to take the following seminars:

- A&HL 5501 Research paper:  
Applied linguistics (1-3)
- A&HL 5507 Research paper:  
Applied linguistics and  
TESOL (1-3)
- A&HL 6501 Doctoral seminar:  
Applied linguistics (1-3)
- A&HL 6507 Doctoral seminar:  
Applied linguistics and  
TESOL (1-3)
- A&HL 7501 Dissertation seminar:  
Applied linguistics (1-2)
- A&HL 7507 Dissertation seminar:  
Applied linguistics and  
TESOL (1-2)
- A&HL 8901 Dissertation advisement in  
applied linguistics (0)

Candidates should be in touch with the Office of Doctoral Studies to be certain of complying with the latest procedures, deadlines and documents.

These seminars are ordinarily undertaken as soon as possible after completing the M.A. degree. Consult advisor as to which course or courses to enroll in during any particular semester.

**COURSES:** (\* = course open to non-majors)

### General

**\*A&HL 4000. Introduction to linguistics (3)**  
Faculty. Survey of cognitive and social approaches to the study of language, language acquisition, language systems, 20th century movements in linguistics, language varieties and attitudes, forms and functions of language in the classroom.

**\*A&HL 4001. Sociolinguistics and education (3)**  
Professor Beebe. Language variation based on social class, race, ethnicity, age, and gender; cross-cultural pragmatics, interactional sociolinguistics, conversation analysis, language planning, and World Englishes. Pedagogical implications. Materials fee: \$45.

**A&HL 4003. Schools of linguistics (3)**  
Dr. Williams. A comparative examination of major approaches to linguistic analysis, specifically systemic and transformational, with particular reference to pedagogical applications. Special fee: \$20.

**A&HL 4005. Semantic systems and the lexicon (3)**  
Dr. Horowitz. A comparative examination of lexical semantic systems of English and other languages, with particular reference to the teaching and learning of vocabulary. Special fee: \$20.

**A&H 4008. Creative arts laboratory: An interdisciplinary course in contextual arts learning (2-3)**  
Sessions in dance, music, theatre, and visual arts. Students will design and enact arts experiences that facilitate development of critical and creative thinking skills and core curriculums.

**\*A&HL 4014. Gender, language and education (3)**  
Dr. Deakins. An exploration of gender-based differences in both the structure and use of the English language. (Summers only)

**A&HL 4085. Pedagogical English grammar (3)**  
Dr. Williams and Dr. McCormack. A systematic, in-depth examination of English grammar with particular reference to the teaching and learning of grammar. Special fee \$20.

**A&HL 4087. Introduction to second language acquisition (3)**  
Faculty and Staff. Prerequisite: A&HL 4085. Survey of models and basic principles of second language acquisition and examination of how language acquisition research can inform language teaching, learning and policy. Offered in fall and spring only. Special fee: \$20.

**A&HL 4088. Second language assessment (3)**  
Professor Purpura. Prerequisite: A&HL 4085 or permission of instructor. Introduction to

language assessment practices including: Test design, construction, scoring, analysis and reporting; introduction to measurement concepts and basic statistics; use of SPSS. Special fee: \$20.

**A&HL 4101. Phonetics and phonology (3)**  
Dr. Williams. A comparative examination of the sound system and orthographic system of English and other languages, with particular reference to problems of learning and teaching. Lab fee: \$25.

**A&HL 4104. Discourse analysis (3)**  
Faculty and Staff. Introduction to spoken and written discourse analysis with attention to phonological, grammatical and pragmatic aspects of discourse. Development of transcription skills with applications for teaching and research. Materials fee: \$20.

**A&HL 5008. Interlanguage analysis (3)**  
Professor Han. Prerequisite: A&HL 4087. Investigates processes underlying second language development/non-development. Guided by the instructor, students will examine empirical SLA studies and be introduced to ways of conducting interlanguage analysis. Special fee: \$20.

**A&HL 5085. Advanced syntax (3)**  
Dr. Williams. Prerequisite: A&HL 4085. Survey of generative syntax. Materials fee: \$20.

**A&H 5010. Special topics in arts and humanities (2-3)**  
Focus on topics and issues using existing documents, studies, and multi-media to support investigations into critical issues in the arts and humanities.

**A&HL 5152. Academic writing I (3)**  
Faculty. Permission of instructor required. An introduction to the theory and teaching of various genres of academic writing for native and non-native writers. Teachers are given opportunities to develop their academic writing skills.

**A&HL 5153. Academic writing II (3)**  
Faculty. Permission of instructor required. An advanced course in the theory and teaching of expository writing. Students will work systematically on a major writing project.

**A&HL 5519. Instructed second language acquisition and assessment (3)**  
Professor Purpura. Prerequisite: A&HL 4088. Examines how teaching, learning and assessment of grammar have been conceptualized, researched and explained in recent decades. Explores differing conceptualizations of language ability as a basis for teaching grammar under different conditions and as a basis for measuring and explaining grammatical acquisition. Special fee: \$20.

**A&HL 6087. Advanced second language acquisition (3)**

Professor Han. Examines theoretical and empirical issues in SLA research. Reading and discussion of selected state-of-the-art articles that address, critically and substantively, topics that are of fundamental interest to SLA researchers.

**Research Seminars**

**A&HL 5512. Research perspectives on language testing (3)**

Professor Purpura. Prerequisite: A&HL 4088 or by permission of instructor. Examines the major issues and debates in language testing research since the 1960s. Explores controversies related to the nature of language ability, test authenticity, test score generalizability, performance assessment, and test validation. Discussion of problems and future directions of language testing. Special fee: \$20.

**A&HL 5515. Advanced topics in applied linguistics I (3)**

Faculty. Permission of instructor required. Research in such areas as sociolinguistics, second language acquisition, assessment and literacy skills. Materials fee: \$20.

**A&HL 5516. Advanced topics in applied linguistics II (3)**

Faculty. Permission of instructor required. Research in various methods of discourse analysis of talk or text in selected formal and informal contexts. Materials fee: \$20.

**A&HL 5575. Research literacy in applied linguistics and TESOL (3)**

Professor Beebe. Introduction to quantitative and qualitative research methods with discussion of major research paradigms (experimental, ethnographic, introspective, questionnaire, etc.) and critical review of professional literature in applied linguistics and TESOL.

**A&HL 5581-A&HL 5588. Topics in second language acquisition (Noncredit or 1-3 each course)**

Faculty. Prerequisite: A&HL 4087 or permission of instructor. An in-depth examination of various perspectives on second-language acquisition. Materials fee: \$20 each course.

- A&HL 5581. Psycholinguistics and SLA
- A&HL 5585. Discourse analysis and SLA
- A&HL 5588. Trends in SLA research

**A&HL 6587. Seminar in second language acquisition: Acquisitional and cross-cultural pragmatics (3)**

Professor Beebe. Permission of instructor required. Pre-requisite: A&HL 4087 or permission of instructor. An in-depth analysis of research on second language acquisition, focusing on acquisitional and cross-cultural pragmatics, pragmatic development, interlanguage pragmatics, stylistic variation, and language transfer. Offered in Fall only. Special fee: \$20.

**Doctoral Preparation**

**A&HL 5501. Research paper in applied linguistics (1-3)**

**A&HL 5507. Research paper in applied linguistics and TESOL (1-3)**

**A&HL 6501. Doctoral seminar in applied linguistics (1-3)**

**A&HL 6507. Doctoral seminar in applied linguistics and TESOL (1-3)**

**A&HL 7501. Dissertation seminar in applied linguistics (1-2)**

**A&HL 7507. Dissertation seminar in applied linguistics and TESOL (1-2)**

**A&HL 8901. Dissertation advisement in applied linguistics (0)**

**Independent Research, Fieldwork and Internships**

**A&HL 4901. Research and independent study: Applied linguistics (1-6)**

Professor Purpura. Permission of instructor. Research under the direction of a faculty member. Students work individually or with others. Course may be taken more than once.

**A&HL 4907. Research and independent study: Applied linguistics/TESOL (1-6)**

Professor Beebe. Permission of instructor. Research under the direction of a faculty member. Students work individually or with others. Course may be taken more than once.

**A&HL 5201. Fieldwork in applied linguistics (1-6)**

Faculty/Staff. Permission of instructor. Opportunity for qualified students, individually or in small groups, to develop and pursue projects, in consultation with an advisor, in schools, communities, and other field settings. Course may be taken more than once.

**A&HL 5207. Fieldwork in applied linguistics and TESOL (1-6)**

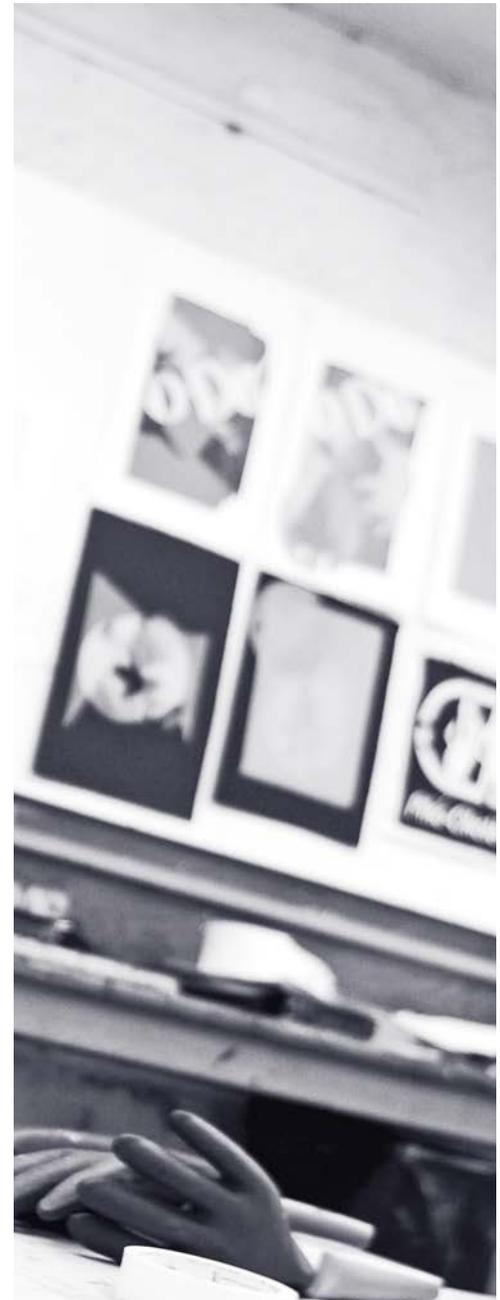
Professor Beebe. Permission of instructor. Opportunity for qualified students, individually or in small groups, to develop and pursue projects, in consultation with an advisor, in schools, communities, and other field settings. Course may be taken more than once.

**A&HL 6201. Advanced fieldwork in applied linguistics and TESOL (1-6)**

Professor Purpura. Permission of instructor. Opportunity for qualified students, individually or in small groups, to develop and pursue projects, in consultation with an advisor, in schools, communities, and other field settings. Course may be taken more than once.

**A&HL 6207. Advanced fieldwork in applied linguistics and TESOL (1-6)**

Professor Beebe. Permission of instructor. Opportunity for qualified students, individually or in small groups, to develop and pursue projects, in consultation with an advisor, in schools, communities, and other field settings. Course may be taken more than once.



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## ART AND ART EDUCATION

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Program Coordinator:  
Professor Judith M. Burton

Program Office: (212) 678-3360  
E-mail: burton@tc.edu  
Web site: www.tc.edu/a&h/ArtEd

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**Art and Art Education**  
(Code: TGA)

### Degrees Offered:

Master of Arts (M.A.)  
Master of Education (Ed.M.)  
Doctor of Education (Ed.D.)  
Doctor of Education  
in College Teaching of Art (Ed.D.C.T.)

### Program Description:

In the Art and Art Education Program, the study of art encompasses the traditions of fine art and the popular arts of mass culture. A central tenet of the program is the role of the arts in nurturing human growth and development throughout the life span. Within this context, courses in art education examine the different environments in which the various art forms reach their audiences: Private and public schools, colleges, museums, arts centers, hospitals and other settings.

Faculty prepare students to be well-informed, critical thinkers so that they may enter leadership positions in their professions. Faculty are not only seasoned practitioners who possess expertise in art, studio, museum and diversity education, they also are national leaders in arts education research.

Each of the Programs's five degree options is built around a core of courses considered to be essential to an exemplary arts education. Beyond the core, students along with their advisors have the flexibility to design individual programs that meet particular needs and goals. In addition to courses in art education, students are expected to select from other offerings of Teachers College and Columbia University in order to fulfill degree requirements. The 40-point M.A. offers New York State-approved teacher certification. Students in other M.A. degree programs may opt for the state-approved Art Administration-Supervisory Certification, or the Museum Education concentration (see below). Please see the "Teacher Education" section of this bulletin for updated information on programs that lead to administrative certification.

The vast cultural resources of New York City, along with a host of other programs, offer stu-

dents myriad opportunities to enrich their conceptions of art and its diverse practices. There are weekend institutes, colloquia, mini-courses, opportunities for involvement in professional development workshops and summer study. Suitably qualified students may also apply for apprenticeships in the Center for Arts Education Research where they may assist on funded projects—studying artistic development, or assessing the relationships between schools and cultural organizations.

### Special Application Requirements/Information:

All applicants are required to submit a portfolio (slides, CD, video, or original works), examples of scholarly writing (papers, thesis, publications), and the Art and Art Education Application Supplement directly to the Program. Please call (212) 678-3360 to request the Application Supplement. Applicants must have completed an undergraduate degree in studio art, art education, art history or criticism, art or museum education, or present other evidence of competence.

For the M.A. degrees, a personal interview with a faculty advisor is advised. For the Ed.D. and the Ed.D.C.T. degrees an interview with the Program Coordinator is required.

All applicants for whom English is not their first language are required to submit either a 600 (250 computer-based) TOEFL score or a score of 10 on the Columbia University English Language proficiency test as well as scores for the Test of Written English (TWE). An in-person writing sample may also be requested.

The 32- point M.A. degree is specially designed for individuals seeking in-service opportunities, or who wish to complete a special curriculum project, or who need the master's degree to complete state certification. The degree is flexibly structured to accommodate various academic and professional needs.

The 40- point M.A. degree with teacher certification is a State-approved program for those wishing to teach art K-12 in public schools.

The 60- point Ed.M. degree is designed for individuals seeking the highest level of professional achievement within the arts in education. The degree is also designed for students contemplating future doctoral study. Applicants are required to have a minimum three years of experience as an educator or practicing professional in the arts; 30 points of prior graduate study may be transferred providing they meet the requirements for the degree. Applicants for the Administrative-

Supervisory Certification option are expected to have at least five years of teaching or other professional experience in art education. Applicants for the museum studies option must have professional experience in the field.

The 90- point Ed.D. and Ed.D.C.T. degrees are designed for individuals interested in serious research and who wish to contribute new scholarship and practice to the field. Applicants are required to have five years of professional experience in arts/museum/studio education. For both degrees, applicants are accepted to the program following faculty review of their artistic, professional and scholarly materials. In some instances, applicants may be requested to complete prerequisites as a condition of entry to the program. Similarly, applicants may be requested to complete the Ed.M. degree prior to acceptance to the Ed.D.

The 90- point Ed.D. in Art Education is designed for those wishing to teach art education at the college/university level, become arts supervisors in school systems, education curators in museums, administrators in arts agencies or enter other arts education leadership positions. Applicants for this degree are expected to exhibit strong writing skills.

The 90- point Ed.D.C.T. is designed for those wishing to teach studio art, history, or criticism in higher education: Art school, college or university. Applicants for this degree program will be expected to have an established, critically reviewed, exhibition record either nationally or internationally.

### Degree Requirements:

#### MASTER OF ARTS (32 POINTS) Required courses in Art Education (16 points):

- A&H 5001 Research methods in arts education
- A&HA 4080 Artistic development: Children
- A&HA 4081 Curriculum design in art education
- A&HA 4085 Historical foundations in art education
- A&HA 4088 Artistic development: Adolescence to adulthood (two terms)
- Studio
- A&HA 5922 Master's seminar

**Required courses outside the program (6 points):** Chosen with advisor approval. Three TC courses (each course must be for a minimum of 2 points) outside of the program.

**Elective courses from: Art education, studio, other programs of the College (10 points):** Chosen with advisor approval.

In addition students in this M.A. program are required to complete a Master's culminating project on a theme or research topic arising from their interests. All students are urged to attend the Program and Department-wide workshops offered throughout the academic year; topics vary.

### THE MASTER OF ARTS WITH TEACHER CERTIFICATION (40 POINTS)

#### Required courses in Art Education (21-23 points minimum):

- A&HA 4079 Exploring America's cultures: Implications for arts education
- A&HA 4080 Artistic development: Children
- A&HA 4081 Curriculum design in art education
- A&HA 4085 Historical foundations in art education
- A&HA 4087 Processes and structures in the visual arts
- A&HA 4088 Artistic development: Adolescence to adulthood
- A&HA 4090/5090 Museum issues I or II
- A&HA 4281 Field observation in art education (two terms)
- A&HA 4702 Supervised student teaching and seminar: Secondary
- A&HA 4722 Supervised student teaching and seminar: Elementary (two terms)
- Studio
- Plus: one weekend workshop, topics vary each year

**Required courses outside the program (6-9 points):** Chosen with advisor approval. Three courses (each course must be for a minimum of 2 points) outside of the program.

**Elective courses from: Art education, studio, other programs of the College (6-8 points):** Chosen with advisor approval.

In addition, students in this program are required to complete an integrated written project on a theme or research topic arising from their interests and their practicum experiences. Students are also required to mount a Macy Gallery exhibition combining their own art work with that of the pupils taught during their practicums. Students are expected to attend the Department-wide series of workshops offered throughout the academic year; topics vary.

Note: To be certified by New York State, there are additional requirements. Please consult the "Teacher Education" section of this bulletin for details.

### MASTER OF EDUCATION (60 POINTS)

#### Required courses in Art Education (27 points minimum):

- A&H 5001 Research methods in arts education
- A&HA 4079 Exploring America's cultures: Implications for art education
- A&HA 4080 Artistic development: Children, and/or
- A&HA 4081 Curriculum design in art education
- A&HA 4087 Processes and structures in the visual arts
- A&HA 4088 Artistic development: Adolescence to adulthood
- A&HA 5086 Art in visual culture
- A&HA 5922 Master's seminar (two terms)
- Studio

**Required courses outside the program (6-9 points):** Chosen with advisor approval. Three courses (each course must be for a minimum of 2 points) outside of the program.

**Elective courses from: Art Education, studio, and other programs of the College (variable points):** Chosen with advisor approval.

In addition, the Ed.M. degree offers two additional options:

- Art Administrative-Supervisory Certification. Consistent with New York State regulations, the Certification option requires 18 points of course work in museum studies, aesthetics, artistic development, research, arts administration and a supervised internship. Please see the "Teacher Education" section of this bulletin for updated information on programs that lead to administrative certification.

- Museum Studies concentration offered jointly by the programs in Art & Art Education & Arts Administration. An internship in a museum or cultural institution is required in addition to the Ed.M. coursework.

### DOCTOR OF EDUCATION (90 POINTS)

#### Required courses within the specialization (16 points):

- A&H 5001 Research methods in arts education
- A&HA 5086 Art in visual culture
- A&HA 6502 Doctoral seminar
- A&HA 7502 Dissertation seminar (two terms)
- A&HA 8900 Dissertation advisement

### Suggested courses (15 points minimum):

- A&HA 4070 Artistic development: Children
- A&HA 4085 Historical foundations in art education
- A&HA 4087 Processes and structures
- A&HA 4088 Artistic development: Adolescent to adult
- A&HA 5081 Advanced curriculum design in art education
- A&HA 6021 Supervision and administration: Arts in education
- A&HA 6520 Seminar in clinical supervision in the arts: K through 12

**Required courses outside the Program (15 points minimum):** Chosen with advisor approval.

**Elective courses from Art education, independent studio, studio, other programs of the College (points vary):** Chosen with advisor approval.

In addition, students must complete between 50-60 points in the program, including those transferred, before entering the first of the Dissertation seminars. The first seminar prepares students to write the certification papers. To complete certification, students are expected to offer a professional presentation. These may include a conference presentation; a published article; a peer-group presentation such as a formal seminar presentation or gallery talk; a Macy Gallery exhibition; or some other equivalent professional performance. The doctoral certification process is accomplished through faculty review; students must complete each level satisfactorily before they are given permission to write the dissertation. Candidates should be in touch with the Office of Doctoral Studies to be certain of complying with the latest procedures, deadlines and documents.

### DOCTOR OF EDUCATION IN THE COLLEGE TEACHING OF ART (90 POINTS)

#### Required courses within the specialization (16 points):

- A&HA 5081 Curriculum design in art education: Advanced
- A&HA 5086 Art in visual culture
- A&HA 6002 Teaching and administration of art in college
- A&HA 6003 Critical perspectives and practices in the arts
- A&HA 6482 Internship or special project
- A&HA 6502 Doctoral seminar
- A&HA 7502 Dissertation seminar (two terms)
- A&HA 8900 Dissertation advisement

## Suggested courses

### (10 points minimum):

- A&H 5001 Research methods in arts education
- A&HA 4088 Artistic development: Adolescent to adult
- A&HA 5082 Philosophies of art in education
- A&HA 6021 Supervision and administration: Arts in education
- HUDK 5021 Aesthetic development

### Required courses outside the Program (15 points minimum):

Chosen with advisor approval.

### Suggested studio electives (15 points minimum):

Chosen with advisor approval.

In addition: requirements for the dissertation for the Ed.D.C.T. may be met by combining studio work and a written document. Candidates should be in touch with the Office of Doctoral Studies to be certain of complying with the latest procedures, deadlines and documents.

COURSES: (\* = course open to non-majors)

### Art Theory and Research

#### \*A&HA 5082. Philosophies of art in education (2-3)

Faculty. Examination of theories of the arts, including functions and aesthetic values which underlie arts education practice and criticism. Development of student's own views and references for practice. Special fee: \$15.

**A&HA 5181. The arts in education (2-3)**  
Faculty. An examination of ideas about the interdisciplinary role of the arts in traditional and nontraditional educational and administrative settings through analysis of programs, projects, policy issues, and political processes that involve the visual arts, dance, music, and theater. Special fee: \$30.

**A&HA 5086. Art in visual culture (2)**  
Dr. Moser and guest critics. Permission of instructor required. Required seminar for Ed.M. and Ed.D. An examination of the role of art culture in contemporary life, employing experiences from art works—museums, galleries and alternative spaces—readings and discussion. Special fee: \$25.

**A&HA 6003. Critical perspectives and practices in the arts (2)**  
Professor Sullivan. Students investigate their creative practice from several critical perspectives and produce personal profiles and arts projects within educational and cultural contexts. Special fee: \$25.

**A&HA 6502. Doctoral seminar: Arts in education (2)**  
Professor Burton and Professor Sullivan. For doctoral candidates to identify their area of research interest and to narrow their topic.

**A&HA 7502. Dissertation seminar in the arts in education (2)**  
Professor Burton, Professor Sullivan. Two required group tutorials for doctoral students to help develop or refine topics of inquiry for research. The teaching format is flexible and may include faculty/ student presentations, group discussions and critiques. May be repeated. Section 2 is required of all doctoral students in the department in the semester following successful completion of written certification examination and involves preparation and presentations/dissertation proposal for approval. Sections: (1) Certification preparation (2) Dissertation proposal preparation.

**A&HA 8900. Dissertation advisement in art education (0)**  
Individual advisement on doctoral dissertations. Fee: to equal 3 points at current tuition rate for each term. For requirements, see section in Catalog on Continuous Registration for Ed.D. degree.

**A&HG 6580. Problems in art and education (2-4)**  
Faculty. Specific problems of art and art education examined. Different topics each semester. Permission of instructor required. Special fee: \$15.

### Art Education

**\*A&HA 4078. Art for classroom teachers: Teaching art to children (3)**  
Faculty. Introduction to theories of artistic development. Uses of art materials and processes, and lesson planning strategies for art experiences with children and young adolescents. Designed for classroom teachers and in-service students. Special fee: \$60.

**\*A&HA 4079. Exploring America's cultures: Implications for arts education (Noncredit or 2-3)**  
Professor Hubbard. The course will explore the arts and aesthetics of various American subcultures, including cultures-of-origin, and will involve art teachers, art educators and other participants in a process of defining and articulating understandings of America's emerging cultures. Class lectures will focus on critical issues, problematic domains in specific cultures, and will develop understandings, sensitivities and skills required for cross-cultural and intercultural dialogues and interactions. Also discussed will be models for program design, the identification of content (artists, artworks, aesthetic theories, philosophies, art-events, myths, folklore, rituals) and cultural conventions which must be considered when planning for multicultural art education. Special fee: \$25.

**\*A&HA 4080. Artistic development of children (2-3)**  
Professor Burton. Required of all candidates seeking New York State art teacher certification (K-12). Recommended for all degree candidates in elementary education. An examination of the role of the senses, emotions, and intellect in artistic development and of the layered integrations they form over time. Discussion of ways in which developmental insights are basic to the design and implementation of exemplary visual arts lessons and offer critical starting points for research. Special fee: \$20.

**A&HA 4081. Curriculum design in art education (2-3)**  
Professor Sullivan. Introduction to curriculum theory and design in the larger context of education and schooling. The course also explores alternative conceptual models as reflected in different art curricula, and engages students in review of curricular issues related to learning outcomes, standards and assessment in art education. Special fee: \$30.

**A&HA 4085. Historical foundations of art education (2-3)**  
Professor Sullivan. An introduction to major historical events and underlying beliefs, values, and practices that have influenced contemporary art and art education programs at all levels of instruction in the U.S. as well as internationally. Special fee: \$30.

**A&HA 4086. Current issues and practices in art and art education (2-3)**  
Faculty. An analysis of current philosophies, theories, and practices in art and art education at all levels of instruction. Programs in public schools, higher education, museum education, and other non-traditional settings are examined, along with advocacy initiatives and policy issues appropriate to the various issues discussed. Special fee: \$30.

**A&HA 4087. Processes and structures in the visual arts (3)**  
Dr. Amorino. Prerequisite: A&HA 4080, A&HA 4088, or permission of instructor. Required of all students in all degree programs. Opportunity for in-depth and sustained exploration of the properties, structures and expressive uses of selected art materials. The course aims to enrich and extend personal visual repertoires and, in parallel, provoke insights into the role of materials in supporting, integrating and challenging the artistic growth of young people in school. Special fee: \$60.

**\*A&HA 4088. Artistic development: Adolescence to adulthood (2-3)**  
Professor Burton. An examination of sensory, biological, affective, cognitive and cultural issues influencing continuing development in the visual arts. Discussion of ways in which developmental insights are basic to designing challenging lessons which enrich growth and

learning as well as offering critical starting points for research. Required of all candidates seeking New York State Art Certification K-12. Special fee: \$10.

**\*A&HA 4090. Museum education issues I: Culture of art museums (3)**

Professor Hubbard. An examination of the challenges facing art museums in the twentieth century, with a focus on changing interpretations of objects and how museums respond to public need. Special fee: \$25.

**A&HA 4281. Field observations in art education (1)**

Faculty. Required of M.A. students or art teacher certification majors. To be taken concurrently with A&HA 4080, Artistic development of children, and A&HA 4088, Artistic development: Adolescence to adulthood. Involves observations in schools of various types; videotaping of contrasting teaching styles and curricular approaches; analysis of perceptual, artistic, and societal assumptions implicit within programs observed.

**A&HA 4702. Supervised teaching in art education: Secondary (3)**

Ms. Darwin and Professor Hubbard. Prerequisites: A&HG 4080, A&HG 4081, A&HG 4087 and A&HG 4088. M.A. candidates should plan to take student teaching in their last semester of course work towards their degree. For majors only. A variety of supervised teaching experiences (7-12), supplemented by conferences, evaluation, and seminars. The student completes 200 hours in schools observing, assisting, teaching, and evaluating. Required of those seeking state certification in Art in New York state and other states. Special fee: \$15.

**A&HA 4722. Supervised student teaching in art education: Elementary (3)**

Ms. Darwin and Professor Hubbard. Prerequisites: A&HA 4080, A&HA 4081, A&HA 4087, and A&HA 4088. M.A. candidates should plan to take student teaching in their last semesters as final course work towards their degrees. For majors only. A variety of supervised teaching experiences (K-6) supplemented by conferences, evaluation and seminars. The student completes 200 hours in an elementary school observing, assisting, teaching and evaluating. Required of those seeking state certification in New York State and other states. Special fee: \$15.

**\*A&HA 5064. Experiments in content (2-3)**

Faculty. An examination of new technologies, materials, concepts, attitudes, both in their current forms as well as future applications. Participants will investigate a personal topic through field experience, hands-on demonstration, observation, readings and lectures. The topic focuses for the course will be drawn from art and design/studio/research/psychology/teaching. Special fee: TBA.

**A&HA 5081. Curriculum design in art education: Advanced (3)**

Professor Sullivan. Prerequisite: A&HA 4081 or consent of instructor. An analysis of curricular models at all levels of instruction. Emphasis on evaluation techniques, subject matter, and implementation processes. Special fee: \$20.

**A&HA 5085. Varieties of visual experience: Museums and education (2)**

Ms. Darwin. Participants will visit New York City Museums and use the multiple resources of the museums to develop personalized curriculum materials. Enrollment limited. Special fee: \$30.

**\*A&HA 5090. Museum education issues II: Missions and standards (3)**

Ms. Schwartz. An examination of the changing purposes of museums, both American and international, as they confront new technologies and expectations for greater participation in education. Issues of ethics and standards for museum education will also be discussed in the context of the section reform movement. Special fee: \$25.

**\*A&HA 5804. Museums as resource: Workshops at the Metropolitan Museum (1-4)**

Professor Burton or Ms. Darwin. Independent study at Teachers College combined with workshops, lectures and seminars at the Metropolitan Museum of Art. Students work collaboratively with both Museum and College faculty to develop and carry out individual projects, which may lead to research and inquiry, or to the development of instructional materials for different levels of schooling.

**A&HA 5922. Master's seminar in art education (2)**

Professor Sullivan. Permission of instructor required. Required for all M.A. and Ed.M. students. Guided independent work in research, culminating in the development of a master's proposal. Special fee: \$30.

**A&HA 6002. Teaching and administration of art education in college (3)**

Dr. Churchill. The role and status of art in higher education, varying programs and objectives, problems and approaches in teaching and administration. Special fee: \$15.

**A&HA 6021. Supervision and administration: Arts in education (3)**

Ms. Darwin. Permission of instructor required. Prerequisite: Substantial teaching and/or arts administration experience. The function of supervision and administration: Effective programs in city, county, and state school systems; in-service education and workshop techniques; school and community relationships; nontraditional settings such as museums, arts councils, etc. Special fee: \$25.

**A&HA 6520. Seminar in clinical supervision in the arts: K-12 (2)**

Ms. Darwin. Permission of instructor required. Seminar in classroom supervision and its application to student teaching and in-service training. On-site field experience, analysis of observation and assessment, readings and discussion. Participants must have a minimum of 5 years teaching. Special fee: \$10.

**Studio Art**

**\*A&HA 4061. Printmaking I: Lithographic processes (Noncredit or 2-3)**

Mr. Pellettieri. A basic course in lithography for the beginning student. Stones, metal plates, screens, photo-lithographic plates, and silkscreen utilized. Group and individual instruction to enhance the skills and aesthetic perception of each student. Special fee: \$100. Noncredit fee: \$600 plus special fee.

**\*A&HA 4062. Printmaking: Etching I (Noncredit or 2-3)**

Mr. Pellettieri. Designed to introduce the beginner to the intaglio process (hard and softground etching, etc.). Group and individual instruction to help students acquire printmaking skills and discover their artistic capabilities. Special fee: \$100. Noncredit fee: \$600 plus special fee.

**\*A&HA 4063. Introduction to painting (Noncredit or 2-3)**

Mr. James. Development of fundamental painting skills and understandings within the quest for individual expression and style. Oils, acrylics, collage, and watercolor employed. Special fee: \$60. Noncredit fee: \$600 plus special fee.

**\*A&HA 4084. Art and technology (Noncredit or 2-3)**

Faculty. Through the use of electronic imagery systems (computer graphics, computer animation, video synthesizing, digital video effects), the student develops the ability to create artistic statements utilizing technological means. Offered summers. Special fee: \$25. Noncredit fee: \$600 plus special fee.

**A&HA 4089. New media, new forms: Technological trends in art education (2-3)**

Faculty. Examines new technological tools and new media in art education, the impact of technology in the art room, the changing role of the art educator, and the convergence of visual technologies. Offered summers. Enrollment limited. Special fee: \$25.

**\*A&HA 4092. Introduction to ceramics (Noncredit or 2-3)**

Mr. Lollar and Mr. Pitts. Enrollment limited. For beginners only. Introduction to the basic techniques of hand building, the potters wheel and slab construction. Surface decoration and three-dimensional design. Stoneware and

earthenware clay bodies and firing procedures will be addressed. Special fee: \$100. Noncredit fee: \$600 plus special fee.

**\*A&HA 4093. Introduction to sculpture**  
(Noncredit or 2-3)

Faculty. An exploration into the world of the third dimension through both figurative and abstract styles. There will be classroom discussions plus experimentation in wood and stone carving, clay, plaster, assemblage, and welding. Special fee: \$100. Noncredit fee: \$600 plus special fee.

**\*A&HA 4094. Introduction to photography**  
(Noncredit or 2-3)

Ms. Levan, Mr. Vezzuso, Mr. Feinsod. An introductory course in black and white photography and darkroom techniques. Participants will study applications of the camera as an instrument for producing artistic images, and the darkroom as a setting for reproducing those images, as well as the implications for using these techniques within various educational settings and contexts. Special fee: \$100. Noncredit fee: \$600 plus special fee.

**A&HA 4096. Photography for educators**  
(Noncredit or 2-3)

Ms. Levan. Exploration of basic photo techniques applicable in the standard art classroom. Special fee: \$25. Noncredit fee: \$600.

**\*A&HA 5060. Introduction to drawing**  
(Noncredit or 2-3)

Ms. Rose. A critical examination of the relationship among structure, form and surface in drawing from life: objects, humans and landscape. Students will track the emergence and development of expressive configurations in their own work from the vantage point of evolving aesthetic and critical responses. Special fee: \$60. Noncredit fee: \$600 plus special fee.

**\*A&HA 5061. Advanced printmaking: Lithography**  
(Noncredit or 2-3)

Mr. Pellettieri. Designed to explore and develop the lithography printing process, including the use of color and photolithography. Group and individual instruction to promote the artistic and technical potential and capacities of each participant. Special fee: \$100. Noncredit fee: \$600 plus special fee.

**\*A&HA 5062. Advanced printmaking: Etching**  
(Noncredit or 2-3)

Mr. Pellettieri. Designed to expand the printmaking competencies and aesthetic development of the artist-teacher. Group and individual instruction. Special fee: \$100. Noncredit fee: \$600 plus special fee.

**\*A&HA 5063. Advanced painting**  
(Noncredit or 2-3)

Mr. James. Artists capable of independent endeavor share their ideas and work in critiques and discussions and undertake advanced artistic problems suggested by the

instructor or of their own devising. Noncredit fee: \$600. Special fee: \$100.

**•A&HA 5092. Advanced ceramics**  
(Noncredit or 2-3)

Mr. Lollar and Mr. Pitts. Further studies of ceramics with an emphasis on individual projects on an advanced level. Educational aspects of the medium will be discussed along with marketing opportunities for the professional craftsman. Special fee: \$100. Noncredit fee: \$600 plus special fee.

**\*A&HA 5093. Advanced sculpture**  
(Noncredit or 2-3)

Faculty. Further studies of sculptural elements with an emphasis on content, craft, and individual development. Special fee: \$100. Noncredit fee: \$600 plus special fee.

**\*A&HA 5095. Color photography (2-3)**

Mr. Feinsod and Mr. Vezzuso. Prerequisite: A&HA 4094 or equivalent. Course addresses both the aesthetic and technical aspects of color photography including theory, lighting, use of positive and negative films, prints, exposure to a professional lab. Special fee: \$100.

**\*A&HA 5890. Exploring creative photography: Advanced processes**  
(Noncredit or 2)

Mr. Feinsod. Prerequisite: A&HA 4094 or equivalent. This course explores the versatility of photography and incorporates other artistic mediums as artists have done since the development of photography in the 19th century. In investigating traditional and contemporary photographic methods students will acquire skills in advanced methods in processing and presenting work. A range of darkroom techniques will be introduced along with sophisticated studio equipment. Special fee: \$150. Non-credit fee: \$600 plus special fee.

**\*A&HA 5891. Exploring creative photography: Photography and light**  
(Noncredit or 2)

Mr. Feinsod. The emphasis in this class is on the camera and on using light and lighting methods and advanced camera and darkroom techniques. Students explore the use of Medium Format cameras, studio lighting, flash photography, long exposures using tripods and using light meters. Photographic projects are undertaken using themes of still life, tabletop and portrait photography using flash and available lighting.

**\*A&HA 5890. Exploring creative photography: Invention and imagination**  
(Noncredit or 2)

Mr. Feinsod. The emphasis in this course is on the inventive, explorative and imaginative use of the photographic medium. The power of the interpretive value of the photographic image is explored. Students are exposed to the work of photographers that experiment with photography in an important but imaginative way.

**Independent Studio Work** 3 Courses

**A&HA 6902. Studio work in art and education: Sculpture** (Noncredit or 1-4)  
Faculty. Permission of instructor required. Enrollment limited. For advanced independent study. Noncredit for majors only. Special fee: \$100.

**A&HA 6903. Studio work in art and education: Drawing** (Noncredit or 1-4)  
Faculty. Permission of instructor required. Enrollment limited. For advanced independent study. Noncredit for majors only. Special fee: \$60.

**A&HA 6904. Studio work in art and education: Painting** (Noncredit or 1-4)  
Faculty. Permission of instructor required. Enrollment limited. For advanced independent study. Noncredit for majors only. Special fee: \$60.

**A&HA 6905. Studio work in art and education: Printmaking** (Noncredit or 1-4)  
Faculty. Permission of instructor required. Enrollment limited. For advanced independent study. Noncredit for majors only. Special fee: \$100.

**A&HA 6906. Studio work in art and education: Ceramics** (Noncredit or 1-4)  
Faculty. Permission of instructor required. Enrollment limited. For advanced independent study. Noncredit for majors only. Special fee: \$100.

**A&HA 6907. Studio work in art and education: Photography** (Noncredit or 1-4)  
Faculty. Permission of instructor required. Enrollment limited. Prerequisites: A&HA 4094, A&HA 5094 or extensive experience in photography and darkroom techniques. For advanced independent study. Noncredit for majors only. Special fee: \$100.

**A&HA 6999. Exhibition rating (0)**  
Rating of certification Ed.M. and Ed.D. exhibitions: offered in fulfillment of degree requirements. To be taken during the semester in which work is presented in the Macy Art Gallery. Special fee: \$100.

**Independent studies and research**

**A&HA 4202. Fieldwork in art education** (1-4)  
Permission of instructor required. Professional activities in the field under faculty supervision.

**A&HA 4902. Research and independent study in art education** (1-4)  
Permission of instructor required. Research and independent study under the direction of a faculty member.

**A&HA 5202. Fieldwork in art education** (1-4)  
Permission of instructor required. Professional activities in the field under the supervision of a member of the arts faculty.

**A&HA 5902. Research and independent study in art education (1-4)**

Permission of instructor required. Research and independent study under the direction of a faculty member.

**A&HA 6202. Fieldwork in the art education (1-4)**

Permission of instructor required. Professional activities in the field under the supervision of a member of the arts faculty.

**A&HA 6422. Internship in the supervision and administration of the art education (1-4)**

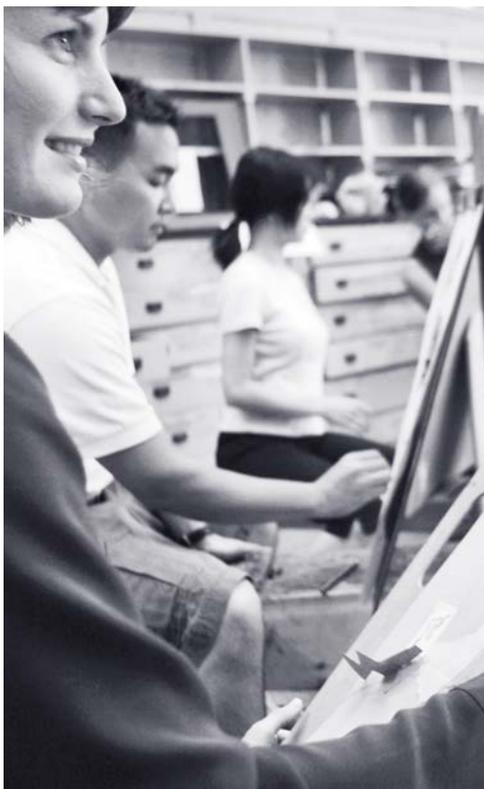
Permission of instructor required. Qualified students work as interns with supervisors or administrators in selected sites. Satisfies the internship requirement for administrative and supervisory certification. Provision is made for assessment of field-based competencies in fulfillment of program requirements.

**A&HA 6482. Internship in the teaching of college and museum programs (3)**

Permission of instructor required. Guided experiences in the teaching of the arts in departments of metropolitan area colleges. Sections: (1) Teaching art programs: college (2) Teaching art programs: museum.

**A&HA 6972. Research and independent study in art education (1-4)**

Permission of instructor required. Research and independent study under the direction of a faculty member.




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## ARTS ADMINISTRATION

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Program Coordinator:  
*Professor Joan Jeffri*

Program Office: (212) 678-3268  
E-mail: [jeffri@tc.edu](mailto:jeffri@tc.edu)  
Web site: [www.tc.edu/a&h/ArtAd](http://www.tc.edu/a&h/ArtAd)

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**Arts Administration**  
(Code: TGC)

**Degree Offered:**  
**Master of Arts (M.A.)**

**Program Description:**

The program in Arts Administration encourages integration of all the arts and education, while focusing on the educational role of the artist, and the missions and activities of arts and cultural agencies, collectives, and institutions.

The program reflects the conviction that the management of cultural institutions and enterprises is a profession that requires both creativity and commitment and that, at its best, the profession has a positive impact on the quality of artistic life. Arts Administration is organized in conjunction with the programs in arts and humanities education, further reflecting the importance of the basic educational role, mission, and activities of the arts in both profit and nonprofit sectors.

In order to respond to the challenge and responsibility of the arts at the start of the twenty-first century, the arts manager must have an amalgam of managerial and financial skills, a knowledge of pertinent artistic disciplines, an awareness of community dynamics, a commitment to education in its broadest sense, and a sensitivity to the artist and the artistic process. The essence of the program lies in its effort to provide a carefully constructed core curriculum while making available the extraordinary range of intellectual and cultural resources of the College, the University, and New York City.

Established at Columbia University's School of the Arts in 1980, the program moved to Teachers College in 1991, expanding its curriculum and student body and maintaining its interdisciplinary curriculum with Columbia's Graduate Schools of Business and Law. Special areas of study have been created with the Program in Art and Art Education which focus on Museum Education and with the Program in Music and Music Education which focuses on Music Administration and

Education. Similar collaborations are being developed with other disciplines.

From its inception, faculty and staff have consisted of persons actively involved in the field as managers, board members, consultants, authors, and artists. In addition, the program draws on a vast pool of artists, arts managers, and persons in related professions to deliver and take part in guest lectures, seminars, and informal discussions.

The objectives of the program are to:

- train new leaders to manage and administer arts and cultural venues;
- raise standards of arts administration to a new level of social responsibility;
- broaden the horizons of arts educators, facilitating their interactions with the arts community;
- give arts educators new management and administrative tools;
- strengthen advocacy roles for artists; and
- provide theoretical and practical preparation for students whose professional objective is a career in arts administration, arts education, or a combination of the two.

The Research Center for Arts and Culture acts as a complement and a resource for the Program, offering opportunities each year to Arts Administration students with a special interest in research and public policy. The Center is committed to applied research in the relatively new disciplines of arts management and arts law, providing the academic auspices for exploration, education, policy-making, and action.

**Special Application Requirements/Information:**

In addition to the general Teachers College admission requirements, applicants to the program must submit a third letter of reference and scores on the GRE General Test. Personal statements of 750–1000 words should indicate why applicants wish to pursue careers in arts administration, what led them to this point and what they feel makes them good candidates for admission to the program and to the field. An interview is required for finalists and will be arranged at any time in the application process by the Program Coordinator. Students begin the program in the fall semester only.

**Degree requirements:****MASTER OF ARTS (60 POINTS)**

The M.A. degree requires a minimum of 60 points of course work, with 24 points from the program offerings listed below, 12 points through the Graduate School of Business, 15

points in Teachers College courses, 9 elective points, an internship, and a formal master's essay.

The core curriculum represents an unusual alliance among the faculties of Teachers College, the Graduate School of Business and the School of Law. Included in the core requirements are principles of arts administration, policy, fundraising, historical foundations and problem-solving in arts education, accounting, financial planning, marketing, business policy, labor relations, and copyright law. Students and applicants should refer to additional information on requirements available at the program office. Tuition rates may vary for certain elective courses, depending on the offering school. Each student is evaluated in the first year to ensure that satisfactory progress is maintained.

**COURSES** (\* = course open to non-majors):

**A&HG 4170. Principles and practice in arts administration (3)**

Ms. Jeffri. Permission from program coordinator/director required. Basic overview in arts administration covering major areas of concern to small, medium, and large institutions. Specific aspects of arts management, planning, program development, artist relations, marketing, and fundraising.

**\*A&HG 4171. Arts Administration: An introduction to the field (3)**

Faculty. Focussing on the external and internal environment, running companies and venues, and stated and tacit policies. Attention to the administrator's resources and constraints in both the profit and non-profit sectors.

**A&HG 4173. Arts in context (3)**

Professor Bereson. Permission of instructor required. A seminar and lecture-style course designed to provide a cultural context for discussions of aesthetic, ethical, and political questions that define and challenge the responsible arts administrator's role.

**A&HG 4174. Law and the arts I (3)**

Mr. Koenigsberg. Permission from program coordinator/director required. Principal artistic applications of U.S. law in areas drawn from copyright law, unfair competition and trademark law, misappropriation, First Amendment questions, miscellaneous torts including rights of privacy and publicity, defamation, interference with contract, other problems relating to authenticity of art works.

**A&HG 4175. Law and the arts II (3)**

Mr. Swords, Ms. Clark, Ms. Hanson and Mr. Chiappari. Permission from program coordinator/director required. Lectures and seminars on not-for-profit corporations, alternative forms of organization and tax exemption; the

role and problems of trustees, directors, and officers; commercial and political activity, administrative regulations concerning arts organizations, and arts-specific contracts.

**A&HG 4176. Support structures: Development and fund raising in the arts and humanities (3)**

Ms. Burke, Ms. McIntosh and Ms. Pastore. Permission from program coordinator/director required. A practical exploration of fundraising research and proposal writing methods. Proposals are developed for private and public agencies and foundations. Course incorporates aspects of support for the arts, arts education, the humanities, education and artists.

**\*A&HG 4179. Music administration and education: Organizations, issues and careers (3)**

Faculty. Provides the tools of applied theory and practice of arts administration for musicians, music administrators and music educators. Investigates the management leadership and education practices within musical institutions and career paths within them.

**A&HG 4180. Labor relations in the arts (3)**

Mr. Leibowitz. Permission from program coordinator/director required. Theory and practice. Special emphasis on employers, unions, contracts, grievance procedures in the arts. Simulated bargaining sessions, evaluation and discussion of dispute resolution, arbitration, contract results. Negotiation by student teams.

**A&HG 4575. Master's seminar in arts administration (3)**

Mr. Vinik. Permission from program coordinator/director required. Full-time degree candidates only. Required for all master's students by the last 10 credits of their program. Guided independent work culminating in the development of a master's essay.

**A&HG 4576. Master's seminar in arts administration B: Research apprenticeship (3)**

Ms. Jeffri. Interview required. Supervised individual apprenticeship to ongoing projects in arts management, arts law, arts and cultural policy and data and information gathering on living artists.

**A&HG 5173. Principles and practice in arts administration: Performing arts (3)**

Mr. Vinik. Permission from program coordinator/director required. Prerequisite: A&HG 4170. A continuation of A&HG 4170 with special reference to the management principles and skills of the performing arts, including music, dance, and theater; audience development; unions; and the study of physical facilities.

**A&HG 5174. Principles and practice in arts administration: Visual arts (3)**

Ms. Jeffri. Permission from program coordinator/director required. Prerequisite: A&HG 4170. A continuation of A&HG 4170 with special reference to the application of manage-

ment principles and skills to the visual arts, including museums, commercial and cooperative galleries, artists' spaces, public art, corporate and individual collectors and artists.

**A&HG 5175. Business policy and planning for the arts manager (3)**

Mr. Vinik. Permission from program coordinator/director required. Designed to integrate arts administration course-work from business, law, and the arts. Moves from the financial, cultural, political environment to strategic planning tools to specific arts situations in the creation and implementation of policy and planning objectives.

**A&HG 5178. Special topics: Critical issues in arts management (3)**

Faculty. Permission from program coordinator/director required. A course in conceptualizing problems. Use of existing documents, studies, databases to support investigations into critical issues, while identifying how these documents have been constructed, their hidden and political agendas, and suggestions for improvement and integration into existing systems.

**Practicum and Internship**

**A&HG 4370. Practicum in arts administration and arts education (1)**

Ms. Jeffri. Permission from program coordinator/director required. Supplement to the required internship. Work with organizations or on projects on or off-campus; work must meet test of relevance to student's program of study, supervisor approval, and judgment of satisfactory performance. At least 30 hours during the term; no more than 1 point per term; no more than 3 points during course of program for practicum.

**A&HG 4470. Internship in arts administration and arts education (0 or 3)**

Ms. Jeffri. Permission from program coordinator/director required. Internship arranged with host institutions on an individual basis, taking into account the student's needs, interests and capacities, and the host's abilities to integrate those with its operation in an educationally useful manner. Twenty hours per week over four months or the equivalent.

**Independent Research**

**A&HG 4970. Supervised individual research in arts administration and arts education (3)**

Ms. Jeffri and Staff. Permission from program coordinator/director required. Independent research in arts administration.

**A&HG 4100. Master's essay: Arts administration (0)**

Ms. Jeffri. Permission from program coordinator/director required. To maintain residency and receive advisement on the Master's essay,

students who have registered for the 60 required points of course-work and have not completed the master's essay, must register for this course after six terms including summers. Special tuition: the equivalent of 1 point of credit.

See also:

**A&H 4048. Computing applications in education and the arts (3)**

**A&H 5001. Research methods in arts education (3)**

**A&H 5002. Assessment strategies for the arts (Noncredit or 3)**

**A&HA 4079. Exploring America's cultures: Implications for arts education (Noncredit or 2-3)**

**A&HA 4090. Museum issues I: Art museums and their culture (3)**

**A&HA 5082. Philosophies of art in education (2-3)**

**A&HA 5090. Museum issues II: Missions and standards (3)**

**A&HA 5181. The arts in education (2-3)**

**A&HA 5804. Museums as resource: Workshops at the Metropolitan Museum (1-4)**

**A&HG 6021. Supervision and administration: Arts in education (3)**

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## DANCE AND DANCE EDUCATION

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Program Office: (212) 678-8222  
Web site: [www.tc.edu/a&h/DanceEd](http://www.tc.edu/a&h/DanceEd)

**Dance and Dance Education**  
(Code: TGD)

### Degree offered:

Master of Arts (M.A.)\*

\*This program is currently not accepting applications for admission.

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## HISTORY AND EDUCATION

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Program Coordinator:  
Professor Cally Waite

Program Office: (212) 678-4138  
E-mail: [cwaite@tc.edu](mailto:cwaite@tc.edu)  
Web site: [www.tc.edu/a&h/HistoryEd](http://www.tc.edu/a&h/HistoryEd)

**History and Education**  
(Code: TFH)

### Degrees offered:

Master of Arts (M.A.)

Master of Education (Ed.M.)

Doctor of Education (Ed.D.)

Doctor of Philosophy (Ph.D.)

### Program Description:

The Program in History and Education is one of the oldest at Teachers College, the history of education having been one of the first components of the university study of education. Many of the earliest doctoral dissertations at Teachers College dealt with historical subjects, even in the case of students aspiring to careers in curriculum, guidance, and administration.

The program prepares people to teach in graduate schools of education, undergraduate departments of education, departments of history, theological seminaries, or other academic institutions, and to work as research scholars in institutes, government bureaus, or social service agencies where a deep understanding of education in historical perspective is essential.

The program addresses important educational questions, first, by examining the ideas, individuals, and institutions of the past to determine their influence on their own times; and, second, by bringing historical knowledge and perspective to bear on current educational issues. The program offers courses covering the educational history of America, Europe and other international communities, urban areas, women, immigrants and African Americans.

The program is open to students of broad and diverse backgrounds who can give evidence of academic competence and personal qualities suggesting high probability of professional success. Each student in the program is expected to take courses in the history of education, as well as in the more generalized fields of social, political, and cultural history. Students can also take subject matter courses in cognate areas aimed at complementing and supporting their specialized areas of interest within the history of education. In addition, most students engage in continuous independent research under the supervision of a faculty member.

Students in the program are encouraged, with their advisor's guidance, to make full use of resources offered by other programs at Teachers College, Columbia University, the Jewish Theological Seminary, and Union Theological Seminary.

Note: If you are interested in becoming a certified public school teacher, please see the program in teaching Social Studies in this Department. The program in history and education does not lead to public school certification.

### Special Application Requirements/Information:

Sample of historical writing required for Ed.M., Ed.D., Ph.D. Master's students may begin in the fall or spring only. Doctoral applicants are accepted for the fall term only.

### Degree Requirements:

All courses should be determined with the advice and approval of the student's advisor.

### MASTER OF ARTS (30 OR 32 POINTS)

The Master of Arts offers two approaches:

- 1) 30 points and a formal master's essay, or
- 2) 32 points and a special project. Topics and preparation of the essay or the special project are to be determined in consultation with the student's advisor. At least 15 of the points taken for the degree must be in the field of history and education. At least three Teachers College courses (for at least 2 points each) must be taken outside of the program in History and Education.

### MASTER OF EDUCATION (60 POINTS)

The Master of Education requires 60 points, at least 30 of which must be completed under the auspices of Teachers College. Students must take at least 30 points in history and education and at least three Teachers College courses (for at least 2 points each) outside the program.



## DOCTOR OF EDUCATION (90 POINTS)

The Doctor of Education requires 90 points with emphasis on broad preparation for a variety of teaching, research and administrative responsibilities informed by an understanding of historical development and context.

Candidates should be in touch with the Office of Doctoral Studies to be certain of complying with the latest procedures, deadlines and documents.

## DOCTOR OF PHILOSOPHY (75 POINTS)

The Doctor of Philosophy requires 75 points, including demonstrated proficiency in two foreign languages. Program emphasis on historical research in education. Candidates should be in touch with the Office of Doctoral Studies to be certain of complying with the latest procedures, deadlines and documents.

**COURSES:** (\* = course open to non-majors)

### Introductory

#### \*A&HH 4070. History of education in the United States (3)

Professor Waite. The development of American education in the context of American social and intellectual history.

#### \*A&HH 4074. Historical visions of teachers and teaching (3)

Professor Waite. A critical examination of popular representations of teachers during the 20th century.

#### \*A&HH 4076. History of urban education (3)

Professor Franklin. Examines educational activities within urban communities including schooling and the educational activities of social, political and cultural groups from the eighteenth century to the present.

### Intermediate

#### \*A&HH 5070. History and theory of higher education (3)

Faculty. Fundamental ideas that have shaped liberal education in the United States and basic issues that arise in the formulation of purposes, policies, and educational programs in colleges and universities.

#### \*A&HH 5072. Student activism and student movements in historical perspective (3)

Faculty. A critical examination of the changes and continuities in student life from the Colonial Era to the present, with special emphasis on the causes and consequences of protests and movements.

#### \*A&HH 5076. History of African American education (3)

Professor Waite. An exploration of informal and formal education from slavery to the present.

#### \*A&HH 6041. Historical method (3)

Professor Waite. Permission of instructor required. Methods, principles, and problems of historical research and interpretation. Designed for students throughout the College undertaking systematic inquiries on historical topics.

#### A&H 6574-A&H 6575. Seminar in the history of American education (3)

Faculty. Permission of instructor required.

#### \*A&HH 6577. Topics in the history of American educational thought (3)

Faculty. Permission of instructor required. Prerequisite: A&HH 4070 or equivalent. Considers the origins of American education including international perspectives.

### Advanced

#### A&HH 5670. Colloquium in history and education (1-3)

Professor Waite. For majors only. Discussion of research and teaching topics in history and education, presentation of dissertation proposals and drafts, explorations of the employment prospects of specialists in history and education.

#### A&H 6574-A&H 6575. Seminar in the history of American education (3)

Faculty. Permission of instructor required.

### Individualized Studies

#### A&HH 4901. Research and independent study (1-8) Permission of instructor required.

#### A&HH 6901. Research and independent study (1-8) Permission of instructor required.

#### A&HH 6970. Studies in history and education (1-6)

Faculty. Advanced students may register for intensive individual study of some aspect of their specialization. Registration is only by permission of the professor under whose guidance the work will be undertaken. Times for individual conferences will be arranged. Enrollment may be for 1 or more points each term, and registration is not limited to one or two terms.

#### A&HH 7501. Dissertation seminar in history and education (0-3)

Permission of instructor required. Required of doctoral students in the semester following successful completion of certification examinations.

#### A&HH 8901. Dissertation advisement in history and education (0)

Individual advisement on doctoral dissertations. Fee: to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration for Ed.D./Ph.D. degrees.

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## MUSIC AND MUSIC EDUCATION

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Program Coordinator:  
Professor Harold Abeles

Program Office: (212) 678-3283  
E-mail: abeles@tc.edu  
Web site: www.tc.edu/a&h/MusicEd

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*Music and Music Education*  
(Code: TGM)

### Degrees offered:

Master of Arts (M.A.)

Master of Education (Ed.M.)

Doctor of Education (Ed.D.)

Doctor of Education in College Teaching of Music (Ed.D.C.T.)

### Program Description:

The Program in Music and Music Education embraces humanistic values as they relate to contemporary musical and educational life while respecting the musical traditions of the past. The faculty in Music and Music Education recognize the importance and uniqueness of the arts in our society and strive to offer flexible and individualized programs for the preparation of musician-educators. Faculty members are seasoned practitioners, who reflect a wide range of expertise in comprehensive musicianship, early childhood music, instrumental and jazz pedagogy, vocal and choral performance, jazz, technology and the full spectrum of public and private school music through graduate school and research practices.

The four degree programs in Music and Music Education are each built around a core of courses considered central to exemplary music education. Beyond the core, students have flexibility to plan with their advisor individual programs designed to meet particular needs and goals.

In addition to courses in music and music education, students are expected to select courses from other offerings of Teachers College and Columbia University in order to fulfill degree requirements.

Students in the degree programs can prepare for the following positions:

- teacher and supervisor of music in early childhood settings, elementary and secondary schools;
- teacher and administrator of music in colleges and universities;
- teacher of music in private school and studios;

- researcher and teacher-educator of music in institutions of higher learning, and
- teacher, curriculum specialist, and teacher-educator in interdisciplinary areas of arts and humanities, music and special education, new technology in music education, and adult education.

The traditional M.A. program is a post-bachelor's degree program that provides graduate studies with a balance of work in performance, comprehensive musicianship, pedagogy and research. The degree program is designed to allow flexibility in course selection, so that each student may prepare for his or her professional career in music education.

A 40-point Master of Arts offers New York State approved Teacher Certification. Students in this M.A. program take coursework and then a semester of carefully guided student teaching in a school that reflects the Music Program's philosophy.

The Master of Education degree (Ed.M.) in Music and Music Education is an advanced professional degree for practitioners in music education that is designed to prepare graduates for a career in elementary schools, secondary schools, and colleges. It is awarded upon satisfactory completion of sixty points of graduate study. Major emphasis is placed on the improvement of instruction and curriculum.

The program for the degree may also be designed to include New York State Certification as a School Administrator and Supervisor. Candidates who show clear promise of success in further graduate study may apply the completed course work toward the doctorate if admitted. Please see the "Teacher Education" section of this bulletin for updated information on programs that lead to administrative certification.

The Ed.D. and the Ed.D. in College Teaching offer preparation for professional careers in a variety of settings. The Ed.D. in College Teaching is designed primarily for students with a high level of performance skills whose goal or present position is focused on the teaching of performance in higher education.

### Special Application Requirements/Information:

Applicants for the M.A. must have an undergraduate degree with a major in music or music education; or an undergraduate degree with evidence of sufficient musical training and experience to qualify the student for graduate work in this field.

Teachers College Master of Education students wishing to apply to the Doctor of Education Program are required to submit a scholarly paper along with their application for change of degree status. It is expected that most students will choose to submit the scholarly paper completed as the final project for their Ed.M. degree.

Applicants for the Ed.D. normally have previously received a Master of Arts or Master of Music degree. Applicants for the Ed.D. or the Ed.D.C.T. are expected to have several years of professional experience as an educator or performing musician prior to beginning the doctoral program. Both doctoral programs are very selective and admit only a few students each year.

Applicants for the Ed.D.C.T. must submit a recent audiotape of their performance or arrange for an audition.

Applications for the Ed.D. and the Ed.D.C.T. are reviewed once each year in the spring for Fall admission. See the "Admissions" section of this bulletin for more information.

### Degree Requirements:

#### MASTER OF ARTS (32 POINTS)

A minimum of 32 points is required. Some programs may exceed the minimum number due to professional goals, special interests, or deficiencies in undergraduate work. No more than 12 points of graduate credit from other faculties of the University may be applied to the minimum point requirement, and no points will be accepted from other institutions.

A student enrolled in the 32-point master's degree is expected to plan a program of study with an advisor that reflects a balance of work in each of four areas of music study, based upon the training, experience and specific needs of the student. The four areas of music study are: 1) Pedagogy, 2) Research, 3) Comprehensive Musicianship, and 4) Music Performance. In order to broaden the student's background, in addition to the course work in music, three Teachers College courses (a course is defined as one for which at least two points are earned) outside of the Program (A&HM) are required. Specifically, students are expected to enroll in:

- (1) At least two courses from the Music Pedagogy Courses, one of which must be selected from the following:

- A&HM 4021 Designing musical experiences for young children

- A&HM 5020 Foundations of music education
- A&HM 5025 Creativity and problem solving in music education
- A&HM 5026 Music skills and the creative strategy
- A&HM 6001 Teaching and administration of the arts in college music

- (2) At least one course from the Research Area (A&HM 5023, Vocal pedagogy, may be used to fulfill this requirement)

- (3) At least one course from Comprehensive Musicianship Area

- (4) At least one course from the Music Performance Area

- (5) The remaining courses in music can be selected from any of the four areas, in consultation with an advisor.

In order to graduate a student must complete the necessary course work, compile and present a portfolio, and demonstrate competent musicianship in performance as approved by the program faculty.

#### MASTER OF ARTS WITH PRE K-12 CERTIFICATION (40 POINTS)

The M.A. degree with Teacher Certification is a program designed for students with an undergraduate degree in music who wish to prepare for teaching music in the public schools. The 40-point degree program leads to both the M.A. degree and New York State Teacher of Music, Pre K-12 Certification. Students desiring state certification should identify themselves at their first registration, and be assigned to a certification advisor for guidance in this process. All requirements for certification can be completed in the M.A. program if the candidate is identified at the first registration.

#### Teachers College courses required to fulfill state certification requirements (14 points):

- A&HM 4021 Designing musical experiences for young children
- A&HM 4029 New technologies in music education
- A&HM 5020 Foundations of music education
- A&HM 5022 Young children's musical development
- A&HM 5025 Creativity and problem solving in music education
- A&HM 5026 Music skills and the creative strategies
- Special Education course in consultation with advisor

**Elective Music Pedagogy Courses (4-6 points):** Consult a faculty advisor.

**Required Music Content Courses (5-7 points):**

- Applied music (2-4)
- A&HM 5032 or 5033 Comprehensive musicianship I or II (3)

**Required Fieldwork Courses (9 points):**

- A&HM 4201 Fieldwork
- A&HM 4701 Student teaching

Note: To be certified by New York State, there are additional requirements. Please see the “Teacher Education” section of this bulletin for details.

**Required Non-Departmental Courses:**

Consult a faculty advisor.

Three TC courses (each course must be for at least 2 points) outside the program.

In order to graduate, students must complete the necessary coursework, complete student teaching, the summative project, and demonstrate competent musicianship in performance.

### IN STEP MASTER OF ARTS IN MUSIC AND MUSIC EDUCATION FOR IN-SERVICE TEACHERS

A three year, summer Master of Arts program that may lead to professional certification. This program might be used for a professional NY State teacher certificate. Contact Program Coordinator, Harold Abeles, for details ([hfa2@columbia.edu](mailto:hfa2@columbia.edu)).

### MASTER OF EDUCATION (60 POINTS)

The general course requirement is a minimum of 60 graduate semester hours, 30 points of which must be completed under the auspices of Columbia University, with at least 18 points in Teachers College coursework. Candidates who have earned a Master of Arts degree from Teachers College must complete at least 45 of the 60 graduate points at Teachers College.

Programs of study and courses for the degree are divided into four general areas: 1) pedagogy, 2) research, 3) comprehensive musicianship, and 4) music performance. A program of study should reflect a balance of courses in these areas. In addition to the music program courses, each candidate is expected to complete four courses of at least 2 credits each from outside the Program in Music and Music Education (A&HM). These electives are to be selected from areas deemed appropriate in consultation with the faculty advisor.

Candidates for the Ed.M. degree must complete a summative project. However, students planning to apply for admission to the doctoral program at Teachers College may choose to write a scholarly paper demonstrating their ability to research a topic approved by their advisor.

### New York State Approved Program for Music Administrative-Supervisory Certification:

Institutional recommendation for the certificate is based upon the completion of the requirements for the Ed.M. degree in Music Education (refer to Ed.M. degree statement) which shall include 18 points in course work dealing with public school administration and supervision and an internship. Points related to the internship are not to be included in the 18 points of school administration and supervision courses. Please see the “Teacher Education” section of this bulletin for updated information on programs that lead to administrative certification.

### Fundamentals of Administration (6 points):

Courses chosen in consultation with Certification Coordinator.

- ORLA 4001 Overview of administration
- ORLA 4031 Leadership & institutional analysis: Early childhood education administration
- ORLA 4033 Leadership & institutional analysis: Administration of secondary schools
- ORLA 4038 Leadership & institutional analysis: Reforming elementary schools
- ORLA 6018 Staff personnel administration

### Curriculum and Teaching (6 points):

Courses chosen in consultation with Certification Coordinator.

- C&T 4004 Basic course in school improvement
- C&T 4008 Creativity, critical thinking and curriculum design
- C&T 4051 Supervision for elementary and secondary schools
- C&T 4052 Designing curriculum and instruction
- C&T 4145 The education of youth and adolescents
- C&T 4160 Supervision in preservice teacher education programs
- C&T 5053 Staff development processes and procedures
- C&T 6152 Changes in role and organization of instructional leaders

### Music Education (6 points):

- A&HA 6021 Supervision and administration: Arts in education
- A&HM 5020 Foundations of music education

### Internship (1-4 points):

- A&HM 6421 Internship in the supervision & administration of the arts-music education

### DOCTOR OF EDUCATION AND DOCTOR OF EDUCATION IN COLLEGE TEACHING OF AN ACADEMIC SUBJECT (90 POINTS)

Basic requirements include:

- 1) satisfactory completion of a program of 90 points beyond the baccalaureate degree,
- 2) successful performance on a departmental certification examination, and 3) preparation and defense of a dissertation.

At least 54 points of work must be completed at Teachers College. A maximum of 36 graduate points may be accepted from other recognized graduate schools. Transfer credits are evaluated and allocated by the Admissions Office for consideration by the Music Program. Final determinations are made by the program faculty.

Doctoral students must complete a minimum of 15 points of course work in areas other than those in the Music Program. For the Ed.D. in College Teaching program, two of these courses must be in the area of higher education.

To ensure breadth in professional background, course work should result in competency in the following four broad areas: 1) Pedagogy, 2) Research, 3) Comprehensive Musicianship, and 4) Music Performance. Refer to the catalog for course listings under these general headings.

The preparation and the defense of a dissertation is required for the doctoral degree. When writing the dissertation, each candidate has a sponsor and an additional committee member. Most often the sponsor is a faculty member of the Program in Music and Music Education. Committee members may be chosen from among the professorial faculty elsewhere at Teachers College or the University. Topics are selected from a variety of areas to meet professional needs and interests. Students should consult the appropriate bulletins of the Office of Doctoral Studies and Doctoral Handbook on the Music Education program website: [www.tc.columbia.edu/a&h/MusicEd](http://www.tc.columbia.edu/a&h/MusicEd) for more specific information.

**COURSES:** (\* = course open to non-majors)

### Pedagogy

#### \*A&HM 4020. Music for the world's children (2-3)

Faculty. Focuses on the development of student's musical thinking through active participation in classroom strategies. A broad multicultural repertoire serves to stimulate children's creative musical responses through movement, and exploration of sound and imagery. Includes integrated creative activities involving the combination of movement, vocal and instrumental performance, and listening. Materials fee: \$30.

#### \*A&HM 4021. Designing musical experiences for young children (2 or 3)

Professor Custodero. Permission of instructor required. Enrollment limited to 25. Prerequisite: A&HM 5022. Overview of appropriate interactive practices, environmental design, and curriculum planning for young children from birth through age 7. Includes observations of exemplary teaching as well as practicum experience. Special fee: \$30.

#### A&HM 4023. Choral methods, procedures and materials (3)

Dr. Anagnost. Recommended for vocal-choral majors. A study of the choir as a performing medium. Rehearsal techniques and procedures as they apply to the development of artistic choral performance. Choral literature available for school, community, and church groups at all levels of proficiency. Materials fee: \$75.

#### A&HM 4029. Introduction to new technologies in music education (2-3)

Faculty. Enrollment limited to 12. Understanding the principles of creating and teaching with synthesizers, MIDI, computers, emphasizing the application to music education. Materials fee: \$75.

#### \*A&HM 4030. Integrating music in the classroom (2-3)

Professor Pogonowski. Primarily for non-majors. Focuses on music and its relationship to other curriculum areas as a means to facilitate students' abilities to make connections and conceptualize points of view from a variety of perspectives. Materials fee: \$30.

#### \*A&H 4048. Computing applications in education and the arts (3)

Professor Abeles. This course will examine strategies for developing creativity and problem-solving behaviors employing arts and other educational software. Pedagogical principles underlying the design of the software and instructional applications will be reviewed. Special fee: \$75.

#### A&HM 4701. Supervised teaching in music education (4)

Professor Pogonowski/Professor Allsup. Permission of instructor required. M.A. candidates who are student teaching must complete a minimum of 36 points. A variety of supervised teaching experiences (K-12), supplemented by conferences, evaluation, and seminars. The student completes 200 hours in schools observing, assisting, teaching, and evaluating. Required of those seeking state certification in Music in New York City and other states.

#### A&HM 5020. Foundations of music education (3)

Professor Abeles. An examination of the historical, philosophical, psychological and sociological bases of music education, emphasizing the implications for the development of curriculum, policy, and administrative leadership.

#### A&HM 5021. Instrumental instruction for children (3)

Professor Custodero. Prerequisite: A&HM 5022. For private and group music teachers. Developmentally appropriate strategies and materials for instrumental instruction integrating improvisation, composition, movement, singing, and ensemble playing. Special fee: \$30.

#### A&HM 5023. Vocal pedagogy I (2-3)

Dr. Goffi-Fynn. Permission of instructor required. Investigation and application of recent research in voice production and pedagogy. Directed teaching of voice comprised of student assignments, observed lessons, and lesson evaluation. Diagnosis of vocal condition and the design of lesson plans to affect change and growth will be emphasized. Special fee: \$50.

#### A&HM 5025. Creativity and problem-solving in music education (Noncredit or 3)

Professor Pogonowski and Professor Allsup. Permission of instructor required. Designed for pre-service and in-service majors to experience and explore critical thinking as a means for establishing a framework for music learning at all levels. Materials fee: \$30.

#### A&HM 5026. Music skills and the creative strategy (Noncredit or 3)

Professor Pogonowski and Professor Allsup. Permission of instructor required. Enrollment limited to 25. Prerequisite: A&HM 5025. Designed for pre-service and in-service majors to examine and experience problem-solving techniques for developing musical skills within the framework of the creative strategy. Materials fee: \$30.

#### A&HM 5029. Intermediate and advanced applications of new technologies in music education (Noncredit or 2-3)

Faculty. Enrollment limited to 12. Specific demonstrations with new music technology emphasizing the development of creative strategies for music education at various levels. Special fee: \$75. Noncredit fee: TBA.

#### A&HM 5047. Creative strategies for teaching music literature (3)

Professor Pogonowski. Selected works from the repertoire serve as the basis for demonstrating how to develop creative music strategies for teaching and enhancing the learning of music literature at all levels, including college teaching. Materials fee: \$30.

#### A&HM 5141-A&HM 5143. Special topics in music

Faculty. Selected topics of interest in music examined in depth. Topic announced each semester.

- A&HM 5141. Research (Noncredit or 1-4)

- A&HM 5142. Pedagogy (Noncredit or 1-4)

- A&HM 5143. Comprehensive musicianship (Noncredit or 1-4)

#### A&HM 6001. Teaching and administration of music in college (3)

Professor Abeles. Major issues relating to the curriculum, instruction and administration of programs of music and music education in colleges and universities.

#### A&HM 6023. The teaching of applied music in college (2-3)

Professor Goffi-Fynn. Music majors only. Theory and practice of applied music instruction in college for both major and non-major students. Emphasis on developing a student-centered learning environment. Required for music students who wish to be Graduate Assistants in the applied music program.

#### A&HM 6421. Internship in the supervision and administration of music (3)

Professor Abeles. Qualified students work as interns with supervisors or administrators in selected sites. Satisfies the internship requirement for administrative and supervisory certification. Provision is made for assessment of field-based competencies in fulfillment of program requirements.

### Research

#### A&H 5001. Research methods in arts education (3)

Faculty. An examination of research studies and strategies for conducting research in the arts. Special fee: \$25.

#### A&H 5002. Assessment strategies for the arts (Noncredit or 3)

Faculty. An examination of traditional and alternative strategies for assessing art objects and artistic performance, knowledge of the arts, and attitudes toward the arts.

**A&HM 5003. Introduction to the perception and cognition of music performance (3)**  
Professor Abeles. An examination of acoustic and psychological foundations of music.

**A&HM 5022. Young children's musical development (2-3)**  
Professor Custodero. Permission of instructor required. Enrollment limited to 25. Overview of significant issues and current research regarding the development of musical skills and understandings in children through age 7. Includes observations of children's spontaneous music-making. Special fee: \$30.

### **Comprehensive Musicianship**

**A&HM 5032. Comprehensive musicianship I (3)**  
Professor Pogonowski. Through analysis, composition, critical listening, improvisation and performance, 17th and 18th century theoretical constructs are explored, including an overview of the development of harmony and polyphony leading up to these eras. Materials fee: \$30.

**A&HM 5033. Comprehensive musicianship II (3)**  
Professor Pogonowski. Maximum enrollment: 25. An examination of 19th century theoretical constructs through analysis, composition, critical listening, improvisation and performance. Materials fee: \$30.

**A&HM 5040-A&HM 5041. Interpretation of piano literature (Noncredit or 3)**  
Faculty. Prerequisite: A&HM 5350 or equivalent. The study and performance of representative piano compositions from the Baroque through contemporary periods, with appropriate harmonic, stylistic and technical analysis.

**A&HM 5042. Choral literature survey (2-3)**  
Faculty. Recommended for vocal-choral majors. A comprehensive survey of representative choral music, from the early Renaissance period to the present. Examination of the development of choral forms, stylistic features and performance practice of the periods. Materials fee: \$75.

**Music Performance-Conducting**  
The non-credit fee for conducting courses is equal to 2 points at the current tuition rate.

**A&HM 4050. Conducting and score reading (Noncredit or 2-3)**  
Dr. Anagnost. Principles of conducting as a performing medium; emphasis on technique development for effective artistic visual portrayal of music; reading and memorization of scores. Classes videotaped for viewing. Special fee: \$75.

**A&HM 5050. Advanced conducting and interpretation (Noncredit or 2-3)**  
Dr. Anagnost. Prerequisite: A&HM 4050 or equivalent. For students experienced in conducting. Reading and memorization of scores involving clefs and transpositions. Videotapes made and studied. Special fee: \$75.

**Music Performance-Instrumental/Vocal**  
The non-credit fee for instrumental instruction is equal to 2 points at the current tuition rate.

**A&HM 4056. Chamber music (Noncredit or 2)**  
Dr. Earle. For music majors only. The study and performance of chamber works from the Baroque through contemporary periods. Special fee: \$110.

**A&HM 4059-A&HM 4060. Jazz improvisation (Noncredit or 2)**  
Dr. Konowitz. A sequentially developed performance experience focusing on the basic skills and concepts of jazz performance and improvisation for keyboard, instrumental and vocal musicians. Students will learn how to improvise from the beginning, performing and listening to standard jazz and blues repertoire.

**\*A&HM 4150. Instrumental music instruction I (Noncredit or 2)**  
Faculty. Written permission from the Music Education Program, Room 520A Horace Mann, required. Primarily for beginning students. With permission of the advisor, students may register continuously for this course. Special fee: \$110.

**\*A&HM 4343. Organ instruction for non-majors (Noncredit or 2)**  
Dr. Schuder. Written permission from the Music Education Program, Room 520A Horace Mann, required. Class and individual instruction focusing on the rudiments of organ technique, leading to the playing of four-part chorales and simple trios. Piano proficiency required. With permission of the advisor, students may register continuously for this course. Special fee: \$110.

**\*A&HM 4350. Piano instruction for non-majors (Noncredit or 2)**  
Faculty. Written permission from the Music Education Program, Room 520A Horace Mann, required. Individual instruction includes repertory, technical, and musical problems, performing experience, and understanding of teaching strategies. With permission of the advisor, students may register continuously for this course. Special fee: \$110.

**\*A&HM 4351. Harpsichord instruction I (Noncredit or 2)**  
Dr. Earle. Written permission from the Music Education Program, Room 520A Horace Mann, required. Harpsichord lessons designed especially for keyboard students with no previous harpsichord experience. Emphasis on elements of style and special techniques of performance of representative early keyboard music. With the permission of the advisor, a student may register continuously for this course. Special fee: \$110.

**\*A&HM 4352. Voice instruction for non-majors (Noncredit or 2)**  
Faculty. Written permission from the Music Education Program, Room 520A Horace Mann, required. Beginning voice instruction: technical and musical growth through examination of teaching strategies and repertoire. With the permission of the advisor, a student may register continuously for this course. Special fee: \$110.

**A&HM 4357-A&HM 4358. Ensemble performance: Music**  
For music majors only. For instrumental and vocal majors, a course designed for performance by chamber ensembles. Repertoire determined by registration. Public concert performances each semester.

• **A&HM 4357. Instrumental (Noncredit or 1)**

• **A&HM 4358. Vocal (Noncredit or 1)**

**A&HM 5052. Vocal literature and interpretation (Noncredit or 3)**  
Faculty. For students of singing, accompanying and coaching. Offers performing and teaching command of representative literature, techniques of interpretation and presentation; German, Italian and French diction for singers. Course may be repeated. Materials fee: \$40.

**A&HM 5058-A&HM 6058. Recital**  
For music majors only. Corequisite: simultaneous registration for applied music instruction. The student will mount a recital by securing a date, designing programs and flyers, advertising, arranging for personnel, rehearsing, and finally performing. If s/he chooses to perform in a group with classmates, then s/he should register for 0 points. If the student wishes to give a full, solo recital, then s/he has the option of registering for 1 point to receive additional coaching from the applied music instructor.

• **A&HM 5058. Recital I (0-1)** Open only to music education program majors at the M.A. level.

• **A&HM 6058. Recital II (0-1)** Open only to music education program majors at either the Ed.M. or Ed.D. level.

**A&HM 5150-A&HM 5172. Instrumental music instruction II** (Noncredit or 2) Faculty. Written permission from the Music Education Program, Room 520A Horace Mann, required. For intermediate and advanced music majors only. With permission of advisor, students may register continuously for the above number. Special fee: \$110.

- **A&HM 5150. Violin**
- **A&HM 5151. Trumpet**
- **A&HM 5152. Harp**
- **A&HM 5153. Cello**
- **A&HM 5154. Viola**
- **A&HM 5155. String bass**
- **A&HM 5156. Percussion**
- **A&HM 5157. French horn**
- **A&HM 5158. Trombone, Baritone**
- **A&HM 5159. Tuba**
- **A&HM 5160. Oboe**
- **A&HM 5161. Saxophone**
- **A&HM 5162. Flute**
- **A&HM 5163. Clarinet**
- **A&HM 5164. Bassoon**
- **A&HM 5166. Guitar**
- **A&HM 5167. Synthesizer**
- **A&HM 5168. Strings**
- **A&HM 5169. Woodwinds**
- **A&HM 5170. Brass**
- **A&HM 5171. Renaissance Instruments**
- **A&HM 5172. Viola de Gamba**

**A&HM 5350. Piano instruction for music majors** (Noncredit or 2) Faculty. Written permission from the Music Education Program, Room 520A Horace Mann, required. Individual instruction includes repertory, technical and musical problems, performing experience, and intensive understanding of teaching strategies. With the permission of the advisor, students may register continuously for this course. Special fee: \$110.

**A&HM 5351. Harpsichord instruction II** (Noncredit or 2) Dr. Earle. For music majors only. Written permission from the Music Education Program, Room 520A Horace Mann, required. Advanced harpsichord instruction: emphasis on elements of style and special techniques of performance of early keyboard music. Discussion of teaching material from beginning to advanced repertory. With permission of the advisor, a student may register continuously for this course. Special fee: \$110.

**A&HM 5352. Voice instruction for music majors** (Noncredit or 2) Faculty. For music majors only. Written permission from the Music Education Program, Room 520A Horace Mann, required. Advanced individual voice instruction includes repertory, technical, and musical problems, performing experience, and intensive understanding of teaching strategies. With the permission of the advisor, a student may register continuously for this course. Special fee: \$110.

**A&HM 5353. Organ instruction for music majors** (Noncredit or 2) Faculty. Written permission from the Music Education Program, Room 520A Horace Mann required. For experienced organists and music majors. Individual instruction on technical problems, repertory and performance practice. With the permission of the advisor, a student may register continuously for this course. Special fee: \$110.

#### **Fieldwork, Internships and Research/Independent Study**

Permission required from advisor and sign-up in the music office (520A Horace Mann) is also required.

**A&HM 4201. Fieldwork in music education** (1-4) For music majors only. Professional activities in the field under the supervision of a member of the music education program faculty.

**A&HM 4901. Research and independent study in music education** (1-4) For music majors only. Research and independent study under the direction of a member of the music education program faculty.

**A&HM 5201. Fieldwork in music education** (1-4) For music majors only. Professional activities in the field under the supervision of a member of the music education program faculty.

**A&HM 5901. Research and independent study in music education** (1-4) For music majors only. Research and independent study under the direction of a member of the music education program faculty.

**A&HM 6201. Advanced Fieldwork in music education** (1-4) For music majors only. Professional activities in the field under the supervision of a member of the music education program faculty. Section 1.

**A&HM 6201. Advanced Fieldwork in music education: Early childhood music** (1-4) Professor Custodero. Permission of instructor required. For music majors only. Professional activities in the field under the supervision of a member of the music education program faculty. Section 2.

**A&HM 6421. Internship in the supervision and administration of music education** (1-4) Professor Abeles. For music majors only. Qualified students work as interns with supervisors or administrators in selected sites. Satisfies the internship requirement for administrative and supervisory certification. Provision is made for assessment of field-based competencies in fulfillment of program requirements.

**A&HM 6481. Internship in the teaching of college music** (3) Professor Goffi-Fynn. Guided experiences in the teaching of music in departments of metropolitan-area colleges.

**A&HM 6501. Doctoral seminar in music education** (1-3) Permission required from advisor and sign-up in the music office (520A Horace Mann) is also required. For music majors only. Music doctoral candidates will identify their area of research interest and narrow their dissertation topic.

**A&HM 6901. Advanced study in music education** (1-4) Permission required from advisor and sign-up in the music office (520A Horace Mann) is also required. For music majors only. Research and independent study under the direction of a member of the music education program faculty.

- **A&HM 6901. Advanced study in music education**
- **A&HM 6901. Advanced study in composition**  
Prerequisites: A&HM 5032 and A&HM 5033 or equivalent
- **A&HM 6901. Advanced study in conducting**  
Prerequisites: A&HM 4050 and A&HM 5050
- **A&HM 6901. Advanced study in early childhood music**  
Prerequisites: A&HM 4021
- **A&HM 6901. Advanced study in jazz**  
Prerequisites: A&HM 4059 and A&HM 4060
- **A&HM 6901. Advanced study in music analysis**  
Prerequisites: A&HM 5032 and A&HM 5033 or equivalent
- **A&HM 6901. Advanced study in music technology**  
Prerequisites: A&HM 4029 and A&HM 5029 or equivalent
- **A&HM 6901. Advanced study in repertoire**
- **A&HM 6901. Advanced study in applied music pedagogy**
- **A&HM 6901. Advanced study in harpsichord pedagogy**
- **A&HM 6901. Advanced study in organ pedagogy**
- **A&HM 6901. Advanced study in piano pedagogy**

- **A&HM 6901. Advanced study in voice pedagogy**

**A&HM 6971. Research and independent study in music education (1-4)**

Permission required from advisor and sign-up in the music office (520A Horace Mann) is also required. Research and independent study under the direction of a faculty member in music education.

**A&HM 7501. Dissertation seminar in music education (1-3)**

Permission required from advisor and sign-up in the music office (520A Horace Mann) is also required. For music majors only. A required group tutorial for music doctoral students to help develop or refine topics of inquiry for research. The teaching format is flexible and may include faculty/student presentations, group discussions and critiques. Preparation and presentation of dissertation proposal for approval. Must register for two terms.

**A&HM 8900. Dissertation advisement in music education (0)**

Permission required from advisor and sign-up in the music office (520A Horace Mann) is also required. Individual advisement on doctoral dissertations for music majors only.

Fee: to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration for Ed.D. degree.

See also:

**A&H 4048. Computing applications in education and the arts (3)**

**A&HA 4079. Exploring America's cultures: Implications for arts education (Noncredit or 2-3)**

**A&H 5001. Research methods in arts education (3)**

**A&H 5002. Assessment strategies for the arts (Noncredit or 3)**

**A&HA 5082. Philosophies of art in education (2-3)**

**A&HG 5181. The arts in education (2-3)**

**A&H 5500. Pro-seminar in arts and humanities (2)**

Concentration on the ethics of social research, examining special problems that arise in both quantitative and qualitative research.

**A&HA 6021. Supervision and administration: Arts in education (3)**

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## PHILOSOPHY AND EDUCATION

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Program Coordinator:  
*Professor David T. Hansen*

Program Office: (212) 678-4138  
Web site: [www.tc.edu/a&h/Philosophy](http://www.tc.edu/a&h/Philosophy)

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**Philosophy and Education**  
(Code: TFP)

**Degrees offered:**

- Master of Arts (M.A.)
- Master of Education (Ed.M.)
- Doctor of Education (Ed.D.)
- Doctor of Philosophy (Ph.D.)

**Program Description:**

This program has shaped the historical course of philosophy of education in America. From the groundbreaking work of John Dewey and William Heard Kilpatrick to the achievements of their most recent successors, Jonas Soltis and Maxine Greene, the program's philosopher-scholars have been leaders in the field. The Philosophy and Education program offers students a unique opportunity to develop their humanistic and critical thinking about education.

Faculty and students in the program devote this thinking to a wide variety of questions, including:

- What visions of the human being animate contemporary schooling?
- How can education be a force for social reform?
- What is the role of aesthetic experience and the imagination in education?
- What type of education befits a multicultural society?
- What is the nature of the teacher-student relationship?

Other areas of interest include:

- The education of democratic citizens
- Moral education
- Critical thinking
- Education and the new technology
- The ethics of teaching

The philosophy and education program provides an opportunity for educators to broaden and deepen their understanding of the processes and aims of education through inquiry into the fields of aesthetics, ethics and moral philosophy, social and political philosophy, and epistemology and the philosophy of science. Study of a variety of historical and conceptual frameworks enables students to develop theoretical perspectives on education,

and to effectively analyze and critique arguments in contemporary educational debates.

Recent dissertations have included discussions of the nature of the multicultural self, the role of the liberal arts in teacher education, and communicative ethics as a foundation for literacy education.

**Special Application Requirements/Information:**

A background in philosophy is required for Ed.M. and Ed.D. applications. Additionally, an undergraduate major in philosophy is strongly recommended for the Ph.D. application. Applicants to both the Ph.D. and Ed.D. programs must submit GRE scores. A sample of philosophical writing is required for all programs except the M.A. application.

**Degree Requirements:**

**MASTER OF ARTS (32 POINTS)**

The Master of Arts degree program is designed to introduce educators and professionals with a wide variety of interests to the study of philosophy and education. In addition to the required 12 points in Philosophy and Education courses, students may use their electives to develop an area of educational interest (e.g., educational policy, curriculum and teaching, developmental psychology, etc.) and to develop an area of philosophical interest (e.g., ethics, social philosophy, epistemology, etc.).

**MASTER OF EDUCATION (60 POINTS)**

Similar to the Master of Arts degree program, the Master of Education degree program is designed to provide a more in-depth and intensive introduction to the study of philosophy and education. In addition to the required 18 points in Philosophy and Education courses and 3 points required from the Philosophy Department at Columbia University, students may use their electives to develop an area of educational interest (e.g., educational policy, curriculum and teaching, developmental psychology, etc.) and to develop an area of philosophical interest (e.g., ethics, social philosophy, epistemology, etc.).

**DOCTOR OF EDUCATION (90 POINTS)**

The Ed.D. degree program is flexible and responsive to individual student backgrounds and needs. Each student takes responsibility, in consultation with his or her adviser, for designing a course of study that will meet the program requirements while catering to the individual's interests and professional goals.

At the center of that course of study are the program's research and professional development curriculum and other classes in philosophy and education. In addition to the required 34 points in Philosophy and Education courses, students are also required to do coursework in the following areas: 9 points of philosophy through the Columbia Philosophy Department or via the consortium (see section on "Inter-University Doctoral Consortium" in this bulletin), foundations of education, and educational breadth. These requirements are modest, leaving room for students to craft a personalized course of study. Additionally, 16 points in the Philosophy and Education requirements are in the program's professional development sequence.

### DOCTOR OF PHILOSOPHY (75 POINTS)

The Ph.D. degree program is flexible and responsive to individual student backgrounds and needs. Each student takes responsibility, in consultation with his or her advisor, for designing a course of study that will meet the program requirements while catering to the individual's interests and professional goals.

At the center of that course of study are the program's research and professional development curriculum and other classes in philosophy and education. In addition to the required 36 points in Philosophy and Education courses, students are also required to do coursework in the following areas: 12 points in philosophy, through the Columbia Philosophy Department or via the consortium (see section on "Inter-University Doctoral Consortium" in this bulletin), foundations of education, and educational breadth. These requirements are modest, leaving room for students to craft a personalized course of study. Additionally, 18 points in the Philosophy and Education requirements are in the program's professional development sequence.

Exact requirements vary for each doctoral program. For example, students in the Ed.D. program will also develop a minor in an educational field such as educational policy, curriculum theory, or comparative education. Candidates should also contact the Office of Doctoral Studies about University and College-wide requirements, procedures, and deadlines for doctoral students. The doctoral programs require students to demonstrate reading proficiency in one of the following languages: French, German, Greek, or Latin. In rare cases, such as for writing the dissertation, another language can be approved in consultation with program faculty.

**COURSES:** (unless otherwise indicated, courses are open to students from across the College)

### Introductory Service Courses

#### A&HF 4090. Philosophies of education (2-3)

Faculty. An introduction to seminal texts, central questions, and rival traditions in philosophy of education. An invitation to develop one's own philosophy of education.

#### A&HF 4091. The call to teach (2-3)

Faculty. Reading and discussion of philosophical and other works that illuminate what it means to be a teacher, whether of children, youth, or adults. Consideration of motives, rewards, and challenges in teaching.

#### A&HF 4092. Education and the aesthetic experience (2-3)

Faculty. An invitation to engage with works of art which challenge conventional ways of thinking and perceiving; consideration of the relation of art, imagination, and education.

#### A&HF 4094. School and society (2-3)

Faculty. An examination of historical and contemporary conceptions of the relation between schools and society. Consideration of issues in social and political philosophy that bear on the question of why have schools at all.

### Introductory Program Courses

#### A&HF 4190. American philosophies of education (2-3)

Faculty. Major American thinkers and outlooks and their impact on education: Thoreau, Emerson, Fuller, and transcendentalism; Pierce, James, Dewey, and pragmatism; Douglass, Du Bois, and African-American education; Anthony, Stanton, Addams, and feminism.

#### A&HF 4194. Dialogue and difference in the multicultural classroom (2-3)

Faculty. Philosophical exploration of the pedagogical, psychological, social, and political issues surrounding the recognition and misrecognition of difference. Consideration of theories of dialogue from Plato to Freire.

#### A&HF 4196. Identity and ideals: Visions of human flourishing (2-3)

Faculty. An introduction to influential philosophical perspectives on what it means to be a successful, whole, and flourishing human being. Attention to issues of personal identity and personal ideals, and how these can evolve over time.

### Intermediate Service Courses

#### A&HF 5090. The philosophy of John Dewey (2-3)

Faculty. For all doctoral students; masters stu-

dents by permission of instructor. An analysis of the principal works of John Dewey.

#### A&HF 5093. Ways of knowing (2-3)

Faculty. For all doctoral students; master's students by permission of instructor. Readings in epistemology in the context of teaching, learning, and educational research, from classical and enlightenment sources to feminist, hermeneutic, psychoanalytic, and postmodern critiques. Topics include objectivity and subjectivity, and problems of interpretation in the arts, humanities, and natural and social sciences.

#### A&HF 5591. Educational debates in philosophical perspective (1, 2, or 3)

Faculty. For all doctoral students; master's students by permission of instructor. Topics vary. Convened to promote philosophical discussion of a contemporary educational issue (e.g., patriotism, privatization, standards, technology) or ongoing debate (e.g., liberal education, moral education, teacher education).

### Intermediate and Advanced Program Courses

#### A&HF 5190. Critical perspectives in philosophy and education (3)

Faculty. For doctoral students, especially in Philosophy and Education; master's students by permission of instructor. Close reading and discussion of classic and contemporary critical theories. Examination of class, gender, race, and sexuality issues in canon, classroom, and society.

#### A&HF 5590. Voices in philosophy and education (2 or 3)

Faculty. For doctoral students, especially in Philosophy and Education; master's students by permission of instructor. Topics vary. Close reading and discussion of one or more key thinkers in philosophy of education and the history of ideas (e.g., Plato, Kant, Pragmatism, The Frankfurt School; Maxine Greene).

#### A&HF 5596. Topics in educational ethics and moral philosophy (3)

Faculty. For doctoral students, especially in Philosophy and Education; master's students by permission of instructor. Topics vary but may include any of the following: the moral sources of educational aims; the nature of ideals; the ethics of teaching; moral education; and, meta-ethics.

#### A&HF 6590. Advanced topics in philosophy and education (1, 2, or 3)

Faculty. For doctoral students in Philosophy and Education or by permission of instructor. Topics vary and may range from close reading of a single text, to exploration of a key concept or problematic. Past topics include: "Contemporary Theories of Democratic Education"; "The Gadamer-Habermas Debate"; and "Pedagogical Desire from Plato to Freud."

## Research and Professional Development Curriculum

### A&HF 5600. Colloquium in philosophy and education (0)

Faculty. For majors only. A series of formal presentations and discussions with scholars in the field of Philosophy and Education. Offered every Fall and Spring semester. Special fee: \$15.

### A&HF 6000. Doctoral proseminar:

#### Ancient philosophy and education (4)

Faculty. Permission of instructor required. For 1st and 2nd year doctoral students in Philosophy and Education. Close reading and discussion of primary texts in ancient philosophy that have shaped the field of philosophy of education. Complements A&HF 6100.

### A&HF 6100. Doctoral proseminar:

#### Modern philosophy and education (4)

Faculty. Permission of instructor required. For 1st and 2nd year doctoral students in Philosophy and Education. Close reading and discussion of primary texts in modern philosophy that have shaped the field of philosophy of education. Complements A&HF 6000.

### A&HF 6500. Dissertation proposal workshop in philosophy and education (0-3)

Faculty. Permission of instructor required. Prerequisites: A&HF 6000 and A&HF 6100. An ongoing writing workshop required of all doctoral students after completion of the Proseminar sequence and until defense of the proposal. Students develop research interests, hone philosophical skills, and draft dissertation proposals. Offered every Fall and Spring semester.

### A&HF 7500. Dissertation seminar in philosophy and education (0)

Faculty. Permission of instructor required. Required of doctoral students in the semester following successful completion of the doctoral certification process or in the semester in which the student defends the dissertation proposal, whichever comes first.

### A&HF 8900. Dissertation advisement in philosophy and education (0)

Faculty. Permission of instructor required. Individual advisement on doctoral dissertations. For requirements, see section in catalog on Continual Registration for Ed.D./Ph.D. degrees. Fee: to equal 3 points at current tuition rate for each term.

## Individualized Studies

### A&HF 4900. Independent study in philosophy and education (1-4)

Faculty. Permission of instructor required.

### A&HF 6900. Advanced research in philosophy and education (1-6)

Faculty. Permission of instructor required. For doctoral students in Philosophy and Education only.

## Cultural Studies

### A&HF 4060. Youth cultures (2-3)

Professor Broughton. Issues in adolescent/early adult subculture formation. Effects on learning, school, college, employment. Alienation, resistance, creativity. Literary-aesthetic approaches to symbolic styles, fashions, movements, and cults. Multicultural/ class/gender differences. Special fee: \$45.

### A&HF 4061. Introduction to cultural studies (2-3)

Faculty. Theory, method and research in the emerging field of cultural studies in education. Mass culture and school culture as learning environments interpreted from arts and humanities perspectives: structuralism/post-structuralism, semiotics, discourse and film analysis, psychoanalysis, ideology-critique, identity politics, feminism, queer theory.

### A&HF 4065. Media and visual culture (2-3)

Dr. Ellsworth. The relationship of contemporary education to the new visual literacies. Critical responses to the new media and the dominance of screen/image in learning. Changes in teaching required for non-traditional technologies and settings.

### A&HF 4088. Popular culture (2-3)

Professor Broughton. Critical examination of mass communication as an informal medium of education: film, TV, comic books, music, dance, advertising. "Low" vs. "high" culture and hybrid forms. Enrollees learn to create and promote their own pop-cultural commodity. Special fee: \$40.

### A&HF 4089. Aesthetics of technology (2-3)

Professor Broughton. Technology as a cultural form regulating the development of the human self. Metaphysical, symbolic and fantasy components in computing, space travel, medicine, reproduction, and children's toys. Literary and artistic representations. Special fee: \$40.

### A&HF 4130. Gender and violence (2-3)

Professor Broughton. How literal and symbolic violence shape gender formation. Aggression in the lives of men and women. Racism, homophobia, child-abuse, date-rape, demonism, guns and bombs, in reality, art, and fiction. Special fee: \$40.

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## RELIGION AND EDUCATION

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Program Advisors:

Dr. John Kuentzel, Professor Mary Boys (Union Theology Seminary), Professor Arie Davidson (The Jewish Theological Seminary)

Program Office: (212) 678-4138

Web site: [www.tc.edu/a&h/ReligEd](http://www.tc.edu/a&h/ReligEd)

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### Religion and Education

(Code: TFU)

The programs in Religion and Education are currently not accepting applications.

The courses in Religion and Education are worked out with one of the advisors from the three cooperating institutions. Drawing on these combined resources each student's program is designed to meet his or her own particular objectives. All courses should be determined with the advice and approval of the student's advisor.

**COURSES:** (\* = course open to non-majors)

### \*A&HR 4171-4172. Religion and education in American culture (2-3)

Professor Kuentzel. The educational role of religious ideas, institutions, and movements in American culture.

- A&HR 4171. 18th and 19th centuries
- A&HR 4172. 20th century

### \*A&HR 5075. Knowledge and human values (2-3)

Professor Kuentzel. Historical and philosophical perspective on conceptions of knowing, modes of consciousness, and educational aims in 19th and 20th century American thought.

### A&HR 6581. Seminar: Studies in religion and education (1-3)

Professor Kuentzel. Required for all Ed.D. candidates in religion and education at the Jewish Theological Seminary, Teachers College, and Union Theological Seminary. Introduces doctoral students to the history, issues, and research methods in the field of religion and education and provides a collegium for developing proposals for dissertations. Cross listed at Union Seminary as RE 505-506 and at Jewish Theological Seminary as Ed. 9547.

## Individualized Studies

### A&HR 4902. Research and independent study (1-8)

Permission from advisor only.

### A&HR 6981. Studies in religion and education (1-6)

Professors Boys and Lukinsky. Required for all Ed.D. candidates in religion and education at the Jewish Theological Seminary, Teachers College, and Union Theological Seminary. Introduces doctoral students to the history, issues, and research methods in the field of religion and education and provides a collegium for developing proposals for dissertations. Cross listed at Union Theological Seminary as RE 505-506 and at Jewish Theological Seminary as Ed. 9547.

### A&HR 7502. Dissertation seminar in religion (3)

Professor Kuentzel. Permission from advisor required. Required of doctoral students in the semester following successful completion of certification examinations.

### A&HR 8902. Dissertation advisement in religion (0)

Individual advisement on doctoral dissertations. Fee: to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration for Ed.D./Ph.D. degrees.

In each of the areas within the department, advanced students may register for intensive individual study of some aspect of their specialization. Registration is only by permission of the instructor under whose guidance the work will be undertaken. Times for individual conferences will be arranged. Enrollment may be for 1 or more points each term, and registration is not limited to one or two terms.

### *The Carroll and Milton Petrie New York City Teacher Fellowship Program at Teachers College, Columbia University*

Established at Teachers College in 2003 by The Carroll and Milton Petrie Foundation, the Petrie Fellowship Program is designed to bring the best and the brightest people to careers as teachers in New York City public schools. Each year the Petrie Fellowship Program will support 20 of the nation's most outstanding and accomplished recent college graduates as they pursue master's degrees at Teachers College and prepare for careers as New York City K-12 teachers.

## SOCIAL STUDIES

Program Coordinator:  
Professor Margaret Smith Crocco

Program Office: (212) 678-4083  
E-mail: msc38@columbia.edu  
Web site: www.tc.edu/a&h/SocialStudies

### Teaching of Social Studies (Code: TLW)

#### Degrees offered:

Master of Arts (M.A.)  
Master of Education (Ed.M.)  
Doctor of Education (Ed.D.)  
Doctor of Philosophy (Ph.D.)

#### Program Description:

The Social Studies Program combines history and the social sciences for purposes of instruction. The program emphasizes the historical development of the field, the selection and organization of subject matter, analysis of instructional materials for students of diverse backgrounds and the application of digital technology to social studies education.

Social studies educators must be schooled in subject matter, practiced in the arts of pedagogy, attuned to the needs of students, and alive to the interplay of theory and practice. The program prepares students for professional positions in schools, colleges, universities and allied institutions. The faculty's strengths in history and social education are well suited to that purpose. These strengths, along with the full resources of Teachers College and Columbia University's Graduate School of Arts and Sciences are available to every student.

#### Special Application Requirements/Information:

Standardized tests are not required for social studies programs. However, the GRE General Test is encouraged for those with undergraduate GPAs below 3.5. M.A. students can begin in the fall or summer. Ed.M. and doctoral students may begin in any term.

Applicants should indicate on the specialization section of the application whether they wish to pursue teacher certification. The Master of Arts (32 and 38 point) programs provide avenues for both Initial and Professional certification.

Applicants to the Master of Arts program must have taken at least 24 credits in history (with emphasis on American and/or world history) and/or social sciences (with emphasis on

geography, civics, or economics). Those courses that are not listed under a history department, but which have substantial history content, may be counted toward the minimum history requirement. Applicants should submit course descriptions in order for the Social Studies faculty to make this determination. All M.A. inquiries should be directed to Mr. Michael Marino, Social Studies Program Office, Box 80, (212) 678-4083. The program fax number is (212) 678-4118.

Applicants to the Master of Education (Ed.M.) degree should be aware that the Program admits students after several years of teaching or after completion of an M.A. degree in Social Studies education or in an appropriate content field. Admission requirements in terms of undergraduate background are the same as the M.A.

An M.A. degree in an appropriate content field or in Social Studies education is required for applicants to the Doctor of Education and Doctor of Philosophy degree programs. In addition to the general Teachers College admission requirements, doctoral applicants must submit a writing sample and recommendations written by persons qualified to address their potential for doctoral-level work. If the applicant will be in or near New York City, an interview is recommended.

Inquiries for the Ed.M., Ed.D. and the Ph.D. degrees should be directed to Professor Margaret Smith Crocco, Box 80, Teachers College; telephone: (212) 678-3174; email: msc38@columbia.edu.

#### Degree Requirements:

The Master of Arts offers the following three tracks:

#### MASTER OF ARTS IN SOCIAL STUDIES (32 POINTS)

This program requires a minimum of 32 points and an integrative project. This degree program focuses on social studies teaching in middle and high schools, and fulfills the requirements of Professional Certification. Points should be distributed as follows:

#### Social Studies Core Courses (12-15 points):

- A&HW 5030 Diversity and the social studies curriculum
- A&HW 5031 Teacher education in social studies
- A&HW 5035 History of the social studies since 1880
- A&HW 5037 Alternative models of social studies curriculum

- A&HW 5530 The history of American social thought
- A&HW 6530 Curriculum development, research and supervision

### Social Studies Content Courses

**(12 points):** In consultation with an advisor, students should select courses to round out their knowledge of the subject matters taught in secondary schools. Courses taken at Teachers College include attention to both content and pedagogy.

### Professional Development Courses

**(6-9 points):** Four Teachers College courses (2-3 points each) outside the Social Studies Program, chosen with advisor approval.

#### Further Requirements:

Students must enroll in A&HW 5232, Fieldwork in Social Studies teacher education. Students must also complete an integrative project, selected with advisor approval.

### MASTER OF ARTS IN SOCIAL STUDIES WITH INITIAL TEACHER CERTIFICATION (38 POINTS)

This program requires a minimum of 38 points and an integrative project and is designed for preservice teachers at the secondary school level. Successful completion of this program of study leads to the M.A. degree and recommendation for New York State Initial Certification (grades 7-12). Student teaching is undertaken in cooperating middle and high schools, both city and suburban. A committee of social studies faculty and cooperating professionals from the schools to which students are assigned supervise and evaluate the student teachers' work.

In order to complete all degree requirements successfully, this program typically demands two terms of the academic year and two summer sessions, which can be taken in the same summer.

The 38 points should be distributed as follows:

### Social Studies Core Courses (8-9 points)

Required courses:

- A&HW 4036 The teaching of social studies
- A&HW 5037 Alternative models of social studies curriculum

Students should also take one of the following:

- A&HW 5030 Diversity and the social studies curriculum
- A&HW 5035 History of the social studies since 1880

### Social Studies Content Courses

**(variable points):** In consultation with an advisor, students should select courses to round out their knowledge of the subject matters taught in secondary schools. Content courses taken at Teachers College include attention to both content and pedagogy.

### Professional Development Courses

**(6-9 points):** plus selected workshops: In fulfilling New York State certification requirements, students need to show proficiency in dealing with the following topics as they relate to social studies teaching and learning: special education, literacy, teaching social studies to speakers of languages other than English, human development, child abuse, drug abuse, and health and safety issues in schools. Students are also required to take workshops on technology applications in the classroom. See the "Teacher Education" section of this bulletin for details.

### Student Teaching (10 points):

- A&HW 4530 Seminar for student teachers in social studies\*
- A&HW 4729 Observation in social studies
- A&HW 4730 Supervised student teaching in social studies\*\*

\*Students enroll for 2 points both in the fall and in the spring.

\*\* Students enroll for 3 points in both the fall and the spring.

#### Further Requirements:

Students must complete an integrative masters project, in the form of an electronic portfolio. They must also satisfy the New York State certification requirement for study of a language other than English.

### IN STEP MASTER OF ARTS IN SOCIAL STUDIES FOR IN-SERVICE TEACHERS (32 POINTS)

A three year, summer Master of Arts degree is also offered. This program can be used for Professional Certification for those individuals who hold initial certification and have necessary credentials. Contact Marc Stearns, Office of Admission (stearns@tc.edu).

### MASTER OF EDUCATION IN SOCIAL STUDIES (60 POINTS)

This program requires a minimum of 60 points and an integrative project. The degree is intended for experienced educators; it is aimed at developing leaders in social studies education for settings such as, community colleges, curriculum agencies and publishers, foundations and historical museums.

Emphasis is on specialized work in curriculum development and the subject matters, methods, and materials of instruction. This degree program is also suitable for students contemplating future doctoral study. The program is flexible in nature and can be tailored to the student's specific career goals.

### Social Studies Foundations, Methods and Professional Content (30 points minimum):

The courses in this area are intended to familiarize students with the historical development and current state of social studies education and to provide experience in research on educational practices. Students should consult with an advisor to determine what additional research courses outside the program will be needed in their individual programs of study; these out-of-program courses may be used to satisfy requirements in this area.

### Courses in major field (15 points minimum)

Required courses:

- A&HW 5031 Teacher education in the social studies
- A&HW 5037 Alternative models of social studies curriculum
- A&HW 5232 Fieldwork in social studies teacher education
- A&HW 5530 History of American social thought
- A&HW 6500 Seminar in the history of the social studies
- A&HW 6530 Curriculum development, research, and supervision

Electives:

- A&HW 5203 Fieldwork in social studies\*
- A&HW 6935 Studies in history and the teaching of history and social studies

\*May be taken more than once

### Curriculum Study (12 points)

Required courses:

- A&HW 5030 Diversity in the social studies curriculum (or a comparable course in diversity)
- One course in media and technology

### Social Studies Content Electives

**(15 points minimum):** A wide variety of courses combining content and pedagogy are offered in the program.

### Professional Development Courses

**(6-9 points minimum):** All students at Teachers College must take three out-of-program courses. (For this requirement, a course is defined as one in which 2 points must be earned.)

**Independent study for the Master's Project (6 points):**

- A&HW 5931 Guided investigations in the teaching of social studies
- A&HW 6030 Research in social studies education

**Master's Project:**

The integrative project will develop out of each student's particular program of study. A student will then work with an advisor to conceptualize, prepare, and write the project. Students will enroll in the two courses above (A&HW 5931, A&HW 6030) in sequence across two semesters in order to plan and write the Ed.M. project in close consultation with the advisor.

**DOCTOR OF EDUCATION (90 POINTS)**

The Doctor of Education in Social Studies requires 90 points of graduate study and a dissertation. The Ed.D. degree program emphasizes broad preparation for advanced professional responsibilities in social studies.

**Courses in the major field (15 points minimum)**

Required courses:

- A&HW 5031 Teacher education in social studies
- A&HW 5232 Fieldwork in social studies teacher training
- A&HW 5530 History of American social thought
- A&HW 6500 Seminar in the history of the social studies
- A&HW 6530 Curriculum development, research and supervision

Electives:

- A&HW 5030 Diversity and the social studies curriculum
- A&HW 5037 Alternative models of social studies curriculum
- A&HW 5203 Fieldwork in social studies
- A&HW 6935 Studies in history and the teaching of social studies

**Research courses, Seminars and Individual work (15 points minimum)**

Required courses:

- A&HW 5503 Research paper in social studies
- A&HW 6503 Doctoral seminar in social studies
- A&HW 7503 Dissertation seminar in social studies
- A&HW 8903 Dissertation advisement in social studies

Other offerings:

- A&HW 6030 Research in social studies education

- A&HH 6041 Historical method
- A&HW 6203 Advanced fieldwork: Social studies
- A&HW 6903 Research and independent study: Social studies

Students are encouraged to take courses in both qualitative and quantitative research methodologies. Select in consultation with advisor.

**Broad and basic areas of professional scholarship (15 points minimum):**

In consultation with an advisor, select at least one course in each of the following three areas: the nature of education, the nature of persons and the learning process, curriculum, schooling, and leadership, and methods of evaluation and research. Other course work in this area should be tailored to the individual student's needs; consult an advisor.

**Content Courses in the major field (15 points minimum):**

Soon after beginning this program, students should select an area of emphasis, either American history or modern history, broadly conceived. These courses should be selected for their applicability to the student's area of dissertation research. Course work in the area of emphasis normally includes both the subject matters themselves and the design and evaluation of educational programs in those subject matters.

*Further requirements:*

In addition to the dissertation, there are other requirements. Students should consult an advisor in the Program and read the Requirements for the Degree of Doctor Education bulletin, obtainable from the Office of Doctoral Studies.

**DOCTOR OF PHILOSOPHY (75 POINTS)**

The Doctor of Philosophy in Social Studies requires 75 points of graduate study and a dissertation. The Ph.D. program emphasizes research and intensive specialization in social studies scholarship.

**Courses in the major field (15 points minimum):**

- A&HW 5031 Teacher education in social studies
- A&HW 5232 Fieldwork in social studies teacher training
- A&HW 5530 History of American social thought
- A&HW 6500 Seminar in the history of the social studies
- A&HW 6530 Curriculum development, research and supervision

**Electives in the area of specialization (15 points minimum):**

Soon after beginning the program, students must select an area of specialization. Students may select either American history or modern history. Students should select courses with an advisor, taking care to include courses relevant to the area of dissertation research at both Teachers College and the Graduate School of Arts and Sciences.

**Research methods (15 points minimum):**

Required:

- A&HW 5503 Research paper in social studies
- A&HW 6503 Doctoral seminar in social studies
- A&HW 7503 Dissertation seminar in social studies
- A&HW 8903 Dissertation Advisement in social studies

Other offerings:

- A&HW 6030 Research in social studies education
- A&HH 6041 Historical method
- A&HW 6203 Advanced fieldwork: Social studies
- A&HW 6903 Research and independent study: Social studies

Altogether students must complete a minimum of 15 points in research methods course work.

**Non-major foundations (15 points minimum):**

Same as "Broad and basic areas of professional scholarship" in Ed.D. degree program. See above.

*Further requirements:*

In addition to the dissertation, students must satisfy the foreign language requirements equivalent to those of the department of the Columbia University Graduate School of Arts and Sciences with which their work is most closely identified. For Ph.D. students in social studies, the usual cognate department in the Graduate School is History. Students should read the Requirements for Doctor of Philosophy obtainable from the Office of Doctoral Studies at Teachers College.

COURSES: (\* = course open to non-majors)

### **Foundations and Methods**

#### **A&HW 4036. The teaching of social studies (3)**

Professor Serrano and Faculty. Basic classroom methods for teaching social studies in secondary schools; teaching resources and aids; assessment and testing. Special fee: \$50.

#### **\*A&HW 5030. Diversity and the social studies curriculum (3)**

Faculty. Curriculum theory and instructional methods related to teaching secondary school social studies in the diverse classroom. Particular attention paid to gender and multicultural issues in urban settings. Special fee: \$50.

#### **A&HW 5031. Teacher education in social studies (3)**

Professors Crocco and Thornton. Problems, issues, and new directions in teacher education in social studies. Supervision of practice teaching and other professional programs.

#### **\*A&HW 5035. History of the social studies since 1880 (3)**

Professor Thornton. An historical investigation of the development of the secondary school history/social studies curriculum, including questions related to objectives, content, and methods of instruction. Also offered as an online course.

#### **A&HW 5037. Alternative models of social studies curriculum (3)**

Professor Crocco and Faculty. Examination of alternatives to conventional curricular arrangements in social studies, including attention to oral history, interdisciplinary strategies, service learning, economic decision making, and civics. Suitable for experienced teachers interested in advanced methods. Special fee: \$50.

#### **\*A&HW 5530. History of American social thought (3)**

Professor Crocco. History of American social thought as it has influenced and been influenced by theories of education and patterns of educational practice.

#### **A&HW 6500. Seminar in the history of the social studies (3)**

Professor Thornton. Permission of instructor required. Individual and group investigation and group discussion of such topics as listed in A&HW 5035, which is ordinarily a prerequisite.

#### **\*A&HW 6530. Curriculum development, research and supervision (3)**

Professors Serrano and Thornton. Aspects of curriculum; teaching and learning processes; attention to problems and techniques of supervision. Special fee: \$50.

### **Student Teaching**

#### **A&HW 4530. Seminar for student teachers in social studies (2)**

Professors Marri, Serrano, and Faculty. Must be taken concurrently with A&HW 4730. Restricted to majors. Includes issues of school safety and health issues in secondary schools. Special fee: \$50.

#### **A&HW 4729. Observation in the social studies (0)**

Faculty. Preliminary experience in the schools. Restricted to majors.

#### **A&HW 4730. Supervised student teaching in social studies (2-3)**

Faculty. Permission of instructor required. Must be taken concurrently with A&HW 4530. Restricted to majors. Special fee: \$50.

### **Social Studies Content**

#### **\*A&HW 4032. The study of world history and geography (2-3)**

Faculty. Particular attention to problems of conceptualization and interpretation involved in organizing and teaching world history with an emphasis in geography at both the middle and high school levels. Satisfies the New York State requirement for history and geography. Special fee: \$50.

#### **\*A&HW 4033. History and geography of Europe since 1914: Selected topics (3)**

Faculty. Main themes in teaching recent European history within the geographic context of changing political boundaries. Selected topics may include the balance of power among nation states, imperialism, demographic and social change, fascism, Communism, European integration, and globalization. Special fee: \$50.

#### **\*A&HW 4035. New York City as a learning laboratory (1-3)**

Faculty. New York City's cultural, social, governmental, business and financial institutions, neighborhoods, community associations and ethnic groups, as studied within the context of New York State history and geography through field experiences. Emphasis on analyzing conditions affecting economic and civic decision making. Satisfies the New York State requirement for New York State history and geography. Special fee: \$50.

#### **\*A&HW 4037. East Asia: Survey of modern history and cultural geography (2-3)**

Dr. Martin. An overview of central themes in the modern history, geography, and culture of China, Japan and Korea. Also offered as online course. Special fee: \$50.

#### **\*A&HW 4038. The study of American history and geography (2-3)**

Professor Thornton and Faculty. Illustrative themes in American history and geography for middle and high school. Attention to the history and geography of New York State. Satisfies the New York State requirement for American history and geography as well as for New York State history and geography. Special fee: \$50.

#### **\*A&HW 4039. The United States Constitution: Civic decision making (3)**

Professor Marri and Dr. Tischler. Major philosophical foundations, problems preceding and during the convention, the struggle for ratification, detailed examination of the document, important court cases, non-written constitutional traditions, and unresolved constitutional issues. Selected cases from New York State history are highlighted. Satisfies the New York State civics requirement. Special fee: \$50.

#### **\*A&HW 4040. Women of the world: Issues in teaching (2-3)**

Professor Crocco. Women's lives viewed through history, geography, literature, human rights, demography, and economics provide the subject matter. Reconceptualizing the school curriculum is a dominant theme. Satisfies the New York State requirement for world history and geography. Special fee: \$50.

#### **\*A&HW 4041. Economic decision making in citizenship education (2-3)**

Professor Marri and Faculty. Selected topics in the teaching of secondary school economics that align with main themes of New York State social studies curriculum. Special fee: \$50.

### **Independent Research, Fieldwork and Internships**

#### **A&HLW 4903. Research and independent study in social studies (1-6)**

Faculty. Permission of instructor required. To be taken under the direction of a faculty member. Students work individually or with others.

#### **A&HW 5203. Fieldwork in social studies (1-6)**

Faculty. Permission of instructor required. Opportunity for qualified students, individually or in small groups, to develop and pursue projects, in consultation with an advisor, in schools, communities, and other field settings.

#### **A&HW 5223. Oral history as a multi-disciplinary teaching tool (Noncredit or 1)**

Professor Crocco and Mary Marshall Clark. Students will learn the steps of oral history design for the classroom, including research, selection of interviewees, conduct of the interview, transcribing, reviewing and editing. Special fee: \$50.

**A&HW 5232. Fieldwork: Social studies teacher education (2-3)**

Professor Crocco. Permission of instructor required. For advanced students. Supervised field work, individual conferences and group seminar.

**A&HW 5430. Internship in the teaching of history and social sciences (1-3)**

Faculty. Permission of instructor required. Ordinarily in secondary schools, junior colleges, teacher training programs or publishing work.

**A&HW 5503. Research paper**

Required for doctoral students (1-3)

**A&HW 5931. Guided investigations in the teaching of social studies (1-3)**

Faculty. Permission of instructor required. For advanced students. Individual fieldwork in secondary school or introductory college social studies.

**A&HW 6030. Research in social studies education (1-3)**

Faculty. Permission of instructor required.

**A&HW 6203. Advanced fieldwork in social studies (1-6)**

Faculty. Permission of instructor required. See description for A&HW 5203.

**A&HW 6403. Internship in college teaching in social studies (1-6)**

Faculty. Permission of instructor required. Occasional opportunities in college programs in areas represented by the program. Students must inquire to see if opportunities are available during any given semester.

**A&HW 6503. Doctoral seminar in social studies (2)**

Faculty. Seminar focused on doctoral student research and contemporary social studies issues.

**A&HW 6935. Studies in history and in the teaching of history and social studies (1-3)**

Faculty. Permission of instructor required. Individual research and advanced historical method ordinarily related to a doctoral dissertation.

**A&HW 7503. Dissertation seminar in social studies (2)**

Faculty. The purpose of the dissertation seminar is to develop and refine specific topics for dissertation research. Students should enroll in the dissertation seminar beginning only in the semester in which they intend to present their dissertation proposal for departmental review.

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**TEACHING  
OF ENGLISH**

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Program Coordinator:  
Professor Janet L. Miller

Program Office: (212) 678-3070  
E-mail: jmill@tc.edu  
Web site: www.tc.edu/a&h/EnglishEd

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**Teaching of English**  
(Code: TLE)**Degrees Offered:**

Master of Arts (M.A.)  
Master of Education (Ed.M.)  
Doctor of Education (Ed.D.)  
Doctor of Education (Ed.D.C.T.)  
in the College Teaching of English  
Doctor of Philosophy (Ph.D.)  
in English Education\*

\* This program is currently not accepting applications at this degree level.

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**Program Description:**

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**MASTER OF ARTS (34 AND 38 POINTS)**

An English teacher creates contexts for reading, writing, listening, speaking and representing. Classrooms are transitory environments and demand teachers who are aware of themselves as learners, capable of adapting to change, skilled at negotiating, and respectful of diversity. Our program is student-centered and committed to the personal and professional development of teachers as they pursue their academic and research lives. We recognize and value the variety of needs and experiences of a diverse student body, and strive to provide our students with individualized programs.

Our program encourages students to seek a balance between breadth and specialization by offering an assortment of both methods and content courses. Methods courses focus on the design and implementation of curriculum as well as on multiple strategies and methods for the teaching of literature, writing, and language. Content courses, including literature and writing courses, model the various practices that are useful in teaching secondary students in English classrooms.

The Teaching of English Program offers the following M.A. degrees: the Professional Certificate in the Teaching of English (34 points, for teachers who already have initial certification) and the Initial Certificate in the Teaching of English (38 points).

All courses outlined below must be taken at Teachers College. We do not accept transfer

credits. During the first semester, students will be assigned faculty advisors who will assist them in choosing courses. It is recommended that students studying full-time begin their coursework the summer before the academic year.

**PROFESSIONAL CERTIFICATION IN THE TEACHING OF ENGLISH (M.A. DEGREE, 34 POINTS)**

The Professional Certificate is designed for teachers already working in the field ("in-service") who will not be student teaching. To earn this degree, students must complete 34 points of coursework at Teachers College.

**M.A. IN THE TEACHING OF ENGLISH (TRANSITIONAL B)**

Program requirements are similar, but not identical to the 34 point program (Mentored teaching is required).

**M.A. IN THE TEACHING OF ENGLISH (IN STEP PROGRAM FOR IN-SERVICE TEACHERS)**

IN STEP (In-Service Teacher Education Program) is offered to in-service teachers who are interested in taking the majority of required courses for a master's degree (M.A.) in the Teaching of English over three summers. The IN STEP program is guided by pedagogical, philosophical, and theoretical underpinnings that reflect current trends in rethinking the teaching of English language arts. Students accepted to the program form a cohort group that remains together throughout each summer, taking special classes offered only to IN STEP students. Classes offered earn students a total of seventeen points for the first two summers and seven points for the final summer. In addition to the twenty-four points offered during the summers, students must enroll in the Critical Issues for In-service Teachers Seminar during the Spring 2005 semester and complete seven credits (three classes) on their own at Teachers College during the fall and spring semesters that they are in the program in order to qualify for the 34-point M.A. degree. A master's project is a final requirement of the program. This M.A. program meets state and national teacher preparation standards.

**M.A. IN THE TEACHING OF ENGLISH LEADING TO AN INITIAL CERTIFICATE (M.A. DEGREE, 38 POINTS)**

The program that leads to initial certification is designed for individuals who are newly entering the field of secondary English teaching ("preservice"). To earn this degree, students must complete 38 points of coursework in the Teaching of English Program at Teachers College, including two semesters

(Fall and Spring) of student teaching. Please note that, although most courses are held in the evenings, students must be available during the school day in order to student teach.

To be certified by New York State, additional requirements include:

- 24 points in English content courses (required prior to admission in the Program)
- 12 points in education or methods courses
- One (2-3 points) college-approved diversity education course
- One Detection & Reporting of Child Abuse and School Violence Prevention (See “Teacher Education” section of this bulletin for details.)
- Two semesters of foreign language (If this requirement was not fulfilled as an undergraduate, these points may be obtained at Columbia University, Teachers College, or any other accredited institution. In some cases, this requirement may be waived by obtaining an appropriate score on the CLEP Test. CLEP registration forms are available at the Office of Field Support Services). If you choose to take a language class as an elective toward your degree, it must be a graduate level course.
- 2 semesters of student teaching
- Certification Exams: Liberal Arts & Sciences Test (LAST), Assessment of Teaching Skills—Written (ATS-W), and Content Specialty Test in English (CST)

### MASTER OF EDUCATION (60 POINTS)

The Master of Education (Ed.M.) degree is a sixty point program designed for individuals interested in advanced study in the field. The Ed.M. degree represents a commitment to research that students refine as they focus on a particular area of inquiry, and provides opportunities to examine issues of pedagogy, theory, and research. A research study is required as a culminating project.

The Ed.M. degree is well-suited for individuals who are currently teaching and who wish to concentrate further on their studies within the field of English education and/or individuals who are thinking about undertaking doctoral work in English Education. In most cases, individuals applying for the Ed.D. program in the Teaching of English are required to first complete the Ed.M. program.

Students admitted to the Ed.M. program have an M.A. degree and at least three years of prior teaching experience at the secondary classroom level, and now wish to further concentrate their studies within the field of education. The Ed.M. degree does *not* lead to certification for teaching, as opposed to the M.A. degree in Teaching of English.

### DOCTOR OF EDUCATION

The primary purpose of our doctoral program is preparation for and implementation of research and scholarly activities. Students who enter the doctoral program in English Education must have at least five years of teaching experience at either the secondary school or college level, and have completed graduate work at an accredited institution. The work students undertake in the English Education program will help them to refine their theoretical, pedagogical, and research expertise. Through these experiences, students will identify a particular area of inquiry for their dissertation research.

Both the Ed.D. and Ph.D.\* programs in English education consist of theoretical, pedagogical, and research-oriented work. Students eventually focus their interests around a particular area of inquiry, which is informed by a broad reading of theory and research studies. This work becomes consolidated and refined through the dissertation, a study that evidences original research and pedagogical perspectives.

Each student, upon entry into the program, is assigned an academic advisor who will advise on Program Plan, Certification Exams, and all coursework.

\*We are currently not accepting applications for the Ph.D. program.

### Special Application Requirements/Information:

The M.A. degree in Teaching of English is designed for students who plan to teach or are currently teaching. Prior to entering the program, applicants must complete at least 24 undergraduate and/or graduate credits in English, or their equivalent. The program looks for coursework across a range of literatures and content areas, including but not limited to: U.S./British/World Literature, Multicultural Literature, Genre Studies, Female Authors, Authors of Color, Children’s and Adolescent Literature, Theory and Criticism, and Media Studies. We look carefully at undergraduate institution and GPA, letters of recommendation, personal statement, and anything else that suggests a commitment to teaching and schooling. Applicants should indicate their recent experience with secondary school aged students in their personal statements.

The Ed.M. degree in Teaching of English offers experienced teachers the opportunity to continue their examination of issues, pedagogy, policy, and practice in the teaching of English. Special emphasis is placed on classroom-based

research and an examination of leadership roles in schools. In addition to the general Teachers College admission requirements, Ed.M. applicants are required to submit a writing sample and two letters of recommendation. A third letter if possible, is encouraged. Also, applicants must have earned an M.A. in English, English Education, or in an analogous field, and must have at least three years of teaching experience at the secondary classroom level. A personal interview with a faculty advisor is required.

The Ed.D., Ed.D.C.T., and Ph.D. degrees in English education combine coursework and fieldwork for teachers who have the desire to examine theoretical, research, and pedagogical principles as they apply to practice; who wish to prepare prospective teachers or engage in professional development work with in-service teachers; and who wish to prepare themselves for leadership roles in the fields of Teaching of English and/or English Education. Applicants are required to have at least five years of classroom teaching experience, and an M.A. in English, English Education, or a closely related field. In addition to the general Teachers College admission requirements, applicants are also required to submit a writing sample, two letters of recommendation and partake in a personal interview session with faculty.

### Degree Requirements

#### MASTER OF ARTS (34 AND 38 POINT PROGRAMS)

Methods—New York State requires a minimum of 12 points of methods courses. The methods coursework is designed to provide students with a strong foundation in the Teaching of English. The Teaching of Reading and the Teaching of Writing courses are usually taken at the beginning of the program to facilitate students’ understanding of later courses. English methods follows, integrating various methodologies while addressing language and curricular components. A fifth methods course allows students to concentrate on a specific topic of interest.

Required courses include:

- |               |  |
|---------------|--|
| • A&HE 4057   | English methods (3)  |
| • A&HE 4058   | Teaching of reading (3)                                      |
| • A&HE 4151*  | Teaching of writing (3)                                      |
| • A&HE 5518** | Teaching English in diverse social & cultural contexts (2-3) |

\*Taken as a 6 credit block with A&HE 4156, Writing: Nonfiction

\*\*A&HE 5518 meets both the College-wide and the New York State diversity requirements.

In addition, students must choose at least one topic-specific methods course:

- A&HE 4152 Literacies & technologies in the secondary English classroom (3)
- A&HE 4155 Critical issues in the secondary English classroom (2-3)
- A&HE 4550 Teaching of poetry (3)
- A&HE 4551 Teaching of Shakespeare (3)
- A&HE 4552 Curriculum and assessment in the secondary English classroom (2)

Content—Content coursework consist of writing and literature requirements:

Writing: This requirement is usually met by taking the six credit writing block:

- A&HE 4151 Teaching of writing (3)
- A&HE 4156 Writing nonfiction (3)

Literature: At least one literature course within the Program is required:

Courses include Cultural perspectives, Feminist perspectives, Adolescent literature, Critical approaches to literature, and Literature and teaching.

Foundations—Foundation courses are intended to broaden students' knowledge of the history of education, philosophies of education, and educational issues and practices beyond their particular area of concentration. All students must take at least three Foundations courses (courses not designated "A&HE"). Foundations points must be used to meet the NY State requirements for classes in History/Philosophy of Education, Disabilities/Special Education and Human Development/Psychology if you have not had previous college level coursework in those areas. These courses may be taken as Pass/Fail.

Foundation courses must meet the following criteria:

- They must not possess the "A&HE" prefix;
- They must be Teachers College courses;
- They must be for a minimum of two points each.

Electives—Electives provide students in the 34-point program the opportunity to explore particular interests as they design their own programs in consultation with an academic faculty advisor. Electives can be any graduate level courses at Teachers College or Columbia University and a student may take as many points as needed to finish his or her degree program. If students in the 38-point program meet all of their degree requirements through required coursework, electives are not needed.

Master's Seminar—All M.A. students are required to enroll in the A&HE 5590 Master's Seminar. Students in the 38-point program enroll in A&HE 5590 the same semester they enroll in phase 2 of A&HE 4750, Supervised teaching of English. Students in the 34-point program enroll in A&HE 5590, during their final semester. All students work with an advisor to design and complete their master's projects.

Student Teaching—Students in the 38-point Teaching of English program have two separate semesters of student teaching. As required by New York State, one of these experiences is in a middle school and the other is in a high school. Most placements are made in urban public schools in New York City. Commuting to one of the outer boroughs should be expected.

Student teaching experiences differ by semester. In the first (Phase 1) semester, a pair of students may be placed in a classroom under the direction of a single cooperating teacher. The cooperating teacher has primary responsibility for designing the curriculum. While students do not have the major responsibility for designing or organizing the course of instruction, they are active participants in the classroom and school communities. Although the Phase 1 experience varies, students are primarily engaged in observation, group work with students, conferencing, and some teaching. During this semester, students understand, appreciate, learn from, and coach students as readers and writers. In their second (Phase 2) semester, students work one-on-one with a cooperating teacher and are expected to take on full responsibility for designing lessons and assessing learning.

During both semesters, the student teaching experience is accompanied by A&HE 4750, Supervised teaching of English and A&HE 4751, Fieldwork and observation on secondary English. These courses facilitate the development of skills and strategies that are needed for successful teaching. They also serve as a forum to address needs, issues, and problems that may arise. In addition, supervisors from Teachers College visit student teachers on at least three occasions each semester. Supervisors talk with student teachers before and after each observation and consult with them on an individual basis regarding their progress.

Retreats—Every year the English Education Program sponsors a retreat during the fall semester. In the past, retreats have been held at a rustic convention center out of NYC. The retreat is an in-depth introduction to the fall

core courses, and attendance is required. The retreat is typically held on weekdays; thus, we ask that students make accommodations with their employers as soon as possible. The cost of the retreat is absorbed in the course fees.

### MASTER OF EDUCATION

The Ed.M. program is student-centered and committed to the personal and professional development of English teachers as they pursue their academic and research lives. We recognize and value the variety of needs and experiences of our diverse student body, and we strive to provide our students with individualized programs. All students pursuing the Ed.M. degree will have a faculty advisor with whom they will work throughout the course of their degree. While the Ed.M. program offers tremendous flexibility in coursework, the following program requirements must be fulfilled:

English Education Courses (no more than 45 points)—Depending upon the number of points transferred in, students must complete between fifteen and forty-five points at the A&HE 4000, A&HE 5000, and A&HE 6000 levels. Students transferring up to thirty points should take most of their courses at the more advanced A&HE 5000 and A&HE 6000 levels. It is possible to substitute a twelve-to-fifteen-point specialization in an area other than English Education and/or one graduate-level course at Columbia University with an advisor's approval.

### A&HE 4000 level Courses

(no more than 15 points):

- A&HE 4050 Literature and teaching (3)
- A&HE 4051 Critical approaches to literature (3)
- A&HE 4052 Adolescents and literature (3)
- A&HE 4053 Cultural perspectives and literature (3)
- A&HE 4056 Feminist perspectives and literature (2-3)
- A&HE 4057 English methods (3)
- A&HE 4058 Teaching of reading (4)
- A&HE 4100 Drama and theater (3)
- A&HE 4150 Teaching literacies in secondary maths, sciences and humanities (3)
- A&HE 4151 Teaching of writing (3)
- A&HE 4152 Literacies and technologies in the secondary English classroom (3)
- A&HE 4155 Critical issues in the secondary English classroom (2-3)
- A&HE 4156 Writing: Nonfiction (3)
- A&HE 4157 Writing: Fiction and personal narrative(3)
- A&HE 4158 Writing: Poetry (3)
- A&HE 4550 Teaching of Poetry (3)
- A&HE 4551 Teaching of Shakespeare (3)

- A&HE 4552 Curriculum and assessment in the secondary English classroom (3)
- A&HE 4561 Teaching narrative and story (3)
- A&HE 4751 Fieldwork and observation in secondary English (1)
- A&HE 4904 Independent study in teaching English (6)

**A&HE 5000 and A&HE 6000 level Courses** (no more than 30 points):

- A&HE 5149 Writing Research: Methods and assumptions (3)
- A&HE 5150 Research in practice (3)
- A&HE 5151 Perspectives on “popular” texts in English classrooms (3)
- A&HE 5154 Rhetoric and teaching (3)
- A&HE 5204 Fieldwork in teaching of English (1-6)
- A&HE 5500 Technologically mediated literacies (3)
- A&HE 5504 Research paper: Teaching of English (3)
- A&HE 5514 Reader’s Responses: Research, theory and practice (3)
- A&HE 5518 Teaching English in diverse social and cultural contexts (3)
- A&HE 6011 The politics of teaching English (3)
- A&HE 6015 College teaching of English (3)
- A&HE 6151 Narrative research in English education (3)
- A&HE 6204 Advanced fieldwork in teaching English (6)
- A&HE 6404 Internship in college teaching of English (6)
- A&HE 6450 Internship in teaching English (3)
- A&HE 6514 Postmodern textual theories (3)
- A&HE 6904 Research and independent study (1-3)

**Foundations Courses** (at least three 2-point courses)—Educational foundations courses are intended to broaden students’ knowledge of the history of education, philosophies of education, and educational issues and practices beyond their particular areas of concentration. Students must take at least three Teachers College courses (for a minimum of two points each) from programs outside the English Education Program (that is, three courses that do not carry the A&HE prefix). The foundations requirement must be completed while at Teachers College; students may not transfer in foundations courses.

**Research Methods Courses**

At least nine points (three courses) of research methods must be completed for the Ed.M.

degree. These courses may be taken in any department at Teachers College and may be from either 4000 or 5000 levels. Although courses may include both quantitative and/or qualitative methods, we recommend that at least one course represent study in the area of qualitative research. At least one course should be taken from the research offerings in the English Education Program.

**A&HE 5504 Research Paper:** Teaching of English (2-3 points) The research paper for A&HE 5504, required of all Ed.M. students, is the core of the Ed.M. program. This research paper represents a refined presentation of the student’s research question and area of inquiry. The purpose of this paper is to evidence the student’s ability to do independent research. It entails work that results in an original synthesis of a broad reading of theory and research, and is underscored by the student’s practical experience as a teacher. The A&HE 5504 research paper includes:

- (a) a rationale for the project and demonstration of an understanding of the literature of the field related to the topic(s) under taken;
- (b) a pilot study, including data gathering and analysis and justification of research methods employed;
- (c) a critique of the pilot study, including the student’s reflections on the study’s design and methodology as well as on her/his research strengths and weaknesses; and
- (d) implications relevant to the student’s future research.

If the student’s intent is to continue on for doctoral work, the research paper for A&HE 5504 may serve as a prelude to work on a doctoral dissertation. Students may continue to conduct and write up their research while enrolled in the Internship and Fieldwork courses.

**DOCTOR OF EDUCATION**

**Program Plan**—During the first year of study, students file a Program Plan & Statement of Total Program (the forms are available in the Office of Doctoral Studies) within the first two semesters of acceptance to the degree program. Once these procedures are completed, students will know how many and which courses they will need to complete their doctoral program.

The program plan is designed to represent a coherent network of courses, reflecting topics in English education. All areas of study should have consistent emphases on social, cultural and political contexts in English education, and issues of teacher education. Represented

schematically, these areas include but are not limited to:

**Literary Studies:**

Literature courses, literary theory, and research in literature courses at the A&HE 5000 and A&HE 6000 levels.

**Rhetorical Studies:**

Writing, composition theory and rhetorical theory courses at the A&HE 5000 and A&HE 6000 levels.

**Methodological and Pedagogical Studies:**

Courses at the A&HE 5000 and A&HE 6000 level that address theoretical and practical applications within the field of English education.

**Coursework Guidelines**—The number of courses students take depends in part on the number of points students transfer from previous graduate work. Students working toward a 90 point Ed.D. degree may transfer a maximum of 40 points and will thus complete at least 50 points while in the program for their doctoral work. An academic advisor must approve all coursework in a student’s Program Plan including any exceptions to the following:

- No course that is “R” (attendance) credit or that is “P” (pass/fail) may be counted toward the Ed.D. aside from A&HE 6504 Doctoral Seminar and A&HE 7504 Dissertation proposal seminar in Teaching English.
- Students must consult their academic advisors when they undertake an independent study, an internship, fieldwork courses, or graduate courses at Columbia University
- Doctoral students are generally discouraged from taking 4000-level courses and must consult with their academic advisors before registering for these courses
- Doctoral students must complete a minimum of 12 points of research methods courses

**Required Courses**—All doctoral students are required to complete the following courses

- A&HE 5504 Research paper: Teaching of English\*
- A&HE 6504 Doctoral seminars: Teaching of English\*\*
- A&HE 7504 Dissertation proposal seminar: Teaching of English
- A&HE 8904 Dissertation advisement in the teaching of English

\* Students who have completed A&HE 5504 for the Ed.M degree at Teachers College have satisfied the requirement.

\*\*Students must enroll in A&HE 6504 at least once; it may be taken more than once.

**Research Methods**—A minimum of twelve points of sequential research methods courses. These may include:

A&HE 5149	Writing research: Methods and assumptions
A&HE 5150	Research in practice
A&HE 6151	Narrative research in English Education

**Foundations Courses**—Students should take a minimum of three courses outside the English Education Program (Courses *not* designated A&HE)

**Certification Exams**—Doctoral students in the English Education Program are required to write two Certification Examinations, a major exam and a minor exam. The terms major and minor are used to emphasize a difference in focus. The “major” Certification Exam usually focuses on the historical foundations of English Education, whereas the “minor” certification exam takes a more refined focus and directly relates to the student’s interest in a specific area of inquiry. The policy of the Office of Doctoral Studies is that students are required to complete a minimum of twenty points after taking the certification exam for the first time, including the points taken during the term in which that exam was taken.

**Dissertation Proposal**—The Doctoral Proposal consolidates the work students have done in courses, professional reading, and the two Certification Examinations. It is a 30 to 50-page document, which outlines a coherent account of the work a student wants to undertake for dissertation research.

**Dissertation**—The Doctoral Dissertation evolves out of the course work in which students have been engaged: the readings completed and synthesized for the Certification Examinations: the A&HE 5504 Research paper; Teaching of English; classroom teaching and research experiences; and regular consultations and discussions with an academic advisor. As students write their dissertations, they enroll in A&HE 8904 Dissertation advisement in Teaching English, which is designed to help students shape the writing of the following dissertation components: review of literature, research methodology, data analysis and implications of the research.

Candidates should visit the Office of Doctoral Studies to obtain information about the latest procedures, deadlines and documents.

**COURSES:** (\* = course open to non-majors)

**\*A&HE 4050. Literature and teaching (3)**  
Faculty. An examination of multiple approaches to reading traditional and contemporary texts using theory, criticism, and textual practices. Special fee required.

**\*A&HE 4051. Critical approaches to literature (2-3)**  
Faculty. Literary selections are examined through various critical frameworks emphasizing the way texts are constructed and how readers negotiate meaning with texts. Special fee required.

**A&HE 4052. Adolescents and literature (3)**  
Faculty. Discussions focus on issues of adolescent diversity, urban experience, gender and the teaching of adolescents and literature. Special fee required.

**\*A&HE 4053. Cultural perspectives and literature (3)**  
Faculty. Contemporary literary selections are explored within a theoretical context that emphasizes historical, cultural, political, and aesthetic dimensions of these texts. Special fee required.

**\*A&HE 4056. Feminist perspectives and literature (2-3)**  
Faculty. An examination of women writers of the 20th century, exploring common themes: growing up female, marriage and the family, women as artists, and minority women within a critical feminist framework. Special fee required.

**A&HE 4057. English methods (3)**  
Faculty. A required course which focuses on practical aspects of teaching English, including lesson and unit plans, effective teaching strategies, evaluation and assessment, curriculum design, and integration of language arts. The overarching theme addresses literacy practices as historically situated and contextualized. Special fee required.

**A&HE 4058. Teaching of reading (3)**  
Faculty. The course focuses on helping teachers examine theoretical and pedagogical principles relevant to teaching literary and non-literary texts with emphasis on the relations of texts and readers. Special fee required.

**A&HE 4100. Drama and theater (3)**  
Faculty. The role of drama in the classroom. Students will examine the role of theaters in the community, examining production, performance and the educative power of drama. Special fee required.

**A&HE 4150. Teaching literacies in secondary maths, sciences and the humanities (3)**  
Faculty. Prepares secondary teachers in disciplines other than English to meet new literacy requirements for both teachers and students. The effective use of listening, speaking, reading writing and other modes of representing to promote learning will be demonstrated. This class may be appropriate for English majors who plan to teach Humanities. Special fee required.

**A&HE 4151. Teaching of writing (3)**  
Faculty. The course integrates theory and practice for teachers. Topics include the textual character of genres, critical perspectives on writing instruction, research on writing, evaluation and assessment of writing, and classroom methods for teaching writing. This course is taught with A&HE 4156, Writing: Nonfiction, as part of a 6 point sequence. Special fee required.

**A&HE 4152. Literacies and technologies in the secondary English classroom (3)**  
Faculty. Introduces students to media technology as it relates to secondary English education. English is an increasingly mediated and technologized discipline. New technologies have enabled emerging practices that have significant implications for literacy learning and teaching. Special fee required.

**A&HE 4155. Critical issues in the secondary English classroom (2-3)**  
Faculty. An examination of critical issues that shape and reshape the teaching and learning of literacies in English classrooms. Special fee required.

**A&HE 4156. Writing: Nonfiction (3)**  
Faculty. A non-fiction writing workshop. This course is taught as part of 6 credit block with A&HE 4151: Teaching of writing. Special fee required.

**A&HE 4157. Writing: Fiction and personal narrative (3)**  
Faculty. A fiction writing workshop. Special fee required.

**A&HE 4158. Writing: Poetry (3)**  
Faculty. A poetry writing class combined with close readings of selected contemporary poets. Special fee required.

**A&HE 4550. Teaching of poetry (3)**  
Faculty. Experience in reading and writing poetry, designing curriculum, and determining effective teaching practices. Special fee required.

**A&HE 4551. Teaching of Shakespeare (3)**  
Faculty. An examination of diverse theoretical perspectives and pedagogical principles for teaching Shakespeare. Special fee required

**A&HE 4552. Curriculum and assessment in the secondary English classroom (2)**  
Faculty. Dominant curriculum theories of the 20th century, related assessment and evaluation methods and traditions, and current approaches to assessing student and teacher learning in the secondary English classroom. Special fee required.

**\*A&HE 4561. Teaching narrative and story (3)**  
Faculty. An introduction to narrative theory and constructing stories.

**A&HE 4750. Supervised teaching of English (3)**

Faculty. Majors only. Students may satisfy state certification requirements by participating in the supervised teaching program in the Fall and Spring semesters. Students should plan to reserve part of each day Monday through Friday for classroom experience. Special fee required.

**A&HE 4751. Fieldwork and observation in secondary English (1)**

Faculty. Majors only. A series of guided observations of schools, teachers, and students. Student teachers will synthesize theoretical knowledge with intense practical experience to integrate educational philosophy with the reality of day-to-day life teaching in a secondary English language arts classroom. Special fee required.

**A&HE 4904. Independent study in teaching English (1-6)**

Faculty. Permission of instructor required. Research and independent study under the direction of a faculty member. Students work individually or with others.

**A&HE 5142. Technologically mediated literacies (TML): Research and theory in secondary English education (3)**

Faculty. Advanced course exploring literacy theory relating to the emerging and changing literate practices associated with computing and media technology in secondary English teaching. Prerequisite: A&HE 4152 or equivalent. Special fee required.

**A&HE 5149. Writing research: Methods and assumptions (3)**

Faculty. Examines assumptions that undergird the range of philosophies, intellectual traditions, and points of view that influence research writing. Special fee required.

**A&HE 5150. Research in practice (3)**

Faculty. Examines the role of practitioner qualitative research in knowledge production, in teaching and learning. Special fee required.

**A&HE 5151. Perspectives on “popular” texts in English classrooms (3)**

Faculty. This course unites post-structuralist literacy theory with cultural studies. Through a range of class activities and readings, the course will explore intersections between feminism, post-modern aesthetics, and “popular” texts. Special fee required.

**A&HE 5154. Rhetoric and teaching (3)**

Faculty. The course examines the applicability of the rhetorical tradition for students and teachers, emphasizing the culture and knowledge exhibited in texts, writers and readers. Special fee required.

**A&HE 5204. Fieldwork in teaching English (1-6)**

Faculty. Permission of instructor required. Opportunity for qualified students, individually or in small groups, to develop and pursue projects, in consultation with an advisor, in schools, communities, and other field settings.

**A&HE 5504. Research paper: Teaching of English (3)**

Faculty. Required of all Ed.M., Ed.D. and Ph.D. students. This course seeks to facilitate the writing of the paper representing a refined presentation of a student’s research question and area of inquiry. Special fee required.

**A&HE 5514. Readers’ responses: Research, theory and practice (3)**

Faculty. This course is an advanced seminar for students exploring research issues related to an examination of reading processes. Various models of critical literacy will be studied including the influence of psychological, transactional, feminist, and social accounts of reading on current theory and practice. Special fee required.

**A&HE 5518. Teaching English in diverse social and cultural contexts (3)**

Faculty. A seminar examining how gender, class, race, ethnicity and sexual orientation issues inform instructional goals, curriculum planning/implementation, and practices in the teaching of literature, language, and composition in English language arts classrooms. Special fee required.

**A&HE 5590. Master’s seminar: Teaching of English (1)**

Faculty. Designed to prepare students for completing integrative project for the M.A. degree, students participate in seminars which are oriented towards creating an academic, professional, and social network. Students research an area of special interest and share their findings. Special fee required.

**A&HE 6011. The politics of teaching English (3)**

Faculty. An examination of political and socio-cultural theories of language, literature, and composition that inform diverse ideological constructions of knowledge, curriculum, and pedagogy in English language arts education. Special fee required.

**A&HE 6015. College teaching of English (3)**

Faculty. An examination of programs and methods of instruction in English courses on the college level. Special fee required.

**A&HE 6151. Narrative research in English education (3)**

Faculty. Permission of instructor required. A survey of approaches to and examples of narrative research, including oral history, life history, biography, autobiography, and autoethnography. Special fee required.

**A&HE 6204. Advanced fieldwork in teaching English (1-6)**

Faculty. Permission of instructor required. See description for A&HE 5204.

**A&HE 6404. Internship in college teaching of English (1-6)**

Faculty. Permission of instructor required. Opportunities to work in college programs. Students must inquire to see if opportunities are available during any given semester.

**A&HE 6450. Internship in teaching English (1-3)**

Faculty. Permission of instructor required. A forum designed to offer students an opportunity to explore key issues in the field through their involvement with students, teachers, and classroom settings throughout the city. Special fee required.

**A&HE 6504. Doctoral seminars**

Faculty. (Must be taken at least once during course of doctoral study.) Doctoral seminar acquaints students with the uses and history of the field of English Education, and helps students focus on issues that will shape their own research. Special fee required.

**A&HE 6514. Postmodern textual theories (3)**

Faculty. Teachers will examine literary and theoretical texts central to postmodern theory. Students will explore, through a diverse range of means and media, texts deemed pivotal to postmodern approaches and principles. Special fee required.

**A&HE 6904. Research and independent study (3)**

Faculty. Permission of instructor required. Advanced research and independent study under the direction of a faculty member. Students work individually or with others.

**A&HE 7504. Dissertation proposal seminar in teaching English (3)**

Faculty. Permission of instructor required. Designed to help students shape the writing of the review of literature, research methodology, data analysis and implications of the research. Special fee required.

**A&HE 8904. Dissertation advisement in teaching English (3)**

Faculty. Permission of instructor required. All Ed.D. and Ph.D. students must be continuously registered for Dissertation Advisement until completion of the program.

## TEACHING OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Program Coordinator:  
Professor James E. Purpura

Program Office: (212) 678-3795  
E-mail: purpura@tc.edu  
Web site: www.tc.edu/a&h/Tesol

For updated information on the Applied Linguistics Program, consult the Applied Linguistics web page at: www.tc.edu/a&h/AppliedLinguistics

For updated information on the TESOL Program in Japan, consult the Tokyo web page at: www.tc.columbia.edu/a&h/Tesol-Japan or see the program section in this bulletin.

For updated information on the TESOL Certificate Program, a six-week intensive non-credit program, consult the TESOL Certificate Program web page at: www.tc.edu/a&h/TesolCert

*Teaching of English to Speakers of Other Languages (TESOL)*  
(Code: TLZ)

### Degrees Offered:

Master of Arts (M.A.)  
Master of Education (Ed.M.)  
Doctor of Education (Ed.D.)

### Program Description:

The program in TESOL provides students with a solid foundation in the English language so that pedagogical and research questions related to the teaching, learning and assessment of English as a second or foreign language (ESL/EFL) may be formulated, examined and resolved. More specifically, the TESOL program helps students develop strategies, firmly grounded in research, theory and practice, to teach ESL in the U.S., to teach EFL internationally, or to do research on the teaching, learning or assessment of English as a second or foreign language. The program emphasizes study in the following areas:

- Second language teaching methodologies
- Teaching of the language skills
- Language in the content areas
- ESL/EFL materials development and curriculum design
- Language teacher observation and supervision
- Language teacher education
- Second language acquisition
- Second language assessment
- Language classroom interaction
- Second language literacy

- Language program evaluation
- Technology and language learning

Graduates from the TESOL program typically teach ESL or EFL students in elementary or secondary schools, in colleges or universities, in language schools or institutes abroad, or in businesses or international organizations. Others work for publishers or computer companies that produce ESL/EFL products. Finally, many TESOL graduates work as language program administrators or teacher educators in colleges or universities around the world.

As New York City offers one of the most diverse settings in the world for teaching ESL, the TESOL program collaborates with a number of schools in the city to provide students with opportunities to teach or do research in these settings. In addition, the TESOL program sponsors the Community English Program (CEP) for non-native English speaking adults from the adjoining community. The CEP serves as an on-site language education lab in which students enrolled in the TESOL and Applied Linguistics programs teach the courses, help administer the program, and use the CEP as a setting for empirical inquiry. For more information on the CEP, see the web site at www.tc.edu/tesol/CEP

### Special Application Requirements/Information:

Applications will be accepted for the fall and spring priority and final application deadlines as advertised by the College. Any application received after those dates may not be reviewed.

A writing sample is required with all Ed.M. and Ed.D. applications. Applicants to the Ed.M. and Ed.D. programs must have an M.A. in TESOL, Applied Linguistics or related field.

Ed.M. applicants may transfer up to 30 credit points into the TESOL program from previous graduate study at a regionally accredited institution. Applicants who have already earned an M.A. from Teachers College may transfer a total of 15 points in related areas from a regionally accredited institution. Ed.D. students may transfer up to 45 points from previous graduate study at a regionally accredited institution. All transfer of credit points must meet the approval of a faculty advisor.

All students are expected to write and speak in a way that is appropriate to their professional responsibilities. Students having difficulty in achieving these standards will be required to take additional course work or seek help from the TC Writing Center. All non-native speakers of English, including those who have an undergraduate degree from an

English-medium university in the U.S. or abroad, must submit either:

- A minimum score of 600 on the TOEFL or a 250 on the computer-based equivalent as well as a minimum score of 5 on the Test of Written English (TWE), and a minimum score of 50 on the Test of Spoken English (TSE) or on the SPEAK Test (For information on these tests, see www.toefl.org); or
- A score of B or better on the Cambridge Certificate of Proficiency in English (CEP); or
- A score of 7.0 or better on the Cambridge International English Language Testing System (IELTS).

### Degree Requirements:

A grade average of B- or higher is required each semester within the major for all degrees. Students are expected to maintain satisfactory academic progress toward degree completion. The College requires an overall grade average of B for graduation. Consult program of study guides for additional information.

The TESOL program offers two tracks in the Master of Arts program.

### MASTER OF ARTS, GENERAL TRACK (36 POINTS)

The TESOL General Track Program offers a 36-point Master of Arts degree for students wishing to teach in any of a variety of settings except in the New York State public schools. The General Track does not prepare students to obtain New York State K-12 Certification in ESL (see below). Individuals who are interested in certification should contact the Office of the Registrar. Students in the TESOL General Track Program take a wide range of courses offered in TESOL and Applied Linguistics.

Required courses:

- A&HT 4077 Classroom practices (3)
- A&HL 4085 Pedagogical English grammar (3)
- A&HL 4087 Second language acquisition (3)
- A&HL 4088 Second language assessment (3)
- A&HL 4101 Phonetics and phonology (3)
- A&HT 5360-  
A&HT 5379 and  
A&HT 5381 Specialized practica for  
TESOL teachers - minimum  
of two (6)
- TESOL workshops (minimum of three at 1 point each)

Required courses out of program (3 courses of at least two points each: 6 points minimum)  
To be chosen with advisor's approval.

Students can normally expect to complete the General M.A. Program in four semesters.

Elective courses in TESOL or Applied Linguistics: Select from a variety of courses in TESOL or Applied Linguistics (6 points). To be chosen with faculty advisor's approval.

Additional requirement: Final project

### **MASTER OF ARTS WITH K-12 CERTIFICATION TRACK (38-41 POINTS)**

The TESOL K-12 Certification Program offers a 38-41 point minimum Master of Arts degree in TESOL with New York State Teacher Certification. This is for students wishing to teach in the New York public schools. Students wishing to teach in a public school in another state are advised to consult the certification requirements for that state.

Required courses:

- A&HT 4076 TESOL methodologies for K-6 (3)
- A&HT 4077 Classroom practices (3)
- A&HL 4085 Pedagogical English grammar (3)
- A&HL 4087 Second language acquisition (3)
- A&HL 4088 Second language assessment (3)
- A&HL 4101 Phonetics and phonology (3)
- A&HT 4171 TESOL methodologies for 6-12 (3)
- A&HT 4776 Supervised student teaching (1 semester P-5) (3)
- A&HT 4777 Supervised student teaching (1 semester 6-12) (3)
- A&HT 5205 Fieldwork in TESOL (1 semester P-5; 1 semester 6-12) (1 point each)
- TESOL workshops (minimum of three at 1 point each) (3)
- A&HT 5360-  
A&HT 5379 and  
A&HT 5381 Specialized practica for TESOL teachers - minimum of two (6)

Students can normally expect to complete the P-12 Certification M.A. Program in four semesters and one summer term.

Note: To be certified by New York State, there are additional requirements. Please see the "Teacher Education" section of this bulletin for details.

Required courses outside the program (6-9 points):

- A course in special education (2-3)
- A course in bilingual education (2-3)

- One elective course taken in TESOL or Applied Linguistics and to be chosen with advisor's approval.

TESOL and Applied Linguistics Electives (3): To be chosen with faculty advisor's approval.

Additional Requirement: Final project

For New York State Certification, students must pass the required New York State teacher examinations. Please see the "Teacher Education" section of this bulletin for details.

### **MASTER OF EDUCATION (30 POINTS BEYOND M.A.)**

The TESOL Program offers a Master of Education (Ed.M.), requiring a minimum of 60 points of graduate study. The Ed.M. involves in-depth study in one or more areas of TESOL. The Ed.M. is designed to complement former professional training at the M.A. level, and it sometimes serves as initial preparation for entering the doctoral program.

Students who did not receive an M.A. in TESOL from Teachers College will be expected to complete all the required courses, or their equivalent, from the TESOL M.A. Exemptions based on prior course work must be approved by the professor teaching the course and the faculty advisor.

Required courses (12 points):

- A&HL 4001 Sociolinguistics and education
- A&HL 4104 Discourse analysis
- A&HL 5575 Research literacy in applied linguistics and TESOL
- A&HL 6587 Seminar in second language acquisition: Acquisitional and cross-cultural pragmatics

Breadth requirement (6-9 points):

Those students who do not already have a degree from Teachers College must take three courses of at least two points each from outside the department.

At least one out-of-program course must be from the following:

- HUDM 4050 Introduction to measurement
- HUDM 4122 Probability and statistical inference
- HUDM 5021 Methods of empirical research
- One of the qualitative research methods courses offered at the College (To be chosen with faculty advisor's approval)

Electives in TESOL or Applied Linguistics (9): To be chosen with an advisor's approval.

All Ed.M. students must complete an Ed.M. project, written on a research topic arising from their course-related interests and subject to approval by their faculty advisor.

### **DOCTOR OF EDUCATION (30 POINTS BEYOND ED.M.)**

The TESOL Program offers an Ed.D. in TESOL requiring a minimum of 90 points of graduate study. The Ed.D. involves sustained and in-depth study in an area of specialization in TESOL and is designed for students wishing to pursue empirical research in one of the following areas: language teaching methodology, teaching one of the language skills, language in the content areas, ESL/EFL materials development and curriculum design, language teacher education, second language acquisition, second language assessment, second language literacy, second language classroom interaction, and language program evaluation.

Students who did not receive an M.A. or Ed.M. in TESOL from Teachers College will be expected to have completed all the required courses, or their equivalent, from the TESOL Ed.M.

Doctoral students have three types of requirements: concentration requirements, research methods requirements, and doctoral preparation requirements.

Concentration Requirement:

Students are required to take a minimum number of points in their concentrations. The exact courses should be decided in consultation with their advisor.

Research Requirements: (12 points)

To ensure that students have the skills to do scholarly research in their area of concentration, they are required to take a minimum of 12 points in research methods, statistics and measurement. Also, depending on the type of dissertation being written, students may be asked to take additional courses in these areas. The following elective research preparation courses should be taken in consultation with the doctoral advisor:

Required Research Methods Courses:

- HUDM 5021 Methods of empirical research (3)

Also, choose one of the following:

- C&T 5502 Introduction to qualitative research in curriculum & teaching (3)
- ITSF 5000 Methods of inquiry: Ethnography (3)
- ITSF 5001 Ethnography & participant observation (3)

Required Measurement and Statistics Courses:

- HUDM 4050 Introduction to measurement, or in consultation with an advisor (3)
- HUDM 4122 Probability and statistical inference, or a more advanced course (3)

Doctoral Preparation:

Doctoral preparation involves three successive stages:

1. Exposure to basic research methods,
2. Identification of dissertation topic, and
3. Presentation of a prospectus.

In order to progress through these stages, doctoral students are required to take a sequence of doctoral seminars at the 5500, 6500, 7500, and 8900 levels. Students begin to take these courses when they have reached approximately 45-50 points in the program, and have been taking courses at Teachers College for a minimum of one year. After that, doctoral students are required to register for and attend doctoral seminar every semester.

Doctoral students are required to demonstrate research preparedness in a substantive area by passing the research paper at the 5500 level, the certification exam at the 6500 level, and the certification paper at the 6500 level. Then, as evidence that they are able to carry out original research under the guidance of a doctoral committee, they must write a dissertation prospectus at the 7500 level as a part of the dissertation seminar) and complete a doctoral dissertation while continuously registered for dissertation advisement at the 8900 level.

To prepare for these requirements, students will need to take one or more of the seminars in consultation with an academic advisor. These seminars occur at the 5500, 6500, 7500 and 8900 levels. All of these seminars are offered each semester. To determine which seminar to register for, consult an academic advisor.

- A&HL 5501 Research paper: Applied linguistics (1-3 each course) or
- A&HT 5505 Research paper: TESOL (1-3 each course) or
- A&HT 5507 Research paper: Applied linguistics and TESOL (1-3 each course)
- A&HL 6501 Doctoral seminar: Applied linguistics (1-3 each course) or
- A&HT 6505 Doctoral seminar: TESOL (1-3 each course)

- A&HT 6507 Research paper: Applied linguistics and TESOL (1-3 each course)
- A&HL 7501 Dissertation seminar: Applied linguistics (1-2 each course) or
- A&HT 7505 Dissertation seminar: TESOL (1-2 each course)
- A&HL 8901 Dissertation advisement: Applied linguistics (0) or
- A&HT 8905 Dissertation advisement: TESOL (0)

Doctoral students should consult the Office of Doctoral Studies to be certain of complying with the latest procedures, deadlines and documents.

COURSES: (\* = course open to non-majors)

**General Courses**

**A&HT 4076. TESOL methodologies for K-6 (3)**

Professors Hawkins and Walsh. Introduction to activities, materials, and principles particularly suited to students in elementary schools. Special fee: \$20.

**\*A&HT 4077. TESOL classroom practices (3)**

Faculty/Staff. Introduction to the major language teaching approaches that have been influential in the 20th century. Special fee: \$20.

**\*A&HT 4078. TESOL materials (3)**

Faculty/Staff. Practice in designing, developing, and evaluating ESL or EFL materials used for students in different settings. Special fee: \$20.

**\*A&HT 4080. Teaching in linguistically diverse classrooms (3)**

Faculty/Staff. Supports teachers in mainstream classrooms, grades 5-12, in building a knowledge base and a repertoire of instructional strategies that will enhance the learning of language-minority students. Special fee: \$20.

**A&HT 4086. Language classroom observation (3)**

Faculty/Staff. Introduction to the systematic observation of teaching in diverse contexts. Special fee: \$20.

**\*A&HT 4089. Teaching writing to ESL students (3)**

Faculty/Staff. An introduction to the theory and practice of teaching writing to ESL and EFL students in a wide range of contexts. Special fee: \$20.

**A&HT 4171. TESOL methodologies for 6-12 (3)**

Professors Hawkins and Walsh. Teaching ESL to secondary students, stressing content area ESL and second language literacy. Special fee: \$20.

**A&HL 4185. Pedagogical Approaches in the Content Areas for Teachers of K-12 ESL (3)**

Professor Hawkins. This course examines subject matter education for ESL students in the K-12 setting. Students investigate "best practices" within the mainstream setting with a view to helping ESL students gain access to core subject matter knowledge. Special Fee: \$20.

**\*A&HT 4500. Advanced English language study (1-2)**

Faculty/Staff. Developmental ESL for non-native speakers of English who wish to improve their academic writing and speaking skills; emphasis on writing research papers or giving oral presentations in graduate seminars or other professional venues. Topics and emphasis change each term. Course may be taken more than once. Limit 1 point toward TESOL or Applied Linguistics degree. Special fee: \$20.

**A&HT 5087. Second Language Acquisition in the Classroom (3)**

Professor Han. This course provides an interface between second language acquisition (SLA) theories and classroom practices through (a) exploring the practical implications of SLA research for second language teaching, and (b) offering an arena for critical reflections on past and current teaching practices. Special Fee: \$20.

**Language Teaching Practica**

The following practica are designed to enable student teachers to apply theory to classroom practice. The credit hours for practica do not accurately reflect the time commitment they require. In addition to teaching from 6 to 12 clock hours per week, student teachers must set aside 3 hours per week for seminars and from 6 to 10 hours per week for teaching preparation, observation, and individual conferences to discuss their teaching.

**A&HT 4776. Supervised student teaching in TESOL (3)**

Professors Walsh and Hawkins. Permission of instructor required. A supervised teaching experience for M.A. students who are interested in working toward a New York State teaching certificate in TESOL P-12 (pre-school to 12th grade) and who have not taught ESL in grades P-12 for at least two years, full time. During the terms of practice teaching, students are not permitted to hold full-time jobs. Course is taken twice, once at the elementary level and once at the secondary level.

**A&HT 5360-A&HT 5379 and A&HT 5381. Specialized practica for ESL teachers** (3 each course)

Faculty/Staff. These practica offer a teaching experience in TC's Community English Program (CEP). The course titles of these practica parallel the workshop titles from A&HT 4160-A&HT 4180. Enrollment in one of these specialized practica requires previous or concurrent enrollment in one of the related workshops from A&HT 4160-A&HT 4180.

**A&HT 5380. Specialized practica for TESOL teachers: In-service teaching** (3)  
Faculty/Staff. Permission of instructor required. A supervised student teaching experience for M.A. students interested in working toward a New York State teaching certificate in TESOL and who are currently teaching full-time in the public schools.

**Workshops**

Faculty/Staff. Not all workshops are offered each term or year. Selections are offered according to student interest and staff availability. Workshops usually meet over 1 or 2 weekends.

**A&HT 4160-4180. TESOL methodologies** (Noncredit, 0 or 1 point each)

- A&HT 4160. The Silent Way
- A&HT 4161. Counseling learning/ community language learning
- A&HT 4162. Small group activities and cooperative learning
- A&HT 4163. Role playing and simulations in language learning
- A&HT 4164. Language for specific purposes
- A&HT 4165. English for academic purposes
- A&HT 4166. Computer-assisted language learning
- A&HT 4167. Media-assisted language learning
- A&HT 4168. Culture and second language teaching
- A&HT 4169. Literature in the ESOL class
- A&HT 4170. Drill vs. communicative practice in language learning
- A&HT 4172. Teaching English in EFL

- A&HT 4173. Task-based and functional approaches to language learning
- A&HT 4174. Teaching second language grammar
- A&HT 4175. Facilitating autonomy in language learning
- A&HT 4176. Teaching listening
- A&HT 4177. Teaching speaking
- A&HT 4178. Teaching reading
- A&HT 4179. Teaching writing
- A&HT 4180. Trends in TESOL methodologies

**A&HT 4817-A&HT 4819. Experiences in learning another language** (Noncredit 0 or 1 each point each)

Faculty/Staff. A series of workshops designed to provide language teachers with an opportunity to learn a foreign language through a brief immersion experience, so that they can reflect upon the experience from a learner's perspective. Methods vary from term to term. These workshops may be taken more than once pending advisor's approval.

- A&HT 4817. The silent way
- A&HT 4818. Counseling learning/ community language learning
- A&HT 4819. Trends in language teaching

**A&HT 4860-A&HT 4880. Specialized TESOL materials** (Noncredit, 0 or 1 for each workshop)

Faculty/Staff. Not all workshops are offered each term or year. Workshops are offered according to student interest and staff availability. Workshops usually meet over 1 or 2 weekends.

**Independent Research, Fieldwork and Internships**

**A&HT 4905. Research and independent study in TESOL** (1-6)  
Faculty/Staff. Permission of instructor required. Research under the direction of a faculty member. Students work individually or with others. Course may be taken more than once.

**A&HT 5205. Fieldwork in TESOL** (1-6)  
Faculty/Staff. Permission of instructor required. Opportunity for qualified students, individually or in small groups, to develop and pursue projects, in consultation with an advisor, in schools, communities, and other field settings. Course may be taken more than once.

**A&HT 6205. Advanced fieldwork in TESOL** (1-6)  
Faculty/Staff. Permission of instructor required. Opportunity for qualified students, individually or in small groups, to develop and pursue projects, in consultation with an advisor, in schools, communities, and other field settings. Course may be taken more than once.

**Doctoral Preparation**

**A&HT 5505. Research paper: TESOL** (1-3 each course)

**A&HL 6505. Doctoral seminar: TESOL** (1-3 each course)

**A&HT 7505. Dissertation seminar: TESOL** (1-2 each course)

**A&HT 8905. Dissertation advisement: TESOL** (0)

See also:  
**A&HL 4085. Pedagogical English grammar** (3)

**A&HL 4087. Introduction to second language acquisition** (3)

**A&HL 4088. Second language assessment** (3)

**A&HL 4901. Research and independent study: Applied linguistics** (1-6)

**A&HL 5201. Fieldwork in applied linguistics** (1-6)

**A&HL 5501. Research paper: Applied linguistics** (1-3 each course)

**A&HL 5512. Research perspectives on language testing** (3)

**A&HL 5519. Instructed SLA and Assessment** (3)

**A&HL 5575. Research literacy in applied linguistics and TESOL** (3)

**A&HL 6087. Advanced SLA** (3)

**A&HL 6201. Advanced fieldwork in applied linguistics** (1-6)

**A&HL 6501. Doctoral seminar: Applied linguistics** (1-3 each course)

**A&HL 6587. Seminar in second language acquisition: Acquisitional and cross-cultural pragmatics** (3)

**A&HL 7501. Dissertation seminar: Applied linguistics** (1-2 each course)

**A&HT 8901. Dissertation advisement: Applied linguistics** (0)

## TEACHING OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES - JAPAN

Program Director:  
Dr. Terry Royce

Program Office: (212) 678-3795  
E-mail: troyce@tc-japan.edu  
Web site: www.tc.edu/a&h/Tesol-Japan

*Teaching of English to Speakers of Other  
Languages (TESOL—Japan)*  
(Code: TLX)

**Degree Offered:**  
Master of Arts (M.A.)

### **Program Description:**

The TESOL program also offers an off-campus M.A. in TESOL in Tokyo designed specifically for teachers of English in Japan. This program, as an extension of the New York TESOL program, provides opportunities for current teachers of English to earn an M.A. while teaching part or full-time. This program suits teachers of English in the Japanese school system (elementary, junior high and high schools), as well as those working in the commercial sector, or those in Japan on such programs as the Japan Exchange Teaching (JET) Program. Students attend courses, workshops and practica offered on Saturdays and Sundays throughout the year, and the class times are organized so that working teachers are able to attend on the weekends. Students are able to transfer between the New York and Japan TESOL programs subject to advisor approval. All offerings are in English, and applications are accepted on a rolling basis.

For those interested in the off-campus TESOL M.A. in Tokyo, please contact:  
Dr. Terry D. Royce,  
Teachers College, Columbia University  
(Japan),  
Mitsui Seimei Bldg. 4F  
2-21-2 Misaki-cho, Chiyoda-ku, Tokyo,  
JAPAN 101-0061  
Ph: (81)-3-3221-9771  
Fax: (81)-3-3221-9773  
Or email the Office Manager at  
office@tc-japan.edu  
Web site: www.tc.edu/a&h/Tesol-Japan

## TEACHING OF SPANISH

Program Advisor:  
Gerardo Pina Rosales

Program Office: (212) 678-8101  
Web site: www.tc.edu/a&h/Spanish

*Teaching of Spanish*  
(Code: TLS)

The programs in Teaching of Spanish are currently not accepting applications.

COURSES: (\* = course open to non-majors)

### **Doctoral Preparation**

In order to encourage doctoral students to progress through the appropriate stages, a series of seminars is offered. Progress through these stages usually involves enrollment in a sequence of seminars such as the following:

- A&HS 5506. Research paper in the Teaching of Spanish (1-3)
- A&HS 6506. Doctoral seminar in the Teaching of Spanish (1-3)
- A&HS 7506. Dissertation seminar in the Teaching of Spanish (1-2)
- A&HS 8906. Dissertation advisement in the Teaching of Spanish (0)

These seminars are ordinarily undertaken as soon as possible after completing the M.A. degree. Consult program advisor as to which course or courses you should enroll in during any particular semester.

### **Independent Research, Fieldwork and Internships**

#### **A&HS 5206. Fieldwork in teaching of Spanish (1-6)**

Opportunity for qualified students, individually or in small groups, to develop and pursue projects, in consultation with an advisor, in schools, communities, and other field settings.

#### **A&HS 6206. Advanced fieldwork in teaching of Spanish (1-6)**

Permission of instructor required. See description for A&HL 5206.

#### **A&HS 6406. Internship in college teaching of Spanish (1-6)**

Opportunities in teaching direct-method conversational Spanish and in projects in distance learning. Students must inquire to see if opportunities are available during any given semester.

See also:

For additional acceptable courses in teaching methods and practica, see the listing under TESOL program (Teaching English to Speakers of Other Languages) and Bilingual Education.

### *Hampton's Shakespeare in the Park Founded by TC Alum David Brandenburg*

In the winter of 1996, David Brandenburg, who at the time was a recent M.A. graduate of TC's Music and Music Education Program, was chatting with his cousin about the possibility of starting a theater company in the Hamptons. Brandenburg, whose mother was TC's former Dean Judith Berman Brandenburg, had spent his summers at his family's house in the Hampton's community of Amagansett, Long Island, throughout his childhood. On a whim, they proposed starting a Shakespeare in the Park program, and at the same time figured that someone must already be doing it. As it turned out, no one had been.

The idea has expanded to include a six-week run of the actual production along with educational programs in some local schools and a summer camp for young people between the ages of 8 and 15. "We also have an internship program for young people ages 16 and up," Brandenburg said.

Brandenburg, who during the academic year runs the Yale Jazz Ensemble, writes original music for the productions in various styles and combinations of instruments, which is generally performed live. He also acts as music director, conducting the orchestra at the performance.

His brother, Neal, who is currently a student at TC in Educational Policy, is also involved in the publicity and general management of the festival. His cousin has since "moved on to other things."

Performances take place in the summer for four weeks at Theodore Roosevelt County Park in Montauk, Long Island, and five performances in one week at Agawam Park in Southampton. Fundraising events help defray most of the costs.



# Biobehavioral Sciences

CHAIR: John H. Saxman

LOCATION: 1159 Thorndike Hall

TELEPHONE NUMBER: (212) 678-3892

EMAIL: saxman@tc.edu

FAX: (212) 678-8233

DEPARTMENT SECRETARY: (212) 678-3895

EMAIL: ywallace@tc.edu

WEB SITE: www.tc.edu/BBS

## PROGRAMS:

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## DEPARTMENTAL MISSION:

*The Department of Biobehavioral Sciences* offers programs that derive educational and clinical applications from an understanding of the biological processes underlying human communication, movement, and their disorders. An understanding of the normal biobehavioral processes is applied to clinical practice. The scientific knowledge obtained from studying each of these specialized fields is used to enhance the educational, adaptive and communicative capabilities of individuals with normal and impaired abilities across the life span.

Graduates of our master's programs assume professional roles in educational, health-related, and community agency settings as speech-language pathologists, exercise physiologists, fitness trainers, cardiac rehabilitation therapists, occupational therapists, and physical therapists. As these professionals often work in interdisciplinary teams, the Department facilitates opportunities for students to interact across professional boundaries.

Our Doctoral graduates are prepared for university faculty positions, administrative positions in field-based settings, and may also pursue careers in research.

The Department maintains clinics and laboratories to support the teaching and research components of the programs. These facilities include the Edward D. Mysak Speech-language and Hearing Center, as well as laboratories in applied physiology, motor learning, kinematics, language and cognition, and adaptive communication technologies.

The master's degree program in Speech-Language Pathology is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA). The Edward D. Mysak Speech and Hearing Center is accredited by the Professional Services Board of ASHA.

## FACULTY:

### PROFESSORS:

Ronald DeMeersman  
(Movement Sciences and Education:  
Applied Physiology, Neuroscience and  
Education)  
Antoinette Gentile  
(Movement Sciences and Education:  
Motor Learning Neuroscience and  
Education)  
John H. Saxman  
(Speech-Language Pathology,  
Neuroscience and Education)  
Stephen Silverman  
(Movement Sciences and Education:  
Physical Education)

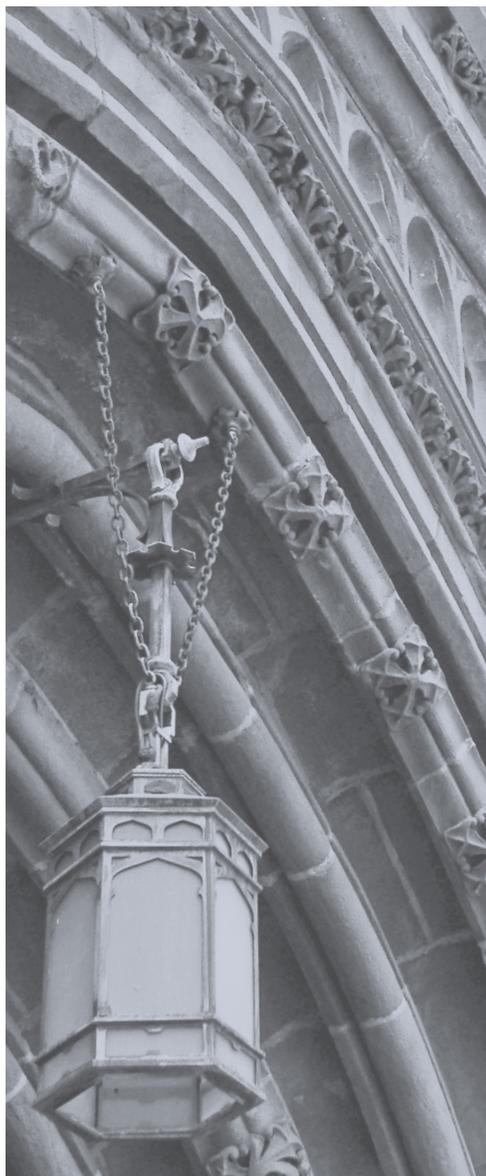
Susan Schwager  
(Movement Sciences and Education:  
Physical Education)  
Xavier Pi-Sunyer  
(Movement Sciences and Education:  
Applied Physiology)  
Jaclyn Spitzer  
(Audiology)  
Richard Stein  
(Movement Sciences and Education:  
Applied Physiology)  
Ronald Tikofsky  
(Speech-Language Pathology,  
Neuroscience and Education)

### ADJUNCT PROFESSORS:

Judy Gravel  
(Audiology)  
Steven Heymsfield  
(Movement Sciences and Education:  
Applied Physiology)  
Thomas Murry  
(Speech-Language Pathology,  
Neuroscience and Education)  
Lorraine Ramig  
(Speech-Language Pathology,  
Neuroscience and Education)

### ASSOCIATE PROFESSORS:

Andrew M. Gordon  
(Movement Sciences and Education:  
Motor Learning, Neuroscience and  
Education)  
Peter Gordon  
(Speech-Language Pathology,  
Neuroscience and Education)  
Honor O'Malley  
(Audiology, Neuroscience and Education)  
Patricia M. Sweeting  
(Speech-Language Pathology)



**ADJUNCT ASSOCIATE PROFESSORS:**

Mark Budde  
(Speech-Language Pathology)  
Dympna Gallagher  
(Movement Sciences and Education:  
Applied Physiology)  
Terry Kaminski  
(Movement Sciences and Education:  
Motor Learning)  
Andrew McDonough  
(Movement Sciences and Education:  
Motor Learning)  
Lori Quinn  
(Movement Sciences and Education:  
Motor Learning)  
J. Joan Sheppard  
(Speech-Language Pathology,  
Neuroscience and Education)  
Karen B. Wexler  
(Speech-Language Pathology)  
Lesley Wolk  
(Speech-Language Pathology)

**ASSISTANT PROFESSORS:**

Karen Froud  
(Speech-Language Pathology,  
Neuroscience and Education)  
Christopher Haas  
(Movement Sciences and Education:  
Applied Physiology)

**ADJUNCT ASSISTANT PROFESSORS:**

Catherine Crowley  
(Speech-Language Pathology)  
Karen Reznik Dolins  
(Movement Sciences and Education:  
Applied Physiology)  
Carol M. Kaufman  
(Speech-Language Pathology)  
Albert Kovera  
(Movement Sciences and Education:  
Applied Physiology)  
Steven Lichtman  
(Movement Sciences and Education:  
Applied Physiology)  
Michael McMahon  
(Movement Sciences and Education:  
Applied Physiology)  
Roger A. Muzii  
(Movement Sciences and Education:  
Motor Learning )  
Rupal Patel  
(Speech-Language Pathology,  
Neuroscience and Education)  
Ashwini K. Rao  
(Movement Sciences and Education:  
Motor Learning )  
Adrienne Stevens Zion  
(Movement Sciences and Education:  
Applied Physiology)

**INSTRUCTORS:**

Cynthia S. Cohen  
(Speech-Language Pathology)  
Pamela Cohen  
(Movement Sciences and Education:  
Motor Learning )  
Gregory James Gates  
(Movement Sciences: Applied Physiology)  
Christie Kaplan  
(Speech-Language Pathology)  
Gail Morris-Schoenfeld  
(Speech-Language Pathology)  
Carol Tompkins  
(Speech-Language Pathology)  
Michael Soupios  
(Movement Sciences and Education:  
Motor Learning)  
Priska Gysin Peier  
(Movement Sciences and Education:  
Motor Learning)  
David Spierer  
(Movement Sciences and Education:  
Applied Physiology)

**CLINICAL STAFF:**

Gloria Anderson-Ballard  
(Speech-Language Pathology)  
Jessica Galgano  
(Speech-Language Pathology)  
Kathy Gross Busch  
(Speech-Language Pathology)  
Jo Ann Nicholas  
(Speech-Language Pathology)

*For information about faculty and their scholarly and research interests, please refer to the Faculty section of this bulletin, or visit us at [www.tc.edu/faculty](http://www.tc.edu/faculty).*

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## MOVEMENT SCIENCES AND EDUCATION

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The Movement Sciences and Education area of study includes the following programs: Applied Physiology; Motor Learning; Physical Education; Curriculum and Teaching in Physical Education; Kinesiology.

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### APPLIED PHYSIOLOGY

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Program Coordinator:  
Professor Ronald DeMeersman

Program Office: (212) 678-3325  
E-mail: [demeersman@tc.edu](mailto:demeersman@tc.edu)  
Web site: [www.tc.edu/bbs/Movement](http://www.tc.edu/bbs/Movement)

**Applied Physiology**  
(Code: TRA)

**Degrees offered:**

Master of Arts (M.A.)  
Master of Education (Ed.M.)  
Doctor of Education (Ed.D.)  
*See also: The interdepartmental program in Applied Physiology and Nutrition in the Department of Health and Behavior Studies.*

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### MOTOR LEARNING

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Program Coordinators:  
Professors Ann Gentile and Andrew Gordon

Program Office: (212) 678-3325  
E-mails: [gentile@tc.edu](mailto:gentile@tc.edu);  
[agordona@tc.edu](mailto:agordona@tc.edu)

**Motor Learning**  
(Code: TRM)

**Degrees offered:**

Master of Arts (M.A.)  
Master of Education (Ed.M.)  
Doctor of Education (Ed.D.)

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### PHYSICAL EDUCATION

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Program Coordinator:  
Professor Stephen Silverman

Program Office: (212) 678-3324  
E-mail: [ss928@columbia.edu](mailto:ss928@columbia.edu)

**Physical Education**  
(Code: TRP)

**Degree offered:**

Master of Arts (M.A.)

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### CURRICULUM AND TEACHING IN PHYSICAL EDUCATION

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**Curriculum and Teaching  
in Physical Education**  
(Code: TRC)

**Degrees Offered:**

Master of Arts (M.A.)  
Master of Education (Ed.M.)  
Doctor of Education (Ed.D.)

**KINESIOLOGY**

Program Coordinator:  
Professor Stephen Silverman

Program Office: (212) 678-3324  
E-mail: ss928@columbia.edu

**Kinesiology**  
(Code: TRK)

**Degree offered:**

Doctor of Philosophy (Ph.D.)

For more information about special application requirements, program description and degree program requirements for the Ph.D. program in Kinesiology, contact Professor Silverman (ss928@columbia.edu).

**Program Description:**

There are three specialties in Movement Sciences:

Applied Physiology deals with the physiological effects of exercise, training, and arousal (autonomic nervous system functions, such as, cardiovascular processes and sleep regulation). Application of study in applied physiology is made to the improvement of health and physical fitness. Interaction with nutritional factors is also emphasized. Professionals can gain insight into the role of exercise in diagnosis and treatment of health problems of interest to them.

In Motor Learning, study focuses on the behavioral, biomechanical and neural bases of development, acquisition and performance of functional movement skills. Acquisition of skill is examined over the life span in typically developing and impaired individuals. Movement analysis is used to elucidate the neuromotor control processes underlying skilled performance in everyday functional behaviors, sport, and dance. The teacher or therapist's role in facilitating skill learning and performance is emphasized.

Physical education has a long and distinguished history at Teachers College. Teachers College offered one of the first graduate degrees in physical education and continues to offer a wide array of opportunities for graduate study. In addition to courses in curriculum and teaching in physical education, there are a variety of other courses in the movement sciences, health studies, curriculum and teaching, and other areas that provide students with many opportunities for course options. All programs are designed to allow flexibility in program planning.

Each of these specialties has five components, including:

1. Substantive study of theory and research as embodied in lecture and laboratory courses.
2. Development of clinical or educational skills in laboratory and fieldwork courses.
3. Research training to enable students to read and interpret original research and to carry out educational, clinical or laboratory research.
4. Seminars to discuss theory and research, identification of research problems, and clinical/educational applications.
5. Elective courses to meet specific student needs which may be taken throughout the College and University in such areas as anatomy, biology, business, chemistry, computer science, health education, higher and adult education, neurosciences, nutrition, physiology, psychology and science education. A list of recommended elective and related courses is available to students in the Movement Sciences office.

**Special Application Requirements/Information:**

While students have come from a variety of fields, the following backgrounds are most appropriate: movement sciences, exercise science, physical therapy, occupational therapy, physical education, athletic training, biology, nutrition, nursing, and psychology. Students with strong academic records, who have deficiencies in their science backgrounds, may be admitted with the understanding that these deficiencies will be remedied with appropriate courses. When possible, it is strongly recommended that prospective students communicate with an academic advisor to discuss program plans prior to admission.

Interviews are required for applicants planning to pursue the doctoral program (although exceptions are made when extensive travel is necessary). Students intending to pursue doctoral study are strongly encouraged to make an appointment to visit the College for at least one day to meet with faculty and doctoral students, to audit a course or seminar, and to become acquainted with research areas and resources.

**Degree Requirements for Programs in Movement Sciences:**

**MASTER'S DEGREE PROGRAMS**

For the M.A. and Ed.M. programs with specialization in Motor Learning or Applied Physiology, students have two options. They may specialize in one of the three areas offered within Movement Sciences (Applied Physiology, Motor Learning, Physical Education) or, in consultation with an advisor, they may arrange a flexibly-designed program of study cutting across specialization in the movement sciences which will meet their professional needs and academic interests.

**MASTER OF ARTS**

The M.A. program emphasizes bridging between the movement sciences and clinical or education practice. The objective is to

develop a comprehensive and coherent view of theory and research that can be applied to practice within the student's professional field. The program requires 32 points of study. A culminating project is required for the M.A. and may involve: (a) a scholarly review of research and theory within a topical area drawing application to educational or clinical practice, or (b) a basic or applied research report. For initial advisement and approval of M.A. projects, students must consult with their academic advisor. The M.A. program can be completed in 12–18 months of full-time study or two to three years of part-time study (depending on the student's other responsibilities).

Specific requirements include:

- BBS 4060            Neuromuscular response and adaptation to exercise (2)
- BBS 5068            Brain and behavior I: Communication in the nervous system (1-2)
- BBSR 5582          Research design in the movement sciences (3)
- Substantive study in movement sciences including offerings in physical education (minimum 6 points)
- One laboratory course in Movement Sciences (minimum 2-3 points)
- Seminars or tutorials (minimum 2-3 points)
- Individual program in movement sciences (additional substantive, laboratory, fieldwork or seminar study) or in related areas outside of movement sciences (minimum 6 points)
- Electives with provision that the total program includes at least three courses (for at least 2 points each) outside of the movement sciences.

**MASTER OF EDUCATION**

The Ed.M. program provides for advanced study in the movement sciences and for individually designed study to meet the student's professional needs and interests. The program requires 60 points of graduate study. Students can focus on: (a) preparation as a "scholar of practice" able to translate research and theory into appropriate clinical or educational strategies; (b) preparation as a clinical instructor, clinical or educational supervisor or applied investigator; or (c) preparation for study towards the doctoral degree.

All Ed.M. students must complete a final, culminating project involving either (a) an applied research report which can focus on clinical or educational issues, or (b) a laboratory research paper. Students intending to continue study towards the doctoral degree should arrange their Ed.M. program to include core courses required for doctoral specialization in Applied Physiology or in Motor Learning.

For the Master of Education Program, specific requirements for courses, or equivalents transferred from prior graduate study, are:

- BBS 4060            Neuromuscular response and adaptation to exercise (2)

- BBS 5068 Brain and Behavior I: Communication in the nervous system (1-2)
- BBSR 5582 Research design in the movement sciences (3)
- Research preparation: minimally one course selected from BBSR 5504, 5595 (2-3)
- Substantive study in the movement sciences including offerings in physical education (minimum 15 points)
- Two laboratory courses: (minimum 5-6 points)
- Seminars or tutorials: (minimum 5-6 points)
- Individual program in movement sciences (additional substantive, laboratory, fieldwork or seminar study) or in related areas outside of movement sciences (minimum 12 points)
- Electives (for at least 2 points each) (12)

### DOCTORAL PROGRAMS

Students seeking admission to the Ed.D. program are customarily admitted to the Ed.M. for at least one year. Formal admission to the doctoral program is based upon level of achievement in course work and seminars; demonstration of research competence; a research direction compatible with faculty and laboratory resources; and signs of professional promise. A list of current research projects in applied physiology and in motor learning can be obtained from the secretary in the Movement Sciences office.

Applicants are reviewed on an ongoing basis throughout the academic year. However, consideration for general and minority scholarship awards is given to those applicants who meet the priority deadline. See the Admissions section of this bulletin for details. Prior to formal admission, enrollment in up to 8 points of study as a non-matriculated student is permitted.

Specialization in Applied Physiology or in Motor Learning is required for the doctoral program. Within each area of specialization, students prepare course and laboratory projects, research papers and other materials appropriate for their projected professional activities. The program requires 90 points of graduate study.

The doctoral program prepares individuals for leadership roles in the movement sciences and in the fields of physical education, nutrition and rehabilitation (occupational, physical and respiratory therapy). Graduates have assumed positions as faculty members and program directors in universities and colleges; as researchers in educational, clinical or biomedical settings; and as administrators, supervisors or consultants in clinical or educational facilities. Preparation focuses advanced study and research training within the specialization.

### DOCTOR OF EDUCATION (APPLIED PHYSIOLOGY)

The goal of the Applied Physiology specialization is to prepare doctoral students to pursue scholarly and scientific work. Students are

expected to contribute significantly to the completion of at least one research project prior to initiation of their dissertation proposal. The skills developed during completion of this project will enable students to carry out their dissertation project independently. Students are encouraged to present the work leading up to the dissertation proposal at national meetings and to contribute to the publication of results in peer reviewed journals.

Research may be completed in the applied physiology laboratories at Teachers College or in the student's own clinical/research setting. If the work is completed outside of Teachers College, students are expected to demonstrate that they have contributed significantly to the completion of the required projects. All work (either at Teachers College or outside of the College) must be developed and completed in conjunction with advisement of Movement Sciences faculty.

Students are expected to commit themselves to their graduate studies. A minimum commitment entails engaging in research activity related to the doctoral degree three days per week (at least two weekdays). This minimum commitment will ensure that advisement, research activities and course work can be completed in an efficient and timely fashion.

For the doctoral program with specialization in Applied Physiology, specific course requirements (or equivalents transferred from prior graduate study) include:

- BBS 4060 Neuromuscular response and adaptation to exercise (2)
- BBS 5068 Brain and behavior I: Communication in the nervous system (1-2)
- BBSR 4065 Biological and behavioral basis of sleep (3)
- BBSR 4095 Applied physiology I (3)
- BBSR 4195 Applied physiology laboratory I (3)
- BBSR 5095 Exercise and health (3)
- BBSR 5194 Applied physiology laboratory II (3)
- BBSR 5582 Research design in the movement sciences (3)
- BBSR 5595 Research seminar in applied physiology (typically, students enroll each semester until degree requirements are completed) (3 points each semester)
- BBSR 5596 Topics in applied physiology (3)
- BBSR 6070 Neural basis of respiration (3)
- One additional laboratory course: BBSR 5195 or BBSR 5055 (3)
- Three courses (9) selected from BBS 5055, BBSR 4005, BBSR 4050, BBSR 4055, BBSR 4060, BBSR 5052, BBSR 5057, BBSR 5200, HBSV 5010, HBSV 5011, HBSV 5034, MSTC 4043, MSTC 4054,
- Statistics sequence minimally two courses (6 points) from: HUDM 4122, HUDM 5122 and HUDM 5123

### DOCTOR OF EDUCATION (MOTOR LEARNING)

In the preparation of doctoral students, the goal is to develop those competencies necessary to pursue scholarly and scientific work and to formulate strategies to enhance professional practice.

Research training uses an apprenticeship model. Students work closely with faculty throughout their preparation: initially as apprentices with access to considerable advisement, subsequently as collaborators, then progressing to a position as independent researchers.

Typically, the dissertation research is an extension of one or two prior studies. Often, research leading up to the dissertation is presented at national meetings or is published in professional journals.

In addition to substantive study and research preparation, students are expected to design an individual program representing their research area and professional concerns. Such preparation requires a significant commitment to graduate study. Doctoral students (and Ed.M. students planning to pursue the doctoral degree) are required to be engaged in research at least three days per week (on- or off-site) and be available for advisement at least two mornings or afternoons.

For the doctoral program with specialization in Motor Learning, specific course requirements (or equivalents transferred from prior graduate study) are:

- BBS 4060 Neuromuscular response and adaptation to exercise (2 points)
- BBS 5068 Brain and behavior I: Communication in the nervous system (1-2 points)
- BBSR 4050 Analysis of human movement (3 points)
- BBSR 4060 Motor learning (2-3 points)
- BBSR 4150 Motor learning laboratory (2 points)
- BBSR 4151 Laboratory methods in biomechanics (3 points)
- BBSR 5151 Analysis of biomechanical signals or an approved course in computer programming (3 points) BBSR 5504, Research training in motor learning (2-3 points each semester, continuous enrollment required until completion of degree requirements, typically 18 points)
- BBSR 5582 Research design in the movement sciences (3 points)
- BBSR 5860 Movement sciences conference (enrollment required during each year of study towards the Ed.D., minimum 3 points, other enrollments can be non-credit)

- Three enrollments in BBSR 6563, Conference seminar (6 points)
- Four courses (12 points) selected from: BBSQ 4047, BBSR 4055, BBSR 4070, MSTC 5000, BBSR 5050, BBSR 5055, BBSR 5057, BBSR 5251.
- Three topical seminars (9 points) selected from: BBSR 5596, BBSR 6263, BBSR 6564, BBSR 6565, BBSR 6571
- Statistics sequence minimum (9 points): HUDM 4122, HUDM 5122 and HUDM 5123
- Individual program and electives (22 points)

Graduate Study/Clinical Practice Traineeships are available for occupational and physical therapists enrolled in or admitted to degree programs in Movement Sciences. They are offered in collaboration with several clinical agencies located in the metropolitan New York area, that provide services to diverse groups including pediatric, adult and geriatric clients.

These traineeships carry an award of \$32,000 in stipend and tuition benefits. The instructional staff in Movement Sciences provides clinical supervision. A case study approach is used to directly bridge between substantive study and clinical practice. For more detailed information, contact the Coordinator of Clinical Traineeships at (212) 678-3325.

In addition to scholarship awards, advanced students in the Ed.M. or Ed.D. programs may have an opportunity for funding by serving as research, laboratory or teaching assistants, conference coordinators or through appointment as instructors in basic courses.

**COURSES:**

**BBS 4032. Neuroscience of human speech and language (2)**

Dr. Froud. An introduction to the neurological bases of normal speech and language perception, production and use.

**BBS 4050. Applied biomedical instrumentation (3)**

Faculty. Permission required. Electronic instrumentation for detection and characterization of physiologic phenomena. Basic elements of instrumentation arrays, including transduction, signal conditioning, and output displays. Evaluation of displacements, force EMG, ECG, and ventilatory parameters. Has special relevance to students in motor learning, and applied physiology.

**BBS 4065. Biological and behavioral basis of sleep (3)**

Faculty. This course is designed to introduce students to the biological and behavioral mechanisms responsible for sleep, dreaming, and attention. Lab fee: \$30.

**BBS 5060. Neuromuscular responses and adaptation to exercise (2)**

Faculty. A review of the physiology of muscle contraction in addition to in-depth discussion of topics related to the field which include, the relationship between muscle activation and respiration during exercise, muscle fatigue, eccentric versus concentric contractions and adaptation to strength training.

**BBS 5068. Brain and behavior I: Communication in the nervous system (1-2)**

Professor Gordon. An introduction to communication within the nervous system and functional brain neuroanatomy. Examination of chemical circuits in brain and associated pathologies, such as Parkinson's disease, Tourettes, schizophrenia, depression and anxiety.

**BBS 5069. Brain and behavior II: Perception, emotion, memory and cognition (1-2)**

Professor Gentile. An introduction to brain processes associated with perception, emotion, memory and cognition. Consequences of damage to these neurobehavioral processes are examined through reading and discussion of clinical case studies.

**BBSQ 4043. The human nervous system (3)**

Faculty. Anatomy and basic physiology of the central and peripheral nervous systems. Reflex systems, sensorimotor processes and the special senses; introduction to neuropathology and clinical neurology as related to rehabilitation.

**Substantive Study**

**BBSR 4005. Applied anatomy and biomechanics (3)**

Faculty. Topics include: gross anatomy and function of human skeletal and muscular systems, mechanics of human movement, and analysis of skills in dance and physical education. Designed primarily for students without a prior course in anatomy or biomechanics. Students will be expected to participate in a laboratory offered immediately preceding the scheduled class time. Lab fee: \$50.

**BBSR 4050. Analysis of human movement (3)**

Professor Gordon. Permission required. Covers the principles and techniques required to analyze human movement, which can be used to develop practical research questions. Quantitative and qualitative techniques for analysis of movement are discussed in relation to the study of learning, motor control, motor development, and motor impairments. Lab fee: \$50.

**BBSR 4055. Neuromotor processes (3)**

Professor Gentile. Prerequisite: BBSQ 4043 or equivalent. An examination of the structure and function of the nervous system with specific reference to adaptive motor control.

**BBSR 4060. Motor learning (2-3)**

Professor Gentile. Study of factors relating to the acquisition and performance of motor skills. Includes review and analysis of appropriate research findings. Corequisite: BBSR 4861, Section 1.

**BBSR 4070. Introduction to the psychosocial aspects of sport and exercise (2-3)**

Dr. Muzii. This course is designed to introduce students to the major psychosocial topics related to the performance of sport and exercise. Topics include the initiation, motivation and quality of performance, the roles of arousal, attention, and gender as well as principles of cognitive and behavioral change. Class readings, discussion and assignments are designed to facilitate the application of theory to the students' current sport or exercise related employment.

**BBSR 4090. Physical fitness, weight control and relaxation (3)**

Faculty. Contributions of exercise to human well-being throughout life. Classroom, gymnasium, and laboratory experiences included. Designed for teachers, counselors, and others who desire an introduction to basic concepts of physical fitness.

**BBSR 4095. Applied physiology I (3)**

Professor DeMeersman. Prerequisite: a course in human physiology. Physiological bases of exercise. Lectures concerning the effects of exercise on the major physiological systems (cellular, cardiovascular, thermoregulatory, pulmonary, renal, body fluids, hormonal).

**BBSR 5050. Neurophysiology of motor control and electromyography (3)**

Faculty. Advanced topics dealing with the experimental and clinical use of electromyography. Topics will be integrated with the kinematics of movements being observed. A laboratory project using EMG will be required. Lab fee: \$50.

**BBSR 5055. Bases of motor control systems (3)**

Professor Gentile. Study of control processes subserving the coordination of movement.

**BBSR 5057. Movement disorders (3)**

Professor Gordon. Study of the pathophysiology of various movement disorders and the resulting motor impairments.

**BBSR 5095. Exercise and health (3)**

Professor DeMeersman. Prerequisite: BBSR 4095 or equivalent. The role of exercise in diagnosis, prevention, and rehabilitation of health problems such as cardiovascular disease, pulmonary disease, diabetes, obesity and stress. Interactions with nutrition are stressed.

## Laboratory Courses

### BBSR 4151. Laboratory methods in biomechanics (3)

Dr. Kaminski. Permission required. Enrollment limited. Prerequisite: BBSR 4050. Students develop technical skills in the application of biomechanics to the study of movement behavior including video-based data collection and computer-based kinematic analysis. Students design and conduct a pilot research study using biomechanical analysis of a functional movement. Special fee: \$75.

### BBSR 4195. Applied physiology laboratory I (3)

Professor DeMeersman and Lab Assistant. Co or prerequisite: BBSR 4095. The discussion and practice of techniques for collection and analyses of physiologic data (calibration, basal metabolism, body composition, static pulmonary functions, VO<sub>2</sub> measurements, physiology). Lab fee: \$100.

### BBSR 5151. Introduction to the analysis of biomechanical signals (3)

Professor Gordon. Introduction to the concepts and techniques used in the analysis of biomechanical signals. Students will apply these techniques to actual kinematic, kinetic and electromyographic data using the LabVIEW programming language.

### BBSR 5194. Applied physiology laboratory II (3)

Faculty. The discussion and practice of techniques for collection and analysis of physiologic data (strength testing, electromyography, computerized data acquisition). Lab fee: \$100.

### BBSR 5195. Advanced applied physiology laboratory (3)

Professor DeMeersman. Prerequisite: BBSR 5194. Introduction of advanced physiologic measurement techniques and concepts. Included are indirect calorimetry, spectrophotometry, vascular volume dynamics, autonomic reflexes, thermoregulation, noninvasive cardiac output, computer data plethysmography, tonometry, acquisition and post-acquisition analyses. Lab fee: \$100.

### BBSR 6070. Neural basis of respiration (3)

Faculty. This course is designed to expose students to topics in respiratory control which relates to the fields of motor learning, exercise physiology, and speech. Topics include posture, balance and breathing, respiratory control of upper airway muscle activity, neural basis of exercise hyperpnea.

## Seminars and Conferences

### BBSR 4865. Tutorials in motor learning (1-3 or noncredit)

Faculty. Review of theoretical and experimental studies in motor learning and motor control. Topics to be announced.

### BBSR 5596. Topics in applied physiology (3)

Faculty. Prerequisite: BBSR 5095 or equivalent. A seminar format used for discussion of advanced topics. Open only to doctoral and advanced master's students.

### BBSR 5860. Movement sciences conference (1 or noncredit)

Faculty. Topics and speakers are announced in a separate brochure which may be obtained from the department office.

### BBSR 6563. Movement sciences conference seminar (2)

Faculty. Offered in conjunction with BBSR 5864. Review and analysis of research related to conference topic.

### BBSR 6564. Advanced topics in neuro-motor processes (2-3)

Faculty. Topic changes annually.

### BBSR 6565. Seminar in motor learning and motor control (3)

Professor Gentile. Review and analysis of theories and research in a selected topical area pertaining to acquisition of skill or control processes underlying skilled performance. Re-enrollment is permitted as topics vary.

### BBSR 6571. Research seminar in the psychosocial aspects of rehabilitation (3)

Dr. Muzii. Examines research topics, problems, design, and methodologies in the psychosocial study of human movement.

## Fieldwork

### BBSR 5200. Fieldwork in movement sciences (1-4)

Permission required. For advanced students prepared to investigate problems.

### BBSR 5251. Fieldwork seminar in motor learning and motor control (1-2)

Faculty. Applications of theory/ research to therapeutic or educational practice for students in field-based settings.

### BBSR 6201. Supervision of educational or clinical practice in the movement sciences (0-2)

Professor Gentile. Permission required. Corequisite: actual supervisory experience during that semester. For doctoral students in the movement sciences. Field-based experiences in the guidance of therapists or educators engaged in applying the movement sciences to clinical practice.

## Research Preparation

### BBSR 4900. Research and independent study in movement sciences and education (1 or more)

Master's degree students undertake research and independent study under the direction of a faculty member.

### BBSR 5504. Research training in motor learning (1-3)

Professors Gentile, Gordon, and Kaminski. Permission required. A competency-based approach to the preparation of researchers in the areas of neuromotor control and perceptual-motor processes. Several learning experiences are offered each semester, involving lectures, laboratory practica, seminars and individual research advisement.

### BBSR 5582. Research design in the movement sciences (3)

Faculty. Basic concepts of research design and statistical analysis. Students learn to interpret articles and design projects.

### BBSR 5595. Research seminar in applied physiology (3)

Professor DeMeersman or Faculty. M.A. students carrying out research-culminating projects enroll in this course near the end of their course of study to discuss and present their projects. Ed.M. and doctoral students enroll at least once in connection with each research project they complete.

### BBSR 6900. Supervised independent research in movement sciences (1-9)

For advanced students who wish to conduct research under faculty guidance.

### BBSR 7500. Dissertation seminar in movement sciences (0-3)

### BBSR 8900. Dissertation advisement in movement sciences (0)

Advisement on doctoral dissertation. Fee: equal to 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration for Ed.D. degree.

### MSTC 5000. Neurobiology of consciousness, constructivism and information processing (2-3)

See the Department of Mathematics, Science and Technology for course description.

## PHYSICAL EDUCATION

Program Coordinator:  
Professor Stephen Silverman

Program Office: (212) 678-3324  
E-mail: ss928@columbia.edu  
Web site: www.tc.edu/bbs/Phys-Ed

**Physical Education**  
(Code: TRP)

**Degree offered:**  
Master of Arts (M.A.)

### Program Description:

The course of study provides students with a broad background in physical education, the movement sciences, and related areas. It is designed for students whose career goals include teaching in schools and other environments, fitness management, coaching, and related areas. Students who are interested in obtaining K-12 teacher certification in physical education must complete the state approved program and may require additional course work beyond that required for the degree. Students should contact the program coordinator for transcript review and to develop a plan to meet teacher certification requirements.

### Special Application Requirements/Information:

There are no special application requirements for this program.

### Degree Requirements:

After consultation with their advisor, students will select a minimum of 18 of the 32 required points in movement sciences and education courses. At least six credits in Curriculum and Teaching in Physical Education are required. Additional courses may be selected from the following areas:

- Applied physiology
- Motor learning
- Psychosocial study of human movement
- Health education
- Nutrition
- Curriculum and Teaching

### Integrative Paper

As part of their culminating experience, students present a special project that integrates their course experiences with an independently defined issue of professional concern.

### Physical Education Teacher Certification

Students wishing to be eligible for New York State Department of Education certification as a K-12 physical education teacher must complete additional requirements beyond the M.A. degree. Among the other requirements are: (a) an undergraduate degree in kinesiology or physical education or the equivalent in course work (see below) (b) completion of 100 hours of pre-practica; (c) completion of a full

semester of student teaching (BBSR 4700, 3 credits); (d) completion of state-approved courses in Detection and Reporting of Child & Substance Abuse and in Violence Prevention; (e) satisfactory scores on the state administered Physical Education Content Specialty Test, ATS-W and LAST tests. See the "Teacher Education" section of this bulletin for details. The exact coursework needed to complete state teacher certification requirements will be determined by the program coordinator when evaluating previous coursework.

### Entry to teacher certification program

Students entering the physical education teacher certification program normally have an undergraduate degree in kinesiology or a related field (e.g., physical education, exercise science, movement science). Students who do not have a degree in physical education are required to have the equivalent in course work in order to be admitted to the program or may make up the prerequisites once admitted to the program.

As a prerequisite to entering the teacher education program all students are required to have a minimum of 24 hours in the disciplinary aspects of kinesiology including courses in: (a) exercise/applied physiology; (b) fitness and physical activity program planning; (c) biomechanics and anatomy; (d) sport psychology; (e) sport sociology/cultural studies of physical activity; (f) motor learning; (g) measurement and evaluation/assessment of physical activity; (h) growth and motor development; and (i) prevention and treatment of athletic injuries. All students are required to document competence in a wide variety of motor activities including: (a) team sports; (b) individual sports; (c) racquet activities; (d) dance and rhythms; (e) aquatics; (f) fitness activities; and (g) adventure activities. In order to meet the motor activity prerequisites, students may have completed a college class, have significant documented participation in the activity, or completed community education courses (e.g., Water Safety Instructor class through the American Red Cross). In addition, students in the Physical Education certification program are required to have first aid and CPR certification issued by a national certification agency.

Each student's transcript will be evaluated to determine if he or she has completed the prerequisites. Students who do not have the prerequisites will be required to make them up early in their program. Content course deficiencies will be made up, with the approval of the program coordinator, through courses at Teachers College, Columbia University or another college or university. Students who are deficient in physical activity courses will be required to make up courses through the Columbia College Physical Education program, or other educational experiences that are approved by program faculty.

Courses for physical education teacher certification:

- BBSR 4060 Motor learning (2)
- BBSR 4700 Student teaching in physical education (3)
- BBSR 4865 Tutorial: Motor learning (1)
- BBSR 5040 Curriculum design in physical education (3)
- BBSR 5041 Analysis of teaching physical education (3)
- BBSR 5240 Fieldwork in curriculum and teaching in physical education (6)
- BBSR 5543 Seminar in physical education (3)
- BBSR 5582 Research design in movement science and education (3)
- C&T 4020 The environments of schools (3)
- HBSE 4000 Introduction to special education (3)



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## CURRICULUM AND TEACHING IN PHYSICAL EDUCATION

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Program Coordinator:  
Professor Stephen Silverman

Program Office: (212) 678-3324  
E-mail: ss928@columbia.edu

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**Curriculum and Teaching  
in Physical Education**  
(Code: TRC)

### Degrees Offered:

Master of Arts (M.A.)  
Master of Education (Ed.M.)  
Doctor of Education (Ed.D.)

### Program Description:

The 32-point M.A. program is designed so physical educators can develop greater knowledge about curriculum and teaching. The 60-point Ed.M. program is designed to prepare teachers for leadership roles in schools. The program provides opportunities to study school-wide issues of curriculum, teaching, administration, and school reform. Specialized concentrations also are available in physical fitness program development and administration. A program leading to certification as a director of physical education is available.

The Teach and Study Program, which is for qualified teachers of physical education, assists applicants in finding a physical education teaching position (part-time or full-time) in schools in the Teachers College vicinity.

The 90-point Ed.D. program prepares students to serve in leadership roles as specialists in physical education curriculum and teaching, administrators in schools and colleges, teacher educators, and/or researchers and faculty members in institutions of higher education.

### Special Application Requirements/Information:

Teach and Study applicants should request a separate application from the program office. They must also submit the Teachers College Application for Admission.

Doctoral applicants are required to submit a writing sample (preferably a course paper, master's thesis, or published article). Prior formal training and/or teaching experience in physical education is required for admission to the doctoral program. Applicants without a major or minor in physical education at the undergraduate level should submit letters verifying their physical education teaching experience.

### Degree Requirements:

The specific career goals of the student are used in planning the graduate program. Programs include one or more of the following features:

#### Field-Based Experiences

The theoretical study of curriculum and teaching concepts is integrated with field-based applications of those concepts. Part of the student's graduate study experience takes place in elementary, secondary, or college physical education settings. Students who are concurrently employed as physical education teachers use their own schools as field sites; other students are assigned to selected field sites.

#### Program Design and Development

Students critically examine an array of traditional and innovative physical education program designs, and then formulate their own conception of curriculum. Program evaluation techniques are studied and then used to conduct field evaluations of ongoing programs. Students learn systematic techniques for program development and use them to plan programs for field settings.

#### Teaching: Performance and Analysis

Students critically evaluate existing theories and models of teaching, and devise their own concepts of teaching. A spectrum of analytic techniques is used to analyze videotaped and live samples of interactive teaching.

#### Study and Application of Concepts of Human Movement and Health

Students study theory and research in the applied sciences of anatomy, movement analysis, exercise physiology, health, nutrition, and motor learning, and their applications to program designs and teaching strategies.

#### Culminating Experience

Students in the M.A. and Ed.M. programs are required to complete a culminating experience that integrates material from their course work. This experience can be field-based, theoretical, or a research project related to physical education. The student and his or her advisor will discuss and design an individual experience that helps meet the goals of the student's program.

#### Research Competence (for Ed.D. students)

All doctoral students develop proficiency in research and complete a dissertation under the advisement of a faculty sponsor. With their career goals in mind, students design their programs to include course work that focuses on research methods and the results of research in physical education, and participate in research experiences to demonstrate competence and successfully complete the dissertation.

All doctoral students participate in an intensive seminar that reviews research in physical education and also attend a continuous research semester during most semesters of their enrollment in the program. Students must satisfactorily complete all parts of the program certification exam and a literature review to be certified and officially begin the dissertation process.

During the dissertation process, students work closely with an advisor and complete pilot studies to enhance their research skills. Students who are planning on academic careers that will include conducting research may participate in faculty research projects throughout their program to further enhance their research preparation.

#### COURSES:

##### BBSR 4700. Student teaching in physical education (3)

Faculty. Student teaching in both elementary and secondary schools for a full semester. Includes a required seminar.

##### BBSR 5040. Curriculum designs in physical education (3)

Faculty. Review of existing curriculum designs; traditional and new. Systematic development of curriculum plans.

##### BBSR 5041. Analysis of teaching in physical education (3)

Professor Silverman. An analysis of the decisions and actions of teachers in relation to their role as director of learning. Includes experiences in executing and analyzing teaching skills.

##### BBSR 5043. Administration of physical education and athletics (2-3)

Dr. Meyers. For prospective and in-service administrators. Preparation for carrying out administrative functions related to program planning, scheduling, budgeting, equipment and facilities, safety and liability, staff development, community relations, and others.

##### BBSR 5240. Fieldwork in curriculum and teaching in physical education (2-4)

Faculty. Field projects in program evaluation, curriculum development, analysis of teaching, and the application of teaching strategies.

##### BBSR 5543. Seminar in physical education (2-3)

Professor Silverman. Examination of current issues in curriculum and teaching in physical education relative to diverse student populations and associations with other disciplines. Advanced students prepare and present integrative papers.

##### BBSR 6340. Supervision in physical education (3)

Faculty. For doctoral candidates and supervisors in curriculum and teaching. Field-based experiences in the analysis and evaluation of programs and teacher performance.

##### BBSR 6540. Research seminar in curriculum and teaching in physical education (3)

Faculty. Examines research problems and methodologies in curriculum and teaching in physical education.

**COURSES THAT OVERLAP ALL MOVEMENT SCIENCES PROGRAMS:**

**BBSR 4070. Introduction to the psychosocial study of human movement (2-3)**

Professor Muzii. A general overview of knowledge and theory pertaining to the psychosocial dynamics of behavior in sports and dance.

**BBSR 4900. Research and independent study in movement sciences and education (1 or more)**

Faculty. Permission required. Master's degree students undertake research and independent study under the direction of a faculty member.

**BBSR 5200. Fieldwork in movement sciences and education (1-4)**

Faculty. Permission required. For advanced students prepared to investigate problems.

**BBSR 5582. Research design in movement sciences and education (3)**

Professor Silverman. Basic concepts of research design and statistical analysis. Students learn to interpret articles and design projects.

**BBSR 6900. Supervised independent research in movement sciences and education (1-8)**

Faculty. Permission required. For advanced students who wish to conduct research under faculty guidance. See HBSR 4900 (General Offerings).

**BBSR 7500. Dissertation seminar in movement sciences and education (0-3)**

Faculty. Permission required. Candidate develops proposal for doctoral dissertation in consultation with advisor. Seminar convenes only on days when candidates present proposals for approval.

**BBSR 8900. Dissertation advisement in movement sciences and education (0)**

Faculty. Individual advisement on doctoral dissertation. Fee: equal to 3 points at current tuition rate for each term. For requirements, see catalog on continuous registration for Ed.D. degree.

**NEUROSCIENCE  
AND EDUCATION**

Program Coordinator:  
Professor Peter Gordon

Program Office: (212) 678-8162  
E-mail: pgordon@tc.edu  
Web site: www.tc.edu/bbs/NeuroSci

**Neuroscience and Education**  
(Code: TKN)

**Degrees Offered:**

Master of Education (Ed.M.)  
Master of Science (M.S.)  
(M.S. expected to be offered 2005)

**Program Description:**

Neuroscience and Education was the first of only two graduate programs in the country to focus on the educational and clinical implications of recent advances in understanding brain-behavior relationships. One objective of the multi-disciplinary program is to prepare a new kind of specialist: a professional with dual preparation able to "bridge the gap" between research underlying brain, cognition and behavior and the problems encountered in schools and clinics. A second objective is to provide rigorous training and relevant experiences that would allow students to further their knowledge and make links between neuroscience, cognition, education and clinical practice.

**MASTERS OF EDUCATION (ED.M.)  
PROGRAM IN NEUROSCIENCE AND  
EDUCATION**

Students who enter the Ed.M. program with a prior master's degree may apply up to 30 points of acceptable graduate credit toward the 60 credits required for the Ed.M. degree. Enrollment may be on a full- or part-time basis. Students may enter the program with only a bachelor's degree but must combine study of the neurosciences with M.S. or M.A. degree program in a secondary area such as Speech-Language Pathology, Learning Disabilities or Reading Specialist. Students must be admitted to the M.A. or M.S. program and meet all requirements for planned program in that area.

Students entering with only a bachelor's degree must apply for admission to the secondary program. Upon completion of the secondary program, they will then be enrolled into the Neuroscience and Education program. Applicants should work with Professor Peter Gordon to identify the appropriate applied area and to secure a faculty advisor from that area.

The Ed.M. program is intended primarily for qualified professionals with experience in such fields as speech-language pathology, school psychology, occupational therapy, physical therapy, learning disabilities, and reading. For

most graduates, the degree is designed to supplement their professional training; however, some go on to further graduate study. The M.S. program is intended for professionals and non-professionals alike who would like to acquire knowledge in fields related to neuroscience, and participate in ongoing research, educational or clinical practice.

**Special Application  
Requirements/Information:**

Applications are considered throughout the year. Interested applicants should contact Professor Peter Gordon at (212) 678-8162 or pgordon@tc.edu for additional information.

**Degree Requirements:**

The program of study in neuroscience and education offers a systematic sequence of courses within the neurosciences.

- Basic courses provide a thorough introduction to the neural bases of behavior.
- Advanced courses and seminars explore implications of brain-behavior research for educational and clinical practice.
- Supervised practica enable students to engage in ongoing research projects in neuroscience-related fields, or to be involved in neuropsychological assessments in clinical or educational settings.

**Professional Studies**

Students in the Ed.M. program are expected to develop or enhance their competencies in and understanding of: a) the psychological processes underlying development and learning, b) the nature of psychoeducational assessment, c) the social and philosophical foundations of education, and d) the theory and practice within a particular field of education or clinical specialization. Thus, all students must offer the minimum preparation and point distribution outlined below within the four areas. Prior study at the graduate level may be applied to meet these requirements if judged to be acceptable.

**Course Requirements**

Psychological processes underlying development, learning and cognition. At least one course in each of the areas below is required.

**Developmental Psychology**

- HUDK 4020 Theories of human development (3)
- HUDK 4024 Developmental psychology: Adulthood and lifespan (2-3)
- HUDK 5023 Cognitive development (2-3)
- HUDK 5024 Early language development (2-3)

**Learning and Cognition**

- HBSK 5097 Psychology of instruction (3)
- HUDK 5023 Cognitive development (if not applied toward Developmental requirements)

### **Psychological Evaluation and Assessment**

Two courses in statistics, measurement or assessment are required.

- HBSK 5320 Individual psychological testing (3)
- HUDM 4050 Introduction to measurement (2-3)

### **Educational or Clinical Specialization**

Minimally, 15 points of graduate study representing a cohesive sequence of courses in such areas as: audiology, counseling psychology, educational psychology, elementary education, motor learning, nursing, science education, speech pathology and special education.

### **Neurobiological Bases of Behavior and Educational Applications**

#### **Core Courses**

The courses indicated below are for students with little or no prior background in Neuroscience. With consultation and approval of the advisor, three to four courses are required unless equivalent preparation can be demonstrated.

- BBS 4032 Neuroscience of human speech and language (2)
- BBS 5068 Brain and behavior I: Communication in the nervous system (2)
- BBS 5069 Brain and behavior II: Perception, emotion, memory and cognition (1-2)
- BBSQ 4040 Speech and language disorders (3)
- BBSQ 4043 The human nervous system (3)
- HBSK 5070 Neural bases of language and cognitive development (3)
- HBSK 5072 Developmental Neuropsychology (3)

#### **Advanced Courses**

Minimally, three courses from those listed below or (equivalents):

- HBSK 5033 Human clinical neuropsychology (3)
- HBSK 5139 Fundamentals of psychopharmacology (3)
- HBSK 5338 Neuropsychology assessment in education and clinical practice (3)
- HBSK 5371 Educational neuropsychology (3)

#### **Advanced Topical Seminars**

- BBSN 6575 Seminar in neuroscience and education (3)
- BBSQ 6510 Seminar: Neuropathologies of speech (3)
- HBSR 6561 Seminar in neuromotor processes (2-3)

### **Field Work/Case Studies**

- HBSK 5274 Field Work: Neuropsychological approaches to reading and learning disabilities (0-4)
- HBSK 5375 Case studies of reading and learning disabilities from a neuropsychological perspective (3)

Note: Courses listed with HBSK prefix may also be listed under the BBSN prefix in the course schedule.

#### **Ed.M. Master's Thesis**

Opportunities for student participation in research are available. Preparation of a master's thesis is required for the degree. The master's thesis involves either a research project, a practicum report, or an integrative review. It requires a committee of one advisor in the Neuroscience and Education program and another faculty member.

#### **Summary of Point Distribution (Ed.M.)**

- Professional studies (27-32 points)
- Psychological processes (6)
- Psychological evaluation and assessment (6)
- Educational or clinical specialization (15-18)

#### **Neurobiological bases or behavior and educational applications (18-30 points)**

- Core courses in neuroscience (9-12)
- Educational and clinical applications of the neurosciences (18)
- Integrative seminar in neuroscience and education (HBSK 5575) (3 or more)

#### **Electives (3-12 points)**

Minimum Total (60 points)

Opportunities for student participation in research are available. Preparation of a master's thesis is required for the degree.

Note: Teachers College students enrolled in selected doctoral programs may arrange a focus in the area of Neuroscience and Education. These include Clinical Psychology, Counseling Psychology, Developmental Psychology, Educational Psychology, Motor Learning, Science Education, Special Education and Speech-Language Pathology.

### **MASTERS OF SCIENCE (M.S.) PROGRAM IN NEUROSCIENCE AND EDUCATION (WILL BE OFFERED IN FALL 2005)**

#### **Degree Requirements:**

The program of study for the M.S. in neuroscience and education offers a systematic sequence of courses within the neurosciences.

- Basic courses provide a thorough introduction to the neural bases of behavior.
- Advanced courses explore implications of brain-behavior research for educational and clinical practice.
- Supervised practica enable students to

engage in ongoing research projects in neuroscience-related fields, or to be involved in neuropsychological assessments and interventions.

#### **Course Requirements**

Psychological processes underlying development, learning and cognition. At least one course in each of the areas below is required.

#### **Developmental Psychology**

- HUDK 4020 Theories of human development (3)
- HUDK 4024 Developmental psychology: Adulthood and lifespan (2-3)
- HUDK 5023 Cognitive development (2-3)
- HUDK 5024 Early language development (2-3)

#### **Learning and Cognition**

- HBSK 5097 Psychology of instruction (3)
- HUDK 5023 Cognitive development (if not applied toward Developmental requirements)

### **Psychological Evaluation and Assessment**

Two courses in statistics, measurement, or assessment are required. These could include the following:

- HBSK 5320 Individual psychological testing (3)
- HUDM 4050 Introduction to measurement (2-3)

### **Educational or Clinical Specialization**

Minimally, 15 points of graduate study representing a cohesive sequence of courses in such areas as: audiology, counseling psychology, educational psychology, elementary education, motor learning, nursing, science education, speech pathology and special education.

### **Neurobiological Bases of Behavior and Educational Applications**

#### **Core Courses**

The courses indicated below are for students with little or no prior background in Neuroscience. With consultation and approval of the advisor, three to four courses are required unless equivalent preparation can be demonstrated.

- BBS 4032 Neuroscience of human speech and language (2)
- BBS 5069 Brain and behavior I: Communication in the nervous system (2)
- BBS 5069 Brain and behavior II: Perception, emotion, memory and cognition (1-2)
- BBSQ 4040 Speech and language disorders (3)
- BBSQ 4043 The human nervous system (3)
- HBSK 5070 Neural bases of language, and cognitive development (3)
- HBSK 5072 Developmental neuropsychology (3)

### Advanced Courses

Minimally, three courses from those listed below or (equivalents):

- HBSK 5033 Human clinical neuropsychology (3)
- HBSK 5139 Fundamentals of psychopharmacology (3)
- HBSK 5338 Neuropsychology assessment in education and clinical practice (3)
- HBSK 5371 Educational neuropsychology (3)

### Advanced Topical Seminars

- BBSN 6575 Seminar in neuroscience and education (3)
- BBSQ 6510 Seminar: Neuropathologies of speech (3)
- HBSR 6561 Seminar in neuromotor processes (2-3)

### Field Work/Case Studies

- HBSK 5274 Field Work: Neuropsychological approaches to reading and learning disabilities (0-4)
- HBSK 5375 Case studies of reading and learning disabilities from a neuropsychological perspective (3)

Note: Courses listed with HBSK prefix may also be listed under the BBSN prefix in the course schedule.

### Master's Thesis

Opportunities for student participation in research are available. Preparation of a master's thesis is required for the degree. The master's thesis involves either a research project, a practicum report, or an integrative review. It requires a committee of one advisor in the Neuroscience and Education program and another faculty member.

## CLINICAL NEUROPSYCHOLOGY

### Clinical Neuropsychology (Code: TZK)

This program is currently not accepting applications.

For course descriptions below, see the course listing in the Department of Health and Behavior Studies.

#### HBSK 5033. Human clinical neuropsychology (3)

Faculty. Permission required. Prerequisite: HBSK 4075 or equivalent.

#### HBSK 5070. Neural bases for language and cognitive development (3)

Professor Kirk. Permission required.

#### HBSK 5072. Developmental neuropsychology (3)

Faculty. Permission required. Prerequisite: HBSK 4075 or HBSK 5070 or HBSK 5068 or equivalent background in basic neuroscience; also recommended: an introductory course in developmental psychology.

#### HBSK 5139. Fundamentals of psychopharmacology (3)

Faculty. Permission required.

#### HBSK 5375. Fieldwork in reading and cognitive development from a neuropsychological perspective (4)

Faculty. Permission required. Prerequisite: previous courses in neuropsychological and educational assessment. Materials fee: \$100.

#### HBSK 5575. Integrative seminar in neuroscience and education (3)

Faculty. Primarily for students in the Neuroscience and Education program during preparation of the final Ed.M. project; others by permission.

#### HBSK 5905. Research-independent study in neuroscience and education (1-3)

Faculty. Permission required.

#### HBSK 6383. Neuropsychological assessment of children and adults (3)

Faculty. Permission required. Prerequisites: HBSK 5033 or HBSK 5070; and HBSK 5320. Special fee: \$150.

### Advanced Study

#### HBSK 6904. Research-independent study in neuroscience and education (1-3)

Faculty. Permission required.

#### HBSK 9410. Supervised internship, advanced study level (1-6)

Professor Kirk.

### Biobehavioral Sciences Students Get Funding

Students in the Biobehavioral Sciences Department are encouraged to write grant proposals. According to Professor Andrew Gordon, "from the time they arrive here, they are given grant writing skills, particularly doctoral and post doctoral, so they can study full-time. Also, if they are interested in pursuing a research or educational position, those positions require grant seeking. They will be a step ahead."

Four students—both pre-doctoral and post-doctoral—who have been funded are Laurel Daniels Abbruzzese, Ely Rabin, Preeti Raghavan, and Electra Petra.

Laurel Daniels Abbruzzese received a grant from the National Institute of Health (NIH), sponsored by the National Institute on Aging, to look at balance control in the elderly. As a result of receiving the grant, she was able to quit her job as a physical therapist and pursue her Ph.D. in Kinesiology full-time for the last three years.

Ely Rabin, a postdoctoral fellow in the Movement Sciences Program, is working on two projects under a three-year NIH grant. The first looks at how people type when their fingers are anesthetized, and the second looks at how people spatially relate to their surroundings when their arms are vibrated and their eyes are closed. These projects are looking at the importance of tactile cues.

Preeti Raghavan, a postdoctoral researcher, received a three-year fellowship with a stipend from the Rehabilitation Medicine Scientist Training Program (RMSTP). Raghavan submitted a proposal to the RMSTP with Dr. Andrew Gordon as her mentor. In her study, she is looking at recovery of hand motor control in adult stroke victims by measuring forces and movements of the hands and fingers. She hopes her research will lead to better ways to provide therapy to these patients. Assisting Raghavan in her research is Electra Petra, who also applied for and received financial assistance from the Gerontellis Foundation, an institute that assists students of Greek origin or heritage whose undergraduate studies have been completed in Greece.

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## SPEECH AND LANGUAGE PATHOLOGY

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Program Coordinator:  
Professor John H. Saxman

Program Office: (212) 678-3895  
E-mail: saxman@tc.edu  
Web site: www.tc.edu/bbs/SpeechLanguage

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### Speech and Language Pathology (Code: TQC)

#### Degrees offered:

Master of Science (M.S.)  
Doctor of Education (Ed.D.)  
Doctor of Philosophy (Ph.D.)

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## AUDIOLOGY

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### Audiology (Code: TQE)

The programs in Audiology are currently not accepting applications.

#### Program Description:

The programs in Speech-Language Pathology and Audiology offer advanced education and training in the processes of individual human communication (speech, hearing, language), disorders of human communication, and remedial procedures for such disorders. Emphases and interests of the program are reflected in the work of the following faculty: Professor O'Malley-psychoacoustics, including frequency selectivity, two-tone suppression, auditory spectral resolution, pitch, and auditory temporal acuity; Professor Saxman-speech and language development and disorder; Professor Sweeting-vocal tract function and dysfunction and life span development of speech processes; Professor P. Gordon-language acquisition, psycholinguistics, cognitive development in infants and children; Professor Froud-acquired language pathology, neural correlates of normal and abnormal speech.

Programs leading to the M.S., Ed.D., and Ph.D. degrees in Speech-Language Pathology prepares graduates for positions in a variety of professional settings: school systems, community speech and hearing centers, rehabilitation centers, hospital clinics, private practice, state departments of education, health departments, federal agencies, and colleges and universities.

Because of the program's central concern with the processes of individual human communication and their disorders and management, it has special interests in, and relations with, the fields of psychology, linguistics, anatomy and physiology, acoustics, special education, medicine, and dentistry.

In turn, many of the program's courses in normal and disordered speech and hearing processes contribute to professional preparation in speech and language arts, kindergarten through secondary school education, special education, remedial reading, psychology, and various health related professions, including physical therapy, occupational therapy, dental hygiene, nursing, and hospital administration.

#### Special Application Requirements/Information:

Ideally, candidates should have a broad liberal arts background with concentration in the biological and behavioral sciences.

Foundation courses that provide information relating to normal speech, language and hearing processes; introductory level courses in speech, language, and hearing disorders; and, appropriate related areas required for the master's program can be taken as a matriculated graduate student at Teachers College or at another accredited institution.

Students with undergraduate preparation in communication sciences and disorders typically have completed the foundation courses. Students who choose to take the foundation work at Teachers College should plan on extending their master's program as appropriate, usually one semester and a summer session.

Students from diverse academic and experience backgrounds are routinely accepted into the program and encouraged to apply.

Doctoral candidates should have completed a professional master's degree in communication sciences and disorders prior to matriculation. Under exceptional circumstances, students with a master's degree in a closely related field will be considered for admission.

In addition to the regular admission requirements, doctoral applicants must also submit:

#### Doctor of Education (Ed.D.)

At least one letter of recommendation specifically related to the applicant's professional ability and potential. Whenever possible, this should be from a licensed or certified speech and language pathologist or audiologist familiar with the applicant's area of specific interest. A paper, no more than 5 or 6 pages in length, describing a major clinical problem in need of investigation or clarification in the applicant's area of interest.

#### Doctor of Philosophy (Ph.D.)

If possible, at least one letter of recommendation related to the applicant's research potential by a professional familiar with the applicant's interests and aptitudes. A paper, not more than 5 or 6 pages in length, describing a major research need in the applicant's area of interest. Completion of at least 90 credits in liberal arts courses.

#### All Doctoral Applicants

Doctoral applicants are strongly urged to discuss their plans with one of the department's faculty before completing the application process. After all credentials have been received in the Admission Office, an interview will be arranged by the Department's Doctoral Admission and Monitoring Committee.

#### Degree Requirements:

##### MASTER OF SCIENCE IN SPEECH-LANGUAGE PATHOLOGY

This degree program leads to professional licensing, professional certification, and if elected, to teacher of speech and hearing handicapped certification. Students are required to complete academic and practice requirements for the New York State License in Speech-Language Pathology and the Certificate of Clinical Competence offered by the American Speech-Language-Hearing Association to be eligible for graduation with the Master of Science Degree.

This requirement means that it is the responsibility of the student to satisfy the required 75 credits of course work in appropriate specified areas for the ASHA CCC-SP before completion of the M.S., either through course work taken at Teachers College or through an approved distribution of courses completed at Teachers College and at another regionally accredited institutions (including undergraduate course work).

This requirement is in addition to the specific courses and minimum credits required by the Teachers College faculty to satisfy the Master of Science degree requirements. Although course credits from other institutions are not transferred to the students program, courses taken elsewhere and approved by the student's academic advisor as equivalent to course work required to satisfy the ASHA certification requirements or selected departmental requirements do not need to be repeated at Teachers College.

Teachers College requires a minimum of 32 points for the Master of Science Degree. The minimum number of points for completion of the Program in Speech-Language Pathology is approximately 50, including practicum courses. Students who have no previous applicable coursework in the field typically require 74 points to complete the requirements for graduation.

Students admitted to the program with undergraduate majors in speech and language pathology or with substantial prior coursework can expect to complete the program within two calendar years (four semesters and two summer sessions) of full-time study.

Students admitted with little or no prior coursework can expect to complete the program in two and one-half calendar years of full-time study. Some accommodations can be

made for part-time study during a portion of the program, but students must be enrolled in practicum experiences (BBSQ 5331/2) from their first semester and in all subsequent semesters of their enrollment.

### Academic and Practicum Requirements

Basic Human Communication Processes:

In the area of normal human communication processes, students are required to take two courses in each of three areas of speech, language, and hearing, including:

- anatomic and physiologic bases
- physical and psychophysical bases
- linguistic and psycholinguistic aspects

These courses will total at least 15 points. This coursework may be taken at either the undergraduate or graduate level. Students with an undergraduate degree in communication disorders will have taken some or all of this coursework as part of their undergraduate preparation.

Material covered in the following courses must have been included as part of the student's prior coursework or must be taken at Teachers College:

- BBSQ 4030 Speech science (3)
- BBSQ 4031 Anatomy and physiology for speech, language and hearing (3)
- BBS 4032 Neuroscience of human speech and language (2)
- BBS 5068 Brain and behavior I: Communication in the nervous system (1-2)

The remainder of the normal human communication processes requirement can be fulfilled through a variety of course options such as: BBSQ 5044 Speech and language perception and processing; A&HL 4101 Phonetics and phonology; HBSE 4079 Language development and habilitation; HUDK 5024 Language development; HUDK 5090 The psychology of language and reading; HUDK 5091 Applied psycholinguistics; A&HL 4000 The study of language; A&HL 4003 Linguistic analysis; ITSL 4024 Linguistic foundations of bilingual/bicultural education; and other courses listed in the program materials.

### Professional Course Work

In professional area coursework, students are required to take 7 points in hearing disorders and a minimum of 30 points in speech-language disorders. The professional area coursework in speech-language pathology must be at the graduate level and must include a minimum of 3 points in courses within the program that are not part of the core requirements. In addition, only 3 points of practicum coursework can be used to fulfill the 30-point professional area requirement. Only courses for which a grade of at least a C has been earned can be used to fulfill these requirements.

### Core Course Work

The following core courses must be taken at Teachers College or the equivalent course material must have been taken as part of a student's prior coursework and approved by the student's academic advisor:

#### Speech-Language Pathology

- BBSQ 4040 Speech and language disorders (2)
- BBSQ 5111 Tests and testing procedures (3)
- BBSQ 5112 Articulation disorders (3)
- BBSQ 5113 Voice disorders (3)
- BBSQ 5114 Stuttering: Theory and therapy (3)
- BBSQ 5115 Language disorders in children (3)
- BBSQ 5116 Language disorders in adults (3)

#### Hearing

- BBSQ 4042 Audiology (2-3: Majors take course for 2 points only)
- BBSQ 5125 Clinical approaches to aural rehabilitation (3)
- BBSQ 5129 Audiological concepts and principles (1)
- BBSQ 5343 Hearing measurements (1)

### Additional Course Work

Students are required to take a minimum of 3 points of professional area coursework within the program in Speech-Language Pathology in addition to the required core courses. Some additional courses are offered yearly, while others are offered on a less regular or a one-time basis. There are also seminars that are open to advanced master's students. The following is a list of additional courses:

- BBSQ 4046 Non-speech communication: Alternative & augmentative systems (2)
- BBSQ 4047 Early motor behaviors in children: Normal and abnormal (3)
- BBSQ 5117 Cerebral palsy and speech habilitation (3)
- BBSQ 5118 Cleft palate (2-3)
- BBSQ 5119 Alaryngeal speech (1)
- BBSQ 5130 Assessment & intervention for dysphagia (2)
- BBSQ 6111 Neurogenic speech disorders (2-3)
- BBSQ 6111 Current issues and practices in speech-language pathology (1-3)

### Research Methods

Students are required to take BBSQ 5940, Evaluating research in speech-language pathology, or to have previously taken equivalent coursework. This course is offered during the fall term.

### Out-of-Department Courses

Students at Teachers College are required to take 2 courses (for at least 2 points each) in departments other than their major program

area. These courses may be used to fulfill the requirements for coursework in normal human communication processes or may be in related professional areas. Out-of-department courses may be taken pass/fail. Currently, any advisor approved non-BBSQ course meets the "out-of-department" requirement.

### Bilingual Emphasis Track

The bilingual emphasis track is for students who wish to develop expertise in working with culturally and linguistically diverse children and adolescents with communication disorders. Following the bilingual emphasis track will satisfy the coursework and field placement requirements for the bilingual extension to the New York State Teacher of Hearing Handicapped certificate. Under New York State Education Department regulations, the bilingual extension certificate is required to provide speech and language intervention for bilingual children and adolescents ages 3 through 21. This includes working in a school system in NYS as well as providing bilingual therapy in a private practice where funding comes from the NYC Department of Education or the NYS Education Department.

The requirements for the NYS bilingual extension certificate as it is infused into the master's of science program in speech-language pathology are:

- BBSQ 5041 School speech-language-hearing program;
- BBSQ 5111 Assessment and Evaluation, with C. Crowley;
- BBSQ 5115 Language Disorders in Children, with C. Crowley;
- BBSQ 5120 Communication Disorders in Bilingual/Bicultural Children, with C. Crowley;
- 50 hours of bilingual therapy/evaluations with children and/or adolescents supervised by a certified bilingual speech-language pathologist as part of the total hours required by ASHA.
- A passing score on the NYS Education Department's Target Language Proficiency Test in the student's non-English language and in English. Student must pass the test before their last semester at Teachers College.

### Practicum Requirements

- Therapy practicum. Students enroll in Practicum (BBSQ 5331/2) starting with their first semester at Teachers College and continue in Practicum during each subsequent semester, including at least one summer (BBSQ 5315/6). Assignment and participation in each of these Practicum experiences is determined by and at the discretion of the Clinic Program Coordinator.

Students continue in Practicum until a satisfactory level of clinical competence appropriate for entry into the Clinical Fellowship Year has been demonstrated. Students without

background in the field typically enroll for six or seven semesters of Practicum, while students with background tend to enroll for five or six semesters of Practicum. Students accrue a minimum of 350 supervised clinical hours within a minimum of 3 service sites in addition to the on-campus Edward D. Mysak Speech and Hearing Center. These field placements typically include a school site, a hospital, and a rehabilitation site.

- **Diagnostics.** Students are required to enroll in one semester of diagnostic Practicum (BBSQ 5312). This Practicum experience follows BBSQ 5111 (Tests and Testing Procedures) and is contingent upon satisfactory completion of academic coursework and therapy Practicum experiences in a variety of disorder areas. Assignment to this Practicum is also determined by and at the discretion of the Clinic Program Coordinator.
- **Clinic Lab.** Students must enroll in BBSQ 5333 or BBSQ 5334, depending on previous academic background. This is a one-semester course in Laboratory Methods and Instrumentation in Clinical Practice that is taken for 1 point. All students meet one evening a week for a lecture/presentation. Students are also assigned to small group workshop sessions during the day.
- **Hearing Practicum.** Students are required to enroll in BBSQ 5343 (Hearing Measurement). This is a one semester, one point Practicum that fulfills the ASHA requirement for clinical hours in Audiology.

### DOCTOR OF EDUCATION

This degree program leads to a professional doctorate in Speech-Language Pathology and is designed to prepare candidates for professional leadership in clinical, supervisory, and teaching activities. A minimum of 90 points must be completed. There is no language requirement.

### DOCTOR OF PHILOSOPHY

This program is designed for individuals primarily interested in careers in Speech-Language Pathology, in research, and college teaching. A minimum of 75 points must be completed. There is no language requirement.

All doctoral candidates must complete a dissertation. For details concerning the various doctoral programs, consult the Office of Doctoral Studies' bulletins, "Requirements for the Degree of Doctor of Education" and "Requirements for the Degree of Doctor of Philosophy," and request from the program office statements on Ed.D. and Ph.D. programs.

### Continuing Professional Education

Each year, the Speech-Language Pathology program offers courses, workshops, and special events designed for postgraduates and other practicing professionals in the field and related fields. Also, under the Alumni Audit Program,

alumni may audit courses offered through the program at substantially reduced fees. The program in Speech-Language Pathology and Audiology is approved by the Continuing Education Board of the American Speech-Language-Hearing Association as a continuing education sponsor.

### Academic, Practical, and Research Training Opportunities

Instruction in the areas of speech and language pathology and audiology includes formal course work (lectures, seminars, colloquia) and practica training. The formal course work within each area is supplemented by videotape and live-case presentations by the instructors and by direct experiences with clients within the Edward D. Mysak Speech-Language and Hearing Center.

Practical training at the master's and doctoral levels includes lecture/demonstrations, small-group instruction, and direct experience with clients. Students engaged in practica are supervised individually and in groups by the faculty and staff of the program. Unusual opportunities for learning and inquiry with reference to advanced clinical, supervisory, teaching, and research activities are provided within the large, well equipped, and active Edward D. Mysak Speech-Language and Hearing Center.

Opportunities for clinical and research experiences also exist in numerous affiliated field settings. For example, practical training experiences are available in approximately 60 selected field facilities including hospital, rehabilitation centers, and school settings.

The program's Clinic Laboratory is used to train students in the application of precision instrumentation for objective measurement of the phonatory, articulatory, and fluency dimensions of speech behavior. The laboratory is an integral element in the diagnostic and treatment services provided by the Speech-Language and Hearing Center and enhances opportunities for clinical research.

Special learning and research experiences are available through the program's Speech Research Laboratory, and, for qualified students, laboratories maintained by the Department's programs in applied physiology and motor learning. Additional research facilities are available in several related Teachers College programs and Columbia University departments in various affiliated institutions throughout the greater New York metropolitan area.

### Traineeships

Traineeships on the master's and doctoral levels from the Veterans Administration, the Shield Institute, the Parkside School, the League Center, and others are available through the department.

The program for preparing teachers of the speech and hearing handicapped is approved by the New York State Education Department. The Ph.D., Ed.D., Ed.M., and M.S. programs are also registered by the New York and New Jersey State Education Departments.

### COURSES:

#### General

#### BBSQ 4040. Speech and language disorders (2-3)

Professor Saxman. Discussion of speech and language disorders and of remedial procedures. For speech pathology-audiology majors without academic background in speech and hearing and students in language arts, psychology, guidance, special education, childhood education, health education, nursing education, physical and occupational therapy, and dental hygiene.

#### BBSQ 4042. Audiology (2-3: Majors take course for two points only.)

Professor O'Malley. This course covers the anatomy and physiology of the auditory system, pure tone and speech audiometry, types and effects of hearing loss, amplification, and immitance audiometry.

#### BBSQ 4046. Introduction to augmentative and alternative communication (2)

Dr. Budde and Ms. Cohen. This introductory course will provide a comprehensive overview of augmentative and alternative communication (AAC). A thorough examination of the assessment and therapeutic processes will be presented. Emphasis will be placed upon individuals exhibiting severe communication disorders secondary to congenital/acquired cognitive and motor impairments. Low and high tech AAC systems will be discussed and demonstrated. Important to speech therapists, special educators, psychologists, occupational and physical therapists, school administrators and other health professionals.

#### BBSQ 4047. Early motor behaviors in children: Normal and abnormal (3)

Dr. Sheppard. Study of normal and abnormal development of sensory-motor speech processes and related oral motor behaviors; etiology, diagnosis, and management of pre-speech and eating pathologies in infants and severely handicapped individuals.

#### BBSQ 5041. School speech-language-hearing program (2)

Dr. Kaufman. Prerequisite: BBSQ 4040 or equivalent. Analyzes impact of federal and state laws on service delivery in school setting. Develops skills to meet the needs of communication-disordered students with the full range of disabilities, including working with other professionals to assist children in accessing the general curriculum.

### **Basic Speech and Hearing Science**

#### **BBSQ 4030. Speech Science (3)**

Faculty. Kinesiological approach to the study of phonetics and the phonetics of physiologic impairment. Practice in use of the International Phonetic Alphabet and other descriptive systems.

#### **BBSQ 4031. Anatomy and physiology for speech, language and hearing (3)**

Dr. Nicholas. Basic structures and functions of the articulatory, vocal, and auditory mechanisms. Application of such study to the field of speech-pathology and audiology.

#### **BBSQ 4042. Audiology (3)**

Faculty. Introduction to acoustics, anatomy and physiology of hearing, hearing measurement, aural rehabilitation, principles of school hearing conversation programs, and communication implications of hearing loss.

#### **BBSQ 5044. Speech and language perception and processing (2-3: Majors take course for 2 points only)**

Professor O'Malley. Examination of the models proposed to explain speech perception, and discussion of the research which assigns to speech and language a "special" role.

### **Applied Speech Science Courses**

(Speech-Language Pathology)

#### **BBS 5125. Clinical approaches to aural habilitation of child (3)**

Faculty. Prerequisite: BBSQ 4042 or equivalent. Clinical procedures available to audiologists, speech pathologists and deaf educators for implementing speech-reading, auditory training, and speech language therapy for the hard-of-hearing child. Use of amplification and counseling approaches.

#### **BBSQ 5111. Assessment and evaluation (3)**

Ms. Crowley. Permission required. Required of speech pathology majors. Prerequisites: an introductory course in speech-language pathology and a course in normal language development. Studies use of published tests, technology, and alternative and curriculum-based strategies in assessment. Focuses on impact of bilingualism and sociolinguistics on the assessment of culturally and linguistically diverse clients across the lifespan, covering the full range of disabilities.

#### **BBSQ 5112. Articulation disorders (3)**

Dr. Froud. Prerequisites: phonetics course and an introductory course in speech pathology. Study of phonological rule disorders and disorders associated with functional and various structural and neurological problems. Critical analysis of research in etiology, testing, and therapy.

#### **BBSQ 5113. Voice disorders (3)**

Professor Sweeting. Prerequisite: BBSQ 4031 or equivalent and an introductory course in speech pathology. Study of voice disorders associated with functional, structural, endocrinological, and neurological problems. Analysis of recent research and major approaches to voice therapy.

#### **BBSQ 5114. Stuttering: Theory and therapy (3)**

Dr. Wexler. Prerequisite: an introductory course in speech pathology. Analysis of major theories and research on stuttering. Study of prophylactic principles for younger children and evaluative and therapeutic procedures for older children and adults.

#### **BBSQ 5115. Language disorders in children (3)**

Ms. Crowley. Prerequisites: an introductory course in speech-language pathology and a course in normal language development. Language disorders in children, including native English speakers and children from culturally and linguistically diverse homes, covering the full range of disabilities. Course covers birth through late adolescent and includes impact of language disorders on language acquisition, literacy development, and uses of technology.

#### **BBSQ 5116. Language disorders in adults (3)**

Dr. Froud. Prerequisite: an introductory course in speech-language pathology, Theoretical and practical approaches to understanding the etiology, assessment, classification and treatment of aphasia and other communication disorders in adulthood.

#### **BBSQ 5118. Cleft palate and speech habilitation (2-3)**

Professor Saxman. Prerequisite: an introductory course in speech pathology. Etiology and symptomatology of the communication impairment associated with cleft lip and palate and other craniofacial disorders. The role of the speech pathologist in the multidisciplinary approach to total habilitation of children and adults.

#### **BBSQ 5119. Alaryngeal speech (1)**

Ms. Morris. Prerequisite: an introductory course in speech pathology. Survey of medicosurgical treatments for laryngeal carcinoma. Analysis of physiologic, acoustic, and psychosocial aspects of alaryngeal speech. Study of therapeutic methods.

#### **BBSQ 5120. Communication disorders in bilingual/bicultural children (3)**

Ms. Crowley. Study of effect of bilingualism, bilingual education, sociolinguistics, psycholinguistics and multicultural perspectives in education on communication disordered child. Considers appropriate assessment and treatment to ensure optimal academic success, for English Language Learners, bidialectal, and bicultural children with communication disorders, covering the full range of disabilities.

#### **BBSQ 5130. Assessment and intervention in dysphagia (2)**

Dr. Sheppard. Study of eating and swallowing disorders in children and adults. Assessment and management strategies for eating and swallowing disorders.

### **Applied Hearing Science Courses** (Audiology)

#### **BBSQ 5125. Clinical approaches to aural habilitation of children (3)**

Faculty. Prerequisite: BBSQ 4042 or equivalent. Clinical procedures available to audiologists, speech pathologists and deaf educators for implementing speech-reading, auditory training, speech-language therapy for the hard-of-hearing child. Use of amplification and counseling approaches.

#### **BBSQ 5129. Audiological concepts and principles (1)**

Professor O'Malley. Prerequisite: BBSQ 4042 Audiology (2-3) (Majors take course for 2 points only.) This course covers acoustics, the anatomy and physiology of the auditory system, pure tone and speech audiometry, types and effects of hearing loss, amplification, and immittance testing.

### **Practica**

#### **BBSQ 5210-BBSQ 5212. Practicum in school speech-language pathology (3)**

Professor Sweeting. Permission required. Participation and student teaching in a school remedial speech and hearing program: survey, organization, remedial procedures. Special fee: \$150.

#### **BBSQ 5312. Diagnostic methods and practice in speech-language pathology (3)**

Professor Sweeting. Required of speech pathology majors. Prerequisites: BBSQ 5110 and BBSQ 5111. Methods of assessing native English speakers and culturally and linguistically diverse clients, including English Language Learners. Ways to plan or modify instruction based upon information gathered through assessment. Analysis language skills related to literacy and overall academic achievement. Uses of instructional and assistive technology in assessment. Methods of assessing clients within the full range of disabilities and across the lifespan. Special fee: \$150.

### **BBSQ 5331-BBSQ 5339. Therapy Practicum**

Faculty. Assessment and intervention planning and implementation for clients across the full range of disabilities and across the lifespan. Coursework covers the needs of native English speakers and English Language Learners in hospitals and school settings. College-supervised practica. For bilingual emphasis students, at least 50 clock hours in providing bilingual services.

- **BBSQ 5331-BBSQ 5332. Regular clinic (3)**  
Professor Sweeting (Coordinator). Observation and practice in speech and language therapy at the Speech and Hearing Center and at related field facilities. Weekly lecture on principles of speech and language therapy (three semesters). Majors enroll until practicum requirements for the M.S. degree are completed. Special fee: \$150.
- **BBSQ 5333-BBSQ 5334. Laboratory methods and instrumentation in clinical practice (0)**  
Faculty. Instruction and practice in acoustic and physiologic measures related to voice, articulation, and fluency disorders. Majors must enroll for one Autumn and one Spring term. Special fee: \$150.
- **BBSQ 5335. Infant evaluation clinic (1)**  
Dr. Sheppard. Observation and participation in the evaluation of pre-speech and feeding behaviors in at-risk infants and in the development of individualized management programs. Special fee: \$150.
- **BBSQ 5336. Stuttering clinic (0)**  
Dr. Wexler. Observation and participation in group therapy for adult stutterers. Special fee: \$150.

**BBSQ 5343. Hearing measurement (1)**  
Faculty. Prerequisite: BBSQ 4042. Practice in hearing screening, Audiological evaluation, hearing aid fittings and troubleshooting malfunctioning hearing aids. For speech and language pathology majors. Special fee: \$150.

**BBSQ 6351-BBSQ 6355. Advanced practice (2)**  
Faculty. Advanced practice in speech-language pathology and audiology required. Doctoral students are required to register in four sections during their period of candidacy. Observation of faculty during therapy, diagnosis, supervisory, teaching, or research activities and participation in such activities.

- **BBSQ 6351. Clinical (2)**
- **BBSQ 6352. Supervision (2)**
- **BBSQ 6353. Teaching (2)**
- **BBSQ 6354. Laboratory (2)**
- **BBSQ 6355. Administration (2)**

### **Research Courses and Seminars**

**BBSQ 5940. Evaluating research in speech-language pathology and audiology (3)**  
Professor O'Malley. Required of all Master's and first-year doctoral students. Evaluation of research methods.

**BBSQ 5941. Research needs and methods in speech-language pathology and audiology (3)**  
Professor Saxman. Permission required. Prerequisite: BBSQ 5940. Required of first-year doctoral students. Development of rationales for doctoral dissertations and projects.

**BBSQ 6513-BBSQ 6517. Seminars in basic and applied speech science (3)**  
Faculty. Permission required. For doctoral candidates and advanced master's degree students in speech-language pathology. Doctoral candidates are required to enroll in at least three sections. Seminars involve intensive study and analysis of current research and issues in the particular topics.

- **BBSQ 6513. Phonological impairment (children and adults) (3)**
- **BBSQ 6514. Language: Brain, biology and language acquisition (3)**
- **BBSQ 6515. Voice and its disorders (3)**
- **BBSQ 6516. Fluency and its disorders (3)**
- **BBSQ 6517. Neuropathology of speech (3)**

**BBSQ 6940-BBSQ 6941. Supervised research in speech-language pathology and audiology (3)**  
Faculty vary by section. Permission required. Prerequisite: BBSQ 5941. Doctoral candidates are required to enroll in their advisor's section for both semesters. Opportunity to design and conduct pilot studies and projects.

**BBSQ 7500. Dissertation seminar in speech-language pathology and audiology (2)**  
Professor Saxman and Faculty. Prerequisite: BBSQ 6941. Development of doctoral dissertations and projects and presentation of plans for approval. Doctoral candidates are required to enroll for one year and must begin the sequence in the Autumn term immediately following completion of BBSQ 6941.

**BBSQ 8900. Dissertation-advisement in speech-language pathology and audiology (0)**  
Faculty. Prerequisite: BBSQ 7500. Individual advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration for Ed.D./Ph.D. degrees.

### **The Bilingual Extension Institute (6)**

The Institute is co-sponsored by the Department of Bibehavioral Studies and the Center of Educational Outreach & Innovation and is approved for non-matriculated, non-degree students. Ms. Crowley, Coordinator.

This Institute satisfies the academic and field-experience requirements of the New York State Education Department for the bilingual extension to the Teacher of Speech and Hearing Handicapped teaching certificate. It is designed to train students in areas of study that are needed by bilingual speech-language clinicians working with culturally and linguistically diverse children and adolescents. Great effort is made to connect lectures, presentations, discussions and hands-on experience in class to the experience of clinical work in schools. In addition, project-based learning brings theory and practice out of the classroom and into the everyday clinical work of the participants (and vice versa). The Institute meets for six weekends in May, June, September, October, November and December and is taught by its eight-person faculty.

### **Continuing Education**

**BBSQ 6111. Current issues and practices in speech-language pathology (1-3)**  
Faculty. Topics will vary with respect to current issues and practices in speech-language pathology.

### ***The Riverside Church Awards Teachers College \$1.5 Million for Teacher Development and Retention***

As part of a \$10 million program of grants to the community, The Riverside Church's Jubilee Fund awarded \$1.5 million to Teachers College for The Harlem Educational Renaissance Project, a professional development program for schools in former District 5 in Central Harlem.

The Jubilee Fund provides grants for initiatives focused on improving community development, public education, public health and youth outreach in Harlem and Morningside Heights. The official announcement took place at services on Sunday, February 16th.

"In working with Teachers College and the public school system, we hope to spark an educational chain reaction that starts by planting the seed with teachers and continues to grow through the children in the District 5 schools. We hope other faith-based organizations will be inspired by our efforts and work to initiate similar programs that benefit the City's children and families." said Rev. James A. Forbes, Jr., Senior Minister of The Riverside Church.

# Counseling and Clinical Psychology

CHAIR: Professor Madonna G. Constantine  
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## PROGRAMS:

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## DEPARTMENTAL MISSION:

*The Counseling and Clinical Psychology* department prepares students to investigate and address the psychological needs of individuals, families, groups, organizations/institutions, and communities. Counseling psychology focuses on normal and optimal development across the life span, with particular attention to expanding knowledge and skills in occupational choice and transitions, and multicultural and group counseling.

Clinical Psychology provides rigorous training in both contemporary clinical science and intervention. Increasingly, both aspects of this training have been focused on the needs of at-risk children and adolescents. The clinical component of the program reflects an ongoing psychodynamic tradition with additional opportunities for training in other theoretical models.

Thus, students in this department are trained to become knowledgeable and proficient researchers, to provide psychological and educational leadership, and to be effective practitioners. Specifically, graduates from these programs seek positions in teaching, research, policy, administration, psychotherapy, and counseling.

## FACULTY:

### PROFESSORS:

Robert T. Carter (Counseling)  
Madonna G. Constantine (Counseling)  
Barry A. Farber (Clinical)  
Leah B. Lapidus (Clinical)  
—Emeritus  
Suniya Luthar (Clinical Psychology/  
Human Development)  
Elizabeth Midlarsky (Clinical)  
Rosalea A. Schonbar (Clinical)  
—Emeritus  
Derald Wing Sue (Counseling)

### ASSOCIATE PROFESSORS:

George Bonanno (Clinical)  
Lisa Miller (Clinical)  
Marie L. Miville (Counseling)  
Christine Yeh (Counseling)

### ASSISTANT PROFESSORS:

George V. Gushue (Counseling)  
Sally Hage (Counseling)

### ADJUNCT PROFESSORS:

Xavier Amador (Clinical)  
Jesse D. Geller (Clinical)  
Jerome W. Kosseff (Clinical)  
Judith Kuriansky (Clinical)  
Stephen Reisner (Clinical)  
Arnold W. Wolf (Counseling)

### ADJUNCT ASSOCIATE PROFESSORS:

Jill Backfield (Clinical)  
Ghislaina Boulanger (Clinical)

Nurit N. Israeli (Counseling)  
Nanette A. Kramer (Counseling)  
Dinelia Rosa (Clinical/Counseling)  
Roni Beth Tower (Clinical)

### ADJUNCT ASSISTANT PROFESSORS:

Tamara Buckley (Counseling)  
Clarissa Bullitt (Clinical)  
Edith Cooper (Clinical)  
Stephanie Fagin Jones (Clinical)  
Motoni Fong-Hodges (Counseling)  
Elizabeth Fraga (Counseling)  
Julie Goldberg (Counseling)  
Merav Gur (Clinical)  
Scott Kellogg (Clinical)  
Lisa Kentgen (Clinical)  
Michael J. Koski (Counseling)  
Samuel E. Menahem (Clinical)  
Alyson Nelson (Counseling)  
Robin Nemeroff (Clinical)  
Laura Nisco (Clinical)  
Elizabeth Owen (Clinical)  
Billie Pivnick (Clinical)  
Andrea Safirstein (Counseling)  
Helena Verdelli (Clinical)  
Anika Warren (Counseling)  
Leo Wilton (Counseling)  
David Yourman (Clinical)

*For information about faculty and their scholarly and research interests, please refer to the Faculty section of this bulletin, or visit us at [www.tc.edu/faculty](http://www.tc.edu/faculty).*



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## PSYCHOLOGICAL COUNSELING

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Program Coordinator:  
Professor Marie L. Miville

Program Office: (212) 678-3397  
E-mail: miville@tc.edu  
Web site: www.tc.edu/ccp/CounPsych

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### Psychological Counseling (Code: TJE)

**Degree Offered:**  
Master of Education (Ed.M.)  
— *M.A. en passant*

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### Program Description:

The Program in Psychological Counseling is dedicated to the preparation of psychological counselors who facilitate the normal and optimal development of individuals, groups, and organizations that is culturally relevant and psychologically appropriate across the life span. Our students are taught to use strategies of prevention, intervention, and remediation to assist others in developing effective coping skills and responses to their environments. (See Psychological Counseling program handbook for more information.)

The objectives of the program are to prepare students to:

- 1) be self-aware, reflective and sensitive to social constructions, to issues related to identity group membership, and to participate in a variety of settings with diverse populations;
- 2) intervene in appropriate arenas through their commitment to education, evaluation, research, and program development;
- 3) focus on the development of individuals and groups, their educations and careers, assets and strengths, the importance of person-environment interactions, psycho-education and preventive needs, as well as their pathologies;
- 4) integrate theory, practice, and research; and
- 5) develop identities as ethical counselors who are socialized into the profession and contribute to the discipline and to society.

Students are expected to adhere to ethical and professional standards of practice and conduct. Academic dishonesty and unethical behavior may be grounds for immediate dismissal from the program (master's or doctoral).

These competencies prepare students to work in a variety of settings with emphasis on educational (e.g., schools, colleges, and universities, etc.), health (e.g., outpatient clinics, hospitals, nursing homes, etc.) and related agencies. In roles as psychological counselors, master's graduates will be able to apply their skills

in school counseling, clinical practice, administration, assessment, and research.

With the help of a faculty advisor, students register for required and elective courses, relevant to their special needs and career objectives. Depending on their areas of interest and levels of training, graduates have found employment in colleges, adult education centers, industry, various health centers, and community and government agencies.

Students in the program are expected, by the end of their training, to have the following in common (regardless of their eventual work settings):

- They are concerned with assessing, facilitating and guiding individual development. Their focus is on enhancing those conditions which further human development, and on ameliorating those that hamper it. They help individuals discover and take advantage of possibilities in the environment and in themselves. They are skilled in working with individuals from diverse ethnic, racial, cultural, and socioeconomic backgrounds.
- They are concerned with the social, situational, and psychological determinants of behavior. They use their theoretical knowledge to bring about growth in individuals and their environments. They are concerned with providing individuals and groups with experiences that will help them achieve their full potential.
- They are skilled in several modes of facilitating human development, such as short-term individual and group counseling, environmental intervention, and planned exploratory and developmental experiences. They are concerned with translating concepts and theories into strategies and programs of intervention. They not only engage in designing innovative programs and planned interventions, they evaluate the outcomes of such undertakings.

### Special Application Requirements/Information:

An undergraduate major in psychology or one of the other social or behavioral sciences is desirable, but not essential. It is expected that the personal statement which accompanies the student's application will show a realistic assessment of the student's professional interests and goals, as well as how she/he fits with the master's program's training objectives.

Applicants for the master's program are considered for fall admission. For masters applicants, all admissions materials must be received by the application deadlines as adver-

tised by the College. See the Admissions section of this bulletin for more information.

### Degree Requirements:

The Ed.M. is granted after successful completion of a special project and 60 points of planned, sequential study beyond the bachelor's degree, of which at least 30 points must be taken at Teachers College. Approval of transfer credits to the Ed.M. program must be conducted upon admission into the program; transfer credits will not be accepted thereafter. The Ed.M. degree could lead to the doctorate at Teachers College and elsewhere, but usually with some loss of time and credits because of differences in emphases between master's and doctoral programs. Students who apply to the program during or after taking classes at Teachers College as a non-matriculated student can transfer up to 9 points (with a maximum of 8 points in the major) if accepted as a matriculated degree student.

School counseling is one of several areas of specialization within the Ed.M. program in Psychological Counseling whose graduates are eligible for certification. It is a specialty that allows students to develop appropriate skills to deliver services that are specific to school settings, in addition to learning the essential functions generally found in the counseling profession.

A graduate of this specialization is eligible for provisional certification as a School Counselor in New York State after completing the program, including a series of specified courses. See specific course requirements in the "Degree Requirements" section below, as well as in the School Counseling Specialization statement available from the Counseling Psychology Program.

For permanent certification, New York State requires two years of employment as a school counselor and 30 additional credits of graduate work. The credits from the Ed.M. beyond the M.A. will be applied toward the 30. Students planning to obtain New York State Certification in School Counseling use the *en passant* M.A. to apply for provisional certification. The application for certification is made upon graduation.

Similarly, students can become certified as rehabilitation counselors by completing a series of specified courses, 3 to 4 years of post-master's work experience in an appropriate setting, and successful performance on an examination sponsored by the Commission on Rehabilitation Counselor Certification (CRCC).

In addition, students who complete the Ed.M. degree are eligible to apply in states that offer master's-level licensure, (NY State has passed a master's license law. Details of eligibility of programs for training have to be determined by the New York State Department of Education).

A terminal M.A. degree is not offered. However, students who have completed 32 credits of appropriate work and passed the master's level comprehensive examination at Teachers College may apply for the award of the *en passant* M.A. during their third full-time (or part-time equivalent) semester of study. To satisfy residence requirements, 45 points out of the 60 must be completed at Teachers College if both the M.A. and Ed.M. are sought. Those 45 credits must include all courses required for the M.A. Students should be aware that transfer credits cannot be used toward the M.A. *en passant*.

Required courses often are scheduled in the afternoon and evening, so it is possible for students with flexible schedules to attend on a part-time basis and complete the program. Full-time students generally complete the program in about two years. The length of program completion for part-time students varies with the number of points in which they enroll each semester.

In addition to required core courses, students will be expected to select electives from the various areas of psychology and other appropriate disciplines that will provide breadth and depth to their preparation as counselors.

#### Core Courses:

- CCPJ 4064 Theories of counseling (3)
- CCPJ 4560 Professional and ethical issues in psychological counseling (3)
- CCPJ 4873 The Winter Roundtable on cultural psychology and education (1)
- CCPJ 5020 Racism and racial identity in psychology and education (3) or
- CCPJ 5025 Group counseling (3)
- CCPJ 5062 Career counseling and development (3)
- CCPJ 5164 Multicultural counseling and psychology (3)
- CCPJ 5165 Racial-cultural counseling laboratory (4)
- CCPJ 5371 Foundations of counseling (3)

The courses for the broad and basic areas may be met by one of the following:

- HUDK 4022 Developmental psychology: Childhood (3)

- HUDK 4023 Developmental psychology: Adolescence (3)
- HUDK 4024 Developmental psychology: Adulthood and the life span (3)
- HUDK 5029 Personality development and socialization across the life span (3)

The Clinical Psychology requirement may be met by one of the following four courses:

- CCPX 4030 Psychology of adjustment (3)
- CCPX 4035 Personality and behavior change (3)
- CCPX 5032 Personality and psychopathology (3)
- CCPX 5034 Developmental psychopathology (3)

The Research requirements may be met by taking one of the following courses:

- HUDM 4050 Introduction to measurement (3)
- HUDM 5059 Psychological measurement (3)

Students also are required to take:

- CCPJ 5060 Assessment in Counseling (3)

In addition, students must take one of the following:

- HUDM 4122 Probability and statistical inference (3)
- HUDM 5122 Applied regression analysis (3)
- ORLJ 4009 Understanding behavioral research (3)

Students should register for the following courses to meet Fieldwork and Practicum requirements:

- CCPJ 5260 Fieldwork in counseling and rehabilitation (2-4)
- CCPJ 5263 Supervised fieldwork in elementary school counseling (2-4)
- CCPJ 5265 Supervised fieldwork in secondary school counseling (2-4)
- CCPJ 5360 Practicum in career and personal counseling (4)
- CCPJ 5630 Case Conference (0)

Students must have completed all prerequisites for the Fieldwork and Practicum before they will be allowed to register for these courses. Please see prerequisites which are listed with the course descriptions. Students must apply for CCPJ 5360 (Practicum) between April 15 and June 1 of the Academic Year prior to their planned enrollment in the practicum. Applications are available from the program secretary. In addition, CCPX 5630 (Case Conference), offered for zero credits, must

be taken concurrently with CCPJ 5360. Students planning to complete the requirements for N.Y. State certification in School Counseling must take either CCPJ 4160, School counseling for children and youth or ITSL 5023, Counseling techniques for the bilingual-bicultural children and their families, and do their fieldwork (CCPJ 5263 or CCPJ 5265) in a school setting. Colleges are not a recognized school setting for certification purposes.

Students interested in becoming Certified Rehabilitation Counselors must take CCPJ 4061, Principles and practices of vocational rehabilitation and CCPJ 5063, Psychological and cultural aspects of disability. Students' fieldwork (CCPJ 5260) must be done in a rehabilitation setting under the supervision of the Certified Rehabilitation Counselor (CRC).

A Special Project is required in addition to the 60 points of course work. Students should plan to complete their project in the same semester that they apply for the Ed.M. degree.

The Comprehensive Exam, which is a mandatory requirement for obtaining the *en passant* M.A., is generally taken in the semester in which 45 credits are completed.

#### COURSES:

Please refer to course descriptions listed under Counseling Psychology.



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## COUNSELING PSYCHOLOGY

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Program Coordinator:  
Professor Marie L. Miville  
Director of Training:  
Professor Marie L. Miville

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E-mail: [miville@tc.edu](mailto:miville@tc.edu)  
Web site: [www.tc.edu/ccp/CounPsych](http://www.tc.edu/ccp/CounPsych)

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### Counseling Psychology (Code: TJV)

#### Degrees Offered:

Doctor of Education (Ed.D.)\*

Doctor of Philosophy (Ph.D.)

\*We are currently not accepting applications for this degree level.

#### Program Description:

The Program in Counseling Psychology is dedicated to the preparation of counseling psychologists who facilitate the normal and optimal development of individuals, groups, and organizations that is culturally relevant and psychologically appropriate across the lifespan. Our students are taught to use strategies of prevention, intervention, and remediation to assist others in developing effective coping skills and responses to their environments. (See Counseling Psychology program handbook for more information.)

The objectives of the program are to prepare students to:

- 1) be self-aware, reflective and sensitive to social constructions, to issues related to identity group membership, and to participate in a variety of settings with diverse populations;
  - 2) intervene in appropriate arenas through their commitment to education, evaluation, research, and program development;
  - 3) focus on the development of individuals and groups, their educations and careers, assets and strengths, the importance of person-environment interactions, psycho-education and preventive needs, as well as their pathologies;
  - 4) integrate theory, practice, and research;
  - 5) develop identities as ethical counselors who are socialized into the profession and contribute to the discipline and to society.
- Students are expected to adhere to ethical and professional standards of practice and conduct. Academic dishonesty and unethical behavior may be grounds for immediate dismissal from the program (master's or doctoral).

These competencies prepare students to work in a variety of settings with emphasis on

educational (e.g., schools, colleges, and universities, etc.), health (e.g., outpatient clinics, hospitals, nursing homes, etc.) and related agencies. Graduates will be able to apply their skills in school counseling, clinical practice, administration, assessment, and research as well as produce knowledge, be leaders in relation to policy development and implementation, and work in independent practice.

With the help of a faculty advisor, students register for required and elective courses, relevant to their special needs and career objectives. Depending on their areas of interest and levels of training, graduates have found employment in colleges, adult education centers, industry, various health centers, and community and government agencies.

Students in the program are expected, by the end of their training, to have the following in common (regardless of their eventual work settings):

- They are concerned with assessing, facilitating and guiding individual development. Their focus is on enhancing those conditions which further human development, and on ameliorating those that hamper it. They help individuals discover and take advantage of possibilities in the environment and in themselves. They are skilled in working with individuals from diverse ethnic, racial, cultural, and socioeconomic backgrounds.
- They are concerned with the social, situational, and psychological determinants of behavior. They use their theoretical knowledge to bring about growth in individuals and their environments. They are concerned with providing individuals and groups with experiences that will help them achieve their full potential.
- They are skilled in several modes of facilitating human development, such as short-term individual and group counseling, environmental intervention, and planned exploratory and developmental experiences. They are concerned with translating concepts and theories into strategies and programs of intervention. They not only engage in designing innovative programs and planned interventions, they evaluate the outcomes of such undertakings.

#### Special Application Requirements/Information:

An undergraduate major in psychology or one of the other social or behavioral sciences is desirable, but not essential. It is expected that the personal statement which accompanies the student's application will show a realistic assessment of the student's professional interests and goals, as well as how she/he fits with the doctoral program's training objectives.

Applicants for the doctoral program are considered for fall admission. For doctoral applicants, all admissions materials must be received by the final application deadline as advertised by the College. See the Admissions section of this bulletin for more information.

#### Doctoral Program Applications:

Doctoral applicants must submit all credentials, along with their scores on the Graduate Record Examination General (Aptitude) Test by the application deadline. Doctoral applicants are also required to submit a copy of a recently completed paper on a topic of interest to them. This may be, but does not have to be, a paper submitted to satisfy course requirements. Admissions decisions are made once a year. All admissions materials must be received by the final deadline.

Although admission to the Ph.D. program requires final acceptance by the Columbia University Graduate School of Arts and Sciences, as well as Teachers College, the administrative details for this process are managed via the Teachers College Admissions Office. Applicants should not submit an application to the Graduate School of Arts and Sciences. The Graduate School of Arts and Sciences requires that applicants have a Bachelor of Arts degree with 60 points of liberal arts credit.

Preference is given to candidates with excellent verbal and quantitative skills whose transcripts, references, performance in an admissions interview, and previous work experience suggest that they have the potential to make a significant contribution to theory, research, practice or policy-making.

Experience has shown that the doctoral program may not be the most appropriate program of study for students who wish to become psychotherapists. Applicants who are so motivated are advised to seek admission to the Ed.M. program in Psychological Counseling or to a different doctoral program in counseling psychology.

#### Degree Requirements:

The program of study that follows is described in terms of full-time study. Some of the courses may be taken on a part-time basis. At least one full year of full-time study after the first 30 applicable credits is required unless the student can present persuasive evidence that his or her living and working circumstances have not prevented and will not prevent him/her from taking full advantage of the College's resources. Certain essential subjects and practica are offered only in the morning and early afternoon hours.

The doctorate is granted after successful completion of a minimum of 90 points of planned, sequential study beyond the bachelor's degree, of which at least 60 points must be taken at Teachers College. The doctoral program is accredited by the American Psychological Association and requires at least five years, including the equivalent of four years of academic study beyond the Bachelor's degree and one calendar year of internship.

Please note that upon admission to the Ph.D. program, students will receive a Handbook for the Ph.D. program in Counseling Psychology which will provide updated policy, program features, and requirements.

The program of study leading to the doctorate in Counseling Psychology is guided by criteria adopted by the American Psychological Association for accredited programs in professional psychology.

The course of studies includes: Scientific and professional ethics and standards; Psychological measurement, statistics and research design and methodology; Knowledge and understanding of a) history and systems of psychology b) the biological basis of behavior c) the cognitive-affective bases of behavior d) the social bases of behavior (e.g., social psychology) and e) individual behavior (e.g., personality theory, human development); Intervention strategies and methods of inquiry; and Preparation to undertake a doctoral dissertation.

In developing the necessary mastery of these areas, the student is expected to be attentive to the historical roots of counseling psychology, i.e., the study of individual differences, the vocational guidance movement and the mental health movement. Similarly, s/he is expected to be prepared for the probable future of counseling psychology in the areas of expertise represented by the faculty, especially the influence of social and cultural systems (home, family, workplace and environment) on human development and change.

In addition to core requirements, courses in specific and specialized areas of counseling psychology are available. Courses in the department are supplemented by appropriate offerings in other programs and departments at Teachers College and Columbia University.

Please note that satisfactory performance in the program is defined as no incomplete grades, and no courses in which the grade earned is lower than B can be considered.

General Psychology requirements:

- BBS 5068/5069 Brain and behavior
- CCPX 6020 History and systems of psychology
- HUDK 4029 Human cognition and learning
- HUDK 5029 Personality development and socialization across the life span
- HUDM 5059 Psychological measurement
- ORLJ 5540 Pro-seminar in social and organizational psychology

Professional Development requirements:

- CCPJ 6560 Advanced professional issues (first three years)
- CCPJ 6569 Professional ethics and standards in psychology

Research: There are two areas of requirements: Research Methodology and Techniques of Data Analysis.

Research Methodology requirements:

- CCPJ 5040 Research methods in social psychology
- CCPJ 5560 Review of research in counseling psychology
- CCPJ 6572-79 Research practicum in counseling psychology (Year Course)
- CCPJ 7502 Dissertation seminar (Year Course)
- CCPJ 8900 Dissertation advisement

Techniques of Data Analysis requirements (must take HUDM 5122 plus two additional courses from the list below):

- HUDM 5122 Applied regression analysis
- HUDM 5123 Linear models and experimental design
- HUDM 6055 Latent structure analysis
- HUDM 6122 Multivariate analysis I
- HUDM 6123 Multivariate analysis II

Note: HUDM 4122 (or an equivalent undergraduate statistics course) is a prerequisite for HUDM 5122.

Practice:

Our practice sequence includes courses associated with individual differences, human functioning, dysfunctional behavior or psychopathology, theories and methods of assessment, diagnosis and effective interventions. The following courses are required if not taken in a master's degree graduate program: (See Doctoral Student Handbook for more information)

- CCPJ 4064 Theories of counseling
- CCPJ 5062 Career counseling and development

- CCPJ 5360 Practicum in career and personal counseling
- CCPJ 5371 Foundations of counseling

The following courses are required of all doctoral students:

- CCPJ 5025 Group counseling
- CCPJ 5060-61 Assessment in counseling psychology (individual psychological testing) (Year Course)
- CCPJ 5165 Racial-cultural counseling laboratory
- CCPJ 5364 Advanced practicum in multicultural counseling and psychotherapy (Year Course)
- CCPJ 6330 Basic practicum in individual counseling and psychotherapy
- CCPJ 6350 Externship in counseling psychology (Year Course)
- CCPJ 6360 Practicum in psychological counseling (Year Course)
- CCPJ 6460 Internship (completed after the student has achieved an approved dissertation) (Year Course)
- CCPX 5032 Personality and psychopathology or
- CCPX 5037 Dynamic psychotherapies or
- CCPX 5038 Cognitive, behavioral, and interpersonal therapies

Practice Electives:

Elective possibilities are:

- CCPJ 5368 Supervision and teaching of counseling
- CCPJ 6362 Group practicum
- CCPJ 6363 Advanced group and family systems partium
- CCPJ 6368 Advanced supervision and training

Doctoral Certification

Candidacy as a doctoral student expires after a certain number of years. Ph.D. candidates must complete all degree requirements within seven years of first entering the program (six years if they have an applicable master's degree or 30 points of advanced standing prior to doctoral admission).

Counseling psychology students do not become official candidates for the degree of Doctor of Philosophy until they (1) passed an interdepartmental and college wide examination on research methods and design, (2) submitted a scholarly review of research on a psychological topic of particular interest to them, and (3) passed a program certification comprehensive exam. In addition, they must satisfy all other requirements for certification prescribed

by the Office of Doctoral Studies (see the bulletins issued by that office). Students who fail to take the certification examination at the appropriate point in their studies are subject to certain penalties. To avoid these penalties, the certification examination must be taken no later than the third year in the program. (See Doctoral Student Handbook for more information).

#### The Program Certification and Comprehensive Exam

The Certification and Comprehensive Exam will have two components: (A) a scholarly paper involving a comprehensive and integrative review of the literature in a topic chosen by the student in consultation with his or her advisor; and (B) a written exam covering several areas in counseling psychology. Exam questions will assess the student's command of: (1) theoretical concepts; (2) core psychology course work; (3) clinical interventions; (4) assessment in career work and personal/social counseling; and (5) professional issues such as ethics, professional trends, and developments in counseling psychology. Cultural issues will be infused in the content questions on the exam. There are progress evaluations done annually to facilitate students timely completion of the Ph.D. degree (See Doctoral Student Handbook for more information).

#### Externship

This year-long placement in a field-setting for clinical experience is required for doctoral students. Students petition to be placed into a supervised 2-day a week training site and see individual and group clients. To apply, students must complete the practicum sequence, pass the certification/comprehensive examinations, and have completed most course work. For students to be eligible for externship they need to have completed at least two years of coursework and at least one and a half years of practicum.

#### Internship

For doctoral students only. Supervised experience in approved and appropriate agencies, institutions, and establishments. Students are required to petition faculty for internship training and must be approved to apply for internship. Students must have completed all coursework during the academic year in which they are applying for internship. Students must have passed all certification and comprehensive examinations as well as have an approved dissertation proposal.

#### The Dissertation

For most doctoral students, the completion of course requirements presents few problems. Successful completion of a dissertation is usu-

ally less easily managed. Unless carefully planned in advance, it can prove a difficult hurdle. Accordingly, the program has several built-in features designed to facilitate the formulation and successful execution of an acceptable dissertation proposal and assistance in completing the dissertation. These include the completion of a second year project, the Dissertation Seminar course, and a Review of Research course.

#### COURSES:

Courses at the 4000-level do not usually require permission of the instructor and are open to non-majors as well as majors. Many 5000-level courses are also open to non-majors with appropriate background; 6000-level courses are usually limited to majors with advanced standing in the program. See listings below for prerequisites and limitations on enrollment. In addition to the courses listed below, students should consult the offerings of other psychology programs in this catalog.

#### CCPJ 4061. Principles and practices of vocational rehabilitation (3)

History and legislation, principles, settings, major issues. The counselor's role in the rehabilitation program.

#### CCPJ 4062. Medical aspects of disabilities and rehabilitation (2-3)

Limiting aspects of the major physical and emotional disabilities. Understanding and using medical knowledge in rehabilitation counseling.

#### CCPJ 4064. Theories of counseling (3)

Approaches to counseling; theories and research findings; educational, vocational, and personal counseling; typical problems; illustrative cases.

#### CCPJ 4065. Career development of women (2-3)

Applicability of existing theories of vocational choice and adjustment to the career development of women. New and emerging concepts, theories, and research findings. Psychological, sociological, and economic factors which facilitate or impede the career development of women.

#### CCPJ 4068. Counseling women (2-3)

Emphasis on the factors that influence the familial and intrapsychic issues of women. The integration of the theories provides a framework for understanding the implications of women's development for counseling and psychotherapy.

#### CCPJ 4160. School counseling for children and adolescents (3)

Principles and practices in the guidance of children and adolescents examined from a multidisciplinary and multicultural perspective with special emphasis on facilitating developmental processes of school, family, and com-

munity contexts. The role of the Guidance Counselor in developing preventive and rehabilitative interventions in urban and suburban schools/communities will be considered. Special fee: \$15.

#### CCPJ 4165. Community agencies and resources (2-3)

Community services and programs in family and personal counseling, health and child care, mental health, career counseling, job placement, and service to the aged.

#### CCPJ 4166. Current issues in gerontology (1)

Current and emerging emphases in theory, research, and practice. Registration not limited to one term. Topics are announced in the preliminary and final course schedules distributed each semester.

#### CCPJ 4560. Professional and ethical issues in psychological counseling (3)

Professional orientation for Ed.M. students in psychological counseling. Ethics and professional issues; employment opportunities and work settings. Registration in the first year is recommended. (masters only)

#### CCPJ 4873. The Winter Roundtable on cultural psychology and education (1)

An Annual National Conference where top leaders in education and psychology share their expertise.

#### CCPJ 5020. Racism and racial identity in psychology and education (3)

A review of the debate on the influence of race and racism on education, mental health, and other social sciences. Introduction of current theoretical and research developments which explore the influence and role of racial identity (black and white) in individual development and professional practice.

#### CCPJ 5025. Group counseling (3)

Prerequisite: Admission into the Ed.M. program in Psychological Counseling or Ph.D. program in Counseling Psychology; CCPJ 4064, CCPJ 5371. Students will explore the functions of group counseling in meeting client needs. Emphasis will be placed on theory and principles of group process, and on the development of group skills through participation in class role-plays and in a group counseling experience. Attention to the practice of effective group leadership will also be addressed.

#### CCPJ 5060. Assessment in counseling psychology (3)

The course is designed to provide an overview of the basic principles, theories, issues and practices in the field of psychological testing. Tests of both cognitive and personality functioning will be included, with emphasis on identification of both problems and strengths. This course is divided into 2 sections, as follows:

Section 1: Open only to Ed.M. students in Psychological Counseling. It is a one semester course which covers theories and concepts of testing, an introduction to DSM IV, understanding and interpreting of test results and test reports, and use of assessment results to develop treatment plans and interventions.

Section 2: Open only to doctoral students in Counseling Psychology. In addition to the material covered in section 1, it includes training in the administration, scoring, interpretation and reporting of results of a standard battery of test instruments. Students will meet for weekly small-group supervision as well as for class instruction. This course is offered in the Fall. Special fee: \$150.

**CCPJ 5061. Assessment in counseling psychology (3)**

Students will explore a range of contemporary issues in testing and will also receive supervised testing experience in a hospital or clinic. This course is offered in the Spring only for the students who have completed CCPJ 5060, Section 2. For doctoral students only.

**CCPJ 5062. Career counseling and development (3)**

General concepts of career development and methods of assessment in career counseling. This course also highlights various issues related to the career development of diverse client populations in light of contemporary socio-political phenomena. Materials fee: \$40.

**CCPJ 5063. Psychological and cultural aspects of disability and rehabilitation (2-3)**

Personality theory and physical disabilities. Personality and environmental variables in the adjustment and rehabilitation process.

**CCPJ 5064. Couples and family therapy: Theory and practice (3)**

Open to majors in counseling and clinical psychology and to others with appropriate backgrounds. The course focuses on the relationship between self and system. Integrative theory models based on systemic thinking are explored. Family systems approaches relevant to working with individual adults, children, couples and families are studied. Illustrative cases are presented and discussed.

**CCPJ 5065. Psychology of the undergraduate: Issues for counseling and psychology (3)**

Theory and research on the psychological development of women and men in college. Focus on intellectual, psychosocial, moral, and vocational development with attention to the needs of special student groups, and to the campus context and climate. Institutional structures and responses. Issues for counseling and education.

**CCPJ 5161. Counseling and normal aging (2-3)**

Exploration of factors impacting on psychological treatment for normative problems of later adulthood such as physical illness and retirement, and survey of interventions designed to address these problems.

**CCPJ 5162. Counseling and psychopathology in older persons (2-3)**

Exploration of factors impacting on psychological treatment of serious psychological dysfunctioning in later life, such as senile dementia and clinical depression, and survey of interventions designed to address these problems.

**CCPJ 5164. Multicultural counseling and psychology (3)**

Introduces students to a range of approaches used in psychology and other disciplines for developing therapeutic interventions across racial and cultural groups. Examination of culturally indigenous perspectives of and approaches to mental health and healing. Introduction to culturally based counseling methods.

**CCPJ 5165. Racial-cultural counseling laboratory (4)**

Permission and application required. Prerequisites: Admission into the Ed.M. program in Psychological Counseling or Ph.D. program in Counseling Psychology; CCPJ 4064, CCPJ 5371, CCPJ 5025 and CCPJ 5020 or CCPJ 5164. An advanced experiential skill oriented, and didactic course with limited enrollment (30) intended to provide insights into the racial, social and cultural factors in the development of relationships in counseling. The course uses a minimum competence model focused on self-exploration and the use of counseling skills.

**Relevant Courses in Other Departments Taught by Counseling Faculty**

**HUDK 5122. Psychological factors in later life (3)**

See the Department of Human Development for course description.

**ITSL 5023. School counseling for the bilingual/bicultural child and family (3)**

See the Department of International and Transcultural Studies for course description.

**Fieldwork and Internships**

**CCPJ 5260. Fieldwork in psychological counseling and rehabilitation (2-4)**

Limited to second-year students in Ed.M. program in Psychological Counseling. Required: Written application by the last Wednesday in September for Spring and Summer and by the first Wednesday in February for Autumn and

permission of the instructor. Prerequisites: CCPJ 4064, CCPJ 5025, CCPJ 5062, CCPJ 5371; and either HUDK 4022, 4023, 4024 or HUDK 5029; or approved substitutes. Supervised experience in various types of social agencies, rehabilitation agencies, career counseling centers, business establishments, educational institutions, and facilities serving the elderly. Normally a minimum of two semesters is required at 2 points per term. Additional points of credit may be added only with the approval of the instructor.

**CCPJ 5263. Supervised fieldwork in elementary school counseling (2-4)**

Limited to second-year students in Ed.M. program in Psychological Counseling specializing in elementary guidance. Required: Written application by the last Wednesday in September for Spring and Summer and by the first Wednesday in February for Autumn and permission of the instructor. Prerequisites: CCPJ 4064, CCPJ 5025, CCPJ 5062, CCPJ 5371, and either HUDK 4022, 4023, 4024 or HUDK 5029 or approved substitutes. Normally, a minimum of two semesters is required at 2 points per term. Additional points of credit may be added only with the approval of the instructor. Special fee: \$20.

**CCPJ 5265. Supervised fieldwork in secondary school counseling (2-4)**

Limited to second-year students in Ed.M. program in Psychological Counseling specializing in secondary guidance. Required: Written application by the last Wednesday in September for Spring and Summer and by the first Wednesday in February for Autumn and permission of the instructor. Prerequisites: CCPJ 4064, CCPJ 5025, CCPJ 5062, CCPJ 5371; and either HUDK 4022, 4023, 4024 or HUDK 5029; or approved substitutes. Normally a minimum of two semesters is required at 2 points per term. Additional points of credit may be added only with the approval of the instructor. Special fee: \$20.

**CCPJ 6260. Advanced fieldwork (2-4)**

Permission required. Limited to advanced students in the Ed.M. program in Psychological Counseling who have completed the regular fieldwork sequence in their area of concentration. Registration not limited to one semester.

**CCPJ 6460. Internship in counseling psychology (0-6)**

Permission required. For doctoral students in counseling psychology only. Supervised experience in approved and appropriate agencies, institutions, and establishments. Students are required to petition faculty for internship training to be approved to apply for internship. Students must have completed all coursework during the academic year in which they are applying for internship. Student would have to have passed all certification and comprehensive examinations as well as have an approved dissertation proposal.

## Practica

### CCPJ 5360. Practicum in career and personal counseling (4)

Limited enrollment. Required: written application by June 1 for either semester of the next academic year, permission of the instructor, and concurrent registration for CCPX 5630. Prerequisites: CCPJ 4064, CCPJ 5062, CCPJ 5371, CCPJ 5025, HUDK 4022, 4023, 4024 or HUDK 5029 or their equivalents. Limited to second-year students (30 or more points) admitted to Ed.M. program in Psychological Counseling or doctoral students in counseling psychology. Supervised practice in vocational appraisal and short-term educational and personal/ career counseling. Students work with clients of the Center for Psychological Services. Special fee: \$115.

### \*CCPJ 5364. Advanced practicum in multicultural counseling and psychotherapy (2)

Concurrent registration for CCPX 5630. Course will involve a weekly seminar, client assignments with individual supervision, and discussion of culturally relevant clinical interviews. Prerequisites: CCPJ 4064, CCPJ 5025, CCPJ 5062, CCPJ 5371, HUDK 4022 or HUDK 4023 or HUDK 4024. Open only to doctoral students in counseling psychology.

### CCPJ 5368. Supervision and teaching of counseling (0-2)

Permission required. Prerequisite: successful completion of appropriate practica in individual and/or group counseling. Experience in practicum supervision and related teaching activities under the guidance of a faculty member. Enrollment not limited to one term.

### CCPJ 5371. Foundations of counseling (3)

Permission required. Limited enrollment. Prerequisite: For Majors section, admission into the Ed.M. program in Psychological Counseling or Ph.D. program in Counseling Psychology, CCPJ 4064 completed or taken concurrently; For non-Majors section, CCPJ 4064 recommended but not required. A laboratory experience for counselors and others in the helping professions. Practice in clarifying, understanding, and responding to personal communications. Graduated exercises and videotapes are used to develop counseling and interviewing skills, and desirable counselor attitudes. Special fee: \$20.

### CCPJ 6330. Basic practicum in individual counseling and psychotherapy (0-4)

Open only to doctoral students in counseling psychology. Permission required and enrollment limited. Individual work with clients under supervision on a range of issues and problems. Personal, social, relationship, educational and vocational adjustment and developmental focus.

### CCPJ 6350. Externship in counseling psychology (0-3)

Year-long placement in a field-setting for clinical experience. (Required for Doctoral students) Students petitioning to be placed into a supervised 2-day a week training site and see individual and group counselors. To apply students must complete practicum sequence, pass certification/comprehensive examinations, and have completed most course work. For students to be eligible for externship they need to have completed at least two years of coursework and at least one and a half years of practicum. Externships involve students applying to affiliated programs (i.e., institutions and organizations in which we have established affiliated agreements with). We require students to be on site for at least two days a week for 8–10 months, that the students be supervised by a licensed psychologist and that the student be trained in individual and group modes of service delivery.

### \*CCPJ 6360. Practice in psychological counseling (4 points each for Autumn and Spring)

Required: permission of the instructor, and concurrent registration for CCPX 5630. For advanced doctoral candidates in counseling psychology. Course is a year long seminar for second year doctoral students. It involves a weekly seminar, client assignments with individual supervision, and exposure to a range of theoretical approaches to the clinical/counseling interview. Students will engage in short-term counseling persons with personal, social, and educational problems in the Center for Psychological Services. Students register for 4 points each term.

### CCPJ 6362. Group practicum (3)

Permission required. Students must submit written application by the midterm date of the preceding semester. Limited to advanced students with appropriate backgrounds in group work. Students will practice group counseling skills in selective settings.

### CCPJ 6363. Advanced group and family systems practicum (2)

Permission required. Prerequisites: CCPJ 5025. (Year Course) Advanced group supervision to provide service to clients in the Center for Psychological Services and/or outside agencies.

### CCPJ 6368. Advanced supervision and teaching of counseling (0-2)

Permission required. Supervision and related teaching activities for advanced doctoral students under the guidance of a faculty member. Registration not limited to one term.

\* Students must register for these courses in the summer for year long commitments.

## Seminars

### CCPJ 5560. Review of research in counseling psychology (3)

Required of and limited to doctoral candidates in counseling psychology. Exploration of theoretical and methodological approaches in counseling psychology.

### CCPJ 5563. Special topics and issues in counseling psychology (1-3)

New and emerging developments, practices, and concerns in the field are examined and evaluated. Topics are announced in the preliminary and final course schedules distributed each semester. Registration not limited to one term.

### CCPJ 6560. Advanced professional issues

Students will familiarize themselves with a range of professional issues that affect their learning and development as Counseling Psychologists as well as having the opportunity to explore topics not currently available in the curriculum. Limited to doctoral students in psychology.

### CCPJ 6569. Professional ethics and standards in psychology (3)

Ethics and standards of psychological practice and research. Limited to doctoral students in psychology. Others by special permission.

### CCPJ 6572-CCPJ 6579. Research practicum in counseling psychology

Permission of instructor required. Students participate in ongoing research under the direction of a faculty member. Participation includes formulation of hypotheses, identification of appropriate variables and measures, data collection and analysis, and preparation of research reports. Students register for two consecutive terms.

- CCPJ 6572. Multicultural competencies (2-3) Professor Sue.

- CCPJ 6573. Cross cultural research (2-3) Professor Yeh.

- CCPJ 6574. Multicultural perspectives on social attitudes, identity, and development (2-3) Professor Miville.

- CCPJ 6575. Research models and procedures with racial/cultural emphases (2-3) Professor Carter.

- CCPJ 6576. Prevention, multicultural training, spirituality and counseling (2-3) Professor Hage.

- CCPJ 6577. Psychological interventions with older persons (2-3) Dr. Kramer.

- **CCPJ 6578. Multicultural issues in counseling**  
(2-3) Professor Constantine.

- **CCPJ 6579. Racial cultural influences in career, cognition, and health**  
(2-3) Professor Gushue.

**CCPJ 7502. Dissertation seminar** (1-3)  
Permission required. Prerequisite: CCPJ 5560 and CCPJ 6572-CCPJ 6579. An advanced research course designed to facilitate the development of doctoral dissertations and presentation of plans for approval at all steps in the process. Required of all doctoral students before or after an approved proposal. Registration limited to two terms. For requirements, see section in catalog on Continuous Registration for Ed.D./Ph.D. degrees.

**CCPJ 7572. Advanced research practicum in counseling psychology** (0)  
Permission required. Prerequisite: CCPJ 6572-79. This course is a continuation of CCPJ 6572-79 and is only open to students who have completed two semesters of the prerequisite.

#### **Independent Study and Research**

Students may register for intensive individual study of a topic of special interest. Registration in independent study is by permission of the instructor under whose guidance the work will be undertaken. Credit may range from 1 to 3 points each term except for CCPJ 8900 (Dissertation Advisement); and registration is not limited to one term. Hours for individual conferences are to be arranged.

**CCPJ 4902. Research and independent study in psychological counseling**  
(1-3 each course)

**CCPJ 6902. Advanced research and independent study in counseling psychology**  
(1-3 each course)

**CCPJ 8900. Dissertation advisement**  
(0 each course)

## **PSYCHOLOGY IN EDUCATION**

Program Coordinator:  
*Professor Elizabeth Midlarsky*

Program Office: (212) 678-3267  
E-mail: elizabethm@tc.edu  
Web site: www.tc.edu/ccp/Clinical

**Psychology in Education**  
(Code: TXA and TXG)

### **Degree Offered:**

**Master of Arts (M.A.)**

#### **TWO TRACKS:**

**Applied Psychology** (Code: TXA)

**General Psychology** (Code: TXG)

### **Program Description:**

The Applied Psychology track aims to give students introductory training, at the graduate level, in personality and psychopathology, research methods in psychology, psychological perspectives on social contexts and social problems, and theories of psychotherapy. It includes clinical course work, and opportunities to gain experience in relevant fieldwork and research, both inside and outside the classroom. The General Track is designed to provide students with a broad exposure to clinical psychology and to other areas of psychology that may be of interest to them.

Graduates of these academic M.A. programs are not trained for the independent practice of counseling psychotherapy or psychological assessment. However, with a Master of Arts degree, graduates may find employment in research centers, social service agencies, community colleges, and hospitals. Completion of the M.A. degree does not guarantee admission to a doctoral program, here or elsewhere, but outstanding students are likely to be more attractive candidates.

### **Special Application Requirements/Information:**

At least one of the two required letters should be an academic reference. The GRE's are recommended but not required.

Applications are considered once a year for the master's programs. All admissions materials must be received by the priority or final deadlines as advertised by the College. For information on application deadlines, see the Admissions section of this bulletin.

### **Degree Requirements:**

The program for the Master of Arts (M.A.) degree in Psychology in Education: Applied Psychology requires 32 credits of coursework

and a special project. The program is built around an 18-credit core of courses in the Clinical Psychology program (CCPX). Degree requirements may be completed on a full-time basis in an academic year (two semesters), a calendar year (two semesters plus one or two summer sessions), or its equivalent in part-time study.

The program for the Master of Arts (M.A.) degree in Psychology in Education: General Psychology requires 32 credits, at least 18 of which must be taken in the department of Counseling and Clinical Psychology (CCPX or CCPJ). A special project is also required. This program may be completed in an academic year (two semesters), a calendar year (two semesters plus summer), or its equivalent in part-time study.

In addition to the courses taken within the Department of Counseling and Clinical Psychology, all M.A. students must take at least three courses outside the department. Each of these courses should be taken for two or three credits.

Transfer credits are not accepted toward any M.A. programs at Teachers College. All courses must be taken at Teachers College or Columbia University.

All students matriculating in the M.A. Program are given a copy of the Student Handbook. The Handbook outlines all program requirements including curriculum and personnel. The basic curriculum includes:

#### **The Curriculum:**

**General Psychology Track**

#### **I. Required Courses (18 credits total):**

- Students may take any master's level (typically 400 and 500 level) courses in the department of Counseling and Clinical Psychology.
- Students are required to complete a special project.
- Certain classes may be restricted to doctoral students only. Please refer to the course schedule to determine which courses are open to master's students.

#### **II. Electives (14 credits total):**

- Students must take at least three (2-3 credits each) courses outside the department of Counseling and Clinical Psychology (CCPX and CCPJ).

**The Curriculum:**  
*Applied Psychology Track*

**I. Required Courses (18 credits total):**

The following courses are required:

- CCPX 4010 Psychological perspectives on critical social problems (3)  
*Fall or Spring*
- CCPX 5032 Personality and psychopathology (3)  
*Fall, Spring (and sometimes Summer A)*

One of the following three courses:

- CCPX 4000 Introduction to applied psychology (3)  
*Fall (and sometimes Spring)*  
or
- CCPX 4038 Comparative psychotherapies (3)  
*Fall (and Summer A)*  
or
- CCPX 4035 Personality and behavior change (3)  
*Spring*

One of the following three courses:

- CCPX 5533 Research methods in clinical psychology (3)  
*Spring*  
or
- HUD 4120 Methods of empirical research (3)  
or
- ORLJ 4009 Understanding behavioral research (3)

II. Two or three additional courses in clinical psychology must be chosen as well. Courses may be chosen from the following list.

Choose 2 courses (totaling 6 credits) if you chose CCPX 5333.

Choose 3 courses (totaling 9 credits) if you chose HUD 4120 or ORLJ 4009.

- CCPX 4000 Introduction to applied psychology (3)
- CCPX 4030 Psychology of adjustment (3)  
*Fall*
- CCPX 4036 Psychology of human intimacy (3)
- CCPX 4037 Introduction to cognitive behavioral therapy (3)
- CCPX 4060 Psychology of loss and trauma (3)
- CCPX 4150 Introduction to forensic psychology (3)  
*Fall*

- CCPX 4230 Fieldwork in applied psychology (3)  
*Spring, Summer A*
- CCPX 4900 Independent study (3)  
*Fall, Spring (occasionally Summer)*

You may register for any clinical faculty member's section with prior permission from the instructor.

- CCPX 5020 Emotion, culture and health (3)  
*Fall*
- CCPX 5034 Developmental psychopathology (3)  
*Summer A*
- CCPX 5045 Psychotherapy, religious diversity and spirituality (3)  
*Spring*
- CCPX 5102 Research and Clinical Applications of the DSM IV
- CCPX 5546 Research perspectives on critical social problems (3)  
*Fall, Spring (occasionally Summer A)*

In addition to the courses listed under II or in their place, students may choose CCPX 4032, CCPX 4033, CCPX 4120, CCPX 4121, CCPX 4125, or CCPX 4150.

III. The Breadth Requirement (3 out-of-department courses: 2 or 3 credits each.)

Three of your elective courses MUST be chosen from outside the Department of Counseling and Clinical Psychology, CCPX & CCPJ, to meet the college's foundations requirement. If you have never taken a course in basic statistics, then you are advised to take a course in Basic Statistics, or in Measurement, or both.

Choices for the breadth requirement include, but are not limited to:

- HUDK 5040 Development and psychopathology (3) (very highly recommended)
- HUDM 4050 Introduction to measurement (3) (or a similar course in measurement)
- HUDM 4120 Basic concepts in statistics (3) (or another appropriate course in statistics)
- HUDM 4122 Probability and statistical inference (3)
- HBSK 4020 Theories of human development (3)
- HUDK 4030 Cognitive clinical interview (3)
- HUDK 4080 Educational psychology (3)
- HUDK 5022 Emotional development (3)

- HBSK 5033 Human clinical neuro-psychology (3)
- HBSS 4110 Health promotion for children and adolescents (3)
- HBSS 4113 Human sexuality education (3)
- ORLJ 4005 Organizational psychology (3)

The degree requirements for both tracks within the M.A. program may be completed on a full-time basis in an academic year or calendar year, although students may elect to meet the requirements over a longer period of time.

Be sure to consult with the Program Coordinator about program selection.

**COURSES:**

Please refer to course descriptions listed under Clinical Psychology.



## CLINICAL PSYCHOLOGY

Program Coordinator and  
Director of Clinical Training:  
Professor Barry A. Farber

Program Office: (212) 678-3267  
E-mail: farber@tc.edu  
Web site: www.tc.edu/ccp/Clinical

**Clinical Psychology**  
(Code: TXC)

### Degrees Offered:

Doctor of Education (Ed.D.)\*  
Doctor of Philosophy (Ph.D.)  
Master of Science (M.S.) *en passant*

\*We are currently not accepting applications  
for this degree level.

### Program Description:

The Clinical Psychology Program offers a course of scholarly/professional education leading to the degree of Doctor of Philosophy (Ph.D.). The Master of Science (M.S.) and Master of Philosophy (M.Phil.) degrees are earned *en passant*.

In the doctoral program students are prepared for professional work in community agencies, hospitals, research centers, colleges and universities, and independent practice. Completing a 95-point doctoral degree, including an internship, typically takes five to seven years. Practicum work is done in the Teachers College Center for Educational and Psychological Services (Director: Dr. Dinelia Rosa).

The doctoral program has been continuously accredited by the American Psychological Association since accreditation was initiated in 1948. Most recently (9/01), the program was awarded "full and seven years"—the maximum term allowed. Notable graduates both before and after 1948 include Virginia Axline, Albert Ellis, Chaim Ginott, Helen Singer Kaplan, M. Powell Lawton, Perry London, Rollo May, and Carl Rogers. Our current training model is that of the Scholar-Practitioner. This model best reflects the traditional strengths of this program (e.g., equal weight placed on scholarship and practice, significant faculty involvement in community and professional activities, and faculty scholarship that includes but is not restricted to empirical research).

Our scholar-practitioner model means that we are dedicated to training clinically proficient students who are also able to expertly analyze,

discuss, and generate scholarly material, whether in the form of empirical research or theoretical exposition. We fully expect our students' clinical work to be constantly informed by traditional and emerging scholarship in the field. Conversely, we expect our students' work to give rise to theoretical and clinically oriented questions that can become the basis for scholarly enterprise. Further, we are committed to the belief that training as a clinical psychologist must be deeply rooted in psychology itself, its body of knowledge, methods, and ethical principles which form the basis and context of clinical practice.

Thus, the driving goal of the Clinical Psychology Program is to provide rigorous training in both contemporary clinical science and clinical assessment and intervention. The research programs of our faculty span a wide range, including studies of childhood risk and resilience; adjustment across diverse sociodemographic contexts; religious and spiritual development; close relationships; altruism and caregiving; emotion and coping with trauma; and psychotherapy process and outcome (see individual faculty web pages). Our on-site clinic, The Center for Educational and Psychological Services (CEPS), now functions as both a research and clinical training center. The CEPS has recently participated, for example, in studies of the early-onset of Dysthymic Disorder and the usefulness of mindfulness training for school-aged children. Our clinical training has an ongoing psychodynamic tradition with increasing opportunities for supervision and didactic work in Cognitive-Behavioral, Interpersonal, and other modalities. This training emphasizes intervention as well as prevention, and assessment across the life span within the context of schools, families, and communities. We are committed to an enhanced focus on ethnic, cultural, and theoretical diversity not only in our curriculum and clinical training but also among our students, faculty, and clinical supervisors. Numerous practica and externship opportunities area available throughout the New York area and our students commonly secure placement at the most competitive internship sites. It should be noted, however, that those students whose career goal is full-time private practice without a significant research commitment will find our program inappropriate for their needs.

Increasingly, the program is emphasizing work in the child-clinical area. In fact, students may elect either a specialty track in child-clinical psychology or clinical neuropsychology. In either case, students will need to take additional didactic courses and practica beyond those required of all clinical Ph.D. students.

The Program shares an in-house clinic (The Center for Educational and Psychological Services) with several other College programs. All clinical psychology doctoral students are staff members in the Center after their first semester in the Program, and carry a regular caseload of clients. The Center sponsors a weekly case conference, at which students present and discuss cases. Clinical work is supervised by core faculty members or by adjunct faculty who are psychologists in private practice in New York. Students usually carry four clients as part of their psychotherapy practicum and receive two hours of supervision each week with two different supervisors.

### Special Application Requirements/Information:

#### DOCTOR OF PHILOSOPHY

1. A bachelor's degree from a regionally accredited college or university or its equivalent in another country. An applicant who applies while still an undergraduate can be accepted only on condition that the bachelor's degree be received in time for enrollment. The undergraduate transcript must include a course in statistics and at least nine additional credits from among the following areas, at least one of which should include a laboratory experience: personality, social psychology, developmental psychology, abnormal psychology, psychological psychology, learning theory, psychology of perception, and experimental psychology. An applicant may be accepted with a deficiency in one of these areas on condition that the deficiency be remedied (either during the summer or, without degree credit, during the first semester).

2. Clinical and Research Experience: Though not required, the Program values the additional evidence of maturity, competence, and capacity for responsibility that comes from a broad range of work and life experiences. Thus, most students admitted to the program have engaged, after college, in both supervised psychological research and some type of supervised work in a clinical setting.

3. Graduate Record Examination (GRE): Applicants must submit the results of the GRE Aptitude tests and the GRE Advanced Examinations in Psychology, taken no more than two years prior to the date of the application. Unless English is not the applicant's first language, scores on the Verbal and Quantitative tests and the Advanced Test of less than 650 will make acceptance less likely. On test retakes, the Admissions Committee will consider the higher scores. Applicants are urged to take the GRE no later than November.

4. References: Applicants must submit at least two letters of recommendation from individuals able to comment on their scholarly and personal qualifications.

5. Personal Statement: Applicants should try to say something about the range of their interests and experience, attempting to give the Admissions Committee a flavor of the person behind the application.

Applicants whose paper qualifications appear most promising are invited to a personal interview, usually in late February or early March. As a rule, no applicant will be accepted on the basis of written application alone. Applicants are interviewed by one student and one faculty member of the Admissions Committee. All material included in the admissions procedure is accorded professional confidentiality by the Committee. The fact that students submit their applications with this knowledge constitutes permission to have these materials read by both faculty and student members of the Committee.

Applicants for the doctoral program are considered for fall admission. For doctoral applicants, all admissions materials must be received by the final application deadline as advertised by the College. See the Admissions section of this bulletin for more information.

### **Degree Requirements:**

The Program requires:

1. The completion of 95 points of academic credit during three to four years of residence at the College;
2. A full-time, twelve month clinical internship during the fourth or fifth year of study;
3. An original piece of empirical research, which also serves as a qualifying paper, to be completed during the second year of study;
4. A passing grade on the certification examination (on Research Methods) during the third year of study;
5. A case presentation and accompanying paper during the third year, demonstrating the student's ability to integrate theory, research, and practice; and
6. A doctoral dissertation, which must be completed no later than the seventh year after matriculation.

#### *First Year*

During their first year of study, doctoral students typically take the following didactic courses: Ethical and Professional Issues in Clinical Psychology; Psychological Measurement; Applied Regression Analysis; Research Methods; Developmental Psychopathology; Personality and

Psychopathology; Risk and Resilience in Childhood; and Dynamic Approaches to Psychotherapy. Students also take two semesters of psychological testing and a course in clinical interviewing. Many students begin working with faculty members on research during this first year.

#### *Second Year*

During their second year, students' didactic courses include: Brain and Behavior; Linear Models and Experimental Design; Emotion, Culture and Health; Psychotherapy with Children; History and Systems; Cognitive, Behavioral and Interpersonal Therapies; the Evolution of Freud's Psychological Theories; and Short Term Dynamic Psychotherapy. In addition, students sign up for a full year of research practicum with a faculty member (culminating in an empirical Second-Year Project) and a full-year clinical practicum.

#### *Third Year*

Third year didactic courses include Group Dynamics; Family Therapy; Clinical Issues in Working with Diverse Populations; Empirical Bases of Psychotherapy; and Dissertation Seminar. There is also a full year clinical practicum. Most students also elect to take a full year clinical externship.

#### *Fourth and Fifth Year*

Fourth year features an optional clinical practicum but is typically devoted to work on the dissertation. Year five is usually spent on a full-year clinical internship.

Elective courses for all students include Forensic Psychology; Advanced Cognitive-Behavioral Therapy; Women and Mental Health; Family Counseling and Therapy; The Psychology of Loss and Trauma; Psychotherapy, Religious Diversity, and Spirituality; and Assessment and Treatment of Alcohol and Chemical Dependency.

The program allows only 12 points of graduate work from another institution to be transferred. No transfer credits are awarded for practica, workshops, or independent study.

#### *Financial Aid*

Teachers College has three scholarship funds: General, Minority and International Student. The College also arranges a variety of student loans with banks, most of them repayment- and interest-deferred. Limited work study funds may also be available.

Since 1993, the Clinical Psychology Program has also granted partial scholarships via the James S. Scappaticcio Fellowship for Gay Men and Lesbian doctoral candidates in Clinical

Psychology. Tuition grants are available for one or two "self-identified gay clinical doctoral candidates"; small grants-in-aid are also made available for research on topics relevant to homosexuality, including psychological and/or psychosocial aspects of AIDS or AIDS treatment.

The program currently does not have NIMH-funded traineeships to offer. Most doctoral students with significant financial need obtain help in the form of a tuition scholarship that covers approximately 25% of the cost of a year's tuition; some also receive stipends from faculty research grants. Most students also work part-time to cover expenses.

### **COURSES:**

Note that 4000-level courses are generally open to non-majors, as are certain 5000-level courses. See listings below for prerequisites and limitations on enrollment.

#### **CCPX 4000. Introduction to applied psychology (3)**

Professor Midlarsky. This course is designed to provide an introduction to multidisciplinary approaches to mental health including clinical psychology, school psychology, pediatric psychology, forensic and health psychology.

#### **CCPX 4010. Psychological perspectives on critical social problems (3)**

Professor Midlarsky. Psychological perspectives on social problems such as eating disorders, domestic violence, AIDS and HIV infection, and mental health in late life.

#### **CCPX 4030. Psychology of adjustment (3)**

TBA. Healthy and pathological adjustment throughout the life span: stress, defense mechanisms, and coping.

#### **CCPX 4032. Assessment and treatment of alcohol and chemical dependency (3)**

Dr. Kellogg. Overview of the clinical principles governing assessment and treatment of addictive disorders; stages of addiction; issues of comorbidity; resistances to treatment.

#### **CCPX 4033. Advanced clinical interventions with addicted patients and families (3)**

Permission required. Prerequisite: CCPX 4032. Focus on developing advanced alcohol-specific intervention techniques, and group and family counseling skills for work with addicted individuals and their families.

#### **CCPX 4035. Personality and behavior change (3)**

Dr. Bullitt. Review of the major theories of personality; mechanisms of behavioral change.

**CCPX 4036. Psychology of human intimacy (3)**

Dr. Tower (Spring), Dr. Kuriansky (Summer). Overview of issues in the fields of interpersonal relationships and sexuality: developmental theories, dating and mating, gender differences and similarities; sexual behaviors and sexual victimization.

**CCPX 4037. Introduction to cognitive behavioral therapy (3)**

Dr. Verdelli (Spring). Overview of theory and techniques for applying cognitive behavioral therapy to anxiety disorders, mood disorders, eating disorders, and schizophrenia.

**CCPX 4038. Comparative psychotherapies (3)**

Dr. Tower. Survey and analysis of representative psychotherapies in current practice: psychoanalytic, neo-Freudian, Gestalt, Jungian, client-centered, existential, behavior therapy, and others.

**CCPX 4039. Critical perspectives on nontraditional psychotherapies (3)**

Dr. Menahem. Overview and evaluation of nontraditional psychotherapeutic approaches including existential psychotherapy, Eriksonian hypnosis, transpersonal therapy, and Eastern-oriented models.

**CCPX 4060. The psychology of loss and trauma (3)**

Professor Bonanno. Focus on how humans cope with significant losses and trauma: historical developments, recent empirical advances, cross-cultural variations, and clinical and social implications.

**CCPX 4120. Psychotherapy through fiction and film (3)**

Professor Farber. Psychotherapy, the therapist, and psychopathology as reflected in current fiction and film.

**CCPX 4121. Psychology and Shakespeare (3)**

Ms. Silverbush. Understanding personality, motivation, and psychopathology, including aspects of culture and gender, through critical analyses of Shakespeare's plays and characters.

**CCPX 4125. Women and mental health (3)**

Dr. Bullitt. Stressors, manifestations, and treatment of psychopathology in women; theories of Klein, Horney, Thompson, and others.

**CCPX 4150. Introduction to forensic psychology (3)**

Dr. Owen. The practice and application of forensic psychology to medical-legal problems and nomenclature in diagnosis, evaluation, assessment, treatment, and testimony regarding criminal behavior, psychopathology, and civil, family and criminal law.

**CCPX 4230. Fieldwork in applied psychology (3)**

Dr. Nisco. Supervised practice in field placements for MA students in applied or general psychology.

**CCPX 5020. Emotion, culture & health (3)**

Professor Bonanno. This course covers the impact of overwhelming emotions on human health and self-regulatory responses. The role of culture in these responses is explored, as well as historical context and theoretical perspectives.

**CCPX 5030. Ethical and professional issues in clinical psychology (1)**

Professor Schonbar and Dr. Bullitt. Limited to doctoral students in clinical psychology. Orientation to program and field; ethical and professional issues.

**CCPX 5032. Personality and psychopathology (3)**

Professor Midlarsky (Section 1), Dr. Tower (Section 2 open to doctoral candidates in psychology; others by permission). Major clinical disorders of adulthood viewed from clinical and research perspectives; current issues in diagnosis and treatment.

**CCPX 5033. The evolution of Freud's psychological theories (3)**

Dr. Reisner. Intensive examination of selected psychological works of Sigmund Freud from 1892 to 1940, focusing on theoretical innovations, modifications, and elaborations.

**CCPX 5034. Developmental psychopathology (3)**

Professor Farber. Major clinical syndromes of childhood and adolescence viewed within the context of normal development. Consideration of various theoretical, diagnostic, etiological, and therapeutic viewpoints.

**CCPX 5036. Clinical work with diverse populations (3)**

Dr. Rosa. Permission required. An experiential seminar for practicum students in clinical and counseling psychology who are working with clients different from themselves.

**CCPX 5037. Dynamic psychotherapies (3)**

Dr. Boulanger. Spring: open to doctoral candidates in psychology; others by permission. Theories of psychoanalytic psychotherapy with emphasis on original sources: Freud, Winnicott, Kohut, ego psychology, and object relations theory.

**CCPX 5038. Cognitive, behavioral, and interpersonal therapies (3)**

Professor Miller. Doctoral candidates in psychology, doctoral students in other fields and Ed.M. students by permission. Introduction to theory and technique underlying treatment within the following modalities: Cognitive, Behavioral, Interpersonal, and Short-Term Psychodynamic. The course will explore the application of these various treatment approaches to a range of disorders including Depressive Disorders, Anxiety Disorders, OCD, and Schizophrenia.

**CCPX 5039. Empirical bases of psychotherapy (3)**

Professor Farber. Permission required. Analysis of research efforts concerned with investigating the process and outcome of psychotherapy. Emphasis on client, therapist, and system variables that contribute to the probability of therapeutic success.

**CCPX 5045. Psychotherapy, religious diversity & spirituality (3)**

Professor Miller. No prerequisites. Open to Ph.D., M.A., & M.Div. students in all departments. This course will focus on the role of religion and spirituality in psychotherapy. Research, theory and case material will be used to clarify healing dimensions of religion and spirituality. Discussion will focus on a re-examination of models of psyche and goals of treatment.

**CCPX 5048. Advanced cognitive-behavioral therapy (3)**

TBA. Permission required. Application of cognitive-behavioral interventions in clinical practice.

**CCPX 5102. Research and clinical applications of DSM-IV (3)**

Dr. Tower. Diagnostic, clinical, and research applications of the DSM-IV; ethical, cultural, and gender issues in the diagnostic process.

**CCPX 5230. Fieldwork in clinical psychology (0-1)**

Limited to doctoral candidates in clinical psychology. Supervised practice in field placements. Sections: (1) Adult Externship (Dr. Tower). (2) Child Externship (Professor Miller).

**CCPX 5330. Principles and techniques of clinical assessment (3)**

Dr. Backfield. Limited to doctoral candidates in clinical, counseling, and school psychology. Theory and practice of psychological testing; focus on cognitive assessment.

**CCPX 5333. Practicum in clinical assessment (3)**

Dr. Backfield. Permission required. Didactic focus on personality assessment, including projective measures; supervised practice in comprehensive psychological assessment as staff member of the CEPS.

**CCPX 5334. Clinical assessment and research with children and adolescents (3)**  
Dr. Verdelli. Limited to doctoral candidates in clinical, counseling, and school psychology. Psychological assessment of children and adolescents, including interviewing techniques, observational methods, and psychodiagnostic testing.

**CCPX 5531. Psychotherapy with children (3)**  
Dr. Pivnick. Open to doctoral students in psychology; others by permission. Introduction to contemporary models of child psychotherapy. Emphasis will be upon a comparison of the theoretical foundations and techniques across paradigms.

**CCPX 5532. Clinical issues: children from diverse backgrounds (3)**  
Professor Miller. Open to all students. Focus on current research on risk and resiliency factors developed from within epidemiological, social, and intra-psychic perspectives. Research findings are considered within the context of theories of development.

**CCPX 5533-CCPX 5534. Research methods in clinical psychology (3 each semester)**  
CCPX 5533 Fall: Professor Bonanno. CCPX 5534 Spring: Faculty. Permission required. Design, methodology, and artifact in research. Development of research proposals. Critical review of journal articles.

**CCPX 5535. Research practicum in clinical psychology (2)**  
Faculty. Permission required. Supervised research in clinical psychology.

**CCPX 5539. Clinical assessment: The interview (3)**  
Dr. Rosa. Doctoral students in clinical, counseling, school psychology, speech and hearing, learning disabilities, special education, and pre-doctoral students providing intake services at the Center for Educational and Psychological Services. Introductory didactic and practice seminar in clinical interviewing.

**CCPX 5542. Introduction to contemporary psychoanalytic thought (2-3)**  
Dr. Kosseff. Examination of current psychodynamic ideas, including object relations theory, self-psychology, theories of narcissism, borderline pathology, and the nature of the therapeutic relationship.

**CCPX 5544. Cross-cultural issues in psychopathology, resilience and coping (3)**  
Dr. Owen. Examination of pathology and resilience in the context of cultural patterns of coping with developmental life tasks and reactions to stress.

**CCPX 5546. Research perspectives on critical social problems (3)**  
Professor Midlarsky. Master's and doctoral students. Exploration of research and theory emerging from the interface of social and clinical psychology. Topics include AIDS, Violence, helping and help-seeking, and aging and mental health, and coping with the aftermath of terror and genocide.

**CCPX 5610. Clinical psychology colloquium (0)**  
Professor Farber (Coordinator), Clinical faculty and guest speakers. Permission required.

**CCPX 5630. Case conference (0)**  
Dr. Rosa. (Coordinator). Permission required. Corequisite: CCPX 5333, CCPX 6335, CCPX 6336, CCPJ 5360, CCPJ 6360Z, or CCPJ 6364. For practicum students in the Center for Educational and Psychological Services. All trainees must attend at least five conferences each term.

**CCPX 6020. History and systems of psychology (3)**  
Dr. Yourman. Survey of the history of psychology from the Ancient Greeks to the present. Discussion of theoretical systems including Associationism, Structuralism, Behaviorism, Psychoanalysis, and Existentialism.

**CCPX 6332-CCPX 6333. Supervision practicum in clinical supervision services (1-3)**  
Faculty. Permission required. Seminar and supervised practice in the teaching and supervision of clinical assessment and intake.

**CCPX 6335. Practicum in clinical intervention (3-4; 0-1 during Summer)**  
Professor Farber. Permission required. For doctoral students in clinical psychology, two semesters, 3-4 points each semester. Supervised practice in psychotherapy as staff members of the Center for Psychological Services.

**CCPX 6336. Advanced practicum in clinical intervention (3-4; 0-1 during Summer)**  
Dr. Geller. Permission required. Prerequisite: CCPX 6335. For third-year doctoral students in clinical psychology.

**CCPX 6338. Fourth-year practicum in clinical intervention (1)**  
Dr. Rosa. Permission required. Prerequisite: CCPX 6336. For fourth-year students in clinical psychology, two semesters, 1 point each semester.

**CCPX 6430. Internship in clinical psychology (0)**  
For advanced doctoral students in clinical psychology. Experience under supervision in approved mental health agency. One year full-time or part-time equivalent.

**CCPX 6530. Short-term dynamic psychotherapy (3)**  
Dr. Kentgen. Permission required. For doctoral students in clinical, counseling, and school psychology. Focus on theoretical and technical aspects of short-term therapy; key concepts illustrated by clinical material presented by instructor and students.

**CCPX 6531. Psychological assessment and clinical practice (2)**  
Dr. Backfield. Permission required. Prerequisites: CCPX 5330, CCPX 5333. Emphasis on the interpretation of projective tests, and on the integration and reporting of multiple sources of assessment data.

**CCPX 6532-CCPX 6533. Advanced topics in clinical theory, research, and practice (2-3)**  
Clinical Faculty and Invited Instructors. Advanced doctoral candidates in clinical and counseling psychology; other candidates by permission (different sections may have different criteria). Seminars for the intensive study of specialized areas of theory, research, and practice for advanced students. Content varies.

**CCPX 6534. Object relations and self psychology (3)**  
TBA. Permission required. British and American schools of object relations; discussion of the role of such clinical phenomena as internalization, splitting, regression, and projective identification.

### *Independent Study and Research*

Students may register for intensive individual study of a topic of special interest. Registration in independent study (CCPX 4900 and CCPX 6900) is by permission of the instructor under whose guidance the work will be undertaken. Credit may range from 1 to 3 points each term, and registration is not limited to one term. Hours for individual conferences are to be arranged.

**CCPX 4900. Research and independent study (1-3)**

**CCPX 5110. Research apprenticeship (0-2)**  
Faculty. Permission required. Involvement as a research extern in community agencies or as a research assistant to departmental faculty.

**CCPX 6900. Advanced research and independent study (1-3)**  
Faculty. Permission required.

**CCPX 7500. Dissertation seminar (0-1 each semester)**  
Faculty. Permission required. Development of doctoral dissertations and presentation of plans for approval. Registration limited to two terms.

**CCPX 8900. Dissertation advisement (0)**

# Curriculum and Teaching

CHAIR: Professor Marjorie Siegel

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## DEPARTMENTAL MISSION:

*The Department of Curriculum and Teaching* has two broad goals:

1. Contribute to the fields of disability studies in education, early childhood education, early childhood special education, educational and instructional leadership, general curriculum design and theory, gifted education, teaching students with dis/Abilities, especially learning dis/Abilities: learning dis/Abilities (also dual certificate programs with childhood education and reading), supervision and curriculum development, and teacher education.
2. Prepare prospective teachers and other professionals to assume leadership roles in educational programs for learners of all ages.

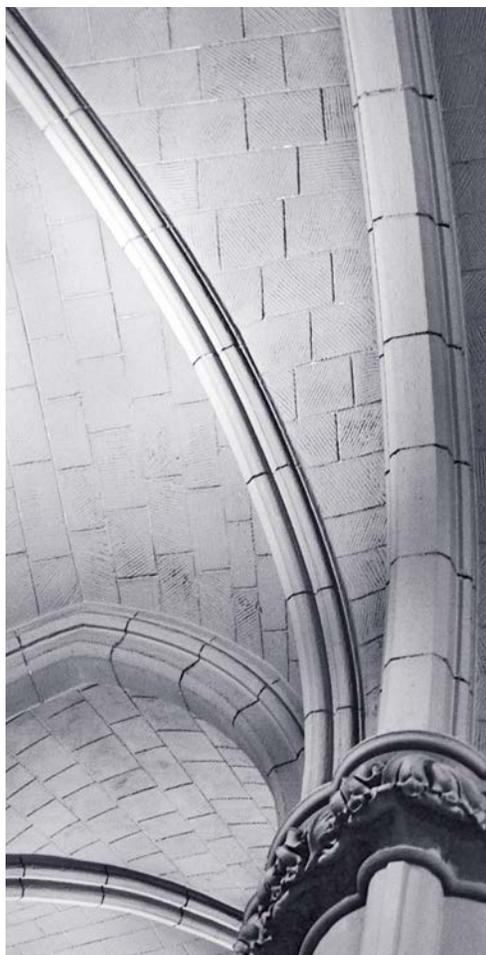
We aim to educate leaders who will engage in inquiry about, and reform of, curriculum, teaching, the organization of schools, and teacher education. We are committed to understanding and working with children and adults in culturally and socially diverse field settings (e.g., schools, centers, homes, workplaces, neighborhoods). We approach our work from a critical and historical perspective, and cultivate an ethic of care and rigorous scholarship, taking collaborative approaches to inquiry, teaching, and governance. We respect broad methods of learning and inquiry, and believe in the need for both qualitative and quantitative research methods.

Our intellectual and theoretical roots are deep in the Progressive Education tradition, which places high priority on direct experience in teaching, learning, and research; integration of the social, emotional, intellectual, and moral dimensions of education; and authentic respect for learners, the process of learning, and the wisdom gained through practice. We view meaning and truth as constructions, literally built through study, conversation, thought, writing, and critique in the context of a learning community.

Faculty and students in the Department participate in a number of interrelated communities, incorporating into them diverse individuals and their respective cultures, life experiences, and points of view. Our central goal is to create, participate in, and nurture many learning communities, while pursuing deeper understanding and mitigation of persistent problems of educational practice. Along the way, we deliberately educate prospective and experienced professionals and ourselves about ways to initiate, sustain, and provide leadership for these learning communities in a variety of educational settings, including urban contexts and public schools.

Typical positions for which students are prepared include:

- Teacher or supervisor of:
  - infancy or early childhood education
  - early childhood special education
  - elementary or secondary education
  - students with dis/Abilities:
    - learning dis/Abilities
    - disability studies in education (agency and school-based)
    - gifted education
  - students with dis/Abilities:
    - learning dis/Abilities
    - disability studies in education
    - gifted education
    - curriculum development
    - research and theory in curriculum and teaching
- Director of:
  - child-care center
  - community or government-based organization or agency
  - infant and parent center
  - early childhood program
- College teacher in undergraduate or graduate programs specializing in:
  - infancy or early childhood education
  - early childhood special education
  - early childhood policy
  - elementary or secondary education
- Administrator (such as assistant superintendent, consultant, coordinator, director) in charge of:
  - curriculum and instruction
  - curriculum research
  - professional development
  - gifted education
- Teacher-leader in programs for learners from infancy to adulthood
- Consultant or educational specialist in a school or non-school agency



## FACULTY:

### PROFESSORS:

James H. Borland (Gifted Education)  
(on sabbatical Spring 2005)  
Lucy McCormick Calkins  
(Curriculum and Teaching, Literacy Education)  
Celia Genishi (Early Childhood Education)  
Sharon Lynn Kagan  
(Early Childhood Education)  
Nancy Lesko (Curriculum and Teaching)  
(on sabbatical Fall 2004)  
D. Kim Reid (Learning Disabilities)  
Frances Schoonmaker  
(Curriculum and Teaching)  
(on sabbatical Spring 2005)  
Leslie R. Williams  
(Early Childhood Education)  
(on sabbatical Spring 2005)  
Karen Zumwalt (Early Childhood Education)

### ADJUNCT PROFESSORS:

Lyn Corno (Curriculum and Teaching)  
Beatrice Fennimore  
(Curriculum and Teaching)

### ASSOCIATE PROFESSORS:

A. Lin Goodwin  
(Preservice Elementary Education)  
(on sabbatical Spring 2005)  
Thomas Hatch (Curriculum and Teaching)  
Susan L. Recchia  
(Early Childhood Special Education)  
Marjorie Siegel  
(Curriculum and Teaching, Literacy Education)  
Celia Oyler (Preservice Elementary Education)

### ADJUNCT ASSOCIATE PROFESSORS:

Joann Jacullo-Noto  
(Curriculum and Teaching)  
Lisa Wright (Gifted Education)

### ASSISTANT PROFESSORS:

Lynne M. Bejoian (Learning Disabilities)  
Alicia Broderick (Learning Disabilities)  
Michèle Genor  
(Preservice Elementary Education)  
Britt Hamre  
(Preservice Elementary Education)  
Min Hong (Early Childhood Education)  
Bonnie Kielty (Early Childhood Education)  
Michelle Knight (Curriculum and Teaching)  
Stephanie Jones  
(Curriculum and Teaching, Literacy Education)  
Anne Sabatini  
(Preservice Elementary Education)

### ADJUNCT ASSISTANT PROFESSORS:

Leonard Barham (Curriculum and Teaching)  
Janet Andron Hoffman  
(Curriculum and Teaching)  
Jean Gaumer (Curriculum and Teaching)  
John Gray (Curriculum and Teaching)  
Elaine Kanas (Curriculum and Teaching)  
Richard Keller (Learning Disabilities)  
Lori Langer de Ramirez  
(Curriculum and Teaching)  
Eileen Marzola  
(Preservice Elementary Education)  
Mari Mori (Early Childhood Education)  
Diane Newman (Learning Disabilities)  
Nadjwa Norton (Early Childhood Education)  
Nancy Sall (Early Childhood Education)  
Robert Southworth (Curriculum and Teaching)  
Rachel Theilheimer (Early Childhood Education)  
Katherine Unger (Curriculum and Teaching)  
Richard Wiener (Curriculum and Teaching)

### LECTURER:

Susan Stires (Curriculum and Teaching)

### INSTRUCTORS:

Troy Akiyama (Preservice Elementary Education)  
Susan Baglieri (Learning Disabilities)  
Hui Soo Chae (Curriculum and Teaching)  
David Connor (Learning Disabilities)  
Nancy Goldstein  
(Preservice Elementary Education)  
Lisa Hertzog (Preservice Elementary Education)  
Dawn Horton (Gifted Education)  
Laura Kates (Curriculum and Teaching)  
Janice Knopf (Learning Disabilities)  
Heeral Mehta (Learning Disabilities)  
Rebeca Madrigal  
(Preservice Elementary Education)  
Catherine Pagan  
(Preservice Elementary Education)  
Victoria Puig (Early Childhood Special Education)  
Mary Rowe (Learning Disabilities)  
Nadine Ruzzier (Early Childhood Education)  
Donna Volpitta (Learning Disabilities)

*For information about faculty and their scholarly and research interests, please refer to the Faculty section of this bulletin, or visit us at [www.tc.edu/faculty](http://www.tc.edu/faculty).*

## GENERAL INFORMATION FOR PROGRAMS IN THE DEPARTMENT OF CURRICULUM AND TEACHING

Initial certification and professional certification programs (the Teaching Students with dis/Abilities: Learning dis/Abilities program, for example) are designed to meet New York State and City teacher certification requirements. Requirements for school administrator/supervisor (SAS) may be met through courses incorporated in the Ed.M. degree. Please see the "Teacher Education" section of this bulletin for updated information on programs that lead to administrative certification.

### DEPARTMENTAL PROGRAM DESCRIPTIONS

#### MASTER OF ARTS

There are two different types of Master of Arts Programs within the Department of Curriculum and Teaching: Preservice (Initial Certification Programs) and In-service (Professional Certification Programs).

Preservice, or initial certification, M.A. and Ed.M. programs are designed for people with little or no teaching experience or preparation who wish to become teachers. Programs in this department lead to certification in the following areas: Early Childhood Education, Early Childhood Special Education, Dual Certification in Early Childhood Education and Early Childhood Special Education, Early Childhood Education with an Extension in Gifted Education, Elementary/Childhood Education, Dual Certification in Elementary/Childhood Education and Early Childhood Education, Elementary/Childhood Education with an Extension in Gifted Education, Teacher of Students with dis/Abilities (pending), and Dual Certification in Elementary/Childhood Education and Teacher of Students with dis/Abilities or Learning dis/Abilities or Disability Studies in Education and Reading.

In-service, or professional certification, M.A. programs are designed for individuals who are already certified or are initially certified to teach in New York, in another state, or on another grade level and who seek a Master's of Arts degree in Curriculum and Teaching, Gifted Education, Literacy, or Teacher of Students with dis/Abilities. Graduates of these programs meet the formal educational requirements for professional (formerly "permanent") certification in the State of New York. The programs in Gifted Education and to Literacy lead to certificate extensions mentioned above.

**MASTER OF EDUCATION**

The Master of Education degree (Ed.M.) within the Department of Curriculum and Teaching affords students the opportunity to develop an area of expertise beyond that required for classroom teaching. The degree comprises 60 points. Thirty of those 60 points may be transferred from previous graduate work at another institution or at Teachers College, upon the recommendation of the student's program advisor. See specific programs for additional admission requirements. The Ed.M. program for dual certification in Childhood Education and Teaching Students with dis/Abilities: Learning dis/Abilities is designed for people with little or no teaching experience or preparation. The Ed.M. program for dual certification in Childhood Education and Teaching Students with dis/Abilities: Learning dis/Abilities is registered with the State of New York, and graduates of this program are recommended for certification. (See also the Ed.M.'s in dual certification programs in Childhood Education and Teaching students with dis/abilities: Learning dis/abilities as well as the Learning dis/Abilities or Disability Studies in Education and Reading above.

*Doctoral Programs*

The Department of Curriculum and Teaching offers a single Doctor of Education program with different areas of concentration. The program requires 90 points of graduate study beyond the Baccalaureate, 40 points of which may be transferred from previous graduate work at other institutions, should they meet requirements of the Teachers College degree.

Applicants interested in the Ed.D. program in the Department of Curriculum and Teaching should consult the booklet, "Studying for the Ed.D. Degree in the Department of Curriculum and Teaching," available from the Department of Curriculum and Teaching.

The concentrations within the Ed.D. program are:

- Curriculum Studies
- Early Childhood Education—(specialization)
- Early Childhood Policy
- Early Childhood Special Education
- Educational Leadership and School Change
- Gifted Education
- Learning dis/Abilities
- Reading and Language Arts
- Religious Education
- Teaching and Teacher Education
- Urban and Multicultural Education

*Enrollment Requirements for First-Year Ed.D. Students*

Every first-year Ed.D. student in the Department of Curriculum and Teaching is required to enroll in C&T 5000, Theory and Inquiry in Curriculum and Teaching, in both the fall and the spring semesters of his or her first year. C&T 5000 is a 6-point course that meets for a double class session once per week, resulting in a minimum first-year enrollment of 12 points. A student can enroll for more than this minimum, but C&T 5000 must be part of his or her first-year course of study. A first-year student is defined as a student who matriculates in the fall term or who matriculated in the previous spring or summer term and is enrolling for his or her first fall term.

C&T 5000 is designed to make beginning doctoral students aware of important problems and issues in curriculum and teaching, to introduce students to methods of formulating questions and to modes of inquiry appropriate to doctoral-level research, and to build a cohesive student cohort.

C&T 5000 is a rigorous course, with respect to both the quantity and sophistication of the material for which students are held responsible. The course requires a commitment of time and effort commensurate with the norms of scholarship at the doctoral level.

It is our belief that the demands placed on the students by this course will benefit students and that those who complete the course and pass the certification examination will be well prepared to continue their doctoral studies successfully through the dissertation phase. Students accepted into the Ed.D. program will receive a list of course texts with their acceptance letters so they can begin their reading early.

**Departmental Special Application Requirements/Information:**

For Professional-certification (In-service) M.A. admission, please submit a resume and (a) proof of early childhood, elementary or secondary school teacher initial certification (formerly "provisional") or professional certification (formerly "permanent"), or (b) proof that you have completed an accredited Elementary, Early Childhood or Secondary teacher preparation/student teaching program. (For admission requirements for the Initial-certification Preservice M.A. programs, please refer to the appropriate section below.) Please note that neither the Graduate Record Examination (GRE) nor the Miller Analogies Test is required for application to any of the M.A. programs in the Department of Curriculum and Teaching.

For the program in Teaching students with dis/Abilities: Learning dis/abilities, prior certification or completion of a recognized degree program in some field of general education is required, but not for the preservice program in the same field. For the Disability Studies in Education M.A., prior certification in Special Education is required, if and only if, the student wants professional certification. Students who are not seeking certification may enter the program and earn an M.A. without certification.

In addition to the above, Ed.M. students must provide evidence of a minimum of two years of successful teaching experience. Please note that neither the Graduate Record Examination (GRE) nor the Miller Analogies Test is required for application to the Ed.M. programs in the Department of Curriculum and Teaching with the exception of the Ed.M. in Childhood Education and Teaching Students with dis/Abilities: Learning dis/Abilities. For the program in Teaching students with dis/Abilities: Learning dis/Abilities, prior certification or completion of a recognized degree program in some field of general education is required. A year of teaching is not an acceptable substitute. Evidence of prior teaching is not required.

Admission to programs leading to the Ed.D. degree is determined on the basis of academic ability as evidenced by success in prior academic work and/or other measures of academic aptitude; demonstrable potential for research, field inquiry, or development activities in education; and three years of successful teaching or equivalent experience. All applicants are required to submit Graduate Record Examination (GRE) or Miller Analogies Test scores that are no more than five years old, and are required to submit a writing sample. The Department of Curriculum and Teaching evaluates Ed.D. applications twice per year. All admissions materials must be received by the priority or final deadlines as advertised by the College. For information on application deadlines, see the Admissions section of this bulletin.

## MASTER'S AND CERTIFICATION PROGRAMS IN C&T BEGINNING IN MAY 2004

CERTIFICATION LEVEL	PROGRAM	DEGREE	CERTIFICATION AREA	PREREQUISITES	TEACHING EXPERIENCE
<b>INITIAL**</b>	TEI	M.A.—Extension within TYD (41 credits) and TYP (40 credits)	Birth-grade 2 or grade 1-6 plus gifted extension	Same as TYD and TYP initial certification	Refer to TYD and TYP below
	TEN	M.A. (preservice) in LD (minimum 40 credits)	Teaching Students with Disabilities	<ul style="list-style-type: none"> <li>• B.A./3.0 Undergrad GPA</li> <li>• All or most NYS required liberal arts courses completed</li> <li>• Commitment to urban, public schools and diverse learners</li> </ul>	None
	TYD/TEC	M.A. ECE or ECSE (40 credits); MA Dual ECE/ECSE (48 credits)	Early Childhood Ed Early Childhood Special Ed Dual ECE/ECSE	Undergraduate liberal arts requirements	Previous experience with young children preferred but not required
	TYF	Ed.M. (60 credits) Childhood/Learning Dis/Abilities program	Elementary 1-6 & Teaching Students with Disabilities	<ul style="list-style-type: none"> <li>• B.A./3.0 Undergrad GPA</li> <li>• All or most NYS required liberal arts courses completed</li> <li>• Commitment to urban, public schools and diverse learners</li> </ul>	None
	TYP	M.A. (40 credits)**	Elementary 1-6	<ul style="list-style-type: none"> <li>• 3.0 Undergrad GPA</li> <li>• All or most NYS required liberal arts courses completed</li> <li>• Commitment to urban, public schools and diverse learners</li> </ul>	Teaching experience not required, Prior experience with children/learners a plus
<b>PROFESSIONAL</b>	TEI	M.A. extension program (in-service) (32 credits)	Gifted Extension	Initial Certification*	Preferred but not required
	TEN	M.A. in LD (in-service) (34 credits)	Teaching Students with Disabilities	Prior certification in some field of gen ed is required	Preferred but not required
	TYH-C	M.A. in Disability Studies in Education (32 credits)	Teaching Students with Disabilities	Prior SPED Certification	Preferred but not required
	TYZ	M.A. (32 credits)	Elementary	3.0 Undergrad GPA Initial Certification*-- Elementary	Preferred but not required
	TYZ	M.A. (32 credits)	Secondary English, Math, Science, Social Studies	3.0 Undergrad GPA Initial Certification* in one of the listed areas	Preferred but not required
	TYZL	M.A. (Literacy Specialist) (32 credits)	Literacy Specialist (birth-grade 6)	3.0 Undergrad GPA Initial Certification* (any teaching credential)	Preferred but not required
	TYH-MA	M.A. only (Disability Studies in Education) (32 credits)	None	B.A.	No

\* Initial NYS certification or the equivalent certification from another state or graduation from an NCATE approved teacher education program.

\*\* Middle School and Early Childhood Extensions are also possible.

\*\*\* After testing and two years of teaching, one is eligible for Professional Certification.

At this point, we are unable to accommodate those holding NYS transitional B certificates (i.e., first year teachers without regular certification) nor those holding ABCTE certification or any variant of an emergency certification.

We hope to develop a Transitional C certificate for uncertified experienced teachers, but are unable to offer it at this point.

## CURRICULUM AND TEACHING

Program Coordinator:  
Professor Michelle Knight

Program Office: (212) 678-3765  
E-mail: knight@tc.edu  
Web site: www.tc.edu/c&t/Curric&Teach

### Curriculum and Teaching (Code: TYZ)

#### Degrees Offered:

##### Master of Arts

(M.A. In-service, or professional certification)

##### Master of Education (Ed.M.)

##### Doctor of Education (Ed.D.)

#### Program Description:

The Program in Curriculum and Teaching is designed for experienced in-service teachers, administrators, and other educators who 1) have received formal professional preparation in preschool through grade twelve teaching at an accredited college or university; 2) hold, or are eligible to receive, teacher certification; and/or 3) meet the minimum number of years of head teaching experience as indicated for each degree in the "Special Application Requirements/Information" section at the beginning of this department section.

Students will have opportunities to become expert in such areas as curriculum development, school change and reform initiatives, action research and other school-based inquiry strategies, and will gain perspectives on teaching as complex intellectual activity. The overarching intention of the program is to assist educators who expect to exert leadership in their school settings and with their colleagues.

Any applicant seeking initial teacher certification should apply for the preservice, or initial certification, M.A. program in Early Childhood Education or Elementary/Childhood Education. Individuals working in areas related to education but who are not seeking teacher certification may engage in the professional study of Curriculum and Teaching. Admission to degree study will depend on faculty assessment and approval of prior participation in education-related activities (other than classroom teaching) or work in educational institutions.

#### Special Application Requirements/Information:

Refer to Departmental Special Application Requirements/Information section at the beginning of this department section.

#### Degree Requirements:

All the Master of Arts programs include field experience or practica.

### MASTER OF ARTS

#### Core Courses:

- C&T 4002 Curriculum theory and history (3)
- C&T 4005 Principles of teaching and learning (4) (includes 50 clock hour practicum)
- C&T 4052 Designing curriculum and instruction (2-3)

#### Content/Pedagogy Courses:

Elementary Education: Students seeking professional certification in elementary education must take one course in each of the following areas: Mathematics; Science & Technology; Literacy (C&T 4136, C&T 4137, C&T 4138, C&T 4139, C&T 4140, C&T 4141, and C&T 4151); and the Social Studies requirement will be fulfilled by enrolling in C&T 4052.

Secondary Education: Students seeking professional certification in secondary education must enroll in 12 points of coursework in content/pedagogy in the department and program appropriate to their initial certification. Students will follow the program set by the particular program in the areas of Social Studies, Mathematics, Science & Technology, English, Art, Music, Physical Education and TESOL.

#### Social Context Courses:

- C&T 4115 Critical perspectives in the education of youth and adolescents (2-3) or
- C&T 4130 Critical perspectives in elementary education (2-3) and
- C&T 4502 Master's project (1)

Choose one Social Context Diversity Selective course from the following: C&T 4000, C&T 4001, C&T 4078, C&T 4114, C&T 5037 (This course is for Elementary Education only)

- Choose one Social Context General Selective course from the following: C&T 4004, C&T 4023, C&T 4032, C&T 4161, C&T 4615 (This course is for Elementary Education only)
- Elementary and Secondary Education students choose one elective (2-3 points) outside the Department of Curriculum and Teaching.

### MASTER OF EDUCATION

The basic curriculum for Ed.M. students includes:

#### Core Courses:

- C&T 4002 Curriculum theory and history (3)

- C&T 4004 School change (3)
- C&T 4005 Principles of teaching and learning (3)
- Practical Curriculum Design Course (at least one of the following): C&T 4052 Designing curriculum and instruction (2-3), C&T 4023 Differentiated curriculum for the gifted-talented (2-3), C&T 5114 Development of multicultural curriculum for the early years (3), or MSTU 4083 Instructional technology & media systems (3).
- One course in social-historical foundations of curriculum and teaching. Choose from: C&T 4118 Theoretical foundations of childhood education (2-3), C&T 5036 Child and family policy (2-3), C&T 4020 The environments of school (2-3), C&T 5074 Curriculum and teaching policy (3).
- Beyond the core courses, students' programs are individually planned with their advisors, based on their professional goals and interests.

### DOCTOR OF EDUCATION

The basic curriculum for Ed.D. students includes:

#### Core Courses:

- C&T 5000 Theory and inquiry in curriculum and teaching (6 points each semester, fall and spring, of the first year)

#### Research Requirements:

- C&T 7500 Dissertation seminar in curriculum and teaching (1-3)
- C&T 7501 Dissertation seminar in curriculum and teaching (1-3), plus one additional course in research methods (2-3)
- HUDM 4122 Probability and statistical inference (3)
- HUDM 5122 Applied regression analysis (3)

At least one semester of a research seminar taught by a member of the department faculty is also required.

Other courses are selected in consultation with an advisor.

#### Concentrations include:

- Curriculum Studies
- Early Childhood Education—(specialization)
- Early Childhood Policy
- Early Childhood Special Education
- Educational Leadership and School Change
- Gifted Education
- Learning dis/Abilities
- Reading and Language Arts
- Religious Education
- Teaching and Teacher Education
- Urban and Multicultural Education

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## DISABILITY STUDIES IN EDUCATION

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Program Coordinator:  
Professor Kim Reid

Program Office: (212) 678-3873  
E-mail: aReida@tc.edu  
Web site: www.tc.edu/c&t/DisabilityStudies

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*Disability Studies in Education*  
(Code:TYH)

**Degree Offered:**  
Master of Arts (M.A.)

### Program Description

Disability Studies in Education (DSE) is a 32-credit minimum Masters of Arts program. It is for students with any undergraduate major who want to earn an M.A. in Disability Studies in Education. However, students who already hold a special education teaching certificate and who, therefore, have already met the standards for Teachers of Students with dis/Abilities set by the Council for Exceptional Children, will earn professional certification in Special Education when the degree requirements have been met.

Our goal is to prepare students in the emerging interdisciplinary field of scholarship described by the DSE special interest group of the American Association for Educational Research as critically examining issues related to the dynamic interplays between disability and various aspects of culture and society with specific attention to education. The program — uniting critical inquiry and political advocacy with a sociocultural, rather than medicalized, view of disability — focuses on scholarly approaches that center disability. These approaches are integrated and post-positivist and adopt methods from the social sciences, humanities, arts, and education. In this program, the faculty will promote the infusion of analyses and interpretations of disability throughout all forms of educational research and teacher education.

### **Special Application Requirements/Information:**

Refer to Departmental Special Application Requirements/Information section above.

### **Degree Requirements:**

#### MASTER OF ARTS

The basic curriculum for M.A. students includes:

Fall Semester  
• C&T 4000 dis/Abilities in context (2-3)

- C&T 4310 Disability studies in practice: Community-based practicum seminar (4)
- C&T 4056 Disability studies across the curriculum (3)
- Research or concentration elective (See concentration description below) (3)

#### Spring Semester

- C&T 4001 Differentiating instruction in inclusive classrooms (3)
- C&T 4311 Disability studies in practice: School-based practicum seminar (4)
- C&T 5905 Seminar in Learning dis/Abilities and Disability Studies in Education (2-4)
- C&T 4056 Disability studies across the curriculum (3)
- Research or concentration elective (3)

#### Summer Semester

- Research or concentration elective.

Coursework in research and areas of concentration is offered throughout Columbia University. Concentrations (9–12 credits) include, but are not limited to, social policy (e.g., public health, social work, politics, economics, rights activism/advocacy, and legal issues), culture (e.g., history, anthropology, sociology, and diversity or multicultural studies), religion, the arts (e.g., literature, cultural studies, the plastic arts), and research.

The minimum total is 32 credits. Electives can be taken during fall and spring semesters if desired. In accordance with NCATE review, a performance based assessment program will be undertaken. Additionally, transcript review will be done for all students, after acceptance, to assess the student's prior study and experience to make certain that s/he meets the new standards set by the State of New York. The 12 graduate credits that relate to instruction in literacy, mathematics, social studies, and science are C&T 4056 Disability Studies across the Curriculum (6), C&T 4001 Differentiating instruction in inclusive classrooms (3), and C&T 5905 Seminar in Learning dis/Abilities and Disability Studies in Education (2-4).

Students must take all required courses, but may elect to take several of them for 2 or 3 credits, thereby enabling each individual student to determine the breadth or depth of study in a particular area. Elective courses may be chosen in consultation with an advisor. Selection is influenced by factors such as previous academic background and career objectives.

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## EARLY CHILDHOOD PROGRAMS

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The Early Childhood Programs area of study includes the following programs: Early Childhood Education; Early Childhood Special Education.

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### EARLY CHILDHOOD EDUCATION

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Program Coordinator:  
Professor Celia Genishi

Program Office: (212) 678-3873  
E-mail: genishi@tc.edu  
Web site: www.tc.edu/c&t/ChildEd

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*Early Childhood Education*  
(Code: TYD)

**Degrees Offered:**  
Master of Arts (M.A.)  
Master of Education (Ed.M.)  
Doctor of Education (Ed.D.)

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### EARLY CHILDHOOD SPECIAL EDUCATION

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Program Coordinator:  
Professor Susan Recchia

Program Office: (212) 678-3873  
E-mail: recchia@tc.edu  
Web site: www.tc.edu/c&t/ChildSpecEd

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*Early Childhood Special Education*  
(Code: TEC)

**Degrees Offered:**  
Master of Arts (M.A.)  
Master of Education (Ed.M.)  
Doctor of Education (Ed.D.),  
*Ed.D. may be taken under Early Childhood Education (Code: TYD)*

### **Program Description:**

*Master of Arts*

The Master of Arts programs in Early Childhood and Early Childhood Special Education prepare graduate students to teach in diverse and inclusive environments, including homes, schools, and other community settings, which serve children from birth to age 8 and their families. Child-centered and culturally sensitive practices are emphasized throughout the program, focusing on the need for multiple methods of instruction to accommodate a broad range of learners. Through a curriculum that integrates general and special early childhood education content, we aim to enable our initial certification students to become outstanding early childhood teachers,

decision makers, and intellectual and ethical leaders. Honoring the importance of understanding children's development and learning in context, the program emphasizes collaboration with families and other professionals and considers policies that affect families' access to desirable services. Our students participate in several field experiences, which serve as the foundation from which theories about development, learning, and curriculum come to life and through which teachers begin to construct their professional practice.

The course of study for the M.A. in Early Childhood Education leads to initial certification in Early Childhood (birth–8 years). The course of study for the M.A. in Early Childhood Special Education leads to initial certification as a teacher of students with disabilities in early childhood (birth–8 years). Students with backgrounds in elementary education or with no previous course work in education must complete at least 40 credits in order to obtain the Master of Arts degree and the department's recommendation for initial certification as an early childhood teacher or a teacher of students with disabilities, early childhood.

*Certificate Program: Early Childhood Education/Early Childhood Special Education (Code: TYN)*  
The course of study for the M.A. in Early Childhood/Special Education leads to dual initial certification as both an early childhood teacher and a teacher of students with disabilities in early childhood (birth–8 years). Students must complete at least 48 credits in order to obtain the Master of Arts degree and the department's recommendation for initial dual certification. Students can qualify for the extension in gifted education as well as certification for birth-grade 2 by enrolling in the 41-credit early childhood education program with a gifted education extension.

#### *Master of Education*

The 60-point Master of Education (Ed.M.) program in Early Childhood Education focuses on leadership in early childhood settings. It offers students who have already completed the M.A. (or the equivalent) an opportunity for more specialized and advanced study, training, and practice in the field.

The Master of Education (Ed.M.) with an Early Childhood Policy concentration is designed to give students a firm grounding in early childhood pedagogy, programs, and practice as well as in policy analysis and policy making related to young children and their families. Students will combine theoretical knowledge with practice in the policy field; they will also become familiar with an array

of policy issues impacting contemporary child and family life. While the focus of this work is on U.S. policy, there will be opportunity for international and comparative work as well.

The Master of Education (Ed.M.) program in Early Childhood Special Education offers students who have already completed the Master of Arts degree (or the equivalent) an opportunity for more specialized and advanced study, training, and practice in the field. Ed.M. students take a series of interdisciplinary courses focused on their individual areas of interest (e.g., infant development and practice, working with families, working in inclusive settings, curriculum development, etc.). Teaching and research practica are incorporated into the program.

At the doctoral level, the concentration in Early Childhood Education prepares candidates for college teaching, research, policy, and other leadership positions in early childhood education. The concentration is highly selective, aiming to identify and train individuals whose prior education and experience, whether or not it has been specifically in the field of early childhood, gives promise of the ability to develop modes of inquiry suitable to the field's complexities.

The Doctor of Education (Ed.D.) concentration in Early Childhood Policy prepares candidates for leadership positions, college teaching, and research in early childhood policy. The concentration is highly selective, aiming to identify and train individuals whose prior education and experience, whether or not it has been specifically in the field of early childhood, gives promise of the ability to develop modes of inquiry suitable to the field's complexities. Combining rigorous methodological, conceptual, and practical interdisciplinary experiences, the program is designed for those interested in shaping the policy agenda for young children and their families. It is predicated on the principle that undergirding all policy work, candidates must have thorough understandings of both substantive content (early childhood practices, pedagogy, and theory) and research skills. While the focus of this program is on U.S. early childhood policy, there will be opportunity for international and comparative work.

The Department of Curriculum and Teaching offers a doctoral concentration in Early Childhood Special Education. This concentration prepares students for careers related to leadership and advocacy in the field, research and scholarship, and higher education and teacher preparation programs. Core courses emphasize theory and foundations in general

and special early childhood education and research methods and training. Seminars and advanced practica focus on special topics in the field. Opportunities for involvement in faculty-sponsored research and professional development activities are an integral part of the program concentration.

#### **Special Application Requirements/Information:**

Three programs leading to the Master of Arts degree and initial certification in early childhood and early childhood special education are available through the Department of Curriculum and Teaching: Early Childhood Education, Early Childhood Special Education, and dual certification in Early Childhood General and Early Childhood Special Education. Admission to each of these programs is determined on the basis of academic ability and promise as an early childhood educator as evidenced by prior academic work, letters of reference, and the applicant's own personal statement of purpose.

Admission to programs leading to the Ed.D. degree is determined on the basis of academic ability as evidenced by success in prior academic work and/or other measures of academic aptitude; demonstrable potential for research, field inquiry, or development activities in education; and three years of successful teaching or equivalent experience. All applicants are required to submit Graduate Record Examination (GRE) or Miller Analogies Test scores that are no more than five years old, and are required to submit a writing sample. The Department of Curriculum and Teaching evaluates Ed.D. applications twice per year. All admissions materials must be received by the priority or final deadlines as advertised by the College. For information on application deadlines, see the Admissions section of this bulletin.

#### **Degree Requirements:**

##### **MASTER OF ARTS**

Course requirements for M.A. students seeking initial certification as early childhood teachers (birth–8 years):

##### **Core Courses (16-17 points):**

- C&T 4080 Risk and resilience in early development: Birth–8 years (2-3)
- C&T 4112 Integrated curriculum in early childhood (6)
- C&T 4308 Field experiences in early childhood/special education (2)

- C&T 4708 Observation and student teaching in early childhood/special education (two terms) (3)

**Methods Courses (12 points):**

- A&HM 4022 Artistic languages of children (2)
- C&T 4131 Language and literacy in the early childhood curriculum (3)
- C&T 4132 Reading and writing in the primary classroom (or equivalent) (3)
- HBSS 4116 Health education for teachers (1)
- HUDK 4027 Development of mathematical thinking (3)

**Foundation Courses (11-13 points):**

- A&HH 4070 History of education in the U.S. (or equivalent) (2)
- C&T 4001 Differentiated instruction in inclusive classrooms (2)
- C&T 4114 Multicultural approaches to early childhood education (2-3)
- C&T 4119 Interdisciplinary methods of working with families (2)
- C&T 5118 Infant and toddler development and practice (3-4)

*Culminating Project:*

Students complete an integrated portfolio over the course of the program reflecting their personal growth as an early childhood teacher.

Course requirements for M.A. students seeking initial certification as teachers of students with disabilities in early childhood (birth–8 years):

**Core Courses (19-20 points):**

- C&T 4080 Risk and resilience in early development: Birth–8 years (2-3)
- C&T 4112 Integrated curriculum in early childhood (6)
- C&T 4302 Supervised practicum in the assessment of young children with exceptionalities (2)
- C&T 4308 Field experiences in early childhood/special education (2)
- C&T 4708 Observation and student teaching in early childhood/special education (two terms) (3)

**Methods Courses (14 points):**

- A&HM 4022 Artistic languages of children (2)
- C&T 4131 Language and literacy in the early childhood curriculum (3)

- C&T 4132 Reading and writing in the primary classroom (or equivalent) (3)
- HBSS 4116 Health education for teachers (1)
- HUDK 4027 Development of mathematical thinking (3)

**Foundation Courses (7 points):**

- HBSE 4001 Teaching students with dis/Abilities in inclusive classrooms (2)
- C&T 4083 Working with families of young children with disabilities (2)
- C&T 4114 Multicultural approaches to early childhood education (2)
- C&T 5118 Infant and toddler development and practice (3-4)

*Culminating Project:*

Students complete an integrated portfolio over the course of the program reflecting their personal growth as an early childhood teacher.

*Dual Certification Program in Early Childhood/Early Childhood Special Education (Code: TYN)*

Course requirements for M.A. students seeking initial dual certification as both early childhood teachers and teachers of students with disabilities in early childhood (birth–8 years):

**Core Courses (21-23 points):**

- C&T 4080 Risk and resilience in early development: Birth – 8 years (2-3)
- C&T 4112 Integrated curriculum in early childhood (6)
- C&T 4302 Supervised practicum in the assessment of young children with exceptionalities (3)
- C&T 4308 Pre-service student teaching practicum in early childhood/special education (2)
- C&T 4708 Observation and student teaching in early childhood/special education (two terms) (3)
- C&T 5308 Advanced practicum in early childhood (or C&T 5321) (2-3)

**Methods Courses (14 points):**

- A&HM 4022 Artistic languages of children (2)
- C&T 4131 Language and literacy in the early childhood curriculum (3)
- C&T 4132 Reading and writing in the primary classroom (or equivalent) (3)

- HBSS 4116 Health education for teachers (1)
- HUDK 4027 Development of mathematical thinking (3)

**Foundation Courses (11-13 points):**

- A&HH 4070 History of education in the U.S. (or equivalent) (2)
- C&T 4001 Differentiated instruction in inclusive classrooms (2)
- C&T 4083 Working with families of young children with disabilities (or C&T 4119) (2)
- C&T 4114 Multicultural approaches to early childhood education (2-3)
- C&T 5118 Infant and toddler development and practice (3-4)
- Elective (2)

*Culminating Project:*

Students complete an integrated portfolio over the course of the program reflecting their personal growth as an early childhood teacher.

**MASTER OF EDUCATION (EARLY CHILDHOOD EDUCATION SPECIALIZATION)**

The basic curriculum for Ed.M. students includes:

Core Courses:

- C&T 4002 Curriculum theory and history (3)
- C&T 4004 School change (3)
- C&T 4005 Principles of teaching and learning (3)
- C&T 5513 Seminar in early childhood education (3)
- C&T 5514 Seminar in early childhood education (3) or C&T 5036 Child and family policy (2-3)

(See the Department web site for further information.)

*Electives:*

Beyond the core courses, students' programs are individually planned with their advisors, based on their professional goals and interests.

**MASTER OF EDUCATION (EARLY CHILDHOOD EDUCATION POLICY CONCENTRATION)**

The basic curriculum for the Early Childhood Education Policy Concentration includes:

Course requirements for the degree fall into three course categories, totaling 45 credits that must be taken at Teachers College. First, a set of courses in Curriculum and Teaching will provide the foundation for early childhood pedagogy and practice (15 credits). Second, courses in Human Development will provide analytic policy training and focus (15 credits). A third set of course options (15 credits) is selected in consultation with an advisor.

*Departmental Requirements:*

- C&T 4005 Principles of teaching and learning (3)
- C&T 4113 Early childhood methods and programs (3)
- C&T 4121 Early childhood teaching strategies within a social context (3)
- C&T 5513 Seminar in early childhood education (3), or C&T 5514 Seminar in early childhood education (3)
- C&T 6502 Studies in curriculum and teaching: Contemporary issues in early childhood social policy (3)

*Policy Concentration Requirements:*

- HUDF 4000 Education and public policy (3)
- HUDF 5645 Policy seminar (3)
- HUDF 5646 Policy seminar (3)
- HUDM 4122 Probability and statistical inference (3)  
or
- C&T 5502 Introduction to qualitative research in curriculum and teaching (3)
- C&T 6408 Advanced internship (3)

*Electives:*

Beyond the core courses, students' programs are individually planned with their advisors, based on their professional goals and interests.

Course requirements for Ed.M. students in Early Childhood Special Education include:

30 points in Special Education and/or Early Childhood Education, 12 points in related social science courses (e.g., child development, speech and language development, neurophysiology, etc.), 10-12 points in research and technology, and 6-8 points in practicum experience. Up to 30 points may be transferred in from other programs. The exact course of study is designed by students in collaboration with their program advisors.

**DOCTOR OF EDUCATION  
(EARLY CHILDHOOD EDUCATION/EARLY CHILDHOOD EDUCATION SPECIALIZATION AND EARLY CHILDHOOD SPECIAL EDUCATION CONCENTRATION)**

The basic curriculum for Ed.D. students includes:

*Core Courses:*

- C&T 5000 Theory and inquiry in curriculum and teaching (6 points each semester, fall and spring, of the first year)
- C&T 5513 Seminar in early childhood education (3)
- C&T 5514 Seminar in early childhood education (3)

*Research Requirements:*

- HUDM 4122 Probability and statistical inference (3)
- HUDM 5122 Applied regression analysis (3)
- C&T 7500 Dissertation seminar in curriculum and teaching (1-3)
- C&T 7501 Dissertation seminar in curriculum and teaching (1-3)
- Plus one additional course in research methods (2-3)

Other courses are selected in consultation with an advisor. (See Department web site for further information.)

**DOCTOR OF EDUCATION  
(EARLY CHILDHOOD EDUCATION POLICY CONCENTRATION)**

The basic curriculum for Early Childhood Education Policy concentration includes:

Course requirements for the degree include 90 credit hours. Of these, 12 are required as a part of the departmental core, 15 are required as a part of the research core, and 12 are required as a part of the early childhood policy concentration core, totaling 39 credits. The remaining 51 credits are selected in consultation with an advisor.

**Required Departmental Core:**

- C&T 5000 Theory and inquiry in curriculum and teaching (6 points each semester, fall and spring, of the first year)

**Required Research Core:**

- C&T 5502 Introduction to qualitative research in curriculum and teaching (3)  
or
- HUDF 5645 Policy seminar (3)
- C&T 7500 Dissertation seminar (1-3)
- C&T 7501 Dissertation seminar (1-3)
- HUDM 4122 Probability and statistical inference (3)
- HUDM 5122 Applied regression analysis (3)

**Required Early Childhood Policy Concentration:**

- C&T 5513 Seminar in early childhood education (3), or C&T 5514 Seminar in early childhood education (3)
- C&T 6502 Studies in curriculum and teaching: Contemporary issues in early childhood social policy (3)
- HUDF 4000 Education and public policy (3)
- HUDF 5430 Internship (3)

Other courses are selected in consultation with an advisor.

**ELEMENTARY/  
CHILDHOOD  
EDUCATION  
(PRESERVICE)**

Program Director:  
*Professor Goodwin*

Program Office: (212) 678-3695  
E-mail: goodwin@tc.edu  
Web site: www.tc.edu/c&t/ChildEdPre

*Elementary/Childhood Education (Preservice)*  
(Code: TYP)

**Degree Offered:**  
Master of Arts (M.A.)

**Program Description:**

This is a 40-point M.A. preservice program for applicants with little or no teaching experience or preparation who are seeking certification at the elementary level, grades 1-6. An extension for the Middle School level is possible. Students can qualify for the extension in gifted education as well as certification for grades 1-6 by enrolling in the 40-credit gifted-education extension program (see following pages). The M.A. preservice program includes a professional student-teaching sequence from September through May.

Students may complete the program on a full-time or part-time basis; students have the option to complete an accelerated program (an academic year plus preceding and following summer sessions) or to extend their program over 2-5 years.

Students planning to student teach are required to file a Declaration of Intention to Student Teach (available from the Program Office) by May 15 prior to the Fall term in which they plan to begin student teaching. A non-refundable deposit of \$150.00, which is later released into the student's account upon registration for student teaching that Fall, is also required by May 15. Some courses may be taken before beginning the professional sequence.

New York State and the Preservice Program require that degree/teacher certification candidates complete a distribution of liberal arts course work at either the graduate or undergraduate levels. This includes a minimum of 6 credits in each of the following domains: English, mathematics, social science, science, and two term length courses in a language other than English (proven proficiency may substitute for course work in language). In addition, those seeking New York State certifi-

cation must demonstrate knowledge of technology and experience in the arts. This requirement can be satisfied by:

1. transcript review of course work taken prior to entering Teachers College;
2. elective course work taken at Teachers College either as a part of or in addition to the 40 points required for the degree;
3. graduate or undergraduate course work taken elsewhere, in consultation with faculty, while completing the Teachers College degree; these would be in addition to Preservice Program degree requirements;
4. successful completion of the College Level Examination Program (CLEP) test can be substituted for course work in a second language, or in each of the liberal arts subjects.

Please note that for New York City licenses and for states other than New York, requirements for certification may be different. It is up to the student to be aware of any additional provisions. Contact the Department of Education of New York City and applicable State Education Departments for current licensing requirements.

### **Special Application Requirements/Information:**

All admissions materials must be received by the priority or final deadlines as advertised by the College. Those who complete their applications after the priority deadline may not have the opportunity to begin student teaching in their first year, even if admitted. For information on application deadlines, see the Admissions section of this bulletin.

### **Degree Requirements:**

The basic curriculum for M.A. Elementary Preservice students includes:

- the Preservice Core, which includes such topics as teaching methods, teaching in urban and culturally diverse settings, curriculum development, alternative models of teaching, social studies curriculum, and classroom management and organization (designated C&T 4123, C&T 4334/5/6 and C&T 4726 in the Fall; C&T 4124, C&T 4143, C&T 4501, C&T 4726 in the Spring). Students complete the Preservice Core concurrently with the student teaching semesters.

In addition to the Preservice Core, which accounts for approximately half of the 40 points required, the following courses are required for certification and the master's degree:

- one course in Child Development (2-3)\*, such as C&T 4080 Risk and resilience in early development: Birth–8 years
- one course in Educational Foundations (2-3)\*, philosophical, historical, sociological etc.

- two courses in Methods of teaching reading (3 points each): C&T 4132 and C&T 4133, to be taken in conjunction with student teaching
- one course in Methods of Teaching Math (3): MSTC 5010 Mathematics in the elementary school
- one course in Methods of Teaching Science (3): MSTC 4040 Science in childhood education and MSTC 4140 Laboratory methods and experiences for elementary school teachers
- one course in Special Education Methods (3)
- course work in Health Education Methods

\* Appropriate undergraduate courses may be substituted for some of these requirements; please consult with Preservice faculty.

### ***"Letters to the Next President" Forum Addresses the American Education Crisis***

If you could send a message directly to the next President of the United States suggesting ways to improve the condition of education, what would you say?

This question was posed to a diverse group of thinkers including prominent educators, lawmakers, students, and others who have made unique contributions to society. The result is *Letters to the Next President: What We Can Do About the Real Crisis in Public Education*, the new book published by Teachers College Press (February 2004). This collection of 33 thought-provoking letters presents a diverse array of viewpoints, covering topics ranging from No Child Left Behind to the physical facilities in which children are taught. On the evening of April 26, a group of authors whose letters appear in the book participated in a panel at TC's Horace Mann auditorium.

Scholars who have written letters for this book include Linda Darling-Hammond, former TC professor and current Charles E. Ducommun Professor at Stanford Graduate School of Education ("Schools that Work for All Children"), Thomas Sobol, who is Christian A. Johnson Professor of Outstanding Educational Practice at TC ("A President That Gets It"), TC Professor Emerita Maxine Greene ("Learning to Come Alive"), and Theodore Sizer, University Professor Emeritus at Brown University and founder of the Coalition of Essential Schools ("What We All Want for Each of Our Children"), among many others. The book opens with a prologue by Bill Cosby, and closes with an epilogue by the late U.S. Senator Paul Wellstone of Minnesota.

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## ***ELEMENTARY/ CHILDHOOD EDUCATION AND TEACHING STUDENTS WITH DIS/ABILITIES WITH A CONCENTRATION IN LEARNING DIS/ABILITIES*** *(DUAL-CERTIFICATE PRESERVICE PROGRAM)*

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Program Coordinators:  
*Professor Kim Reid and Professor Lin Goodwin*

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*Elementary/Childhood Education and Teaching Students with dis/Abilities with a Concentration in Learning dis/Abilities (Dual-Certificate Preservice Program)*  
(Code: TYF)

**Degree Offered:**  
Master of Education (Ed.M.)

### ***Program Description:***

The dual certificate program is designed for students who hold no teaching certificates and who want to learn to teach all children. It is a two-year, full-time program which includes three semesters of supervised teaching in three different settings: a general-education classroom in grades 1-3 or 4-6, an inclusive setting at the other level, and a second inclusive setting or a special-education setting, depending on the student's preference.

Students will have opportunities to become expert in such areas as contingent and differentiated teaching, curriculum development, school change and reform initiatives, action research directed toward social justice issues, and will gain perspectives on teaching as complex intellectual activity. The overarching intention of the program is to assist educators who expect to exert leadership in their school settings and with their colleagues. The program is multifoundational, inquiry-based, and centers dis/Ability rather than marginalizing it. As a consequence, the program promotes inclusive education.

Note: To be certified by New York State, there are additional requirements. Please see the "Teacher Education" section of this bulletin for details.

**Special Application Requirements/Information:**

All admissions materials must be received by the priority or final deadlines as advertised by the College. For information on application deadlines, see the Admissions section of this bulletin. Those who complete their applications after the priority deadline may not have the opportunity to begin student teaching in their first year, even if admitted.

**Degree Requirements:**

The basic curriculum for Ed.M. students includes:

Semester 1	
C&T 4080	Risk and resilience in early development: Birth—8 years (2-3)
C&T 4123	Curriculum and instruction in elementary education (2)
C&T 4132	Learning and teaching in the primary reading/writing classroom (3)
C&T 4501	Teaching and learning in the multicultural classroom (1)
C&T 4729	Professional laboratory experiences/ student teaching (semester-long) in elementary education (4-6)
Semester 2	
C&T 4001	Differentiating instruction in inclusive classrooms (2-3)
C&T 4124	Curriculum development in elementary education (2-3)
C&T 4133	Learning and teaching in the intermediate reading/writing classroom (3)
C&T 4143	Social studies in the elementary and middle school (2)
C&T 4705	Student teaching: Learning dis/Abilities (4 points each semester, for two semesters)

Semester 3 (Summer)	
A&HH 4070	History of Education (3)
C&T 4853	Multisensory teaching of basic language skills for students labeled learning dis/Abled (2-3)
MSTC 4040	Science in childhood education (3)
MSTC 4140	Laboratory methods and experiences for elementary school teachers (1)
MSTC 5010	Mathematics in the elementary school (3)
Semester 4	
C&T 4000	dis/Ability in contexts (2-3)
C&T 4705B	Student teaching: Learning dis/Abilities (4 points each semester, for two semesters)
C&T 4046	A multifoundational introduction to learning dis/Abilities (3)
C&T 4047	Sociocultural approaches to teaching students labeled as learning dis/Abled (3)
Semester 5	
C&T 4301	Supervised practicum in educational assessment of exceptional children (2-3)
C&T 5905	Seminar in Learning dis/Abilities and Disability Studies in Education (2-4)
C&T 6501	Studies in curriculum and teaching (2-3)
HBSK 4072	Theory and techniques of reading assessment and intervention (3)
HBSK 5373	Practicum in psycho-educational assessment of reading (3)

**GIFTED EDUCATION**

Program Coordinator:  
*Professor James Borland*

Program Office: (212) 678-3765  
E-mail: borland@tc.edu  
Web site: www.tc.edu/c&t/GiftedEd

**Gifted Education**  
(Code: TEI)

**Degrees Offered:**  
Master of Arts (M.A.),  
Doctor of Education (Ed.D.), available through Curriculum and Teaching (Code: TYZ)

**Program Description:**

The M.A. program in gifted education is designed primarily for teachers, both preservice teachers (individuals who have no background in the field of education but wish to become teachers) and in-service teachers (those who already hold teaching certificates).

Preservice, or initial certification, students interested in gifted education should apply for admission to either the initial certification program in Early Childhood Education with the gifted education extension (for teaching students birth through grade 2) or the program in Elementary/Childhood Education with the gifted education extension (for teaching children grade 1 through grade 6). Students who complete these programs will be initially certified to teach on the early childhood or elementary level and will also earn the extension in gifted education. They will take coursework in gifted education and complete student teaching assignments in gifted education classrooms as well as meeting the requirements for the degree in Early Childhood Education or Elementary/Childhood Education.

The professional certification (in-service) program in gifted education is designed for students who have graduated from approved teacher-education programs and are initially certified, whether or not they have actual teaching experience. Completion of this program results in the award of the extension in gifted education from the State of New York and satisfies the requirements for professional certification in New York State.

The Ed.D. degree is a concentration within the general Curriculum and Teaching Ed.D. program. Students enrolled for this degree meet the departmental doctoral core requirements, complete coursework in gifted education, and undertake dissertation research on a problem related to gifted students.



Ten TC students set off with Professor Fran Vavrus to Tanzania as part of the new course Reading Development Policy through Practice: Experiential Learning Program in Tanzania. "The idea behind the course was to create an opportunity for students interested in development studies and African studies to go to an African country to see whether policies actually capture the realities that people go through on the ground," explained Vavrus.

## Special Application

### Requirements/Information:

Admission to programs leading to the M.A. degree is determined on the basis of academic ability as evidenced by success in prior academic work and/or other measures of academic aptitude and demonstrable potential for excellence in teaching or development activities in education. The Graduate Record Examination (GRE) or Miller Analogies Test is not required for admission to the M.A. programs. The Department of Curriculum and Teaching evaluates M.A. applications three times per year. For information on application deadlines, see the Admissions section of this bulletin.

Admission to programs leading to the Ed.D. degree is determined on the basis of academic ability as evidenced by success in prior academic work and/or other measures of academic aptitude; demonstrable potential for research, field inquiry, or development activities in education; and three years of successful teaching or equivalent experience. All applicants are required to submit Graduate Record Examination (GRE) or Miller Analogies Test scores that are no more than five years old, and are required to submit a writing sample. The Department of Curriculum and Teaching evaluates Ed.D. applications twice per year. For information on application deadlines, see the Admissions section of this bulletin.

### Degree Requirements:

#### MASTER OF ARTS

Preservice or Initial Certification Program—Master of Arts with Teaching Certification in Early Childhood Education and the Extension in Gifted Education (41 points)

#### Required Courses in Gifted Education (11 points):

- C&T 4021 Nature and needs of gifted students (2)
- C&T 4025 Educating the young gifted child (2)
- C&T 4702 Observation and student teaching: Gifted (3)
- C&T 5024 Planning and implementing programs for gifted students (3)
- C&T 5810 New approaches to identifying and educating gifted students (1)

#### Other Required Courses (30 points):

- Course in history or foundations of education (2)
- C&T 4001 Teaching students with dis/Abilities in inclusive classrooms (2)
- C&T 4080 Risk and resilience in early development (2)
- C&T 4112 Integrated curriculum in early childhood (6)
- C&T 4119 Interdisciplinary methods of working with families (2)
- C&T 4131 Language and literacy in the early childhood curriculum (3)
- C&T 4132 Reading and writing in the primary classroom (3)
- C&T 4308 Field experience (1)
- C&T 4708 Student teaching (3)
- C&T 5114 Multicultural approaches to early childhood education (2)
- HBSS 4116 Health education for teachers (1)
- HUDK 4027 The development of mathematical thinking (3)

#### Special Project:

- Culminating project

Preservice or Initial Certification Program—Master of Arts with Teaching Certification in Childhood Education (40 points)

#### Required Courses in Gifted Education (12 points):

- C&T 4021 Nature and needs of gifted students (2)
- C&T 4023 Differentiated curriculum in the education of gifted students (2)
- C&T 4702 Observation and student teaching: Gifted (3)
- C&T 4822 Instructional models in the education of gifted students (1)
- C&T 5024 Planning and implementing programs for gifted students (3)
- C&T 5810 New approaches to identifying and educating gifted students (1)

#### Other Required Courses (28 points):

- C&T 4001 Teaching students with dis/Abilities in inclusive classrooms (3)
- C&T 4080 Risk and resilience in early development (2)
- C&T 4123 Curriculum and instruction in elementary education (3)
- C&T 4132 Learning and teaching in the primary reading/writing classroom (3)

- C&T 4133 Learning and teaching in the intermediate reading/writing classroom (3)
- C&T 4143 Social studies in the elementary and middle school (1)
- C&T 4501 Teaching and learning in the multicultural classroom (1)
- C&T 4726 Student teaching (4)
- HUDK 4022 Developmental psychology: Childhood (2)
- MSTC 4040 Science in childhood education (2)
- MSTC 4140 Laboratory methods and experiences for elementary school teachers (1)
- MSTM 5010 Mathematics in the elementary school (3)
- Course in Foundations of Education chosen with advisor (2)

#### Special Project:

##### Culminating project:

A culminating project, arranged in consultation with your advisor, that demonstrates your ability to integrate your theoretical knowledge with practical problems and issues in childhood education.

#### Professional Certification (In-service) Program Leading to the Extension in Gifted Education (32 points):

The Nature of Giftedness (4-9 credits)

##### Required Courses:

- C&T 4021 Nature and needs of gifted students (2-3)
- C&T 5023 Exceptionality and intelligence: Theoretical approaches (2-3)

##### Elective Course:

- C&T 4025 Educating young potentially gifted children (2-3)

Teaching Gifted Students (7-10 credits)

##### Required Courses:

- C&T 4023 Differentiated curriculum for gifted students (2-3)
- C&T 4822 Instructional models in the education of gifted students (1-2)
- C&T 5024 Planning and implementing programs for gifted students (3)
- C&T 5810 New approaches to identifying and educating gifted students (1-2)

Out-Of-Program Requirements (10-18 credits)  
Additional courses to be determined in consultation with your advisor.

Field Placement (3 credits)

- C&T 4702 Observation and student teaching: Gifted (3)  
or
- C&T 5302 Advanced practicum: Gifted (3)

*Culminating Project:*

A culminating project, arranged in consultation with your advisor, that demonstrates your ability to integrate your theoretical knowledge with practical problems and issues in gifted education.

### DOCTOR OF EDUCATION

The basic curriculum for Ed.D. students includes

Core Courses:

- C&T 5000 Theory and inquiry in curriculum and teaching (6 points each semester, fall and spring, of the first year)

Research Requirements:

- C&T 7500 Dissertation seminar in curriculum and teaching (1-3)
- C&T 7501 Dissertation seminar in curriculum and teaching (1-3)
- HUDM 4122 Probability and statistical inference (3)
- HUDM 5122 Applied regression analysis (3)
- Plus one additional course in research methods (2-3)
- Other courses are selected in consultation with an advisor.

Curriculum and Teaching Requirements:

- 9 points of course work in the Department of Curriculum and Teaching

Giftedness Requirements:

- 27 points of course work in courses in gifted education, including 9 to 12 points in C&T 6506 Advanced seminar: Giftedness

Elective courses:

- 27 points of course work determined by the student and his or her advisor.

## TEACHING STUDENTS WITH DIS/ABILITIES: LEARNING DIS/ABILITIES (PRESERVICE AND IN-SERVICE)

Program Coordinator:  
*Professor Kim Reid*

Program Office: (212) 678-3873  
E-mail: aReida@tc.edu  
Web site: www.tc.edu/c&t/Learning  
Disabilities

### Teaching Students with dis/Abilities: Learning dis/Abilities (Preservice and In-service)

(Code: TEN)

### Degrees Offered:

Master of Arts (M.A.)

Doctor of Education (Ed.D.), available through Curriculum and Teaching (Code: TYZ)

### Program Description:

*Master of Arts*

The preservice and in-service Master of Arts programs are designed to prepare teachers to work with students with academic difficulties. These multifoundational, inquiry-based programs are grounded in the assumption that successful teachers of students with learning dis/abilities must have a thorough understanding of the nature of society and its impact on learning and learning dis/abilities and must also be knowledgeable about studying and empowering students as well as planning and evaluating instruction. They must be prepared to collaborate with others in inclusive communities as well as in one-to-one or small-group settings. The single certificate in-service M.A. program requires a minimum of 34 points. For information on the preservice requirements, contact Professor Reid directly. Because these two programs are performance-based, students must be engaged in either student teaching or professional teaching during both fall and spring semesters. For information on the Ed.M. dual certificate program in Childhood Education and Teaching students with dis/abilities: Learning dis/abilities or the Ed.M. dual certification program in Learning Disabilities or Disability Studies and Reading, see the separate listings.

This program meets professional standards for special educators established by the Council for Exceptional Children.

*Doctor of Education*

The Ed.D. degree is a concentration within the general Curriculum and Teaching Ed.D. program. Students enrolled for this degree meet the departmental doctoral core require-

ments, complete course work in learning dis/Abilities, and undertake dissertation research on a problem related to learning dis/Abilities.

### Special Application Requirements/Information:

Applications are reviewed throughout the year for the M.A. programs. For the dual certification program in Elementary/Childhood Education and Teaching students with dis/abilities: Learning dis/abilities, please see the Admissions section of this bulletin for application deadlines. When the degree program has been completed, a student in the preservice Master of Arts program will qualify for New York State initial teaching certification; a student in the in-service program or the dual certificate Ed.M. programs will qualify for New York State professional teaching certification.

Admission to programs leading to the Ed.D. degree with a concentration in Learning dis/Abilities/Disability Studies in Education is determined on the basis of academic ability as evidenced by success in prior academic work and/or other measures of academic aptitude; demonstrable potential for research, field inquiry, or development activities in education; and three years of successful teaching or equivalent experience. All applicants are required to submit Graduate Record Examination (GRE) or Miller Analogies Test scores that are no more than five years old, and are required to submit a writing sample. The Department of Curriculum and Teaching evaluates Ed.D. applications twice per year. All admissions materials must be received by the priority or final deadlines as advertised by the College. For information on application deadlines, see the Admissions section of this bulletin.

### Degree Requirements:

#### MASTER OF ARTS

The basic curriculum for M.A. in-service students includes:

- C&T 4000 dis/Abilities in context (2-3)
- C&T 4001 Differentiating instruction in inclusive classrooms (3)
- C&T 4046 Introduction to learning dis/Abilities (3)
- C&T 4047 Sociocultural approaches to teaching students labeled as learning dis/abled (3)
- C&T 4137 Literacy and learning in the content areas (2-3)
- C&T 4301 Educational assessment (2-3)
- C&T 4705 Student teaching: Learning dis/Abilities (4 points each semester, for two semesters) or

- C&T 4707 Teaching internship in learning dis/Abilities (8 points in two semesters, course approval pending)
- C&T 4853 Multisensory teaching of basic language skills (2-4)
- C&T 5905 Seminar in learning dis/Abilities and disability studies in education (2-4)
- HBSK 4072 Theory and techniques of reading assessment and intervention (2-4)
- HBSK 5373 Practicum in diagnosis of reading difficulty (3 or equivalent)
- ITSL 4020 Bilingualism and disability (1)

Students must also meet the New York State Certification requirements for child abuse & drug abuse detection and reporting. Please see the "Teacher Education" section of this bulletin for details.

In-service students must take all required courses, but may elect to take several of them for 2 or 3 credits, thereby enabling each individual student to determine the breadth or depth of study in a particular area. Elective courses may be chosen in consultation with an advisor. Selection is influenced by factors such as previous academic background and career objectives.

## DOCTOR OF EDUCATION

The basic curriculum for Ed.D. students taking a Learning dis/Abilities concentration includes:

Core Courses:

- C&T 5000 Theory and inquiry in curriculum and teaching (6 points each semester, fall and spring, of the first year)

Research Requirements:

- C&T 6507 Advanced seminar-learning dis/Abilities (12 points, variable topics, repeated four semesters)
- C&T 7500 Dissertation seminar in curriculum and teaching (1-3)
- C&T 7501 Dissertation seminar in curriculum and teaching (1-3, optional)
- HUDM 4122 Probability and statistical inference (3)
- HUDM 5122 Applied regression analysis (3)
- One course in qualitative research methods (2-3)
- An additional course in research methods specific to the dissertation (2-3)
- Other courses in foundations of learning dis/Abilities (12-15) selected in consultation with an advisor

## COURSES:

**C&T 4000. Dis/Ability in contexts (2-3)**  
Professor Bejoian. Enrollment limited to 35 students. For students preparing to be both general and special-education teachers. Exploration of the historical, legal, cultural, and social/emotional experiences and representations of the characteristics of people across the full range of disabilities. The course focuses on life contexts, including education, family (caregiver), employment, and independent living as well as life-span transitions. It draws on a wide range of interdisciplinary scholarship and ways of knowing. Special fee: \$25.

**C&T 4001. Differentiating Instruction in inclusive classrooms (2-3)**  
Professors Mehta and Keller. Enrollment limited to 35 students. For students preparing to be both general and special-education teachers. This course is designed to foster collaborative, problem-solving relationships among general and special education teachers and student families in designing and modeling inclusive pedagogies and practices for diverse learners. It also overviews the classroom uses of assistive instructional technologies and other accommodations in a laboratory format. Special fee: \$50.

**C&T 4002. Curriculum theory and history (3)**  
Professor Lesko or Schoonmaker. The nature and design of educational activities: theory, research, and practice of curriculum design.

**C&T 4004. School change (3)**  
Professor Hatch or Knight. Major themes include state of the field regarding school change, schools as social organizations, the individual in the organization, theories of change, and implementation strategies and processes.

**C&T 4005. Principles of teaching and learning (4)**  
Faculty. Examination of the relationships among teaching, learning, and assessment; teaching as a profession; and schools as complex social organizations.

**C&T 4020. The environments of school (2-3)**  
Faculty. Space, objects, and territoriality; school and classroom size; the environment as hidden curriculum; risk and stress in school; interrelationship of the cognitive, social and physical conditions and outcomes of schools and classrooms.

**C&T 4021. Nature and needs of gifted students (2-3)**  
Dr. Wright. Psychological factors, personal and social, affecting identification and development of gifted children and youth: implications for education, counseling and guidance.

**C&T 4022. Instructional models in the education of gifted students (2-3)**  
Professor Borland. A review and application of special instructional systems for educating the gifted. Special attention devoted to frameworks developed by Bloom, Gordon, Parnes, Renzulli, Stanley, Tannenbaum, and Taylor. Course also offered as summer workshop C&T 4822.

**C&T 4023. Differentiated curriculum for gifted students (2-3)**  
Dr. Wright. This course examines the characteristics of appropriate and defensible curriculum for gifted children and youth. Particular emphasis is placed on instructional strategies, curriculum theories, flexible grouping techniques, and meeting the needs of gifted learning in the regular classroom.

**C&T 4025. Educating young potentially gifted children (2-3)**  
Dr. Wright. Examination of theories and practices relevant to the education of the young (preschool through second grade) potentially gifted child with particular focus on talent development, differentiated curriculum, non-traditional identification techniques, at-risk children, and parent education.

**C&T 4029. Creativity: Its nature and nurture (2-3)**  
Faculty. An examination and critical appraisal of theories of creativity, test development to measure creativity, and methods designed to enhance the creativity of children and adults.

**C&T 4032. Gender, difference, and curriculum (3)**  
Professor Lesko. This course offers a multifaceted, interdisciplinary introduction to thinking about school curricula, policies, and practices as gendered. Gender will not be considered in isolation but as interwoven and complicated with cultural, racial, religious, class, and sexual identities, among others. The course materials will move beyond the identification of the problems to examine various efforts to create gender-sensitive curricula and programs. Cross-listed with HUDF 4032.

**C&T 4046. A Multifoundational Approach to Learning dis/Abilities (3)**  
Faculty. This course is open to both general and special education teachers and surveys a range of models and theories that continue to shape out understandings of Learning dis/Abilities across life-span contexts and their social and legal ramifications, focusing most specifically on medical, cognitive/information processing, and sociocultural frameworks. Special fee: \$25.

**C&T 4047. Sociocultural an inquiry-based approaches to teaching students labeled as learning dis/abled (2)**  
Professor Reid. For majors only. Planning and implementing sociocultural, multicultural, and inquiry-based procedures for teaching students

with substantial academic difficulties and for monitoring that instruction in a range of school environments. Emphasis is on learning as growth into a discourse. Pre- or corequisite, C&T 4046. Special fee \$25.

**C&T 4051. Supervision for elementary and secondary schools (2-3)**

Professor Schoonmaker. Theory and practice of supervision in elementary and secondary schools. Emphasis is on the role of the supervisor in improvement of instruction and curriculum development. Students practice techniques for improving supervisory skills through role playing, case studies, and analysis of teaching. Attention given to creating programs for continuous professional growth of elementary and secondary school teachers, paraprofessionals, and leadership personnel.

**C&T 4052. Designing curriculum and instruction (2-3)**

Professor Lesko or Oyler or Zumwalt. Application of models for designing curriculum and instruction. Students design curriculum in collaborative groups.

**C&T 4078. Curriculum and teaching in urban areas (2-3)**

Professor Knight. Analysis of social context and resources for curriculum and teaching in urban areas.

**C&T 4080. Risk and resilience in early development: Birth—8 years (2-3)**

Professor Recchia or faculty. A first course in early childhood special education for majors and non-majors. Development of infants and young children, birth through 8 years of age, with and without disabilities. Cross-categorical.

**C&T 4083. Working with families of young children with disabilities (2-3)**

Professor Recchia or faculty. Current and historical perspectives on parent involvement in the special education and rehabilitation of infants, children, and youth with disabilities. Emphasis on strategies and materials to facilitate a continuum of parent and family participation. Special fee: \$10.

**C&T 4112. Integrated curriculum in early childhood education (full-year course) (6)**

Professors Genishi, Recchia, and Williams. A two-semester course focused on integrated theories and methods in ECE/ECSE. Will incorporate historical and sociocultural contexts, emphasis on physical and interpersonal environments in early childhood settings, centrality of play, social studies and science, adapting curricula for full range of abilities from infancy through grade 2.

**C&T 4113. Early childhood methods and programs (3)**

Professor Genishi or Williams or Dr. Fennimore. Comparative study of traditional, current, and innovative program models designed for children from birth through 8 years of age.

**C&T 4114. Multicultural approaches to teaching young children (3)**

Professor Williams. Analysis of major curriculum models for learning in young children through use of culturally and environmentally-derived content.

**C&T 4117. Play: The roots of competence in young children (3)**

Faculty. The origins of play and related aspects of development with implications for practice.

**C&T 4119. Issues and interdisciplinary methods for working with parents of young children (2-3)**

Dr. Hoffman. Issues such as separation, problematic behaviors, and assessment are examined in the development of interdisciplinary strategies for working with parents of normal, at risk, and handicapped young children. Sessions are taught by an interdisciplinary team of faculty and invited speakers from special education, clinical psychology, early childhood education, psychiatry, pediatrics, and social work.

**C&T 4121. Early childhood teaching strategies within a social context (2-3)**

Professor Genishi, Williams, or faculty. Exploration of the teaching strategies used in early childhood education through analysis of the social contexts out of which they have arisen. Emphasis on assimilation and application of differing strategies through workshop format.

**C&T 4122. Issues in parenthood and education (2-3)**

Dr. Hoffman. Examination of relevant theory and research on parent development. Topics include transition to parenthood, pregnancy, parenting children of different ages, at-risk parents, parenting the special needs child, and single parenthood. Methods of working with different parent populations are addressed.

**C&T 4123. Curriculum and instruction in elementary education (2-3)**

Professors Genor, Goodwin, Hamre, Oyler, and Staff. Permission required. An introduction to teaching, learning, and curriculum in elementary classrooms, including: learning processes, instructional planning, child observation and assessment, classroom management and environments, working in urban, diverse, and inclusive settings, and culture and community. The course emphasizes the relationship between theory and practice, and supports students in the development of self-analytic, reflective, and problem solving skills. Special fee: \$100.

**C&T 4124. Curriculum development in elementary education (2-3)**

Professors Genor, Goodwin, Hamre, Oyler, and Staff. Permission required. Continuation and extension of C&T 4123, with an emphasis on curriculum theory, history, issues, standards, and the interrelationship of various instructional fields. Students work in teams to develop multi-grade/age curriculum in the social studies.

**C&T 4130. Critical perspectives in elementary education (2-3)**

Professor Zumwalt or faculty. Required for all Elementary Education in-service majors and open to non-majors. A critical study of curriculum and instructional practices in American elementary schools. Curriculum trends in subject areas such as reading, social studies; trends and intended/unintended consequences of practices in areas such as management and discipline; teacher expectancy and accountability. Special attention will be paid to the role of educational leadership.

**C&T 4131. Language and literacy in the early childhood curriculum (3)**

Professor Genishi. Introduction to research and practices related to early communication and literacy in early childhood settings (birth through grade 2). Focus will be on children whose first language is English, as well as English language learners, and on curricula and adaptations for full range of learners. (3 credits toward state literacy requirement)

**C&T 4132. Learning and teaching in the primary reading/writing classroom (3)**

Professor Calkins, Stires, or Siegel. Permission required. Examines principles of literacy learning in young children and introduces theories, practices, and materials for teaching reading/writing in primary grades.

**C&T 4133. Learning and teaching in the intermediate reading/writing classroom (3)**

Professors Calkins, Stires, or Siegel. Permission required. Examines strategies for teaching, organizing and assessing reading and writing in intermediate grades.

**C&T 4136. Methods and materials for reading instruction (2-3)**

Professor Siegel. A survey of approaches to reading instruction from kindergarten through middle school with a critical examination of modern methods, materials, trends, and issues.

**C&T 4137. Literacy and learning in the content areas (3)**

Professor Siegel. Introduction to theory, research, and practice on the role of literacy in learning mathematics, social studies, science, and the arts. Examination of talk, texts, and reading/writing practices used in content area teaching.

**C&T 4138. Teaching literacy in the early years (3)**

Professor Calkins or Siegel. Current perspectives and methods for teaching reading and writing in K-6 classrooms. Emphasis on inter-relationship of literacy learner, classroom environment, assessment practices, and teaching methods.

**C&T 4139. Literacy instruction in elementary classrooms (3)**

Professor Calkins or Siegel. Prerequisite: C&T 4138. Critical investigation of trends and issues in teaching reading and writing in K-6 classrooms. Emphasis on teacher and learner inquiries into literacy and literacy instruction.

**C&T 4140. Literature for younger children (2-3)**

Staff. Critical study of literary trends and materials for children in pre-kindergarten, kindergarten, and early grades. Consideration of developmental issues and reader response theory relating to young children.

**C&T 4141. Literature for older children (2-3)**

Staff. Interpretive and critical study of literature suitable for later elementary grades and junior high school. Consideration of promising practices in using literature in school groups.

**C&T 4143. Social studies in the elementary and middle school (2)**

Professors Genor, Goodwin, Hamre, Oyler, and Staff. Permission required. Teaching, learning, and curriculum development in social studies including a critical examination of content and methodology, current practices and issues, state and professional standards. Materials fee: \$20.

**C&T 4145. The education of youth and adolescents (3)**

Professor Knight. A comprehensive examination of adolescent development and learning as they relate to issues of curriculum, teaching, and learning.

**C&T 4151. Teaching of writing (3)**

Professor Calkins. The course integrates theory and practice for teachers. Topics include writing development, research on writing, models for responding to and evaluating student writing, and classroom methods for teaching the writing process in elementary classrooms.

**C&T 4159. Teacher education programs (2-3)**

Faculty. Current developments in programs for the preparation and inservice development of teachers for elementary and secondary schools.

**C&T 4160. Supervision in preservice teacher education programs (2-3)**

Faculty. Theory and practice of supervision of student teachers. Designed especially for cooperating teachers, this course will help students

develop supervisory skills through case studies, role playing, and analysis of teaching. Lab fee: \$5.

**C&T 4161. The teacher: Socio-historical, cultural contexts of teaching (2-3)**

Professor Zumwalt or faculty. Exploration of what it means to be a teacher through analysis of historical studies, teacher autobiographies, proposals for change and personal reflection. Focus questions are: What is a good teacher? What is a professional teacher? Prerequisite: P-12 teaching experience.

**C&T 4200. Fieldwork in curriculum and teaching (1-4)**

Faculty. Permission required. Majors work under guidance. Students should have had previous course work with their supervising staff member and should select a problem relating to this work.

**C&T 4301. Formal assessment of exceptional students (2-3)**

Faculty. Permission required. Prerequisite: C&T 4004. Participation in educational assessment of referred children. Analysis of observational and standardized test data; formulation of educational enrichments, accommodations, and modifications. Conducted in the Center for Educational and Psychological Services or in appropriate community facilities. Course meets double sessions. Prerequisite: C&T 4047. Lab fee: \$150.

**C&T 4302. Supervised practicum in the educational assessment of young children with exceptionalities (2-3)**

Professor Recchia and Faculty. Permission required. Prerequisite: C&T 4080. Participation in educational assessment of young children with exceptionalities. Analysis of observational and test data; formulation of educational interventions. Lab fee: \$150.

**C&T 4308. Field experiences in early childhood/early childhood special education (3)**

Faculty. This course is a practicum for students in the Early Childhood initial certification programs that serves as a prerequisite for student teaching. Students will work on and off campus to develop competencies in such skills as C.P.R., program planning, and working effectively with children and families. Special fee: \$50.

**C&T 4334-C&T 4336. Models of teaching: Practicum**

Professor Sabatini and Staff. Permission required. Class meets for eight sessions; specific dates posted each semester. A laboratory course for developing teaching skills and strategies based on contemporary models (group process, cooperative learning, synectics, role play, concept development). Application of the models to field problems in teaching and curriculum design.

• **C&T 4334. Group process strategies (1)**

• **C&T 4335. Cooperative learning (1)**

• **C&T 4336. Synectics and role playing (1)**

**C&T 4501. Teaching and learning in the multicultural classroom (1)**

Dr. Langer de Ramirez. Open to preservice and inservice students in all subject departments. Class meets for seven sessions (consult department secretary or instructor for dates). Student diversity (characterized by gender, race, ethnicity, language, special needs, and sexual orientation) is examined in relation to decisions about teaching methodology, curriculum, instructional materials, student grouping, home-school-community relationships, and teachers' professional growth and development.

**C&T 4502. Master's project (1)**

Professors Knight, Lesko, Zumwalt or Faculty. Permission required. Required for M.A. students in the Curriculum and Teaching Program. Students work to develop proposals to initiate required Master's action research project.

**C&T 4503. Problems: Curriculum and teaching—*independent study* (1-3)**

Faculty. Permission required. Majors work individually or in small groups with a staff member. Students should have had previous course work with their supervising staff member and should select a problem relating to this work.

**C&T 4615. Young children and social policy: Issues and problems (2-3)**

Dr. Fennimore. Overview of social policy towards young children as it affects classroom practice and professional goals. Situations such as child abuse, divorce and custody, student classification, and foster care are examined.

**C&T 4702. Student teaching-giftedness (3)**

Dr. Wright. Observation and student teaching. Permission Required. Course requires 3-5 days a week for participation in community, school, and agency programs and a weekly seminar on campus.

**C&T 4705. Student teaching: Learning dis/Abilities (4 points each semester, for two semesters)**

Faculty. School-based fieldwork and student teaching/practicum. Permission Required. Course requires participation in community, school, and agency programs and a weekly seminar on campus. At least, one semester is to be in inclusive education. \$25.

**C&T 4708. Student teaching-infancy and early childhood (3)**  
Faculty. Observation and student teaching. Permission required. This two-course sequence requires 3-5 days a week for participation in community, school, and agency programs and a weekly seminar on campus.

**C&T 4726. Professional laboratory experiences/student teaching (year-long) in elementary education (4-6)**  
Professors Genor, Goodwin, Hamre, Oyler, Sabatini and Staff. Permission required. Students must begin in the Fall term. Students engage in an intensive field placement under the sponsorship of a classroom teacher with supervision shared by the cooperating teacher and Teachers College staff members. The experience begins with a three-week practicum period, followed by a ten-week student teaching experience; students spend a minimum of 3 1/2 days in the classroom each week. Assignments to classrooms provide an emphasis on education for both younger and older children in a range of settings, including opportunities in the College's Professional Development Schools. Offered in conjunction with C&T 4123 and C&T 4124. Students applying to student teach must file a Declaration of Intention to Student Teach by May 15 prior to the Fall term.

**C&T 4729. Professional laboratory experiences/student teaching (semester-long) in elementary education (4-6)**  
Professors Genor, Goodwin, Hamre, Oyler, Sabatini and Staff. Permission required. Students engage in an intensive field placement under the sponsorship of a classroom teacher with supervision shared by the cooperating teacher and Teachers College staff members. The experience begins with a three-week practicum period, followed by a ten-week student teaching experience; students spend a minimum of 3 1/2 days in the classroom each week. Assignments to classrooms provide an emphasis on education for both younger and older children in a range of settings, including opportunities in the College's professional development schools. Students applying to student teach must file a Declaration of Intention to Student Teach by May 15 prior to the Fall term.

**C&T 4731. Professional laboratory experiences (including student teaching) in elementary education (4)**  
Professor Goodwin. Permission required. Given in conjunction with C&T 4123 or C&T 4124. Laboratory experience designed for certified teachers if space is available. (See C&T 4726 description). Students registering to begin student teaching must file a Declaration of Intention to student teach by May 15 prior to the Fall term.

**C&T 4842. Institute: Content area literacies (3)**  
Professor Siegel. Introduces K-12 teachers to a toolkit of theories and practices to aid them in rethinking and redesigning literacy practices used in teaching mathematics, science, social studies, and other content areas. Participants engage in year-long classroom inquiry.

**C&T 4899. Federal Policy Institute (3)**  
Professor Kagan. The Federal Policy Institute (FPI) is designed to give students a first-hand opportunity to meet with key policy leaders around the most crucial, contemporary policy issues. Key themes will include: the enduring values of American education and how they shape current policy; current issues in national educational reform; and the role of the federal government in shaping educational policy. Cross-listed with HUDF 4899.

**C&T 4900. Research and independent study: Curriculum and teaching (1-8)**  
Faculty. Master's degree students undertake research and independent study under the direction of a faculty member.

**C&T 5000. Theory and inquiry in curriculum and teaching (6 points each semester, fall and spring).**  
Faculty. Required of and limited to first-year Ed.D. students in the Department of Curriculum and Teaching; must be taken in both the fall and spring semesters. Introduction to and exploration of important problems and issues in curriculum and teaching, methods of formulating questions, and modes of inquiry appropriate to doctoral-level research.

**C&T 5006. Readiness for school: pedagogical and political issues (3)**  
Professor Kagan. Course examines different conceptions of school readiness, focusing on challenges faced by practitioners and policy makers. Participants will examine different approaches to the implementation and assessment of readiness.

**C&T 5023. Exceptionality and intelligence: Theoretical approaches (2-3)**  
Professor Borland. Theories of cognition as they relate to the issues of intelligence and creativity presented as a basis for conceiving of students as exceptional and for differentiating their curriculum.

**C&T 5024. Planning and implementing programs for gifted students (3)**  
Professor Borland. Examination of factors affecting planning and implementation of programs for the gifted, components of gifted programs, and systems approach to program planning. Students develop written program plans for specific settings.

**C&T 5036. Child and family policy (2-3)**  
Professor Brooks-Gunn or Kagan. Course provides a foundation of knowledge concerning the role of child and family perspectives in informing public policy.

**C&T 5037. Literacy, culture and the teaching of reading (3)**  
Professor Siegel. Prerequisite: C&T 4136, or an equivalent course in the teaching of reading. Examines current practices of reading instruction in light of theory and research on literacy as a social, cultural and political practice.

**C&T 5042. Special topics in children's literature (3)**  
Staff. Study of specific genres or curriculum issues in children's literature. Topics are announced in preliminary and final course schedules distributed each semester. Registration not limited to one term.

**C&T 5053. Staff development processes and procedures (3)**  
Faculty. Concepts and practices related to staff development, in-service education, and organizational improvement. Attention given to applications of staff development using institutional cooperation, organizational dynamics, and research on teacher training. Designed for principals, supervisors, curriculum directors, and others concerned with staff and program development to deal with change in their own institutional contexts.

**C&T 5074. Curriculum and teaching policy (3)**  
Professor Sobol. Prerequisite: C&T 4004. Examination of the theoretical and political bases of curriculum and teaching policies and their influences on school organizations and teaching practices. Explores the policy-making process from policy design through implementation.

**C&T 5112. Issues in child care and education: Infancy through school age (2-3)**  
Dr. Farber. An examination of such issues as inclusion, equity, effects of welfare reform, training needs, and the role of transdisciplinary supports within the context of recent demographic, social, political, and economic changes in our society. Public and private sector responses to newly emerging issues, the dilemmas posed, and recommended solutions. Evaluations of the adequacy of the responses to the demand for child care, and the nature, characteristic, and quality of the supply. Invited speakers present perspectives from education, health and mental health, government, business, the community, advocacy, and communication.

**C&T 5114. Development of multicultural curriculum for the early years (2-3)**  
Professor Williams. Exploration of dynamics of curriculum development for young children from 3 through 8 years of age. Participants will design a curriculum using principles of curriculum construction and a multicultural, inclusive philosophy. Prerequisite: C&T 4114 or equivalent.

**C&T 5118. Infant and toddler development and practice (2-8)**  
Professor Recchia. Permission required. Theory is related to practice and research with infants, toddlers and families. Students participate in classroom practice and meet for weekly seminar on-site at the Rita Gold Early Childhood Center. Enrollment is for 1 or 2 semesters.

**C&T 5302. Advanced practicum-giftedness (1-6)**  
Professor Borland and Dr. Wright. Permission required. Guided experiences for advanced students in Giftedness. Supervised group field visits. Preservice internships arranged. Students submit reports analyzing experiences.

**C&T 5305. Advanced practicum-learning dis/Abilities (1-6)**  
Faculty. Permission required. Guided experiences for advanced students in Learning dis/Abilities. Supervised group field visits. Preservice internships arranged. Students submit reports analyzing experiences.

**C&T 5308. Advanced practicum-infancy and early childhood (1-6)**  
Professor Recchia and Faculty. Permission required. Guided experiences for advanced students in Early Childhood/Special Education. Preservice internships arranged. Students submit reports analyzing experiences.

**C&T 5321. Practicum in early childhood education: Curriculum development, observation, and assessment in early childhood (3-4)**  
Professor Genishi or Williams. Permission required. Supervised in-service competency-based field experiences in early childhood settings. Emphasis on emerging issues and refinement of practice.

**C&T 5323. Supervision and the organization of programs for families with young children (3)**  
Faculty. Prerequisites: C&T 5118. Assessment procedures, supervision, and social policy are related to the development and administration of programs for families with infants and toddlers.

**C&T 5502. Introduction to qualitative research in curriculum and teaching (2-3)**  
Professors Genishi, Kagan, Knight, or Siegel. Introductory seminar on methods in qualitative research, with focus on case studies in classrooms and schools.

**C&T 5513-C&T 5514. Seminar in early childhood education (3)**  
Professor Genishi, Recchia, or Williams. Required of all second-year doctoral students in early childhood education and early childhood special education and open to other post-Master's students with permission. Examination of underlying issues and currents in early childhood education, with formulation of initial research plans.

**C&T 5515. Infancy research seminar (1-6)**  
Professor Recchia. Permission required. Research in infant development is facilitated and coordinated through exploration of a variety of research methods within a seminar format.

**C&T 5902. Independent study-giftedness (1-4)**  
Professor Borland. Permission required. Qualified students work under guidance on practical research problems. Proposed work must be outlined prior to registration; final written report required.

**C&T 5905. Seminar in learning dis/Abilities and disability studies in education (2-4)**  
Professor Reid. Permission required. Students work in small groups under guidance on practical problems related to teacher-as-scholar practitioner, teacher-as-classroom researcher, and teacher-as-change agent. Emphasis on ethical practices for diverse learners. Special fee: \$25.

**C&T 5908. Independent study-infancy and early childhood (1-4)**  
Professor Recchia. Permission required. Qualified students work under guidance on practical research problems. Proposed work must be outlined prior to registration; final written report required.

**C&T 6200. Field study in designing curriculum and instruction (1-3)**  
Faculty. Permission required. Field experiences in relation to designing, conducting, and evaluating programs in curriculum and instruction.

**C&T 6259-C&T 6260. Fieldwork in pre-service teacher education (1-4)**

**C&T 6400. Internship program in curriculum research (2-4)**  
Faculty. Permission required. Firsthand experience in a center where curriculum research is in progress.

**C&T 6405. Advanced internship-learning dis/Abilities (1-6)**  
Professor Reid. Permission required. Post-master's level. Intensive in-service internship designed to meet individual student's needs. Students submit reports analyzing experiences.

**C&T 6408. Advanced internship-infancy and early childhood (1-6)**  
Professor Kagan or Recchia. Permission required. Post-master's level. Intensive in-service internship at agency chosen to meet individual student's needs. Students submit reports analyzing experiences.

**C&T 6452-C&T 6453. Internship program in supervision and curriculum improvement**  
Professors Sabatini, Schoonmaker, and Staff. Permission required. Prerequisite: C&T 4160 or C&T 4051. Work with curriculum leaders in an ongoing program. Fieldwork involves school system problems and leadership processes.

• **C&T 6452. In-service (2-4)**

• **C&T 6453. Pre-service (2-4)**

**C&T 6501-C&T 6502. Studies in curriculum and teaching (2-3)**  
Faculty. Permission required. Integrating seminar provides an opportunity for students to discuss issues and questions fundamental to the field of curriculum and teaching.

**C&T 6503. Seminar in field research (2)**  
Faculty. Permission required. Corequisite: C&T 6200-C&T 6201. Collect and organize data and report field study findings. Abstract generalizations or limited theories as guides to practice and further research.

**C&T 6505. Spencer Seminar (3)**  
Faculty. This seminar is designed to prepare doctoral students to conduct collaborative school-based inquiry focused on educational practice in elementary, middle, and high schools or early childhood settings. Special attention is given to issues of school-university collaboration, context-sensitive research methodologies, urban educational improvement, and the relation of research to development in school settings. Participation in field research and development is required.

**C&T 6506. Advanced seminar-giftedness (3)**  
Professor Borland. For doctoral students in Giftedness. Recent developments in theory and research in gifted education.

**C&T 6507. Advanced seminar-learning dis/Abilities (3-12)**  
Professor Reid. For doctoral students in learning disabilities and related fields. Recent developments in theory and research as related to learning disabilities from psychological, educational, sociological, and other sources.

**C&T 6508. Advanced seminar-infancy and early childhood (3)**

Professor Recchia. For doctoral students in special education and related fields. Recent developments in theory and research as related to the specialization from psychological, educational, sociological, and/or medical sources.

**C&T 6532. Seminar in reading/language arts and related research (3)**

Professor Siegel. Permission required. Open only to advanced Master's and doctoral students with a specialization in reading or related area who have completed a recent methods course in reading. In-depth study and discussion of trends and issues in reading development and instruction.

**C&T 6533. Advanced study of children's literature (3)**

Staff. Permission required. Issues and problems relating to the formulation of knowledge about children's literature.

**C&T 6551. Seminar in supervision and curriculum improvement (3)**

Professor Schoonmaker. Permission required. Prerequisite: C&T 4051, C&T 4005, or equivalent. Primarily for doctoral students. Intensive study of selected problems. Major emphasis on formulation of supervision strategies and curriculum change.

**C&T 6569. Seminar in theory and research in curriculum (1-3)**

Faculty. Permission required. Critical study of classroom environment as a laboratory for teacher education.

**C&T 6900-C&T 6901. Directed research and theory development in curriculum and teaching (1-4)**

Faculty. Permission required.

**C&T 6914-C&T 6915. Advanced studies in early childhood and childhood education (1-4)**

Professors Genishi, Kagan, Recchia, or Williams. Permission required. Identification and theoretical and empirical investigation of selected topics, problems, and issues in early childhood and childhood education. Topics vary. May be taken more than once for credit.

**C&T 7500-C&T 7501. Dissertation seminar in curriculum and teaching (1-3)**

Professors Genishi or Zumwalt. Two semesters required of all doctoral candidates in the department unless proposal is defended in the first semester. Development of doctoral dissertations and presentation of plans for approval.

**C&T 8900. Dissertation advisement in curriculum and teaching (0)**

Individual advisement on doctoral dissertations. Fee: to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration for Ed.D. degree.

**Continuing Education****C&T 4802. Models of curriculum and teaching (non-credit or 1)**

Professor Goodwin, Genishi, or Williams. An institute focusing on current issues in curriculum and teaching, such as innovative models of teaching or curriculum development in specific settings. Topics vary and institute may be taken more than once for credit.

**C&T 4822. Instructional models in the education of gifted students (non-credit, 1 or 2)**

Professor Borland. What should gifted students learn? How can we differentiate the curriculum for gifted learners in order to meet their special needs more effectively? These and other questions will be addressed in this three-day workshop devoted to the discussion, analysis, and evaluation of instructional models designed or adapted for gifted students. Emphasis will be placed on the principles of curricular differentiation and on providing an overview of a range of models designed to modify content, enhance the development of thinking skills and enhance creativity.

**C&T 4835. Improving reading instruction (non-credit or 1-3)**

Professor Siegel. An institute focusing on current issues in reading and related areas. Includes oral and written language development and children's literature.

**C&T 4853. Multisensory teaching of basic language skills for students with learning disabilities (non-credit or 2-4)**

Ms. Rowe. Introduction to the theoretical and practical issues of teaching a multisensory instructional language approach in reading, spelling, and handwriting, and in the structure of English, based on alphabetic phonics to dyslexic students. Offered in fall and summer terms. Materials fee: \$30.

**C&T 4854. Multisensory teaching of basic skills I (non-credit or 1)**

Ms. Rowe. Prerequisite: C&T 4853. Two day-long workshops combined with the teaching of alphabetic phonics curriculum in school settings. Extension of practice in schedule II, teaching reading, spelling, and handwriting.

**C&T 4855. Multisensory teaching of basic skills II (non-credit or 1)**

Ms. Rowe. Prerequisite: C&T 4854. Two day-long workshops combined with the teaching of alphabetic phonics curriculum in school settings. Extension of C&T 4854.

**C&T 4858. Institute: Teaching of reading (3)**

Professor Calkins. Designed to help teachers of grades K-8 develop a theoretical framework for the teaching of reading and a repertoire of strategies of enhancing students' independence and skills as readers.

**C&T 5800. Institute: Teaching of writing (non-credit or 1, 3, or 6)**

Professor Calkins. The focus of the Institute will be on the teaching of writing with the participants also working on their own writing. There will be a combination of large group presentations, small interactive sessions, and writing workshops. Separate sections will be offered for advanced participants. A partial list of topics to be covered includes: the central role of planning and curriculum development in the teaching of writing, methods for holding students accountable for doing their best work, classroom structures that support inquiry and collaboration, and using literature to help students craft their writing. The Institute is appropriate for elementary and secondary school teachers.

**C&T 5810. New approaches to identifying and educating gifted students (non-credit, 1 or 2)**

Professor Borland and Dr. Wright. This three-day workshop provides participants with the opportunity to learn about and discuss new challenges and approaches to identifying and educating gifted students. Presentations and discussions will provide the core for each day. Small group work and individual consultations will also be integrated throughout the three days. The emphasis of these sessions will be on the creation of practical products and practices that can be used in the participant's schools. Schools are also encouraged to send both individuals and teams with clearly articulated issues and problems they would like to have discussed. Students enrolled for two credits will attend additional seminars to be scheduled during the class.

**C&T 5853. Advanced multisensory teaching of basic language skills for students with learning disabilities (non-credit or 2)**

Ms. Rowe. Prerequisites: C&T 4853, C&T 4854, and C&T 4855. In-depth extension of multisensory techniques for teaching reading strategies, spelling situations and formulas, advanced syllable division, lesson planning, dictionary skills, composition, and comprehension. Two-week summer session.

**C&T 5854. Advanced multisensory teaching of basic skills I (non-credit or 1)**

Two day-long workshops to extend and refine skills in advanced phases of curriculum while teaching in school settings.

**C&T 5855. Advanced multisensory teaching of basic skills II (non-credit or 2)**

A continuation of C&T 5854. Four day-long workshops.



# Health and Behavior Studies

CHAIR: Professor Charles E. Basch

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WEB SITE: www.tc.edu/HBS

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## PROGRAMS:

### APPLIED EDUCATIONAL PSYCHOLOGY ..... 99

Reading Specialist  
School Psychology  
Applied Developmental  
& Learning Psychology  
Applied Educational Psychology

### HEALTH STUDIES ..... 105

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Community Nutrition Education  
Applied Physiology and Nutrition\*\*

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Applied Behavior Analysis  
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### TEACHING OF AMERICAN SIGN LANGUAGE AS A FOREIGN LANGUAGE ..... 127

\*\*Offered jointly with the Department  
of Biobehavioral Sciences

## DEPARTMENTAL MISSION:

*Department of Health and Behavior Studies* programs share the common goal of helping people to realize their full potential as learners, to make informed decisions, and to attain the best possible quality of life. Health and learning are inextricably linked. Optimal learning cannot take place in an atmosphere permeated with physical, psychological, and social health problems, and optimal health cannot be achieved without skill in learning and literacy.

One way to enhance learning potential is by overcoming health-related constraints and barriers to literacy through work at both the individual and community levels. Some programs prepare professionals to work with individuals and draw on and contribute to the behavioral sciences and education. Others emphasize the development and assessment of innovative, multidisciplinary, community-based interventions.

The programs in the Department fall into the following categories:

#### *Applied Educational Psychology*

This area of study includes the following programs: Reading Specialist and School Psychology. Such study prepares students to serve as educators, scientists, and service providers in a variety of settings, including universities, schools, psychoeducational clinics, hospital-based child study clinics, and community agencies.

#### *Health Studies and Nutrition*

These areas of study include the following programs: Health Education, Nursing Education, and Nutrition (Applied Physiology and Nutrition, Community Nutrition Education, Nutrition and Public Health, Nutrition Education). Students in Nutrition may also complete a Dietetic Internship option accredited by the American Dietetic Association. These programs prepare students to serve in leadership roles in community-based organizations, government agencies, corporations, health care settings, and educational settings. Current knowledge in behavioral science and education is integrated with field-based applications for health promotion and disease prevention.

#### *Special Education*

Among the programs included in Special Education are: Administration and Supervision of Special Education Programs, Applied Behavior Analysis, Blindness and Visual Impairment, Cross-Categorical Studies, Deaf and Hard of Hearing, Guidance and Rehabilitation, Instructional Practice, Mental Retardation/Autism, Physical Disabilities, Research and Supervision of Special Education programs. These programs prepare students to serve as leaders and scholar-practitioners skilled in the development, evaluation and application of practices that improve the life prospects of people with disabilities.

#### *The Teaching of American Sign Language (ASL) as a Foreign Language*

Teaching American Sign Language (ASL) as a Foreign Language prepares students to serve as scholar-practitioners who are skilled, knowledgeable and practiced in the development, evaluation and implementation of pedagogy that will instruct and educate individuals unfamiliar with ASL, the deaf community, and the culture of individuals who are deaf or hard of hearing. Typically, the population that these scholar-practitioners will eventually instruct and educate are individuals who themselves have hearing, are in regular education programs, and possess a wide range of cognitive, social, and academic abilities and cultural backgrounds.

The Department faculty offers a broad spectrum of expertise. We encourage multidisciplinary efforts within the faculty and hope that, in the course of their studies, students will acquire the valuable skill of working collaboratively with experts in other disciplines.



## **FACULTY:**

### **PROFESSORS:**

John P. Allegrante (Health Education)  
Charles E. Basch (Health Education)  
Isobel R. Contento (Nutrition)  
R. Douglas Greer  
(Special and Regular Education:  
Applied Behavior Analysis)  
Linda Hickson  
(Special Education:  
Mental Retardation/Autism)  
Stephen J. Lepore (Health Education)  
Dennis E. Mithaug  
(Special Education:  
Administration and Leadership)  
Kathleen A. O'Connell  
(Nursing Education)  
Philip A. Saigh (School Psychology)

### **ADJUNCT PROFESSORS:**

Ann E. Boehm (School Psychology)  
Robert E. Fullilove, III (Health Education)  
Mindy Thompson Fullilove  
(Health Education)

### **ASSOCIATE PROFESSORS:**

Marla R. Brassard (School Psychology)  
Robert E. Kretschmer  
(Special Education: Deaf and Hard of Hearing;  
ASL as a Foreign Language)  
Dolores Perin (Reading Specialist)  
Stephen T. Peverly (School Psychology)  
Barbara C. Wallace (Health Education)  
Randi Wolf (Nutrition)

### **VISITING ASSOCIATE PROFESSORS:**

C. Ronald MacKenzie (Health Education)  
Elizabeth A. Walker (Health Education)

### **ADJUNCT ASSOCIATE PROFESSORS:**

Caroline Camuñas (Nursing Education)  
Dolleen-Day Keohane  
(Special Education:  
Applied Behavior Analysis)  
Ursula Kirk (School Psychology)  
Toni Liquori (Nutrition)  
Ray Marks (Health Education)  
Margaret G. E. Peterson  
(Health Education)  
John T. Pinto (Nutrition)  
Lora A. Sporny (Nutrition)

### **ASSISTANT PROFESSORS:**

Lisa M. Lewis (Nursing Education)  
Denise E. Ross  
(Special Education:  
Applied Behavior Analysis)

### **ASSISTANT PROFESSOR OF PRACTICE:**

Susan Garni Masullo  
(Reading Specialist)

### **ADJUNCT ASSISTANT PROFESSORS:**

Sheila Amato (Special Education)  
Sharon R. Akabas (Nutrition)  
Janice Berchin-Weiss (Special Education)  
Bonnie Bernstein (Nutrition)  
Maria Dolores Cox (Special Education)  
Craig Demmer (Health Education)  
Karen Reznik Dolins (Nutrition)  
David Erlanger (School Psychology)  
Linda Lanting Gerra (Special Education)  
Robin Gomez  
(Special Education:  
Applied Behavior Analysis)  
Roseanne C. Gotterbarn  
(School Psychology)  
Lesley L. Green (Health Education)  
Richard Keller (Special Education)  
Thomas M. Kelly (Special Education)  
Ishita Khemka  
(Special Education: Mental  
Retardation/Autism)  
Pamela Donofrio Koch (Nutrition)  
Michael Koski (School Psychology)  
Grace Lappin (Special Education)  
Noelle Regina Leonard (School Psychology)  
Susan Lipkowitz (Special Education)  
Amy Margolis (School Psychology)  
Laura Menikoff (Reading Specialist)  
Jose Eduardo Nanin (Health Education)  
Robin Nuzzolo  
(Special Education:  
Applied Behavior Analysis)  
Barbara A. Principe (Reading Specialist)  
Russell Rosen  
(Special Education:  
ASL as a Foreign Language)  
Britta Rothschild (School Psychology)  
Claudia V. Schrader (Special Education)  
Virginia S. Stolarski  
(Special Education:  
Blindness and Visual Impairment)  
Mary Margaret Whelley  
(School Psychology)  
Ruth Zealand (Special Education)

### **RESEARCH PROFESSOR:**

Sherri Sheinfeld Gorin

### **INSTRUCTORS:**

Jane Bogart (Health Education)  
Christina Costa (Nutrition)  
Michelle Gennaoui (Special Education)  
Nektaria Glinou  
(Special Education:  
Mental Retardation/Autism)  
Mary Anne Gray (Reading Specialist)  
Leah Greenberg (Special Education)  
Kathryn Hamilton (Nutrition)  
Maria Hartman (Special Education)  
Leonor U. Maro (Nutrition)  
Shelley Mesznik (Nutrition)  
Katherine Roberts (Health Education)  
Mary Ellen Rooney  
(Special Education:  
Mental Retardation/Autism)  
Nadine Rothman (Special Education)  
Patricia Rothschild (Special Education)  
Michelle Saunders (Special Education)  
Anne Spillane  
(Special Education:  
Mental Retardation/Autism)  
Judy Strauss-Schwartz (Special Education)  
Ioanna Tsiouri (Special Education)  
Linda Zulich (Special Education)

*For information about faculty and their scholarly and research interests, please refer to the Faculty section of this bulletin, or visit us at [www.tc.edu/faculty](http://www.tc.edu/faculty).*

## APPLIED EDUCATIONAL PSYCHOLOGY

The Applied Educational Psychology area of study includes the following programs: Reading Specialist; School Psychology; Clinical Neuropsychology.

### READING SPECIALIST

Program Coordinator:  
Professor Dolores Perin

Program Office: (212) 678-3942  
E-mail: perin@tc.edu  
Web site: www.tc.edu/hbs/ReadingSpecialist

**Reading Specialist**  
(Code: TKU)

**Degree Offered:**  
Master of Arts (M.A.)

#### Program Description:

The Reading Specialist M.A. program provides students with a broad foundation in applied educational psychology as it relates to literacy acquisition, and concentrated preparation in the assessment and remediation of reading and writing difficulties. The program provides experience in working with child, adolescent, and adult learners.

Graduates of the program:

- understand the normal acquisition of literacy skills;
- understand the cognitive processes that underlie decoding, reading comprehension, and writing in children, adolescents, and adults;
- understand literacy acquisition in terms of linguistic, ethnic, and cultural diversity;
- understand the affective components of literacy difficulty;
- are able to assess reading, writing, and related skills, and form a diagnosis of reading and writing disability;
- can formulate and deliver an appropriate intervention plan;
- can evaluate the effectiveness of remedial interventions and revise techniques and strategies when necessary;
- can evaluate commercially prepared instructional and testing materials analytically and critically;
- are able to interact with families to promote reading and writing habits in children; and
- are able to work collaboratively with other professionals and institutions.

Prepared to serve children and adults with a wide variety of educational needs, the program's graduates are in great demand as literacy specialists in schools, community agencies, learning clinics, and private practice.

#### **Special Application Requirements/Information:**

Successful completion of the program leads to eligibility for New York State certification as a Teacher of Literacy. Those who do not have or are not eligible for a regular teaching certificate are required to pass the standardized tests mandated by New York State before applying for Literacy Teacher certification. Applicants to the Reading Specialist Program who do not have or are not eligible for regular teaching certification are asked to contact the Program regarding eligibility for Literacy Teacher certification.

#### **Degree Requirements:**

##### **THE MASTER OF ARTS**

The Master of Arts consists of approximately 34 points, (minimum 12 courses: 10 required, 2 elective) and can be pursued either part-time or full-time. A completion of a Master's Integrative Project is required for graduation.

#### **Required Courses (10 required courses, total 28-30 points):**

- HBSK 4072 Theory and techniques of assessment and intervention in reading (3)
- HBSK 4074 Reading comprehension strategies and study skills (3)
- HBSK 4077 Adult basic literacy (adult focus) (3)  
or
- HBSK 4085 Behavioral management in the classroom (child focus) (3)  
or
- HBSK 5099 Writing interventions theory and practice (3)  
(Choose HBSK 5099 or 4085 or 4077  
Students in the child focus who have taken a behavioral management course or are otherwise experienced in managing classroom behavior should take HBSK 5099.)
- HBSK 5098 Diagnosis of reading and writing disabilities (HBSK 4072 and HUDM 4050 prerequisite) (3)
- HBSK 5373 Practicum in literacy assessment and intervention 1 (HBSK 4072 prerequisite or corequisite) (3)
- HBSK 5376 Practicum in literacy assessment and intervention 2 (HBSK 4072 and HBSK 5373 prerequisite) (3)

- HBSK 5377 Practicum in literacy assessment and intervention 3 (HBSK 5376 prerequisite) (3)
- HBSK 5580 Seminar in consultation and evaluation in reading (to be taken during the final Spring of the program) (3)
- HUDM 4050 Introduction to measurement (2-3)
- HUDK 5090 Psychology of language and reading (2-3)

#### **Elective Courses (2 or 3 courses, total 6 points):**

See program documents available at [www.tc.edu/hbs/ReadingSpecialist](http://www.tc.edu/hbs/ReadingSpecialist)

#### *Course grades*

If courses are graded, students should take them for a grade, rather than pass/fail.

#### *Completion of M.A. Project*

The Master's Integrative Project addresses areas related to reading and related learning difficulties among children and adults. This culminating project is conducted under the supervision of an advisor.

#### **COURSES:**

See courses in Reading Specialist and School Psychology programs below.

### ***New Academy for Research on Traumatic Stress at TC***

Philip Saigh, Professor of Psychology and Education, recently announced the formation of the Academy for Research on Traumatic Stress at TC. Saigh founded the Academy to promote the exchange of scientific information involving the effects of exposure to traumatic stress on children, adolescents, and adults. The organization focuses on data-based research involving the epidemiology, etiology, psychological and biological assessment, prevention, and treatment of posttraumatic stress disorder. It seeks to accomplish its mission through scientific presentations at scheduled meetings, scholarly interactions, and other activities.

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## SCHOOL PSYCHOLOGY

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Program Coordinator:  
Professor Stephen Peverly

Program Office: (212) 678-3942  
E-mail: [peverly@tc.edu](mailto:peverly@tc.edu)  
Web site: [www.tc.edu/hbs/SchoolPsych](http://www.tc.edu/hbs/SchoolPsych)

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**Applied Developmental  
& Learning Psychology**  
(Code: TKL)

**Degree Offered:**  
Master of Education (Ed.M.)

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**Applied Educational Psychology**  
(Code: TKT)

**Degrees Offered:**  
Doctor of Education (Ed.D.)  
Doctor of Philosophy (Ph.D.)

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### **Program Description:**

Our doctoral (fully approved by APA and NASP) and master's programs focus on the application of cognitive and developmental psychology to the promotion of competence in learning and mental health in schools and other educational contexts. Course work provides students with a strong foundation in the theory and research of cognitive and developmental psychology and its application to (a) the instruction and learning of school related subjects, particularly reading, and (b) the understanding and treatment of mental health problems. Practica and internship experiences provide students with the opportunity to apply this knowledge directly to their work with clients.

Clients are seen in a variety of contexts, including our collaborating schools (we provide school psychological services to children and youth in 3 schools that serve children from racially, ethnically, and linguistically diverse low and middle income environments). Faculty research, all of which is cognitively and/or developmentally oriented, provides yet another vehicle for students (doctoral primarily) to develop and apply their knowledge.

The overall goal of the program is to educate school psychologists who can promote the cognitive, behavioral, and social growth and development of children and families from diverse linguistic, cultural or racial backgrounds, through the ability to:

- Assess and diagnose learning, behavior, and emotional problems and strengths, from early childhood through middle adulthood,

with an emphasis on school-age children and youth;

- Generate recommendations that are developmentally appropriate, remediate deficits effectively, and promote competence;
- Implement and evaluate theoretically and empirically sound educational and mental health prevention and intervention programs for school personnel, families, and children. Examples include cognitively based early reading programs and cognitive-behavioral individual and group interventions for coping with anxiety and affective disorders, including those involving trauma exposure, bereavement problems, divorce, study skills, and social skills;
- Implement and evaluate instructional, behavioral, and mental health consultation with school personnel and parents about children's instruction and learning, mental health and behavior;
- Implement information technology and do so in ways that safeguard and enhance the quality of services;
- Demonstrate an understanding of (a) the role of cultural differences in manners, values, and mores and (b) how to work effectively with culturally and linguistically diverse populations;
- Demonstrate an understanding of how (a) schools are organized within States and districts, their organizational structure and typical personnel, the State and federal laws and regulations and personnel contracts under which they operate; and (b) to work effectively with school personnel, parents, and students to engage in system level change;
- Integrate knowledge and applied skills through the provision of a wide-range of services that have a measurable positive influence on youth and families;
- Manage relationships with clients, colleagues and members of the public in an emotionally, socially, and ethnically competent way;
- In addition, doctoral graduates will be able to conduct psychological research related to children's cognitive and social-emotional functioning, supervise other professionals-in-training in psycho-educational assessment and educational interventions with clients; and take leadership roles in a broad range of settings such as schools, universities, psychoeducational clinics, and community agencies.

### **Special Application Instructions/Information:**

The GRE general test and an academic writing sample (a paper for a prior undergraduate or graduate class) are required for applicants to the Ed.M., Ed.D. and Ph.D. degrees.

Any student wishing to focus on Low Incidence/Handicaps/ Hearing Impaired or Neuropsychology should indicate this on the application form under "Area of Specialization."

### **Degree Requirements:**

#### **MASTER OF EDUCATION**

The Master of Education program requires 66 points of course work. The course of study stresses a firm grounding in the core areas of psychology, especially cognitive psychology, as well as in the tools traditionally used by school psychologists to apply their knowledge and skills to school settings. Completion of the Ed.M. program in School Psychology can lead to certification as a school psychologist in New York State.

Ed.M. students should plan on three years of full-time attendance, including summers. Although part-time attendance is possible, full-time attendance leads to a richer educational experience. Ed.M. students must be available to spend a minimum of one full day per week for practica in their first year and two full days per week for fieldwork in their second year. Internships are full-time.

Suggested Sequence of Courses by Year and Semester:

#### *First Year:*

Fall

- HBSK 4025 Professional and ethical functions of school psychologists
- HBSK 4072 Theory and techniques of reading assessment and intervention
- HBSK 5031 Family as a context for child development
- HBSK 5320 Individual psychological testing I
- HBSK 5378 Practicum in psycho-educational assessment of school subject difficulties

Spring

- HBSK 4073 Assessment/Interventions with childhood disorders
- HBSK 5321 Individual psychological testing II

- HBSK 6380 Practicum in psycho-educational assessment with culturally diverse students
- HBSS 6100 Measurement and program evaluation
- HUDF 4029 Sociology of schools (HUDF 4021 and 4027 are acceptable alternatives.)

Summer

- HUDM 4122 Probability and statistical inference
- ORL 5362 Group dynamics: A systems perspective

Second Year:

Fall

- HBSK 5050 Therapeutic interventions for school psychologists
- HBSK 5070 Neural bases for language and cognitive development
- HBSK 5085\* Observing and assessing preschool children or
- HBSK 4074 Development of reading comprehension strategies and study skills
- HBSK 5280 Fieldwork
- HBSK 6382 Advanced practicum in psychoeducational interventions in schools

Spring

- CCPJ 6362 Group practicum
- HBSK 5051 Child-adolescent PTSD and related disorders
- HBSK 5096 The psychology of memory
- HBSK 5280 Fieldwork
- HBSK 6383 Neuropsychological assessment of children and adults

Summer

- HBSK 4074\* Development of reading comprehension strategies and study skills

Third Year:

- HBSK 6480 School psychology internship (full-time placement)

\*Take HBSK 5085 if you are interested in working with young children; take HBSK 4074 if you are interested in late elementary/middle school and high school populations.

**DOCTORAL PROGRAM**

Our American Psychological Association and National Association of School Psychologists approved doctoral program (Ph.D., Ed.D.) requires approximately 95 points. Attainment of the doctoral degree prepares students for certification as a school psychologist and licen-

sure as a psychologist. On average, doctoral students should plan on five years of full-time attendance, including summers. This includes three years of course work, a two-semester externship in the third year, a full-year internship during the fifth year, and a dissertation.

Suggested Sequence of Courses by Year and Semester

First Year:

Fall

- HBSK 4025 Professional and ethical functions of school psychologists
- HBSK 4072 Theory and techniques of reading assessment and intervention
- HBSK 5320 Individual psychological testing I
- HBSK 5378 Practicum in psycho-educational assessment of school subject difficulties
- HBSK 6570- HBSK 6578 Research in applied educational psychology
- ORLJ 5040 Research methods in social psychology

Spring

- HBSK 4073 Assessment/Interventions with childhood disorders
- HBSK 5321 Individual psychological testing II
- HBSK 6380 Practicum in psycho-educational assessment with culturally diverse students
- HBSK 6570- HBSK 6578 Research in applied educational psychology
- HUDK 5023 Cognitive development (or elective if you can demonstrate, via course syllabus or college catalog, that you have taken a comparable undergraduate course where at least 1/2 of the course focused on cognitive development)

Summer

- HUDM 5122 Applied regression analysis
- ORL 5362 Group dynamics: A systems perspective

Second Year:

Fall

- HBSK 5050 Therapeutic interventions for school psychologists
- HBSK 5070 Neural bases for language and cognitive development
- HBSK 5085 Observing and assessing preschool children
- HBSK 5280 Fieldwork
- HBSK 6382 Advanced practicum in psychoeducational interventions in schools
- HBSK 6570- HBSK 6578 Research in applied educational psychology

Spring

- CCPJ 6362 Group practicum
- HBSK 5280 Fieldwork
- HBSK 6383 Neuropsychological assessment of children and adults
- HBSK 6570- HBSK 6578 Research in applied educational psychology
- HUDM 5123 Linear models and experimental design

Summer

- CCPX 6020 History and systems of psychology
- HUDM 5059 Psychological measurement

Third Year:

Fall

- HBSK 5031 Family as a context for child development
- HBSK 5271 Supervised externship in psychoeducational practice (Section 1)
- HBSK 6570- HBSK 6578 Research in applied educational psychology
- ORLJ 5540 Proseminar in social and organizational psychology

Spring

- HBSK 4074 Development of reading comprehension strategies and study skills
- HBSK 5051 Child-adolescent PTSD and related disorders
- HBSK 5096 Psychology of memory
- HBSK 5271 Supervised externship in psychoeducational practice
- HBSK 5273 Supervised experience in supervision
- HBSK 6570- HBSK 6578 Research in applied educational psychology

*Fourth Year:*

Fall

- HBSK 7503 Dissertation seminar
- HUDM 6122 Multivariate analysis I/elective (in consultation with advisor)

Spring

- HBSK 8900 Dissertation advisement

*Fifth Year:*

- HBSK 6480 School psychologist internship

*Foci in School Psychology*

As mentioned previously, master's and doctoral students in the School Psychology Program can choose, if they wish, to focus on one of two areas: Deaf and Hard of Hearing or Neuropsychology. Each of these options is detailed below.

*Deaf and Hard of Hearing*

The focus in Deaf and Hard of Hearing requires a core of 9 courses (20 credits) plus appropriately planned fieldwork and internship experiences. One of these courses will meet the program's special education requirement. Students are expected to become proficient in communicating by sign at an intermediate level before the completion of the program.

Required courses:

- BBSQ 4042 Audiology
- HBSE 4070 Psychosocial and cultural aspects of deafness
- HBSE 4071 Language, reading and writing instruction in the content areas for individuals who are deaf or hard of hearing
- HBSE 4072 Development of language for individuals who are deaf or hard of hearing
- HBSE 4079 Language development and habituation: The foundation
- HBSE 4871 American Sign Language I
- HBSE 4872 American Sign Language II
- HBSE 5907 Linguistics of ASL
- HBSE 6070 The psychology of deafness

There are many opportunities for fieldwork and internship experiences in the New York City area including public and private schools (e.g., St. Mary's School for the Deaf; St. Joseph's School for the Deaf; and St. Francis School) and hospitals (e.g., Manhattan Eye and Ear Hospital).

*Neuropsychology*

The focus in Neuropsychology consists of 5 required courses. Two courses focus on children and one meets the APA General Psychology Requirement for biological bases. Another course focuses on the consequences of brain damage in adults. These three courses provide students with an understanding of the differences between the developing brain and the adult brain, as well as the differences involved in the consequences of brain damage for the acquisition of skill and for the loss of an acquired skill.

A fourth course focuses on neuropsychological assessment for children and adults. The fifth course is completed by working two days in an external placement. Additional courses can be taken as electives in consultation with an advisor (e.g., BBS 5068 and BBS 5069, Brain and behavior I and II; HBSK 5139 Fundamentals of psychopharmacology; BBSN 5072 Developmental neuropsychology)

Required Courses:

- HBSK 5033 Human clinical neuropsychology
- HBSK 5070 Neural bases of language and cognitive development (Two terms are required) Two courses focus on children and one meets the APA general psychology requirement for biological bases.
- HBSK 5274 Externship in neuropsychology
- HBSK 6383 Neuropsychological assessment of children and adults

**COURSES:**

*(Reading Specialist and School Psychology Programs)*

**HBSK 4025. Professional and ethical functions of school psychologists (3)**

Professor Peverly. Permission required. Overview of issues associated with the school psychologist's roles within educational settings including assessment, intervention, and consultation functions. Education law and ethics are stressed.

**HBSK 4072. Theory and techniques of reading assessment and intervention (3)**

Professor Perin and Staff. Overview of theories, assessment, and intervention techniques for reading and writing across the lifespan. Both normal development and literacy difficulty are addressed. Materials fee: \$50.

**HBSK 4073. Assessment/intervention with childhood disorders (1-3)**

Professor Saigh. Information involving the symptoms, life-course, prevalence, and etiology of a number of psychiatric disorders that are manifested in childhood and adolescence is presented. Information involving assessment and treatment is also considered. Psycho-educational assessment, diagnosis, and treatment of child and adolescent disorders. Materials fee: \$50.

**HBSK 4074. Development of reading comprehension strategies and study skills (3)**

Professor Peverly. Reading and study skills: Practical procedures based on research findings appropriate for teachers, counselors, and others. Discussion focuses on students in the middle elementary grades through young adulthood.

**HBSK 4077. Adult basic literacy (3)**

Professor Perin. An examination of the learning of reading and writing by adults who have not achieved full literacy. Populations discussed include adults with learning disabilities, adult basic education students, community college continuing education and developmental education students, immigrants and others who have limited English language proficiency, students in correctional settings, and participants in adult literacy programs outside of the U.S.

**HBSK 4085. Behavioral management in the classroom (3)**

Professor Saigh. Behavioral analysis and management techniques applied to the classroom. Observation and recording of behaviors, behavior change, reinforcement schedules, shaping token economies, contingency management, and evaluation of behavior modification. Focuses on applications but includes familiarization with research.

**HBSK 4903. Research-independent study in reading (1-3)**

Faculty. Permission required. Individualized research and fieldwork projects in literacy assessment and intervention.

**HBSK 5031. Family as a context for child development (3)**

Professor Brassard. Prerequisite: any introductory developmental psychology course. Examines theories of family functioning and empirical evidence of family processes that mediate child and adolescent development outcomes. Emphasis on family factors associated with children's cognitive, emotional, and academic development, including home-school collaboration and social functioning within cultural contexts. Materials fee: \$10.

**HBSK 5050. Therapeutic interventions for school psychologists (3)**

Professor Saigh. This course is intended to provide school psychology students with information about applied behavior analysis, behavior therapy, and cognitive-behavior therapy. Information pertaining to behavioral assessment, single-case research designs, behavioral and cognitive-behavioral approaches to the treatment of childhood disorders and problems is considered. Information involving treatment efficacy is a major focus of the course.

**HBSK 5051. Child-adolescent PTSD and related disorders (3)**

Professor Saigh. This course presents information about the history, epidemiology, etiology, assessment, prevention, and cognitive-behavioral treatment of child-adolescent posttraumatic stress disorder (PTSD) and related internalizing disorders. Analogue diagnostic and treatment training is provided.

**HBSK 5070. Neural bases for language and cognitive development (3)**

Professor Kirk. Permission required. Examination of neural mechanisms involved in language, reading, and the acquisition of academic skills. Particular attention to language disorders, variations in cerebral organization, and hemisphere specialization.

**HBSK 5085. Observing and assessing preschool children (3)**

Professor Boehm. Overview of assessment procedures used with preschool and kindergarten children including review of related tests, the development of observation procedures, and the development of screening programs. Materials fee: \$75.

**HBSK 5096. The psychology of memory (3)**

Professor Peverly. An analysis of perspectives on human memory with particular attention to knowledge, attention, strategic processes, metacognition, transfer, and context. The application of this information to practice is stressed.

**HBSK 5098. Diagnosis of reading and writing disabilities (3)**

Dr. Principe. Prerequisites: HBSK 4072 and HUDM 4050. Presents theories and practices of diagnosing dyslexia, and other disorders of literacy. Students learn to administer, score and interpret a test battery, and formulate a diagnosis. Materials fee: \$50.

**HBSK 5099. Writing interventions theory and practice (3)**

Professor Perin. Application of theory and research on cognitive, linguistic and affective processes underlying writing performance to the development of writing interventions. Students learn to evaluate and design research-based writing interventions for special-needs populations such as individuals with learning disabilities and limited English language proficiency.

**HBSK 5271-HBSK 5273. Supervised fieldwork in remedial reading and school difficulties**

Permission required.

- **HBSK 5271. Supervised externship in psychoeducational practice (1-3)**  
Dr. Rothschild. Supervised experience in a school, hospital, or community clinic focusing on psychoeducational assessment, counseling, remediation, and consultation. Prerequisite: HBSK 5280—Fieldwork in School Psychological services. Supervisory fee: \$100.
- **HBSK 5272. Supervised field placement in reading (1-3)**  
Professor Perin. Students conduct projects in a variety of field sites, including K-12 schools, community colleges, and adult education programs, under faculty supervision. The field experience provides an opportunity to understand both practical and theoretical aspects of pressing questions concerning literacy acquisition across the lifespan.
- **HBSK 5273. Supervised experience in supervision (1-3)**  
Professor Brassard. Advanced doctoral students are supervised in their supervision of the comprehensive psychoeducational assessments with clients in the Center for Educational and Psychological Services performed by first year school psychology students enrolled in HBSK 6380 Practicum in the Psychoeducational Assessment of Culturally Diverse Children and Youth.

**HBSK 5280. Fieldwork in school psychological services (1-3)**

Dr. Gotterbarn. Permission required. Limited to second-year students in School Psychology. Must be taken concurrently with HBSK 6382-HBSK 6383. Supervised school-based experience in psychoeducational practice (two days per week for the entire academic year). Includes university-based supervision. Supervisory fee: \$100 per semester.

**HBSK 5320-HBSK 5321. Individual psychological testing (3)**

Professors Peverly and Brassard. Permission Required. Prerequisite or corequisite: HUDM 4050 or equivalent. This is a yearlong course open to Ed.M. and doctoral students in School Psychology. Background, administration, and interpretation of major psychological tests from both nomothetic and ideographic perspectives. Both courses cover the administration of major cognitive and personality measures and the interpretation and integration of data into case reports. Lecture plus lab/supervisory section. Supervisory fee: \$100; materials fee: \$50 per term.

- **HBSK 5320. Individual psychological testing I (3)**
- **HBSK 5321. Individual psychological testing II (3)**

**HBSK 5373. Practicum in literacy assessment and intervention I (3)**

Dr. Menikoff. Prerequisite or corequisite: HBSK 4072. Clinical, collaborative practice in administering, scoring and interpreting a test battery for addressing needs of a client with literacy difficulty in a clinical setting under the guidance of a supervisor and the course instructor. Students also gain experience conducting intake interviews and client conferences, conceptualizing individuals' learning patterns, interacting with parents and other family members, following ethical guidelines appropriate for the profession, preparing regular documentation, and writing case reports to professional standard. Materials fee: \$100.

**HBSK 5376. Practicum in literacy assessment and intervention II (3)**

Faculty. Prerequisite or corequisite: HBSK 4072, HBSK 5373. Students work in a clinical setting to provide assessment and appropriate interventions done within the context of a diagnostic teaching model for an individual with literacy difficulties. Clinical work is done under the guidance of a supervisor and the course instructor. Professional guidelines, practices and writing continue to be emphasized. Materials fee: \$100.

**HBSK 5377. Practicum in literacy assessment and intervention III (3)**

Dr. Masullo. Prerequisite: HBSK 5376. Students in this practicum gain assessment and intervention experience working with small groups of children in a school based setting. Students also have opportunities dealing with classroom teachers, reading specialists and other school personnel while continuing to adhere to professional ethical guidelines and standards in their teaching and writing of documentation and reports. Materials fee: \$100.

**HBSK 5580. Seminar in consultation and evaluation in reading (2-3)**  
Professor Perin and Dr. Masullo. Current topics in literacy and schooling; professional issues; evaluation of intervention programs and research; preparation for integrative project requirement.

**HBSK 6320. Practicum in college instruction (1-3)**  
Faculty. Permission required. Supervised experience in preparation of instructional materials and in assessment of student performance at the college and university level.

**HBSK 6380. Practicum in psycho-educational assessment with culturally diverse students (3)**  
Professor Brassard. Permission required. Supervised experience in psychoeducational assessment, including observation, interviewing, and testing of children and youth from culturally diverse backgrounds; integration and interpretation of data. Consideration of intervention procedures. Students work with clients in the Center for Psychological Services. Additional supervisory session required. Supervisory fee: \$100. Materials fee: \$50.

**HBSK 6382. Advanced practicum in psychoeducational interventions in schools (3)**  
Dr. Leonard. Permission required. Concurrent registration in HBSK 5280 (Fieldwork) required for all School Psychology students. Cognitive-behavioral interventions with children, adolescents, and their families. Special fee: \$150.

**HBSK 6383. Neuropsychological assessment of children and adults (3)**  
Dr. Erlanger. Permission required. Prerequisites: BBSN 5033 or BBSN 5070; and HBSK 5320. Analysis, administration, and interpretation of special procedures used to assess brain damage/dysfunction in adults and children. Special fee: \$150.

**HBSK 6480. School psychologist internship (0-4)**  
Dr. Rothschild. Permission required. Limited to Ed.M. or doctoral students in school psychology. Supervised experience in the delivery of psychological services in approved and appropriate agencies, institutions, and schools.

**HBSK 6570-HBSK 6578. Research in applied educational psychology (0-3)**  
Permission required. Prerequisite: familiarity with statistical procedures and research design. Students participate in ongoing research or other special projects under the direction of a faculty member.

- **HBSK 6570. Neurosciences and education (0-3)**  
Professor Kirk.
- **HBSK 6571. Cognitive processes and strategies in young children (0-3)**  
Professor Boehm.
- **HBSK 6572. Post-Traumatic Stress Disorder (0-3)**  
Professor Saigh.
- **HBSK 6573. Text comprehension (0-3)**  
Professor Williams.
- **HBSK 6574. Cognitive processes related to studying (0-3)**  
Professor Peverly.
- **HBSK 6576. Acquisition of reading and writing ability (0-3)**  
Professor Perin.
- **HBSK 6577. Psychoeducational aspects of deafness (0-3)**  
Professor Kretschmer.
- **HBSK 6578. Research: Family and school violence (0-3)**  
Professor Brassard.

**HBSK 6903. Research-independent study in reading (1-3)**  
Faculty. Advanced students work with professor on research projects related to literacy skills across the lifespan.

**HBSK 7503. Dissertation seminar: Schooling and reading (1-3)**  
Faculty. Permission required.

**HBSK 8902. Dissertation advisement: Schooling and reading (0)**  
Faculty. Permission required.

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## CLINICAL NEUROPSYCHOLOGY

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*Clinical Neuropsychology*  
(Code: TZK)

This certificate program is currently not accepting applications.

### COURSES:

**BBS 5068. Brain and behavior I: Communication in the nervous system (1-2)**  
Professor Gordon. See the Department of Biobehavioral Sciences for course description.

**BBS 5069. Brain and behavior II: Perception, emotion, memory and cognition (1-2)**  
Professor Gentile. See the Department of Biobehavioral Sciences for course description.

**HBSK 4904. Research-independent study in neurosciences and education (1-3)**  
Faculty. Permission required.

**HBSK 5033. Human clinical neuropsychology (3)**  
Faculty. Permission required. Prerequisite: HBSK 4075 or equivalent. Cognitive and emotional disorders associated with particular brain functions or locations.

**HBSK 5070. Neural bases for language and cognitive development (3)**  
Professor Kirk. Permission required. See course description under School Psychology course listing.

**HBSK 5072. Developmental neuropsychology (3)**  
Faculty. Permission required. Prerequisite: HBSK 4075 or HBSK 5070 or HBSK 5068 or equivalent background in basic neurosciences; also recommended: an introductory course in developmental psychology. Focus on neurobiological processes underlying pre- and post-natal development of the central nervous system. Particular attention is devoted to processes related to early perceptual-motor and cognitive development and to educational and clinical problems in development.

**HBSK 5139. Fundamentals of psychopharmacology (3)**  
Faculty. Permission required. Mechanisms of action and behavioral effects of drugs on the central nervous system. Focus on drugs influencing learning and memory and those used for psychiatric and neurobiological conditions.

**HBSK 5375. Fieldwork in reading and cognitive development from a neuropsychological perspective (4)**

Faculty. Permission required. Prerequisite: previous courses in neuropsychological and educational assessment. Interpretation and implications of neuropsychological assessment for effective educational interventions. Materials fee: \$100.

**HBSK 5575. Integrative seminar in neurosciences and education (3)**

Faculty. Primarily for students in the Neurosciences and Education program during preparation of the final Ed.M. project; others by permission. In-depth examination of the implications for education and clinical practice of defined areas within the neurosciences.

**HBSK 5905. Research-independent study in neurosciences and education (1-3)**

Faculty. Permission required.

**HBSK 6383. Neuropsychological assessment of children and adults (3)**

Faculty. Permission required. Prerequisites: HBSK 5033 or HBSK 5070; and HBSK 5320. Special fee: \$150. See course description under School Psychology course listing.

**Advanced Study****HBSK 6904. Research-independent study in neurosciences and education (1-3)**

Faculty. Permission required.

**HBSK 9410. Supervised internship, advanced study level (1-6)**

Professor Kirk. Internship for Advanced Study program students in Clinical Neuropsychology or in Neurosciences and Education. Supervised experience with assessment and intervention techniques in the neurosciences as they apply to education and clinical practice.

**HBSK 9910. Independent study, advanced study level (2-3)**

Independent study vehicle for students in Advanced Study program to engage in supervised research or independent readings in neurosciences and education or clinical neuropsychology.

**HEALTH STUDIES**

The Health Studies area of study includes the following programs: Health Education; Nursing Education.

**HEALTH EDUCATION**

Program Coordinator:  
Professor Charles E. Basch

Program Office: (212) 678-3964  
E-mail: basch@tc.edu  
Web site: www.tc.edu/hbs/HealthEd

**Health Education**

(Code: TSD)

**Degrees Offered:**

Master of Arts (M.A.)  
Master of Science (M.S.)  
Doctor of Education (Ed.D.)

**Program Description:**

The Program in Health Education at Teachers College has had a long history in preparing health education specialists. Health education is a professional field that has expanded rapidly, primarily because of national policy that has emphasized health promotion and disease prevention. Its goal is to facilitate voluntary health-related behavioral and social change through the application of principles of behavioral and social sciences.

As such, health education is concerned with motivating and enabling individuals and groups to assume responsibility for their health by learning and adopting behaviors, and supporting social policies that can promote and maintain health.

The program at Teachers College is grounded in the belief that community-level structures and organizations play a key role in determining the health of the people. It offers courses in which students learn to analyze and understand, and thus become able to influence community structures that either enhance or undercut health-promoting individual behaviors.

In addition to Health Education courses, students are encouraged to pursue interdisciplinary study and research throughout Teachers College, as well as other divisions of Columbia University such as the School of Public Health and the Graduate School of Arts and Sciences. The Center for Health Promotion at Teachers College, which involves students and faculty, provides opportunities to take part in

ongoing research projects in health promotion and disease prevention.

Students also may participate in research being conducted in the Research Division at the Hospital for Special Surgery, the Department of Medicine at the Weill Medical College of Cornell University, or with the Diabetes Research and Training Center at the Albert Einstein College of Medicine. Both have multi-institutional collaborative efforts involving faculty from the Program in Health Education at Teachers College.

The program prepares graduates who will assume positions of leadership and service as professional health educators in a variety of practice, research, and policy-making settings. Graduates of the program take positions as leaders in health promotion and disease prevention programs of voluntary health agencies, hospitals and other health care organizations, universities, business and industry, and health-related governmental agencies in the United States and in other countries.

Each degree program has some flexibility in order to accommodate differences in previous professional preparation, interests, and professional career objectives of students. In general, the programs of study emphasize the development of competencies in assessing individual and community need for health education; planning effective health education programs; implementing health education programs; coordinating the provision of health education services; acting as a resource person in health education; communicating health and health educational needs, concerns, and resources; evaluating the effectiveness of health education programs; and conducting research in health education.

Students at both the master's and doctoral levels are encouraged to become actively involved in departmental, college, and university functions which facilitate interaction with faculty and other students, and which have the potential to enrich the student's intellectual and professional growth. They are expected to undertake the complex and challenging tasks associated with graduate study and other related learning experiences in such a manner as to demonstrate their intellectual discipline. Such discipline includes integrity, creativity, and innovation, as well as the student's abilities to conceptualize at a high level, think critically, communicate effectively both orally and in writing, and provide leadership.

Students also are expected to demonstrate the ability to appreciate, relate to, and communi

cate with ethnically, racially and linguistically diverse individuals and groups of people who possess different personal, social, and cultural histories than their own. They are also encouraged to develop a strong sense of professional identity and commitment to professional affairs in health education. This might take the form of active membership in appropriate national, regional, or local professional organizations, participation in professional meetings, presenting an abstract or a paper at a professional meeting, or serving on a professional committee.

Completion of the M.A. degree program makes graduates eligible to qualify for certification as a Certified Health Education Specialist through the National Commission for Health Education Credentialing, Inc. Specific information regarding each program and its degree requirements can be obtained by writing to the program coordinator, Professor Charles E. Basch.

### **Special Application Requirements/Information:**

All programs have ongoing admissions, and will review applications throughout the year. Preference in scholarship awards will be for those students who meet the priority deadline. The GRE test is not required for applicants to the M.A., M.S., or Ed.D. programs.

Doctoral applicants are required to submit a writing sample (preferably a course paper, master's thesis, or published article).

### **Degree Requirements:**

#### **MASTER OF ARTS**

The minimum College requirements for the Master of Arts degree in Health Education include satisfactory completion of a program of no less than 30 points of course work and a formal essay, or 32 points with an acceptable departmental integrative project. At least 20 points must be earned in Teachers College courses. In order to broaden the student's background in education, no less than three Teachers College courses from outside the major department, each for a minimum of two points, must be taken. The remaining course work may be completed at Teachers College or in other graduate divisions of the University, but no more than 12 points from other faculties of the University will be credited toward the minimum point requirement. No transfer credit is granted for work completed at other institutions.

The program of study includes required and elective courses in several areas. The exact program and sequence of study are determined

by the student's previous academic preparation, professional experience, and professional career objectives. Programs of study typically exceed the minimum College requirement of 32 points. Selection of courses that fulfill an area requirement in the program of study listed below is guided by individual needs of the student and is not limited to those courses that are listed. It should be noted that the point requirements indicated for each area of study given below are minimum requirements.

### **MAJOR (21 POINTS)**

#### **Required Core Courses (12 points):**

- HBSS 4100 Introduction to health education (3)
- HBSS 4102 Principles of epidemiology in health promotion (3)
- HBSS 4118 Relapse prevention for problem behaviors (3)
- HBSS 5110 Determinants of health behavior (3)

#### **Elective Courses (9 points):**

- HBSS 4110 Health promotion for children and adolescents (3)
- HBSS 4111 Addictions and dependencies (3)
- HBSS 4112 Social policy and prevention (3)
- HBSS 4113 Human sexuality education (3)
- HBSS 4114 Health promotion for multicultural populations (3)
- HBSS 4115 Health promotion for aging adults (3)
- HBSS 4116 Health education for teachers (2-3)
- HBSS 4117 AIDS education (3)
- HBSS 4120 Topics in health education (2-3)
- HBSS 4121 Death education (3)
- HBSS 4122 Women's health (3)
- HBSS 4123 Violence prevention (3)
- HBSS 4130 Alcohol and health (3)
- HBSS 4140 Developing workplace health promotion programs (3)
- HBSS 4141 Health and illness in cross-cultural perspective (3)
- HBSS 4901 Research and independent study in health education (1-4)
- HBSS 5111 Planning health education programs (3)
- HBSS 5112 Social marketing and health communications (3)
- HBSS 5113 Community health analysis (3)
- HBSS 5115 Assessment and counseling for health promotion (3)
- HBSS 5116 Social relations, emotions, and health (3)

- HBSS 5408 Practicum in individual health advisement (3)
- HBSS 5410 Practicum in health education (1-6)
- HBSS 6100 Measurement and program evaluation (3)
- HBSS 6145 Health psychology (3)
- HBSV 4000 A survey of nutrition: Facts and popular fantasies (3)
- HBSV 4010 Nutrition and behavior (3)
- HBSV 4011 Women and weight (3)
- HBSV 4013 Nutritional ecology (3)

### **Broad and Basic Areas of Professional Scholarship and Practice (6-9 points):**

- One course in learning theory pertaining to a population group of interest, such as the child, adolescent, adult, or older adult.
- One course in communications, computing or instructional technology and media.
- One required course in research methods, evaluation, measurement, or statistics.
- HBSN 5040 Research Methods in Health and Behavior Studies (3)\*

\*Substitutions may be permissible with an approval from a Health Education advisor.

### **Essay or Integrative Project**

In order to broaden the student's background in education, a formal essay or integrative project is required.

### **MASTER OF SCIENCE**

The Master of Science degree requires a minimum of no fewer than 60 points and an essay or project. The College requires that a minimum of 30 points and formal essay or 32 points with an integrative project be completed under the auspices of Teachers College, including 18 points that must be earned in Teachers College courses. In order to broaden the student's background in education, no less than three Teachers College courses from outside the major department, each for a minimum of two points, must be taken. The remaining course work may be completed at Teachers College or in other graduate divisions of the University.

Although no transfer credit toward the Master of Science is granted for work completed at other institutions, a maximum of 30 semester hours (or 28 points if a formal essay is not submitted) of graduate credit may be used from other recognized institutions to reduce the degree requirement. Applicants who have completed the Master of Arts (M.A.) degree in Health Education through Teachers College, which is applicable to the M.S. degree, must offer a minimum of 45 points of the required 60 points under Teachers College registration.

The program of study for the Master of Science degree in Health Education includes required and elective courses in several areas. The exact program and sequence of study is determined by the previous academic preparation, professional experience, and professional career objectives of the student. Selection of courses that fulfill an area requirement in the program of study listed below is guided by individual needs of the student and is not limited to those courses that are listed. It should be noted that the point requirements indicated for each area of study given below are minimum requirements.

### MAJOR (36 POINTS)

#### **Introductory Core Courses (9 points):**

- HBSS 4100 Introduction to health education (3)
- HBSS 4102 Principles of epidemiology in health promotion (3)
- HBSS 4118 Relapse prevention for problem behaviors (3)

#### **Advanced Core Courses**

##### **(Required 15 points):**

- HBSS 5110 Determinants of health behavior (3)
- HBSS 5111 Planning health education programs (3)
- HBSS 5112 Social marketing and health communications (3)
- HBSS 6100 Measurement and program evaluation (3)
- HBSS 6145 Health psychology (3)
- Elective Courses (12 points)  
(See M.A. elective list for course selection)
- Essay or Integrative Project (0 points)

#### **Broad and Basic Areas of Professional Scholarship and Practice (18 points):**

- Nature of Education, Persons and Learning Processes (required 6 points)
- Communications, Computing and Instructional Technology and Media (required 2-3 points)
- Methods of Evaluation and Research (required 9 points)
- General Research Methods (required HBSN 5040, 3 points)\*
- Statistics (required 3 points)
- Measurement and Evaluation (Required 2-3 points)

\* Substitutions may be permissible with an approval from a Health Education advisor.

### DOCTOR OF EDUCATION

The Doctor of Education degree requires a minimum of 90 post-baccalaureate points and the preparation and defense of a dissertation. Up to 45 graduate level points taken at other institutions may be transferred toward doctoral requirements. Candidates for the Ed.D. degree are also expected to demonstrate satisfactory performance on a departmental Certification Examination and to prepare and defend an acceptable dissertation project. In addition to the College requirements, all candidates for the Ed.D. degree in Health Education must have fulfilled the equivalent of the requirements for the Master of Arts (M.A.) degree in health education.

For those students entering the doctoral program with only a baccalaureate degree, the M.A. degree must be completed first. Those applicants who, at the time of admission to the program, do not present the equivalent of a master's thesis are required to prepare and present an acceptable essay or pre-doctoral project prior to or during the term in which 60 points of applicable graduate study have been completed.

The program of study for the Doctor of Education degree in Health Education includes required courses, course work in required areas, and elective courses. The exact program and sequence of study is determined by the previous academic preparation, professional experience, and professional career objectives of the student. Programs of study typically exceed the minimum College requirement of 90 points, with most candidates offering between 90-120 points for the degree. Selection of courses that fulfill an area requirement in the program of study listed below is guided by individual needs of the student and are not limited to those courses that are listed.

A student who presents evidence of proficiency in those required courses or in an area of course work required for the program may, at the discretion of the major advisor and upon approval of the department chairman, select and substitute courses that represent more advanced study in the area in which the student has demonstrated competence, or additional preparation in other areas in which the student's preparation is less extensive. It should be noted that the point requirements indicated for each area of study given below are minimum requirements.

### MAJOR (50 POINTS)

#### **Introductory Core Courses**

##### **(Required 9 points):**

- HBSS 4100 Introduction to health education (3)
- HBSS 4102 Principles of epidemiology in health promotion (3)
- HBSS 4118 Relapse prevention for problem behaviors (3)

#### **Advanced Core Courses**

##### **(Required 15 points):**

- HBSS 5110 Determinants of health behavior (3)
- HBSS 5111 Planning health education programs (3)
- HBSS 5112 Social marketing and health communications (3)
- HBSS 6100 Measurement and program evaluation (3)
- HBSS 6145 Health psychology (3)

#### **Elective Courses (21 points):**

(See M.A. list for course selection)

#### **Research Seminar and Preparation of the Dissertation (5 points):**

- HBSS 6510 Research seminar in health education (3)
- HBSS 7501 Dissertation seminar in health education (2)
- HBSS 8900 Dissertation advisement in health education (0)

#### **Broad and Basic Areas of Scholarship and Practice (27-30 points):**

- Nature of Education, Persons, and Learning Processes (required 6-9 points)
- Communications, Computing and Instructional Technology and Media (required 2-3 points)
- Methods of Evaluation and Research (required 17-18 points)
- General Research Methods (required 6 points)
- Statistics (required 6 points)
- Measurement and Evaluation (required 5-6 points)

**COURSES:**

**Introductory Courses**

**HBSS 4100. Introduction to health education (3)**

Professor Allegrante. Determinants of health; relationship between health and human behavior; the role of health education as a strategy in health promotion and disease prevention; selected issues and problems.

**HBSS 4102. Principles of epidemiology in health promotion (3)**

Professor Basch. Principles and methods of epidemiologic investigation; application of epidemiology to prevention and control of disease, using health education.

**HBSS 4110. Health promotion for children and adolescents (3)**

Professor Basch. Basic topics in promoting child and adolescent health; relationships between school, family, and community in promoting the health status of school-age children.

**HBSS 4111. Addictions and dependencies (3)**

Professor Wallace. Social-psychological, cultural, clinical, and pharmacological factors associated with the use of psychoactive drugs and other compulsive behaviors.

**HBSS 4112. Social policy and prevention (3)**

Professor Allegrante. Analysis of current national health policy, its social, economic, and political determinants, and implications for health education.

**HBSS 4113. Human sexuality education (3)**

Dr. Nanin. Explore human sexuality from a variety of perspectives; explore their own attitudes about human sexuality and how they affect them personally and professionally; examine methods of teaching and designing sexuality education programs.

**HBSS 4114. Health promotion for multicultural populations (3)**

Professor Wallace. Health status, needs, and problems of multicultural populations in urban environments, and sensitivity to these issues in effective programs.

**HBSS 4115. Health promotion for aging adults (3)**

Dr. Marks. Changes in aspects of health during the middle and later years; recent developments in the field of gerontology as well as legislation and community organization designed to meet health needs of aging persons.

**HBSS 4116. Health education for teachers (2-3)**

Professor Lepore. As part of teacher certification in New York and other states, students must be trained in the following health areas: reporting child abuse; instruction in alcohol and other drugs; and school violence prevention. This course satisfies these requirements and reviews theory and research on children's health and health behavior change. Students will learn how to develop health-related lesson plans and how to identify, prevent, or intervene on behalf of children at risk or presenting with social-emotional or physical health problems.

**HBSS 4117. AIDS education (2-3)**

Dr. R. Fullilove and Faculty. The role of schools, parents, and communities in educating youth about AIDS and human sexuality; review of methods and resource materials for providing such education; consideration of controversial issues surrounding these topics.

**HBSS 4118. Relapse prevention for problem behaviors (3)**

Professor Wallace. Theory and techniques of relapse prevention across a range of addictive behaviors. Topics include relapse prevention for psychoactive substance use, eating disorders, gambling and sex.

**HBSS 4120. Topics in health education (2-3)**

Faculty. Review and synthesis of current knowledge on a selected topic related to health, such as teenage suicide, child abuse, violence, teenage pregnancy and mental health.

**HBSS 4121. Death education (3)**

Dr. Demmer. Designed to increase awareness/insight of the multidimensional aspects of death, dying, and bereavement. Gain skills as health care professionals in dealing with death, its causes, treatment of life threatening illness, including AIDS, suicide, and violent death. Explore customs across cultures, afterlife beliefs, near-death experiences and ethical issues.

**HBSS 4122. Women's health (3)**

Dr. Lewis. Explore health issues as they relate to the female body and psyche including: body image, weight control, substance abuse, HIV, cancer, reproductive health, contraceptives, abortion, domestic violence, rape, sexual harassment, and lesbian health issues with attention paid to the media and women's health.

**HBSS 4123. Violence prevention (3)**

Professor Wallace. This course covers the nature and prevention of invisible and covert, as well as visible and overt violence, including intrapersonal, interpersonal, family, community, gang, school, societal and international manifestations.

**HBSS 4130. Alcohol and health (3)**

Professor Wallace. Background and theory related to alcohol use and misuse; health and social consequences of alcohol misuse; consideration of special populations, such as children of alcoholics; review of alternative approaches to prevention and treatment.

**HBSS 4140. Developing workplace health promotion programs (3)**

Professor Allegrante. Provides a comprehensive step-by-step process to designing, implementing, and evaluating health promotion programs at the workplace.

**HBSS 4141. Health and illness in cross-cultural perspective (3)**

Faculty. Examination of the role of healing and medicine, both historically and cross-culturally, and of the utility of considering cultural practices and beliefs when designing health education programs.

**Intermediate and Advanced Courses**

**HBSS 5110. Determinants of health behavior (3)**

Professor Allegrante. Theory-based analysis of the cultural, social-psychological, and social-structural determinants of health-related behaviors; implications for planned change at individual, small-group and community levels.

**HBSS 5111. Planning health education programs (3)**

Ms. Bogart. Process of developing social, epidemiological, behavioral, and educational diagnoses; principles of planning, implementing and evaluating health education interventions.

**HBSS 5112. Social marketing and health communications (3)**

Ms. Bogart. Principles and theories of marketing and communication applied to health education. Practice in developing and evaluating health communications.

**HBSS 5113. Community health analysis and intervention (3)**

Dr. R. Fullilove and Faculty. Survey and analysis of concepts, issues, strategies, and methods relevant to community health analysis and intervention.

**HBSS 5115. Assessment and counseling for health promotion (3)**

Professor Wallace. Assessment of clients' health compromising behaviors to reduce relapse and facilitate referrals to mental health staff; interventions for motivational counseling, psychoeducational group and focus group formats are covered.

**HBSS 5116. Social relations, emotions and health (3)**

Professor Lepore. Covers theory and research on the effects of social relationships and emotions on health. Reviews and evaluates the use of social support and expressive writing interventions for treating chronic health problems, such as heart disease, cancer, and arthritis, or acute illnesses, such as upper respiratory infections. Also considers the role of emergent technologies in supportive-expressive therapies.

**HBSS 5408. Practicum in individual health advisement (3)**

Faculty. Individual and small group practice in the application of basic principles of counseling in the area of health problems.

**HBSS 5410. Practicum in health education (1-6)**

Faculty. Permission required. Advance registration required in the semester prior to taking the course. Intensive field experience in a community setting. Essay required at end of field experience. Sections: (1) Professor Allegrante (2) Professor Basch (3) Professor Wallace.

**HBSS 5710. Supervised teaching in health education (1-6)**

Faculty. Permission required. Advance registration required in the semester prior to taking the course. Supervised health teaching in a school. Essay required at end of teaching experience.

**HBSS 6100. Measurement and program evaluation (3)**

Professor Basch. Theory, methods, and problems of measurement and evaluation; standards for evaluation of health, education and related social programs; skills in critical evaluation of research and evaluation reports.

**HBSS 6145. Health psychology (3)**

Professor O'Connell. Topics include social learning theory, attribution, and attitudes as they apply to health promotion, disease prevention, reactions to illness, and adherence to treatment regimens.

**Seminars and Research****HBSS 4901. Research and independent study in health education (1-4)**

Faculty. Permission required. Research and independent study under faculty direction. Proposals must have prior approval of a faculty member. Sections: (1) Professor Allegrante (2) Professor Basch (3) Professor Wallace.

**HBSS 5510. Seminar in health education (3)**

Faculty. Current problems, issues and trends in health education.

**HBS 5690. Colloquium in health promotion (2-3)**

Faculty. Permission required. A multidisciplinary colloquium involving faculty and students from several departments, as well as guest lecturers from outside the College and University. Analysis of the content, theory, and method of health promotion programs in various settings. Faculty and students discuss current research, practice, and policies in health promotion.

**HBSS 6510. Research seminar in health education (3)**

Faculty. Permission required. Review of research literature, methods, and problems in health education.

**HBSS 6901. Research and independent study in health education (1-4)**

Faculty. Permission required. Open to matriculated doctoral students. Research and independent study under faculty direction. Proposals must have prior approval of a faculty member. Sections: (1) Professor Allegrante (2) Professor Basch (3) Professor Wallace.

**HBSS 7501. Dissertation seminar in health education (2)**

Faculty. Permission required. Open to certified doctoral candidates only. Development and presentation of doctoral dissertation proposals.

**HBSS 8900. Dissertation advisement in health education (0)**

Faculty. Permission required. Individual advisement on doctoral dissertations. Fee: equal to 3 points at current tuition rate for each term. Sections: (1) Professor Allegrante (2) Professor Basch (3) Professor Wallace (4) Professor Lepore (5) Dr. R. Fullilove (6) Dr. M. Fullilove.

**NURSING  
EDUCATION**

Program Coordinator:  
Kathleen A. O'Connell

Program Office: (212) 678-3120  
E-mail: ko199@columbia.edu  
Web site: www.tc.edu/hbs/NurseEd

**Nursing Education: Professorial Role**  
(Code: TNP)

**Degree Offered:**  
Doctor of Education (Ed.D.)

**Program Description:**

Teachers College was the first academic setting to educate nurses. Nursing education began at Teachers College in 1899. The Nursing Education Program has a long and distinguished tradition of commitment to the education of nurses who have diverse roles in academic and community settings in the United States and abroad. Current placement of the program within the Department of Health and Behavior Studies ensures education with an interdisciplinary approach to problems in nursing, health, and society.

This program is designed for:

- (1) nurse practitioners with master's degrees who want to take the lead in developing innovative interventions for improving health behavior outcomes in primary care;
- (2) nurse educators with master's degrees who want to gain more expertise in all aspects of education, including gaining the research skills that all faculty of the 21st Century will be expected to have; and
- (3) clinical specialists with master's degrees who want to improve their effectiveness in helping patients with chronic illness achieve maximal functioning.

The purpose of this program is to give students who are registered nurses with master's degrees in nursing doctoral level education aimed at understanding and changing health behavior and at educating both clients and nursing students. It is well established that over 50% of mortality of U.S. citizens can be attributed to lifestyle. With the globalization of the market place, and of epidemics of infectious diseases, lifestyle and health behavior also significantly affect the health and well-being of much of the world's population. Graduates of this program will be prepared to design interventions and conduct research on health behavior, health education, and health promotion. In addition, graduates of the program will be conversant with theory and current trends in nursing so that they can use

nursing knowledge and expertise to improve the health and well being of the citizens of the United States and of the global community. To ensure that knowledge in nursing and in health behavior and health promotion is passed on to the next generation of nurses, graduates of this program will also be prepared to engage in educationally sound programs for nursing students and for clients. Graduates of the program will thus be able to take their place among distinguished nursing leaders who carry out cutting edge research and engage in innovative strategies for teaching students of nursing and for teaching clients to modify their health behavior.

In order to build on previous work done by nurses and other investigators in the health behavior arena, students will attain a background in the study of nursing theory, nursing research, and professional issues affecting the nursing profession. In addition, students will gain expertise in managing health behavior change and in using research and statistical approaches. Study of methods and approaches to teaching clients and to teaching nursing students at undergraduate and graduate levels will be included as an integral part of the preparation of nurse scholars. Students also are expected to demonstrate the ability to appreciate, relate to, and communicate with ethnically, racially, and linguistically diverse individuals who possess different personal, social, and cultural histories than their own.

### Special Application Requirements/Information:

In addition to the requirements for admission to Teachers College, an applicant for the Doctor of Education degree in Nursing must be a registered nurse in any U.S. state or in Canada and hold a baccalaureate degree and a master's degree. Applicants are required to take the Graduate Record Examination (GRE) and provide a writing sample (a course paper, master's thesis, published paper, or other scholarly writing).

### Degree Requirements:

The Doctor of Education program in Nursing Education requires a minimum of 90 points beyond the baccalaureate degree. Up to 38 graduate level points taken at another institution may be transferred toward doctoral requirements. For all students, the program includes course work in four areas: Nursing, Health Behavior, Research, and Education. In addition, students choose a functional emphasis area in research, education or another area consistent with the program and with advisor approval. Nine points in addition to those points required of all students must be taken in the functional area. Points will be allotted as follows:

Nursing	42 points
Health and Behavior	12 points
Research	18 points
Education	6 points
Emphasis area	9 points
Elective	3 points
<b>Total</b>	<b>90 points</b>

#### Nursing Courses

- HBS 5551 Bioethics (3)
- HBSN 6500 Research grant writing for health and behavior studies (3)
- HBSN 6501 Seminar in professional nursing (3)
- HBSN 6503 Advanced topics in theories of nursing (3)
- HBSN 6600 Colloquium in nursing theory (3)
- HBSN 6908 Independent study in professional nursing (1-3)
- HBSN 6909 Independent study in nursing theory (1-3)
- HBSN 6940 Independent study in nursing research (1-3)

#### Health and Behavior Studies Courses

- HBSS 4102 Principles of epidemiology in health promotion (3)
- HBSS 4114 Health promotion for multicultural populations (3)
- HBSS 4115 Health promotion for aging adults (3)
- HBSS 4118 Relapse prevention for problem behaviors (3)
- HBSS 5110 Determinants of health behavior (3)
- HBSS 5112 Social marketing and health communications (3)
- HBSS 5113 Community health analysis and intervention (3)
- HBSS 5115 Assessment and counseling for health promotion (3)
- HBSS 6145 Health psychology (3)
- HBSV 4011 Women, weight, eating problems and body image (2)

- HBSV 5013 Strategies for nutrition education and behavior change (3)
- HBSV 5015 Nutritional epidemiology (3)

#### Nursing Education

(Courses may also be selected from the courses focused on adult education in the Department of Organization and Leadership and appropriate education courses in other departments)

- HBSN 6530 Seminar on curriculum in nursing education (3)
- HBSN 6635 Colloquium in nursing education (3)
- HBSN 6930 Independent study in nursing education (0-3)

#### Research

- HBSN 5040 Research methods in health and behavior studies I (3)
- HBSN 5040 Research methods in health and behavior studies II (3)
- HBSN 6540 Dissertation design and development seminar (3)
- HBSN 6541 Advanced seminar on dissertation design development (3)
- HBSN 7500 Dissertation seminar (3)
- HBSN 8900 Dissertation advisement (0)

Additional statistics and research methods courses from Department of Human Development: HUDM 4122 and HUDM 5122 or equivalents required.

#### COURSES:

#### General Nursing Courses

Nursing domain courses deal with theory, professionalization, research, history, issues, and trends. They are also open to interested students, nurses, or non-nurses from other departments and include course work in nursing theory, professional nursing, and nursing research.

#### Nursing Theory

##### HBSN 5005. Interdisciplinary theory in nursing (3)

Professor Lewis. Prerequisites: HBSS 5110, HBSN 6503, HBSN 5040, or equivalents. Evaluation of utility of theories and models from nursing and related disciplines in posing research problems in nursing.

##### HBS 5551. Bioethics (3)

Dr. Camuñas. Review of bioethical issues in society, health care, and health care delivery.

**HBSN 6500. Research grant writing for health and behavior studies (3)**

Professor O'Connell. Techniques of research grant preparation with emphasis on National Institutes of Health grants will be covered. Students will prepare an actual grant. In addition, funding agencies, the budgeting process, building research teams, the review process, responding to reviewers, and resubmitting grants will be covered.

**HBSN 6503. Advanced topics in theories of nursing (3)**

Dr. Camuñas. Examination of current issues, utility, and applications of nursing theories. Critical analyses of selected theories.

**HBSN 6600. Colloquium in nursing theory (3)**

Faculty. Prerequisites: 2 courses in nursing theory. Examination of a selected nursing theory or theory problem in depth. Course may be repeated for credit if different topics are covered.

**HBSN 6909. Independent study in nursing theory (1-6)**

Faculty. Permission required. Individual, guided learning experience in a selected nursing theory or theory problem. Topic agreed upon between student and faculty.

**Professional Nursing****HBSN 6501. Seminar in professional nursing (1)**

Professor O'Connell. Examination of selected professional nursing problems or domains.

**HBSN 6908. Independent study in professional nursing (1-6)**

Faculty. Permission required. Individual, guided learning experience at the doctoral level in a selected aspect of professional nursing. Topic agreed upon between student and faculty.

**Nursing Research****HBSN 5040. Research methods in health and behavior studies I (3)**

Professor O'Connell. Introduction to research, study designs, and data collection methods in research in health and behavior studies, including nursing, nutrition, and health education with emphasis on reading and understanding research literature.

**HBSN 5043. Research methods in health and behavior studies II (3)**

Professor O'Connell. Prerequisites: HBSN 5040, HUDM 4122, or equivalents. Builds on introductory research methods course to enhance ability to design research, interpret findings and statistical analyses, and to critique research reports.

**HBSN 6540. Seminar on dissertation design development (3)**

Faculty. Permission required. Prerequisites: HBSN 5043, HBSN 6503, HBSN 5005, statistics, and certification. Required of all doctoral candidates. Group critique of dissertation proposals; focus on beginning to intermediate level aspects of analysis of theory and research design. This course may be repeated as often as necessary until the student is ready for the departmental examination. Once HBSN 6540 is taken, continuous Autumn/Spring enrollment in the course is required until the semester during which the departmental examination is held.

**HBSN 6541. Advanced seminar on dissertation design development (3)**

Faculty. Permission required. Prerequisite: HBSN 6540 and certification. Focus on advanced aspects of research design and method.

**HBSN 6940. Independent study in nursing research (1-6)**

Faculty. Permission required. Allows student to contract with individual faculty member for research related work in a defined area of study.

**HBSN 7500. Dissertation seminar in nursing (3)**

Faculty. Permission required. Prerequisite: HBSN 6540 and certification. The departmental examination, involving presentation of dissertation proposal for faculty approval. This course is required of all certified doctoral candidates and may be taken only once.

**HBSN 8900. Dissertation advisement in nursing (0)**

Faculty. Individual advisement on doctoral dissertation following completion of all course work. Fee equal to 3 points at current tuition rate for each term. For continuous requirements, see catalog on continuous registration for Ed.D. degree.

**Nursing Education****HBSN 5530. Seminar: Clinical teaching and evaluation (3)**

Faculty. Inquiry in effective strategies for teaching and evaluating students in the laboratory setting. Analysis of theory and related research.

**HBSN 6530. Seminar on curriculum in nursing education (3)**

Faculty. Permission required. Open only to doctoral candidates. Intensive study of selected issues and/or designs in nursing curricula.

**HBSN 6635. Colloquium in nursing education (3)**

Faculty. Prerequisite: determined by instructor based on topic selected. Examination of selected problems in nursing education practice and administration. Course may be repeated for credit if different topic covered.

**HBSN 6930. Independent study in nursing education (1-6)**

Faculty. Permission required. Individual, guided learning experience at the doctoral level in a selected aspect of nursing education. Topic agreed upon between student and faculty.

***Improving Quality of Life in Men with Prostate Cancer***

The results of an NIH-funded, large-scale randomized clinical trial on men's adjustment to prostate cancer found that the effects of educational and supportive group interventions had specific benefits for men.

The results will be published in *Health Psychology*, which is the leading journal in the field and published by the American Psychological Association.

The study was conducted by Stephen J. Lepore, Professor of Health Education at Teachers College, and by other researchers from Carnegie Mellon University, Northwestern University and the University of Pittsburgh.

This was the first study to examine the effects of education and support group interventions on men's adjustment to prostate cancer. Many prior studies have shown beneficial effects of such groups on women's adjustment to cancer, but none had been conducted exclusively with men.

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## NUTRITION

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The Nutrition area of study includes the following programs: Nutrition Education; Nutrition and Public Health; Community Nutrition Education; Applied Physiology and Nutrition.

Program Coordinator:  
*Professor Isobel R. Contento*

Program Office: (212) 678-3950  
E-mail: [nutrition-tc@columbia.edu](mailto:nutrition-tc@columbia.edu)  
Web site: [www.tc.edu/hbs/NutritionEd](http://www.tc.edu/hbs/NutritionEd)

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### NUTRITION EDUCATION

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*Nutrition Education*  
(Code: TSA)

**Degrees Offered:**  
Master of Science (M.S.)  
Doctor of Education (Ed.D.)

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### NUTRITION AND PUBLIC HEALTH

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*Nutrition and Public Health*  
(Code: TSB)

**Degrees Offered:**  
Master of Science (M.S.)  
Doctor of Education (Ed.D.)

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### COMMUNITY NUTRITION EDUCATION

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*Community Nutrition Education*  
(Code: TSC)

**Degree Offered:**  
Master of Education (Ed.M.)

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### APPLIED PHYSIOLOGY AND NUTRITION

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*Applied Physiology and Nutrition*  
(Code: TZR)

**Degree Offered:**  
Master of Science (M.S.)

**Program Description:**

As we embark on the new millennium there is an increasing awareness of the fact that the quality of the diets that people habitually consume contributes to the quality of their lives. The program in Nutrition at Teachers College has, since its founding in 1909, been a leader

in developing strategies for promoting health through encouraging dietary change.

Current academic initiatives and research focus on analyzing and facilitating change in individuals and communities, and on ways of modifying both personal choice and the food system within which such choices are made. In particular, faculty and students are engaged in a number of food and nutrition-related demonstrations and research projects including the cognitive and psychosocial factors influencing food choice in children, adolescents, and adults; characteristics of the dietary change process; nutritional epidemiology; issues in clinical nutrition, and exercise and nutrition; food and environment education in schools; relationship of women and food; food policy; and social, economic, and technological factors affecting the long-term sustainability of the food system.

Building on its rich history, the Teachers College program aims to prepare graduates to take positions of leadership and service in nutrition counseling and education in health promotion and disease prevention programs, health agencies, hospitals, private practice, media organizations, and the workplace; to serve as teachers or resource specialists in schools and universities; to fill a variety of planning, instructional, and administrative roles in community and public health agencies; or to serve as researchers in a variety of areas related to behavioral aspects of diet, nutrition education, nutritional epidemiology, clinical nutrition, nutrition and exercise, and sustainability of the food system.

The program provides students a thorough grounding in nutrition science, nutrition education, and nutrition in clinical and public health settings. In addition, the program emphasizes the development of competencies in:

- designing and implementing nutrition education with individuals, groups, and communities;
- facilitating healthful and ecological food choices;
- clinical assessments and nutrition counseling;
- designing and implementing public health nutrition assessments and programs;
- understanding and applying principles of nutritional epidemiology;
- applying nutrition science and exercise science principles to exercising individuals;
- thinking critically and independently;
- acting collaboratively and effectively with others in organizations and communities with regard to important food and nutrition issues; and

- conducting food and nutrition-related research.

Because of the breadth of its aims, the program has long admitted academically qualified students with undergraduate degrees in fields other than nutrition or the related sciences, so long as they can meet the science prerequisites, since such students often bring valuable skills and attitudes to the graduate study of nutrition.

The program puts a heavy emphasis on providing students with practical experiences in addition to traditional classroom lectures and discussions. Among the course-related educational experiences available to students are: team projects in community nutrition, planning and teaching of nutrition sessions to selected audiences in the community, food education and gardening projects in schools, dietary analyses and on-line computer activities.

Students are welcome to participate in the activities of the Nutrition program's community service organization, the Earth Friends program, a food and environmental education program designed for children, parents and teachers, which provides students opportunities to practice nutrition education. In addition, students may participate in on-going research projects. Because of Teachers College's location in New York City, there are also virtually unlimited opportunities for students to become involved in a variety of food/nutrition-related activities. The faculty and staff can arrange for students who have credit hours available to receive credit for such activities where appropriate.

*Dietetic Internship*

For students interested in professional certification as registered dietitians (R.D.), the Department sponsors a Dietetic Internship program accredited by the American Dietetic Association (ADA). Two cohorts are admitted per year, in September and January.

The Internship is designed to bridge a student's academic education and professional career and thus focuses on developing practitioner skills. The Internship sequence of courses (HBSV 5241-HBSV 5244) is offered on a part-time basis requiring 11 months to complete. Students may complete the requirements for the Dietetic Internship concurrently while completing the requirements for the M.S. programs in Nutrition. Students must satisfy all academic requirements for the degree award and the Dietetic Internship. Our ADAD didactic program advisor will work with students to develop an integrated plan of

studies and to facilitate the process. Students who successfully complete the Dietetic Internship are then eligible to take the registered dietitian certification examination.

Students may enroll for all degree programs on a full-time or part-time basis.

### Special Application Requirements/Information:

All programs have ongoing admissions, and will review applications throughout the year. Preference in scholarship awards will be for those applicants who meet the College priority deadline.

The GRE General Test is required for all programs. A writing sample is required for doctoral applicants, preferably a master's thesis, course paper, or published article.

For full admittance, applicants must also provide evidence of completion of prerequisite courses, including introductory nutrition, statistics, general and organic chemistry with labs, biochemistry (requiring organic chemistry as a prerequisite) and human physiology with labs. The latter two must have been taken within 5 years with a grade of B or better. Courses in food science and in food management and a course in microbiology are also required for students wishing to become registered dietitians.

Students in Nutrition may also complete a Dietetic Internship option accredited by the American Dietetic Association. Applicants who wish to complete the Dietetic Internship (DI) option must submit directly to the Internship Director a specific DI application along with an ADA Plan V verification statement (see Nutrition website for application form). Applicants must apply for admission for the M.S. degree and be fully admitted to the M.S. program. For students who do not have a bachelor's degree that satisfies Plan V, the needed course work can be taken at undergraduate nutrition programs in New York metropolitan area in addition to completing the requirements for the M.S. degree at the College. Our ADA academic program advisor will work with students to develop an integrated plan of studies and to facilitate the process.

Admission to the doctoral programs is based upon the applicant's academic and work record. Normally a student will be formally admitted to the Doctoral program only after completion of course work equivalent to the 40-point Master of Science degrees or the 60-point Master of Education degree.

### Degree Requirements:

#### MASTER OF SCIENCE

The major program emphases are in the fields of Nutrition Education, Nutrition and Public Health, and Applied Physiology and Nutrition. Students in all three Nutrition programs may qualify for the Dietetic Internship through coursework for the M.S. and the completion of additional academic prerequisites and requirements specifically for the Dietetic Internship. Students who wish to complete the Dietetic Internship after the award of the M.S. degree may pursue an Ed.M. degree in Community Nutrition Education. All three M.S. Nutrition programs require the following core courses:

- HBSN 5040 Research methods in health and behavior studies or
- HBSS 6100 Measurement and evaluation in health education
- HBSV 4010 Food, nutrition and behavior
- HBSV 4013 Nutritional ecology
- HBSV 4014 Community nutrition
- HBSV 5010 Advanced nutrition I
- HBSV 5011 Advanced nutrition II
- HBSV 5013 Strategies for nutrition education and health behavior change
- HBSV 5014 Analysis of the current literature and research in nutrition
- HBSV 5015 Nutritional epidemiology
- HBSV 5034 Clinical nutrition
- HBSV 5036 Nutrition counseling
- HBSV 5231-33 Extended fieldwork

In addition, all three Master of Science programs require a block of supervised fieldwork as well as a substantial integrative departmental project. Fieldwork can take place in the New York City area, in other parts of the United States, or in an international setting, depending on the interests of the student. The Dietetic Internship may satisfy the fieldwork experience requirement.

#### Nutrition Education:

Students working toward the 40 to 43-point Master of Science degree in Nutrition Education have the option of electing courses that will especially equip them to conduct individual and group counseling and patient education, or to provide food and nutrition education in community, school, work site, health care, or mass media settings.

In addition to the core curriculum in nutrition science, the behavioral aspects of diet, and nutrition education, students are required to take HBSV 5513 Seminar in nutrition education. They are also required to take at least two electives in the following categories:

nature of persons and the learning process; curriculum or planning; or technology and communication.

Students select their remaining courses from a variety of other disciplines in keeping with their own goals and their area of specialization, including general nutrition education in communities, work sites and schools; nutrition counseling; nutrition communications; or nutrition education with a health education minor. The degree conforms to the guidelines for the training of Nutrition Education Specialists set forth by the Society for Nutrition Education.

#### Nutrition and Public Health:

The Program in Nutrition and Public Health is an approved program of the Association of Faculties of Graduate Programs in Public Health Nutrition. Course work for the 40 to 43-point Master of Science degree conforms to the recommendations of that association, so that the degree is equivalent to one offered by a school of public health.

In addition to the core in nutrition science and the behavioral sciences, course work is required in vital statistics, epidemiology, program planning, and public health policy. Other courses in public health are selected to complement the student's previous academic background and work experiences, and to take into account the student's interests and career goals.

The Nutrition and Public Health major prepares graduates to take leadership roles in government, community, and public health agencies, carrying out a variety of planning, instructional, and administrative tasks related to health promotion and disease prevention. These include community and individual nutritional assessment and evaluation; program planning and management; coalition building; and participation in multidisciplinary health teams to provide programs to meet public needs.

#### Applied Physiology and Nutrition:

The Program in Nutrition and the Program in Applied Physiology offer a joint course of study leading to a 45 to 48-point Master of Science degree in Applied Physiology and Nutrition (APN). In addition to the core courses in nutrition, students are required to take a core of courses in applied physiology (see section below on APN for more details). The program prepares students to provide individual counseling and group education in nutrition and exercise and to design and implement exercise and nutrition programs in weight control centers, work sites, fitness centers, health centers, schools, and hospitals.

Students in this program develop competencies required by the American College of Sports Medicine for certification as an Exercise Test Technologist, Exercise Specialist, Fitness Instructor, and/or Program Director. (See section that follows on Applied Physiology and Nutrition for more details.)

#### *Community Nutrition Education:*

The program of study for the 60-point Master of Education degree in Community Nutrition Education includes additional course work in advanced nutrition and permits stronger emphases in the behavioral sciences, community assessment and planning, and education. A community-based, research, or other integrative project is required.

#### *Doctoral Degrees*

The Program in Nutrition Education offers Doctor of Education degrees in two areas of specialization: Nutrition Education and Nutrition and Public Health. The two specializations prepare graduates for a variety of leadership positions in policy-making, education and administration in schools and colleges, in government, and in public health and other service agencies. The program's goal is to turn out graduates capable of initiating needed action and of responding positively and creatively to the clearly inevitable changes of the coming decades in the physical, intellectual, and political environments in which the food, health, and educational systems operate.

The general requirements for the Doctor of Education include a minimum of 90 graduate credits, of which at least 45 must be taken under Teachers College registration. Overall, students will be expected to develop competence in nutrition science, behavioral science, methods of empirical research and data analysis, critical thinking and analysis, and broad areas of scholarship, in addition to developing special skills and knowledge appropriate to their chosen degree in nutrition education or public health nutrition.

Students will be expected to take courses in the following categories:

- I. Major field and specialization (50-60 points)
- II. Research and evaluation (12-18 points)
- III. Broad and basic areas of professional scholarship (15-24 points)

The specific courses selected will depend on the student's particular background, interests and goals. In consultation with a Faculty Advisor, students should develop a program plan early in their course of study to provide a rational basis for their course selection. Students will also be expected to pass a certifi-

cation examination usually after the completion of 60 points and Research Seminar in Nutrition (HBSV 6550-6551) and to write a dissertation. (See Nutrition Program descriptions of the doctoral degree requirements.)

#### **COURSES:**

##### ***Introductory Courses***

##### **HBSV 4000. Introduction to nutrition: Facts, fallacies and trends (3)**

Dr. Sporny. (Course is offered to nonmajors and to those desiring admission to the Nutrition Program and to the Dietetic Internship Program.) Overview of the science of nutrition and its relationship to health, taught through an analysis of historic and contemporary controversies, such as fat versus carbohydrates in the diet; vegetarianism; and supplement use. Special attention will be paid to American trends in food consumption and their impact on health and to the dietary practices employed in the pursuit of weight maintenance, health, and fitness.

##### **HBSV 4010. Food, nutrition and behavior (3)**

Professor Contento. For nonmajors and majors. A study of physiological, psychological, and socio-cultural factors that affect eating behaviors and the development of individual and cultural food patterns. Topics include: the chemical senses, why we like sweet, salt, and fat; self-regulation of what and how much we eat; effect of early experiences with food; food and mood; interaction of food and culture through history; eating, cooking, and time use trends; meat meanings; psychosocial and cultural factors in food choice.

##### **HBSV 4011. Women and weight, eating problems and body image (2)**

Drs. Akabas and Bernstein. An intense, two-week short course held in the summer. This course for students and practitioners examines the psychological, sociological, physiological, and nutritional issues related to weight, eating disorders, body image and cultural messages as they relate to women. Potential interventions are also examined. The issues will be discussed using case material, films and the current research literature. Taught by a licensed psychologist and a nutritionist.

##### **HBSV 4013. Nutritional ecology (2-3)**

Dr. Liquori and Professor Gussow. A course for nonmajors and majors. Nutrition and food as viewed from a global, ecological perspective. Topics include: food/population problems and food aid, food product development and promotion here and abroad, energy and food relationships, food safety and the changing American diet, organic agriculture and natural food, biotechnology, and other topics as appropriate.

##### **HBSV 4014. Community nutrition (2)**

Dr. Liquori. This course provides an understanding of where and how food and nutrition services are delivered to further the national goal of healthy people in healthy communities and of the roles of nutrition professionals in providing these services. Nutrition services, both private and government sponsored, will be the primary focus. The course will also examine the roles of the nutrition professional, including the attributes, training and certifications needed to fill the roles.

##### **HBSV 4150. Sports nutrition (3)**

Dr. Dolins (Summer Session A). For nonmajors only. A practical course designed to assist health professionals give the most accurate and up-to-date information to active people to help them improve health and performance. Integration of principles of nutrition and exercise physiology and application to exercising individuals. Topics for discussion include energy expenditure, fuel substrate metabolism, specific nutrient needs, ergogenic aids, hydration, and weight issues for exercising individuals and athletes.

##### **HBSV 4902. Research and independent study in nutrition education (1 or more)**

Permission required. Master's degree students undertake research and independent study under the direction of a faculty member.

##### ***Intermediate and Advanced Courses***

##### **HBSV 5010. Advanced nutrition I (3)**

Mr. Berk. In-depth review of current knowledge and research on biochemical and physiological aspects of energy metabolism, carbohydrates, lipids and lipid metabolism, and proteins; regulation of intake and impact on health and disease.

##### **HBSV 5011. Advanced nutrition II (3)**

Dr. Pinto. In-depth review of current knowledge and research on the biochemical and physiological aspects of vitamins, minerals and phytonutrients; applications to diet.

##### **HBSV 5013. Strategies for nutrition education and health behavior change (3)**

Professor Contento. Understanding and application of theoretical frameworks from the behavioral sciences and education to design and deliver food and nutrition education and exercise promotion to various groups and to facilitate the adoption of healthful behaviors. Includes both didactic and field practice components.

**HBSV 5014. Analysis of current literature and research in nutrition (3)**

Professor Wolf. Critical examination and evaluation of current controversies and issues in nutrition and food. Topics are reviewed and discussed in depth. Students learn how to analyze the medical and layperson literature concerning such topics as dietary fat and disease, calcium and osteoporosis, fruit/vegetables and cancer, weight loss regimens, supplements and alternative therapies.

**HBSV 5015. Nutritional epidemiology (3)**

Professor Wolf. Study of methods for assessing food and nutrient intake, energy expenditure, and body composition, and for evaluating nutritional status of individuals and communities from clinical assessments, dietary intakes, and behavioral evaluation.

**HBSV 5018. Nutrition and human development (3)**

Dr. Sporny (Summer Session A). The focus of this course is on the physiologic changes and nutritional needs throughout the life cycle. Pregnancy, fetal development, infancy, childhood, adolescence, adulthood and the later years will be examined. Special attention will be paid to the following issues: breast feeding versus bottle feeding, introduction of solid foods to infants, coping with picky eaters, maintaining a healthy feeding relationship between caregiver and child, preventing health and dietary problems in children and adolescents (including disordered eating), women's nutrition and reproductive function, menopause and hormone replacement therapy, and the changes that occur in an aging person and the dietary modifications needed to promote health and prevent disease.

**HBSV 5034. Clinical nutrition (3)**

Ms. Hamilton. This course is designed to provide students in nutrition and other health sciences with an overview of the pathophysiology of disease and resultant nutritional implications. The course provides a vocabulary which will enable students to converse with other medical professionals, a rationale for medical nutrition therapy and parameters for monitoring nutritional status of patients in a clinical setting.

**HBSV 5036. Nutrition counseling (2)**

Ms. Mesznik. This course focuses on providing students an understanding of client-centered counseling models and practicing a variety of essential skills: nonverbal, active listening, goal assessment, motivational interviewing and group counseling. Special fee: \$10.

**HBSV 5231-HBSV 5233. Extended field-work in nutrition and education, nutrition and public health, and applied physiology and nutrition**

Dr. Sporny. A block of supervised field experience required of all degrees. Fieldwork is taken near completion of course work.

- **HBSV 5231. Nutrition and public health (2-4)**
- **HBSV 5232. Nutrition and education (2-4)**
- **HBSV 5233. Applied physiology and nutrition (2-4)**

**HBSV 5241-5244. Dietetic Internship in nutrition**

Ms. Costa. Internship in service settings in metropolitan New York, Rockland and Westchester counties and Southern Connecticut. It includes experiences in clinical nutrition, community nutrition, food service management and research in dietetics. Cumulative experience totals 1088 hours. Malpractice/ personal liability insurance, health insurance, lab coat, and physical exam required.

- **HBSV 5241. Internship in clinical nutrition (3)**  
Ms. Costa. Special fee: \$150.
- **HBSV 5242. Internship in community nutrition (3)**  
Ms. Costa. Special fee: \$150.
- **HBSV 5243. Research and Independent Practice (2)**  
Dr. Koch. Special fee: \$20.
- **HBSV 5244. Internship in food service (2)**  
Ms. Maro. Special fee: \$20.

**HBSV 5333. Practicum in community service (1-2)**

Dr. Koch. Practical experiences in community, food, and nutrition programs.

**HBSV 5513. Seminar in nutrition education: Theory and applications (2)**

Professor Contento. An in-depth examination of the use of current theories and research in the design, implementation, and evaluation of nutrition education interventions. Course is designed to supplement topics covered in HBSV 5013. Required of nutrition education Master's and doctoral students. Students may register for more than one semester.

**HBSV 5593. Nutrition for exercise and sport (2-3)**

Dr. Dolins. Discussions of interactions between exercise and nutrition as applied to health and fitness. Controversial topics emphasized. Majors in either applied physiology or nutrition are eligible to enroll during their second year of study. (See also section on the interdisciplinary Applied Physiology and Nutrition degree program in this catalog.)

**Advanced Seminars and Research****HBSV 5902. Guided study in nutrition (1-4)**

Faculty. Opportunity for advanced students to investigate areas of special interest in nutrition.

**HBSV 6500-HBSV 6501. Seminar in nutrition (3 per section)**

Professor Contento. For doctoral and other advanced students. Evaluative discussion of current literature on specific nutrition and food-related topics.

**HBSV 6550-HBSV 6551. Research seminar in nutrition (2-3 per section)**

Professor Contento. Required of all Ed.M. and Ed.D. candidates. Discussion of current research issues and student projects. Students may register for more than one semester. Sections: (1) Professor Contento (2) TBA.

**HBSV 6902. Research and independent study in nutrition (1-4)**

Professor Contento. Open to matriculated doctoral students. Research and independent study under faculty direction. Sections: (1) Professor Contento (2) TBA.

**HBSV 7502. Dissertation seminar in nutrition (2-3)**

Professor Contento. Development of doctoral dissertations and presentation of plans for approval.

**HBSV 8900. Dissertation advisement in nutrition (0)**

Advisement on doctoral dissertations. Fee: equal to 3 points at current tuition rate for each term. For requirements, see catalog on continuous registration for Ed.D. degree.

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## APPLIED PHYSIOLOGY AND NUTRITION

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Program Coordinators:  
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(Nutrition)

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Web site: www.tc.edu/hbs/NutritionEd

Professor Ronald DeMeersman  
(Applied Physiology)

Program Offices: (212) 678-3325  
E-mail: demeersman@tc.edu  
Web site: www.tc.edu/hbs/Movement

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*Applied Physiology and Nutrition*  
(Code: TZR)

**Degree Offered:**  
Master of Science (M.S.)

### **Program Description:**

The Program in Nutrition and the Program in Applied Physiology (in the department of Biobehavioral Sciences) offer a joint 45 to 48-point Master of Science degree program. There are two main rationales for this program. First, both disciplines are concerned with the theory of energy intake, transformation, and liberation. Second, there are many practical problems that can be more satisfactorily addressed by attending to both nutrition and exercise than by attending to either one alone. Most prominent are health problems such as obesity, cardiovascular disease, diabetes, and osteoporosis.

Health professionals and educators need to know how these two aspects of lifestyle interact in children and adults to enhance health and prevent disease. Another application is to sports performance, physical fitness, and ergonomics. Coaches, athletes, teachers, and work physiologists can profit from an understanding of how nutrition and exercise interact to influence work capacity. To be effective in applying these concepts, professionals must be aware of appropriate educational and behavioral change theory and strategies.

The program prepares students to:

- Provide individual counseling and group instruction in nutrition and exercise
- Design, implement, and evaluate exercise and nutrition programs in schools, weight control centers, work sites, recreational agencies, health centers, and hospitals
- Evaluate and apply research

### **Special Application Requirements/Information:**

This program has ongoing admissions, and will review applications throughout the year. Preference in scholarship awards will be for those applicants who meet the College priority deadline.

The GRE General Test is required. Prerequisites for admission include a strong academic background, including at least one course each in statistics, general and organic chemistry, introduction to nutrition, human physiology, and biochemistry (the latter two taken within the last five years, in which grades of B or better were earned). The biochemistry course must have had as a prerequisite at least a one-semester course in organic chemistry. Applicants who are deficient in the required background in physiology and chemistry may be admitted on probation, with the understanding that the deficiencies will be completed in the first year of study.

The undergraduate specializations that provide the most relevant foundations for the APN program include nutrition, exercise physiology, physical education, biology, physical therapy, nursing, health education, and psychology.

### **Degree Requirements:**

Students take a set of core courses in both nutrition and applied physiology. While the program provides a solid foundation in the scientific basis of nutrition and exercise, it also emphasizes practical applications in all courses. The applied physiology lab courses provide hands-on experience in physiological measurement techniques. The interviewing and assessment courses provide firsthand experience in collection of nutritional data. Courses in behavioral or educational methods provide insight into how applications are made in clinical or educational settings.

There are two tracks from which students may choose. Students in the fieldwork track participate in clinical or educational fieldwork in some setting that provides services/education in both exercise and nutrition, such as work site fitness programs, health promotion projects, etc. Such fieldwork develops concrete application skills. Our location in New York City provides ready access to a wide range of field experiences and professional contacts that are helpful in securing employment after graduation. Contact Dr. Sporny for details at (212) 678-3952 or Golora@msn.com.

Students in the research track learn to conduct research by participating in ongoing research projects involving the interaction of exercise and nutrition. Contact Professors DeMeersman or Contento for a list of current projects and resources.

Students in both tracks can complete the academic requirements for dietetic registration (R.D.) through coursework for the M.S. and other programs in the New York area approved by the American Dietetic Association (ADA). The Program in Nutrition offers a Dietetic Internship. Students may work concurrently on the requirements for the M.S. degree and the Dietetic Internship. Students must satisfy all academic requirements for the degree award and the Dietetic Internship. Our ADA didactic program advisor will work with students to develop an integrated plan of studies and to facilitate the process.

### **Core Requirements for all M.S. Applied Physiology and Nutrition Majors:**

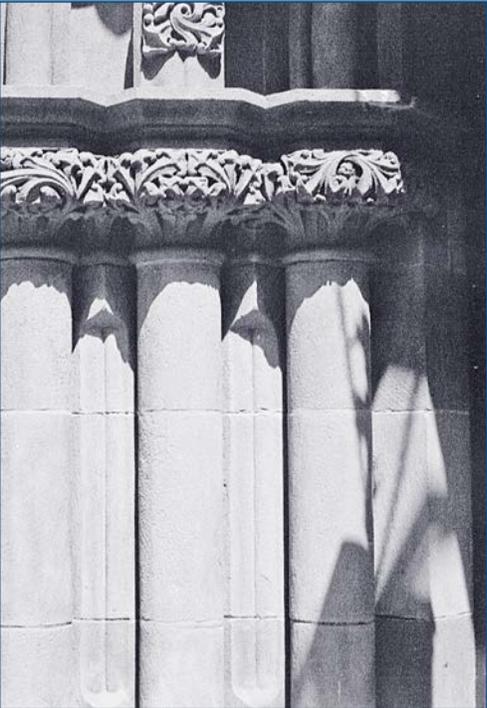
- BBSR 4095-4195 Applied physiology I and lab I
- BBSR 5095 Exercise and health
- BBSR 5094-5194 Applied physiology II and lab II
- HBSN 5040 Research methods in health and behavior studies  
or
- HBSR 5582 Research design in movement sciences
- HBSV 4010 Food, nutrition and behavior
- HBSV 4013 Nutritional ecology
- HBSV 4014 Community nutrition
- HBSV 5010-5011 Advanced nutrition I and II
- HBSV 5013 Strategies for nutrition education and health behavior change
- HBSV 5014 Analysis of current literature and research in nutrition
- HBSV 5015 Nutritional epidemiology
- HBSV 5034 Clinical nutrition
- HBSV 5036 Nutrition counseling
- HBSV 5593 Seminar in nutrition in exercise and sport

### **COURSES:**

See course listing under Nutrition programs.

# Special Education

Web site: [www.tc.edu/hbs/SpecialEd](http://www.tc.edu/hbs/SpecialEd) Program Office: (212) 678-3880

<p><b>ADMINISTRATION OF SPECIAL EDUCATION PROGRAMS</b></p> <p>(Code: TEF) Program Coordinator: Professor Dennis Mithaug E-mail: dem21@columbia.edu</p> <p><b>Degree Offered:</b> Ed.D.</p>	<p><b>GUIDANCE AND REHABILITATION</b></p> <p>(Code: TEG) Program Coordinator: Professor Linda Hickson E-mail: hickson@tc.edu</p> <p><b>Degree Offered:</b> M.A.</p>	<p><b>MENTAL RETARDATION AND ELEMENTARY/CHILDHOOD EDUCATION</b></p> <p>(Code: TEW) Program Coordinator: Professor Linda Hickson E-mail: hickson@tc.edu</p> <p><b>Degree Offered:</b> Ed.M.</p>
<p><b>APPLIED BEHAVIOR ANALYSIS</b></p> <p>(Code: TEV) Program Coordinator: Professor R. Douglas Greer E-mail: dgreer3872@aol.com</p> <p><b>Degrees Offered:</b> M.A., Ed.D., Ph.D.</p>		<p><b>MENTAL RETARDATION AND EARLY CHILDHOOD EDUCATION</b></p> <p>(Code: TEX) Program Coordinator: Professor Linda Hickson E-mail: hickson@tc.edu</p> <p><b>Degree Offered:</b> Ed.M.</p>
<p><b>BLINDNESS AND VISUAL IMPAIRMENT</b></p> <p>(Code: TEB) Program Coordinator: Dr. Virginia S. Stolarski E-mail: stolarsk@tc.edu</p> <p><b>Degrees Offered:</b> M.A., Ed.M., Ed.D., Ph.D., available through Physical Disabilities (Code: TEP)</p>		<p><b>PHYSICAL DISABILITIES</b></p> <p>(Code: TEP) Program Coordinators: Professor Dennis Mithaug, Dr. Virginia S. Stolarski, and Professor Robert Kretschmer</p> <p><b>Degrees Offered:</b> M.A.*, Ed.D., Ph.D. *We are currently not accepting applications for this degree level.</p>
<p><b>CROSS-CATEGORICAL STUDIES</b></p> <p>(Code: TEZ) Program Coordinator: Professor Dennis Mithaug E-mail: dem21@columbia.edu</p> <p><b>Degree Offered:</b> Ed.D.</p>	<p><b>INSTRUCTIONAL PRACTICE IN SPECIAL EDUCATION</b></p> <p>(Code: TEA) Program Coordinators: All faculty</p> <p><b>Degree Offered:</b> Ed.M.</p>	<p><b>RESEARCH IN SPECIAL EDUCATION</b></p> <p>(Code: TER) Program Coordinators: Professors Linda Hickson and R. Douglas Greer</p> <p><b>Degree Offered:</b> Ed.D.</p>
<p><b>DEAF AND HARD OF HEARING</b></p> <p>(Code: TED) Program Coordinator: Professor Robert Kretschmer E-mail: kretschmer@tc.edu</p> <p><b>Degrees Offered:</b> M.A., Ed.M., Ed.D., Ph.D., available through Physical Disabilities (Code: TEP)</p>	<p><b>MENTAL RETARDATION/AUTISM</b></p> <p>(Code: TEM) Program Coordinator: Professor Linda Hickson E-mail: hickson@tc.edu</p> <p><b>Degrees Offered:</b> M.A., Ed.D., Ph.D.</p>	<p><b>SUPERVISION OF SPECIAL EDUCATION</b></p> <p>(Code: TES) Program Coordinator: Professor Dennis Mithaug</p> <p><b>Degree Offered:</b> Ed.M.</p>

### ***Program Description:***

The special education programs at Teachers College build upon a more than 80-year tradition of leading the field of special education in policy, practice, and research for individuals with disabilities across the age span.

Students who earn M.A., Ed.M., Ed.D., and Ph.D. degrees in special education from Teachers College assume leadership and scholarly positions at all levels of professional activity including public and private schools, community and national service agencies, hospital and rehabilitation programs, colleges and universities, research centers, and local, state, and federal educational agencies.

The graduate course work, independent studies, research projects, and dissertations draw from the following five areas:

- **Special Education Foundations.** Includes course work on theories of process and models of practice, cognitive structure and process, behavioral selectionism and complex behavior, disability constructs, equity and excellence in public policy, psycholinguistics and verbal behavior, and family studies and child development.
- **Service Delivery Systems.** Includes administration and supervision, pedagogy, enrichment and acceleration, interdisciplinary programming, community-based systems change, infancy/early childhood intervention, elementary education, transition and habilitation, urban education, and technology.
- **Exceptionality Areas.** Provides course work in behavioral disorders (e.g., autism, emotional disturbance), blindness and visual impairment, deafness and hearing impairment, mental retardation/autism, physical disabilities, and multiple handicapping conditions including mental retardation/autism coupled with sensory and/or physical disabilities.
- **Assessment and Intervention Strategies.** Includes management of social and unsocial behavior, communication and language, mobility, mathematics, reading, problem solving, visual skills and visual perceptual processing, and self-regulation.
- **Research and Evaluation.** Includes applied behavior analysis, experimental research with individuals, group experimental design, program evaluation, ethnography, and post-positivistic inquiry.

In addition to lectures and seminars in the preceding five areas of study, students participate in special projects and complete practicum assignments in a variety of settings, which include the following:

The Center for Educational and Psychological Services (CEPS) provides learner-centered demonstrations of assessments and evaluations, instructional practices, and follow-up evaluations that promote student-directed learning and performance across settings and time. Special education students work in collaboration with students from school psychology, health, and nutrition, as well as clinical and counseling psychology programs. The CEPS provides opportunities for practicum experience and research-based demonstrations of effective practice. The CEPS has an extensive remediation and testing library, and testing rooms, observation rooms, and audio and video recording capabilities available for graduate student use.

The Center for Opportunities and Outcomes for People with Disabilities provides support for research, evaluation, and demonstration efforts aimed at increasing opportunities for individuals with special needs to become fully included members of society. The Center provides opportunities for students to participate in research and evaluation projects in such areas as ethnic and cultural differences; language and communication; motivation and verbal behavior; systems of schooling and models of service delivery; inclusion and its social impact; families and siblings; cognition, personality, problem solving, and self-regulated thinking; reading, literacy, and the arts; decision-making and abuse prevention, personnel preparation; social justice and social policy; and self-determination and independence.

Students enrolled in the Programs in Applied Behavior Analysis complete their M.A. and Ph.D. internships in schools that meet the research-based and professional accreditation standards for the designation of CABAS® Professional Teaching Schools (e.g., The Fred S. Keller School, Rockland Middle School, Link Elementary CABAS® Program, CABAS® Classes for Students with Autism Spectrum Disorders, Rockland BOCES, Cork CABAS® School, Dublin CABAS® School, CABAS® Integrated Classrooms, CABAS® Classrooms for non-categorized students). See [www.CABAS.com](http://www.CABAS.com).

Students do internships simultaneously with their coursework at the university. They spend their days in our professional teaching schools and the evenings in classes at the university. The internships are coordinated closely with the university coursework in behavior analysis.

The Association for Behavior Analysis recognizes our program as one whose M.A. graduates are eligible to sit for the Behavior Analyst Certification Examination. Students in the

M.A. program also complete requirements for and are eligible to apply for CABAS® Board Certification for Teacher I, Teacher II, and Master Teacher Ranks. The latter is an advanced certification recognizing criterion-referenced expertise in applied behavior analysis and applications with children and youth. Doctoral students who hold the CABAS® Master Teacher Rank complete requirements for and are eligible to submit for CABAS® Board Certification as Assistant, Associate, and Senior Behavior Analyst Ranks.

Doctoral and post-doctoral students with Behavior Analyst Ranks are eligible for CABAS® Board Certification based on their research publication record (i.e., Assistant, Associate, and Senior Research Scientist).

Financial assistance is available to students admitted to the program in the form of paid internships at the CABAS® Professional Teaching Schools. Some international internships and training opportunities are available at our CABAS® sites in Europe. Faculty members, students, and CABAS® school professionals associated with the Programs in Applied Behavior Analysis are published in numerous journals.

The Department maintains close working relationships with a wide network of public and private schools, agencies, and clinical facilities. Students may participate in field-based activities ranging from the Very Special Arts Festival hosted by the New York City Department of Education and Teachers College to school-based practica in a variety of settings.

#### *Financial Aid*

In addition to College-wide financial aid, instructional, research, and administrative internships may be available through the Program in Special Education. The Department collaborates with schools and agencies in the metropolitan area to provide internships. When funds are available, federal traineeships and assistantships are awarded by the program to qualified students. In order to be eligible for a federal traineeship, an applicant must be a United States citizen and be fully admitted to a degree program.

Students are encouraged to apply for all types of financial aid for which they are eligible. Paid internships are available for some students who have been admitted to the Program in Applied Behavior Analysis. The New York City Department of Education has, for a number of years, provided full scholarships for anyone interested in becoming a teacher for individuals who are deaf or hard of hearing, or

who have a visual impairment or are blind. Endowed fellowships and research assistantships are available to students who are preparing for careers in the education of people with mental retardation/autism.

### **Special Application Requirements/Information:**

All Applicants: Interviews are required for applicants to the Blindness and Visual Impairments, Deaf and Hard of Hearing, and Mental Retardation/Autism programs. Other program coordinators may arrange for applicants to have an admissions interview.

M.A. Applicants: Experience in special education is not a prerequisite for acceptance.

Doctoral Applicants: Submit an academic or professional writing sample.

### **Degree Requirements:**

#### **MASTER OF ARTS**

#### **Applied Behavior Analysis Blindness and Visual Impairment Deaf and Hard of Hearing Guidance and Habilitation Mental Retardation/Autism**

Students may enroll in either M.A. programs or dual certification Ed.M. programs designed to prepare them for positions as teachers and clinicians who serve individuals with a full range of abilities and disabilities in a wide array of settings based in schools, communities, and agencies. They specialize in serving individuals with disabilities across the life span, birth to death, from one or more of the above service delivery categories.

Students who gain admission work with a faculty advisor to design a program that meets their interests and fulfills the requirements for a degree in special education with related New York State teacher certification. Candidates for the M.A. degree must complete supervised practica requirements arranged on the Teachers College campus and in schools and agencies in the City. They also must complete an integrative project, or, in the case of the Blindness and Visual Impairment and the Programs in Mental Retardation/Autism, complete a comprehensive examination in addition to the integrative project, prior to award of the degree. In designated programs, master's degree course work also fulfills the requirements for New York State Certification as a Teacher of Special Education, Teacher of the Blind and Partially Sighted, or Teacher of the Deaf and Hard of Hearing.

In order to meet New York State certification

requirements, which has reciprocity with numerous states throughout the country, the preservice preparation in the Education of the Deaf and Hard of Hearing is a two-year, minimum 60 credit program that leads to dual certification in the education of individuals who are deaf or hard of hearing and regular education either at the preschool, elementary, or secondary level in the areas of mathematics, physics, chemistry, biology, environmental sciences, social studies, or English education. They will also obtain both a Master of Arts (M.A.) and a Master of Education (Ed.M.) degree upon completion of the program. These individuals will be expected to have student teaching experiences with both individuals who are deaf or hard of hearing and with individuals with hearing.

An option certifying individuals to teach individuals who are deaf or hard of hearing from K-12, primarily in the capacity of an itinerant teacher not responsible for subject matter, also exists. This program too is a minimum of 60 credits in length and leads to certification as a teacher of the deaf and hard of hearing K-12.

The actual number of credits required in the above-mentioned programs may vary slightly depending upon the individual's background and the particular area of dual certification the person is interested in obtaining. Individuals who matriculate into the program and are already certified in regular education will be expected to complete the 45 credit core program in the Education of the deaf and Hard of Hearing, which leads to a M.A. degree and certification as a teacher of the deaf and hard of hearing. They also have the option to take additional course work in another area of special education, in the reading specialist program, or another area in order to obtain additional certification and to obtain an Ed.M. These individuals will be expected to complete two full-time student teaching experiences with deaf or hard of hearing individuals and to fulfill whatever additional student teaching or practicum requirements that are needed to obtain the additional certification.

All programs noted above also lead to Council on the Education of the Deaf (CED) certification. Admission into any of the dual certification programs requires dual admission. Once the student is admitted to the program in the Education of the Deaf and Hard of Hearing, the application is then forwarded to the pertinent area of dual certification, e.g. Curriculum and Teaching, etc., for review. Although admission to the second area of certification is not guaranteed upon admission into the Program in the Education of the Deaf and Hard of Hearing, the probabilities are quite

high that such acceptance will be obtained since similar standards are used by the programs involved in the dual certification programs. If for some reason a student were not admitted to the area of secondary certification, the student would still be eligible for the K-12 stand alone program in the Education of the Deaf and Hard of Hearing that leads to state certification, CED certification and the M.A. and Ed.M. degrees, assuming all other requirements are met.

Similarly, for those individuals with no background in regular education, preservice preparation in the Education of Learners with Blindness and Visual Impairments is a two-year, 60+ credit program that leads to dual certification in the education of individuals with visual impairments and blindness and regular education either at the early childhood, elementary, middle, or secondary level in the areas of mathematics, physics, chemistry, biology, environmental sciences, social studies, or English education and both a Master of Arts (M.A.) and a Master of Education (Ed.M.) degree. These individuals will be expected to have student teaching experiences with both individuals who are Blind or who have Visual Impairments as well as, individuals with sight.

Another option certifying individuals to teach individuals with visual impairments and/or blindness K-12, primarily in the capacity of an itinerant teacher, also exists. This program too is 54 credits in length and leads to certification as a teacher of the Blind and Partially Sighted K-12. Individuals who matriculate into the program and are already certified in regular education will be expected to complete the 45-credit core program in the Education of Learners with Blindness and Visual Impairments, which leads to a M.A. degree and certification as a teacher of the Blind and Partially Sighted. These individuals will be expected to complete two full-time student teaching experiences with individuals who have visual impairments and blindness. Students complete core courses in special education offered in the Department of Health and Behavior Studies in addition to the required core vision courses.

#### **MASTER'S OPTIONS IN MENTAL RETARDATION/AUTISM (M.A. AND ED.M.)**

For individuals with an interest in the Mental Retardation/Autism program area, three master's-level program options leading to New York State teacher certification are available: (1) Master of Arts (M.A.) Degree Program in Mental Retardation/Autism — for individuals

who are seeking initial certification as a teacher of special education with a specialized focus in mental retardation/autism across the age span from pre-K through grade 12. This 45-point full-time program typically requires a year and a half to complete; (2) Master of Education (Ed.M.) Degree Program in the Education of Students with Mental Retardation/Autism: Childhood — for individuals who are seeking dual certification as a teacher of special education with a specialized focus in Mental Retardation/Autism and general education at the childhood (elementary) level (grades 1-6). This 60-point full-time program typically requires two years to complete; (3) Master of Education (Ed.M.) Degree Program in the Education of Students with Mental Retardation/Autism: Early Childhood — for individuals who are seeking dual certification as a teacher of special education with a specialized focus in mental retardation/autism and general education at the early childhood level (birth through grade 2). This 60-point full-time program typically requires two years to complete. All three programs prepare preservice teachers to work with students with and without disabilities in inclusive and specialized settings. Through coursework and practicum experiences, the programs foster the acquisition of the broad-based knowledge and skills needed to provide effective educational programs for students with the full range of learning and behavior characteristics. In addition, the programs provide specialized preparation in working with children with and without Mental Retardation/Autism either across the age range (M.A.) or at a specific age level (Ed.M.).

### **Core Departmental Requirements for Special Education M.A. Students:**

- HBSE 4002 Instruction and curriculum for students with and without disabilities
- HBSE 4003 Foundations for teaching all students to maximize learning (formerly HBSE 4092)
- HBSE 4016 Applied behavior analysis II
- HBSE 4079 Language development and habilitation: The foundation
- HBSE 4082 Assessment and evaluation of infants, children and youth with exceptionalities (Prerequisite for HBSE 4300)
- HBSE 4300 Practicum in assessment and evaluation of exceptional individuals (required for majors in TEB, TEM, and TEP)

### **Specialization Requirements, Teaching as Applied Behavior Analysis (TEV):**

- HBSE 4015 Applied behavior analysis I
- HBSE 4016 Applied behavior analysis II

- HBSE 4017 Applied behavior analysis III
- HBSE 4044 Curricular and pedagogical foundations for teaching pre-listening through early academic literacy
- HBSE 4045 Curricular and pedagogical operations for teaching the foundations of functional academic literacy
- HBSE 4046 Curricular and pedagogical operations for teaching advanced functional academic literacy (4th Grade through Early Middle School)
- HBSE 4704 Observation and student teaching : Applied behavior analysis (3 or more terms)

### **Non-Departmental Courses**

(For the list of required courses contact the program coordinator or the special education secretary.) In order to broaden the student's background in education, three Teachers College courses outside the Teachers College major department (in this case, a course is defined as one for which at least two points are earned).

### **Specialization Requirements, Blindness and Visual Impairments (TEB):**

- HBSE 4060 Psycho-social implications of vision loss on people with blindness and visual impairment and their families
- HBSE 4061 Anatomy and physiology of the visual system and related implications
- HBSE 4062 Instruction and curriculum development for infants, children and youth with blindness and visual impairment
- HBSE 4063 Communication skills for people with blindness and visual impairments I: Literary Braille
- HBSE 4064 Communication skills for people with blindness and visual impairments II: Nemeth Code and Tactile Graphics
- HBSE 4700 Pre-student teaching seminar (required for preservice applicants)
- HBSE 4706 Observation/student teaching in special education: BVI (or HBSE 5306 Section 1)
- HBSE 4871 American Sign Language I
- HBSE 4880 Opportunities and outcomes for people with disabilities
- HBSE 5062 Orientation and mobility
- HBSE 5063 Technological aids and assistive devices in the education of toddlers, children

- and youth with disabilities (or HBSE 4005)
- HBSE 5306 Advanced practica in special education: BVI (2 terms) and/or HBSE 4706 or HBSE 4300 may be substitutes with approval

### **Non-Department Requirements:**

In order to broaden the student's background in education, three Teachers College courses outside the Teachers College major department (in this case, a course is defined as one for which at least two points are earned).

These courses should be selected in the following areas:

- Age appropriate developmental psychology course
- Educational foundations course
- Health for educators course
- Reading course
- Area specialization courses in Blindness and Visual Impairment (15 credits)

### **Specialization Requirements, Deaf and Hard of Hearing (TED):**

- HBSE 4070 Psychosocial and cultural aspects of individuals who are deaf or hard of hearing (2 terms)
- HBSE 4071 Special Methods: Methods of teaching reading and writing to individuals who are deaf or hard of hearing; and Language, reading, and writing instruction in the content areas for individuals who are deaf or hard of hearing
- HBSE 4072 Development of language of individuals who are deaf or hard of hearing
- HBSE 4073 Audiological principles and the teaching of speech and listening skills to individuals who are deaf and hard of hearing, I and II
- HBSE 4074 Linguistics of American Sign Language
- HBSE 4077 Seminar in teacher-as-researcher
- HBSE 4079 Language development and habilitation: The foundation
- HBSE 4300 Assessment and evaluation of learners with exceptionalities
- HBSE 4707 Observation and student teaching of individuals who are deaf or hard of hearing (two terms)
- HBSE 4871 American Sign Language I
- HBSE 4872 American Sign Language II

For those individuals who matriculate into the Program in the Education of the Deaf and Hard of Hearing and are not yet certified in a

common branch area in regular education, the students will complete a 60-credit program leading to dual certification and an Ed.M. in education at the preschool, elementary, or secondary level in mathematics, physics, chemistry, biology, environmental sciences, social studies, or English education.

#### **Non-Department Requirements:**

In order to broaden the student's background in education, three Teachers College courses outside the Teachers College major department (in this case, a course is defined as one for which at least two points are earned). These courses should be selected in the following areas:

- Age appropriate developmental psychology course
- Educational foundations course
- Health requirements
- Technology requirement
- Reading course
- Area specialization courses in deaf and hard of hearing (15+ credits)

#### **Specialization Requirements, Mental Retardation/Autism (TEM):**

- HBSE 4000 Introduction to special education
- HBSE 4001 Teaching students with disabilities in the general education classroom
- HBSE 4005 Applications of technology in special education
- HBSE 4006 Working with families of children with disability
- HBSE 4010 Nature and needs of students with mental retardation/autism
- HBSE 4011 Education of students with mental retardation/autism
- HBSE 4700 Pre-student teaching seminar
- HBSE 4701 Observation and student teaching in mental retardation/autism (two terms)
- HBSE 4880 Opportunities and outcomes for people with disabilities

#### **Specialization Requirements, Physical Disabilities, Pre- and In-Service (TEP):**

- HBSE 4010 Nature and needs of students with mental retardation/autism
- HBSE 4011 Education of students with mental retardation/autism
- HBSE 4031 Education of students with physical disabilities
- HBSE 4040 Curricular and pedagogical foundations for teaching pre listening through early academic literacy
- HBSE 4083 Theory and techniques for educating infants, children

- HBSE 4700 Pre-student teaching seminar
- HBSE 4703 Observation and student teaching in physical disabilities (two terms)
- HBSE 4880 Opportunities and outcomes for people with disabilities

#### **MASTER OF ARTS**

##### **Guidance and Habilitation (TEG)**

The M.A. in Guidance and Habilitation, which does not lead to New York State teacher certification, is available to interested students with a broad range of career goals.

##### **Required Department Courses:**

- HBSE 4003 Foundations for teaching all students to maximize learning (formerly HBSE 4092)
- HBSE 4010 Nature and needs of students with mental retardation/autism
- HBSE 4011 Education of students with mental retardation/autism
- HBSE 4016 Applied behavior analysis II
- HBSE 4060 Psycho-social implications of vision loss on people with blindness and visual impairment and their families
- HBSE 4070 Nature and needs of individuals who are Deaf or hard of hearing
- HBSE 4071 Language, reading, and writing instruction in the content areas for individuals who are Deaf or hard of hearing
- HBSE 4082 Assessment and evaluation of infants, children and youth with exceptionalities
- HBSE 4880 Opportunities and outcomes for people with disabilities
- HBSE 5309 Advanced practica in special education: Habilitation of persons with developmental disabilities
- HBSE 5909 Problems in special education: Guidance, habilitation, and career education
- HBSE 6004 Policy and administration

#### **MASTER OF EDUCATION**

##### **Instructional Practice in Special Education (TEA) Supervision of Special Education Programs (TES)**

Students interested in advanced study in selected areas of special education may seek the Ed.M., which represents a broadening and refinement of knowledge and skills in areas such as those listed

above. Award of the Ed.M. requires satisfactory completion of a special project reflecting the attainment of advanced professional competencies. Successful candidates for the Ed.M. are eligible for additional certifications as well. The Ed.M. in Super-vision of Special Education Programs leads to New York State supervisory certification. Please see the "Teacher Education" section of this bulletin for updated information on programs that lead to administrative certification.

##### **Instructional Practice in Special Education (TEA)**

##### **Core Requirements for all Ed.M. Special Education Majors:**

- HBSE 5010 Study of the philosophic foundations of special education
- HBSE 6010 Advanced study of problems and issues in special education

##### **Specialization Requirements:**

Students work in collaboration within faculty advisor to select course work that builds upon their previous professional experiences and increases their current repertoire of skills and knowledge.

##### **Non-Department Courses Required for All Student Majors in Degree Program:**

- HUDM 4122 Probability and statistical inference
- HUDM 5122 Applied regression analysis

##### **Supervision of Special Education Programs (TES)**

##### **Department Courses Required for All Student Majors in Degree Program**

##### **Core Requirements for Supervision of Special Education Majors:**

- HBSE 5010 Study of the philosophic foundations of special education
- HBSE 6001 Research in special education
- HBSE 6010 Advanced study of problems and issues in special education

##### **Specialization Requirements:**

- HBSE 4092 Introduction to foundations of special education opportunity
- HBSE 5310 Advanced practica in special education: Policy and administration in special education
- HBSE 6002 Administration of special education programs
- HBSE 6004 Public policy and administration in special education
- HBSE 6410 Advanced internship: Policy and administration in special education

### **Non-Department Courses Required for All Student Majors in Degree Program:**

- HUDM 4122 Probability and statistical inference
- HUDM 5122 Applied regression analysis
- ORLA 4021 Introduction to management systems

### **DOCTOR OF EDUCATION**

#### **EXCEPTIONALITY FOCUS AREAS:**

**Applied Behavior Analysis  
Blindness and Visual  
Impairment  
Cross-Categorical Studies  
Deaf and Hard of Hearing  
Mental Retardation/Autism  
Physical Disabilities**

#### **PROFESSIONAL SPECIALIZATION AREAS:**

**Academic Cognate  
Administration and  
Supervision  
Instructional Leadership  
Research and Evaluation**

Students of exceptional ability who are interested and committed to contributing to special education through leadership and scholarly work may apply for the Ed.D. degree, which represents the highest level of achievement in the profession. The doctoral program prepares graduates to assume leadership roles in teacher education programs in colleges and universities in this country and in other countries, to administer special education programs in schools and agencies, and to conduct research in special education and related services.

Students may focus their work and course of study by exceptionality focus, by age of pupil, and by professional specialization. Students may tailor their course work to meet minimum requirements for New York State certification as School Administrator and Supervisor. Please see the "Teacher Education" section of this bulletin for updated information on programs that lead to administrative certification.

### **DOCTOR OF PHILOSOPHY**

#### **EXCEPTIONALITY FOCUS AREAS:**

**Applied Behavior Analysis  
Mental Retardation  
(including Autism)  
Physical Disabilities  
(including Blindness and  
Visual Impairments, Deaf  
and Hard of Hearing)**

#### **Research and Evaluation Emphasis:**

Students with excellent potential as researchers and theoreticians who are interested in scholarly careers in special education, education, and related social sciences may apply for

the Ph.D. degree program, which represents the highest level of achievement in the Arts and Sciences. This degree program is administered jointly by Teachers College and the graduate faculty of Columbia University. Prospective students may obtain information on program offerings by contacting the program office.

### **Department Courses Required for All Student Majors in Degree Program**

#### **Core Requirements for all Ed.D. and Ph.D. Special Education majors (TEB, TED, TEF, TEV, TEM, TEP, TEZ):**

- HBSE 5010 Study of the philosophic foundations of special education
- HBSE 6001 Research in special education
- HBSE 6010 Advanced study of problems and issues in special education
- HBSE 7500 Dissertation seminar in special education
- HBSE 8900 Dissertation advisement in special education

#### **Specialization Requirements, Administration and Supervision (TEF):**

- HBSE 4003 Foundations for teaching all students to maximize learning (formerly HBSE 4092)
- HBSE 5310 Advanced practica in special education: Policy and administration in special education
- HBSE 6002 Administration of special education programs
- HBSE 6004 Public policy and administration in special education
- HBSE 6410 Advanced internship: Policy and administration in special education

#### **Specialization Requirements, Blindness and Visual Impairment (TEB):**

- HBSE 5063 Technological aids and assistive devices in the education of toddlers, children and youth with disabilities (or HBSE 4005)
- HBSE 5901 Problems in special education: Mental retardation/autism
- HBSE 5906 Problems in special education: Blindness and visual impairment (minimum two semesters, 3 points each term)
- HBSE 6406 Advanced internship: Blindness and visual impairment (minimum two semesters, 3 points each term)
- HBSE 6506 Advanced seminar: Blindness and visual impairment (minimum two semesters, 3 points each term)

### **Specialization Requirements, Applied Behavior Analysis (TEV):**

Students accepted for the Ph.D. or Ed.D. Programs in Applied Behavior Analysis must complete the core M.A. program requirements in behavior analysis including the internship requirement.

- HBSE 5040 Behavior analysis: Advanced seminar
- HBSE 5304 Advanced practica in special education: Behavior disorders
- HBSE 5904 Problems in special education: Behavior disorders
- HBSE 6008 Behaviorism and the science of behavior
- HBSE 6015 Verbal behavior
- HBSE 6031 Single case experimental design in education, medicine, and therapy
- HBSE 6504 Advanced seminar: Applied behavior analysis and behavioral disorders (taken each year until approval of dissertation topic)

### **Specialization Requirements, Deaf and Hard of Hearing (TED):**

- HBSE 5307 Advanced practica in special education: Deaf or hard of hearing
- HBSE 5907 Problems in special education: Deaf and hard of hearing
- HBSE 6070 Psychology of deafness
- HBSE 6407 Advanced internship: Deaf and hard of hearing
- HBSE 6507 Advanced seminar: Special education-deaf and hard of hearing
- 15 credits of work in linguistics and proficiency in two forms of research methodology

### **Specialization Requirements, Mental Retardation/Autism (TEM):**

- HBSE 5301 Advanced practica in special education: Mental retardation/autism
- HBSE 5901 Problems in special education: Mental retardation/autism
- HBSE 6401 Advanced internship: Mental retardation/autism
- HBSE 6501 Advanced seminar in special education: Mental retardation/autism

**Specialization Requirements,  
Physical Disabilities (TEP):**

- HBSE 5303 Advanced practica in special education: Physical disabilities
- HBSE 5903 Problems in special education: Physical disabilities
- HBSE 6403 Advanced internship: Physical disabilities
- HBSE 6503 Advanced seminar: Physical disabilities

**Specialization Requirements,  
Research in Special Education (TER):**

- HBSE 5312 Advanced practica in special education: Research
- HBSE 5912 Problems in special education: Research
- HBSE 6412 Advanced internship: Research
- HBSE 6512 Advanced seminar: Research

**Non-Department Courses Required for  
All Student Majors in Degree Program:**

- HUDM 4122 Probability and statistical inference
- HUDM 5122 Applied regression analysis

**COURSES:**

A complete listing of the course offerings in Special Education appears below. Courses required for degree programs generally are given one or more times each year. Specific details regarding scheduled times for particular courses may be obtained by contacting the program coordinator or by consulting the schedule of classes which is published each semester by the College.

**Foundations, Exceptionalities  
and Methods****HBSE 4000. Introduction to special  
education (2-3)**

Dr. Stolarski (Fall, Spring, Summer Session A) and Drs. Cox, Lipkowitz, and Zealand (Summer Session). Enrollment limited to 25 students. Emphasis is placed on the identification of characteristics of individuals with disabilities and the impact of the characteristics on the learner and family members of the learner. The course is a study of the nature, psychosocial and educational needs of individuals, across the life-span, with physical, mental, emotional, or sensory impairments. Particular attention is placed on the way these special education programs fit, or should fit, into ongoing work in schools. Special fee: \$25.

**HBSE 4001. Teaching students with  
disabilities in the general education  
classroom (2-3)**

Dr. Stolarski (Fall and Summer Session A), Dr. Zealand (Spring), Drs. Lappin and Cox (Summer Session A), Drs. Cox and Schrader (Summer Session B). Problems of educational assessment, curriculum and teaching, organization, and guidance of students with physical, cognitive, affective, and sensory disabilities.

**HBSE 4002. Instruction and curriculum for  
students with and without disabilities (2-3)**

Professor Hickson. Curriculum development and research validated methods of instructing students with and without disabilities from early childhood through adolescence, including methods of teaching reading and mathematics and methods of enrichment and remediation. Materials fee: \$10.

**HBSE 4005. Applications of technology  
in special education (2-3)**

Dr. Pawelski. This course is intended to provide preservice and in-service special education teachers with basic information on assistive and instructional technology appropriate for use with infants, children and youths who require special education and related services. Materials fee: \$25.

**HBSE 4006. Working with families of  
children with disabilities (2-3)**

Dr. Stolarski or Dr. Keller. Current and historical perspectives on parent involvement in the special education and empowerment of infants, children, and youth with exceptionalities and their families. Emphasis on strategies and materials to facilitate a continuum of parent and family participation to strengthen the relationships between home, school and the community. Students are trained in conflict resolution and must perform a minimum of 15 hours of Respite to a family with a child with an exceptionality. Special fee: \$10.

**HBSE 4008. Disability: Reconsidered  
and reconstructed (2-3)**

Faculty. The course introduces students to the study of disability as social construct framed within a reconstructivistic context that challenges current theoretical and practical approaches and incorporates individual, interpersonal, educational, and organizational perspectives. Special fee: \$10.

**HBSE 4010. Nature and needs of persons  
with mental retardation/autism (2-3)**

Professor Hickson. Characteristics of persons manifesting different degrees of mental retardation/autism and other developmental disabilities throughout the lifespan. The course emphasizes implications for educational programming, curriculum and instruction. Materials fee: \$10.

**HBSE 4011. Education of persons with  
mental retardation/autism (2-3)**

Ms. Spillane. Curriculum development and research validated methods of instructing students with mental retardation/autism and other developmental disabilities from early childhood through adolescence across ability levels. Materials fee: \$20.

**HBSE 4015. Applied behavior analysis I (3)**

Professors Greer and Ross. Basic applications for learners without reading or writing repertoires. Strategic applications of the science of behavior to instruction, management, curriculum-based assessment, isolation of locus of learning/behavior problems, measurably effective instructional practices. For students majoring in applied behavior analysis only. The course is taught in two sections, one for majors and one for nonmajors.

**HBSE 4016. Applied behavior analysis II (3)**

Professor Greer. Prerequisite: HBSE 4015. Advanced applications to learners with writing, reading, and self-editing repertoires. Teaching operations and curricula designed to teach academic literacy, self-management, and problem solving. Data based applications required. Special fee: \$15.

**HBSE 4017. Applied behavior analysis III:  
School-wide systems applications (3)**

Professor Greer. Applications of behavior analysis to the schooling system that incorporates educating and working with families, providing classroom and school leadership, coordinating support personnel efforts across the school and home, and the development of learner independence through advanced scientifically-based pedagogy and functional curriculum design, including computer-based instruction.

**HBSE 4031. Education of students with  
physical disabilities (2-3)**

Dr. Pawelski. Curriculum development and research validated methods of instructing students with physical disabilities from early childhood through adolescence in regular classes, special classes, hospitals, and home instruction.

**HBSE 4044. Curricular and pedagogical  
foundations for teaching pre-listening  
through early academic literacy (2-3)**

Dr. Ross. Pedagogical and curricular design repertoires for realizing state educational objectives for children from pre-listener to early reader skills (NYSED Standards, English Excellent in Education Standards, and CABAS® Standards Pre School through Kindergarten).

**HBSE 4045. Curricular and pedagogical operations for teaching the foundations of functional academic literacy (2-3)**

Dr. Ross. Pedagogical and curricular repertoires for realizing state educational objectives for children with early to advanced self-editing and self-management repertoires (grades 1 through 3). Materials fee: \$10.

**HBSE 4046. Curricular and pedagogical operations for teaching advanced functional academic literacy (4th Grade through Early Middle School) (2-3)**

Dr. Ross. Pedagogical and curricular repertoires for realizing state educational objectives for children with early to advanced self-editing and self-management repertoires (grades 1 through 3).

**HBSE 4060. Psychosocial implications of vision loss on people with blindness and visual impairment and their families (2-3)**

Dr. Stolarski. Blindness and Visual Impairment (TEB majors) must enroll for 3 points. Introduction to the education of children, youths and adults with blindness and visual impairment and their families; historical aspects; development of professional agencies and services; psychosocial aspects of blindness; problems and issues of the field. Special fee: \$40.

**HBSE 4061. Anatomy and physiology of the visual system and related implications (2-3)**

Dr. Stolarski. Blindness and Visual Impairment (TEB majors) must enroll for 3 points. Structure and function of the human eye; visual perceptual development; anomalies and diseases; functional and traditional methods of vision screening; interpretation of medical reports and records; analysis of environmental factors; utilization of low vision. Observations, simulations, and clinical practice. For special educators, health professionals, and reading specialists. Special fee: \$40.

**HBSE 4062. Instruction and curriculum development for infants, children and youth with blindness and visual impairment (2-3)**

Dr. Stolarski or Dr. Gerra. Prerequisite: proficiency in translation and transcription of the Braille-code and typing, or HBSE 4063 (may be taken concurrently). Learning theories; programs, methods, materials, and aids in the education of infants, children and youth with blindness and visually impairments. Particular emphasis is placed on the identification of appropriate instructional methods and materials for teaching reading and mathematics to learners with vision loss. Students complete 50 hours, outside of class in observation and clinical practice in assessment, development of instructional objectives, and adaptation of materials. Special fee: \$40.

**HBSE 4063. Communication skills for people with blindness and visual impairments (3)**

Dr. Amato or Dr. Boisvert. (First of a two-semester course. Students register for 3 points each term.) Corequisite: HBSE 4060. Research and practice in communication skills and media. Students learn transcription and translation of the Braille-code in the context of development of appropriate curriculum materials and research validated methods of instructing students with vision loss, including methods for teaching and remediation skills in reading and mathematics. Methods for teaching aural and tactile reading are covered extensively. Special fee: \$40.

**HBSE 4064. Communication skills for people with blindness and visual impairments (2-3)**

Dr. Amato or Dr. Boisvert. (Second of a two-semester course. Students register for 3 points each term.) Prerequisite: HBSE 4063 or Library of Congress Certification in Braille Transcription. Research and practice in communication skills and media. Students learn transcription and translation of the Nemeth code for mathematics in the context of development of appropriate curriculum materials and research validated methods of instructing students with vision loss, including methods for teaching and remediating skills in mathematics and science. Particular emphasis is placed on the creation of instructional materials such as tactile graphs to promote skills acquisition. Special fee: \$40.

**HBSE 4070. Psychosocial and cultural aspects of people who are deaf or hard of hearing (2)**

Dr. Rosen. Introduction to the education of children, youth, and adults who are deaf or hard of hearing; historical development; psychosocial and cultural aspects; problems and issues of the field. Materials fee: \$10.

**HBSE 4071. Special Methods: Methods of teaching reading and writing to individuals who are deaf or hard of hearing (2-3)**

Dr. Berchin-Weiss. Study of special methods of teaching in programs for children and youth who are deaf or hard of hearing at nursery, elementary, and secondary levels, with particular attention to the development of language within the language arts subject areas. Materials fee: \$10.

**HBSE 4071. Special Methods: Language, reading, and writing instruction in the content areas for individuals who are deaf or hard of hearing (2-3)**

Ms. Hartman. Study of special methods of teaching in programs for children and youth who are deaf or hard of hearing at nursery, elementary, and secondary levels, with particular attention to the development of language within the academic subject areas. Materials fee: \$10.

**HBSE 4072. Development of language of individuals who are deaf or hard of hearing (2-3)**

Professor Kretschmer. Language development of deaf or hard of hearing individuals at different maturational levels. Prerequisite: HBSE 4079 or equivalent.

**HBSE 4073. Audiological principles and the teaching of speech and listening skills to individuals who are deaf and hard of hearing (2-3)**

Professor Kretschmer. Development of speech in children who are deaf or hard of hearing, methods of teaching speech to children who are deaf or hard of hearing, development of educational programs for the maximum utilization of residual hearing. Lab required. Materials fee: \$10.

**HBSE 4074. Linguistics of American Sign Language (3)**

Professor Kretschmer. An in depth study of the phonology, morphology, syntax, and pragmatics of American Sign Language. Aspects of the psycho- and socio-linguistics of this language are covered.

**HBSE 4077. Seminar in teacher-as-researcher (2)**

Professor Kretschmer. Students are oriented to the role of teacher-as-researcher, in terms of classroom-based inquiry, and they begin designing their master's projects. Additionally, students are expected to translate basic research in the area of language acquisition, reading, syntax, semantics, discourse processes and/or pragmatics into classroom pedagogy and research.

**HBSE 4079. Language development and habilitation: The foundations (2)**

Professor Kretschmer. Course designed to establish a firm foundation in generative syntax, semantics and pragmatics as it relates to language development and habilitation. Materials fee: \$10.

**HBSE 4082. Assessment and evaluation of infants, children and youth with exceptionalities (2-3)**

Dr. Stolarski. Enrollment limited to 20 per term. An in-depth study of theoretical principles of measurement, assessment and evaluation necessary for appropriate identification of needs as related to implementation of educational plans for infants, children and youth with disabilities. Applications of assessment data in instructional programs for children with disabilities. Students complete approximately 50 hours of assessments and evaluations of infants, children, youths, and young adults with disabilities, as part of the course, through work in the Center for Educational and Psychological Service. Special fee: \$150. Students participate in an additional, weekly lab session. (This course is a prerequisite for HBSE 4300, which is now offered in the spring only).

**HBSE 4083. Theory and techniques for educating infants, children and youth with sensory impairments (2-3)**

Dr. Stolarski. Discussion of diagnostic theories for teaching infants, children and youth with multiple sensory impairments; sensory motor, cognitive, language, and adaptive skills development delays. Particular emphasis is focused on designing curriculum that is applicable and appropriate for promoting literacy, communication and mathematical skills for these unique populations given their mode and codes of learning. Students complete assignments utilizing the various team approaches, including familial involvement. Materials fee: \$30.

**HBSE 4092. Introduction to foundations of special education opportunity (2-3)**

Professor Mithaug. Theory and practice in the habilitation and redress of human relationships affecting people with disabilities across the life span. Materials fee: \$10.

**HBSE 4300. Practicum in assessment and evaluation of individuals with exceptionalities (2-3)**

Dr. Stolarski. Supervisors affiliated with CEPS. Permission required. Prerequisite: HBSE 4082. Participation in interdisciplinary, psychoeducational assessment of exceptional children. Analysis of observational and test data; formulation of educational programs for exceptional learners. Conducted in the Center for Educational and Psychological Services (CEPS) or in appropriate community facilities. Course meets the equivalent of one full day a week. Lab fee: \$150. (Plus additional lab time)

**HBSE 4700-HBSE 4711. Observation and student teaching in special education**

Permission required. Course requires 3-5 days a week for participation in community, school, and agency programs and a weekly seminar on campus.

- **HBSE 4700. Pre-student teaching (2)**
- **HBSE 4701-I. Mental retardation/autism (3)**
- **HBSE 4701-II. Mental retardation/autism (3)**
- **HBSE 4703. Physical disabilities (3)**
- **HBSE 4704. Applied behavioral analysis and behavioral disorders (3)**
- **HBSE 4706. Blindness and visual impairment (1 or 3) Special fee: \$20**
- **HBSE 4707-II. Deaf and hard of hearing (4)**
- **HBSE 4709. Habilitation (3)**

- **HBSE 4710. Mental retardation/sensory impairment (3)**
- **HBSE 4711. ASL and deaf community and culture (3)**

**HBSE 4871. American Sign Language I (1-2)**

Dr. Rosen. A course designed to develop beginning receptive and expressive skills in American Sign Language.

**HBSE 4872. American Sign Language II (2)**

Dr. Rosen. A course designed to develop intermediate receptive and expressive skills in American Sign Language

**HBSE 4880. Opportunities and outcomes for people with disabilities-annual conference (1 or noncredit)**

Professor Hickson and Dr. Stolarski. Research conference sponsored by the Center for Opportunities and Outcomes for People with Disabilities provides a forum for the presentation and discussion of research findings by Center researchers and their colleagues from the field.

**HBSE 4881. Opportunities and outcomes for people with disabilities-colloquium (0)**

Professor Hickson and Dr. Stolarski. Biweekly research colloquia sponsored by the Center for Opportunities and Outcomes for People with Disabilities provides a forum for the presentation and discussion of research findings by Center researchers and their colleagues from the field.

**HBSE 4901. Research and independent study: Special Education (1-4)**

Faculty. Permission required.

**HBSE 5010. Study of the philosophic foundations of special education (3)**

Professor Kretschmer. Permission required. For post-master's and advanced master's students in the Department of Health and Behavior Studies in special education. Overview of major philosophic orientation within Social Sciences and Special Education. Special fee: \$10.

**HBSE 5062. Orientation and mobility (2-3)**

Dr. McMahon or Ms. Strauss-Schwartz. HBSE Blindness and Visual Impairment majors must enroll for 3 points. Principles and practices of orientation and mobility with primary emphasis on training for people with blindness and visual impairments. Development of self-concept, environmental awareness, and orientation to the environment from infancy through adolescence. Study of validated mobility techniques. Practice of techniques under conditions simulating blindness; observations and practice in preparing and presenting material. Materials fee: \$40.

**HBSE 5063. Technological aids and assistive devices in the education of toddlers, children and youth with disabilities (2-3)**

Ms. Zulich. Technological aids and devices in the education of toddlers, children and youth with disabilities, including those with cognitive based disabilities, sensory impairments, and multiple handicapping conditions. This course is taught as a collaborative effort between TC, Dominican College, the National Center for Disability Services, and the Computer Center for People with Visual Impairments at Baruch College. Field trips, demonstrations, and laboratory sessions. Laboratory fee: \$150.

**HBSE 5300-HBSE 5314. Advanced practica in special education**

Permission required. Guided experiences in selected special education programs for advanced students. Weekly seminar meetings. Supervised group field visits. Preservice internships arranged. Students submit reports analyzing experiences.

- **HBSE 5300. General (1-6)**  
Faculty/Staff.
- **HBSE 5301. Mental retardation/autism (1-6)**  
Professor Hickson.
- **HBSE 5303. Physical disabilities (1-6)**  
Professor Mithaug or Dr. Stolarski.
- **HBSE 5304. Behavioral disorders (1-6)** Professor Greer.
- **HBSE 5306. Advanced practica in special education: Blindness and visual impairment (1-6)**  
Two terms. Note that HBSE 4706 (teaching) and/or HBSE 4082 (assessment and evaluation) may be substituted with approval.
- **HBSE 5307. Deaf and hard of hearing (1-6)**  
Professor Kretschmer.
- **HBSE 5309. Habilitation of persons with developmental disabilities (1-6)**  
Professors Hickson and Mithaug.
- **HBSE 5310. Policy and administration (3)**  
Dr. Kelly. Letter grade (6 credits for full-year continuous enrollment required).
- **HBSE 5311. Teacher education (1-6)**  
Dr. Stolarski.
- **HBSE 5312. Research (1-6)**  
Faculty.
- **HBSE 5314. Behavior analysis and instruction (1-6)**  
Professor Greer.

**HBSE 5901-HBSE 5915. Problems in special education**

Permission required. Qualified students work individually or in small groups under guidance on practical research problems. Proposed work must be outlined prior to registration; final written report required.

- **HBSE 5901. Mental retardation/autism (1-4)**  
Professor Hickson.
- **HBSE 5903. Physical disabilities (1-4)**  
Professor Mithaug or Dr. Stolarski.
- **HBSE 5904. Applied behavior analyses and behavioral disorders (1-4)**  
Professor Greer.
- **HBSE 5906. Blindness and visual impairment (1-4)**  
Dr. Stolarski. (minimum two semesters, 3 points each term)
- **HBSE 5907. Deaf and hard of hearing (1-4)**  
Professor Kretschmer.
- **HBSE 5909. Guidance, habilitation, and career education (1-4)**  
Professors Hickson and Mithaug.
- **HBSE 5910. Policy and administration (1-4)**  
Professor Mithaug.
- **HBSE 5911. Teacher education (1-4)**  
Professor Mithaug and Dr. Stolarski.
- **HBSE 5912. Research (1-4)**  
Faculty.
- **HBSE 5914. Behavior analysis (1-4)**  
Professor Greer.
- **HBSE 5915. Supervision and administration of special education and human resource agencies through organizational behavior analysis (3)**  
Professor Greer.

**HBSE 6001. Research in special education (2-4)**

Permission required. Prerequisites: HUDM 4122 and HUDM 4123. Instruction in the development, conduct, and reporting of research. Student research studies. All doctoral students in Special Education in Health and Behavior Studies must take all three sections of this course which are as follows: Research and experimental design, Qualitative approaches, and Single case experimental designs. Students register for the latter 2 sections in the same semester. Special fee: \$30.

**HBSE 6002. Administration of special education programs (3)**

Professor Mithaug. For post-master's special educators. Prerequisite: basic courses in school administration and experience in special education. Foundations of leadership and management of special education programs.

**HBSE 6003. Teacher education in special education (3)**

Dr. Stolarski. Permission required. Open only to advanced students. Organization and development of personnel preparation programs in special education in colleges and agencies. Focus on preservice and continuing professional development programs.

**HBSE 6004. Public policy and administration in special education (3)**

Professor Mithaug. Provides analytic perspective to assess special education policies and practices within the social and economic contexts that affect immediate and long-term expectations, opportunities, and outcomes for persons with disabilities.

**HBSE 6008. Behaviorism and the science of behavior (3)**

Professor Greer. Permission required (for Ph.D. students in Applied Behavior Analysis and Behavior Disorders). A survey comparing and contrasting the various behaviorisms including: methodological behaviorism, paradigmatic behaviorism, interbehaviorism, social behaviorism, radical behaviorism, behavior selection, and the relationship of these to pragmatism, natural selection, positivism, and their historical roots of behavior selection, natural selection in the Scottish enlightenment.

**HBSE 6010. Advanced study of problems and issues in special education (3)**

Professor Mithaug. Permission required. Required of doctoral students in Special Education in the Department of Health and Behavior Studies. Design and appraisal of current practices and policies in the education of exceptional children and adults.

**HBSE 6015. The verbal behavior model: Individual educational programming (3)**

Professor Greer. Prerequisites: HBSE 4015 and HBSE 4043. Students will master Skinner's model of communicative behavior, the associated literature, and major theoretical papers. Research and databased schooling applications of the model will be made to pedagogy and curriculum.

**HBSE 6031. Single case experimental design in education, medicine, and therapy (3)**

Professor Greer. Permission required. Course covers inter-subject and intra-subject designs, repeated measurement, generality, relevant statistical techniques, direct and systematic replication, and selection of group or single case designs. Offered once every three years.

**HBSE 6070. Psychology of deafness (2)**

Professor Kretschmer. Permission required. Effects of deafness on intellectual and personality development. Social psychology of deafness. Implications for education.

**HBSE 6400-HBSE 6413. Advanced internships in special education.**

Permission required. Post-master's level. Intensive in-service internship at agency chosen to meet individual student's needs. Students submit reports analyzing experiences.

- **HBSE 6400. General (1-6)**  
Faculty.
- **HBSE 6401. Mental retardation/autism (1-6)**  
Professor Hickson.
- **HBSE 6403. Physical disabilities (1-6)**  
Professor Mithaug or Dr. Stolarski.
- **HBSE 6404. Behavioral disorders (1-6)**  
Professor Greer.
- **HBSE 6406. Blindness and visual impairment (1-6)**  
Dr. Stolarski. (minimum two semesters, 3 points each term)
- **HBSE 6407. Deaf and hard of hearing (1-6)**  
Professor Kretschmer.
- **HBSE 6409. Guidance, habilitation, and career education (1-6)**  
Professors Hickson and Mithaug.
- **HBSE 6410. Policy and administration (1-2)**  
Dr. Kelly. (4 credits for full-year continuous enrollment required)
- **HBSE 6411. Teacher education (1-6)**  
Dr. Stolarski.
- **HBSE 6412. Research (1-6)**  
Professor Hickson.

**HBSE 6500-HBSE 6510. Advanced seminars in special education.**

Permission required. For doctoral students in special education and related fields. Recent developments in theory and research as related to the specialization from psychological, educational, sociological and/or medical sources.

- **HBSE 6500. General (3)**  
Faculty.
- **HBSE 6501. Mental retardation/autism (1-3)**  
Professor Hickson.
- **HBSE 6503. Physical disabilities (1-3)**  
Professor Mithaug or Dr. Stolarski.

- **HBSE 6504. Applied behavior analysis and behavioral disorders (3)**  
Professor Greer.
- **HBSE 6506. Blindness and visual impairment (3)**  
Dr. Stolarski. (minimum two semesters, 3 points each term)
- **HBSE 6507. Deaf and hard of hearing (2)**  
Professor Kretschmer.
- **HBSE 6509. Guidance, habilitation and career education (3)**  
Professor Hickson.
- **HBSE 6510. Policy and administration (3)**  
Professor Mithaug.

**HBSE 6901. Research and independent study: Special Education (1-4)**  
Faculty. Permission required.

**HBSE 7500. Dissertation seminar in special education (3)**  
Professor Hickson (Spring). Permission required. Only advanced doctoral students in special education programs are eligible. Prerequisites: HBSE 5010, HBSE 6001, and HBSE 6010. Development of doctoral dissertations and presentation of plans for approval. Special fee: \$10.

**HBSE 8901-HBSE 8910. Dissertation advisement in special education (0)**  
Advisement on doctoral dissertations. Fee: 3 points at current tuition rate for each term. For requirements, see catalog on continuous registration for Ed.D./Ph.D. degrees. Topics may vary each semester and may include any of the following: Mental retardation/autism, Physical disabilities, Behavioral disorders, Blindness and visual impairment, Deaf and hard of hearing, and Administration.

- **HBSE 8901. Mental retardation/autism (0)**  
Professor Hickson.
- **HBSE 8903. Physical disabilities (0)**  
Faculty.
- **HBSE 8904. Behavioral disorders (0)**  
Professor Greer.
- **HBSE 8906. Blindness and visual impairment (0)**  
Dr. Stolarski.
- **HBSE 8907. Deaf and hard of hearing (0)**  
Professor Kretschmer.
- **HBSE 8910. Administration (0)**  
Professor Mithaug.

## TEACHING OF AMERICAN SIGN LANGUAGE (ASL) AS A FOREIGN LANGUAGE

Program Coordinators:  
Professor Robert E. Kretschmer  
and Dr. Russell S. Rosen

Program Office: (212) 678-3813 TTY or  
(212) 678-3880 V

E-mail: kretschmer@tc.edu or  
rosen@tc.edu

Web site: [www.tc.edu/hbs/ASL](http://www.tc.edu/hbs/ASL)

*Teaching of American Sign Language (ASL)  
as a Foreign Language*  
(Code: TEL)

**Degree Offered:**  
Master of Arts (M.A.)

### Program Description:

The M.A. program in the Teaching of American Sign Language (ASL) as a Foreign Language provides students with foundations in linguistics and applied linguistics; anthropology; sociolinguistics; social and cognitive psychology; academic assessment, second language instructional design, curriculum development, and assessment; and research methodology, as they pertain to the language, community, and culture of persons who are Deaf and the hard of hearing.

ASL is a naturally developing language of Deaf and many hard of hearing people in the United States, possessing a linguistic system with its own phonological, morphological, syntactic, and discourse structures that are distinct from English language. ASL users have developed a literary tradition in oratory, folklore, and performance art, all recorded either in print or in permanent media like film and video. The American deaf community of persons, groups, and organizations provides the basis for cultural identity and group cohesion for about one million Deaf, hard-of-hearing and hearing individuals, who share a set of characteristics that bind them together, such as knowledge of ASL and traditions for social behavior.

ASL has been afforded the status of a foreign language, and it can be pedagogically approached with individuals unfamiliar with it in a manner similar to other foreign languages. Students in the program will be practiced in curriculum design and execution in general and the curriculum principles found in Modern Languages for Communication as a model.

Students will be prepared to become professionals who approach the profession of teaching ASL as a foreign language in a highly scholarly manner and as a contextualized, investigatory, cultural, and problem-solving event with learners who typically have hearing, are in regular education programs and possess a wide range of cognitive, social, and academic abilities and diverse cultural backgrounds. They will be able to consume, apply, and generate research on the instructional process as presented formally within journals and texts on the teaching of ASL and other second languages, communication skills, Deaf studies, curriculum design, and the cognitive, social and affective development of the learner.

### Special Application Requirements/Information:

The M.A. program in the Teaching of American Sign Language has ongoing admissions, and applications are received and reviewed throughout the year. Preference in scholarship awards will be for those applicants who meet the College priority deadline.

In addition to general College admission requirements, the Program has two additional requirements: demonstrated proficiency in American Sign Language and an interview with the Program Coordinators. Proficiency in ASL at the Advanced Level is required for graduation; students need to bring documentation such as SCPI and ASLPI. Students who are not proficient in ASL at this level as measured by nationally recognized assessments may need to take additional conversational ASL courses. An interview may be scheduled by contacting the Program coordinators.

### Degree Requirements:

The Master of Arts program in the Teaching of ASL consists of a minimum of 45 credit points distributed in the following manner: 15 points of course work on professional foundations, 28 points of course work and practica experiences in the area of ASL and Deaf studies, and 2 credits of electives. For students not proficient in ASL, they will be expected to take additional course work to develop the necessary level of proficiency expected.

The students will enroll in two semesters of student teaching and practica experience associated with course work. Students will participate in introductory field observations and student teaching for five days weekly for 12 weeks in each semester. Before student teaching, students need to take a sign competency assessment test and attain an advanced rating.

In addition, the students would need to identify pertinent issues of ASL teaching and/or deaf studies, embark on a review of literature, formulate research questions and hypotheses, conduct data collection and analysis, and prepare an M.A. Project. As for the final master's research paper, it will be completed during the final student teaching placement. The topics will be decided upon jointly by the student and the Program Coordinators, with input from the master cooperating teacher, and should arise out of some classroom concern.

Students who successfully complete the master's program and met all of the requirements for state certification will be recommended to the New York State Education Department for a certification as a Teacher of American Sign Language. They will also be able to obtain a national certificate from the American Sign Language Teachers Association.

**COURSES REQUIRED:**

**Foundation (15 credits):**

Curriculum Design:

- C&T 4052 Designing curriculum and instruction (3)

Pedagogy:

- C&T 4005 Principles of teaching and learning (3)

Learner Characteristics:

- HBSK 4020 Theories of human development (3)  
or
- HBSK 4029 Theories of human cognition and learning (3)

Adolescence Psychology:

- HBSK 4023 Developmental psychology: Adolescence (3)

Anthropological Foundations:

- ITSF 4003 American culture and education (3)  
or
- ITSF 4010 Cultural and social basis of education (3)  
or
- ITSF 5003 Communication and culture (3)

**Specialization (22 credits):**

**Deaf community and culture (8):**

- HBSE 4070 Psychosocial and cultural aspects of individuals who are deaf or hard of hearing (two terms)
- HBSE 4075 Selected Topics in ASL

**Language and Communication (8):**

- A&HL 4087 Introduction to second language acquisition
- HBSE 4074 Linguistics of American Sign Language
- HBSE 4079 Language development and habilitation: The foundations, or
- A&HL 4085 Pedagogical English grammar
- HBSE 4871-4872 American Sign Language I & II

**Curriculum and Instruction (4):**

- HBSE 4076 Methods and materials in teaching ASL and deaf community and culture
- HBSE 4077 Teacher-as-Researcher

**Assessment (2):**

- HBSE 4307 Assessment in ASL and deaf studies

\*For students without prior signing background.

**Student Teaching/Practica (6):**

- HBSE 4711 Observation and student teaching of ASL (two terms)

**Electives (2):**

- A&HE 4050 Literature and teaching video production
- ITSF 4019 Language, literacy and technology  
or
- MSTU 5191 Educational video production

**COURSES:**

Other courses in the Program are described elsewhere. The following are courses specific to the Program.

**HBSE 4075. Selected Topics (4)**

Dr. Rosen. Exploration of a selected topic in the field of study. Topics may vary each semester and may include any of the following: Deaf and ASL arts and literature, Second language acquisition of ASL.

**HBSE 4076. Methods and materials in teaching ASL and deaf community and culture (2)**

Dr. Rosen. Current theories and approaches in curriculum design and instructional methods in second language acquisition and the teaching and learning of American Sign Language and deaf community and culture will be discussed. Materials on American Sign Language and American deaf community and culture will be introduced. Students will develop curriculum and instructional methods to apply current approaches to classroom practice.

**HBSE 4307. Assessment of American Sign Language and deaf community and culture (2)**

Dr. Rosen. Models of assessment of American Sign Language and deaf community and culture will be discussed and evaluated. Students will select appropriate assessment procedures based on reasons for assessment and will construct a complete plan for assessment.



# Human Development

CHAIR: Professor James Corter

LOCATION: 453 Grace Dodge

TELEPHONE NUMBER: (212) 678-3882

FAX: (212) 678-3837

WEB SITE: [www.tc.edu/HUD](http://www.tc.edu/HUD)

## PROGRAMS:

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## DEPARTMENTAL MISSION:

*The Department of Human Development* is devoted to promoting an understanding of human development in families, schools and social institutions across the life span. The Department provides social scientists and educators with theories, empirical methods and analytic tools for understanding and conducting research in human development and cognition, and for helping solve educational and social problems.

## FACULTY:

### PROFESSORS:

John B. Black  
(Cognitive Studies in Education/  
Instructional Technology and Media)  
Jeanne Brooks-Gunn  
(Developmental Psychology)  
Herbert P. Ginsburg  
(Developmental Psychology/  
Cognitive Studies in Education)  
Deanna Kuhn  
(Developmental Psychology/  
Cognitive Studies in Education)  
Suniya S. Luthar  
(Developmental Psychology/  
Clinical Psychology)  
Gary Natriello  
(Sociology and Education)  
Aaron M. Pallas  
(Sociology and Education)  
Kikumi Tatsuoka  
(Measurement, Evaluation, and Statistics)  
Amy Stuart Wells  
(Sociology and Education)  
Joanna P. Williams  
(Cognitive Studies in Education)

### ADJUNCT PROFESSORS:

Hugh F. Cline  
(Sociology and Education)  
Howard T. Everson  
(Measurement, Evaluation, and Statistics)  
Linda M. Hirsch  
(Cognitive Studies in Education)

### ASSOCIATE PROFESSORS:

Madhabi Chatterji  
(Measurement, Evaluation, and Statistics)  
James E. Corter  
(Measurement, Evaluation, and  
Statistics/Cognitive Studies in Education)  
Jane A. Monroe  
(Measurement, Evaluation, and Statistics)

### ADJUNCT ASSOCIATE PROFESSORS:

Joseph R. Lao  
(Developmental Psychology)  
Judith Miller  
(Developmental Psychology)

### ASSISTANT PROFESSORS:

Lawrence T. DeCarlo  
(Measurement, Evaluation, and  
Statistics/Cognitive Studies in Education)  
Clea Fernandez  
(Developmental Psychology/  
Cognitive Studies in Education)  
Young-Sun Lee  
(Measurement, Evaluation, and Statistics)

### ADJUNCT ASSISTANT PROFESSORS:

Janet F. Alperstein  
(Sociology and Education)  
Ann Cami  
(Developmental Psychology)  
Michael Hanson  
(Developmental Psychology)  
Vanessa Smith Mostert  
(Sociology and Education)  
Lucia O'Sullivan  
(Developmental Psychology)

*For information about faculty and their scholarly and research interests, please refer to the Faculty section of this bulletin, or visit us at [www.tc.edu/faculty](http://www.tc.edu/faculty).*



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## COGNITIVE STUDIES IN EDUCATION

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The Cognitive Studies in Education area of study includes the following programs:  
Cognitive Studies in Education

Program Coordinator:  
Professor John B. Black

Program Office: (212) 678-4150  
Email: black@tc.edu  
Web site: www.tc.edu/hud/Cognition

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### *Cognitive Studies in Education* (Code: TKE)

#### **Degrees Offered:**

Master of Arts (M.A.)  
Doctor of Education (Ed.D.)  
Doctor of Philosophy (Ph.D.)

#### **Applied Educational Psychology: Cognitive, Behavioral and Developmental Analysis** (Code: TKF)

#### **Degree Offered:**

Master of Education (Ed.M.)

#### **Program Descriptions:**

In Cognitive Studies in Education, students examine the cognitive mechanisms that underlie learning and thinking in school and non-school settings. The program trains students in basic theories of human cognition, the practice and interpretation of empirical cognitive and developmental research — and how to use research to improve educational practices and develop innovative methods built around new technologies. Studies in cognitive, developmental and educational psychology, and computer science provide students with a valuable perspective on cognition and learning.

The curriculum and program requirements are designed to prepare graduates for careers in several possible settings. For the master's programs, these settings include:

- publishers and software companies looking for people with knowledge of cognition and development, and experience in instructional design;
- research organizations seeking people to conduct basic research and work on instructional applications of computers and related technologies.

For the doctoral programs, work settings after graduation might include: research organizations, or universities seeking faculty in cognitive psychology, educational psychology, educational technology, and reading.

Students in the Cognitive Studies in Education Program begin by taking a set of core background courses, then pursue one of four concentrations: cognition and learning, intelligent technologies, reading research, or cognitive studies of educational practice. Students beyond the M.A. level take more advanced courses, specifically including a statistics sequence.

In addition, each student registers for research practicum seminars during which they complete a substantive project as a culminating experience for that degree. Choice of advanced courses and research seminars should be shaped by the student's area of concentration, as described below. Students whose interests do not fit one of these tracks may design their own concentration in consultation with their advisor.

**Concentration in Cognition and Learning:**  
The concentration in Cognition and Learning is designed for students interested in theories of human cognition and learning, and experimental approaches to learning, memory, language, reasoning, and problem solving. The culminating experience for master's students in this program is to conduct an empirical research study in the area of cognition or learning.

**Concentration in Intelligent Technologies:**  
The Intelligent Technologies concentration offers a program of study for students whose interests include developing cognitive science-based theoretical frameworks for informing the design of educational technology, as well as for students wishing to create educational applications that serve as testbeds for such theoretical frameworks.

By offering this concentration, the Program in Cognitive Studies in Education recognizes the importance of computational and allied technologies to both guide and be guided by cognitive research. Many of the courses in this concentration are cross-listed with the programs in Communication, Computing, and Instructional Technology in the Department of Mathematics, Science and Technology. As a culminating experience, master's students in this concentration create and evaluate an educational technology application.

**Concentration in Reading Research:**  
This concentration prepares students to do basic research in reading, research and theory on all aspects of the psychology of reading (e.g., basic skills, comprehension and aesthetic response) in order to improve educational practice. Students address the connections between written and oral language, and

between reading and writing skills. Individual differences are also addressed, especially with respect to students with learning disabilities, adult literacy, learning from text and educational policy issues. The culminating experience for master's students is an empirical study in the area of reading.

**Concentration in Cognitive Studies of Educational Practice:**  
This concentration is for students interested in understanding and facilitating the thinking and learning involved in educational activities. Students will learn about cognitive processes involved in both formal and informal education and how they are influenced by various factors, including classroom structure, teacher belief systems, student motivation, and educational policy. The program's focus on understanding cognitive processes and development is designed to help prospective and practicing teachers, and other educators, improve educational practice. The culminating experience for master's students is an empirical study of cognition in a classroom setting.

#### **Special Application Requirements/Information:**

GRE general test is required for admission to the doctoral programs.

#### **Degree Requirements:**

##### **MASTER OF ARTS-32 POINTS** (Code: TKE)

##### **Core Courses (9 points):**

- HUDK 4029 Human cognition and learning (3)
- HUDK 4080 Educational psychology (3)
- HUDK 5023 Cognitive development (3)

##### **Statistics/Research Design (3 points):**

At least one of the following:

- HUD 4120 Methods of empirical research (3)
- HUDM 4120 Basic concepts in statistics (3)
- HUDM 4122 Probability and statistical inference (3)
- HUDM 5122 Applied regression analysis (3)
- HUDM 5123 Linear models and experimental design (3)

##### **Research Practicum (3 points):**

- HUDK 5324 Research work practicum (1-3) or, by permission, HUDK 6539 Research practicum in educational psychology, cognition and learning (3)

**Breadth Requirement (6-9 points):**

(each course for at least 2 points)

A minimum of 3 courses outside of HUDK are selected in consultation with an advisor:

- A&HF 4090 Philosophies of education (3)
- A&HL 4000 Introduction to linguistics (3)
- BBS 5068-5069 Brain and behavior I and II (1-2 each)
- BBSQ 4040 Speech and language disorders (2-3)
- ITSF 4010 Cultural and social bases of education (3-4)
- MSTU 4036 Hypermedia and education (3-4)
- MSTU 4133 Cognition and computers (3)
- ORLJ 4005 Organizational psychology (3)

**Specialized Courses (8-11 points):**

Selected in consultation with an advisor, and focusing on one of the following concentrations:

**Cognition and Learning:**

- HBSK 5096 Psychology of memory (3)
- HUDK 4015 Psychology of thinking (3)
- HUDK 4027 Development of mathematical thinking (3)
- HUDK 5024 Language development (2-3)
- HUDK 5034 Cognitive research methods and applications (3)
- HUDK 5091 Applied psycholinguistics (3)
- HUDK 6095 Critical review of current journals in psychology (3)
- HUDM 5058 Choice and decision making (3)

**Intelligent Technologies:**

- HUDK 4015 Psychology of thinking (3)
- HUDK 4035 Technology and human development (3)
- HUDK 5034 Cognitive research methods and applications (3)
- HUDK 5035 Psychology of media (3)
- HUDK 5039 Design of intelligent learning environments (3)
- HUDK 5198 Psychology of instructional systems design (2-3)
- MSTU 4031 Programming I (4)
- MSTU 4083 Instructional design of educational technology (3)
- MSTU 4133 Cognition and computers (3)
- MSTU 4134 Cognition and computers lab (1-3)

**Reading Research:**

- HUDK 5024 Language development (2-3)
- HUDK 5080 Reading comprehension (2-3)
- HUDK 5090 Psychology of language and reading (2-3)
- HUDK 5091 Applied psycholinguistics (3)
- HUDK 6095 Critical review of current journals in psychology (3)

- HBSK 5099 Theories of cognitive processes in writing (3)
- MSTU 4086 Text understanding and design (3)

**Cognitive Studies of Educational Practice:**

- HUDF 4021 Sociology of education (3)
- HUDK 4035 Technology and human development (3)
- HUDK 4074 Reading comprehension strategies and study skills(2-3)
- HUDK 6620 Special topics in developmental psychology (1-3)
- HUDM 5055 Evaluation of institutions, programs, and curricula I (3)

Note: At least 2 courses (minimum of 4 points) must be taken outside the department.

**Integrative Project:**

Varies according to selected concentration: Cognition and Learning—an empirical cognitive research study; Intelligent Technologies—creation and evaluation of an educational technology program; Reading Research—an empirical reading research paper; Cognitive Studies of Educational Practice—an empirical study of cognition in a classroom setting.

**MASTER OF EDUCATION-60 POINTS**

(Code: TKF)

**Core Courses (9 points):**

- HUDK 4029 Human cognition and learning (3)
- HUDK 4080 Educational psychology (3)
- HUDK 5023 Cognitive development (3)

**Statistics/Research Design**

(minimum of 12 points):

- HUD 4120 Methods of empirical research (3)
- HUDM 4120 Basic concepts in statistics (3) (if no undergraduate statistics)
- HUDM 4122 Probability and statistical inference (3)
- HUDM 5059 Psychological measurement(3)
- HUDM 5122 Applied regression analysis (3)

**Research (6 points):**

- HUDK 5324 Research work practicum (1-6) or, by permission, a 6000-level research work practicum.

**Breadth Requirement (6 points):**

To satisfy college requirements, all students must complete a minimum of 3 courses (a course for this purpose is one in which at least 2 points are earned) outside of HUDK. Must select at least two of the following:

- A&HF 4090 Philosophies of education (3)
- A&HL 4000 Introduction to linguistics (3)
- BBS 5068-5069 Brain and behavior I and II (1-2 each)

- BBSQ 4040 Speech and language disorders (2-3)
- ITSF 4010 Cultural and social bases of education (3-4)
- MSTU 4008 Information technology and education (3)
- MSTU 4036 Hypermedia and education(3-4)
- MSTU 4133 Cognition and computers (3)
- ORLJ 4005 Organizational psychology (3)

**Specialized Courses (33-36 points):**

Selected in consultation with an advisor, and focusing on one of the following concentrations:

**Cognition and Learning:**

- HBSK 5096 Psychology of memory (3)
- HUDK 4015 Psychology of thinking (3)
- HUDK 4027 Development of mathematical thinking (3)
- HUDK 5024 Language development (2-3)
- HUDK 5034 Cognitive research methods and applications (3)
- HUDK 5091 Applied psycholinguistics (3)
- HUDK 6620 Special topics in developmental psychology (1-3)
- HUDM 5058 Choice and decision making (3)

**Intelligent Technologies:**

- HUDK 4035 Technology and human development (3)
- HUDK 5039 Design of intelligent learning environments (3)
- HUDK 5198 Psychology of instructional systems design (2-3)
- HUDK 6620 Special topics in developmental psychology (1-3)
- MSTU 4083 Instructional design of educational technology (3)

**Reading Research:**

- HBSK 5099 Theories of cognitive processes in writing (3)
- HUDK 5024 Language development (2-3)
- HUDK 5080 Reading comprehension (2-3)
- HUDK 5090 Psychology of language and reading (2-3)
- HUDK 5091 Applied psycholinguistics (3)
- HUDK 6095 Critical review of current journals in psychology (3)
- HUDK 6620 Special topics in developmental psychology (1-3)

**Cognitive Studies of Educational Practice:**

- HBSK 4074 Reading comprehension strategies and study skills (2-3)
- HUDF 4021 Sociology of education (3)
- HUDK 4035 Technology and human development (3)
- HUDK 6620 Special topics in developmental psychology (1-3)
- HUDM 5055 Evaluation of institutions, programs, and curricula I (3)

Integrative Project: Varies according to selected concentration: Cognition and Learning—an empirical cognitive research study; Intelligent Technologies—creation and evaluation of an educational technology program; Reading Research—an empirical reading research paper; Cognitive Studies of Educational Practice—an empirical study of cognition in a classroom setting.

## DOCTOR OF PHILOSOPHY-75 POINTS

(Code: TKE)

### General Psychology (12 points):

One course each in 4 of the following areas:

1. Development:

- HUDK 5022 Emotional development (3)
- HUDK 5023 Cognitive development (3)
- HUDK 5024 Language development (3)

2. Personality:

- CCPX 5032 Personality and psychopathology (3)
- CCPX 5034 Developmental psychopathology (3)
- G 4003 Personality (3)

3. Social Bases of Behavior:

- G 4006 Social psychology (3)
- ORLJ 5540 Proseminar in social and organizational psychology (3)

4. Measurement:

- HUDM 5059 Psychological measurement (3)

5. Biological Bases of Behavior:

- BBS 4043 Human nervous system (3)
- BBS 5068 Brain and behavior I and II (1-2 each)
- G 4004 Physiological psychology (3)
- HBSK 5070 Neural bases of language and cognitive development (3)

### Core Courses (9 points):

- HUDK 4029 Human cognition and learning (3)
- HUDK 4080 Educational psychology (3)
- HUDK 5023 Cognitive development (3)

### Statistics (12 points):

- HUDM 4120 Basic concepts in statistics (3)
- HUDM 4122 Probability and statistical inference (3)
- HUDM 5122 Applied regression analysis (3)
- HUDM 5123 Linear models and experimental design (3)
- HUDM 6122 Multivariate analysis I (3)
- HUDM 6123 Multivariate analysis II (3)

### Specialized Courses (minimum of 15 points):

Selected in consultation with an advisor, and focusing on one of the following concentrations:

### Cognition and Learning:

- HBSK 5096 Psychology of memory (3)
- HUDK 4015 Psychology of thinking (3)
- HUDK 4027 Development of mathematical thinking (3)
- HUDK 5024 Language development (2-3)
- HUDK 5034 Cognitive research methods and applications (3)
- HUDK 5091 Applied psycholinguistics (3)
- HUDK 6095 Critical review of current journals in psychology (3)
- HUDM 5058 Choice and decision making (3)

### Intelligent Technologies:

- HUDK 4015 Psychology of thinking (3)
- HUDK 4035 Technology and human development (3)
- HUDK 5034 Cognitive research methods and applications (3)
- HUDK 5035 Psychology of media (3)
- HUDK 5039 Design of intelligent learning environments (3)
- HUDK 5198 Psychology of instructional systems design (2-3)
- MSTU 4031 Programming I (4)
- MSTU 4083 Instructional design of educational technology (3)
- MSTU 4133 Cognition and computer (3)
- MSTU 4134 Cognition and computers lab (1-3)

### Reading Research:

- HBSK 5099 Theories of cognitive processes in writing (3)
- HUDK 5024 Language development(2-3)
- HUDK 5080 Reading comprehension(2-3)
- HUDK 5090 Psychology of language and reading (2-3)
- HUDK 5091 Applied psycholinguistics (3)
- HUDK 6095 Critical review of current journals in psychology (3)
- MSTU 4086 Text understanding and design(3)

### Cognitive Studies of Educational Practice:

- HBSK 4074 Reading comprehension strategies and study skills (2-3)
- HUDF 4021 Sociology of education (3)
- HUDK 4035 Technology and human development (3)
- HUDM 5055 Evaluation of institutions, programs, and curricula I (3)

### Research Apprenticeship (6 points):

Two semesters in a research practicum:

- HUDK 6523 Seminar in cognitive development (3)
- HUDK 6539 Research practicum in educational psychology, cognition, and learning (1-3)

### Special Seminars (minimum of 9 points):

- HUDK 6620 Special topics in developmental psychology (1-3) (taken during both first and second years)
- HUDK 7502 Dissertation seminar (1-3)

### Non-departmental Courses

#### (minimum of 8 points):

At least 3 courses outside the department are selected in consultation with an advisor.

*Additional Requirements:* Two papers—one an empirical study the student has conducted, another an integrative research literature survey; certification examination; and an approved dissertation.

## DOCTOR OF EDUCATION-90 POINTS

(Code: TKE)

### General Psychology (12 points):

One course each in 4 of the following areas:

1. Development:

- HUDK 5022 Emotional development (3)
- HUDK 5023 Cognitive development (3)
- HUDK 5024 Language development (3)

2. Personality:

- CCPX 5032 Personality and psychopathology (3)
- CCPX 5034 Developmental psychopathology (3)
- G 4003 Personality (3)

3. Social Bases of Behavior:

- G 4006 Social psychology (3)
- ORLJ 5540 Proseminar in social and organizational psychology (3)

4. Measurement:

- HUDM 5059 Psychological measurement (3)

5. Biological Bases of Behavior:

- BBS 4043 Human nervous system (3)
- BBS 5068-5069 Brain and behavior I and II (1-2 each)
- G 4004 Physiological psychology (3)
- HBSK 5070 Neural bases of language and cognitive development (3)

### Core Courses (9 points):

- HUDK 4029 Human cognition and learning (3)
- HUDK 4080 Educational psychology (3)
- HUDK 5023 Cognitive development (3)

### Statistical and Research Methodology

#### (12 points):

- HUDM 4120 Basic concepts in statistics (3)
- HUDM 4122 Probability and statistical inference (3)
- HUDM 5059 Psychological measurement (3)
- HUDM 5122 Applied regression analysis (3)

- HUDM 5123 Linear models and experimental design (3)
- HUDM 6122 Multivariate analysis I (3)
- HUDM 6123 Multivariate analysis II (3)

**Specialized Courses (minimum of 15 points):**

Selected in consultation with an advisor, and focusing on one of the following concentrations:

**Cognition and Learning:**

- HBSK 5096 Psychology of memory (3)
- HUDK 4015 Psychology of thinking (3)
- HUDK 4027 Development of mathematical thinking (3)
- HUDK 5024 Language development (2-3)
- HUDK 5034 Cognitive research methods and applications (3)
- HUDK 5091 Applied psycholinguistics (3)
- HUDK 6095 Critical review of current journals in psychology (3)
- HUDM 5058 Choice and decision making (3)

**Intelligent Technologies:**

- HUDK 4015 Psychology of thinking (3)
- HUDK 4035 Technology and human development (3)
- HUDK 5034 Cognitive research methods and applications (3)
- HUDK 5035 Psychology of media (3)
- HUDK 5039 Design of intelligent learning environments (3)
- HUDK 5198 Psychology of instructional systems design (2-3)
- MSTU 4031 Programming I (4)
- MSTU 4083 Instructional design of educational technology (3)
- MSTU 4133 Cognition and computer (3)
- MSTU 4134 Cognition and computers lab (1-3)

**Reading Research:**

- HBSK 5099 Theories of cognitive processes in writing (3)
- HUDK 5024 Language development (2-3)
- HUDK 5080 Reading comprehension (2-3)
- HUDK 5090 Psychology of language and reading (2-3)
- HUDK 5091 Applied psycholinguistics (3)
- HUDK 6095 Critical review of current journals in psychology (3)
- MSTU 4086 Text understanding and design (3)

**Cognitive Studies of Educational Practice:**

- HBSK 4074 Reading comprehension strategies and study skills (2-3)
- HUFD 4021 Sociology of education (3)
- HUDK 4035 Technology and human development (3)
- HUDM 5055 Evaluation of institutions, programs, and curricula I (3)

**Research Apprenticeship (6 points):**

Two semesters in a research practicum:

- HUDK 6523 Seminar in cognitive development (3)
- HUDK 6539 Research practicum in educational psychology, cognition, and learning (1-3)
- HUDK 6592 Advanced research seminar: Learning and instruction (3)
- HUDK 6598 Advanced research seminar: instructional theory (3)

**Special Seminars (minimum of 9 points):**

- HUDK 6620 Special topics in developmental psychology (1-3) (taken during both first and second years)
- HUDK 7502 Dissertation seminar (1-3)

**Non-departmental Courses (minimum of 8 points):**

At least 3 courses outside the department are selected in consultation with an advisor.

**Additional Requirements:**

Two papers, one in theory and application, and one in empirical research; certification examination; and an approved dissertation.

**COURSES:**

*(For out-of-department courses, please check the appropriate department for course descriptions.)*

**Basic and General Courses**

**HUDK 4015. Psychology of thinking (3)**

Professor Black. Examines cognitive psychology theories and research about various kinds of thinking, what each kind is best suited for, and problems people have with it. Also examines the best ways of learning from each kind of thinking. Critically examines the various thinking skills curricula that have been proposed.

**HUDK 4027. Development of mathematical thinking (3)**

Professor Ginsburg. The development of informal and formal mathematical thinking from infancy through childhood with implications for education.

**HUDK 4029. Human cognition and learning (3)**

Professor Black. Cognitive and information-processing approaches to attention, learning, language, memory, and reasoning.

**HUDK 4030. Cognitive clinical interview (3)**

Professor Ginsburg. Introduction to the cognitive clinical interview and exploration of how it has and can be used in psychological and educational research and assessment.

**HUDK 4035. Technology and human development (3)**

Professor Black. Examines the use and design of various educational technologies (computer software, multimedia shareware, TV, World Wide Web sites, etc.) from the perspective of basic research and theory in human cognitive and social development. Provides a framework for reasoning about the most developmentally-appropriate uses of technology for people at different ages.

**HUDK 4080. Educational psychology (3)**

Professor Williams. Examines landmark issues in educational psychology, highlighting philosophical underpinnings and empirical evidence, tracing each issue from its roots to contemporary debates and evaluating current educational practice.

**HUDK 5020. Development of creativity (2-3)**

Faculty. Major theories and contemporary research in creative work, emphasizing case studies of exceptional and historically influential individuals.

**HUDK 5023. Cognitive development (3)**

Professor Kuhn. Theory and research on the development of cognitive processes across the life span.

**HUDK 5034. Cognitive research methods and applications (3)**

Professor Black. Prerequisite: HUDK 4029 or equivalent. Introduction to techniques in psychological investigations of learning, language, memory and thought, psychological analysis of instruction and other practical problems.

**HUDK 5039. Design of intelligent learning environments (3)**

Faculty. Prerequisite: MSTU 4083 or permission of instructor. Covers ideas about representation of knowledge, models of the learner, and teaching strategies that have been developed in artificial intelligence and cognitive psychology. Students have the opportunity to design and implement intelligent computer-assisted instruction materials. Special fee: \$50.

**HUDK 5090. Psychology of language and reading (2-3)**

Professor Williams. Basic theories, empirical findings, and educational applications in the psychology of language and reading: the cognitive processes involved in the perception and production of oral and written language.

**HUDK 6095. Critical review of current journals in psychology (3)**

Professor Williams. Limited to candidates in psychology; others by permission. Critical review of current journals in psychology and education, analysis of articles, discussion of general trends in current theoretical and research literature, and guidance in preparing manuscripts for publication in peer-reviewed journals.

See also:

**HBSK 5096. The psychology of memory (3)**  
Professor Peverly. See the Department of Health and Behavior Studies for course description.

**MSTU 4133-4134. Cognition and computers**  
Professor Black. See the Department of Mathematics, Science and Technology for course description.

**MSTU 4133. Cognition and computers (3)**  
Special fee: \$25. See the Department of Mathematics, Science and Technology for course description.

**MSTU 4134. Cognition and computers lab (1-3)**  
Permission required. Corequisite: MSTU 4133. Special fee: \$25. See the Department of Mathematics, Science and Technology for course description.

### *Advanced and Specialized Courses*

**HUD 4120. Methods of empirical research (3)**  
Faculty. An introduction to the research methods that have been employed by cognitive and developmental psychologists, as well as an overview of how these methods have been applied and the kinds of knowledge they have yielded.

**HUDK 5024. Language development (2-3)**  
Faculty. Survey of research and theory in the development of language, beginning with communication and the origins of language in infancy and emphasizing acquisition of the forms of language in relation to their content and use.

**HUDK 5080. Reading comprehension (2-3)**  
Professors Black and Williams. Permission required. Open only to doctoral students in psychology. Critical evaluation of experimental investigations of cognitive processes and school-related problems.

**HUDK 5197. Psychology of training in business and industry (3)**  
Faculty. The design, conduct, and evaluation of training in closed systems. A critical review of available methods for task analysis, formative development, and the creation of performance aids. Special fee: \$15.

**HUDK 5198. Psychology of instructional systems design (2-3)**  
Faculty. Enrollment limited. Systematic approaches to instructional design in schools and corporate settings. Theoretical and empirical bases. Analysis of case-based examples. Materials fee: \$25.

**HUDK 5324. Research work practicum (1-3)**  
Faculty. Students learn research skills by participating actively in an ongoing faculty research project.

**HUDK 6522. Seminar in cognitive processes (3)**  
Faculty. Permission required. Advanced discussion of topics in cognitive psychology and their implications for instruction.

**HUDK 6523. Seminar in cognitive development (1-3)**  
Professor Kuhn. Permission required. Advanced topics in research and theory in cognitive development.

**HUDK 6530. Seminar in theoretical issues in cognitive and educational psychology (1-3)**  
Faculty. Permission required. Limited to doctoral candidates in psychology.

**HUDK 6539. Research practicum in educational psychology, cognition, and learning (1-3)**  
Faculty. Permission required. Limited to doctoral candidates in psychology.

**HUDK 6592. Advanced research seminar: Learning and instruction (3)**  
Faculty. Permission required. Limited to doctoral candidates only. Review and discussion of advanced topics in learning, memory, and cognition, and their relationship to educational issues and problems. This course may be repeated.

**HUDK 6630. Special topics in cognitive or educational psychology (3)**  
Faculty. Permission required. Topics to be announced.

**HUDM 5058. Choice and decision making (3)**  
Professor Corter. Prerequisite: HUDM 4122 or equivalent. Surveys quantitative models of individual decision making, from the introduction of the notion of "utility" by Daniel Bernoulli, through current models such as Tversky and Kahneman's "Prospect Theory." The focus is on psychological or descriptive models of how people make decisions, although methods of rational decision analysis are briefly discussed.

See also:

**HBSK 4074. Reading comprehension strategies and study skills (2-3)**  
Professor Peverly. See the Department of Health and Behavior Studies for course description. Materials fee: \$25.

**HBSK 4077. Adult basic literacy (2-3)**  
Faculty. See the Department of Health and Behavior Studies for course description.

### *Independent Study and Research*

Students may register for intensive individual study of a topic of special interest. Registration in independent study is by permission of the instructor under whose guidance the work will be undertaken. Credit may range from 1 to 3 points each term except for HUDK 8901 (Dissertation Advisement); registration is not

limited to one term. Hours for individual conferences are to be arranged.

**HUDK 4902. Research and independent study (1-3)**  
Permission required.

**HUDK 6902. Advanced research and independent study (1-3)**  
Permission required.

**HUDK 7502. Dissertation seminar (1-3)**  
Permission required. Development of doctoral dissertation and presentation of plans for approval. Registration limited to two terms.

**HUDK 8901. Dissertation advisement (0)**  
Individual advisement on doctoral dissertation. Fee to equal 3 points at current tuition rate for each term. See catalog section on Continuous Registration for Ed.D./Ph.D. degrees.

See also selected courses and their descriptions in the following programs:

### *Program in Applied Linguistics*

- **A&HL 4000. Introduction to linguistics (2-3)**

### *Program in School Psychology*

- **HBSK 4074. Reading comprehension strategies and study skills (2-3)**
- **HBSK 4077. Adult basic literacy (2-3)**
- **HBSK 5096. Psychology of memory (3)**

### *Program in Instructional Technology and Media*

- **MSTU 4008. Information technology and education (3)**
- **MSTU 4080. Television and video applications in education (3)**
- **MSTU 4083. Instructional design of educational technology (3)**
- **MSTU 4085. New technologies for learning (2-3)**
- **MSTU 5030. Intelligent computer-assisted instruction (3)**
- **MSTU 5191-5192. Educational video production I and II (3-4)**
- **MSTU 5194. Models of interactive learning (3-4)**
- **MSTU 6030. Evaluating technology in education (3)**

## DEVELOPMENTAL PSYCHOLOGY PROGRAMS

The Developmental Psychology Programs area of study offers a master's degree (M.A.) in Psychology-Developmental and a doctoral degree (Ph.D.) in Developmental Psychology.

### PSYCHOLOGY- DEVELOPMENTAL

Program Coordinator:  
*Professor Jeanne Brooks-Gunn*

Program Office: (212) 678-4150  
Email: jb224@columbia.edu  
Web site: www.tc.edu/hud/DevPsych

*Psychology-Developmental*  
(Code: TKA)

**Degree Offered:**  
Master of Arts (M.A.)

#### **Program Description:**

The Master of Arts in developmental psychology typically requires completion of 32 points, normally achieved in 12 months of full-time study or proportionately longer for part-time study.

In accordance with individual interests and objectives, students acquire familiarity with basic theoretical and research orientations as well as exposure to substantive knowledge in the areas of cognitive, language, personality and social functioning and development. Opportunity exists for the study of deviant as well as normal psychological functioning within a developmental framework.

Students may register for independent study in order to undertake theoretical or empirical research projects or fieldwork. Students whose goal is to acquire professional skills in clinical or counseling psychology may enroll in introductory course offerings, which in many cases can be applicable if the student is later admitted to one of the more advanced master's or doctoral programs in these areas.

In order to accommodate the diverse aims of individual students, a considerable degree of flexibility has been built into the course of study leading to the M.A. degree. An attempt has been made to minimize specific course requirements, and the student will find that there is a good deal of freedom to choose from among the many offerings provided by Teachers College and the Columbia University Graduate Faculties. In consultation with an advisor, students may create an individually

tailored program of study, or may enter a concentration in Risk, Resilience, and Prevention, or Developmental Psychology for Educators.

The course of study has these main components:

- A basic course in methods of research.
- Required courses in cognitive development, personality development in atypical populations, and social and personality development.
- A basic course in statistics.
- Research practicum.
- Electives in developmental psychology plus relevant electives offered by other Teachers College and Columbia University programs.
- A special project.

Students completing the M.A. degree accept positions in research laboratories or field settings, biomedical institutions, educational and child care agencies, foundations, public policy settings, state and local governments, community programs, and as instructors in community colleges, or go on to pursue more advanced degrees in particular areas of specialization.

#### **Special Application Requirements/Information:**

Applicants who have undergraduate degrees in fields other than psychology will be considered for admission to the M.A. program, as well as those whose previous training is in psychology.

#### **Degree Requirements:**

##### **MASTER OF ARTS-32 POINTS**

##### **Basic Courses (12 points):**

- HUD 4120 Methods of empirical research (3)
- HUDK 5023 Cognitive development (3)
- HUDK 5040 Development and psychopathology: Atypical contexts and populations (3)
- HUDK 5121 Personality development and socialization in childhood (3) or
- HUDK 5029 Personality development and socialization across the life span

##### **Elective Courses (minimum of 6 points):**

At least 3 other psychology courses (2 or 3 points each), at least 2 of the courses must be in developmental psychology.

##### **Breadth Requirement (minimum of 6 points):**

Three courses taken for either 2 or 3 points each, including:

- HUDM 4120 Basic concepts in statistics (3) or equivalent
- At least 2 courses in programs at Teachers College other than Developmental Psychology.

##### **Research Requirement (3 points):**

- HUDK 5324 Research work practicum (3)

Concentrations: Within the constraints described above, the student may design a program of study in coordination with an advisor, or concentrate in Risk, Resilience, and Prevention (in collaboration with the programs in Clinical Psychology and School Psychology) or Developmental Psychology for Educators.

Culminating Experience: Special project.

### DEVELOPMENTAL PSYCHOLOGY

Program Coordinator:  
*Professor Jeanne Brooks-Gunn*

Program Office: (212) 678-4150  
Email: jb224@columbia.edu  
Web site: www.tc.edu/hud/DevPsych

*Developmental Psychology*  
(Code: TKD)

**Degree Offered:**  
Doctor of Philosophy (Ph.D.)

#### **Program Description:**

The 75-point doctoral degree prepares students for faculty positions in colleges, graduate schools of education, and universities, and for positions as research associates in research laboratories, biomedical schools, foundations, public policy and arts and sciences, as well as policy research firms, governmental agencies, and NPO's. Throughout their program, doctoral candidates work in a close apprentice relationship with a faculty advisor of their choice. The Ph.D. degree requires completion of 75 points with an empirical research thesis.

The aim of instruction at the doctoral level is to produce a psychologist who can make a sound and innovative research contribution to the study of human development, who is concerned with the relationship between development and education, and who is equipped to teach about such matters. Students acquire the conceptual background and methodological skills necessary for faculty positions in colleges and universities, or for positions as associates and consultants in research laboratories, biomedical schools and other applied settings.

While consultation between student and faculty advisor is considered to be the best way to decide which steps should be taken towards these goals, there are specific requirements for all students in Developmental Psychology which serve to define the character of the program, and to ensure that all students have

a common experience and acquire a common level of expertise in dealing with the core issues in the field.

The courses offered through the program provide content in the research and theoretical literature relating to all phases of the psychology of human development. All age groups are covered, from infancy through childhood, adolescence to adulthood, and later life. Course work in developmental psychology can be supplemented by courses in the other psychology programs at Teachers College as well as by courses in the social sciences, linguistics, and other fields offered at Teachers College and by the graduate faculty of Columbia University (including the Columbia University College of Physicians and Surgeons).

The doctoral program is focused primarily on training in the conduct of empirical (e.g., experimental, observational, and interview) research. Other types of research (theoretical, descriptive, and historical) may be undertaken in special circumstances of student and advisor competence.

### **Special Application Requirements/Information:**

This program accepts applications for fall semester only. GRE is required; Subject Test in Psychology is optional. Admission to the program is highly competitive. Primary emphasis in evaluating applicants is given to prior achievements and recommendations, particularly as evidence of a self-motivated research involvement.

Previous work in psychology is highly desirable but there are no fixed course requirements. Expertise in a related field, such as linguistics, philosophy, anthropology or biology, may qualify a student as well. At least one year of full-time study in residence, i.e., two semesters of 12 or more credits per semester, is required.

### **Degree Requirements:**

The 75-point course of study has four components:

- General Psychology. Students choose four courses, with at least one chosen from four of the following areas: Learning and Cognition, Personality, Social Bases of Behavior, Measurement, and Biological Bases of Behavior.
- Doctoral Requirements. Students are required to take advanced courses in developmental psychology as well as proseminar.
- Methodology. All students are required to at least take the one-year statistics sequence (Probability and statistical inference and Applied regression analysis), ordinarily in the first year. Students are required to take a special certification examination in method-

ology. Students, in consultation with their advisor, should also enroll in the necessary advanced course work to prepare for both the research methods component of the certification examination and their own research work.

- Qualifying Paper. Students are required to write a theoretical and empirical paper to qualify for dissertation status.

*First Year of Study:* Three of the following four required courses in developmental psychology—HUDK 6010, Developmental research methods (3); HUDK 6520, Seminar in social and emotional development through childhood and adolescence (3); HUDK 6523, Seminar in cognitive development (3); and HUDK 6529, Seminar in risk, resilience and developmental psychology (3). Two courses in statistics—HUDM 4122, Probability and statistical inference (3); and HUDM 5122, Applied regression analysis (3). A research seminar, HUDK 6620, Special topics in developmental psychology (1-3) for each of two semesters). One course in any one of the following breadth areas, determined in consultation with an advisor: Biological basis of behavior; cognitive basis of behavior; socio-cultural factors and individual differences; and measurement.

*Second Year of Study:* Completion of the fourth required developmental psychology course. A statistics course, HUDM 5123, Linear models and experimental design (3). Continued enrollment in HUDK 6620, Special topics in developmental psychology (1-3) for each of two semesters). One course in each of the remaining three areas of the breadth requirement, determined in consultation with an advisor. Other requirements include an approved empirical paper (concomitant with enrollment in HUDK 6901, Advanced research (1-3), and independent study in developmental psychology); service as a teaching assistant for two master's-level developmental psychology courses, teach research practica, and supervisor of two-to-five master's student's special projects.

*Third Year of Study:* Two statistics courses—HUDM 6122, Multivariate analysis I (3); and either HUDM 6030 Multilevel and longitudinal data analysis (3), or HUDM 6055 Latent structure analysis (3), or HUDM 6123 Multivariate analysis II (3); or another appropriate course. Oversee master's students. Other requirements include an approved theoretical paper (concomitant with enrollment in HUDK 6901 Advanced research (1-3), and independent study in developmental psychology); and the Certification Exam. After meeting certification requirements, 15 points (which may be

completed during the third and fourth years) are taken in consultation with an advisor.

*Fourth Year of Study:* Completion of the 20 points begun in third year. HUDK 7501 Dissertation seminar in developmental psychology (1-3). Dissertation proposal due in the fall.

Culminating Experience: An approved doctoral dissertation.

### **COURSES:**

**HUD 4120. Methods of empirical research (3)**  
Professor Fernandez. An introduction to the methods of scientific inquiry, research planning, and techniques of making observations and analyzing and presenting data. Topics include: methods of inquiry, the role of research in theory, formulating problems and hypotheses, sampling, measurement, and the design of empirical research. Opportunity to design research projects.

**HUDK 4021. Developmental psychology: Infancy (2-3)**  
Faculty. Review of research and theory in early perceptual, cognitive, and social/emotional development, with particular attention to the interaction of biological and environmental factors in early life.

**HUDK 4022. Developmental psychology: Childhood (2-3)**  
Faculty. Children's cognition, perception, representation, language, affect, personality, and sexuality. Family structure and school as they influence these aspects of childhood.

**HUDK 4023. Developmental psychology: Adolescence (2-3)**  
Faculty. Theoretical and empirical studies of personality and social development processes in adolescence. An ecological systems approach is emphasized.

**HUDK 4024. Developmental psychology: Adulthood and the life span (2-3)**  
Faculty. Theories of adult development, with an emphasis on the historical transformation of adult roles, and the significance of marriage, family, child rearing, work and social class in adulthood socialization.

**HUDK 4027. The development of mathematical thinking (3)**  
Professor Ginsburg. The development of informal and formal mathematical thinking from infancy through childhood with implications for education.

**HUDK 4030. Cognitive clinical interview (3)**  
Professor Ginsburg. Introduction to the cognitive clinical interview and exploration of how it has and can be used in psychological and educational research and assessment.

**HUDK 4045. Cross-cultural psychology of teaching and learning: An in-depth look at Japan (2-3)**

Professor Fernandez. Explores the value of cross-cultural comparisons for thinking about teaching and learning. A case study approach is used to examine work comparing education in Japan and the US.

**HUDK 4820. Education for thinking:**

**Goals and methods for the middle school (1)**

Professor Kuhn. Identifies and examines skills of argument, analysis, and inference that are central to critical thinking, reviews research on how they develop with practice during late childhood and early adolescent years, and illustrates methods that support their development, suitable for use in classrooms from middle elementary through junior high school years.

**HUDK 5020. The development of creativity (2-3)**

Faculty. Permission required. Major theories and contemporary research in creative work, emphasizing case studies of exceptional and historically influential individuals.

**HUDK 5022. Emotional development (2-3)**

Faculty. Theory and research in the development of emotional experience and expression.

**HUDK 5023. Cognitive development (3)**

Professor Kuhn. Theory and research on the development of cognitive processes across the life span.

**HUDK 5024. Language development (2-3)**

Faculty. Survey of research and theory in the development of language, beginning with communication and the origins of language in infancy and emphasizing acquisition of the forms of language in relation to their content and use.

**HUDK 5027. Moral development (2-3)**

Faculty. Prerequisite: HUDK 4020, HUDK 4023, HUDK 4024, or equivalent. Investigation of the major theoretical and empirical approaches to the study of how morality develops with particular emphasis on the behaviorist, cognitive, psychoanalytic, and sociopolitical approaches.

**HUDK 5029. Personality development and socialization across the life span (2-3)**

Faculty. Theory and research regarding the interaction between naturally developing personality structures and socialization processes throughout life.

**HUDK 5040. Development and psychopathology: Atypical contexts and populations (3)**

Professor Luthar. Using contemporary research as the basis, the focus is on the interface between classical developmental psychology theories and patterns of development identified in atypical contexts (e.g., poverty) and among atypical populations (e.g., resilient youth). Implications for interventions and policy are also discussed.

**HUDK 5121. Personality development and socialization in childhood (2-3)**

Professor Brooks-Gunn. Prerequisite: HUDK 4020 or equivalent. Contemporary theory and research on children's adaptation to developmental tasks of childhood. Comparison of typical and atypical pathways in social-personality development. Analysis of the logic and method of empirical studies of development.

**HUDK 5123. Psychological development of women (3)**

Faculty. Theoretical and empirical issues concerning women's psychosocial development, viewed in the context of modern feminist thought.

**HUDK 5125. Cross-cultural developmental psychology (2-3)**

Professor Fernandez. Survey of psychological studies of development in different cultures, with emphasis on perceptual and cognitive issues and methodological problems specific to cross-cultural research.

**HUDK 5324. Research work practicum (2-3)**

Faculty. Students learn research skills by participating actively in an ongoing faculty research project.

**HUDK 6010. Developmental research methods (3)**

Professor Fernandez. Advanced survey of both new and classical methods for conducting research designed to answer developmental questions.

**HUDK 6036-HUDK 6037. Child and family policy (2-3 each)**

Professor Brooks-Gunn. Prerequisites: Any 2 of the following: HUDF 4000; HUDF 4024; HUDK 4120; HUDK 4121; C&T 4113; C&T 5113. Provides a multi-disciplinary perspective on child and family policy. Also provides a foundation of knowledge concerning the role of child and family perspectives in informing policy.

**HUDK 6520. Seminar in social and emotional development through childhood and adolescence (2-3)**

Professor Brooks-Gunn. Permission required. How people become socialized and how psychology deals with the process in terms of developmental concepts.

**HUDK 6523. Seminar in cognitive development (2-3)**

Professor Kuhn. Permission required. Advanced topics in research and theory in cognitive development.

**HUDK 6524. Seminar in cross-cultural developmental psychology (2-3)**

Professor Fernandez. Permission required. Students participate in ongoing research.

**HUDK 6529. Seminar in risk, resilience and developmental psychology (2-3)**

Professor Luthar. Permission required. Students participate in ongoing research.

**HUDK 6620. Special topics in developmental psychology (1-3)**

Permission required. Topics to be announced.

**Independent Study and Research**

Students may register for intensive individual study of a topic of special interest. Registration in independent study is by permission of the instructor under whose guidance the work will be undertaken. Credit may range from 1 to 3 points each term except for HUDK 8900. (Dissertation hours for individual consultation are to be arranged.)

**HUDK 4901. Research and independent study (1-3 each course)**

Permission required.

**HUDK 6901. Advanced research and independent study (1-3 each course)**

Permission required.

**HUDK 7501. Dissertation seminar (1-3 each course)**

Permission required. Development of doctoral dissertations and presentation of plans for approval. Registration limited to two terms.

**HUDK 8900. Dissertation advisement (0 each course)**

Individual advisement on doctoral dissertation. Fee to equal 3 points at current tuition rate for each term. See the section on Continuous Registration for Ed.D./Ph.D. degrees for details.

## MEASUREMENT, EVALUATION AND STATISTICS

The Measurement, Evaluation and Statistics area of study includes the following programs: Applied Statistics; Measurement and Evaluation.

Program Coordinators:  
Jane A. Monroe  
(Applied Statistics)

Program Office: (212) 678-4190  
Email: monroe@tc.edu  
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Lawrence T. DeCarlo  
(Measurement and Evaluation)

Program Office: (212) 678-4190  
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Web site: www.tc.edu/hud/Measurement

## APPLIED STATISTICS

(Code: TMX)

**Degree Offered:**  
Master of Science (M.S.)

### **Program Description:**

The M.S. in Applied Statistics requires at least one year of study. This master's degree provides training for a number of positions in applied research settings, testing organizations, and business organizations. In addition to the satisfactory completion of course work, an integrative project is required.

### **Special Application Requirements/Information:**

GRE General Test is required for the M.S. in Applied Statistics. Background in calculus is also required.

### **Degree Requirements:**

#### **MASTER OF SCIENCE-32 POINTS Statistics (27 points):**

- HUDM 4122 Probability and statistical inference (3)
- HUDM 5122 Applied regression analysis (3)
- HUDM 5123 Linear models and experimental design (3)
- HUDM 6030 Multilevel and longitudinal data analysis (3)
- HUDM 6055 Latent structure analysis (3)
- HUDM 6122 Multivariate analysis I (3)
- HUDM 6123 Multivariate analysis II (3)
- W 4105 Probability (3)\*
- W 4107 Statistical inference (3)\*

\* These courses are taken at Columbia University's Graduate School of Arts and Sciences.

### **Electives (5 points):**

Selected in consultation with an advisor and within the areas of Management Science, Economics, Public Health, Computer Science, Psychology, Sociology, or Research Methods in any general area.

### **Distribution Requirement:**

At least 2 courses (for a minimum of 2 points each) must be taken at Teachers College from outside the department.

**Culminating Experience:** Special project.

## MEASUREMENT AND EVALUATION

(Code: TMM)

### **Degrees Offered:**

Master of Education (Ed.M.)  
Doctor of Education (Ed.D.)  
Doctor of Philosophy (Ph.D.)

### **Program Descriptions:**

The Ed.D. and Ph.D. programs in Measurement and Evaluation are designed to prepare graduates for careers in a wide range of educational settings. Graduates acquire specialized knowledge and skills in test theory, test and instrument development and validation, program evaluation, and quantitative analysis of educational and psychological data.

Some graduates pursue careers as college professors teaching measurement, evaluation, and statistics. Some are employed in city or state departments of education in the planning and supervision of testing programs and research and evaluation projects. Others work for test publishers, licensure and certification boards, and government agencies in the construction of tests or in the management of large-scale testing programs. Still others work in applied measurement, evaluation, research design, and statistics in a variety of social science, health care, business, and industrial settings.

The Ed.M. in Measurement and Evaluation is a two-year master's degree. It provides training for a number of positions in educational research bureaus and testing organizations. In addition to the satisfactory completion of course work, an integrative project is required for the master's degree.

A doctorate is required for most college teaching positions and for positions of professional responsibility in testing organizations, depart-

ments of education, and licensure and certification boards. The Ph.D. is appropriate for individuals with strong quantitative and technical skills who wish to focus on theoretical issues in measurement and evaluation, or who have a strong background in a substantive area of psychology in which they wish to further the development and application of measurement techniques.

The Ed.D. is appropriate for individuals who wish to focus on the application of measurement and evaluation techniques in education, psychology, and business and industry. Both doctoral degrees are accepted as qualification for faculty positions in schools of education in the United States.

### **Special Application Requirements/Information:**

GRE General test is required for all programs in Measurement and Evaluation. Some preparation in college-level mathematics or statistics course work is required for doctoral study.

### **Degree Requirements:**

#### **MASTER OF EDUCATION-60 POINTS Measurement and Evaluation Core (18 points):**

- HUDM 5055-5056 Evaluation of institutions, programs, and curricula I and II (3 each)
- HUDM 5059 Psychological measurement (3)
- HUDM 6051-6052 Psychometric theory I and II (3 each)
- HUDM 6055 Latent structure analysis (3)

#### **Quantitative Methods (15 points):**

- HUDM 4122 Probability and statistical inference (3)
- HUDM 5122 Applied regression analysis (3)
- HUDM 5123 Linear models and experimental design (3)
- HUDM 6030 Multilevel and longitudinal data analysis (3)
- HUDM 6122 Multivariate analysis I (3)

#### **Psychology (12 points):**

Taken in one or more of the following areas: Developmental psychology, cognitive studies, counseling psychology, organizational psychology or social psychology.

#### **Research Methods (6 points):**

- HUD 4120 Methods of empirical research (3)
- HUDM 5250 Research practicum in measurement and evaluation (0-4)

**Other Aspects in Education (6-9 points):**

To satisfy college requirements, all students must complete a minimum of 3 courses (a course for this purpose is one in which at least 2 points are earned) outside of HUDM. One course in foundations of education; and 2 courses in curriculum and teaching and/or educational administration.

**Electives:**

Chosen in consultation with an advisor and designed to strengthen and broaden the student's professional preparation.

*Culminating Experience:* An evaluation project.

**DOCTOR OF PHILOSOPHY-75 POINTS  
Measurement and Evaluation**

**Core Courses (21 points):**

- HUDM 5059 Psychological measurement (3)
- HUDM 5124 Multidimensional scaling and clustering (3)
- HUDM 5250 Research practicum in measurement and evaluation (0-4)
- HUDM 6030 Multilevel and longitudinal data analysis (3)
- HUDM 6051-6052 Psychometric theory I and II (3 each)
- HUDM 6055 Latent structure analysis (3)

And at least 3 points selected from the following:

- CCPJ 5062 Career counseling and development (2-3)
- HUDM 5053 Instrument design and validation (3)
- HUDM 5055-5056 Evaluation of institutions, programs, and curricula I and II (3 each)
- HUDM 5058 Choice and decision making (3)

**Quantitative Methods and Research Design (29 points):**

- HUD 4120 Methods of empirical research (3)
- HUDM 4122 Probability and statistical inference (3)
- HUDM 5122 Applied regression analysis (3)
- HUDM 5123 Linear models and experimental design (3)
- HUDM 6026 Statistical treatment of mass data (3)
- HUDM 6122-6123 Multivariate analysis I and II (3 each)
- HUDM 7500 Dissertation seminar (1-3 each for two semesters)
- HUDM 8900 Dissertation advisement (0)
- W4105 Probability (3)\*
- W4107 Statistical inference (3)\*

\*These courses are taken at the Graduate School of Arts and Sciences of Columbia University.

**Psychology (minimum of 15 points):**

In consultation with an advisor, a group of courses aimed at substantive preparation in the field of psychology.

**Non-department Requirement (7 points):**

Courses in the social sciences, curriculum and teaching, and educational administration selected in consultation with an advisor from offerings at Teachers College and other branches of Columbia University.

*Special Requirements:* The first two years require full-time study. An empirical paper and a research paper; certification examination; and completion of an approved doctoral dissertation.

**DOCTOR OF EDUCATION-90 POINTS  
Measurement and Evaluation**

**Core Courses (24 points):**

- HUDM 5055-5056 Evaluation of institutions, programs, and curricula I and II (3 each)
- HUDM 5059 Psychological measurement (3)
- HUDM 5250 Research practicum in measurement and evaluation (0-4)
- HUDM 6030 Multilevel and longitudinal analysis (3)
- HUDM 6051-6052 Psychometric theory I and II (3 each)
- HUDM 6055 Latent structure analysis (3)

And at least 5 points selected from the following:

- HUDM 5053 Instrument design and validation (3)
- HUDM 5058 Choice and decision making (3)
- HUDM 6552 Seminar: Selected topics in measurement theory (3)

**Quantitative Methods and Research Design (27 points):**

- HUD 4120 Methods of empirical research (3)
- HUDM 4122 Probability and statistical inference (3)
- HUDM 5122 Applied regression analysis (3)
- HUDM 5123 Linear models and experimental design (3)
- HUDM 5124 Multidimensional scaling and clustering (3)
- HUDM 6026 Statistical treatment of mass data (3)
- HUDM 6122-6123 Multivariate statistics I and II (3 each)

- HUDM 7500 Dissertation seminar (1-3 each for two semesters)
- HUDM 8900 Dissertation advisement (0)

**Psychology (minimum of 18 points):**

In consultation with an advisor, a group of courses aimed at substantive preparation in the field of psychology.

**Related Courses (minimum of 6 points):**

Selected from the areas of curriculum development, guidance, applied human development, supervision, and administration, and in consultation with an advisor.

**Electives (maximum of 10 points):**

Selected to meet special interests and needs.

*Special Requirements:* The first two years require full-time study. Certification paper and examination; completion of an approved doctoral dissertation.

**COURSES:**

Courses at the 4000-level usually do not require permission of the instructor and are open to nonmajors as well as majors. Many 5000-level offerings are also open to nonmajors with appropriate backgrounds; 6000-level courses are usually limited to majors with advanced standing in the program. See listings below for prerequisites and limitations on enrollment. In addition to the courses listed below, students should consult the offerings of other programs in psychology, many of which are required or recommended in the program guides obtainable from the department office.

**Measurement and Evaluation**

**HUD 4120. Methods of empirical research (3)** Faculty. An introduction to the methods of scientific inquiry, research planning, and techniques of making observations and analyzing and presenting data. Topics include: methods of inquiry, the role of research in theory, formulating problems and hypotheses, sampling, measurement, and the design of empirical research. Opportunity to design research projects.

**HUDM 4050. Introduction to measurement (2-3)** Professors Chatterji and DeCarlo. General issues of reliability, validity, norms, etc. Techniques of appraising aptitude, achievement, personality; teacher-made tests; standardized tests in selection, pupil classification, guidance.

**HUDM 5053. Instrument design and validation (3)**

Professor Chatterji. Prerequisite: HUDM 4050 or HUDM 5059 or equivalent. Methods for developing and validating attitude scales, questionnaires, interview schedules, and performance measures. Item writing and the development of scoring protocols; item and scale quality; reliability and validity of scores.

**HUDM 5055-HUDM 5056. Evaluation of institutions, programs, and curricula (3 each)**

Professor Chatterji. Permission required. Prerequisites for HUDM 5055: HUDM 4050, HUDM 4122, and HUD 4120 or equivalents. Prerequisite for HUDM 5056: HUDM 5055; HUDM 5122 is recommended. Lecture, discussion, laboratory, and fieldwork on the problems, issues, and procedures involved in designing and carrying out evaluation studies.

**HUDM 5058. Choice and decision making (3)**

Professor Corter. Prerequisite: HUDM 4122 or equivalent. Surveys quantitative models of individual decision making, from the introduction of the notion of “utility” by Daniel Bernoulli through current models such as Tversky and Kahneman’s “Prospect Theory.” The focus is on psychological or descriptive models of how people make decisions, although methods of rational decision analysis are briefly discussed.

**HUDM 5059. Psychological measurement (3)**

Professor DeCarlo. Open to doctoral and Ed.M. students in psychology; others only by permission. A previous course in statistics or measurement is recommended. Critical examination of basic issues in assessing psychological characteristics. Validity, reliability, units of measurement; theories of aptitude and intelligence; use of multiple measures in prediction and diagnosis.

**HUDM 5250. Research practicum in measurement and evaluation (0-4)**

Faculty. Permission required. Students enrolled are expected to spend a semester involved in a research project, either assisting a faculty member or in an applied setting. A formal report will be submitted.

**HUDM 6030. Multilevel and longitudinal data analysis (3)**

Professor DeCarlo. Prerequisite: HUDM 5122. Multilevel models include a broad range of models called by various names, such as random effects models, multilevel models, and growth curve models. This course introduces the background and computer skills needed to understand and utilize these models.

**HUDM 6051-HUDM 6052. Psychometric theory I and II (3 each)**

Professor Lee. Permission required. Prerequisites: HUDM 5059, HUDM 5122, or equivalents. Psychometric theory underlying test construction; classical test theory, item response theory, and applications.

**HUDM 6055. Latent structure analysis (3)**

Professor DeCarlo. Permission required. Prerequisite: HUDM 5122. Recommended: HUDM 6122. Study of latent structure analysis, including measurement models for latent traits and latent classes, path analysis, factor analysis, structural equations, and categorical data analysis.

**HUDM 6552. Seminar: Selected topics in measurement theory (3)**

Faculty. Prerequisites: HUDM 6051 and HUDM 6122. One or more topics of current interest examined in depth.

**Statistics**

**HUDM 4120. Basic concepts in statistics (3)**

Faculty. Descriptive statistics including organizing, summarizing, reporting, and interpreting data. Understanding relationships expressed by crosstabulation, breakdown, and scatterdiagrams. Designed as a one-semester introduction to statistical methods. Will include reading journal articles.

**HUDM 4122. Probability and statistical inference (3)**

Faculty. Prerequisite: HUDM 4120 or undergraduate statistics course. Elementary probability theory; random variables and probability distributions; sampling distributions; estimation theory and hypothesis testing using binomial, normal, t, chi square, and F distributions.

**HUDM 5122. Applied regression analysis (3)**

Faculty. Prerequisite: HUDM 4122 or permission of instructor. Least squares estimation theory. Traditional simple and multiple regression models, polynomial regression models, with grouping variables including one-way ANOVA, two-way ANOVA, and analysis of covariance. Lab devoted to applications of SPSS regression program. Lab fee: \$50.

**HUDM 5123. Linear models and experimental design (3)**

Faculty. Prerequisite: HUDM 5122. Analysis of variance models including within subject designs, mixed models, blocking, Latin Square, path analysis, and models with categorical dependent variables. Lab devoted to computer applications. Lab fee: \$75.

**HUDM 5124. Multidimensional scaling and clustering (3)**

Professor Corter. Permission required. Prerequisites: HUDM 4122 and HUDM 5122 or equivalent. Methods of analyzing proximity data (similarities, correlations, etc.), including multidimensional scaling, which represents similarities among items by plotting the items into a geometric space, and cluster analysis for grouping items.

**HUDM 6026. Statistical treatment of mass data (3)**

Professors Corter. Prerequisite: HUDM 5123 or equivalent. Examines problems involved in preparing and analyzing large data sets. Includes a survey of data manipulation and statistical tools in SAS (Statistical Analysis System). Optional topics: introduction to numerical methods and survey of “data mining” tools.

**HUDM 6122. Multivariate analysis I (3)**

Professor Monroe. Permission required. Prerequisite: HUDM 5122 or equivalent; HUDM 5123 is recommended. An introduction to multivariate statistical analysis, including matrix algebra, general linear hypothesis and application, profile analysis, principal components analysis, discriminant analysis, and classification methods.

**HUDM 6123. Multivariate analysis II (3)**

Professor Monroe. Permission required. Prerequisite: HUDM 6122. A continuation of multivariate statistical analysis, including canonical analysis, MANOVA, and factor analysis.

**Independent Study and Research**

Students may register for intensive individual study of a topic of special interest. Registration in independent study is by permission of the instructor under whose guidance the work will be undertaken. Credit may range from 1 to 3 points each term except for HUDM 8900 (Dissertation Advisement); and registration is not limited to one term. Hours for individual conferences are to be arranged.

**HUDM 4901. Research and independent study: Measurement and evaluation (1-3)**

Permission required.

**HUDM 4902. Research and independent study: Applied statistics (1-3)**

Permission required.

**HUDM 6900. Advanced research and independent study (1-3)**

Permission required.

**HUDM 7500. Dissertation seminar (1-3)**

Permission required. Development of doctoral dissertations and presentation of plans for approval. Registration limited to two terms.

**HUDM 8900. Dissertation advisement (0)**

Individual advisement on doctoral dissertation. Fee to equal 3 points at current tuition rate for each term. See section in catalog on Continuous Registration for Ed.D./Ph.D. degrees.

## SOCIOLOGY AND EDUCATION

Program Coordinator:  
Professor Aaron M. Pallas

Program Office: (212) 678-4190  
Email: pallas@tc.edu  
Web site: www.tc.edu/hud/Sociology

**Sociology and Education**  
(Code: TFS)

### Degrees Offered:

Master of Arts (M.A.)\*  
Master of Education (Ed.M.)\*  
Doctor of Education (Ed.D.)  
Doctor of Philosophy (Ph.D.)

\*Policy Studies in Sociology concentration  
available

### Program Description:

The sociological study of education began at Teachers College in the first decade of the twentieth century. Sociology was established as the first social science discipline providing a basic framework for the study of education, complementing the long-established reliance on psychology. Over this period, the sociology and education program has applied research findings to education and has examined basic issues in education from a sociological perspective. Although the program's theory and research have emphasized schools and colleges, attention always has been given to education in other contexts.

The program staff for Sociology and Education includes sociologists from other programs at the College, and the Department of Sociology of the Graduate School of Arts and Sciences. Staff strengths are in sociology of education generally, but also in online education, organizational studies, family and community education, stratification, racial issues, school desegregation and choice policies, and urban sociology. The program provides training and hands-on experience in evaluation methods and both quantitative and qualitative methods.

The curriculum of the Sociology and Education program emphasizes issues in urban education, including the social organization of urban schools and school systems, and the success or failure of urban schools in meeting the educational needs of the diverse populations they serve. The program faculty are actively engaged in the analysis and evaluation of educational policies and programs designed to serve educationally disadvantaged populations.

The program in Sociology and Education also offers a Policy Studies Concentration for students in the M.A. and Ed.M. programs. For more information on this concentration, which is open to students throughout Teachers College, please contact Professor Amy Stuart Wells.

### Degree Programs

The Graduate Program in Sociology and Education offers four degree programs, the M.A., the Ed.M., the Ed.D., and the Ph.D. Each program is designed to meet the needs of students with a particular combination of prior experience and career objectives. The M.A., Ed.M., and Ed.D. programs may be completed on a part-time basis with classes offered in the evening hours. The Ph.D. program requires full-time study. Although students from all of the programs in sociology and education are prepared to assume positions in educational institutions, the program does not offer professional certification. Certification programs are available in other departments at Teachers College.

#### Master of Arts

The Master of Arts program in sociology and education (with a policy concentration option) provides an introduction to the application of sociological perspectives to contemporary educational policy issues. The program provides coverage of the core principles and methods of sociology as they are applied to policy research and analysis. Students completing this program are prepared to assume positions as general analysts in a variety of organizations devoted to applied educational research, policy making, advocacy, consulting, and direct educational service.

#### Master of Education

The Master of Education in sociology and education (with a policy concentration option) is an advanced master's degree pursued by students who already possess a master's degree in a substantive area of education or by students without a prior master's degree who want an opportunity to combine study in sociology and education with another area in education. The program involves study of sociological perspectives and methods in the context of contemporary educational policy issues. Current substantive areas that can be combined with study in sociology and policy include: evaluation and institutional analysis, human development, technology, curriculum, administration, and foundations. Students completing this program are prepared to assume positions as specialists in a variety of organizations devoted to applied educational research, policy making, advocacy, consulting, and management of educational activities.

#### Doctor of Philosophy

The Doctor of Philosophy in Education (Ph.D.) program is designed for students with substantial background and interest in the discipline of sociology and its application to education. The Ph.D. is a highly specialized degree with few electives and requires substantial course work to be done in daytime classes at Columbia University's Graduate School of Arts and Sciences. This program, therefore, requires full-time study. Students completing this program are prepared to assume positions in college and university programs focused on sociological research in the field of education.

#### Doctor of Education

The Doctor of Education (Ed.D.) program is designed to provide broad training in the social sciences, education, and educational policy. The program prepares students for positions in teaching, research, and policy through interdisciplinary study grounded in the sociological perspective. All coursework is available at Teachers College and both part-time and full-time study is possible. Students completing this program are prepared to assume positions in college and university programs in education as well as leadership positions in a variety of organizations devoted to applied educational research, policy making, advocacy, consulting, and management of educational activities.

### Special Application Requirements/Information:

The GRE general is required for all doctoral applicants, and doctoral applications are reviewed for Fall term only.

### Degree Requirements:

#### MASTER OF ARTS-32 POINTS

#### MASTER OF EDUCATION-60 POINTS

#### Sociology Core Courses (minimum of 12 points):

Select from:

- HUDF 4000 Education and public policy (3)
- HUDF 4010 Sociology of online learning (3)
- HUDF 4021 Sociology of education (3)
- HUDF 4022 Sociology of urban education (3)
- HUDF 4024 Social stratification and education (3)
- HUDF 4027 Sociology of classrooms (3)
- HUDF 4028 Sociology of the life course (3)
- HUDF 4029 Sociology of schools (3)
- HUDF 4031 Sociology of evaluation (3)
- HUDF 4032 Gender, difference, and curriculum (3)
- HUDF 5022 Sociological analysis of educational systems (3)
- HUDF 5026 The family and television (3)

- HUDF 5621 Technology and society (3)
- HUDF 6525 Seminar in sociology of education (1-3)
- ITSF 5023 The family as educator (3)
- ITSF 5120 Education in community settings (1-2)

#### Research Methods (6 points):

- HUDM 4122 Probability and statistical inference (3)
- An approved course in qualitative methods
- Ed.M. students also complete HUDM 5122 Applied regression analysis (3)

#### Policy Sequence (6 points):

- HUDF 5645 Policy seminar I (3), and
- HUDF 5646 Policy seminar II (3)

#### Colloquia (3 points):

- HUDF 4620 Introductory colloquium in sociology and education (1-3)  
or
- HUDF 5100 Supervised research and practice (1-6)

#### Electives (3-5 points):

Selected in consultation with an advisor.  
(Ed.M. students will complete 28-30 points, in consultation with an advisor.)

#### Culminating Experience (0-2 points):

- Master's comprehensive examination, or
- Master's essay and HUDF 6021 Social research methods: Reporting (2)

#### Breadth Requirement

To satisfy college requirements, all students must complete a minimum of 3 courses (a course for this purpose is one in which at least 2 points are earned) outside of HUDF.

#### DOCTOR OF PHILOSOPHY-75 POINTS

All Ph.D. student programs generally follow the requirements for the Ph.D. in sociology at the Graduate School of Arts and Sciences for the first two years of study followed by specialized study in the sociology of education. Specific course plans are developed in consultation with an advisor.

#### DOCTOR OF EDUCATION-90 POINTS

Course plans are developed in consultation with an advisor.

Ed.D. students work with an advisor to develop an interdisciplinary program for study with a specialization in the sociology of education.

Policy Studies in Sociology Concentration Option

- HUDF 4000 Education and public policy (3)
- HUDF 4899 Federal policy institute (3)

- or
- HUDF 5430 Internship (1-6)
- HUDF 5645 Policy seminar I (3)
- HUDF 5646 Policy seminar II (3)

#### COURSES:

(For out-of-department courses, please check the appropriate department for course descriptions.)

**HUDF 4000. Education and public policy (3)**  
Professor Wells. Current issues in American educational policy.

**HUDF 4010. Sociology of online learning (3)**  
Professor Natriello. Exploration of the social dimensions of online learning. Students examine the structure of online learning programs, the social organization of online learning communities, and the social experience of online learning activities.

**HUDF 4021. Sociology of education (3)**  
Professor Pallas. A broad analysis of education using basic sociological concepts, including schools as organizations, socialization, stratification, and ethnic relations.

**HUDF 4022. Sociology of urban education (3)**  
Professor Wells. Analysis of urban schools and districts within the context of urban social and political systems.

**HUDF 4024. Social stratification and education (3)**

Faculty. An examination of the link between education and social inequality in Western societies, questioning whether schools are a mechanism of social mobility, enabling poor and disadvantaged children to get ahead in life, or whether schools perpetuate the hardships faced by poor and minority populations. Topics include the importance of quantity and quality of schooling for adult success; the ways in which race/ethnicity, sex and social class background structure students' educational experiences; the role of tracking and ability grouping within schools; and the link between schooling and the economy.

**HUDF 4027. Sociology of classrooms (3)**  
Professor Natriello. An examination of sociological research on the structure and operation of classrooms. Particular attention to the processes of stratification, socialization, legitimation, and social organization.

**HUDF 4028. Sociology of the life course (3)**  
Professor Pallas. Sociologists define the life course of individuals by when, and in what order, people assume key social roles, such as becoming an adult, or moving from the workforce to retirement. This course looks at the sociology of the life course, focusing on how historical and societal factors combine with the personal characteristics of individuals to produce unique life course patterns.

**HUDF 4029. Sociology of schools (3)**  
Professor Natriello. An examination of sociological research on the structure and operation of schools. Particular attention to the processes of socialization, stratification, and legitimation as well as social organization and the sociology of school curriculum.

**HUDF 4030. Sociology of educational processes in formal organizations (3)**  
Faculty. An introduction to organizational theory as it applies to a variety of institutions with particular attention to the potential of educational activities as a force in formal organizations.

**HUDF 4031. Sociology of evaluation (3)**  
Professor Natriello. An examination of the social dimensions of the development and operation of different kinds of evaluation systems in modern societies. Major topics include the social, political and intellectual contexts for evaluation, the institutional bases of evaluation activities, the social settings in which evaluation takes place, and the effects of evaluations on individuals and groups.

**HUDF 4032. Gender, difference and curriculum (2-3)**  
Dr. Alperstein. A study of the extent and causes of gender inequality in society, and the ways in which schools work both to reduce and exacerbate inequality.

**HUDF 4033. School improvement in the inner city: A sociological view (2-3)**  
Faculty. A sociological examination of effective inner-city school reforms via lectures, readings, and field visits.

**HUDF 4620. Introductory colloquium in sociology of education (2-3)**  
Professor Pallas. Permission required. Intensive readings and discussions of basic literature in sociology of education, with attention to common issues and research strategies.

**HUDF 4899. Federal policy institute (3)**  
Professor Kagan. The purpose of the Federal Policy Institute is to examine three themes: the enduring values of American education, contemporary issues in national school reform efforts, and the role of the federal government. During a week-long program in Washington, students will have the opportunity to identify a policy issue of personal interest and to explore that issue with the nation's senior policymakers. Introductory and concluding sessions meet at the College.

**HUDF 5020. Methods of social research: Survey methods (3)**  
Faculty. Relationship between research problem and study design, choice of population, sampling methods, instrument construction, interviewing, data processing, and analysis.

**HUDEF 5022. Sociological analysis of educational systems (2-3)**

Faculty. Analysis of local and national education systems through application and adaptation of organization theory, with special attention to problems of innovation.

**HUDEF 5026. The family and television (3)**

Professor Leichter. Permission required. An analysis of the impact of television on the family's educative functions, with special attention to the process by which the family mediates television.

**HUDEF 5430. Internship (1-6)**

Permission required. Supervised experience in diverse settings designed to develop skills in policy-related research, development, planning, and evaluation.

**HUDEF 5620. Advanced colloquium in sociology of education (1-3)**

Professor Wells. This course is designed to enhance student knowledge of social theory in sociological research. Particular attention is devoted to deductive models of explanation and their use in the construction of theory and its application as a basis for empirical inquiry.

**HUDEF 5621. Technology and society (3)**

Dr. Cline. Explores the many and varied dimensions of the impact of changing information technologies on major social institutions in contemporary society.

**HUDEF 5645-HUDEF 5646. Policy seminar I and II (3 each)**

Faculty. An examination of policy formation, analysis, implementation, and evaluation in education.

**HUDEF 6021. Social research methods: Reporting (1-2)**

Faculty. Student teams will analyze data and write a social science article.

**HUDEF 6525. Seminar in sociology of education (1-3)**

Faculty. A seminar for doctoral students to further their professional development and to prepare for doctoral research.

**ITSF 5023. The family as educator (3)**

Professor Leichter. Permission required. See the Department of International and Transcultural Studies for course description.

**ITSF 5120-ITSF 5123. Education in community settings (1-2)**

Professor Leichter. Permission required. See the Department of International and Transcultural Studies for course description.

**ITSF 6520. Seminar in families and communities as educators (1-3)**

Professor Leichter. Permission required. See the Department of International and Transcultural Studies for course description.

*Individualized Studies*

**HUDEF 4903. Research and independent study (1-3)**

Permission required.

**HUDEF 5100. Supervised research and practice (1-6)**

Faculty.

**HUDEF 6200. Field research outside the United States (0)**

Faculty. Permission required. Required of doctoral students when choice of doctoral research necessitates data generation in other countries. One year of field experience under supervision in approved geographical and institutional site. Students secure approval of department chair and principal advisor in advance, and render periodic reports.

**HUDEF 6903. Research and independent study (1-3)**

Permission required.

**HUDEF 6920. Studies in sociology and education (1-8)**

**HUDEF 7503. Dissertation seminar (0-3)**

Permission required. Required of doctoral students in the semester following successful completion of certification examinations.

**HUDEF 8903. Dissertation advisement (0)**

Individual advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration for Ed.D./Ph.D. degrees.

Advanced students may register for intensive individual study of some aspect of their specialization. Registration is only by permission of the instructor under whose guidance the work will be undertaken. Times for individual conferences will be arranged. Enrollment may be for 1 or more points each term, and registration is not limited to one or two terms.





# International and Transcultural Studies

CHAIR: Professor Hervé Varenne

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## DEPARTMENTAL MISSION:

### *The Department of International and Transcultural Studies*

In recognition of the interconnectedness of all human beings around the globe, Teachers College has a longstanding commitment to the international arena. It dedicates the resources of several social science disciplines and a program in bilingual education to developing the College's contribution to the understanding of global processes.

New technologies have led to a rapidly increasing flow of people, information, goods, and services within and across national boundaries. As these boundaries become more permeable, modern societies are characterized by greater diversification of people and resources. Such diversification introduces complex forces that can be best understood as transcultural. As individual and institutional identities increasingly reflect diverse cultural traditions and values, a major challenge to education is to promote new ways of understanding and negotiating these identities.

The United States is a powerful example of an international and transcultural society, and the metropolitan area in which Teachers College is located is a particularly vivid expression of such a society. New York City and the United States are, in many ways, harbingers of what the 21st century will bring to cities and countries around the world.

International and transcultural forces will be increasingly present in all societies, and these forces will be crucial in understanding education in every domain of human experience—family, community, school, the workplace. Such education will take place not only in schools, colleges, and universities but in all societal institutions—families; churches, synagogues, mosques, and temples; libraries, museums, and parks; mass media such as newspapers, magazines, radio, television, and computer networks; and the various kinds of workplaces that are emerging in our technological era.

Our department prepares professionals to provide leadership in the educative configurations emerging in the new century. To do so, we offer a range of disciplinary and professional programs and concentrations with distinct emphases within the collective mission. The programs in Anthropology, Economics, and Comparative and International Education emphasize research on the social, cultural, economic and political aspects of global processes. The programs in International Educational Development and Bilingual Education prepare professionals across the whole range of educational practice to gain a global perspective.

Students work with faculty within the department on a variety of topics including AIDS education, civic education, drugs and society, privatization of education, and language and literacy. Students can concentrate within the department in such areas as African education; bilingual/bicultural education; family and community education; international humanitarian issues; language, literacy, and technology; and peace education. We work with other departments at the College to provide our students additional concentrations in such areas as adult education, conflict resolution, curriculum and teaching, educational leadership, health education, and policy studies. In addition, we cooperate with the School of International and Public Affairs at Columbia University to develop regional areas of expertise (e.g., Latin American Studies, African Studies, Eastern European Studies, Middle East Studies, Russian Studies, East Asian Studies, South Asian Studies). Students in Comparative and International Education who select academic disciplines other than anthropology or economics (e.g., sociology, political science, history, or philosophy) also work closely with faculty outside the department. Degrees are offered by programs only, not in concentrations.



## FACULTY:

### PROFESSORS:

Thomas R. Bailey  
(Economics and Education)  
George C. Bond  
(Anthropology and Education  
and Applied Anthropology)  
Lambros Comitas  
(Anthropology and Education  
and Applied Anthropology)  
Ofelia Garcia  
(Bilingual and Bicultural Education)  
Charles C. Harrington  
(Anthropology and Education  
and Applied Anthropology)  
Hope Jensen Leichter  
(International Educational Development)  
Henry Levin  
(Economics and Education)  
Francisco Rivera-Batiz  
(Economics and Education)  
Mun C. Tsang  
(International Educational Development;  
Economics and Education)  
Hervé Varenne  
(Anthropology and Education  
and Applied Anthropology)

### ASSOCIATE PROFESSORS:

Jo Anne Kleifgen  
(International Educational Development)  
Gita Steiner-Khamsi  
(Comparative and International Education)  
Maria Emilia Torres-Guzman  
(Bilingual and Bicultural Education)  
Frances Vavrus  
(International Educational Development)

### ASSISTANT PROFESSOR:

Lesley Bartlett  
(Comparative and International Education)

### ADJUNCT PROFESSORS:

Erwin Flaxman  
Joseph Paul Martin  
Betty A. Reardon

### ADJUNCT ASSOCIATE PROFESSORS:

Clive Belfield  
Dale T. Snauwaert

### ADJUNCT ASSISTANT PROFESSORS:

Dana Burde  
Marion Boulton  
Patricia Frenz-Belkin  
Maria Hamilton

### LECTURER:

Peter Lucas

For information about faculty and their scholarly and research interests, please refer to the Faculty section of this bulletin, or visit us at [www.tc.edu/faculty](http://www.tc.edu/faculty).

## COMPARATIVE AND INTERNATIONAL EDUCATION DEVELOPMENT

The Comparative and International Education Development area of study includes the following programs: Comparative and International Education; International Educational Development.

### COMPARATIVE AND INTERNATIONAL EDUCATION

Program Coordinator:  
*Professor Jo Anne Kleifgen*

Program Office: (212) 687-3994  
Email: [kleifgen@tc.edu](mailto:kleifgen@tc.edu)  
Web site: [www.tc.edu/its/Comparative](http://www.tc.edu/its/Comparative)

*Comparative and International Education*  
(Code: TFI)

#### Degrees offered:

Master of Arts (M.A.)  
Master of Education (Ed.M.)  
Doctor of Philosophy (Ph.D.)

### INTERNATIONAL EDUCATIONAL DEVELOPMENT

Program Coordinator:  
*Professor Jo Anne Kleifgen*

Program Office: (212) 687-3994  
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Web site: [www.tc.edu/its/International](http://www.tc.edu/its/International)

*International Educational Development*  
(Code: TFZ)

#### Degrees offered:

Master of Arts (M.A.)  
Master of Education (Ed.M.)  
Doctor of Education (Ed.D.)

#### Program Description:

In 1899, Teachers College became the first graduate institution in the United States to develop a program in comparative and international studies in education. The Program faculty were co-founders of the Comparative and International Education Society in 1954 and edited the Society's journal, *Comparative Education Review*, for many years.

From the 1960s, Teachers College also became instrumental in the study of the international development of education, founding the

program in International Educational Development. The Faculty of the programs continues to be active in conducting research or participating in educational activities around the world. The programs, in addition to the Institute for International Studies, play dominant roles in international activities and research at Teachers College.

The programs in Comparative and International Education and International Educational Development provide advanced preparation for professional careers in a wide range of teaching, policy and evaluation, administrative and research roles. Students may combine their studies with any area of concentration offered throughout the College.

Graduates of the programs are found in numerous educational positions including academic research and teaching, in educational planning, implementation, and evaluation roles in foundations, non-governmental organizations, governmental institutions, businesses and corporations, and private and public educational institutions.

Comparative and International Education Students in this program select an academic discipline and a geographical area of specialty for master's and doctoral degrees. Within the department, the program offers academic disciplinary concentrations in anthropology and economics, and the following geographical areas of study: Africa, the Caribbean, Eastern Europe, Russia, the Middle East, East Asia and South Asia, and South America.

In conjunction with, but outside the department, degree concentrations are offered in History, Philosophy, Political Science, Religion, and Sociology.

*International Educational Development* Students seeking master's and doctoral degrees in the International Educational Development program select an academic or professional concentration and either a transcultural or geographical area of study. Several academic and professional areas of concentration are offered, including African Education; Bilingual/Bicultural Education; Family and Community Education; Finance and Planning; International Humanitarian Issues; Language, Literacy and Technology; and Peace Education.

In conjunction with, but outside the department, concentrations are offered in:

- Adult Education
- Communication, Computing and Technology

- Conflict Resolution
- Curriculum and Teaching
- Educational Leadership
- Health Education
- Higher Education
- Mathematics Education
- Policy Studies
- Science Education
- TESOL

#### *African Education*

The concentration in African Education reflects the growing demand within schools and other public agencies for persons knowledgeable about the diverse institutions and historical processes that have shaped the African continent and its educational systems. There is also an unprecedented need for educators and policy makers who understand the fundamental changes in African education stemming from decentralization, democratization, and privatization as well as religious and political movements on the continent. The concentration provides students with a foundation in African studies through courses on cultural and social relations in African communities, demographic changes on the continent, and comparative studies of education in specific African countries. Those who select this concentration will be prepared for further academic studies as well as for professional careers in teaching, policy-making, and international development. Students are encouraged to consult with one of the faculty members affiliated with the concentration to select courses from other departments at Teachers College as well as from other programs at Columbia University.

#### *Bilingual/Bicultural Education*

This concentration enables students to develop understandings necessary to educate language minorities throughout the world. It focuses on individual and societal bi/multilingualism as well as the influence of cultural and linguistic diversity in the design of educational systems and classroom instruction. For more information, please see the section titled Bilingual/Bicultural Education.

#### *Family and Community Education*

Teachers College continues its long history of groundbreaking work through the concentration in Family and Community Education. In this concentration a founding premise concerning educational configurations is central.

In all societies individuals learn from many others in their social networks, e.g., parents, siblings, grandparents, peers, clergy, as well as teachers and other professionals. What is more, education takes place through many institutions, e.g. families, day-care centers,

businesses, the media, museums, libraries, community agencies, religious institutions, as well as the schools.

Since the configurations of these educational networks and institutions are subject to change—sometimes drastically—as in the case of new technological enterprises, studies in Family and Community Education examine the changing linkages among educative institutions in the community.

Fundamental changes in education also stem from the extensive transnational migration and immigration taking place in many areas of the world today. Given increasing geographic mobility, together with new forms of communication, an understanding of the connections between local and global cultures, and the resources families and communities bring from one area to another is essential for educators and policy makers. Thus, another focus of study is family migration, immigration, and education.

The concentration offers courses for those in the various majors within the department, as well as those from other departments of Teachers College, Columbia University, Union Theological Seminary, and Jewish Theological Seminary who feel their future work will benefit from new perspectives on families and communities.

Courses examine basic processes of education within families, for example, the social construction of family memories, the mediation of television and other forms of technology by families, as well as the changing configurations of education in community settings, for example, linkages among museums, families and schools. Frameworks for these courses are interdisciplinary, drawing upon concepts from the social sciences and the humanities.

Those who specialize in Family and Community Education will design their programs of study from the courses in Family and Community Education listed below. In consultation with an advisor they may also select courses from other departments in Teachers College, as well as from elsewhere in Columbia University. Opportunities are available for individually designed programs of study and research.

#### *Finance and Planning*

The Finance and Planning concentration is devoted to the preparation of researchers, policy analysts, as well as managers and leaders in the financing and planning of education. The courses are designed to examine issues and topics central to the financing and planning of

education at various levels across countries today and in the new century. These issues and topics include: financing quality basic education for all, equity and efficiency in financing, higher-education finance, privatization and educational choice, international aid and education, decision analysis and planning in education, as well as the international and transcultural contexts of educational financing and planning.

This concentration is intended for students who will pursue a career dealing with financial and planning aspects in a variety of education settings, including schools and universities, government education departments and ministries, international development organizations, as well as non-profit and community organizations. In addition to courses listed below, students can select relevant courses from departments such as Organization and Leadership, Arts and Humanities, as well as from the larger university.

#### *International Humanitarian Issues Concentration*

The International Humanitarian Issues (IHI) concentration is an interdisciplinary specialization within the Program in International Educational Development. It is designed for students interested in conducting research on humanitarian issues or in providing humanitarian assistance in regions experiencing conflict, post-conflict recovery, or natural disasters. Through courses offered at Teachers College, the School of International and Public Affairs (SIPA), the School of Social Work, the Earth Institute, and the Mailman School of Public Health, students will examine the social, political, environmental, and economic dimensions of humanitarian emergencies and the impact of these emergencies on the education sector. Coursework in these different departments and programs will allow students to explore from an interdisciplinary perspective the role of formal and non-formal education in periods of conflict and crisis, and to consider the limitations of education in resolving different kinds of humanitarian emergencies.

Students in the IHI concentration will plan an appropriate course of study with their advisors, but they are required to take at least six credits within the Department of International and Transcultural Studies at the master's level and nine credits at the doctoral level. They are also strongly advised to take courses from at least two of the institutions listed above.

Additionally, at the doctoral level, students are recommended to complete an internship with an organization involved in humanitarian issues, such as the African Services Committee or the International Rescue Committee with whom standing internship programs exist. In addition, master's and doctoral students are

advised to take foreign language and area studies classes to help them obtain familiarity with cultural, historical, and linguistic contexts in which they plan to work.

#### *Language, Literacy and Technology*

This concentration systematically brings together social studies of language from three interrelated vantage points:

- Discourse Studies
- Literacy Studies
- Multimodal Discourse and Literacies

We are concerned with educational problems faced by immigrant families and by speakers of minority languages and varieties; with the development of cross-national computer-mediated-communication skills; with the design of computer-supported learning materials for language and literacy; and with bringing knowledge about human communication to bear on problems of understanding within and across groups such as family, community, workplace, national and international entities.

Students specializing in this field may focus on areas such as the teaching of English in international settings, the education of speakers of minority languages and language varieties, literacy practices around the world, the development of literacy in the first and second language, and language policy and planning in the U. S. and abroad. Those interested in the relationship between language and technology may focus on areas such as language and the Internet, multimodal discourses and literacies, and the design and evaluation of multimedia materials.

In addition to the courses listed under the concentration, students can select relevant courses from Bilingual Bicultural Education and Anthropology within this department, from other departments such as Mathematics, Science and Technology and Arts and Humanities as well as from the larger university.

#### *Peace Education*

In recognition of the unprecedented dimensions and overriding significance of issues of security, war and peace, human rights and social justice, sustainable development and ecological balance in a world of violent conflict, the department has developed its concentration in Peace Education. Students are encouraged to follow a program that will prepare them to pursue the objectives of peace education in whatever area of education they choose to concentrate. In addition to the courses listed under peace education, students can select relevant courses offered within other programs at Columbia University, Jewish

Theological Seminary, and Union Theological Seminary.

The four core courses (ITSF 4603, ITSF 4611, ITSF 4613, and ITSF 4614) are required for the Peace Education concentration for all degree levels. Courses in Conflict Resolution are highly recommended for all those concentrating in peace education. Advanced students may also choose a combined concentration in Peace Education and Conflict Resolution by taking ORLJ 5340 and ORLJ 6040 in addition to the core courses.

#### **Special Application Requirements/Information:**

Applicants to the master's and doctoral degree programs in Comparative and International Education must indicate an academic discipline and a geographical area of specialty on their application for admission on the line where they indicate their choice of program. See "Program Description" for academic discipline and geographical area choices.

Students seeking master's and doctoral degrees in the International Educational Development program select an academic or professional concentration of interest and either a transcultural or geographical area of study. They should indicate their area of interest on their application for admission. See "Program Description" above for academic discipline and geographical area choices.

Doctoral applicants must submit an academic writing sample and should arrange if possible for an interview prior to applying. A social science educational background is preferred for those who wish to be considered for the Ph.D. program in Comparative and International Education.

For information about final application deadlines as advertised by the College, please see the Admissions section of this bulletin.

#### **Degree Requirements:**

The programs are designed to provide students challenging course work related to international and transcultural dimensions of education. Requirements include work in four areas: a core curriculum, a concentration which is either an academic discipline or a professional field of education, transcultural or geographically-related study, and elective credits.

The program arrangements are designed to be as flexible as possible so that previous educational and professional experience and the future career goals of the student may be taken into account in the choice of appropriate course work.

Each student is expected to assume major responsibility for formulating, in cooperation with the program advisor, a plan of study that will best meet the general program requirements in a way most compatible with her/his own professional goals. Keep in mind that degrees are offered only by programs.

#### **MASTER OF ARTS (32 POINTS)**

Core Courses: 6 points, (ITSF 4090 or ITSF 4091 and a second course: ITSF 4090, ITFS 4091, ITSF 4025, or ITSF 4051)

- Concentration Courses: 12 points (in an academic discipline for Comparative and International Education or in a professional field of education for International Educational Development, as listed in the "Program Description" above)
- Transcultural/geographical area studies: 6 points
- Electives: 8 points
- Each M.A. candidate must complete a special integrative project, demonstrating the ability to integrate, synthesize, and apply what has been learned in the program of study.

#### **MASTER OF EDUCATION (60 POINTS)**

Core Courses: 9 points (ITSF 4090 or ITSF 4091 and a second course: ITSF 4090, ITFS 4091, ITSF 4025, or ITSF 4051 and one additional department course)

- Concentration Course: 18 points (in an academic discipline for Comparative and International Education or in a professional concentration for International Educational Development, as listed in the "Program Description" above)
- Transcultural/geographical area studies: 18 points
- Electives: 15 points
- Ed.M. degree candidates must complete a special integrative project designed to illuminate a major aspect of the program of study.

#### **DOCTOR OF EDUCATION (90 POINTS)**

*(International Educational Development only)*

Core Courses: 12 points (ITSF 4090, ITSF 4091 and two additional ITSF courses)

- Courses in a field of professional concentration: 27 points
- Transcultural/geographical area studies: 27 points
- Electives: 24 points
- To be certified, all doctoral students must pass a program examination, a specialization examination, and prepare and present a dissertation which addresses a theme, problem, or issue in the area of concentration within the framework of comparative and international educational development. Ed.D and Ph.D. students must also pass an oral certification exam.

**DOCTOR OF PHILOSOPHY (75 POINTS)***(Comparative and International Education only)*

Core Courses: 9 points (ITSF 4090, ITSF 4091 and one additional ITSF course)

- Courses in an allied discipline: 30 points
- Transcultural/geographical area studies: 18 points
- Electives: 18 points
- To be certified, all doctoral students must pass a Program examination, a specialization examination, and prepare and present a dissertation which addresses a theme, problem, or issue in the area of concentration within the framework of comparative and international educational development. Ed.D. and Ph.D. students must also pass an oral certification exam.

For further program information contact the Programs in International Educational Development/Comparative and International Education, Teachers College, Columbia University, Box 55, New York, New York 10027 or call (212) 678-3184.

**COURSES:**

*(For out-of-department courses, please check the appropriate department for course descriptions.)*

**Core Courses****ITSF 4025. Languages, society and schools (3)**

Professor Garcia. This course studies the role that languages play in different societal contexts. It examines the language policies of different societies and looks at how these policies are enacted or not in different institutional contexts by diverse speakers. In doing so, the course pays attention to diverse language ideologies as well as to the relationship between language and identity. Languages and literacies in schools, especially educational language policy in multilingual contexts, receive special consideration.

**ITSF 4051. Education and economic development (3)**

Professor Rivera-Batiz. This course examines the links between education and various aspects of economic development. Topics include the impact of human capital accumulation on economic growth, the educational attainment of men and women in developing countries, the effects of schooling on labor force participation, wages and fertilities, and the issues of school finance and educational policy in the Third World.

**ITSF 4090. Issues and institutions in international educational development (3)**

Professors Tsang and Vavrus. This course explores current issues and debates regarding the nature of development and international education.

**ITSF 4091. Comparative education (3)**

Professors Bartlett and Steiner-Khamsi.

Introduction to theories in comparative education, cross-national comparative analysis, educational indicator research, educational transfer and borrowing, and relation between culture and education.

**General Courses****ITSF 4014. Urban situations and education (3-4)**

Professor Bond. See course description under Anthropology programs course listing.

**ITSF 4054. Education and strategic planning (3)**

Faculty. Educational planning within the context of national economic planning; the methods, assumptions, validity, and usefulness of the major approaches; examples mainly from the less developed countries.

**ITSF 4092. Qualitative research and evaluation in international education (3)**

Professor Steiner-Khamsi. The study of qualitative methodologies appropriate to various kinds of educational programs, issues, and problems in diverse research settings. Section 2 Enrollment limited. Evaluation of ongoing international or multicultural education projects in New York City or abroad. (Also offered as an online course)

**ITSF 4093. Preparation of instructional materials for developing countries (3)**

Faculty. Problems, issues, and approaches in the preparation of written and other instructional materials for developing countries.

**ITSF 4094. Educational planning in international educational development (1-3)**

Point allocation to be determined by topic each time course is offered. Topic courses explore issues related to the socioeconomic and cultural context of educational planning and policy studies. They consider the relation to specific issues to various approaches to planning and their attendant outcomes. Topics vary and may include any of the following: Human rights, Civic literacy, Gender, Race and Ethnicity, Emergency Education, and Educational Exchange.

**ITSF 4096. Strategic planning and organizational change in international and national educational settings (3)**

Faculty. This course will focus on organizational and programmatic change and role of strategic planning in the change process. Students will apply a series of planning and implementation techniques such as "the future search planning conference," action/implementation planning, and basic tracking systems in analyzing existing, and developing new case studies.

**ITSF 4097. International and comparative studies in educational finance (3)**

Professor Tsang. Educational finance in international settings. Financing role of international development agencies. International and comparative studies in educational finance.

**ITSF 4098. Educational development and policies in China (3)**

Professor Tsang. Historical and national development contexts of educational development in China. Key policy issues in education by level and across levels.

**ITSF 4190. Communicative practices: Intercultural perspectives (2-3)**

Professor Kleifgen. A topical course exploring language as situated social practice and focusing on communication within and across national boundaries. Domains examined include schooling, work, community, and the public arena. Both spoken and written modes are considered.

**ITSF 5000. Methods of inquiry: Ethnography and participant observation (3)**

Professor Harrington. See course description under departmental course listing.

**ITSF 5001. Ethnography and participant observation: Fieldwork, analysis, reporting (3)**

Professor Varenne. Permission required. ITSF 5000 or equivalent required. See course description under departmental course listing.

**ITSF 5002. Ethnography and participant observation: Comparative and quantitative analysis(3)**

Professor Harrington. Permission required. ITSF 5000 or equivalent required. See course description under departmental course listing.

**ITSF 5003. Communication and culture (3)**

Professor Varenne. Introduction to major theories of human communication and culture as they relate and build on each other.

**ITSF 5007. Race, class and schooling: Ethnographic approaches (3)**

Professor Bartlett. This course examines the role of schooling in the formation of race and class structures across the Americas, including Latin America, the Caribbean, and the United States.

**ITSF 5090. Education and demographic change (3)**

Professor Vavrus. This course examines the relationship between education and demographic change in international educational development. It focuses on historical and cultural changes in the areas of fertility, migration, mortality, and sustainable development.

**ITSF 5580. Postcolonial studies of education (2-3)**

Professor Steiner-Khamsi. Prerequisites or corequisites: ITSF 4090 and ITSF 4091. This course explores the impact of missionary, colonial education, and neo-colonial education on school reform both in dependent countries and in former colonial countries.

**ITSF 5590. Education and the development of nations (3)**

Faculty. Permission required. This course pursues educational issues within transcultural contexts, including topics such as colonialism, nationalism, and multi-national and donor influences in education.

**ITSF 5691. Colloquium on international education and the United Nations—Goals and Content: Major world developments and their implications for education (3)**

Professor Steiner-Khamsi. Permission required. Enrollment limited. Through class interchange and use of United Nations human and material resources, participants develop innovative teaching materials suitable for their own educational systems.

**ITSF 5692. Colloquium on international education and the United Nations—Theory and teaching techniques: New trends in international education (3)**

Faculty Permission required. Enrollment limited. Through class interchange and use of United Nations human and material resources, participants develop innovative teaching materials suitable for their own educational systems.

**ITSF 6590. Doctoral seminar in international and transcultural studies (1-3)**

Faculty. Permission required. Presentation of research in progress and examination of professional roles.

**ITSL 4195. Academic literacies (2-3)**

Dr. Frenz-Belkin. See course description under Language, Literacy, and Technology course listing.

**Family and Community Education**

**ITSF 4034. Dynamics of family interaction (3)**

Professor Varenne. An introduction to communication patterns inside families, with a special emphasis on both their complexity at the interpersonal level and their simplicity within the social structure of a community. Class time is dominated by cross-cultural data on family structure and videotape analyses of communication patterns within American families.

**ITSF 5005. Interdisciplinary study of the family (3)**

Professor Varenne. Critical examination of the interaction of internal and external forces and their effects upon individuals and families, drawing upon perspectives of various social science disciplines.

**ITSF 5023. The family as educator (3)**

Professor Leichter. Permission required. Analysis of the family as educator and its interrelations with schools and other educational institutions. Emphasis on inquiry deriving from educational practice and behavioral science theory.

**ITSF 5026. The family and television (3)**

Professor Leichter. Permission required. An analysis of the impact of television on the family's educative functions, with special attention to the process by which the family mediates television.

**ITSF 5120-ITSF 5123. Education in community settings**

Professor Leichter. Permission required. A review and an analysis of educational issues and opportunities in various community settings. Special fee: \$5.

- **ITSF 5120. Museums (3)**

- **ITSF 5121. Community centers (2-3)**

**ITSF 6520. Seminar in families and communities as educators (1-3)**

Professor Leichter. Permission required. A research seminar in the family and the community as educational systems.

**Finance and Planning**

**ITSF 4055. Resource allocation in education (3)**

Professor Levin. See course description under Economics course listing.

**ITSF 4097. International comparative studies in educational finance (3)**

Professor Tsang. See course description under Economics course listing.

**ITSF 4155. Evaluating educational privatization and school choice (3)**

Professor Levin. See course description under Economics course listing.

See also:

- **ORLA 4046. School finance: Policy and practice** (Professor Richards)

- **ORLA 5016. Law and educational institutions** (Faculty)

- **ORLA 5025. Ecology of educational management** (Professor Richards)

- **ORLH 4031. Financial administration of higher education institutions** (Professor Baldwin)

- **ORLH 4500. Special topics in higher and adult education: Financing of higher education** (Professor Levin)

**International Humanitarian Issues**

In addition to those below, selected courses within the department also exist.

**ITSF 4018. Anthropology and development in Africa. (3)**

Professor Bond. See course description under Anthropology course listing.

**ITSF 4094. Educational planning in international educational development (1-3)**

See course description under General course listing.

For a list of courses inside and outside the department call the office for the Programs in Comparative and International Educational Development at (212) 678-3184.

**Language, Literacy and Technology**

**ITSF 4013. Literacy and development (2-3)**

Professor Bartlett. This course examines common assumptions about the relationship between literacy and personal cognitive and/or national, social, political or economic development.

**ITSF 4015. Introduction to computers, language and literacy (2-3)**

Professor Kleifgen. Sociocultural implications of computer use in education; viability of software use in the light of language learning theories; evaluation of electronic materials for use by bilingual, ESL, and native- and foreign-language learners. Material fee: \$20.

**ITSF 4025. Languages, Society and Schools (3)**

Professor Garcia. This course studies the role that languages play in different societal contexts. It examines the language policies of different societies and looks at how these policies are enacted or not in different institutional contexts by diverse speakers. In doing so, the course pays attention to diverse language ideologies as well as to the relationship between language and identity. Languages and literacies in schools, especially educational language policy in multilingual contexts, receive special consideration.

**ITSF 4190. Communicative practices:****Intercultural perspectives (2-3)**

Professor Kleifgen. A topical course exploring language as situated social practice and focusing on communication within and across national boundaries. Domains examined include schooling, work, community, and the public arena. Both spoken and written modes are considered.

**ITSF 5003. Communication and culture (3)**

Professor Varenne. See course description under General course listing.

**ITSF 5519. Research in language and literacy I (2-3)**

Faculty. Research in such areas as spatial, temporal, textual, and social deixis in language, with particular attention to culturally variant norms and their implications for educational practice. Materials fee: \$20.

**ITSF 5520. Research in language and literacy II (2-3)**

Faculty. Research in the varieties of language used in literate expression, with particular attention to culturally variant norms and their implications for educational practice. Materials fee: \$20.

**ITSF 6125. Research issues in communicative practices (3)**

Professor Kleifgen. Permission required. A critical review of selected research directions and paradigms for the analysis of spoken and written communication.

**ITSL 4195. Academic literacies (2-3)**

Dr. Frenz-Belkin. This course is designed to help students develop the professional knowledge and skills necessary for effective communication through such genres as research projects, conference presentations, contributions to journals, grant proposals, and evaluation reports.

**MSTU 4049. Technologies and literacies (2-3)**

Professor Kleifgen. See the Department of Mathematics, Science and Technology for course description.

**Peace Education****ITSF 4603. Human and social dimensions of peace (3)**

Focuses on issues and problems of human rights, global ethics, gender issues, and various aspects of structural and cultural violence. Offered in distinct versions in fall and spring; one emphasizing ethical issues and the other gender perspectives. Another course in human rights may be substituted for the concentration in peace education.

**ITSF 4611. Education for global security (3)**

Explores issues of peace and violence from various perspectives, among them global security culture and militarism, emphasizing alternative security systems such as disarmament, international and gender justice, ecological and human security.

**ITSF 4613. Fundamental concepts in peace education (3)**

This course provides a grounding in the evolution theory and pedagogy of peace education. It draws from the international literature of the field as it has been developed over the past three decades, and reviews teaching practices relevant to various cultures and learning settings.

**ITSF 4614. The United Nations as peace educator (3)**

Faculty. This course reviews and assesses the work of the world organization and how it facilitates the learning necessary to an integrated global society. The area of emphasis and problem of focus vary from semester to semester.

**ITSF 4800. International Institute on Peace Education (1)**

This intensive summer program focuses on a specific peace education issue or theme. Presented over one or two weeks by an international staff with international participants, IIPE is offered jointly with cooperating universities in other countries and takes place annually on the campus of the cooperating university.

(For course descriptions below, see the *Department of Organization and Leadership*.)

**ORLJ 5340. Basic practicum in conflict resolution and mediation skills (3)****ORLJ 6040. Fundamentals of cooperation, conflict resolution, and mediation in different institutional contexts (3)****ORLJ 6350. Advanced practicum in conflict resolution and mediation (3)****ANTHROPOLOGY**

The Anthropology area of study includes the following programs: Anthropology and Education; Applied Anthropology.

**ANTHROPOLOGY AND EDUCATION**

Program Coordinator:

*Professor Lambros Comitas*

Program Office: (212) 687-4040

Email: comitas@tc.edu

Web site: www.tc.edu/its/Anthro

**Anthropology and Education**

(Code: TFA)

**Degrees Offered:**

Master of Arts (M.A.)

Master of Education (Ed.M.)

Doctor of Education (Ed.D.)

Doctor of Philosophy (Ph.D.)

**APPLIED ANTHROPOLOGY**

Program Coordinator:

*Professor Lambros Comitas*

Program Office: (212) 687-4040

Email: comitas@tc.edu

Web site: www.tc.edu/its/Anthro

**Applied Anthropology**

(Code: TFO)

**Degree Offered:**

Doctor of Philosophy (Ph.D.)

**Program Descriptions:**

Teachers College has been a pioneer in both Anthropology and Education and Applied Anthropology. These two programs function as one entity and provide a unique research training experience for a very select group of students. This highly personal academic environment within the larger university complex maximizes the interaction between students and faculty while offering a variety of scholarly and professional resources.

Both programs prepare students to enter current research and policy conversations about education and the application of anthropology to other fields. The programs are built on the premise that one can apply anthropology only to the extent that one has been rigorously trained in the theory and methodology of the discipline.

Theoretical emphasis is given to social and political processes, cultural theory, and psychological anthropology—all from a strong cross-cultural and comparative perspective. Methodological emphasis is placed on intensive and systematic ethnography. The faculty has a distinguished record of publications and research projects, most of which has been conducted in the United States, Africa, the Caribbean, South America, and Europe.

#### *Anthropology and Education*

The program in Anthropology and Education offers a disciplinary approach which carefully explores and contributes to the analysis and understanding of educational processes in schools and classrooms, in families, on street corners, in community centers, in churches and in all settings where education may proceed. The department houses the largest group of anthropologists of education to be found in any university in the world.

#### *Applied Anthropology (a joint program)*

In 1968, Teachers College and the Graduate School of Arts and Sciences of Columbia University initiated and implemented a joint program of Applied Anthropology. This joint venture trains graduate students registered at either graduate school. By this agreement, all applied anthropological training at Columbia University is administered through Teachers College. The joint program offers a course of study and thorough training in applied anthropology that is certified by both institutions, and capitalizes on the strength of the university's faculty.

This program focuses on the complex issues involved in applying anthropological knowledge and approaches to matters of policy concern in medicine, psychiatry, psychoanalysis, economic and community development, education, businesses and corporations, institutional programs, and ecological and environmental change.

#### *Resources*

Both the Anthropology and Education and the Applied Anthropology programs are conducted in collaboration with the Department of Anthropology at Columbia University, Columbia's Graduate School of Arts and Sciences, the School of International and Public Affairs, and other professional schools and institutions of the University (School of Public Health, Lamont-Doherty Laboratory, for example).

In addition, our location in New York City allows students easy access to a myriad of prestigious academic and research institutions and provides a natural laboratory for student

research on ethnicity, migration, and urban life. Students may take courses through the Inter-University Doctoral Consortium (for participating institutions, see the section in this bulletin).

Most graduates find academic posts and administrative positions in colleges, universities, and professional schools. Others locate in federal and international agencies, research institutes, private foundations, medical institutions, consulting firms, and social welfare and community service organizations in the United States and abroad.

#### **Special Application Requirements:**

Applications are reviewed for these programs on an ongoing basis. Preference in scholarship awards will be for those applicants who meet the priority deadline.

The GRE General Test is required, except of international students for whom the TOEFL is required. If the applicant will be in or near New York City, an interview with one of the program faculty is recommended.

#### **Degree Requirements:**

##### **ANTHROPOLOGY AND EDUCATION MASTER OF ARTS**

The Master of Arts program in Anthropology and Education is designed for students who are planning to enter one of the doctoral programs, as well as those seeking a terminal master's degree. Administrators, counselors, evaluators, and research associates can improve their work through learning how anthropological methods are applied to educational problems, policy, and practice.

The program requires at least four courses (12 points) in anthropology offered through the Department. The program should include at least one colloquium or seminar level course; three courses (6-9 points) in the fields foundational to anthropology (economics, history, linguistics, philosophy, psychology, sociology); and four other courses (9-12 points) that directly contribute to the emerging professional interest of the candidate. The M.A. program requires an integrative project as well as an internship in addition to the 32-point program.

##### **MASTER OF EDUCATION**

The Master of Education's degree program is flexible, allowing students to address various professional concerns, satisfy diverse academic needs, and enhance professional skills. In the Ed.M. program, teacher certification may also be achieved in conjunction with other teacher education programs in the department and in

the college. Teacher certification, however, is not directly offered by the program in Anthropology and Education.

Minimally, candidates for the Ed.M. degree in Anthropology and Education take 21 points in courses related to the main fields of the discipline, including at least 15 points in socio-cultural anthropology. A minimum of three courses (6-9 points) must be taken in fields foundational to anthropology (economics, history, linguistics, philosophy, psychology, sociology). An additional 30-36 points must also be taken to complete the course of study.

These courses should be chosen so as to enhance the professional preparation of the student in his or her expected field of practice. Up to 30 of the required 60 points may be transferred from previous course work to the extent that they fulfill some of the requirements listed above. Students are also required to conduct an integrative project in addition to the 60 points of course work.

#### *Doctoral Degrees*

The Doctor of Education and Doctor of Philosophy degree tracks are for students who plan to engage in scholarly writing and research, applied research and evaluation, or teaching and administrative responsibilities at colleges, universities, professional schools of education and medicine, research institutes, or state, federal, and international agencies and bureaus. The following are required of students in both the Ed.D. and Ph.D. tracks:

#### *Certification Requirements*

Certification is the means of indicating that the student is regarded as having attained the expected competencies of the program. An overall Grade Average of B+ is expected. In addition, students must complete a set of written examinations on topics relevant to Anthropology and Education and to Applied Anthropology.

#### *Dissertation Requirements*

After passing the written certification examination, the candidate prepares a dissertation proposal to be defended in oral examination. One or two years of anthropological field research is required for the collection of original field data based on the dissertation research proposal. After the proposal is approved, the candidate is required to register for continuous dissertation advisement until the dissertation has received final approval.

#### **DOCTOR OF EDUCATION**

A minimum of 90 points of acceptable graduate credit is required for the Doctor of Education (Ed.D.), a minimum of 45 must be

completed through Teachers College registration. Forty-two points of major courses are required. These courses prepare students with the requisite knowledge of epistemological, theoretical, methodological, ethnographic, and substantive areas of anthropology. They aim to develop competency in the discipline, while addressing the specific intellectual interests of the student. Fifteen points in research methods and statistical courses are also required.

An objective understanding of education and educational institutions, of persons and the learning process, and the various forms of measurement and evaluation in cognate areas prepares program graduates with the knowledge and skills necessary for researching and working in a variety of formal and non-formal educational settings through 18 points of broad and basic areas.

This leaves 15 points of electives to increase competence in comparative, regional or international studies, or to enhance technical skills used in conjunction with but outside the major course of study. At least three of these courses (8–9 points) must be taken in fields foundational to anthropology (economics, history, linguistics, philosophy, psychology, sociology).

#### DOCTOR OF PHILOSOPHY

Each student develops, in collaboration with an advisor, a program of study in anthropology designed to establish a high level of competency. A minimum of 75 points of acceptable graduate credit is required for the Doctor of Philosophy (Ph.D.). Of these 75 points, a maximum of 45 points can be completed through another Faculty of Columbia University, or a maximum of 30 points may be transferred or earned in courses from other recognized graduate schools. A total of 40–45 points of major courses is required.

These courses prepare students with the requisite knowledge of epistemological, theoretical, methodological, ethnographic, and substantive areas of anthropology. They aim to develop competency in the discipline, while addressing the specific intellectual interests of the student.

At least 15 points of the anthropology requirements must be taken within the program. A minimum of 25 points of the 40 points required in anthropology must be taken at Teachers College, or in other Faculties of Columbia University. Within the major course requirements, 15 points in required courses must be taken: the four semester sequence of

colloquiums and summer field research (a minimum of 12 points) and an independent study (3 points) used in preparation for the certification examination and dissertation proposal. Fifteen points in research methods and statistical courses are also required. The remaining 15 points of electives are used to increase competence in comparative, regional or international studies, or to enhance technical skills used in conjunction with but outside the major course of study. At least three of these courses (8–9 points) must be taken in fields foundational to anthropology (economics, history, linguistics, philosophy, psychology, sociology.) Of the 75 graduate points required for the degree, a minimum of 45 must be taken for an evaluative letter grade.

#### Foreign Language Requirement

Each candidate must satisfy the foreign language requirement by demonstrating proficiency in two scholarly languages, or one scholarly language and one field language, or one scholarly language and a two-semester sequence of prescribed statistics courses.

#### APPLIED ANTHROPOLOGY DOCTOR OF PHILOSOPHY

Each student, in collaboration with an advisor, develops a program of study in anthropology designed to establish a high level of competency. A minimum of 75 points of acceptable graduate credit is required for the Doctor of Philosophy.

Of these 75 points, a maximum of 45 points can be completed through another Faculty of Columbia University, or a maximum of 30 points may be transferred or earned in courses from other recognized graduate schools. Forty to forty-five points of major courses are required.

These courses prepare students with the requisite knowledge of epistemological, theoretical, methodological, ethnographic, and substantive areas of anthropology. They aim to develop competency in the discipline, while addressing the specific intellectual interests of the student.

At least 15 points of the anthropology requirements must be taken within the program. A minimum of 25 points of the 40 points required in anthropology must be taken at Teachers College, or in other Faculties of Columbia University. Up to 15 points in anthropology courses may be taken at other graduate institutions which are members of the Inter-University Doctoral Consortium, to satisfy major course requirements.

Within the major course requirements, 30 points in required courses must be taken: the four semester sequence of colloquiums and summer field research (a minimum of 12 points); an additional theory course outside of the first semester colloquium (3 points); two ethnography courses, one within and one outside of one's interest (6 points); two sub-discipline courses (6 points), one in linguistics and one from either archaeology or physical anthropology; and an independent study (3 points) used in preparation for the certification examination and dissertation proposal.

Fifteen (15) points in research methods and statistical courses are also required. The remaining 15 points of electives are used to increase competence in comparative, regional or international studies, or to enhance technical skills used in conjunction with but outside the major course of study. At least three of these courses (9 points) must be taken in fields foundational to anthropology (economics, history, linguistics, philosophy, psychology, sociology.) Of the 75 graduate points required for the degree, a minimum of 45 must be taken for an evaluative letter grade.

#### Foreign Language Requirement

Each candidate must satisfy the foreign language requirement by demonstrating proficiency in two scholarly languages, or one scholarly language and one field language, or one scholarly language and a two-semester sequence of prescribed statistics courses.

#### COURSES:

##### Introductory Courses

##### ITSF 4010. Cultural and social bases of education (3-4)

Professor Comitas. Analyses of basic anthropological concepts, with particular reference to the sociocultural context of education and the role of educational institutions in community, national, and regional development. Four-point enrollment requires attendance at film showings before or after class and at discussion sessions held at hours to be arranged.

##### ITSF 4011. Social context of education (3-4)

Professor Bond. The exploration of anthropological and social science concepts for the analysis of educational, cultural, and social institutions, organizations and processes of different peoples of the world. Four-point enrollment requires attendance at film showings before or after class and additional discussion sessions held at hours to be arranged.

**ITSF 4012. Cross-cultural studies of learning (3-4)**

Professor Harrington. Analyses of basic anthropological concepts, with particular reference to the influence of cultures and subcultures on the learning process, to education in multicultural classrooms and to the relevance of psychological anthropology to educational issues. Four-point enrollment requires attendance at film showings before or after class and additional discussion sessions held at hours to be arranged.

**ITSF 4014. Urban situations and education (3-4)**

Professor Bond. An introduction to the anthropological study of the sociocultural patterns of populations residing in urban settings, with emphasis on domestic, ethnic, class, and educational relationships.

**ITSF 4016. Culture and society in Africa (3)**

Professor Bond. A general survey of sub-Saharan Africa, using contributions from theoretical approaches to anthropological research in the area. Emphasis on socioeconomic, ideological and religious, educational, and political analysis of African communities.

**ITSF 4017. Anthropological perspectives on homelessness and social control (3)**

Faculty. Theoretical and ethnographic analyses of contemporary forms of social exclusion in urban settings. Emphasis on the interaction between institutional arrangements and the experience of homelessness.

**ITSF 4018. Anthropology and development in Africa (3)**

Professor Bond. This seminar considers issues and problems of development in sub-Saharan Africa. It examines specific development projects from different theoretical and empirical perspectives.

**Intermediate Courses**

**ITSF 5011. Process and change in Africa (3)**

Professor Bond. Anthropological studies of social systems, cultural change, and development. Special emphasis on the role of politics, religion, economics, and education in change processes.

**ITSF 5012. Culture and society in the Caribbean (3)**

Professor Comitas. Detailed survey, utilizing contributions from theoretical approaches to anthropological research in the area. Emphasis on socioeconomic, community studies, and sociopolitical analyses.

**ITSF 5013. Psychological anthropology (3)**

Professor Harrington. The concepts, theories, and methods of psychological anthropology. Cross-cultural studies of learning processes. Emphasis on recent work in the field, problems of cross-cultural methodology, and the study of socialization.

**ITSF 5015. Political anthropology:**

**Labor, race and belief (3)**

Professor Bond. This course considers the theories and concepts used by anthropologists and other social scientists in the analysis of political behavior and institutions. It emphasizes the comparative study of political systems, movements, and processes within the context of rural and urban situations.

**ITSF 5016. Ethnography of the classroom (3)**

Professor Varenne. Introduction to the ethnographic investigation of classrooms and to the educational policy issues it addresses.

**ITSF 5018. Drugs and society (3)**

Professor Comitas. Utilizing theoretical and methodological perspectives from social and cultural anthropology, this course is designed to explore the contextual dimensions of illicit drug use as well as other drug-related issues. A comparative, cross-cultural approach will be utilized and case material drawn from traditional as well as modern settings.

**ITSF 5020. Practicum in anthropological field techniques (3)**

Professor Comitas. For anthropologists and non-anthropologists contemplating independent, qualitative research, course provides hands-on experience in techniques for generating, recording, and managing anthropological data in the field.

**Colloquia**

**ITSF 5610. First-year colloquium in applied anthropology (3)**

Professors Bond and Varenne. Permission required. This is a year-long critical review of important works in anthropology and education and applied anthropology. During the spring semester students present proposals for their summer fieldwork before the members of both programs. Required of, and open only to, first-year doctoral students. Meets concurrently with ITSF 5611 during the spring semester.

**ITSF 5611. Second-year colloquium in anthropological method (3)**

Professors Comitas and Harrington. Permission required. This is a year-long review of the methods of field research and data analysis in anthropology, with special reference to educational systems and processes. Network analysis, systematic observation, quantification procedures, participant observation, ethnographic interview, use of film and videotape, cross-cultural survey techniques, and testing and experimental design. During the spring semester, students report on their completed summer fieldwork before the members of both programs. Required of, and open only to, second-year doctoral students. Meets concurrently with ITSF 5610 during the spring semester.

**Research Seminars**

**ITSF 6511. Seminar in psychological anthropology (3)**

Professor Harrington. Permission required. Prerequisite: ITSF 5013. A research seminar focusing on current issues in psychological anthropology.

**ITSF 6512. Social theory and structure (3)**

Professor Bond. Investigation of issues and problems in social theory through the analysis of relevant literature in the social sciences.

**ITSF 6513. Topics in anthropology and education: Exploration of a selected topic in anthropology (1-3)**

Faculty. Permission required. Topics vary each semester and may include any of the following: Cultural analysis, Social structure, Religion and politics in contemporary Africa, Resilience in at-risk populations, Anthropology and the law, and World ethnography.

**ITSF 6911. Work group in psychological anthropology (0-1)**

Professor Harrington. This work group meets every other week to discuss current issues in psychological anthropology. It also discusses and reviews current research and proposals for research of work group members, including faculty, alumni, and doctoral students concentrating in psychological anthropology.

**Individualized Studies**

Advanced students may register for intensive individual study of some aspect of their concentration. Registration is only by permission of the instructor under whose guidance the work will be undertaken. Times for individual conferences will be arranged. Enrollment may be for 1 or more points each term, and registration is not limited to one or two terms.

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## BILINGUAL/BICULTURAL EDUCATION

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Program Coordinator:  
*Professor Maria Torres-Guzman*

Program Office: (212) 687-4091  
Email: torres-guzman@tc.edu  
Web site: www.tc.edu/its/Bilingual

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**Bilingual/Bicultural Education**  
(Code: TLB)

### **Degree Offered:**

Master of Arts (M.A.)

Advanced Certificate in Bilingual Education

### **Program Description:**

In a world characterized by a greater flow of people, information, goods and services, bi/multilingualism and the ability to communicate cross-culturally is an important resource. The program in Bilingual/Bicultural Education prepares educators, policy makers and researchers to understand issues surrounding the education of linguistically and culturally diverse students. The program also develops the understandings and strategies necessary to educate for bi/multilingualism, multiculturalism and cross-cultural understandings, and the use of multiple literacies. It does so while being mindful of the differences in educating language minority students, language majority students, and linguistically heterogeneous groups.

New York City, the most multilingual city of the world, and specifically the schools of New York City, give the program in Bilingual/Bicultural Education at Teachers College the ability to study in depth issues of bi/multilingualism and multiculturalism, especially as they are manifested in schools and classrooms. The program pays attention to the bilingual education of English Language Learners in the United States. It focuses on the kind of bilingual education known in the United States as dual language programs, programs where language minority and language majority children become bilingual and biliterate in each other's languages.

Students interested in policy and research, as well as international students might be interested in the Master of Arts (M.A.) in Bilingual/Bicultural Education. Students interested in teacher certification follow any of our Master of Arts in Bilingual/Bicultural Education that lead to teacher certification or an Advanced Certificate in Bilingual/Bicultural Education. Other programs and departments offer joint programs with a Bilingual/Bicultural Education emphasis

and specialization which may lead to the bilingual extension certification. All students must be bilingual.

- The M.A. in Bilingual/Bicultural Education not leading to New York State teacher certification is 33 points.
- The M.A. in Bilingual/Bicultural Childhood Education is for students pursuing Initial New York State Teacher Certification in Childhood Education (grades 1-6), Bilingual Education, and an optional Middle Childhood certification (grades 7-9). It has two streams. Stream A is for students without prior experience in education. Students take 40 points and must be bilingual in English and either Spanish or Chinese. Stream B is for students who have student taught or are presently teaching. Students take 33 points and must be bilingual.
- The M.A. in Bilingual/Bicultural Childhood Education (Transitional B) is only for students in the Peace Corps Fellows Program. Students complete an intensive 200 hour summer session, after which they follow a 33 point program.
- The M.A. in Bilingual/Bicultural Education leads to Professional New York State Certification in the teaching area of the students' initial certificate and the bilingual certification. Students take 33 points.
- Advanced Certificate: Students who are pursuing teaching certification in another area or who already hold teaching certification or are simultaneously pursuing teacher certification in an area other than Childhood, are eligible for an Advanced Certificate in Bilingual/Bicultural Education which leads to the New York State Bilingual Extension Certification and consists of 15 points.

The program in Bilingual/Bicultural Education grants scholarships to students in the M.A. programs. Competitive scholarships are based on academic performance, field experience, and commitment to bilingual education.

### **Special Application Requirements/Information:**

In addition to the Teachers College admissions application, applicants to the M.A. and Advanced Certificate program in Bilingual/Bicultural Education and those applicants who wish to add a bilingual specialization or emphasis to a cooperating Teachers College program must submit:

- Program application (available from Admissions, the Program Office or the Web)
- Proof of Language proficiency (please see program application)†

†Proficiency in a Language Other than English is required for the Program in

Bilingual/Bicultural Education. Students pursuing the NYS teacher certification programs must be proficient in English and a language other than English. To qualify for the teacher education program leading to NYS initial teacher certification, students must be proficient in Spanish or Chinese. Students must verify their proficiency in a language other than English by showing education or residence abroad, undergraduate coursework in a language other than English, language proficiency exam scores such as the GRE, SAT, or Peace Corps Assessment. It is also possible to take the language proficiency examination given by the Foreign Language Proficiency Testing Service: (212) 998-7030.

For further program information, contact the Program in Bilingual/Bicultural Education at Teachers College, Box 122, 525 West 120 Street, New York, NY 10027. Telephone: (212) 678-3758  
E-mail: bilingual-bicultural@tc.edu

### **Degree Requirements:**

#### **MASTER OF ARTS**

There are different Master of Arts programs that prepare students in Bilingual/Bicultural Studies and Education. For the specific degree that meets your needs, please review the list above carefully.

#### **MASTER OF ARTS**

The different Master of Arts programs in Bilingual/Bicultural Education meet all requirements for initial or professional certification and the bilingual extension certification. All M.A. degree candidates are required to complete an integrative project. Please see the degree guide to determine to which program to apply. Also consult with an academic advisor.

The basic curriculum includes:

#### **Foundations**

- ITSL 4021 Foundations of bilingual/bicultural education (3 points)
- ITSL 4024 Linguistic foundations of bilingual/bicultural education (3 points)
- ITSL 4025 Cross-Cultural communication and classroom ecology (3 points)

## Required courses

- A&HL 4076 TESOL methodologies for K-6 (3 points)
- ITSL 4020 Bilingualism and disability (1 point)
- ITSL 4028 Teaching literacy in bilingual settings (3 points)
- ITSL 4121 Bilingual/Bicultural curriculum design in elementary & middle schools (4 points)
- ITSL 4133 Curriculum and methods for bilingual education: Science (1-2 points)
- ITSL 4134 Curriculum and methods for bilingual education: Math (1-2 points)

In addition, depending on the program route pursued, the following may be required (Consult Program Bulletin):

- C&T 4052 Designing curriculum and instruction (2-3 points)
- C&T 4123\* Curriculum and instruction in elementary education (2 points)  
or
- C&T 4132\* Learning and teaching in the primary reading/writing classroom (3 points)  
or
- C& T 4136 Methods and materials for reading instruction (2-3 points)
- C&T 4143\* Social studies in elementary and intermediate school (2 points)
- C&T 4729\* Professional lab experiences in elementary education (4 points)
- HBSS 4116 Health for teachers (1 point)
- ITSL 4323 Student teaching in bilingual/bicultural settings (4 points)  
or
- ITSL 4720 Practicum in Childhood Bilingual/Bicultural Education (3 points)

\*Taken by students in Stream A. When two courses are listed, the first course is taken by students in Stream A.

## Bilingual/Bicultural Education Emphasis

Students may be admitted to a cooperating degree program with an emphasis in Bilingual/Bicultural Education. The substance and scope of courses within the emphasis (please see cooperating programs below) are contingent on the degree sought, on the major field the student has chosen, and on whether the student wishes to meet bilingual teacher certification requirements and, thus, is highly individualized.

Students in any of the programs in the Department of International and Transcultural Studies or in programs outside the Department may pursue a concentration/specialization or emphasis in Bilingual/Bicultural Education. M.A. students do 12 points, Ed.M. students 18 points, and Ed.D./Ph.D. students need 24 points. All students must be bilingual.

Students wishing to use their concentration/specialization or emphasis to fulfill requirements for the bilingual extension certification must take 15 specific credits as outlined in the appropriate section.

Students may apply for a bilingual emphasis in any of the programs and/or degree levels listed below. Emphasis code "B" must be specified with the program code on the application. Many of the cooperating programs also lead to New York State certification. Please refer to the application deadline dates as advertised by the College. Please see the Admissions section of this bulletin for more information.

Participating Degree Programs with an Emphasis in Bilingual Education:

- TALB Education Leadership (M.A., Ed.M., Ed.D.)
- TCAB Mathematics Education (M.A., M.S., Ed.M., Ed.D.)
- TCEB Elementary School Science Education (M.A., M.S., Ed.M., Ed.D.)
- TCHB Secondary School Science Education (M.A., M.S., Ed.M., Ed.D.)
- TCTB Education of Teachers of Science (Ed.M., Ed.D.)
- TCXB Supervision in Science Education (M.A., M.S., Ed.M., Ed.D.)
- TDKB Adult Learning and Leadership (M.A., Ed.D.)
- TEBB Blindness and Visual Impairment (M.A., Ed.D.)
- TEDB Deaf and Hard of Hearing (M.A., Ed.D.)
- TEGB Guidance and Rehabilitation (M.A.)
- TFAB Anthropology and Education (M.A., Ed.M., Ed.D.)

- TFGB Politics and Education (M.A., Ed.M., Ed.D.)
- TFHB History and Education (M.A., Ed.M., Ed.D.)
- TFSB Sociology and Education (M.A., Ed.M.)
- TFZB International Educational Development (M.A., Ed.M., Ed.D.)
- TGMB Music and Music Education (M.A., Ed.M., Ed.D., Ed.D.C.T.)
- TJEB Psychological Counseling (Ed.M.)
- TKEB Human Cognitive Studies in Education (M.A., Ed.D.)
- TLAB Applied Linguistics (M.A., Ed.M., Ed.D.)
- TLEB Teaching of English (M.A., Ed.M., Ed.D., Ed.D.C.T.)
- TLZB Teaching of English to Speakers of Other Languages (M.A., Ed.M., Ed.D., Ed.D.C.T.)
- TMMB Measurement and Evaluation (Ed.M.)
- TYDB Early Childhood Education (M.A., Ed.M., Ed.D.)
- TYPB Elementary/Childhood Education-Pre-service (M.A.)
- TYZB Curriculum and Teaching (M.A., Ed.M., Ed.D.)

## COURSES:

**ITSL 4020. Bilingualism and disabilities (1)**  
Faculty. This course examines the interaction between disability and bilingualism through the life span and across home, school, work, and other life contexts. It draws on theories and practices from linguistics, bilingual education, and the literatures of disability rights and the teaching of students with disabilities.

**ITSL 4021. Foundations of bilingual/bicultural education (3)**  
Professor Garcia. Review of the linguistic, socio-cultural, philosophical, political, and historical foundations that have shaped bilingual education policies, program models, and teaching and assessment practices, with special emphasis on the United States. Study of the bilingual learner and of bilingualism in childhood and adolescence, and in different societal contexts. Analysis of how diverse bilingual education program models throughout the world respond to different linguistic, social, and educational goals.

**ITSL 4024. Linguistic foundations of bilingual/bicultural education (3)**  
Faculty. Introduction to the study of bilingualism. Study of sociolinguistics and psycholinguistics as applied to the design and implementation of bilingual/bicultural educational models and materials.

**ITSL 4025. Cross-cultural communication and classroom ecology (3)**

Professor Torres-Guzman. Examination of the influence of culture in the design and implementation of school instruction. Identification of salient theoretical issues related to culture and social organization as they relate to the education of ethnolinguistic and minority children. Exploration of the learning/teaching processes within the context of multicultural and bilingual classroom settings from a cultural perspective. Reflection upon the role of the teacher in creating cultural learning environments. Survey of research approaches which serve as tools to examine classroom interaction.

**ITSL 4027. Current topics in bilingualism and bilingual/bicultural education (1-3)**

Faculty. Studies of selected topics in bi/multilingualism and bilingual/bicultural education.

**ITSL 4028. Teaching literacy in bilingual settings (3)**

Professor Garcia. Prerequisite: ITSL 4021. Approaches to developing literacy in a second and native language in elementary and middle schools. Techniques for developing listening, speaking, reading and writing, developing language and literacy through the content areas, using children's literature, and assessing students' literacy development in the second and native language. Strategies to develop biliteracy in dual language programs.

**ITSL 4121. Bilingual/bicultural curriculum design in elementary and middle schools (4)**

Dr. Hamilton. Permission required. Prerequisites: ITSL 4021 and complete proficiency in the English language and one additional language. Linguistic, cognitive, and cultural considerations in the design of bilingual/bicultural curricula. Creation of appropriate bilingual/bicultural instructional methods/materials for use in the language arts and content areas, with application to multimedia approaches; critique of current commercially prepared products. For students who are interested in pursuing the Middle Childhood extension, there is a special requirement: an intensive fieldwork in middle childhood of 50 hours must accompany ITSL 4121.

**ITSL 4133-ITSL 4137. Curriculum and methods for bilingual teachers (non-credit or 3)**

Faculty. Permission required. Prerequisites: ITSL 4021 and ITSL 4121, or permission of instructor. Intensive review of curriculum and methods appropriate to the teaching of the subject areas in bilingual instructional settings. Offered as needed for those wishing bilingual teacher certification.

- ITSL 4133. Science
- ITSL 4134. Mathematics

- ITSL 4135. Language arts

- ITSL 4136. Foreign languages

- ITSL 4137. Social studies

**ITSL 4150. Teacher/educational inquiry: Bilingual/bicultural education (1-3)**

Faculty. Permission required. Reflective inquiry focused on bilingualism or biculturalism in relation to instruction in the native language, native language development, second language learning, and the relationship between the theory and practice of learning and/or teaching in bi/multilingual/multicultural settings.

**ITSL 4323. Practicum/student teaching for practicing teachers in bilingual/bicultural education (3)**

Faculty. Permission required. Practicum for experienced teachers in bilingual institutional settings.

**ITSL 4325. Practicum/internship in bilingual/bicultural institutions (3)**

Faculty. Permission required. Practicum for non-certification students in bilingual institutional settings.

**ITSL 4720. Student teaching in bilingual/bicultural education (3-4)**

Faculty. Permission required. Student teaching in a bilingual elementary classroom. Experiences include second language teaching (ESL and LOTE as a Second Language), native language teaching (English and the LOTE). Special emphasis in teaching all content areas, observation, and supervised practice.

**ITSL 5021. Assessment and evaluation in bilingual education (3)**

Faculty. Permission required. Prerequisite: introductory course in educational or psychological assessment. Survey of tools and techniques used in different types of assessment and evaluation including linguistic, psychoeducational, and programmatic areas; principles, limitations, and alternatives applied to the above as they pertain to effective bilingual programs. Emphasis on methods of assessment and evaluation that can be used by the teacher/supervisor with English Language Learners.

**ITSL 5022. Administration of bilingual programs (3)**

Faculty. Focus on managerial, legal, and financial issues in bilingual education, with particular emphasis on urban and suburban settings at elementary and secondary school levels.

**ITSL 5023. Guidance and counseling of bilingual/bicultural children, adolescents and their families (3)**

Faculty. Guidance and counseling theory, research and practice regarding bilingual and racially/ culturally diverse children, adolescents and their families. The course examines paradigms used to understand the behavior of bilingual/bicultural children, the impact of various factors on their functioning, models for assessing their functioning, and preventive and rehabilitative interventions to effect change.

**ITSL 5024. Bilingual/multilingual education: International perspectives (3)**

Torres-Guzman. A survey of bilingual/multilingual educational policies and practices in highly industrialized and developing nations. While such models and designs are analyzed from a comparative educational perspective, much attention is given to the ethnolinguistic, social, economic, and political nuances of each nation.

**ITSL 5201-ITSL 5207. Fieldwork (1-6 each course)**

Permission required. Opportunity for qualified students, individually or in small groups, to develop and pursue projects, in consultation with an advisor, in schools, communities, and other field settings.

**ITSL 5202. Fieldwork (1-6 each course)**

Permission required. Opportunity for qualified students, individually or in small groups, to develop and pursue projects, in consultation with an advisor, in schools, communities, and other field settings.

**ITSL 5512. Bilingual/multicultural education program development and change theory (1-3)**

Faculty. Permission required. Analysis of change theory with emphasis on factors affecting development, implementation, staffing, and administration of bilingual/bicultural programs.

**ITSL 5513. Staff development in multilingual/multicultural settings (3)**

Professor Torres-Guzman. Permission required. Critical study of theory and practice of staff development in multilingual/multicultural settings.

**ITSL 6201-ITSL 6207. Advanced fieldwork (1-6 each course)**

Permission required. See description for ITSL 5201-ITSL 5207.

**ITSL 6202. Advanced fieldwork (1-6 each course)**

Permission required.

**ITSL 6401-ITSL 6407. Internship in college teaching** (1-6 each course)

Permission required. Occasional opportunities in college programs in areas represented by the department. Students must inquire to see if opportunities are available during any given semester.

**ITSL 6521. Seminar in bilingualism and bilingual education** (3)

Faculty. A review of research in bilingual/bicultural education from an interdisciplinary perspective. The focus is on the analysis of research, evaluation methodologies and findings, and their potential application to current theory and practice.

**Courses Open to Non-Majors**

A number of departmental offerings are suitable for non-majors because of their non-technical nature. Consult advisors about other courses not listed.

- ITSL 4021. Foundations of bilingual/bicultural education (3)
- ITSL 4025. Cross-cultural communication and classroom ecology (3)
- ITSL 4027. Current topics in bilingualism and bilingual/bicultural education (1-3)
- ITSL 5023. Guidance techniques for the bilingual/bicultural child and family (3)
- ITSL 5024. Bilingual/Multilingual education: International perspectives (3)

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## ECONOMICS AND EDUCATION

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Program Coordinator:  
Francisco Rivera-Batiz

Program Office: (212) 687-3152  
Email: FranciscoR@tc.edu  
Web site: www.tc.edu/its/Economics

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**Economics and Education**  
(Code: TFE)

**Degrees Offered:**

Master of Arts (M.A.)  
Master of Education (Ed.M.)  
Doctor of Philosophy (Ph.D.)

*(Education Policy option available for degree levels above)*

**Program Description:**

Economics is a powerful tool for scholars and educational practitioners who wish to develop a better understanding of educational institutions and decisions. The program in Economics and Education at Teachers College was one of the first of its kind and has maintained its position of leadership in this rapidly growing field.

Graduates hold teaching positions in university and college faculties, and administrative or research positions in a variety of settings, including foundations, government departments, and international agencies. Increasingly, schools and universities are appointing economists with a special appreciation of educational goals and procedures to conduct institutional research. Some have gone into private business.

Students in the program develop an array of skills in the application of economic concepts and theory, in benefit-cost analysis and other evaluative procedures, and in the statistical treatment of mass data. Within broad college and university guidelines, students may pursue individually designed programs that satisfy their unique interests and career objectives.

With the help of an academic advisor, students select courses from those offered within the program of economics and education and supplement these with courses outside the department, including courses offered in other schools of Columbia University.

*Master of Arts*

The objective of the 32-point Program in Economics and Education is to equip educational professionals and policy-makers with the

skills required for the effective design and implementation of educational policy. The program has a strong emphasis on the financial, managerial, and developmental challenges facing educational institutions in developing countries and economies in transition.

The program can be completed within one year and is highly focused to accommodate the demands of promising professionals and policy-makers. The course of study is designed to convey the lessons of educational research and practice as well as management science through the intensive study of actual educational policy successes and failures. The curriculum of the program assumes that students possess some measure of intellectual maturity and exposure to the problems of educational policy-making.

The program begins in September and concludes in August of the following year. It consists of two semesters and a summer session.

The curriculum of the program aims to:

- build students' technical competence in the basic tools of educational management and policy making;
- provide the academic and professional environment for students to apply these skills; and
- educate students about the global educational landscape, including current thinking on educational reform and the financing of education.

In order to achieve these goals, the program begins in September with an intensive two-semester session in which students are taught skills that are essential building blocks for their career development. Students will take courses in economic and policy analysis in education, applied statistics, management tools in education, development issues and educational policy, and in related fields as electives. In the summer session, students will apply the knowledge acquired during the academic year in a master's project.

Currently, a limited number of scholarships are available through the Joint Japan/World Bank Graduate Scholarship Program. For information about the program, call the Program Coordinator.

A student may also pursue a Master of Arts program in Economics and Education, without a concentration in Educational Policy. The student will design that program under the guidance of the academic advisor.

*Master of Education*

This 60-point program is intended for individuals interested in the applications and prac-



Panel moderator and TC Professor Lambros Comitas speaks at a forum concerning the perspectives of Muslim educators

**Muslim Educators Discuss Education, Civics and Contemporary Issues at TC**

Eight educators from countries spanning from Africa to Asia came to Teachers College on April 15, the final stop in a multi-city tour of the United States. The group of Muslim educators from Bangladesh, India, Indonesia, Malaysia, Nigeria, Pakistan, and Tanzania participated in a forum called "Teaching About Tolerance, Ethics, and Multiculturalism: Perspectives of Muslim Educators."

tices in the economics of education. The program is flexible and is designed by the student, under the guidance of the academic advisor.

#### *Doctor of Philosophy*

This 75-point program is intended for individuals who want to acquire advanced training in the theory, methods, and practices in the economics of education. It is a selective program to prepare individuals for leadership roles in teaching, research, or administrative settings.

The coursework for this program consists of three parts: core courses, courses in research methods, and courses in a specialized area of study. The available specialized areas include: education and economic development, education and transition to work, economics of higher education, educational finance, economic evaluation and cost analysis in education, economics of urban and minority education, economics of educational technology, teachers markets, and others.

#### **Special Application Requirements/Information:**

The GRE General Test is required for application to the Ph.D. Program. Some background in economics is preferred for all programs, with an undergraduate major or comparable preparation required for the Ph.D.

Applications are reviewed on an ongoing basis, and will be reviewed throughout the year. Preference in scholarship awards will be for those applicants who meet the priority deadline.

#### **COURSES:**

*(For out-of-department courses, please check the appropriate department for course descriptions.)*

#### **ITSF 4050. Economics of education (3)**

Professors Bailey, Levin and Tsang. Teaches the basic economic concepts and methods to be used for further study and analysis of educational finance, education and inequality, education and economic growth, the impact of educational policies on educational outcomes, school reform, and school choice.

#### **ITSF 4051. Education and economic development (3)**

Professor Rivera-Batiz. This course examines the links between education and various aspects of economic development. Topics include the impact of human capital accumulation on economic growth, the educational attainment of men and women in developing countries, the effects of schooling on labor force participation, wages and fertilities, and the issues of school finance and educational policy in the Third World.

#### **ITSF 4054. Education and strategic planning (3)**

Faculty. Educational planning within the context of national economic planning; the methods, assumptions, validity, and usefulness of the major approaches; examples mainly from the less developed countries.

#### **ITSF 4055. Resource allocation in education (3)**

Professor Levin. This course reviews the literature on school effectiveness with respect to the allocation of resources. It addresses and analyzes education production functions and cost-effectiveness analysis in educational decision-making.

#### **ITSF 4057. Economics of urban and minority education (3)**

Professor Rivera-Batiz. Policy-oriented approach to the connections between education and the economy in an urban context. Topics include urban industrial restructuring and socioeconomic trends, equity in school finance, teacher salaries, public versus private roles in education, linkages between schools and the business sector, the economics of discrimination, and immigration policy issues.

#### **ITSF 4058. Economics of higher education (3)**

Professor Bailey. This course uses theoretical and empirical economic analysis to analyze the behavior of higher education students and institutions and to study private and public policy related to post-secondary education.

#### **ITSF 4059. Education, economic growth and competitiveness (3)**

Professor Bailey. The relation between education and economic growth, productivity, and competitiveness of the firm and the macro-economy. Focuses on the educational implications of the changing nature of work, greater international competition, and the varying rates of productivity growth.

#### **ITSF 4060. The Latino population of the United States (3)**

Professor Rivera-Batiz. Interdisciplinary course examining the major issues affecting the Latino population of the United States. Focus is on the methods and perspectives utilized by social scientists to analyze the Latino experience. Major social, demographic, economic, and political trends will be discussed.

#### **ITSF 4097. International and comparative studies in educational finance (3)**

Professor Tsang. Educational finance in international settings. Financing role of international development agencies. International and comparative studies in educational finance.

#### **ITSF 4151. Special topics in the economics of education (3)**

Professors Bailey, Levin, Rivera-Batiz and Tsang. A seminar on topics in the economics of education. Themes to be announced each term.

#### **ITSF 4155. Evaluating educational privatization and school choice (3)**

Professor Levin. This course addresses the increasing emphasis on market-type choice systems including educational vouchers, for-profit educational firms, and charter schools. It places great emphasis on the theory of emerging empirical evidence underlying these developments in education.

#### **ITSF 5550. Workshop in economics and education (3)**

Professors Bailey, Belfield, and Levin. For doctoral students and others with research projects or potential research projects in the field. Participation required for doctoral students writing their dissertation. Students who are beginning to think about their dissertation topic or working on proposals are also encouraged to participate. Faculty members may also be invited from within or outside the department to present their work.

#### **ITSF 5650. Readings in the economics of education (3)**

Program faculty. Selected readings in the economics of education. Recommended for students with background in economics or a related discipline. As the selection of readings differs in different semesters, a student may register for more than one semester of ITSF 5650.

#### **ITSF 6050. Education and economic development: Advanced topics (3)**

Professor Rivera-Batiz. This course provides an advanced discussion of the links between education and economic development, including both theoretical frameworks and empirical models.

*(For out-of-department courses, please check the appropriate department for course descriptions.)*

- **HU DM 5122. Applied regression analysis (3)**
- **ORLA 4025. School business administration (3)**
- **ORLA 5020. Information systems for decision-making in learning organizations (3)**
- **ORLD 4030. The economics of post-secondary education (3)**
- **ORLH 4031. Financial administration of higher education institutions (3)**

See also in the Columbia University Bulletin: Econ G4213, Macroeconomic analysis; Econ G6211-G6212, Microeconomic analysis; Econ G6411-G6412, Introduction to econometrics; Econ G6451-G6452, Economics of labor and population; Econ W4228, The urban economy; Econ W4328, Economic development; Econ W4410, Mathematical methods for economists; Econ W4460, Health economics.

### **Departmental Courses**

#### **ITSF 4600. Group studies in educational issues (1-3 per section)**

Permission required. Opportunity for groups to organize colloquia, seminars, or practica, with faculty sponsorship, for the study of specific educational issues, problems, or policies, and for the development of particular skills, in accordance with emerging social situations and urgent common concerns. Students wishing to engage in such studies must present a plan and secure the sponsorship of a faculty member of the department who will serve as advisor. Registration and evaluation procedures will be worked out and carried through with this advisor.

#### **ITSF 5000. Methods of inquiry: Ethnography and participant observation (3)**

Professor Harrington. The methods of the behavioral and social sciences as they relate to ethnography and participant observation. Emphasis on the role of theory, characteristics and relative efficiencies of various research techniques, and the importance of integrated research design.

#### **ITSF 5001. Ethnography and participant observation: Fieldwork, analysis, reporting (3)**

Professor Varenne. Permission required. ITSF 5000 or equivalent required. Emphasis on the issues arising out of ethnographic research as they arise during a pilot project from entry into the field to the writing of the results.

#### **ITSF 5002. Ethnography and participant observation: Comparative and quantitative analysis (3)**

Professor Harrington. Permission required. ITSF 5000 or equivalent required. Issues of comparative and quantitative analysis of data generated by ethnographic/participant observation inquiries.

#### **ITSF 5430. Internship (1-6)**

Permission required. Supervised experiences in diverse settings designed to develop skills in research, development, planning, and evaluation.

#### **ITSF 6200. Field research outside the United States (0)**

Permission required. Required of doctoral students when choice of doctoral research necessitates data generation in other countries. One year of field experience under supervision in approved geographical and institutional site. Students secure approval of department chair and principal advisor in advance, and render periodic reports.

#### **ITSF 7500. Dissertation seminar in international and transcultural studies (0-3)**

Permission required. Proposal writing. Required of doctoral students in the semester following successful completion of certification examinations.

#### **ITSF 8900. Dissertation advisement in international and transcultural studies (0)**

Individual advisement on doctoral dissertations. Fee: to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration for Ed.D./Ph.D. degrees.

In each of the areas within the department, advanced students may register for intensive individual study of some aspect of their concentration. Registration is only by permission of the instructor under whose guidance the work will be undertaken. Times for individual conferences will be arranged. Enrollment may be for 1 or more points each term, and registration is not limited to one or two terms. See courses below:

#### **ITSF 4902. Studies in international and transcultural studies (1-15)**

#### **ITSF 6902. Studies in international and transcultural studies (1-15)**

#### **ITSF 6950. Studies in economics and education (1-15)**

#### **ITSF 6990. Studies in international educational development (1-15)**

#### **ITSF 6991. Studies in comparative education (1-15)**

## ***The Open Society and TC Collaborate on Project Evaluations***

For several years, the Department of International and Transcultural Studies has been offering a course in Evaluation of International Education Projects. In the past, Professor Gita Steiner-Khamsi worked with different organizations to provide projects to be evaluated by TC students in the class. In the last two years, the course was done in cooperation with Professor Cathryn Magno, Assistant Professor at Southern Connecticut State University and formerly the evaluation director at the International Rescue Committee, and Hugh McLean of the Education Support Programme of the Open Society Institute in Budapest (OSI).

The course consists of three components: face-to-face interaction through meetings held in New York City, Istanbul (Turkey), and Moscow (Russia); on-site evaluation by the students (the field component); and distance learning. This year the on-site evaluations were conducted in Kazakhstan, Kyrgyzstan, Mongolia, Russia, Ukraine, Kosovo, and Slovenia. Last year's list of participating countries included Kazakhstan, Azerbaijan, Romania, Slovakia, Serbia, Ukraine, Georgia, and Moldova. The Soros Foundation covers all the travel and accommodation costs for TC students to conduct their on-site evaluation in the participating countries.

Some of the past participating TC students have gone on to receive consulting jobs as a result of their participation in this course. Paul Kim, a student who took the course last year, is one of them. Kim, who had been a Peace Corps volunteer in Slovakia for 7 years, was assigned, as part of the course, to a team evaluating a higher education support program in Slovakia designed to help university professors and departments develop courses that were traditionally not offered in the prior socialist regime there. Kim is currently working on a project for the United Board for Christian Higher Education in Asia, which contacted Steiner-Khamsi looking for someone to evaluate a similar program for higher education faculty and administrators from Asian countries. Kim, the sole evaluator on the project is looking at the effectiveness of the program, which is allowing the Asian professors and administrators to learn new styles of pedagogy or management by traveling to other schools in Asia and within the United States.

An Ed.M. student in International Education Development Policy Analysis, Kim credits the course he took last year with preparing him for this work. "The evaluation class is one of the top classes I have taken at TC," he said. "I would have come to the school just for the class. You are working on learning important skills and theories from the course and at the same time you are working on a real-life project with the Foundation. Plus, you have mentoring from two professors who are brilliant in what they do."

# Mathematics, Science and Technology

CHAIR: Professor O. Roger Anderson

LOCATION: 321 Thompson Hall

TELEPHONE NUMBER: (212) 678-3405

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WEB SITE: [www.tc.edu/MST](http://www.tc.edu/MST)

## PROGRAMS:

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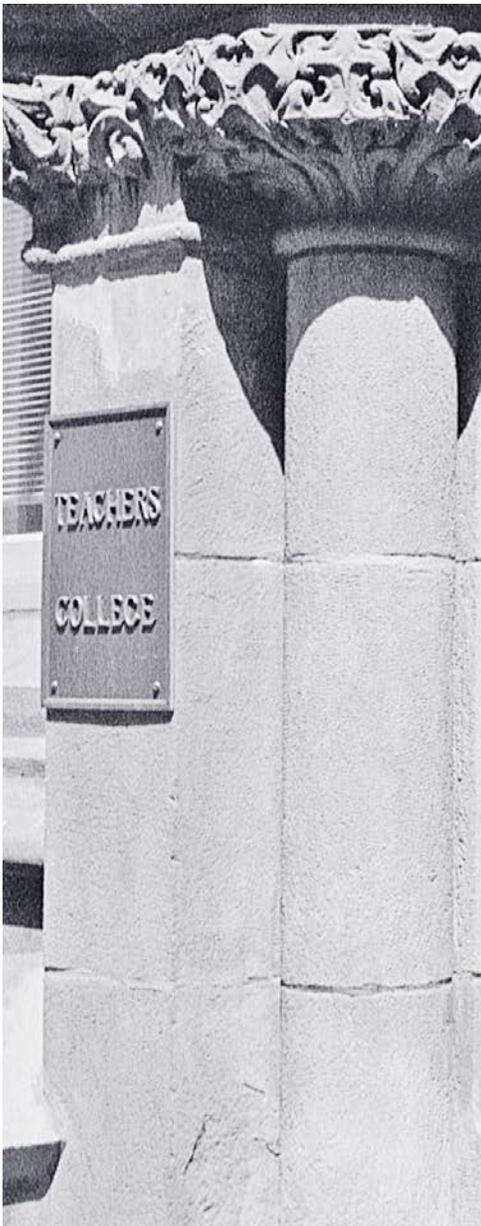
## DEPARTMENTAL MISSION:

*Mathematics, Science and Technology* programs focus on issues of educational practice and related professions in mathematics, science, technology and cognate human sciences, including the relationships among these disciplines. Our modern world has been transformed by the achievements in pure and applied disciplines grounded in mathematics, science and technology. Current reforms in education place increasing significance on broad-based public understanding of these three fields of human endeavor. The study of communication and technology in education is broadly based and also is enriched by cultural and historical wisdom that provides a scholarly perspective on the role of media and technology in society and particularly in educational subject areas. Within this unifying view, the Department of Mathematics, Science and Technology includes specialized programs to address the needs of professional practitioners in each area.

The Department houses the College's Programs in three areas: Mathematics Education, Science Education, and Communications, Computing and Technology in Education. The Mathematics and Science Education programs include scholars who address the preparation of mathematics and science teachers and teacher educators, and focus particularly on the acquisition of scientific and mathematical literacy to foster future development of science and technology; the understanding of environmental sciences and improved global stewardship of the environment and the link between science and society; the use of computers, computer modeling and instrumentation in mathematics and science instruction. These scholars have extensive international experience in their subject-matter disciplines and in educational theory and practice.

The Program in Communication, Computing and Technology in Education (CCTE) provides a cluster of degree programs for students who seek to develop leadership capacities for use of information and communication technologies in education. The programs prepare candidates for leadership roles in integrating digital technologies into education at all its levels and for entry into creative work in the educational uses of new media. CCTE doctoral programs develop scholars who use the social and human sciences to study how applications of advanced technologies in education act as powerful social and historical forces, empowering educators to seek new solutions to established problems. Graduate study in CCTE is tightly integrated with design and implementation projects situated in several externally funded centers and institutes at Teachers College and Columbia University. This program is led by faculty with extensive international experience and also links the College to ongoing university initiatives in communication and information technologies. Faculty and students of this program examine technology as well as the role of computers and other media of communication on education and the assessment of educational performance in a wide variety of institutional settings. The technology program includes technology's influence on areas such as literacy, teacher education and culture.

Each program has a unique focus or perspective, but the faculty share common scholarly perspectives, educational ideals, and a strong commitment to the improvement of society through improved scholarly practice in the educating professions and enhancement of human potential.



## FACULTY:

### PROFESSORS:

O. Roger Anderson  
(Science Education)  
John Black  
(Communication, Computing and Technology in Education; Cognitive Studies in Education)  
Herbert Ginsburg  
(Communication, Computing and Technology in Education; Developmental Psychology; Cognitive Studies in Education)  
Charles K. Kinzer  
(Communication, Computing and Technology in Education)  
Robert McClintock  
(Communication, Computing and Technology in Education)  
Frank Moretti  
(Communication, Computing and Technology in Education)  
Herve Varenne  
(Communication, Computing and Technology in Education; Anthropology and Education; Applied Anthropology)  
Bruce R. Vogeli  
(Mathematics Education)

### PROFESSOR OF PRACTICE:

Irving Hamer, Jr.  
(Communication, Computing and Technology in Education)

### VISITING PROFESSORS:

Eileen Donoghue  
(Mathematics Education)  
Henry Landau  
(Mathematics Education)  
Henry O. Pollak  
(Mathematics Education)  
Joel Schneider  
(Mathematics Education)

### ADJUNCT PROFESSORS:

Jamsheed Akrami  
(Communication, Computing and Technology in Education)  
Joshua Halberstam  
(Communication, Computing and Technology in Education)  
Michael J. Passow  
(Science Education)  
John Pavlik  
(Communication, Computing and Technology in Education)

### ASSOCIATE PROFESSORS:

Angela Calabrese Barton  
(Science Education)  
Jo Anne Kleifgen  
(Communication, Computing and Technology in Education; International Educational Development; Comparative and International Education)

Xiaodong Lin  
(Communication, Computing and Technology in Education)  
Robert P. Taylor  
(Communication, Computing and Technology in Education)

### ADJUNCT ASSOCIATE PROFESSORS:

Howard Budin  
(Communication, Computing and Technology in Education)  
Thane B. Terrill  
(Communication, Computing and Technology in Education)  
Robin Stern  
(Communication, Computing and Technology in Education)

### ASSISTANT PROFESSORS:

Alexander Karp  
(Mathematics Education)  
Ann Rivet  
(Science Education)  
Keith Sheppard  
(Science Education)  
Erica Walker  
(Mathematics Education)

### ADJUNCT ASSISTANT PROFESSORS:

Danielle Kaplan  
(Communication, Computing and Technology in Education)  
Susan Lowes  
(Communication, Computing and Technology in Education)  
Patrizia Magni  
(Communication, Computing and Technology in Education)  
Ellen Meier  
(Communication, Computing and Technology in Education)  
Kathy Powell  
(Communication, Computing and Technology in Education)  
Dennis M. Robbins  
(Science Education)  
Courtney St. Prix  
(Science Education)

### INSTRUCTORS:

Paul Acquaro  
(Communication, Computing and Technology in Education)  
Xin Bai  
(Communication, Computing and Technology in Education)  
Brian Baldwin  
(Science Education)  
Craig Bolotin  
(Communication, Computing and Technology in Education)

Shawna Bú Shell  
(Communication, Computing and Technology in Education)  
Gordon Campbell  
(Communication, Computing and Technology in Education)  
Maggie Chan  
(Communication, Computing and Technology in Education)  
Thomas A. Covotsos  
(Science Education)  
Andrea Gay  
(Science Education)  
Shuli Gilutz  
(Communication, Computing and Technology in Education)  
Steven Goss  
(Communication, Computing and Technology in Education)  
Verneda E. Johnson  
(Science Education)  
Ryan Kelsey  
(Communication, Computing and Technology in Education)  
Sheila Kieran-Greenbush  
(Communication, Computing and Technology in Education)  
Lin Lin  
(Communication, Computing and Technology in Education)  
Maria Rivera Maulucci  
(Science Education)  
Chrystalla Mouza  
(Communication, Computing and Technology in Education)  
Laura Pesutti  
(Science Education)  
Mario Riccobon  
(Communication, Computing and Technology in Education)  
Patrick Slater  
(Communication, Computing and Technology in Education)  
Kristin Sosulski  
(Communication, Computing and Technology in Education)  
Florence Sullivan  
(Communication, Computing and Technology in Education)  
Yan Wang  
(Communication, Computing and Technology in Education)  
Doris Zahner  
(Communication, Computing and Technology in Education)

*For information about faculty and their scholarly and research interests, please refer to the Faculty section of this bulletin or visit us at [www.tc.edu/faculty](http://www.tc.edu/faculty).*

## MATHEMATICS EDUCATION

Program Coordinator:  
Professor Bruce R. Vogeli

Program Office: (212) 678-3381  
Fax: (212) 678-8129  
E-mail: brv2@columbia.edu  
Web site: www.tc.edu/mst/Mathematics

Preservice Master of Arts degree students should direct admissions and certification questions to Professor Alexander Karp (212) 678-3842, apk16@columbia.edu.

**Mathematics Education**  
(Code: TCA)

### Degrees Offered:

Master of Arts (M.A.)  
Master of Science (M.S.)  
Master of Education (Ed.M.)  
Doctor of Education (Ed.D.)  
Doctor of Education in the College Teaching of an Academic Subject (Ed.D.C.T.)  
Doctor of Philosophy (Ph.D.)

### Program Description:

Over its long and distinguished history, the Program in Mathematics Education has stressed the preparation of leaders in education. These leaders are successful scholars in their discipline, as well as theoretically and practically based educators. Faculty and staff are committed to the idea of leadership training through a variety of courses, workshops, and research experiences. Many of these are performed in collaboration with private, public, and parochial schools in the tri-state metropolitan region.

Through funded projects, dissertation research, training and service to national teacher organizations, the faculty and students in mathematics education have helped frame the curriculum and methodology used in the schools of this and other nations. The program in Mathematics and Education emphasizes strong content preparation in a variety of areas of pure and applied mathematics relevant to education.

Master's level offerings in mathematics are coordinated with methodology and supervision appropriate for both preservice and in-service teachers. Advanced master's and doctoral programs complete preparation for a variety of positions including: teaching, supervisory and research roles spanning the elementary through college levels of instruction. Some courses offered through these programs are intended especially for students from other

areas of study at Teachers College who need to acquire knowledge and skills in mathematics but who do not wish to earn a degree in this area.

### Master of Arts

Emphasis is placed on those competencies necessary for effective mathematics teaching as a means of enhancing professional growth of in-service and preservice teachers. Conceptual issues in teaching are translated into practice through group and individualized instruction in special methods courses. Master of Arts requirements include a culminating scholarly project.

A minimum of 32 points of course work is required. Courses taken through these programs and elsewhere at Teachers College in mathematics, mathematics education, and professional education to meet individual needs may be supplemented with permission by courses taken in other Faculties of Columbia University.

### Master of Science and Master of Education

Both programs require a minimum of 60 points, an essay or project, and involve extensive preparation in mathematics education. The College requires that a minimum of 30 points and a formal essay or 32 points with an integrative project be completed under the auspices of Teachers College, including 18 points that must be earned in Teachers College courses. Although no transfer credit toward the Master of Science is granted for work completed at other institutions, a maximum of 30 semester hours (or 28 points if a formal essay is not submitted) of graduate credit may be used from other recognized institutions to reduce the degree requirement. Please refer to the "Degree Requirements" section of this bulletin for college-wide minimum point requirements. For the M.S. degree there is greater emphasis on preparation in mathematics content. In the Ed.M. program there is greater emphasis on preparation in professional education. Programs are arranged in consultation with the major professor to meet both Program and College requirements.

Applicants for the M.S. and Ed.M. degrees also must prepare a written integrative project.

### Doctoral Degrees

The Department provides programs for both the Ed.D. and the Ph.D. degrees. In general, the Ed.D. degree places emphasis on breadth of professional course work with a focus on educational practice. All candidates are required to be competent in statistical research methodology and computer programming, to

have knowledge of the epistemology of mathematics and of psychology sufficient to be an informed scholar-practitioner.

All doctoral candidates must have a written plan, approved by their advisor. The approved plan then must be approved by the Office of Doctoral Studies. Following submission of a statement of total program, the student normally completes doctoral course work and engages in doctoral research and writing. Refer to the Ph.D. and Ed.D. Requirements Bulletin, prepared by the Office of Doctoral Studies, for a fuller description.

In planning a program of study, it should be noted that doctoral students are required to complete a minimum of 20 points after taking the certification examination for the first time, including points taken during the term in which that examination is taken.

### Specializations

#### Elementary School Mathematics

The Elementary School Mathematics Specialist program is designed for those who are preparing for positions of leadership in elementary schools or in the training of elementary school teachers. Programs for elementary school specialists emphasize knowledge of subject matter, methodologies, and curricula of mathematics and include appropriate field experiences with elementary school students and teachers. In addition to program offerings, students have access to courses in related departments and institutions.

#### Secondary School Mathematics

The Secondary School Teaching program includes an in-service component for experienced teachers and preservice education for students entering the profession. In-service programs are designed individually in consultation with a faculty advisor to reflect each teacher's background and goals. The preservice program stresses the direct application of theory to practice with particular emphasis on experiences with teaching strategies that match classroom activities to student characteristics, that examine teacher and student interpersonal interaction, and that reflect the historical and philosophical roots of the discipline. Students who require additional mathematics content in preparation for student teaching are advised to enroll in content courses in the summer preceding the academic year during which they enroll in student teaching.

#### Supervision in Schools

Students interested in mathematics supervision in schools may elect to develop individual programs that reflect their specific background

and interests and that draw on the resources of the Department and College, or they may work as part of the staff of the field-based teacher education programs. School and university faculty work with graduate students in a collaborative effort where teaching, preservice and supervision training and education research are intimately related. Please see the "Teacher Education" section of this bulletin for updated information on programs that lead to administrative certification.

#### *Teacher Education in Mathematics*

The Teacher Education in Mathematics program is designed to prepare scholars for educational leadership roles as education professors in colleges and universities. Participants in the program have opportunities to build their mathematics content background through content courses in the Department and the offerings of Columbia University. There are opportunities, also, for professional experiences in the preservice and in-service teacher education programs.

#### *College Teaching of an Academic Subject*

Teachers College offers a doctorate in college teaching that emphasizes preparation in content supplemented by a program of professional education. Field experiences can be pursued in mathematics, computing and several related disciplines. The course content and sequence are especially organized to meet the unique needs and career goals of each candidate within the general requirements of the Ed.D. degree at Teachers College.

#### **Special Application Requirements/Information:**

Applications are reviewed on an ongoing basis. Preference in scholarship awards will be given to applicants who meet the priority deadline.

Mathematics education students seeking Master of Arts, Master of Science and Master of Education degrees are expected to have completed at least 24 credits of undergraduate mathematics.

Applicants who wish to receive New York State teaching certification should apply to the Master of Arts degree program.

Mathematics education students seeking Doctor of Education or Doctor of Education in College Teaching of an Academic Subject degrees are expected to have completed an undergraduate major in mathematics. Mathematics education students seeking a Doctor of Philosophy degree should have both undergraduate and master's degrees in their specialization.

#### **Degree Requirements:**

##### *Mathematics Education*

Programming competencies in at least one computer language and further computer science training equivalent to at least 6 points of graduate study ordinarily are required of all students seeking degrees beyond the Master of Arts. These points either can be included in the mathematics/mathematics education requirement or can be taken as electives. In order to ensure that prospective college teachers understand the history, organization and function of American higher education, all students seeking degrees beyond the Master of Arts should enroll in at least two courses related to college teaching offered by other departments.

In addition to content courses in mathematics, students should enroll in at least two professional courses in mathematics education including MSTM 4019; MSTM 4020; MSTM 5012 or MSTM 5520. All students are encouraged to take MSTM 5800-5801 for one to three points in at least two semesters. (Please see course lists for descriptions.)

##### **MASTER OF ARTS**

Normally students complete 24 points in courses in mathematics and mathematics education including MSTM 4019 (see course list for descriptions) and selected courses in related disciplines such as statistics and computing. The remaining 8 points (3 courses) are reserved for electives chosen from professional areas such as psychology, philosophy, curriculum, etc. It is recommended that students enroll in MSTM 5800-5801 Colloquia in Mathematics Education for one to three points. Programs for specialists in the teaching of elementary school mathematics should include MSTM 5010. Secondary school specialists should enroll in MSTM 5023, MSTM 5032, and MSTM 5037. (See course list for descriptions.)

Prospective community college teachers should select courses in at least three mathematical areas such as analysis, algebra and computing, in preparation for study beyond the master's level. Preparation in computing is recommended for all specializations. Teachers desiring a specialization in computing should enroll in MSTM 4036 and MSTM 5029. MSTM 4820 is also recommended. (See course list for descriptions.) Preservice students should refer to the program brochure for information on additional requirements for state certification. All applicants for the M.A. degree must prepare a written project as a culminating integrative experience.

##### **MASTER OF SCIENCE**

Normally the program of studies for the Master of Science (M.S.) degree should include 42 points in courses in mathematics and mathematics education. Preparation in mathematics content should be of sufficient depth in two or three areas to communicate content effectively at the freshman and sophomore college levels. Algebra and analysis are recommended as areas of concentration. Content courses can be selected from courses offered by the Department or from courses offered by the Graduate School of Arts and Sciences of Columbia University. Preparation in computing and statistics is also recommended.

##### **MASTER OF EDUCATION**

Typically the program of studies for the Master of Education (Ed.M.) degree should include 42 points in courses in mathematics and mathematics education. Preparation in mathematics content should be of sufficient depth to provide leadership to elementary and secondary school teachers. Content courses can be selected from courses offered by the Department or from courses offered by the Graduate School of Arts and Sciences of Columbia University. Students interested in developing research competencies for further graduate study should elect at least 6 points in statistics. HUDM 4122, Probability and statistical inference and HUDM 5123, Linear models and experimental design are recommended.

##### *Doctoral Degrees*

All candidates for the Ed.D., Ed.D.C.T., or Ph.D. degrees are expected to demonstrate both mathematics and mathematics education competencies through a series of certification examinations taken upon the completion of 60 graduate points. Certification examinations test the student's knowledge of current research and theory in mathematics education and mathematics content. Examinations are offered once in the autumn, spring, and summer terms. Courses recommended as preparation for the examinations include MSTM 4019/4020 and 6000 level mathematics content courses.

Students must demonstrate acceptable proficiency in at least three of the following six mathematics content areas: algebra, analysis, computer mathematics, foundations of mathematics, geometry, and probability and statistics. Students may sit for the examination in mathematics content during the regular certification examination times. Alternatively, they may register for: MSTM 4036, MSTM 5031, MSTM 5032, MSTM 6030, MSTM 6033, MSTM 6034, or MSTM 6126 and, with permission of the Program, sit for the content

area certification examination upon completion of the course.

Doctoral students whose theses require statistical analysis should include appropriate statistics courses in their programs. These points can be included either in the mathematics/mathematics education requirement or can be taken as research electives.

### DOCTOR OF EDUCATION

A program of study for the Doctor of Education (Ed.D.) degree must include a minimum of 90 semester hours of approved graduate credit, at least 45 points of which must be taken under Teachers College registration. In order to permit the acquisition of broad basic scholarship, each program of study should include at least 70 points in mathematics and mathematics education and 20 points in related disciplines. At least 24 points should be at an advanced level.

Ordinarily, points in mathematics and mathematics education should include at least 45 points in mathematics content courses, 12 points in mathematics education courses, and 12 points of research preparation including MSTM 6500 and MSTM 7500. (See course listing for descriptions.)

Professional courses taken outside the program of Mathematics Education normally should include 15 points in the curricular, psychological, and social foundations of education. Students specializing in teacher education are encouraged to select elective courses related to higher education programs and practices.

Preparation in computing and statistics is also recommended. Programming competencies in at least one computer language and further computer science training equivalent to at least 6 points of graduate study are desirable. Students whose theses involve statistical analysis are required to include appropriate statistics courses in their programs. These points can be included either in the mathematics/mathematics education requirement or can be taken as electives.

The Ed.D. culminates in a scholarly project contributing knowledge to the field and should be planned early in the doctoral program when sufficient advanced courses have been completed to permit the candidate to enroll in relevant research courses and pertinent advanced study to enable efficient preparation of the project. Dissertations in mathematics education can be (1) experimental studies in learning, (2) design and formative evaluation of mathematics curricula, or (3) analytical studies in policy theory in mathematics education.

### DOCTOR OF EDUCATION IN THE COLLEGE TEACHING OF AN ACADEMIC SUBJECT

The Program in Mathematics Education at Teachers College offers a program of study leading to the Doctor of Education Degree in the College Teaching of Mathematics (Ed.D.C.T.) to prepare students for positions as teachers of mathematics in two- and four-year colleges.

This degree program is designed to develop both the depth and breadth in the students' knowledge of mathematics, but is intended to prepare graduates for careers in teaching rather than in mathematics research. For further details concerning general degree requirements, students should consult the bulletin, "Requirements for the Degree of Doctor of Education in the College Teaching of Mathematics", available in the Office of Doctoral Studies.

A program of study for the Ed.D.C.T. degree must include a minimum of 90 semester hours of approved graduate credit, at least 45 points of which must be taken under Teachers College registration. In order to permit the acquisition of broad and basic scholarship, each program of study should include at least 75 points in mathematics and mathematics education, with at least 30 points in advanced courses and 15 points in professional educational disciplines and including at least two courses related to higher education programs and practices.

Ordinarily, points in mathematics and mathematics education should include at least 50 points in mathematics content courses, three points in either MSTM 5012 or MSTM 5520 and 12 points of research preparation including MSTM 6500 and MSTM 7500. (See course listing for description). Preparation in mathematics content should be of sufficient depth in three areas to communicate content effectively at the freshman and sophomore college levels. Algebra and analysis are recommended as initial areas of concentration.

Content courses can be selected from courses with the Department or from courses offered by the Graduate Faculties of Columbia University.

Candidates for the Ed.D. in College Teaching who have not completed at least one year of full-time service as a college teacher of mathematics/computing/statistics are required to include MSTM 6400 within their doctoral programs. (See course listing for description). Interns will teach college mathematics courses under the supervision of experienced college teachers for a period of at least one semester.

Candidates for the Ed.D.C.T. are required to demonstrate competency in one language chosen from among French, German, and Russian. Students who require other languages for the preparation of their theses may petition the department to request substitution. Students in mathematics may not use computer languages to satisfy the language requirement.

The Ed.D.C.T. degree requirements include a scholarly project contributing knowledge to the field and should be planned early in the doctoral program when sufficient advanced courses have been completed to permit the candidate to enroll in relevant research courses and pertinent advanced study to enable efficient preparation of the project. Dissertations in the college teaching of mathematics can be (1) experimental studies in adult learning, (2) design and formative evaluation of college mathematics curricula, or (3) analytical studies in policy theory in mathematics post secondary education.

### DOCTOR OF PHILOSOPHY

The Doctor of Philosophy (Ph.D.) degree emphasizes research competencies. The degree requires a scholarly dissertation of intellectual merit and sound research methodology. Thesis research may include analytical studies of the process of teaching or of the construction and evaluation of curriculum material, experimental studies of the teaching-learning process, including studies of verbal learning and laboratory practice, or historical studies.

Mathematics Program's candidates are encouraged to develop an association with a faculty member early in their studies to identify a problem area of mutual interest, to plan a course of studies that leads to the competencies needed to complete dissertation research and prepare for a professional role. Further details are available in the brochures on doctoral studies and in the general descriptions of doctoral programs available from the Office of Doctoral Studies.

A program of study for the Doctor of Philosophy degree must include at least 45 points taken under Teachers College registration. In order to permit the acquisition of broad and basic scholarship, each program of study should include at least: 60 points in mathematics, mathematics education, statistics and computing. At least 35 points should be in advanced courses—including research courses (MSTM 6500 or 6501 and MSTM 7500). (Any Teachers College course at the 6000 level or above, any Columbia University Graduate School of Arts and Sciences course with a "G" prefix, any "W" course numbered above 4000, or any transferred course with a

graduate-level prerequisite will be considered an advanced course.) Further, 15 points in the philosophical, psychological, and curricular foundations of education must be included in every Ph.D. program.

Candidates for the Ph.D. degree are required to demonstrate competency in two languages chosen from among French, German, and Russian. Students who require other languages for the preparation of their thesis may petition the Program to request substitution. Students in mathematics may not use computer languages or statistics to satisfy the language requirement.

The Ph.D. dissertation is a scholarly study contributing new knowledge to the field and should be planned early in the program when sufficient advanced courses have been completed to permit the candidate to enroll in relevant research courses. Ph.D. dissertations in mathematics education should be (1) experimental studies in learning, (2) analytical studies in policy, theory in mathematics education, or (3) other scholarly investigations of problems and issues of broad significance in the field.

**COURSES:** (\* = course open to non-majors)

### **Mathematics Education**

For certain courses in the program in Mathematics Education, special fees, including laboratory fees, may be assessed.

### **Theory and Methods**

#### **\*MSTM 4019. Mathematics teaching and learning I (3)**

Professor Walker. Cognitive development and learning strategies for teaching and the use of instructional materials. Current research in mathematics education. Required for pre-service students.

#### **MSTM 4020. Mathematics teaching and learning II (3)**

Professor Vogeli. Historical/comparative study of mathematical education programs in the United States and abroad. Mathematics education with special student populations. Curriculum development techniques.

#### **\*MSTM 4025. Teaching computer mathematics (3)**

Faculty. A review of teaching methods and curricular innovations in computing and computer mathematics.

#### **\*MSTM 4026. Teaching applied mathematics (3)**

Faculty. The role of applications in mathematics curriculum. Mathematical models, use of calculators and computers. Applications in the natural and social sciences.

#### **\*MSTM 5010. Mathematics in the elementary school (3)**

Professor Walker. Problems, issues, and methods in the teaching and supervision of elementary school mathematics.

#### **MSTM 5011. Mathematics in the secondary school (3)**

Professor Karp. Problems, issues, and methods in the teaching and supervision of secondary school mathematics. Includes field experiences. Required for pre-service students.

#### **MSTM 5012. Mathematics in two- and four-year colleges (3)**

Professor Vogeli. Problems, issues, and methods in the college teaching of mathematics.

#### **\*MSTM 5020. Mathematics and multicultural education (3)**

Professor Walker. Survey of mathematical topics and methods appropriate for multicultural and bilingual programs.

#### **MSTM 5022. Mathematics curriculum development (3)**

Professor Vogeli. Principles, strategies, and techniques for curriculum development and textbook preparation in mathematics.

#### **MSTM 5023. Problem solving (3)**

Professor Karp. Theories and methods of mathematical problem solving with applications to classroom instruction.

#### **MSTM 5061. Evaluation in mathematics education (3)**

Professor Karp. Theories and methods of evaluating pupils and programs in the cognitive and effective domains.

#### **MSTM 5520. Seminar in the college teaching of mathematics (3)**

Professor Vogeli. Current issues in undergraduate mathematics. Examination of relations between elementary and advanced mathematics. See also: listings under Program for Preservice Mathematics Teacher Education.

### **Content Courses**

Courses in mathematics review and extended competencies that support graduate study and research in mathematics education, statistics, computing, and in other fields such as science education, measurement and evaluation.

#### **MSTM 4031. Number theory (3)**

Faculty. Primes, composites, divisibility and factorization, congruence, historical topics.

#### **MSTM 4032. Mathematical models in the behavioral sciences (3)**

Dr. Pollak. Design and development of mathematical models of human behavior, including social, political, management, and defense models.

#### **MSTM 4036. Discrete mathematics (3)**

Dr. Pollak. Discrete mathematics, combinatorics, graph theory.

#### **MSTM 4038. Finite mathematics (3)**

Faculty. Statements, propositions, and sets. Vectors and matrices. Probability. Applications: finite Markov chains, game theory.

#### **MSTM 5027. Numerical methods and computability (3)**

Dr. Landau. Number representation. Uncertainty and error. Numerical solution of algebraic equations and systems. Numerical calculus. Numerical solution of differential equations.

#### **MSTM 5030. Topics in probability theory (3)**

Faculty. Simple, compound, and conditional probabilities and applications. Doctoral students should register for MSTM 6030.

#### **MSTM 5031. Topics in the foundations of mathematics (3)**

Professor Vogeli. Propositional and predicate calculi, set theory, axiomatics, order types, and the linear continuum.

#### **MSTM 5032. Topics in geometry/topology (3)**

Faculty. Foundation of geometry/topology. Emphasis upon the relationship between topology and geometry and other mathematical areas.

#### **MSTM 5033. Topics in algebra (3)**

Professor Vogeli. Groups, rings, fields. Doctoral students should register for MSTM 6033.

#### **MSTM 5034. Topics in analysis (3)**

Faculty. Real or complex functions and their properties. Doctoral students should register for MSTM 6034.

#### **MSTM 5035. Mathematical models in the natural sciences (3)**

Dr. Pollak. Simulation, information theory and coding, stochastic models, probabilistic systems, simple harmonic motion.

#### **\*MSTM 5037. History of mathematics (3)**

Professor Karp. Historical development of major ideas in mathematics. Contributions of noteworthy mathematicians. Analysis of mathematical classics.

#### **MSTM 5038. Topics in mathematical logic (3)**

Faculty. Goedel's completion theorem, Church-Turing thesis, Goedel's incompleteness theorem.

#### **MSTM 5126. Mathematical foundations of statistics (3)**

Faculty. Prerequisite: MSTM 5030 or MSTM 6030. Estimation, hypothesis testing, and tests based on the chi-square distribution. The normal distribution and its applications. Analysis of variance and regression. Doctoral students should register for MSTM 6126.

**MSTM 6030. Advanced topics in probability theory (3)**  
Faculty. Open only to doctoral students. Emphasis on proof and advanced applications.

**MSTM 6033. Advanced topics in algebra (3)**  
Professor Vogeli. Open only to doctoral students. Advanced study of groups, rings, and fields.

**MSTM 6034. Advanced topics in analysis (3)**  
Faculty. Open only to doctoral students. Advanced study of real or complex functions.

**MSTM 6126. Advanced topics in the mathematical foundations of statistics (3)**  
Faculty. Open only to doctoral students. Prerequisite: MSTM 5030 or MSTM 6030. Advanced topics including hypothesis testing, distribution theory and analysis of variance and regression.

### ***Preservice Mathematics Teacher Education***

**\*MSTM 4005. Teaching mathematics in diverse cultures (1-3)**  
Professor Vogeli. Principles, techniques, and issues in the teaching of mathematics in other cultural and national settings. Study tour of schools and institutions in various nations.

**MSTM 4023. Mathematics for exceptional students (3)**  
Faculty. Content, methods, and instructional models for teaching exceptional students, including LED, LD and MT students.

**MSTM 4760. Student teaching in mathematics (4)**  
Professor Karp. Permission required. Prerequisite: MSTM 5011. Open only to students enrolled in the preservice program. Students do supervised teaching in metropolitan area schools.

**MSTM 5010. Mathematics in the elementary school (3)**  
Professor Walker. Problems, issues, and methods in the teaching and supervision of elementary school mathematics.

**MSTM 5011. Mathematics in the secondary school (3)**  
Professor Karp. Problems, issues, and methods in the teaching and supervision of secondary school mathematics. Includes field experiences. Required for preservice students.

**MSTM 5061. Evaluation in mathematics education (3)**  
Professor Karp. Theory and methods of evaluating pupils and programs in the cognitive and affective domains.

**MSTM 5264. Guided supervision of student teaching in mathematics (2)**  
Professor Karp. Permission required. Open only to doctoral students. Guided field experience in supervising student teachers.

### ***Independent, Advanced and Dissertation Study***

**MSTM 4901. Guided study in mathematics education (1 or more)**  
Faculty. Permission required from the instructor with whom the student wishes to work. Independent study in selected areas.

**MSTM 5800-MSTM 5801. Mathematics colloquium (1-3)**  
Dr. Pollak. Lecture series featuring presentations by distinguished guest speakers.

**MSTM 6400. Internship in mathematics education (1-6)**  
Permission required. Supervised intern service in a variety of field settings including classroom teaching at various levels, supervision, curriculum development, and in-service education.

**MSTM 6500-MSTM 6501. Research seminar in mathematics education (1-3)**  
Professors Vogeli and Karp. Permission required. Research oriented seminars dealing with a variety of issues and leading to preparation of preliminary proposals for the doctoral dissertation. Required for doctoral students.

**MSTM 6901. Research and independent study in mathematics education (1 or more)**  
Permission required. Guided independent study leading to the preparation of a major project or paper. May be taken repeatedly by doctoral candidates engaged in research.

**MSTM 7500. Dissertation seminar in mathematics education (0-3)**  
Professors Vogeli and Karp. Development of final doctoral dissertation proposals and presentation of proposals for departmental review.

**MSTM 8900. Dissertation advisement in mathematics education (0)**  
Individual advisement on doctoral dissertations. Fee: to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration for Ed.D./Ph.D. degrees.

**MSTM 9900. Research and independent study in mathematics education (1 or more)**  
Permission required. Open to postdoctoral students accepted for study at Teachers College.

## **SCIENCE EDUCATION**

Program Coordinator:  
*Professor Angela Calabrese Barton*

Program Office: (212) 678-8174  
Fax: (212) 678-8145  
E-mail: calabresebarton@tc.edu  
Web site: www.tc.edu/mst/Science

Preservice Science Education M.A. applicants may refer admissions questions to Professor Keith Sheppard (212) 678-3425, sheppard@tc.edu.

### ***Science Education***

(Codes)

TCB	Science Education (Ph.D.)
TCE	Elementary School Science Education (M.A., M.S., Ed.M., Ed.D.)
TCH	Secondary School Science Education (M.A., M.S., Ed.M., Ed.D.)
TCK	Secondary School Science Education Teaching Biology (M.A.)
TCL	Secondary School Science Education Teaching Chemistry (M.A.)
TCM	Secondary School Science Education Teaching Earth Science (M.A.)
TCN	Secondary School Science Education Teaching Physics (M.A.)
TCX	Supervision in Science Education (M.A., M.S., Ed.M., Ed.D.)

### ***Degrees Offered:***

Master of Arts (M.A.)  
Master of Science (M.S.)  
Master of Education (Ed.M.)  
Doctor of Education (Ed.D.)  
Doctor of Philosophy (Ph.D.)

### ***Program Description:***

Throughout its long and distinguished history, the Science Education Program has stressed the preparation of leaders in education. These leaders are successful scholars in their discipline, as well as theoretically and practically based educators. The faculty and staff are committed to the idea of leadership training through a variety of courses, workshops, and research experiences. Many of these are performed in collaboration with private, public, and parochial schools, informal science centers (i.e., museums, outdoor education, etc.) and community-based organizations in the tri-state metropolitan region.

Through funded projects, dissertation research, training and service to national teacher organizations, the faculty and students in science education have helped to frame the curriculum and methodology used in the

schools of this and other nations. Science courses are organized around a global systems perspective so that resources, natural phenomena and the human impact on nature can be investigated and translated into new science curricula.

Master's level offerings in science content are coordinated with methodology and supervision appropriate for both preservice and in-service teachers. Advanced master's and doctoral programs complete preparation for a variety of positions including teaching, supervisory, and research roles spanning the elementary through college levels of instruction. Some courses offered through these programs are intended especially for students from other areas of study at Teachers College who need to acquire knowledge and skills in science but who do not wish to earn a degree in these areas.

### **Special Application Requirements/Information:**

Preference in scholarship awards will be for those applicants who meet the priority deadline.

Applicants who wish to receive New York State teaching certification should apply to the M.A. degree program.

Applicants should note that the M.A. option in Elementary School Science Education does not lead to certification.

Science education students seeking M.A., Ed.M., M.S., Ed.D., and/or Ph.D. degrees should have at least the equivalent of an undergraduate degree in the sciences.

### **Degree Requirements:**

#### **MASTER OF ARTS**

Emphasis is placed on those competencies necessary for effective science teaching as a means of enhancing professional growth of in-service and pre-practice through group and individualized instruction in a general methods course and in courses applicable to specific sciences.

A minimum of 36 points of course work is required, plus a Master's Project in the final semester. (The in-service program requires a 34-point program.) Courses taken in this and other departments of Teachers College in the sciences, science education, and professional education to meet individual needs are supplemented by courses taken in other Faculties of Columbia University. No course work may be transferred from other institutions as part of this 36-point requirement. Only 8 points

earned in this Department as a non-degree student may be included in the 36. Student teaching may not be completed before matriculation.

Emphasis is placed on enhancement of science content mastery through appropriate graduate course work either in the candidate's discipline or to increase the breadth of knowledge in other science disciplines at Teachers College and elsewhere within Columbia University. Appropriate allocation of professional education courses is recommended and is required to meet State certification requirements. A minimum of 9-12 points in the breadth of science content, with sufficient depth in one area of specialization to communicate content effectively, is required. Also, 9-12 points of general professional education are required. Students must complete 6 points of science education/professional science competencies courses, the remaining points to be taken in electives determined in consultation with an advisor.

For preservice candidates, i.e., those who intend to fulfill the requirements of New York State for certification to teach science in secondary schools, MSTC 4000 and MSTC 4363 are required and should precede the semester in which student teaching is completed. MSTC 4000 and MSTC 4363 are both offered in the Fall and student teaching in the Spring.

Applicants should note that the M.A. option in Elementary School Science Education does not lead to certification.

Other requirements that must be met before graduation include completion of science safety workshop, successful completion of the program's Gateway Performance Assessments for Teaching, and a Final Master's Portfolio Project. See the "Teacher Education" section of this bulletin for details on other requirements.

Preservice Science Education M.A. applicants may refer admissions questions to Professor Keith Sheppard (212) 678-3425, sheppard@tc.columbia.edu.

Ed.D. and Ph.D. applications are reviewed once a year for study beginning in the Fall. All other programs admit students on a rolling basis. See the Admissions section of this bulletin for application deadlines as advertised by the College.

#### **MASTER OF SCIENCE AND MASTER OF EDUCATION**

The Science Education program offers curricula leading to a Master of Science (M.S.)

degree and a Master of Education (Ed.M.) degree. Both programs require a minimum number of graduate points of course work and a master's paper (see below).

The M.S. and Ed. M. degrees require a program planned in consultation with an advisor who may also sponsor the master's paper. The M.S. degree requires more science subject matter course work than the Ed.M. degree, while the Ed.M. degree requires more intensive work in education including science education. The M.S. degree is recommended for science educators who want a professional degree with intensive preparation in science subject matter. This degree is especially appropriate for prospective community college instructors who do not intend to pursue a doctorate immediately. The Ed.M. degree is recommended for science educators who want a professional degree with intensive preparation in science education. Both programs include some depth of study in science, work in the candidate's specialization, and the development of competence in method of scholarly analysis. Some credits obtained at the master's level may be applied toward the Ed.D.

#### **MASTER OF SCIENCE**

In total, a minimum of 60 course points are required: A minimum of 30 points in breadth of science content courses, 12 points in core science education courses, 6-9 points in professional education courses, 3-6 points in research methodology courses, and 3 points in technology courses. This leaves a remaining 6 points of optional studies to be determined in consultation with the advisor.

#### **MASTER OF EDUCATION**

In total, a minimum of 60 course points are required: A minimum of 15 points in breadth of science content courses, 15 points in core science education courses, 9 points in professional education courses, 6 points in research methodology courses, and 3 points in technology courses. This leaves a remaining 12-15 points of optional studies to be determined in consultation with the advisor.

#### *Master's Integrative Project*

For the M.S. and the Ed.M. degrees in the Science Education Program, a master's paper will be required. This paper may be an extension of some paper that has been prepared for a course included in the program of the student. The paper may take a variety of forms. It may be a report of an empirical investigation, or it may be a library type research paper dealing with some problem in which the candidate has a special interest. The form of the paper should be carefully chosen in the context of the candidate's professional goals.

The M.S. paper, however, must address a problem in science content either through scientific laboratory research, a synthesis of scientific knowledge from the literature, and/or the production of a novel model synthesizing data.

The latter may be a computer-level simulation or theoretical model of scientific phenomena. The M.S. paper may be a research thesis in basic science within the candidate's field of specialization, as a compliment to the Ed.D. dissertation which may be more educationally oriented.

The Ed.M. project should focus more on science education topics and can be either a synthesis of information or an empirical study. The paper may form the basis for a subsequent doctoral dissertation. In other cases, it may be the culmination of studies that have been carried out in the 60-point master's degree program.

The paper should be planned and prepared in cooperation with a full-time member of the Science Education Program staff. It must be approved by a full-time member of this staff before the application is made for the degree. Hence, the master's paper is a Departmental requirement for the M.S. and/or the Ed.M. degree. Its acceptance needs to be noted on the candidate's application for the award of either the M.S. or Ed.M. degree. However, the approved paper is not to be submitted to the Office of the Registrar as part of general college-wide degree requirements but will remain in the Departmental files.

#### *Doctoral Degrees*

The Department provides programs for both the Ed.D. and the Ph.D. degrees. In general, the Ed.D. degree places emphasis on breadth of professional course work with a focus on educational practice. All candidates are required to be competent in both quantitative and qualitative research methodology and to have knowledge of the epistemology of science and of psychology sufficient to be an informed scholar-practitioner.

All doctoral candidates must have a written plan approved by their advisor. The approved plan should then be forwarded to the Office of Doctoral Studies. Following submission of the statement of total program, the student normally completes doctoral course work and engages in doctoral research and writing. Refer to the Ph.D. and Ed.D. Requirements Bulletin, prepared by the Office of Doctoral Studies, for a fuller description.

#### *Specializations*

Students enrolled in the doctoral program may specialize in an area of interest to them pertinent to science education by taking courses in

their area of interest. Some potential areas to pursue include: elementary school science, secondary school science, urban science education, and technology studies.

#### *Supervision in Schools*

Students interested in science supervision in schools may elect to enroll in courses in other departments to satisfy the single school and multiple school supervisory certificates. Please see the "Teacher Education" section of this bulletin for updated information on programs that lead to administrative certification.

### **DOCTOR OF EDUCATION**

The Science Education Program offers curricula leading to the degree of Doctor of Education (Ed.D.) This program is intended to prepare students for leadership in science education. This program is designed to prepare professional science educators who are (1) educated both broadly and deeply in science subject matter, (2) competent in methods of scholarly analysis, and (3) have a deep understanding of education and science education. Students should also consult the bulletin "Requirements for the Degree of Doctor of Education," available from the Office of Doctoral Studies, for college-wide Ed.D. requirements.

In total, a minimum of 90 course points are required: A minimum of 15 points in breadth of science content courses, 15 points in core science education courses, 12 points in professional education courses, 9 points in research methodology courses, 3-6 points in technology courses, and 6 dissertation study points. This leaves a remaining 27-30 points of optional studies to be determined in consultation with the advisor.

The student, in consultation with an advisor, plans a program of study consistent with the student's prior education and oriented toward professional goals. This program plan is approved by the advisor and then submitted to the Office of Doctoral Studies. In planning a program of study, the student would be wise to pay particular attention to the time when the certification exam is taken. Students are required to complete a minimum of twenty points after taking the certification examination for the first time, including points taken during the term in which that examination was taken.

The certification examination is ordinarily taken no later than the term in which the student completes 65-75 percent of coursework. A special certification examination is designed for each candidate. The certification exam generally takes place in the student's third

year of full-time study. Please refer to the Office of Doctoral Studies bulletin and your departmental advisor for details.

#### *Dissertation Guidelines*

The Ed.D. dissertation is a scholarly endeavor contributing new knowledge to the field and should be planned early in the doctoral program when sufficient advanced courses have been completed to permit the candidate to enroll in relevant research techniques courses and pertinent advanced study to enable efficient and high quality preparation of the thesis. Dissertations in science education can be (1) empirical or theoretical studies in learning, (2) design and formative evaluation of science curricula, or (3) analytical studies in policy theory in science education. The candidate is recommended to seek an advisor within the department who can best guide the design and completion of the type of thesis chosen.

### **DOCTOR OF PHILOSOPHY**

This program is designed to prepare students for leadership in science education. The program includes advanced preparation in science to develop both breadth and depth in science subject matter background. Preparation in research methods in science education as well as study of recent developments in the broad field of professional education is included in the program. Students should refer to the bulletin, "Requirements for the Degree of Doctor of Philosophy," available from the Office of Doctoral Studies, for information on admission, residence, certification, examinations, and the dissertation. The general requirement is for a minimum of 75 points of approved graduate credit, at least 45 points of which must be taken through Teachers College registration. Science Education is both the major field and the area of specialization for the Ph.D. in the Department of Mathematics, Science and Technology.

In order that candidates become familiar with recent investigations in the broad fields of professional education, each program will include one or more courses in the nature of education and the nature of persons and the learning process. No more than 9 points of "R" will be credited. In most cases these courses will be taken in the Graduate Faculties.

In total, a minimum of 75 course points are required: A minimum of 15 points in breadth of science content courses, 15 points in core science education courses, 12 points in professional education courses, 12 points in research methodology courses, 3-6 points in technology courses, and 6 dissertation study points. This leaves a remaining 12-15 points of optional studies to be determined in consultation with the advisor.

### *Dissertation Requirements*

In addition to all other guidelines, it should be noted that the dissertation must be a research thesis based on a theoretical rationale and must exhibit thorough and comprehensive mastery of a research discipline.

### **COURSES:**

#### ***Science Education Program Advisors:***

Professors O. Roger Anderson, Angela Calabrese-Barton, Ann Rivet and Keith Sheppard.

For certain courses in the program in Science Education, special fees, including laboratory fees, will be assessed. The amounts and courses involved will be announced each semester in the Course Schedule Booklet for that semester.

### ***Core Science Education Courses***

#### **MSTC 4000. Science in secondary school (3)**

Faculty. Foundations of science education. Planning, assessment, and management of instruction. Required of preservice science students.

#### **MSTC 4007. Urban Science Education I (3)**

Faculty. Drawing from the scholarship in policy, curriculum, and teaching, this course explores the major issues faced in urban science education, including (1) the issue of resources (physical, human, and social) in urban schools and how urban science education programs might draw from local resources in meeting the needs of urban learners, and (2) the issue of what roles might teachers, administrators, policy makers, and curriculum writers play in the design and implementation of empowering curricular and pedagogical practices in urban science classrooms. This course provides students with both research-based and field-based experiences.

#### **MSTC 4008. Urban Science Education II (3)**

Faculty. MSTC 4008 will continue and draw on discussions begun in Urban Science Education I (MSTC 4007). This course will use cultural lenses and community perspectives to explore challenges and successes in teaching science well with students in public urban settings. We will explore the issues involved in public school science education, from school and classroom vantage points, and practices that represent the best of what we know about science teaching and learning, and how these play themselves out in urban education environments.

#### **MSTC 4040. Science in childhood education (2-3)**

Faculty. Corequisite: MSTC 4140. Introduction to the creation of science curriculum and instruction that attend to current state and national standards. Based in constructivist perspectives and the goal of teaching science well with all children.

#### **MSTC 4042. Multicultural science education as content and pedagogy (3)**

Faculty. In this course students will explore multicultural science education in terms of both content and pedagogy. One of the most significant problems with bringing multiculturalism into the science classroom is that it is often taught as one distinct and often separate component of the science curriculum. This course challenges this commonly used practice. The course will explore the intersections of science and society and the impact this has on standard K-12 science curriculum and teaching practices.

#### **MSTC 5042. Science, technology and society (3)**

Faculty. The nature and interrelationships of science, technology, and society as represented in policy and curriculum for education.

#### **MSTC 5047. Science teacher education (3)**

Faculty. MSTC 5042 is a required core course in the science education doctoral and advanced masters programs. The course concerns both in-service and preservice teacher education. In the course, students will conduct research with preservice teachers, as well as practicing and expert teachers. We will examine the classic and contemporary knowledge base of teacher education, as well as current issues and questions in the education of science teaching professionals. Open to students who are not in the science program with the professor's permission.

#### **MSTC 5048. Curriculum and pedagogy in science education (3)**

Faculty. This course offers students in the science education doctoral and advanced master's programs the opportunity to ask fundamental questions about curriculum in multiple ways. It is designed for and is intended to provide a foundation for several key dimensions of curriculum, including exploration of the following questions: What is curriculum? What is pedagogy? How is the enactment of curriculum/pedagogy influenced by theoretical underpinnings (and one's assumptions about what teaching, learning, subject matter, and context are)? What is the relationship between curricular and pedagogy? What roles do teachers, administrators, policy makers, and curriculum writers play in what actually happens in science class?

#### **MSTC 6502. History of science education (3)**

Faculty. Research oriented seminars dealing with a variety of issues and leading to preparation for the doctoral certification examination. Required for doctoral students.

### ***Disciplinary Courses***

#### **MSTC 4043. Science in the environment (2-3)**

Faculty. Exploration of environmental science from an earth physiology perspective. Focus on

connections between contemporary environmental issues and environmental science concepts. A community study utilizing scientific inquiry procedures and applying pertinent environmental science concepts will be conducted.

#### **MSTC 4044. Biology methods and curriculum laboratory (3)**

Faculty. Theoretical basis of secondary school science education and its practical application to biology teaching and laboratory experiences.

#### **MSTC 4045. Earth science methods and curriculum laboratory (3)**

Faculty. Theoretical basis of secondary school science education and its practical application to earth science teaching and laboratory experiences.

#### **MSTC 4046. Chemistry curriculum and methods laboratory (3)**

Faculty. Individualized work with secondary chemistry curricula, stressing laboratory activity.

#### **MSTC 4047. Physical science curriculum and methods laboratory (3)**

Faculty. Discussion of secondary school curricula, stressing laboratory activity.

#### **MSTC 4048. Structure of science knowledge and curriculum design (2-3)**

Faculty. Analyses of the organization of and relationships between concepts, laws, and theories in the life and physical sciences, using a variety of analytical techniques suitable for curriculum design.

#### **MSTC 4049. Middle school living environment methods laboratory (3)**

Faculty. Discussion of middle school life science methods.

#### **MSTC 4051. Microbial Ecology (2-3)**

Professor Anderson. The physiological ecology and life history of free-living and parasitic protozoa.

#### **MSTC 4052. Plant biology (2-3)**

Faculty. Introduction to plant physiological ecology with an emphasis on global systems. Laboratory sessions to be announced.

#### **MSTC 4054. Human anatomy and physiology (3)**

Faculty. Prerequisite: a basic biology course. A survey of major organ systems and their physiology. Suitable for a wide variety of professionals in physical education, nursing, health, nutrition, and science.

#### **MSTC 4055. Concepts in biology (3)**

Professor Anderson. Professional content knowledge course examining the major concepts in biology and their applications in teaching secondary school biology.

**MSTC 4056. Concepts in earth science (3)**  
Faculty. Study of models of our planet, Earth in Space, and Weather and Climate.

**MSTC 4057. Concepts in earth science II (3)**  
Faculty. Study of Earth materials and processes shaping the surface, interior and geologic history of the Earth.

**MSTC 4059. Concepts in chemistry I (3)**  
Faculty. Prerequisite: one year of college chemistry. The growth of, and change in, the major concepts of the science of chemistry are explored, from the Greek philosophers to the alchemists to those of modern chemistry. Concepts explored: chemical composition and the elements; chemical change, the acids, activity; the nature of matter; the structure of the atom and bonding.

**MSTC 4060. Concepts in chemistry II (3)**  
Faculty. Prerequisite: MSTC 4059 or instructor permission. The historical development of selected chemical concepts are examined with respect to the arguments developed in their support, with the intent that current meanings will be elucidated in the process.

**MSTC 4075. Concepts in physics I (3)**  
Faculty. Exploration of physics themes of molecules and molecular kinetic theory, heat, mechanics, waves, electricity and magnetism, modern physics. Of particular interest to introductory physics, physical science and general science teachers.

**MSTC 4076. Concepts in physics II (3)**  
Faculty. Exploration of electricity, magnetism, light, optics, quantum mechanics, and selected topics in atomic, nuclear, elementary particle physics and astrophysics.

**MSTC 4140. Laboratory methods and experiences for elementary school teachers (1)**  
Faculty. Corequisite: MSTC 4040. Demonstration of teaching science from constructivist perspectives. Focus on teachers and children learning science through inquiry.

**MSTC 4151. Modern principles of evolution (2-3)**  
Faculty. Interdisciplinary study of scientific theories about origin and evolution of life on earth. Includes demonstration and laboratory experiments.

**MSTC 4152. Modern concepts in genetics (2-3)**  
Faculty. A survey of modern principles of genetics, including molecular genetics, behavioral genetics, and relationship to Mendelian genetics.

**MSTC 4153. Invertebrate biology (2-3)**  
Faculty. A survey of major invertebrate groups, including phylogeny, morphology, and ecology, with examples suitable for biological education.

**MSTC 5041. The nature and practice of science (3)**  
Faculty. This course is one of the required core courses in the science education doctoral and advanced masters programs. It is designed to help students develop an adequate understanding of the nature of science or of how science is practiced. In this course, through the analysis of a number of current issues and problems in science and the extensive use of case studies, students will address questions such as: What is science? What distinguishes science from other ways of knowing? What standards of evidence and scientific explanations, processes, and conventions are used in science? What philosophical, social, ethical, and historical perspectives are important in understanding the nature of science?

**MSTC 5046. Advanced chemistry methods and curriculum laboratory (3)**  
Faculty. Permission required. Prerequisite: MSTC 4046 or equivalent. Individualized work with advanced topics from secondary chemistry curricula, stressing laboratory activity.

**MSTC 5052. Biochemistry and cell biology (2-4)**  
Professor Anderson. Prerequisite: organic chemistry. Modern advances in biochemistry related to cell function. Additional project for 4th point.

**MSTC 5058. Advanced topics in earth and environmental sciences (3)**  
Faculty. Permission required. Prerequisite: MSTC 4056, MSTC 4057, MSTC 4558, or equivalent. New concepts in geology, oceanography, and environmental sciences explored in lecture and laboratory setting. Occasional field trips.

**MSTC 5152. Biochemistry and cell biology laboratory (1-3)**  
Faculty. Permission required. Recommended: MSTC 5052. Laboratory techniques used in biochemical cellular biology, emphasizing experiments that can be adapted for secondary school biology courses.

### *Field-Based Courses*

**MSTC 4363. Introduction to science education practice (2)**  
Faculty. Corequisite: MSTC 4000. Directed field experiences and seminars explore school environments and teaching strategies.

**MSTC 4761. Student teaching in science (6)**  
Faculty. Permission required. Prerequisites: MSTC 4000 and MSTC 4363. Students do supervised teaching in metropolitan area schools.

**MSTC 5265. Guided supervision of student teaching in science (2)**  
Faculty. Permission required. Open only to doctoral students. Guided field experience in supervising student teachers.

**MSTC 6401. Internship in science education (1-6)**  
Faculty. Permission required. Supervised intern service in a variety of field settings including classroom teaching at various levels, supervision, curriculum development, and in-service education.

### *Independent, Advanced and Dissertation Study*

**MSTC 4852. Informal Science Education (1 or more)**  
Faculty. Study of museums.

**MSTC 4902. Guided study in science education (1 or more)**  
Faculty. Permission required from the instructor with whom the student wishes to work. Independent study in selected areas. Use of professional laboratory facilities.

**MSTC 5000. Neurocognitive models of information processing (2-3)**  
Professor Anderson. Permission required. An analysis of emergent theory in neuroscientific bases of cognition with applications to science education.

**MSTC 5044. Selected topics and issues in science education (3)**  
Faculty. Permission required. A focus on special issues in science education (curriculum, instruction, assessment, research, or content) which changes from one semester to another, highlighted by current research and interest.

**MSTC 6902. Research and independent study in science education (1 or more)**  
Permission required. Guided independent study leading to the preparation of a major project or paper. May be taken repeatedly by doctoral candidates engaged in research.

**MSTC 7501. Dissertation seminar in science education (0-3)**  
Development of doctoral dissertation proposals and presentation of proposals for departmental review.

**MSTC 8901. Dissertation advisement in science education (0)**  
Individual advisement on doctoral dissertations. Fee: to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration for Ed.D./Ph.D. degrees.

**MSTC 9901. Research and independent study in science education (1 or more)**  
Permission required. Open to postdoctoral students accepted for study at Teachers College.

## COMMUNICATION, COMPUTING AND TECHNOLOGY IN EDUCATION

The Communication, Computing and Technology in Education area of study includes the following programs: Communication and Education; Computing in Education; Instructional Technology and Media.

### COMMUNICATION AND EDUCATION

Program Coordinator:  
*Professor Charles Kinzer*

Program Office: (212) 678-3344  
Fax: (212) 678-8227  
E-mail: kinzer@tc.edu  
Web site: www.tc.edu/mst/CCTE

*Communication and Education*  
(Code: TUC)

#### **Degrees Offered:**

Master of Arts (M.A.)  
Master of Education (Ed.M.)  
Doctor of Education (Ed.D.)

### COMPUTING IN EDUCATION

*Computing in Education*  
(Code: TUD)

#### **Degree Offered:**

Master of Arts (M.A.)

### INSTRUCTIONAL TECHNOLOGY AND MEDIA

*Instructional Technology and Media*  
(Code: TUT)

#### **Degrees Offered:**

Master of Arts (M.A.)  
Master of Education (Ed.M.)  
Doctor of Education (Ed.D.)

#### **Program Descriptions:**

Communication, Computing and Technology in Education provides a cluster of degree programs for students who seek to develop leadership capacities in the use of information and communication technologies in education. It serves students, staff, and faculty members

who share a commitment as educators to use digital technologies to improve education at all levels. Work through CCTE should move simultaneously towards two poles of understanding and practice—towards a comprehensive understanding of the cultural and historical implications of new technologies for education and life, and towards purposefully selecting and shaping the uses of new media in educational practice at all levels and subject areas.

CCTE's programs deal with the many ways in which material culture changes and shapes educational practice. Listed are current assumptions about the long-run effects that innovations in information and communications technologies are having on education and culture. Work through CCTE should lead faculty and students to study, criticize, develop, and extend propositions such as these:

- When changes in information and communications technologies transform the ways people create, disseminate, and apply knowledge, deep changes in educational practices occur.
- Educational institutions, including schools of education, will undergo prolonged change and significant transformation, occasioned by changes in the media of intellectual production.
- Literacy practices will become more central to active participation in information networks and modern life.
- Preservice education will need to focus more on the active integration of ICTs into pedagogy and research.
- As digital information and communications technologies become more accessible, the separation of schools and higher education into two, largely distinct, educational cultures will markedly diminish.
- With the emerging intellectual conditions, activities contributing to the creation of knowledge will increase in relative value, while those devoted solely to its dissemination will decrease.
- Campuses will remain important foci of intellectual activity while participation in them will become more flexible via networks supporting asynchronous, distributed involvement.
- Specialists in education will need to work closely with scholars, scientists, and professionals to embed powerful learning experiences in digital technology for advancing knowledge.
- Increasingly, educators will de-emphasize imparting a static stock of information and ideas and will instead seek to enable all people to contribute to the advancement of knowledge.

- Demand for highly skilled educators will increase and preparing them will largely be a field-based engagement in situations where students interact with new knowledge resources.
- Schools and other educational institutions will increase in public importance, and the educating professions will increasingly become high-tech and high-prestige professions.
- Changes in information and communications technologies will resuscitate the progressive movement in education, enabling it to be both broadly egalitarian and intellectually rigorous.

Communication, Computing, and Technology in Education aims to prepare students to deal with both present and future implications of new media, and to play a constructive role in shaping the educational response to innovations in information and communications technologies. Although these concerns are common to all three programs, each has distinct nuances with respect to methods and purpose:

- Communication and Education relies primarily on social science inquiry to understand, interpret, and shape how information and communications technologies influence culture and education, including areas such as literacy and teacher education.
- Computing and Education works with computer information systems to facilitate the effective extension of digital technologies into educational practice.
- Instructional Technology and Media concentrates on the creation and application of innovative technologies, guided by a research tradition grounded in pedagogy and cognitive science, in order to make new media work as powerful tools for study and teaching.

Across the three programs, students and faculty members all engage in research, development, theory, and application. All three programs put a high priority on group work; field work and internships; and planning, implementing, and completing innovative projects. Schools, computer companies, businesses, and other agencies are normally partners in projects, providing environments, materials, personnel, or opportunities for carrying them out. The Institute for Learning Technologies ([www.ilt.columbia.edu](http://www.ilt.columbia.edu)), the Center for Technology and School Change ([www.tc.columbia.edu/ctsc/](http://www.tc.columbia.edu/ctsc/)), and the Columbia Center for New Media Teaching and Learning ([www.ccnmtl.columbia.edu](http://www.ccnmtl.columbia.edu)) work closely with CCTE faculty members and students and provide a wide range of internship and fieldwork opportunities.

### *Communication and Education*

The program in Communication and Education prepares students for various roles:

- teaching and research positions in higher education;
- working in schools using information and communications technologies to improve educational practice;
- conducting formative and evaluative research in the areas of educational media and information technologies, in and out of school settings and across subject areas;
- designing innovations in the use of new media for educational purposes; and
- working in business and government settings to design and implement corporate communication programs.

The program uses methods of the social sciences, encompassing both qualitative and quantitative approaches to the study of communication and education. It asks in particular how education and other social systems change under the impact of new media. Faculty members and students pursue three broad areas of inquiry, enabling them to:

- reflect on the historical effects of media and on the cultural uses of developments such as face-to-face speech, writing, printing, photography, film, radio, television, computers, and networked multimedia;
- use anthropological and linguistic methods to study how the diverse forms of communication, literacy, information processing, and cognition condition educational practice; and
- explore positive and negative effects of media on social relations and develop strategies for using information and communications technologies to improve conditions of education and life.

In the course of completing a degree, the student should expect to attend closely to both technical artifacts and human activity; that is, both to material systems of communication in which technologies are the primary interest and to interpersonal, direct communication dynamics in which unmediated exchanges, face-to-face, are the subject of inquiry. A major theme for continuous reflection should be the diverse ways in which the modes of communication condition the meanings actually, and potentially, communicated—whether in face-to-face conversation or through a global broadcast using satellite transmission.

### *Computing in Education*

Students who complete the master's program in Computing in Education take positions in:

- schools, as computer coordinators or teachers using advanced technologies in the classroom;

- new media companies, developing software and multimedia applications for education, training, and gaming environments; and
- academic computer centers and corporate information services, and in education departments at the federal, state, and local levels, managing the integration of information and communications technologies into schools.

### *Instructional Technology and Media*

Students who have earned degrees in Instructional Technology and Media find positions in education, government, and industry. Some continue to work within formal education, as teachers, researchers, or administrators on the elementary, secondary, or college level. Others work in training and development departments in business or government agencies. An increasing number work as independent professionals in a variety of settings such as educational service, production consulting, and publishing. Still others have established themselves as researchers, designers, and producers for innovative multimedia projects.

In recent years, students in the program have made four questions paramount:

- Which emerging technologies hold greatest promise for enriching learning experiences throughout the educational enterprise?
- What pedagogical strategies should designers embody in instructional materials, including those based on multimedia and those reflected in gaming environments?
- How should educators deploy, manage, and evaluate information and communications technologies in classrooms for optimal educational effect?
- What principles of design and practice should educators incorporate into distributed educational courses and programs?

The World Wide Web and related technologies have lowered the costs of distance learning programs greatly while increasing their flexibility. Through Instructional Technology and Media, faculty members and students join to develop the skills needed to make full use of the new opportunities in distance and distributed learning.

Participants in the three CCTE program areas share a basic conviction that good design in educative matters starts with careful attention to the needs and characteristics of the individuals that the design will serve. For example, the ability to understand the individual through empirical research and empathic engagement will make the design of instructional technology not only technically proficient but educationally valuable as well. In all, this attention to the individual in society and culture defines the technological humanism

we seek through all components of the programs in CCTE—a humanism that combines the use of sophisticated technology with humane commitments for guiding purposes.

### *Financial Aid and Other Assistance*

In addition to college-wide financial aid opportunities and student services, the faculty members of CCTE are committed to generating an increasing range of opportunities for remunerative work that will integrate well into our program of studies. Essentially, such opportunities are of three types: assistantships in research and development projects, instructorships to teach basic courses in the field, and internships in industry, government, and education. The precise opportunities that exist in these areas continually change as projects, here and elsewhere, begin, proceed, and culminate. To find out more about these opportunities, students should consult individual faculty.

### **Degree Requirements:**

The college-wide degree requirements are stated in the "Degree Requirements" section of this bulletin. The following steps specific to Communication, Computing and Technology in Education amplify the college-wide requirements and should serve as an aid for structuring an individualized program of study based on previous experience, professional goals, and interests. Enrolled students can obtain further information about requirements and the academic calendar from the program office (TC Box 8, phone (212) 678-3344).

Degrees represent advanced levels of mastery in rigorous scholarship and disciplined practice. In developing a program, students should find ways to meet the intrinsic demands of the field.

### **Special Degree Cohorts:**

#### *The Intensive Master's Program in Computing and Education:*

This track was designed primarily for those teachers who live too far from Manhattan to attend courses during the regular academic year. Students in this program attend intensive four-week sessions at Teachers College, usually in July, and do the remainder of their credit work through independent study. The degree can be obtained in two summers and the intervening academic year, but can also be done over a longer period of time.

Courses and independent study work focus on all aspects of using computers in teaching and learning, including theories of instructional design, use of software, new technologies such as hypermedia and telecommunications, teaching strategies, and software production.

The Intensive Program accepts about 20 new students per summer, and over the past ten years more than 150 students have completed the program. Housing is arranged at a Columbia dormitory. For more information, write Howard Budin, Teachers College, Box 8, call (212) 678-3773, or e-mail hb50@columbia.edu or visit www.tc.edu/ctsc/imhome.htm.

*Technology Specialist:*

A new M.A. program leading to a New York State license for "Technology Specialist K-12" prepares candidates to become technology coordinators within a school building. Student teaching and fieldwork are required parts of the program. The program is available to those with or without initial teaching licenses, but who have prerequisite knowledge and experience in using technology in teaching. For further information, contact Howard Budin, Teachers College, (212) 678-3773, hb50@columbia.edu.

**MASTER OF ARTS**

**(32 CREDIT-HOURS REQUIRED)**

To earn the Master of Arts (M.A.), students must satisfactorily complete 32 points of course work (36 points for the Technology Specialist) and an integrative project. In CCTE programs the M.A. degree serves two main functions: a mark of entry-level professional qualifications in the fields covered and a grounding for further, more advanced specialization in the field.

Master of Arts (M.A.) programs are offered in Communication and Education, Computing and Education, and Instructional Technology and Media. In each of these M.A. programs, students must take coursework totalling at least 32 points. Within this requirement, students must:

1. Take the Core Seminar MSTU 4000 (for 1 or 2 credits) as early as possible, hopefully in the first term in the program. This course provides an overview of the programs and field, and helps students begin thinking about the integrative M.A. Project.
2. Take the 3 required courses in the major program area (9 credits, see program lists below).
3. Take at least 3 additional Core Program courses in the major program area (9 credits, see program lists below).
4. Take at least 1 course (3 credits) within Communication, Computing and Technology (courses with MSTU prefix) that is outside the major program area. Any course from your

major area that is cross-listed with another area can meet this requirement.

5. Take 3 courses at Teachers College outside Communication, Computing and Technology (courses with a prefix other than MSTU), each for at least 2 credits, for a total of at least 6 credits.

6. Successfully complete the Integrative M.A. Project. The Integrative M.A. Project can be either an individual project or part of a larger project involving several students. For students completing only the M.A. degree, this project should be related to their career goals, and should provide tangible evidence of their skills and strengths. For students hoping to progress to the Ed.M. and/or Ed.D. degrees, this project should be the beginning of a line of work that could progress through a series of projects potentially leading to the doctoral dissertation.

*Communication and Education (M.A.)*  
Required and Core Course List

**Required Courses**

- MSTU 4016 History of communication
- MSTU 4024 TV and the development of youth

Additional courses as prescribed in the program guide for the degree.

**Core Courses**

- HUDK 4035 Technology and human development
- HUDK 5035 Psychology of media
- MSTU 4010 Theories of communication
- MSTU 4018 Design and communication in modern culture
- MSTU 4022 Telecommunications, distance learning and collaborative interchange
- MSTU 4023 Cinema as cross-cultural communication
- MSTU 4049 Computers and writing
- MSTU 4052 Computers, problem solving and cooperative learning
- MSTU 4133 Cognition and computers
- MSTU 5020 Computer-mediated communication
- MSTU 5555 Technology and the emergence of a global curriculum

Additional courses as prescribed in the program guide for the degree.

*Computing and Education (M.A.)*  
Required and Core Course List

**Required Courses**

- MSTU 4031 Programming I
- MSTU 4133 Cognition and computers
- MSTU 5031 Programming II

**Core Courses**

- MSTU 4022 Telecommunications, distance learning and collaborative interchange
- MSTU 4036 Hypermedia and education
- MSTU 4052 Computers, problem solving and cooperative learning
- MSTU 4085 New technologies for learning
- MSTU 4134 Cognition and computers lab
- MSTU 5005 Case-based instruction in multimedia education
- MSTU 5025 Research methods: Educational technology
- MSTU 5035 Technology and metacognition
- MSTU 5530 Intelligent computer-assisted instruction
- MSTU 5555 Technology and the emergence of a global curriculum

Additional courses as prescribed in the program guide for the degree.

*Instructional Technology and Media (M.A.)*  
Required and Core Course List

**Required Courses**

- MSTU 4031 Programming I
- MSTU 4083 Instructional design of educational technology
- MSTU 5031 Programming II

**Core Courses**

- HUDK 4035 Technology and human development
- MSTU 4022 Telecommunications, distance learning and collaborative interchange
- MSTU 4024 TV and the development of youth
- MSTU 4036 Hypermedia and education
- MSTU 4133 Cognition and computers
- MSTU 4134 Cognition and computers lab
- MSTU 5005 Case-based teaching in electronic environments
- MSTU 5020 Computer-mediated communication
- MSTU 5025 Research methods: Educational technology
- MSTU 5030 Intelligent computer-assisted instruction
- MSTU 5035 Technology and metacognition
- MSTU 5555 Technology and the emergence of a global curriculum

Additional courses as prescribed in the program guide for the degree.

Candidates for the M.A. degree are expected to culminate their work with an integrative project. Such a project might be a review essay in which they give a thorough, well-written summation of current research and development work in an area of their choice within the broad field of Information and Communications Technologies in Education or a multimedia instructional application. In addition, because experientially grounded learning is invaluable preparation for professional practice, students are strongly advised to take fieldwork or internships as an integral part of their master's program. Please see Fieldwork and Internships sections for further information.

### MASTER OF EDUCATION (60 CREDIT-HOURS REQUIRED)

An Ed.M. degree represents roughly the equivalent of two years of full-time study. It serves for some to mark progress toward a doctorate and for others to initiate intermediate professional qualifications for students who have previously completed a master's degree at Teachers College or another institution. Up to 30 points of graduate credit earned elsewhere may be counted toward the minimum 60-point requirement. Ed.M. candidates who have completed an M.A. in CCTE, or an equivalent program, should select further courses to broaden and deepen their mastery of the field. Those who are transferring a significant number of points from a different specialty toward the Ed.M. should include a selection of CCTE core program courses in their remaining course work. In addition to completing the minimum course requirements and developing a skill specialization, candidates for the Ed.M. degree should culminate their work through a research or development project submitted to the faculty. Like the M.A. integrative project, it should result from independent effort equivalent to that of a 3 point course.

This project should represent the student's interests as well as display the specialized skills developed for the degree.

Master of Education (Ed.M.) programs are offered in Communication and Education and Instructional Technology and Media. In each of these Ed.M. programs, students must take coursework totalling at least 60 credits. Within this requirement, students must:

1. Take the Core Seminar MSTU 4000 (for 1 or 2 credits) as early as possible, hopefully in the first term in the program. This course provides an overview of the programs and

field, and helps students begin thinking about the Ed.M. project.

2. Take the 4 required courses (12 credits, see lists below) in the major program area (18 credits, see program lists below).
3. Take at least 6 additional Core Program courses (18 credits, see lists below) in the major program area.
4. Take at least 1 course (3 credits) within Communication, Computing and Technology (courses with MSTU prefix) that is outside the major program area. Any course from one major area that is cross-listed with another area can meet this requirement.
5. Take 3 courses at Teachers College outside Communication, Computing and Technology (a prefix other than MSTU) each for at least 2 credits, for a total of at least 6 credits.
6. Take approximately 6 other courses chosen in consultation with an advisor.
7. Altogether, these courses should total at least 60 credits.
8. Propose to one's faculty advisor and, after approval, successfully complete the Ed.M. Project (approved by the advisor).

*Communication and Education (Ed.M.)*  
Required and Core Courses

#### Required Courses

- MSTU 4016 History of communication
- MSTU 4024 TV and the development of youth
- MSTU 5606 Colloquium on communication and education

Additional courses as prescribed in the program guide for the degree.

#### Core Courses

- HUDK 4035 Technology and human development
- HUDK 5035 Psychology of media
- MSTU 4010 Theories of communication
- MSTU 4018 Design and communication in modern culture
- MSTU 4022 Telecommunications, distance learning and collaborative interchange
- MSTU 4023 Cinema as cross-cultural communication
- MSTU 4049 Computers and writing
- MSTU 4052 Computers, problem solving and cooperative learning
- MSTU 4133 Cognition and computers
- MSTU 5020 Computer-mediated communication

- MSTU 5555 Technology and the emergence of a global curriculum

Additional courses as prescribed in the program guide for the degree.

*Instructional Technology and Media (Ed.M.)*  
Required and Core Courses

#### Required Courses

- MSTU 4031 Programming I
- MSTU 4083 Instructional design of Educational technology
- MSTU 5025 Research methods: Educational technology
- MSTU 5031 Programming II

#### Core Courses

- HUDK 4035 Technology and human development
- MSTU 4022 Telecommunications, distance learning and collaborative interchange
- MSTU 4024 TV and the development of youth
- MSTU 4036 Hypermedia and education
- MSTU 4133 Cognition and computers
- MSTU 4134 Cognition and computers lab
- MSTU 5005 Case-based instruction in multimedia education
- MSTU 5020 Computer-mediated communication
- MSTU 5030 Intelligent computer-assisted instruction
- MSTU 5035 Technology and metacognition
- MSTU 5555 Technology and the emergence of a global curriculum

Additional courses as prescribed in the program guide for the degree.

Students accepted for a doctoral program should earn the Ed.M. as an integral part of their doctoral work. The Ed.M. can be, however, far more than a stepping stone to a doctorate. It allows for great flexibility, and students can use it to lay a strong foundation for significant positions of leadership that demand high levels of skill but do not require doctoral-level academic certification. For instance, students can put together a very effective 60-point program dealing with "school media for curriculum innovation." In a similar way, one can develop a very strong grounding in educational software development through the Ed.M. degree. It can serve many purposes: one needs to think through one's aspirations and use the scope of the Ed.M. program to build academic and experiential foundations in accord with one's achievement goals.

## DOCTOR OF EDUCATION

Doctor of Education (Ed.D.) degree candidates should read "Requirements for the Degree of Doctor of Education," which can be obtained from the Teachers College Office of Doctoral Studies. It states the formal requirements for the degree and lays out the steps leading to it. Communication, Computing and Technology in Education requirements include basic courses, a skill concentration, and independent projects, all leading to the certification examination and the dissertation.

Doctoral candidates should consult CCTE's description of the specific steps to the doctorate in Communication and Education and Instructional Technology and Media. These steps to the doctorate have been designed to ensure that students develop skills in one or more modes of inquiry; contribute professionally to a field through conferences, presentations, or publications; and participate actively in CCTE functions outside of class work.

Programs are planned individually in consultation with a faculty advisor, starting with the admission interview and initial writing assignments. Doctoral candidates should develop a systematic plan for study early in their program, encouraging sustained consideration of a dissertation area and tailoring course selection to support dissertation work. The doctorate represents the highest level of educational preparation achievable in the field. To complete it well, students should meet all requirements in an intellectual spirit consonant with this status.

Doctor of Education (Ed.D.) programs are offered in Communication and Education and Instructional Technology and Media. In each of these Ed.D. programs, students must take coursework totalling at least 90 credits. Within this requirement, students must:

1. Take the Core Seminar MSTU 4000 (for 1 or 2 credits) as early as possible, hopefully in the first term in the program. This course provides an overview of the programs and field, and helps students begin thinking about projects and dissertation research. After taking the Core Seminar, continuous registration in the CCTE Colloquium (MSTU 6600) is recommended.
2. Register for the CCTE Colloquium (MSTU 6600). This course assists students in all phases of their doctoral work (starting research, developing projects, certification, dissertation proposals, etc.) and invites guest speakers to present the latest work in the field. Doctoral students register for MSTU 6600 every semester for 0-3 credits, as advised, for a total of 6 credits.

3. Take the 4 required courses in the major program area (12 credits, see program lists below).

4. Take at least 6 additional Core Program courses in the major program area (18 credits, see program lists below).

5. Take at least 1 course (3 credits) within Communication, Computing and Technology (courses with MSTU prefix). Any course from your major area that is cross-listed with another area can meet this requirement.

6. Take 3 courses at Teachers College outside Communication, Computing and Technology (a prefix other than MSTU), each for at least 2 credits, for a total of at least 6 credits.

7. Take approximately 13 other courses chosen in consultation with a faculty advisor.

8. Complete the doctoral Certification Process (see the explanation later in this section).

9. Successfully propose, complete and defend the doctoral dissertation. Register for the Dissertation Seminar (MSTU 7501-7504, 3 credits) when presenting the Dissertation Proposal, and for Dissertation Advisement (MSTU 8900, 0 credits) for each term after that.

10. Altogether, these courses should total at least 90 credits.

*Communication and Education (Ed.D.)*  
Required and Core Courses

### Required Courses

- MSTU 4016 History of communication
- MSTU 4024 TV and the development of youth
- MSTU 5606 Colloquium on communication and education

Additional courses as prescribed in the program guide for the degree.

### Core Courses

- HUDK 4035 Technology and human development
- HUDK 5035 Psychology of media
- MSTU 4010 Theories of communication
- MSTU 4018 Design and communication in modern culture
- MSTU 4022 Telecommunications, distance learning and collaborative interchange
- MSTU 4023 Cinema as cross-cultural communication
- MSTU 4049 Computers and writing

- MSTU 4052 Computers, problem solving and cooperative learning
- MSTU 4133 Cognition and computers
- MSTU 5020 Computer-mediated communication
- MSTU 5555 Technology and the emergence of a global curriculum

Additional courses as prescribed in the program guide for the degree.

*Instructional Technology and Media (Ed.D.)*  
Required and Core Courses

### Required Courses

- MSTU 4031 Programming I
- MSTU 4083 Instructional design of educational technology
- MSTU 5025 Research methods: Educational technology
- MSTU 5031 Programming II

### Core Courses

- HUDK 4035 Technology and human development
- MSTU 4022 Telecommunications, distance learning and collaborative interchange
- MSTU 4024 TV and the development of youth
- MSTU 4036 Hypermedia and education
- MSTU 4133 Cognition and computers
- MSTU 4134 Cognition and computers lab
- MSTU 5005 Case-based teaching in electronic environments
- MSTU 5020 Computer-mediated communication
- MSTU 5030 Intelligent computer-assisted instruction
- MSTU 5035 Technology and metacognition
- MSTU 5555 Technology and the emergence of a global curriculum

Additional courses as prescribed in the program guide for the degree.

### Doctoral Certification Process

The Doctoral Certification Process for CCTE students is comprised of three steps:

1. An integrative question (one question) that the student answers in writing during the regular Certification Exam session that is scheduled by the Teachers College Office of Doctoral Studies. This is an integrative question about a currently prominent educational technology topic that can be addressed using material from a variety of CCTE Core Courses and readings.

2. A literature review or critical assessment of scholarship (a paper of approximately 30 pages, double-spaced) related to what is planned for the dissertation (this paper provides a head start on the literature review section of the dissertation). This paper is graded by the faculty advisor. Approved papers are archived and generally available to others for future reference.

3. A certification project that is a smaller scale version of what might be done in the dissertation, i.e., a project or pilot study that leads to the dissertation project.

The certification project has three steps:

- a. Write a short proposal (five or fewer double-spaced pages) of the planned project, which the faculty advisor must approve.
- b. Prepare the project.
- c. Write a project report (around 30 pages). This is graded by the respective student's faculty advisor.

When a faculty advisor certifies that the integrative question portion, the literature review paper, and the certification project have all been completed successfully, then the student is ready to be recommended for certification.

#### **COURSES:**

Most courses are offered once each year; others are offered each term and some are offered every two years. Current scheduling information may be obtained from the program office.

#### **MSTU 4000. Core seminar in communication, computing and technology (1-2)**

Professor Black and Faculty. Required for incoming students. Meets with MSTU 6600. Discussion of critical issues, reading of key works, development of project Communication, Computing, and Technology in Education, presentation of work in progress, conversations with leaders in the field. Special fee: \$25.

#### **MSTU 4005. Equity, ethical and social issues in educational technology (3)**

Professor Budin. Addresses a wide range of issues concerning equity and access, including differential gender, racial, and ethnic uses of computers. Examines legal and ethical issues in students' use of technology with an emphasis on improving access and use of technology for all students. Special fee: \$25.

#### **MSTU 4008. Information technology and education (3)**

Faculty. Analytic overview of the uses of information technology in instruction. Examination of psychological and practical impact of information technology on our culture and its educational institutions. Special fee: \$25.

#### **MSTU 4010. Theories of communication (2-3)**

Professor Moretti. A broad, multidisciplinary survey of contemporary perspectives on communication. Topics include: definitions, models and theories of information processing, history of media change, cross-cultural communication, interpersonal communication, and the uses and effects of mass media. Special fee: \$35.

#### **MSTU 4012. Film as art: Introductory (2-3)**

Professor Akrami. Film as 20th century art, emphasizing form and style. Analysis of feature-length and short films of different nations, styles, themes, and genres. No previous experience in film analysis needed. Special fee: \$50.

#### **MSTU 4016. The history of communication (3)**

Professor Moretti. A comprehensive survey of the history of communication, tracing the development of the dominant modes of transmitting knowledge, from speaking to writing, from printing to the electronic media. Special fee: \$50.

#### **MSTU 4018. Design and communication in modern culture (3)**

Professor McClintock. How have practices of abstract reasoning, the pursuit of formalism, and conceptualizing the structure of complex phenomena affected modern design and communication? Readings and class discussions explore this question, using examples drawn from architecture, fine art, graphics, typography, photography, advertising, industrial design, formal organization, process control, transportation, information theory and management, and major media of communication. Special fee: \$25.

#### **MSTU 4022. Telecommunications, distance learning and collaborative interchange (3)**

Professor Taylor. Introduction to the use and educational implications of telecommunications, distance learning, and collaborative interchange using telecommunications, particularly the Internet and the World Wide Web. Special fee: \$25.

#### **MSTU 4023. Cinema as cross-cultural communication (3)**

Dr. Akrami. Analyzes how films explore culture. Discussion of the film as well as the cultural messages portrayed. Special fee: \$50.

#### **MSTU 4024. Television and the development of youth (3)**

Faculty. A comprehensive survey of the socializing and educational effects of television viewing during childhood and adolescence. Within a developmental framework, emphasis is placed on reviewing and critiquing research involving the effects of both formal features of television (e.g., cuts, pans, pace) and the various types of television programs on viewers' comprehension, behavior, attitudes, and beliefs. Special fee: \$50.

#### **MSTU 4028. Technology and culture (3)**

Professor Varenne. An exploration of the impact of technology broadly defined upon cultural evolution as currently discussed in anthropology and related disciplines. Special fee: \$25.

#### **MSTU 4029. Managing educational technology resources (3)**

Professor Terrill. For educators involved in the planning, implementation, and maintenance at the building/campus level. Students learn how to apply educational technology to achieve educational objectives, and to manage interpersonal relations in the process. Special fee: \$50.

#### **MSTU 4030. Computer applications in education (3)**

Ms. Kieran-Greenbush. Hands-on experience learning a variety of computer applications, focusing primarily on word processors, spreadsheets, and database managing. Students create their own educational applications. No computer background assumed. Special fee: \$50.

#### **MSTU 4031. Programming I (4)**

Mr. Campbell and Ms. Sosulski. Communicating with computers and humans through programs. Uses a graphic language to formalize the concepts behind software structure, and a current, widely-used implementation language such as Java to construct representative applications. Co-requisite: MSTU 4032. Special fee: \$50.

#### **MSTU 4032. Programming I laboratory (0)**

Mr. Campbell and Ms. Sosulski. Co-requisite: MSTU 4031. Concentrated time to reinforce programming concepts through practice. Lab is led by instructor or teaching assistant. Attendance is mandatory.

#### **MSTU 4035. The computer as an instructional aid (3)**

Professor Budin. A presentation of research and issues surrounding the use of computing in schooling. Cognitive and social effects of computers on students are investigated and strategies are developed for integrating computing into the curriculum. Special fee: \$25.

#### **MSTU 4036. Hypermedia and education (3-4)**

Ms. Bú Shell, Dr. Kelsey, and Dr. Magni. Introduction to hypermedia products and programming and their role in education. Four-point registration is for hypermedia programming lab. Special fee: \$50.

**MSTU 4037. Computers and the uses of information in education (3)**

Dr. Budin. This course examines how computers can structure and present information, evaluates current educational software that uses information, and considers the design of software for integrating information applications into education. Prerequisite: MSTU 4030 or equivalent computer experience.

**MSTU 4049. Technologies and literacies (2-3)**

Professor Kleifgen and Dr. Magni. An examination of the relationship between computers and the writing process. The course explores the effect of electronic text on traditional notions of text, literacy, and communication. Assumes no computing experience. Lab fee: \$25.

**MSTU 4052. Computers, problem solving and cooperative learning (3)**

Dr. Budin. Considers how computers may be used to promote cooperative learning in problem solving for students throughout the curriculum, focusing on the use of simulations, databases, programming, and problem solving software. Course content will include active participation in cooperative learning using computers as well as background work in educational theory as it relates to problem solving and cooperative learning. Special fee: \$25.

**MSTU 4080. Television and video applications in education (3)**

Faculty. The role of media literacy is explored as a means to understand our popular culture and foster critical autonomy in young people. Emphasis is placed on critiquing educational television programs and video, and using them effectively in the classroom. Special fee: \$35.

**MSTU 4083. Instructional design of educational technology (3)**

Ms. Sullivan and Faculty. The nature of instructional technology, systems approaches to planning, managing, and evaluating instructional processes and materials. Emphasis is on instructional design. Special fee: \$50.

**MSTU 4085. New technologies for learning (2-3)**

Professor Taylor and visiting experts. A survey of technologies such as multimedia and telecommunications applied to learning and research, with full demonstrations and critical discussion by experts. Includes discussion of implications for educational change. Special fee: \$50.

**MSTU 4086. Text understanding and design (3)**

Professor Black. Covers ideas about how people understand textual materials and learn from them; then applies these ideas to the design of instructional text. Students design instructional materials for topics of interest to them. Special fee: \$25.

**MSTU 4133-MSTU 4134. Cognition and computers**

Professor Black, Ms. Zahner, and Ms. Bai. Ideas about cognition and knowledge representation and how they relate to the use of computers in instruction. The student selects a subject area, learns to represent knowledge from it so that it can be implemented in a computerized instructional system, and uses the knowledge representation to characterize the cognitive prerequisites and consequences of learning to use computers.

- **MSTU 4133. Cognition and computers (3)** Special fee: \$50.

- **MSTU 4134. Cognition and computers lab (1-3)** Permission required. Corequisite: MSTU 4133. Special fee: \$25.

**MSTU 4901-MSTU 4904. Research and independent study (1-6)**

Permission required. For master's students. Students propose a program of independent research or project development to a faculty member. Students in their first term of study are generally not accepted. Conference hours are arranged.

**MSTU 5005. Case-based teaching in electronic environments (3)**

Professor Kinzer. This course focuses on the theoretical background related to designing, developing, and using multimedia case methodology in education. Although examples are drawn mainly, though not exclusively, from cases in reading/literacy education, the principles discussed in this course are relevant to a wide range of subject areas and students are encouraged to examine educational case methodology within their interest area. Special Fee: \$50.

**MSTU 5020. Computer-mediated communication (3)**

Ms. Lin. Analyzes characteristics of such computer mediated communication systems as networked multimedia, electronic mail, bulletin boards, and computer conferencing, and situates these systems in the context of the emerging national information infrastructure. Students will participate in on-line communication systems. Special fee: \$50.

**MSTU 5025. Research methods: Technology, teaching and learning (3)**

Dr. Lowes. Designed for M.A. or Doctoral students in the CCTE department who are developing research proposals that focus on teaching and learning, this seminar examines the theoretical bases for, and practical implementation of, different quantitative and qualitative research methodologies (questionnaires and surveys, interviews, ethnographies and case studies, action research, drawings and concept maps), as well as the advantages and disadvantages of each. Students will also discuss how to define research problems and develop researchable hypotheses from the existing literature. Each student should come with a research project in mind. Special Fee: \$25.

**MSTU 5030. Intelligent computer-assisted instruction (3)**

Professor Black and Ms. Bai. Prerequisite: MSTU 4133. Participants study ideas about the representation of knowledge, models of the learner, and teaching strategies that have been developed in artificial intelligence and cognitive psychology, as well as develop and test intelligent computer-assisted instruction materials for topics of interest. Special fee: \$50.

**MSTU 5031. Programming II (3-4)**

Mr. Campbell and Ms. Sosulski. Prerequisite: MSTU 4031 or a solid basic knowledge of programming. Applies programming to significant problems using Java or C++ to construct salient applications. Special fee: \$50.

**MSTU 5191-MSTU 5192. Educational video production I and II (3-4)**

Mr. Riccobon. Permission required for MSTU 5192. Practical studio and field production experience of educational video programs, with special concern for realizing educational purposes through directing, scripting, staging, camera operation, lighting, and sound design. Special fee: \$75.

**MSTU 5194. Models of human-computer interaction (3-4)**

Faculty. This course explores the psychological and educational literature on human-computer interaction and learning. What is the role of human-computer interaction in learning and teaching with new educational technologies? What are the key formats and attributes of human-computer interaction with electronic media? These and other questions are studied by discussing current theory and research and by evaluating state-of-the-art media projects. Special fee: \$25.

**MSTU 5201-MSTU 5204. Fieldwork (1-6)**  
Permission required. Opportunity for qualified students, individually or in small groups, to develop and pursue projects in schools, community agencies, business organizations and communication facilities. Students in their first term of study are generally not accepted. Conference hours are arranged.

**MSTU 5510. Topical seminar (1-3)**  
Faculty. Permission required. Periodically under this course number various faculty and staff members offer courses on important topics in communication, computing, or instructional technology and media which will be announced at least one semester in advance. Topics may vary each semester and may include any of the following: art, music, and technology: their symbiotic interplay; assessing the impact of technology in our schools, database driven website development; educational technology research; gender, communication, and digital technology; media and education; research methodologies; social and emotional learning and digital technology; technology and school change; technology, education, and public policy; technology, inquiry, and culture; writing technology.

**MSTU 5555. Technology and the emergence of a global curriculum (3)**  
Professor Taylor. This course deals with the impact of technology on human society over the ages, how technology in particular is shaped by, and in turn shapes, the vision informing a specific culture and its curriculum, and how the global sharing of technology is inexorably contributing to the emergence of a common global curriculum. Uses its own website, [www.tc.columbia.edu/~global](http://www.tc.columbia.edu/~global). Special fee: \$25.

**MSTU 5606-5607. Colloquium on communications and education I and II (3)**  
Professor McClintock. Each week during the academic year, participants in this course will read and discuss important work in the literature of communication. In diverse ways, these works all consider how the conditions and constraints of human interaction affect culture, public discourse, and the historical quality of life. The aim is to acquire a thorough grounding in how thinkers have addressed a basic problem in the study of communication over the past century and a half. Completion of written work for the colloquium is part of the certification requirement for doctoral candidates in the Communication and Education program and it can serve as the culminating project required for completion of the Master of Education degree in that program. Special Fee: \$25.

**MSTU 5814. Work conference (1-2)**  
Faculty. Permission required. Occasional brief conferences convened by Communication, Computing, and Technology on subjects of special interest.

**MSTU 6031. Multimedia educational projects (3-6)**  
Professor Taylor. Permission required. Team approach to developing computer-based educational software using hypermedia, authoring languages, and programming languages. Some background in instructional design recommended. Special fee: \$75.

**MSTU 6201-MSTU 6204. Advanced fieldwork (1-6)**  
Permission required. Extended opportunities for students who have completed MSTU 5200.

**MSTU 6401-MSTU 6404. Internship (1-6)**  
Permission required. Prerequisite: basic courses in the student's specialization, evidence of competence in the internship area, and prior arrangement with cooperating institution. Internship in schools, colleges, Teachers College facilities such as the Microcomputer Resource Center, community agencies, business organizations, communication facilities. Students in their first term of study are generally not accepted.

**MSTU 6532. Seminar in cognitive science (1-3)**  
Professors Black and Lin, and Dr. Halberstam. Permission required. In-depth discussion and critique of research proposed and conducted by others and by students in the class. Topics

vary from term to term. Course is for advanced students who are designing and conducting their own research projects; they may take the course as many times as they like. Special fee: \$25.

**MSTU 6600. Colloquium in communication, computing and technology in education (0-3)**  
Professor Black and Faculty. Continuous participation required of certified doctoral students. Discussion of critical issues, reading of key works, formal proposal of dissertation topics, presentation of work in progress, conversations with leaders in the field. Special fee: \$25.

**MSTU 6901-MSTU 6904. Research and independent study in Communication, Computing and Technology in Education (1-6)**  
Permission required. For doctoral students. The participating student will propose a program of independent research or project development to a faculty member. Students in their first term of study are generally not accepted.

**MSTU 7501 and MSTU 7503. Dissertation seminar (1)**  
Faculty. Permission required. Presentation of dissertation proposal for approval by a sponsoring committee. Student arranges one two-hour meeting with his or her sponsoring committee.

**MSTU 8900. Dissertation advisement (0)**  
Advisement on doctoral dissertations. Fee: to equal 3 points at current tuition rate for each term. See section in this bulletin on Continuous Registration for Ed.D. degree.





# Organization and Leadership

CHAIR: *Craig Richards*  
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LOCATION: 212 Main Hall

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WEB SITE: [www.tc.edu/O&L](http://www.tc.edu/O&L)

## PROGRAMS:

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\*\* This is a dual degree program with the Columbia University Graduate School of Business

## DEPARTMENTAL MISSION:

The mission of *The Department of Organization and Leadership* is to educate, train, and serve current and future leaders. They include: administrators, policy makers, researchers, psychologists, and educators from around the world. Our students are, or aspire to be, in the fields of public and private education, higher and postsecondary education, adult education, health administration, politics, advocacy, organizational behavior and organizational development and change. We educate, train and serve:

- (1) leaders, managers, and administrators for all types of organizations, with an emphasis on educational and nonprofit institutions and health organizations in both the private and public sectors,
- (2) those who help these leaders, managers and administrators, and
- (3) those who conduct research pertinent to organizational dynamics and learning, who consult to organizations and institutions, and who teach leadership, administration, education policy, politics, organizational behavior learning and change.

To accomplish this mission the Department provides programs in Adult Learning and Leadership, Education Leadership, Nurse Executive Education, Higher and Postsecondary Education, Politics and Education and Social-Organizational Psychology.

## FACULTY:

### PROFESSORS:

Darlyne Bailey  
(Social-Organizational Psychology)  
W. Warner Burke  
(Social-Organizational Psychology)  
Jeffrey Henig (Politics and Education)  
Jay P. Heubert (Education Leadership)  
Pearl Rock Kane (Education Leadership)  
L. Lee Knefelkamp  
(Social-Organizational Psychology)  
Henry M. Levin (Education Leadership)  
Arthur Levine  
(Higher and Postsecondary Education)  
Victoria J. Marsick  
(Adult Learning and Leadership)  
Anna Neumann  
(Higher and Postsecondary Education)  
Cheri Ostroff  
(Social-Organizational Psychology)  
Craig E. Richards (Education Leadership)  
Elaine L. Rigolosi (Nurse Executive)

### PROFESSORS OF PRACTICE:

Irving Hamer (Education Leadership)  
Thomas Sobol (Education Leadership)

### ADJUNCT PROFESSORS:

Stephen D. Brookfield  
(Adult Learning and Leadership)  
Laurent Daloz  
(Adult Learning and Leadership)  
Keville C. Frederickson (Nurse Executive)  
Judith Glazer Raymo  
(Higher and Postsecondary Education)  
Joseph N. Hankin  
(Higher and Postsecondary Education)  
Ruud van der Veen  
(Adult Learning and Leadership)  
Rita Reis Wiczorek (Nurse Executive)

### ASSOCIATE PROFESSORS:

William J. Baldwin  
(Higher and Postsecondary Education)  
Caryn J. Block  
(Social-Organizational Psychology)  
Kevin Dougherty  
(Higher and Postsecondary Education)  
Debra A. Noumair  
(Social-Organizational Psychology)  
Margaret Terry Orr (Education Leadership)  
Elissa Perry (Social-Organizational Psychology)  
Patricia Raskin  
(Social-Organizational Psychology)  
Lyle Yorks (Adult Learning and Leadership)

### RESEARCH ASSOCIATE PROFESSOR:

Martha Gephart  
(Adult Learning and Leadership)

### ADJUNCT ASSOCIATE PROFESSORS:

Rene Arcilla (Adult Learning and Leadership)  
Susan K. Boardman  
(Social-Organizational Psychology)  
David X. Cheng (Education Leadership)  
Celeste Coruzzi  
(Social-Organizational Psychology)  
Philip E. Fey (Adult Learning and Leadership)  
Daryll Mattingly (Education Leadership)  
Gibran Majdalany (Education Leadership)  
Sheila O. Melli (Nurse Executive)  
Joann Pietro (Adult Learning and Leadership)  
Michael Rebell (Education Leadership)  
Jonathan S. Rosenberg  
(Education Leadership)  
Marvin Sontag (Education Leadership)



**ASSISTANT PROFESSORS:**

Gregory M. Anderson  
(Higher and Postsecondary Education)  
Peter T. Coleman  
(Social-Organizational Psychology)  
Luis Huerta (Education Leadership)  
Janice Robinson  
(Higher and Postsecondary Education)  
Dorothy Shipps (Education Leadership)  
James D. Westaby  
(Social-Organizational Psychology)

**LECTURERS:**

Jeanne E. Bitterman  
(Adult Learning and Leadership)  
Sarah Brazaitis (Social-Organizational Psychology)  
Robert Monson (Education Leadership)  
Jennifer Parlamis  
(Social-Organizational Psychology)

**INSTRUCTORS:**

Michel Alhadeff  
(Adult Learning and Leadership)  
Kerstin Aumann  
(Social-Organizational Psychology)  
Patrick Hyland  
(Social-Organizational Psychology)  
Riva Kadar (Higher and Postsecondary Education)  
Michelle Neuman (Politics and Education)  
Mary Price (Nurse Executive)  
Heather Reid (Social-Organizational Psychology)  
William Shine (Education Leadership)  
Kent Strong (Social-Organizational Psychology)  
Jeffrey Sun (Social-Organizational Psychology)  
Megan Swiderski (Education Leadership)  
Jo Tyler (Adult Learning and Leadership)

**ADJUNCT ASSISTANT PROFESSORS:**

Mark Betz (Education Leadership)  
David L. Buckner  
(Social-Organizational Psychology)  
Marjorie Castro (Education Leadership)  
Monica Christensen  
(Higher and Postsecondary Education)  
Patricia Cranton (Adult Learning and Leadership)  
Bruce Dennis (Education Leadership)  
Gardner Dunnan (Education Leadership)  
Mary Jane Eisen (Adult Learning and Leadership)  
Charles W. Fowler (Education Leadership)  
Virginia G. Gonzalez  
(Adult Learning and Leadership)  
Catherine Guerriero (Politics and Education)  
Christine Harris (Adult Learning and Leadership)  
Miriam Javitch (Social-Organizational Psychology)  
Michael T. Koski  
Sharon Lamm (Adult Learning and Leadership)  
Arthur M. Langer  
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Stacey E. Lutz (Social-Organizational Psychology)  
Barbara Macaulay  
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Terrence Maltbia  
(Adult Learning and Leadership)  
Laura McKenna (Politics and Education)  
Kim Mendez (Nurse Executive)  
Susan Meyer (Adult Learning and Leadership)  
Judith O'Neil (Adult Learning and Leadership)

Paul O'Neill (Education Leadership)  
Laurie Nisco (Social-Organizational Psychology)  
Judith Parker (Adult Learning and Leadership)  
Patricia Rohrer (Nurse Executive)  
Vincent Rudan (Nurse Executive)  
Jane Sandbank (Education Leadership)  
Paul Schwartz (Education Leadership)  
Elana Sigall (Education Leadership)  
Franceska Blake Smith  
(Adult Learning and Leadership)  
Ross Tartell (Adult Learning and Leadership)  
Marie P. Volpe (Adult Learning and Leadership)

*For information about faculty and their scholarly and research interests, please refer to the Faculty section of this bulletin, or visit us at [www.tc.edu/faculty](http://www.tc.edu/faculty).*

## ADULT LEARNING AND LEADERSHIP

The Adult Learning and Leadership area of study includes the following programs: Adult Learning and Leadership; Adult Education Guided Intensive Study (AEGIS).

### ADULT LEARNING AND LEADERSHIP

Program Coordinator:  
Professor Victoria J. Marsick

Program Office: (212) 678-3760  
E-mail: [marsick@tc.edu](mailto:marsick@tc.edu)  
Web site: [www.tc.edu/o&l/AdultEd](http://www.tc.edu/o&l/AdultEd)

*Adult Learning and Leadership Program*  
(Code: TDK)

**Degrees Offered:**

Master of Arts (M.A.)  
Master of Education (Ed.M.)  
Doctor of Education (Ed.D.)

**Program Description:**

Lifelong learning for adults is an increasingly important educational specialization in the 21st century. The massive economic, political, social and psychological changes that are transforming the nature and structure of virtually all institutions in society have rendered obsolete the notion that people can be adequately educated, once and for all, in their youth. In addition, the challenges faced by adults today call for changes in our social, economic, and political systems. The Adult Learning and Leadership Program prepares decision-makers to recognize the limitations of programming solely within institutions, and to help create bridges to strengthen organizational and national capacity. The program prepares those who help adults and organizations learn in many settings: healthcare, schools, higher education, communities, religious groups, businesses, non-profits, government and consulting organizations.

The Adult Learning and Leadership Program offers two concentrations: Adult Education and Organizational Learning, or Healthcare Human Resources. The intellectual framework of the two concentrations examines the relationship of adult learning to organizational, management, and leadership issues. The framework prepares individuals as leaders, managers, and facilitators of learning in relation to lifelong learning, continuing education, and learning from experience at work. The curriculum is designed around levels of learning, development, and change for individuals, groups, and organizations as a whole. Also in focus are the ways in which individual learning can be supported, nurtured, shared, and utilized by larger social units in today's knowledge society.

*Concentration in Adult Education and Organizational Learning*

The concentration in Adult Education and Organizational Learning appeals to professionals who design, develop, and evaluate programs that meet the learning needs of adults in both face-to-face and on-line formats. They include educators of adults who learn in the following settings:

- organizations in the profit, and not-for-profit, or public sectors;
- religious and community-based organizations;
- basic education classes (literacy, General Education Diploma);
- returning adult students with specialized needs in postsecondary education; and
- continuing professional education.

For the concentration in Adult Education and Organizational Learning, the 45-point M.A. program is most appropriate for educators who are involved in the design, management and delivery of learning. The 60-point Ed.M. and 90-point Ed.D. options are appropriate for professionals who are involved in policy development, strategy, change management, and systems-level learning. The concentration prepares educators who work with the following groups:

- leaders who shape adult education policy and program development, as well as those who act as trainers and coaches to these leaders;
- designers, planners, managers, and developers who are innovating with new delivery models; and
- researchers and evaluators of cutting-edge adult education practices.

*Concentration in Healthcare Human Resources*

The concentration in Healthcare Human Resources appeals to professionals in nursing, social work, nutrition, extended nursing care, law, and medicine, who are seeking leadership and learning positions. The healthcare human resource educator or manager is a teacher, leader, facilitator, collaborator, creator, and reform artist who must fit professional responsibilities with societal changes, governmental regulations, consumer needs, and healthcare delivery. Healthcare delivery must be qualitatively and economically sound.

Healthcare, from the non-profit or for-profit sectors, is one of the largest if not the largest consumer of the gross national product in this country. There are unlimited avenues in healthcare delivery that employ various people—professional and non-professional as well as those technically trained. Human resource education and management of these staff members become the responsibility of professionals who have education in some area of healthcare practice due to the unique structure and needs of healthcare delivery. They must be identified with, as well as understand, healthcare; they must be able to lead and educate.

The purpose of the concentration in Healthcare Human Resources is premised on the notion that professionals in the areas of healthcare delivery must also be educated in the areas of Adult Learning and Leadership and the field of human resources in healthcare organizations. This leader must be astute across professional domains; the leader must (a) understand organizational dynamics, (b) be an effective change agent, (c) be a leader and educator, and (d) be a manager of organizational change. These responsibilities require a person to be knowledgeable in their professional domain in healthcare as well as their practice domain with human resources.

**Special Application Requirements/Information:**

For the program in Adult Learning and Leadership, the following information applies:

- An academic writing sample is required at for Ed.M. and Ed.D. applicants; an academic writing sample is not required for M.A. applicants. The academic writing sample could be a published or unpublished paper that demonstrates clear, logical, conceptual, and analytical thinking, as well as the proper use of citations and references. Papers written for graduate courses are good academic writing samples; memos or reports, curriculum materials, and other practical writing are not.

If applicants wish, they can meet the academic writing sample by submitting a well-constructed essay of 10–12 double-spaced pages, identifying and discussing a challenge they face in the practice, organization, community, or society in which they work. These challenges may include, among others:

- meeting lifelong learning needs of adults in the knowledge era;
- valuing and working with the diversity of adult learners;
- crafting effective strategies for learning that take into account leadership, structural and cultural factors in the groups, communities, or organizations in which adults live or work
- using technology to meet diverse adult learning needs; and
- working with populations that have challenges with English as a first or second language.

Your essay should achieve the following:

- describe the challenge and the context in which it occurs;
- discuss your role and that of other relevant stakeholders;
- discuss the various positions that stakeholders take regarding the challenge, and the various options that can be exercised to address the challenge; and
- identify and relate your discussion to selected relevant theories and research to build your argument.

Pay attention to factors that underlie your thinking and judgments about this challenge, for example, your beliefs and assumptions or those of others; and political, cultural, or other contextual factors. Include a bibliography that is properly formatted in APA, Chicago, or MLA style.

**Degree Requirements:**

The M.A., Ed.M., and Ed.D. programs in Adult Learning and Leadership are structured around core courses, a core research sequence, concentration courses, and electives. A culminating project is required at all times. At the M.A. level, the project is usually an application of what has been learned to real world problems or concerns.

The core courses are designed to develop professional capabilities for students in Adult Learning and Leadership in either of the two concentrations (Adult and Organizational Learning or Healthcare Human Resource Development). These core courses prepare students with respect to leadership, strategy and management, adult learning, human resource development, group dynamics and organizational behavior. The required concentration is then tailored to the contextual needs of students in either of the two specializations.

Required core courses can be selected from courses identified in the following section in the area of: leadership, strategy and management, adult learning, human resource development, group dynamics, organizational behavior, and technology for learning or management. At least one course is to be taken in each of these seven areas no matter what the degree level. Most courses are offered by the Program; several are offered in the Department; and in the case of technology, students usually take courses in other departments at the College.

**Required Core Courses (21-30 points)**

*Leadership (minimum of 3 points):*

- ORL 4054 Leadership and management in healthcare organizations
- ORLA 5018 Understanding authority and exercising leadership
- ORLJ 5005 Leadership and supervision

*Strategy and Management (minimum of 3 points):*

- ORLA 5025 Ecology of educational planning and management
- ORLD 5054 Strategy development as a learning process in organizations
- Courses available elsewhere at the College or Columbia University.

*Adult Learning (minimum of 3 points):*

- ORLD 4051 How adults learn
- ORLD 4053 Facilitating adult learning

*Human Resource Development (minimum of 3 points):*

- ORL 4011 Personnel management in healthcare organizations
- ORLD 5055 Staff development and training
- ORLD 5062 Human resource development in organizations
- ORLJ 5003 Human resource management

*Group Dynamics (minimum of 3 points):*

- ORL 5362 Group dynamics: A systems perspective
- ORLJ 5017 Small group intervention: Theory and method

*Organizational Behavior (minimum of 3 points):*

- ORLA 4010 Organizational behavior and change
- ORLJ 4005 Organizational psychology
- ORLJ 5014 Organizational dynamics and theory

*Technology (minimum of 3 points):*

- MSTU 4022 Telecommunications, distance learning, and collaborative interchange
- MSTU 4030 Computer applications in education
- MSTU 4031 Programming I
- MSTU 4083 Instructional design of educational technology
- ORLA 5020 Information systems for decision making in learning organizations
- ORLN 5013 Informatics in nursing

**Required Core Research Sequence (3-18 points)**

*M.A. (minimum 3 points):*

- ORL 5521 Introduction to research methods in education
- ORLJ 4009 Understanding behavioral research

*Ed.M. (minimum 6 points):*

In addition to one of the above listed courses, Ed.M. students must take a statistics course from those listed below.

*Ed.D. (minimum 18 points):*

At the Ed.D. level, students must include a research design course, a data collection course (either qualitative or quantitative), a data analysis course (either qualitative or quantitative), and a dissertation seminar. These courses include, but are not limited to, the following courses:

- HUDM 4120 Basic concepts in statistics
- HUDM 4122 Probability and statistical inference
- HUDM 5122 Applied regression analysis
- HUDM 5123 Linear models and experimental design
- HUDM 5124 Multidimensional scaling and clustering

- HUDM 6026 Statistical treatment of mass data
- HUDM 6122 Multivariate analysis I
- HUDM 6123 Multivariate analysis II
- ITSF 4092 Qualitative research and evaluation in international education
- ITSF 5001 Ethnography and participant observation: Structural and interpretive analysis
- ORL 5000 Methods of inquiry: Ethnography and participant observation
- ORL 6500 Qualitative research in organizations: Research design
- ORL 6501 Qualitative research in organizations: Data analysis

**Concentration Specific Course Requirements (15-18 points):**

Adult Education and Organizational Learning concentrations should choose from:

*Adult Development Theory and Applications*

- ORLD 4051 How adults learn

*Adult Learning Theory and Applications*

- ORLD 4050 Introduction to adult education
- ORLD 5057 Adult learning and education theory and practice

*Systems Learning Theory and Applications*

- ORLD 5061 The learning organization
- ORLD 5065 The learning society
- ORLD 5550 Research on organizational learning
- ORLD 5819 Workplace Learning Institute

*Program Development and Management*

- ORLD 4052 Program development: Assessing learning needs and evaluating outcomes
- ORLD 5053 Developing and managing adult learning programs

*Conflict Resolution*

- ORLJ 5340 Basic practicum in conflict resolution and mediation skills
- ORLJ 6040 Fundamentals of cooperation, conflict resolution and mediation in different institutional contexts
- ORLJ 6350 Advanced practicum in conflict resolution and mediation (two terms)

Healthcare Human Resources concentrations should choose from:

*Healthcare Law*

- ORL 4014 Legal issues in healthcare organizations
- ORL 5551 Ethics for healthcare professionals
- ORLN 4013 Fiscal management of the nursing organization

- ORLN 5530 Seminar: Clinical teaching and evaluation
- ORLN 6014 Managing the socially responsible organization
- ORLN 6511 Innovations in nursing management
- ORLN 6514 Marketing nursing programs and services
- ORLN 6522 Policy formation and governance in healthcare

**Elective Courses**

Electives include, but may not be limited to, courses in conflict resolution, policy and evaluation, technology for learning, and management/information systems. These are tailored to the student's career goals, and can be taken in the Department or elsewhere in Teachers College or Columbia University. Electives can include transfer courses.

Students are required to take at least two courses outside of our immediate program area to satisfy the Teachers College breadth requirement.

Students in the M.A. and Ed.M. programs are required to complete an integrative project. A culminating project for the M.A. is required. For the Ed.M., the culminating project must be a research study, for the Ed.D., a dissertation is required. Guidelines for the integrative project are available in the program office located in room 201 Main Hall. Students should meet with their advisor the semester before they plan on graduating, to review the guidelines. Students in the Ed.D. program are required to pass a certification examination and to write and successfully defend a dissertation.



**Student Senate Gala**

Jack Hyland, Co-Chair of TC's Board of Trustees, prepares to receive an award from Student Senate President Christy Bagwell at the third annual Spring Gala this past April, in the TC Cafeteria. The gala gave students a chance to relax and listen to the music and poetry of their peers, and also served as a chance for the Student Senate to recognize members of the TC Community for "contributions to the cause of education and the development of Teachers College and its students."

## ADULT EDUCATION GUIDED INTENSIVE STUDY (AEGIS)

Program Coordinator:  
Professor Lyle Yorks

Program Office: (212) 678-3760  
E-mail: yorks@tc.edu  
Web site: www.tc.edu/o&l/AdultEd

### Adult Education Guided Intensive Study (AEGIS) (Code: TDS)

**Degree Offered:**  
Doctor of Education (Ed.D.)

#### Program Description:

AEGIS is a highly selective, fast-track cohort program leading to the Ed.D. in Adult Education Guided Intensive Study for mid-career professionals who work full time, and who choose to pursue a doctorate in a concentrated format. The program emphasizes leadership for adult education and organizational learning. Scholar practitioners are helped to examine and critique theory and professional experience. The program is designed for experienced, self-directed professionals capable of completing a rigorous program emphasizing guided independent study. Course work is completed over a two-year period. A new cohort begins in June of odd years (i.e., 2005, 2007). Participants attend a concentrated three-week session at Teachers College in each of three summers. During the academic year, they meet for Friday evening and Saturday seminars four times each semester for a total of four semesters. Due to state requirements attendance in all class sessions is mandatory. Absence will result in having to withdraw from the AEGIS program ("step out") with some possibility of re-enrolling with a subsequent cohort (at the same stage of progress through the sequence). Should a student step out of the program, tuition refund, if any, will be handled on a case by case basis. Courses are not open to students from other programs. Special tuition: \$8,000 per semester for cohort beginning summer 2003. The flat rate fee for the June 2005 cohort is to be determined. Tuition is subject to change.

#### Special Application Requirements/Information:

- An application essay, not exceeding ten double-spaced pages, which addresses the following:  
For centuries Western philosophical thought has considered the uniqueness of human beings, and how they differ from other species that inhabit the earth and the special responsibility this uniqueness entails.

Thomas Aquinas, building on the work of Aristotle, tells us "that the ultimate intrinsic end of man is the perfection of his highest

and specific faculty, namely his intellect." John Donne, when confronted with his own imminent death, tells us that "no man is an island entire of itself; every man is a piece of the continent, a part of the main...any man's death diminishes me, because I am involved in mankind; and therefore never send to know for whom the bell tolls, it tolls for thee."

In your view what assumptions underlie each of these statements? In what ways are these statements contradictory or complementary? What do these statements tell us about individual and societal responsibility for leadership and learning? What dilemmas, if any, do they suggest for the role of education in society? How should adult educators address these implications? What assumptions are you making about your role as an adult educator in your remarks?

- Academic writing sample. Refer to the special requirements for the Adult Learning and Leadership Program for guidelines on the academic writing sample.
- A personal statement that documents experience in leading, designing, or teaching in programs that serve adult learning in a variety of settings: institutions of education, corporations, healthcare, non-profit and public organizations, or religious and community education initiatives. The personal statement should also identify career/life goals and describe why a degree in this field is a good fit with these goals.
- A professional resumé indicating several years of experience in program development or administration of adult education, counseling, staff development, or training.
- Proof of access to a university library.
- If the application materials are acceptable, applicants will be invited to campus for an interview and will be asked to complete a second on-site writing assignment at that time.
- Early admission decisions are made in December of the year preceding the beginning of the program. Applicants who want to be considered for an early admission decision should make sure that their materials are submitted by October 1 of the year preceding the beginning of the program and will be interviewed in November. Applicants submitting materials by January 2nd of the year in which the program begins, will be interviewed in February. The admission deadline is January 2nd. Final admissions decisions are normally made by March of the year in which the program begins.

#### Degree Requirements:

AEGIS students must complete 40 transferable credits from a previous successful graduate study prior to beginning the program. AEGIS students fulfill the remaining 50 course points at Teachers College in a structured program that provides required courses in three areas: theory, research, and the study of professional practice in various settings where adults learn. For the final phase of the program, students must pass a certification examination and complete a dissertation.

#### First Year (22 points):

Summer (Three week session)

- ORLD 6800 Life history (2)
- ORLD 6902 Proseminar in adult education (3)
- ORLD 6906 Program development (3)

Fall

- ORLD 6800 Literacy & adult basic education (1)
- ORLD 6908 How adults learn (3)
- ORLD 6918 Introduction to research (3)

Spring

- ORLD 5065 The learning society (1)
- ORLD 6803 Qualitative research (3)
- ORLD 6904 Advanced adult education theory (3)

#### Second Year (26 points):

Summer (Three week session)

- A&HF 4061 Introduction to cultural studies (3)
- HUDM 5021 Empirical research (3)
- ORLD 6914 Learning communities I (2)

Fall

- A&HF 4090 Philosophy of education (3)
- ORLD 6800 Social action (1)
- ORLD 6915 Learning communities II (2)
- ORLD 6918 Advanced research (3)

Spring

- ORLD 6800 Workplace learning (1)
- ORLD 6908 Advanced seminar: Leadership in adult education (3)
- ORLD 6916 Learning communities III (2)
- ORLD 6918 Advanced research (3)

#### Third Year (2 points):

Summer (Three week session)

- ORLD 6800 Review of learning experience (capstone) (0)
- ORLD 6918 Advanced research (2)

Fall and Spring

- ORLD 7900 Directed dissertation research
- ORLD 8900 Dissertation advisement in Adult Education

Note: After completion of course work in the third summer, students must enroll in ORLD 7900, Directed dissertation research, until

their dissertation proposal is defended and filed with the Office of Doctoral Studies. ORLD 7900 is a seminar that meets on AEGIS weekends for additional guidance in their research. Following the filing of the dissertation proposal, candidates must enroll in ORLD 8900 Continuous dissertation advisement, up to and including the semester in which the oral defense is held, and major revisions are made on the document, as recommended by the Dissertation Committee. ORLD 8900 does not involve class meetings. Alternatively, students can continue to enroll in ORLD 7900 as it fits their needs for continuing progress toward completion of the dissertation.

#### COURSES:

##### **ORLD 4050. Introduction to adult and continuing education (3)**

Faculty. An introduction to the professional field of adult and continuing education: fields of practice (higher education, workplace, management training, social action, literacy and the like, and their evolution, and new challenges; schools of thought—pragmatism, radicalism and humanism—their transformation and their relevance; clarification of concepts; and discussion of emerging issues and challenges.

##### **ORLD 4051. How adults learn (3)**

Professor Knefelkamp, Drs. Gonzalez and Langer. Role and perspective changes in adulthood, concepts of maturity, learning theories, personality development, cognitive learning and thinking, creativity, interests and attitudes, motivation, self-concept, and achieving styles. Implications for the education of adults in a wide variety of workplace, community, and educational settings.

##### **ORLD 4052. Program development: Assessing learning needs and evaluating outcomes (3)**

Dr. Fey. In-depth consideration of issues, strategies and tools for ensuring that the right needs are identified within organizations, that resulting learning programs address learning needs, and that program development provides adequately for evaluation of learning on multiple levels. Course addresses both theory and practical examples of implementation.

##### **ORLD 4053. Facilitating adult learning (3)**

Dr. Bitterman or Dr. Parker. In-depth consideration of issues, strategies and methods for facilitating adult learning. Theory is considered in relationship to practice. Methods are identified that are suited to adult learning in different settings, and to the role played by groups in individual to team learning. No prerequisites required, but learning is enhanced when taken following ORLD 4051.

##### **ORLD 4054. Adult literacy: Critiquing theory and practice (3)**

Dr. Bitterman. Permission required. Explores the complex issues surrounding adult literacy from the educator's perspective. Through a critical reading of representative literature and an in-field project, insight into contextual approaches to literacy and the myths surrounding illiteracy may be gleaned.

##### **ORLD 4500. Special topics in higher and adult education (1-3)**

Faculty. Periodic explorations of special topics and issues in fields of higher education administration, student personnel administration, adult and workplace education, and college teaching and academic leadership.

##### **ORLD 4800. Workshop in higher and adult education (1-3)**

Faculty. Special topics or events related to the administration of programs of higher or adult education. Topics change each semester. Open to degree and non-degree students for credit or noncredit.

##### **ORLD 4815. Developing critical thinkers (1)**

Dr. Brookfield. This workshop will explore answers to questions concerning facilitating adult learning. Presentations from the workshop leader will be interspersed with small group exercises focusing on different approaches to helping adults learn. Participants will be encouraged to explore their own experiences as learners and facilitators and to consider how these experiences might help them to re-frame their practice.

##### **ORLD 4827. Fostering transformative learning (3)**

Dr. Cranton. In this course, we will explore how adult learners transform their habits of mind through critical self-reflection and discourse. We will also examine the relationships between individuation, authenticity, and transformation. We will focus on practical and innovative strategies for fostering Transformative learning in adult education settings. This is a distance learning course.

##### **ORLD 4828. Imagination, authenticity and individuation in transformative learning (3)**

Dr. Cranton. Participants in this course will engage in an in-depth exploration of transformative learning with an emphasis on the role of affect and imagination in the learning process. The rational, cognitive approach will be reviewed for those participants unfamiliar with the traditional theory. We will investigate how the journey of becoming authentic is a transformative process. Jung's concept of individuation—differentiating one's Self from the collective—will be used as yet another lens through which we can view transformation.

##### **ORLD 4844. Helping adults learn (3)**

Dr. Brookfield. In this course, participants will explore the ways in which adults learn critical thinking and they will experience different techniques to teach critical thinking. Exercises to be reviewed will include: Scenario Analysis, Heroes and Villains, Crisis Decision Simulation and Critical Incidents. The course will mix presentations by the leader with small group exercises.

##### **ORLD 4900. Research and independent study in adult education (2 or more)**

##### **ORLD 5053. Developing and managing adult learning programs (3)**

Dr. Fey. Organization studied in relation to community structure and social forces. Finance and facilities, personnel, program, and community relations. Major emphasis on case analysis.

##### **ORLD 5054. Strategy development as a learning process in organizations (3)**

Professor Yorks. This course provides a comprehensive view of organizational strategy from a learning perspective. Students examine various models for facilitating the development of strategic initiatives through learning interventions.

##### **ORLD 5055. Staff development and training (3)**

Faculty. Introductory course covering the organization, management, and instructional process involved in staff training and development programs in business, industry, unions, healthcare institutions, government, and other noncollegiate settings. Current developments, innovative practices, and issues. This course is also offered in a distance learning format.

##### **ORLD 5056. Adult education social action (3)**

Faculty. A historical, sociocultural and psychopolitical approach to adult learning and education. Contexts of adult education for social change in the North (social movements, community development) and the South (NGOs, community education); concepts of conscientization, social action, praxis, and empowerment are covered as well as new challenges to social change education (globalization, liberation, post-modernism).

##### **ORLD 5057. Adult learning and education: Theory and practice (3)**

Professor Marsick. Prerequisite: ORLD 4050, or ORLD 4051, or ORLD 4053. Advanced seminar in theory development through a synthesis of the writings of selected philosophers, social scientists, and educators. History and transformation of adult education philosophy and theory; cultural, social and political contexts of theory-building; critical analysis of the main schools of thought; discussion of new challenges to adult learning and education theory (social learning, organizational learning).

## EDUCATION LEADERSHIP

**ORLD 5061. The learning organization (3)**  
Dr. Maltbia, Ms. Tyler and Professor Marsick. This course describes theory and practice in creating learning organizations. In-depth attention is given to action science as a framework for organizational learning. Readings and case studies provide insight into learning at individual, group, and organizational levels. ORLD 5055 or its equivalent is a prerequisite. Education Leadership Ed.D. students are exempt from the prerequisite.

**ORLD 5062. Human resource development in organizations (3)**  
Professor Yorks. A comprehensive view of the field of human resource development. The emphasis is on how HRD relates to a changing workplace and how emerging theories of strategic and performance management relate to the learning and development needs of people and organizations. Prerequisite: ORLD 5055 or ORLJ 5003 (Organizational Psychology students), or Instructor permission.

**ORLD 5065. The learning society (3)**  
Professor van der Veen. This course introduces students to ways in which people learn through daily participation in society. Students examine how society and social institutions learn in a "learning society," and how educational support for this needs to change. Prerequisite: ORLD 4050.

**ORLD 5550. Research on organizational learning (3)**  
Professor Gephart. Students will read and discuss theory and research on organizational learning for knowledge/expertise creation and sharing; and review, design or conduct research in schools, businesses, or not-for-profit organizations.

**ORLD 5819. Workplace Learning Institute (1-3)**  
Professor Marsick and Dr. Meyer. The Workplace Learning Institute brings together public and private sector training and human resource practitioners, managers, program directors, faculty and students interested in exploring current issues that define the scope and nature of workplace learning. Themes vary each time it is offered.

**ORLD 5900. Research in adult education (1-4)**  
Permission required. Conduct research studies (not a part of a doctoral dissertation) under guidance. Focus on a particular institution or type of institution, e.g., college of liberal arts, professional school, community college.

**ORLD 6550-ORLD 6551. Advanced seminar in adult education (3)**  
Faculty. Intensive study of a selected topic. Topic varies from term to term and is typically related to an ongoing program or research project. Students may begin either term.

**ORLD 6557-6558. Research practices in higher and adult education**  
Faculty.

**ORLD 6900. Research and independent study in adult education (2 or more)**  
Permission required.

**ORLD 6914. Learning communities I (2)**  
Faculty. Drawing on the literature, presents students with the central challenges of establishing learning communities as an adult education method of practice. Special attention is given to the use of the web as a way of establishing virtual learning communities. Students gain experience through the use of the web to facilitate dialogue linked to their course work.

**ORLD 6915. Learning communities II (2)**  
Faculty. Extends the learning from Learning Communities I, with an emphasis on using web technology to facilitate learning communities as part of action learning methods. Special emphasis is placed on developing reflective practice in such communities.

**ORLD 6916. Learning communities III (2)**  
Faculty. This seminar focuses on the use of learning communities to facilitate research and inquiry. Students use their own research topics as a focus for the course.

**ORLD 7500. Dissertation seminar adult education (1)**  
Permission required. Students should have completed most or all course work (including research methods courses) and have passed the certification examination. The course is intended for students who have identified a reasonably narrow area for research and have already completed a preliminary literature review. The course will assist the student in design, methods, and other matters of concern in the preparation of an acceptable dissertation proposal. Directed Research and Independent Study (students must have an instructor-approved Learning Contract prior to enrolling in any of the following courses).

**ORLD 7900. Directed dissertation research (3)**  
Permission required. All doctoral students eligible for this course must register each semester until a proposal hearing has occurred and a proposal has been approved.

**ORLD 8900. Dissertation advisement in adult education (0)**  
Individual advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration for Ed.D./Ph.D. degrees.

*For Healthcare Human Resource course descriptions, see the Program for Nurse Executives listing.*

The Education Leadership area of study includes the following programs: Education Leadership (Public School and School District Leadership; Private School Leadership; Leadership, Policy and Politics; or Education Leadership Studies); Inquiry in Education Leadership Practice; Education Leadership and Management (Dual Ed.D./M.B.A. with the Columbia University Graduate School of Business).

At the time the 2004-05 Teachers College Catalog was being prepared, the College was in the process of re-registering its programs that lead to administrative certification. The program information below reflects the approved 2003 – 2004 programs of study. We expect that the New York State Department of Education's review and approval process will be completed and our new programs in place in time to recommend students for certification as either School District Leader or School Building Leader when the new requirements for those certifications become effective on September 2, 2006. Please check the department website, [www.tc.columbia.edu/o&l](http://www.tc.columbia.edu/o&l), regularly for updates on programs in Education Leadership.

## EDUCATION LEADERSHIP PROGRAM

Program Coordinator:  
*Professor Jay Heubert*

Program Office: (212) 678-3726/3139  
E-Mail: [edleadership@tc.edu](mailto:edleadership@tc.edu)  
Web site: [www.tc.edu/o&l/EdAdmin](http://www.tc.edu/o&l/EdAdmin)

*Education Leadership Program*  
(Code: TAL)

**Degrees Offered:**  
Master of Arts (M.A.)  
Master of Education (Ed.M.)  
Doctor of Education (Ed.D.)  
Doctor of Philosophy (Ph.D.)

### **Program Description**

The Education Leadership Program offers four concentrations that are available through the degree levels indicated below:

- Public School and School District Leadership (Ed.M., Ed.D.)
- Private School Leadership (M.A., Ed.M., Ed.D.)
- Leadership, Policy and Politics (M.A., Ed.M., Ed.D., Ph.D.)
- Education Leadership (M.A., Ed.M., Ed.D., Ph.D.)

The Education Leadership Program concentrations prepare students for careers as successful scholars and practitioners capable of

leading and transforming a wide variety of educating organizations. Graduates serve in leadership positions as school and school district administrators, policy analysts and advocates, policymakers, and scholars of education and education leadership. They are equipped to lead educational practice; to influence political systems, education law, and education policy; to apply the methods of social science research to the conduct of inquiry; and to seek quality, equity, and diversity in education. To prepare themselves to serve effectively, they:

- become thoroughly grounded in the theory and practice of education leadership;
- develop a broad and deep understanding of educating institutions in our society;
- understand teaching and learning, and are able to lead and support effective teaching and learning for all kinds of teachers and students;
- understand the principles of organizational culture and behavior, and possess skills needed to provide effective organizational leadership;
- understand the nature of policy, political systems, and law, and possess the skills required to shape and influence these systems and their products;
- understand contemporary management systems, and are able to employ them effectively;
- understand the uses of technology in education and administration, and possess the skills and knowledge to use technology effectively;
- understand the nature of social science research, and are able to apply its principles and methods in conducting inquiry and reviewing research;
- are alert to the legal and ethical considerations that influence all aspects of education;
- are committed to the ideals of equity and diversity in educational matters, and possess the skills and knowledge needed to promote these ideals in educational institutions; and
- exhibit the courage and refine the critical intelligence needed to question what is and develop what might be.

Students in each concentration pursue a common core of studies in Leading Learning, Management Systems, Organizational Behavior, Policy Analysis and Politics, and Educational Research. The Program faculty establishes the specific course requirements in each concentration. These studies are enriched by specialized work in the student's specific area of interest, drawing on the extensive resources of the faculty in Education Leadership, the Department of Organization and Leadership, and Teachers College, Columbia University, and other schools at Columbia University.

**Concentration in Public School and School District Leadership (Ed.M., Ed.D.)**  
(Code: TAL)

This concentration prepares students for positions of leadership within the public schools, such as principal, director, assistant superintendent, and superintendent of schools. It also provides certification as School Administrator and Supervisor and/or School District Administrator in New York State. The Ed.M. and Ed.D. in this concentration leads to state administrator certification. It prepares committed women and men for lives of leadership and service in public education. Its chief objectives are to:

- develop students' ability to lead educating institutions as purposeful, effective, humane organizations;
- stimulate inquiry into problems encountered in professional practice;
- broaden and deepen reflection about values, trends, and issues that affect the education enterprise;
- provide skills and knowledge needed for the effective leadership and management of complex organizations in a sophisticated technological society; and
- create and sustain a learning community committed to continuous learning and mutual support.

The curriculum spans the domains of leading learning, management systems, organizational behavior, and policy analysis. Students complete intensive internships and conduct research, usually in field settings of the student's choice. Instructionally, the concentration offers innovative case-based, problem-based, and field-based learning experiences. Offerings reflect both the National Policy Board for Educational Administration's standards for effective leadership preparation and the Education Leadership Program's assumptions about the characteristics of effective leadership: The centrality of education and education leadership in promoting social justice and diversity; the need to nurture teaching and learning among all members of the school community; the importance of collaboration and team work; the importance of personal transformation and leadership modeling; the use of reflective practice; and the need for innovation in creating a school vision and promoting educational change.

Candidates should have at least three years of teaching and/or administrative experience in the public schools. Contact Professor Robert Monson at (212) 678-8118 or via email at [rjm210@columbia.edu](mailto:rjm210@columbia.edu) for more information.

**Concentration in Private School Leadership (M.A., Ed.M., Ed.D.)**  
(Code: TAL)

The concentration in Private School Leadership prepares students to meet the challenges of leadership as school heads, principals, deans, department heads and instructional leaders. It attracts students from the U.S. and other nations. These courses of study increase knowledge and cultivate skills and attitudes necessary for effective administrative practice in private and independent schools, including an understanding of the dynamics of organization change, effective teamwork, and reflective practice. The concentration features core courses specifically geared to meet the needs of private school leaders. Students participate in guided fieldwork experiences and benefit from a connection to an extensive network of cooperating schools.

At the master's level, the Private School Leadership concentration offers two distinct courses of study, each leading to an M.A. (32-points) or Ed.M. (60-points): the full-year program and the Leadership Academy, are supported by the Esther A. and Joseph Klingenstein Center for Independent School Education and the Educational Leadership Program.

The full-year master's program is a 32-point course of study that prepares students for positions of administrative leadership within private schools and in organizations that work with private schools. It is designed to enhance the professional careers of department heads, deans, division directors, and school heads or to prepare outstanding educators for such positions. It includes courses in the administrative leadership of private schools, legal aspects of private school administration, financial management, marketing and research. Special features include site visits to private schools and a connection with a network of cooperating schools. The degree requirements may be completed in one year of intensive study or on a part time basis. Candidates should have at least three years teaching experience.

The Leadership Academy is a master's cohort program that allows students to balance full-time employment with graduate study. Students pursue course work at Teachers College over two summers and participate in internships and research projects at their school of employment during the intervening year and subsequent fall. It is designed to prepare aspiring and practicing school administrators for the multifaceted challenges of private school leadership; students complete course work in school management, curriculum, ethics, philosophy, research, and education law and undertake site-based research and practica between the summer sessions. Candidates are selected from among sitting administrators

and aspiring school leaders with at least three years of experience in independent schools.

At the doctoral level, the Ed.D. in Education Leadership with a concentration in Private School Leadership builds on the sequence of courses designed for the master's degree and is tailored to meet department requirements and the professional interests of the student. Contact Professor Pearl Rock Kane at (212) 678-3156 or via email at [kane@tc.edu](mailto:kane@tc.edu) for more information.

**Concentration in Leadership, Policy and Politics (M.A., Ed.M., Ed.D. and Ph.D.)**  
(Code: TAL)

The concentration in Leadership, Policy, and Politics offers courses of study leading to an M.A., Ed.M., Ed.D. or Ph.D. in Education Leadership with a concentration on Leadership, Policy and Politics. This concentration prepares students for such positions as policy analyst, policy advocate, and educational researcher. It develops students' skills in political, economic and legal analysis of educational policy issues with a focus on the role of leadership. Students are required to explore one policy topic in depth as part of a policy field experience. Coursework also includes a research methods sequence suitable to the requirements of educational policy professionals and experience writing policy briefs for a variety of purposes. At the doctoral level, the Ed.D. and Ph.D. in Education Leadership with a concentration on Leadership, Policy, and Politics require completion of the master's core courses and are developed individually in consultation with a faculty advisor. Contact: Professor Craig Richards, email [cer8@columbia.edu](mailto:cer8@columbia.edu), or Professor Dorothy Shipp, (212) 678-3850.

**Concentration in Education Leadership Studies (M.A., Ed.M., Ed.D., Ph.D.)**  
(Code: TAL)

This concentration addresses several different needs. One is to prepare students for positions of administrative leadership in public schools and in private organizations that work with public schools, such as not-for-profit organizations, government agencies, education-related businesses, and advocacy groups. The curriculum spans the learning domains common to all Education Leadership concentrations, but allows students to develop a unique program of study in close consultation with an advisor. Completion of this concentration does not by itself confer New York State certification as a School Administrator and Supervisor (SAS) and/or School District Administrator (SDA), but students may make individual application to the New York State Office of Teaching Initiatives.

The Education Leadership concentration also offers students the opportunity, in close con-

sultation with a faculty advisor, to develop an individualized program of study, subject to requirements for each concentration of study. Students in the dual M.B.A./Ed.D. program in Education Leadership and Management will ordinarily complete their doctoral requirements through the Ed.D. in Education Leadership Studies. Students who have completed master's degrees in Private School Leadership may be eligible, if admitted, to complete an Ed.D. in Education Leadership with a concentration on Private School Leadership. Students who have completed master's degrees in Leadership, Policy, and Politics may be eligible, if admitted, to complete an Ed.D. or a Ph.D. in Education Leadership with a focus on Leadership, Policy, and Politics. Students interested in doctoral work must apply for doctoral admission through the regular admission process. Contact Professor Jay Heubert at (212) 678-3775 or via email at [heubert@tc.edu](mailto:heubert@tc.edu).

**Special Application Requirements/Information:**

Applicants to the Education Leadership program must specify the degree, program name, program code, and concentration of their choice on the application for admission. Special application requirements include:

- Graduate Record Examination (GRE) is required of applicants to all degree programs in Education Leadership (M.A., Ed.M., Ed.D. and Ph.D.).
- Applicants to the Ed.M. and Ed.D. in Education Leadership with a concentration in Public School and School District Leadership should have at least three (3) years of teaching and/or administrative experience in the public schools (K–12).
- Applicants to either the M.A. or Ed.M. program in Education Leadership with a concentration in Private School Leadership should have at least three (3) years of teaching experience.

Applicants for the Klingenstein Fellows Program who wish to be considered for acceptance to the master's degree program must submit the Klingenstein Fellows application as well as the Teachers College Application for Admission. Please send the fellowship application to the Klingenstein office by January 15th and the Teachers College application to the Admissions Office by January 15th.

Only Ph.D. and Ed.D. applications that are complete and have been received by the Admissions Office by the priority deadline as advertised by the College will be considered. Late applications may be considered for admission the following year. In addition to the requirements outlined in the application instructions, the GRE General test results and a personal statement of intention to study full-

or part-time, all doctoral applicants must submit two doctoral application essays chosen from the three suggested topics in the list below:

1. Summarize the leadership activities in which you have been involved in recent years and explain how these experiences reflect your vision of and capacity for leadership.
2. Please identify a problem or challenge in a school, school-related organization, or your professional life generally and write an analysis in which you assess the issue(s), describe effective strategies for addressing the issue(s), and make clear the implications for the exercise of effective leadership in the situation.
3. Please describe a problem of educational policy development, policy decision-making, policy content, or policy implementation, and explain how a deeper understanding of policy or the policy process could improve the situation.

All master's applications (Ed.M.) in Public School and School District Leadership, Private School Leadership, Leadership, Policy and Politics, or the M.A. in Education Leadership Studies that are complete and have been received by the Admissions office by the priority deadline as advertised by the College will be considered for both admission and any available scholarship aid. All complete applications received by the final deadline for the master's program will be considered for admission only. Please see the Admissions section of this bulletin for more information.

*Special Note:* Degree applicants are required to have access to a computer. Doctoral students are encouraged to purchase a laptop computer. Completion of the doctoral student certification examination will require relevant computer competencies.

**Degree Requirements:**

All students should consult with an academic advisor to plan an appropriate academic program of study.

**MASTER OF ARTS DEGREES (M.A.)**

*M.A. in Education Leadership with a concentration in Private School Leadership*  
(Code: TAL)

This 32-point concentration prepares students for positions of administrative leadership within private schools and in organizations that work with private schools. Students may pursue this degree through a full-year program or through the Leadership Academy, which are both supported by the Esther A. and Joseph Klingenstein Center for Independent School Education and the Educational Leadership Program. The degree requirements may be completed in one year of intensive study or

on a part-time basis. Candidates should have at least three years teaching experience. Contact Professor Pearl Rock Kane at (212) 678-3156 for more information.

*M.A. in Education Leadership with a concentration in Leadership, Policy and Politics (Code: TAL)*

This 33-point concentration is intended for educators and non-educators considering entry level positions in education policy or management who do not want building-level certification. The policy and politics concentration requires a sequence of courses including introductions to economic, political and legal policy perspectives, education leadership and a research methods sequence. Students also complete a policy analysis project. Degree requirements may be completed in one year of intensive study or on a part-time basis. Contact Professor Craig Richards at [cer8@columbia.edu](mailto:cer8@columbia.edu), or Professor Dorothy Shippis at (212) 678-3850 for more information.

*M.A. in Education Leadership with an Education Leadership Studies concentration (Code: TAL)*

This 32-point concentration prepares students for positions of administrative leadership in public schools and in private organizations that work with public schools, such as not-for-profit organizations, government agencies, education-related businesses, and advocacy groups. The curriculum allows students to develop a unique program of study in close consultation with an advisor. Completion of this course of study does not lead to New York State SAS or SDA certification. Contact Professor Thomas Sobol at (212) 678-3782 for more information.

## MASTER OF EDUCATION DEGREES (ED.M.)

The Education Leadership Program offers Master of Education (Ed.M.) degrees in four areas of concentration: Public School and School District Leadership; Private School Leadership; Leadership, Policy and Politics; and Individualized Education Leadership. Students must earn sixty points, at least 30 at Teachers College. Specific requirements for each concentration are as listed below.

*Ed.M. in Education Leadership with a concentration in Public School and School District Leadership (Code: TAL)*

This 60-point Ed.M. concentration is intended for students who aspire to building-level leadership and who seek a foundation for district-level leadership in positions such as principal, director, assistant superintendent, and superintendent of schools. Students who complete the program with a minimum of 24 points in educational administration and an administrative internship or its equivalent meet the requirements for New York State certification as a School Administrator and Supervisor

(SAS) and School District Administrator (SDA). Candidates should have at least three (3) years of teaching and/or administrative experience in the public schools. See the "Teacher Education" section of this bulletin for updates on programs that lead to administrative certification.

**Field-Based Experience Requirements:** Candidates for the Ed.M. and Ed.D. in Public School and School District Leadership must meet three field-based experience requirements (or alternatives specified by the Education Leadership Program faculty).

- The first field-based requirement is a public school or district internship for a minimum of 200 hours. The internship focuses on instructional leadership and is supervised by an approved internship mentor according to a defined set of competencies and products. Students also participate in a related internship seminar. As part of the internship, students keep a journal, prepare a written instructional leadership analysis (focusing on curriculum, instruction, supervision, and the learning environment; professional development and human resources; and student personnel services), and complete a field-based project in conjunction with the Internship Seminar.
- The second is an administrative field study project. Students make in-depth visits to three schools or school districts. In each visit, students interview administrators and other staff and observe school operations on five dimensions of school administration: governance; instruction; organization; accountability; and context and community. Students prepare a written comparison of the three schools or districts on these dimensions, considering the possible effects on student equity and access, educational performance, and organizational effectiveness.
- The third field-based requirement is a collaborative policy analysis project. This project, a capstone experience in the program, addresses political, community and strategic leadership issues. Students work in teams to investigate a current policy issue as it affects schools and/or districts. The project documents how policy moves through the educational system, from policy making to policy implementation. Each team studies the design and use of implementation strategies, the anticipated and unanticipated consequences of a policy, and/or the policy impact thus far. The project entails field research, such as formative or summative evaluation or action research, for the school or district under study. Contact Professor Terry Orr at (212) 678-3728 for more information.

*Ed.M. in Education Leadership with a concentration in Private School Leadership (Code: TAL)* This Ed.M. may be pursued through either a full-year program of study or through the Leadership Academy.

In the full-year program of study, requirements for the 60-point Ed.M. course of study are similar to those for the full-year M.A. in Private School Leadership with the addition of a second project and the satisfaction of Education Leadership Program requirements for the Ed.M. Up to 30 acceptable credits may be transferred from a recognized graduate program. This course of study is designed to enhance the professional careers of department heads, deans, division directors, and school heads, or to prepare outstanding educators for such positions. The degree requirements may be completed in two years of intensive study or on a part-time basis. Candidates should have at least three years teaching experience.

The Leadership Academy, co-sponsored by the Esther A. and Joseph Klingenstein Center for Independent School Education and the Educational Leadership Program, is a 60-point cohort program that allows students to balance full-time employment with graduate study. Students pursue course work at Teachers College over the course of two summers and participate in internships and research projects at their school of employment during the intervening year and subsequent fall. Program requirements are designed to prepare aspiring and practicing school administrators for the multifaceted challenges of private school leadership; students complete course work in school management, curriculum, ethics, philosophy, research, and education law and undertake site-based research and practica between the summer sessions. Successful completion of the Leadership Academy will lead to a 60-point Master of Education degree for those who enter the Academy having already completed sufficient transferable graduate credits in a field of study related to school leadership and who meet Education Leadership Program requirements for the Master of Education. Candidates are selected from among sitting administrators, and aspiring school leaders with at least three years of experience in independent schools. Contact Professor Pearl Rock Kane (212) 678-3156 for more information.

*Ed.M. in Education Leadership with a concentration in Leadership, Policy and Politics (Code: TAL)*

The 60-point degree concentration in education policy and politics is intended for educators and non-educators seeking careers in education policy in either the private or public sector. The program of study builds on the required M.A. course sequence in Leadership, Policy, and Politics with additional work in a policy area and relevant to policy analysis. Contact Professor Craig Richards via email at [cer8@columbia.edu](mailto:cer8@columbia.edu), or Professor Dorothy Shippis via phone at (212) 678-3850 for more information.

*Ed.M. in Education Leadership with an Education Leadership Studies concentration (Code: TAL)*

The 60-point Master of Education with a specialization in Education Leadership prepares students for positions of administrative leadership in public schools and in private organizations that work with public schools, such as not-for-profit organizations, government agencies, education-related businesses, and advocacy groups. The curriculum allows students to develop a unique program of study in close consultation with an advisor. Completion of this course of study does not lead to New York State SAS or SDA certification. Contact Professor Thomas Sobol at (212) 678-3782 for more information.

#### DOCTORAL DEGREES DOCTOR OF EDUCATION

The 90-point Doctor of Education (Ed.D) degree in Education Leadership is available in the following concentrations: Public School and School District Leadership (TAL), Private School Leadership (TAL); Leadership, Policy and Politics (TAL). Students in Public School and School District Leadership must complete the Education Leadership Program's Ed.D. requirements in that concentration while students in Private School Leadership as well as Leadership, Policy, and Politics concentrations must complete requirements of the Ed.D. in Education Leadership Studies. Regardless of concentration, completion of an Ed.D. in Education Leadership requires 90 points. A maximum of 40 transfer points may be accepted.

The concentrations are designed with both theory and practice components. They serve professionals in education who intend to be actively involved in educational leadership at the building, district, regional, state or national levels. They also serve students aspiring to policy research, the professoriate, and employment in a variety of educational institutions and settings. Applicants who are admitted to these programs become eligible for advance-

ment to doctoral candidacy upon successful completion of 60–70 points of course work, a sequence of approved field experiences, a capstone project, a qualifying paper, and holistic reviews by the Education Leadership Program in faculty. They must also complete an applied research methods course sequence suited to the concentration pursued.

Thereafter, candidates complete their remaining course work while preparing a dissertation under the direction of faculty in the Program. The Ed.D. in Educational Leadership builds competence in the areas of leading learning organizational analysis, management systems, and policy analysis.

Course work beyond the M.A. level and research experiences are individually planned by the student and his/her advisor, according to the student's experience, focus, and needs. On average, full-time Ed.D. students can complete the degree requirements and graduate in three to five years. Ed.D. students who work full time typically require substantially more time to complete their degrees.

#### DOCTOR OF PHILOSOPHY (Code: TAL)

The 75-point Doctor of Philosophy (Ph.D.) in Education Leadership is designed for aspiring researchers, professors, and policy analysts, emphasizing research and intensive specialization in a field of scholarship. It is a research and theoretical program that may be completed in 75 points, of which up to 30 acceptable credits may be transferred from another graduate institution. In addition to study in education leadership, the program requires preparation in one of the cognate social science faculties of the University, for example, Political Science, Sociology, or Economics. The program is intentionally research focused and theoretical. It does not attempt directly to prepare its holders to excel in the field of practice. Students who are committed to leadership in schools and other educational institutions should apply for admission to the Ed.D. program.

## INQUIRY IN EDUCATION LEADERSHIP PRACTICE

Program Director:  
Professor Thomas Sobol

Program Office: (212) 678-3751  
E-Mail: ts171@columbia.edu  
Web site: www.tc.edu/o&l/EdAdmin

*Inquiry in Education Leadership Practice*  
(Code: TAQ)

**Degree Offered:**  
Doctor of Education (Ed.D)

#### **Program Description:**

The INQUIRY program offers practicing, certified school administrators an opportunity to complete a rigorous doctoral program while continuing to practice. As colleagues in a close-knit cohort, students attend classes over a two-year period, working in teams as well as individually. (Substantial additional time is usually required to complete the dissertation.) Each year consists of five intensive seminar weekends during the fall and spring semesters and four weeks of concentrated campus-based study in July. Although the schedule differs from that of the conventional doctoral concentration in Public School and School District Leadership, the content, degree requirements, and standards of performance remain the same. No academic credits are awarded for work experience.

#### **Special Application Requirements/Information:**

Inquiry in Education Leadership Practice requirements are listed below:

- Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) is required.
- Applicants to the Ed.D. program must have completed 40 graduate credits with a B average or better to be eligible for consideration.
- All degree applicants are required to have access to a computer. Doctoral students are encouraged to purchase a laptop computer. Completion of the doctoral student certification examination will require relevant computer competencies.
- Prospective students are encouraged to apply early. Contact Professor Thomas Sobol for more information.

#### **Degree Requirements:**

All students should consult with an academic advisor to plan an appropriate academic program of study. Inquiry students must complete the Education Leadership Program's Ed.D. requirements.

### *"Our Leaders Are Us"*

#### *Harlem Student Activists Inspire Each Other*

On May 7, 2004, Teachers College hosted the "Our Leaders Are Us: Youth Activism in Social Movements" symposium with ninth graders and their teachers from Region 10 to commemorate the 50th anniversary of Brown v. Board of Education. The event, organized by Professors V.P. Franklin, Anand Marri, Denise Ross, Amy Stuart Wells, and Erica Walker and TC students, explored the role of young people in the civil rights movement as well as how to galvanize young people to become activists in their own communities. In partnership with the Region 10 superintendent Lucille Swarns and instructional superintendent Clarisse Brooks, the event was the culmination of three after-school workshops where TC students discussed readings from participants from the civil rights movement and addressed issues students face in their own schools.

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## EDUCATION LEADERSHIP AND MANAGEMENT

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Faculty Contact:  
Professor Irving Hamer

Program Office: (212) 678-3726/3139  
E-Mail: ih136@columbia.edu  
Web site: www.tc.edu/o&l/EdAdmin

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### Education Leadership and Management (Code: TAA)

#### Degree Offered:

Ed.D./M.B.A.

(A Dual Ed.D./M.B.A. Program with the Columbia University Graduate School of Business)

#### Program Description:

The dual degree program, involving the Columbia University School of Business and the Education Leadership Program, leads to an M.B.A. and an Ed.D. in Education Leadership. The program emphasizes the area of educational leadership and management in a wide variety of education-related organizations, and is designed to prepare students to assume major leadership positions in schools, universities, and other education-related organizations by improving educational practice, influencing educational programs, learning to work with complex organizations, and applying management skills to the field of education. The program will prepare the student to enter educational management in regional, state, or federal governments, research institutions, private foundations, or private sector leadership. Contact Professor Irving Hamer at (212) 678-3727 for more information.

#### Special Application Requirements/Information:

##### Education Leadership and Management Program

- The Graduate School of Business requires all applicants to take the GMAT exam. Applicants may submit GMAT scores to Teachers College in lieu of GRE or MAT scores.
- Applicants to the dual M.B.A./Ed.D. Program in Education Leadership and Management must be admitted both to Teachers College and to the Columbia University Graduate School of Business. The appropriate applications and supporting credentials must be submitted to each school.
- All degree applicants are required to have access to a computer. Doctoral students are encouraged to purchase a laptop computer. Completion of the doctoral student certification examination will require relevant computer competencies.

#### Degree Requirements:

All students should consult with an academic advisor to plan an appropriate academic program of study. Students in the dual Ed.D./M.B.A. program (90-points) must complete requirements of the Ed.D. in Education Leadership.

#### EDUCATION LEADERSHIP NON-DEGREE PROGRAMS

In addition to the degree programs previously described, the Education Leadership Program offers several professional development opportunities to both first-time students and to alumni interested in continuing their graduate education. These are listed below.

#### Klingenstein Fellows Program

Program Director: Pearl Rock Kane

The Klingenstein Fellows Program is a one-year program designed to develop leadership skills in administration or academic areas. Fellows may elect to enroll in a degree program or to do graduate work as a non-degree student. Through seminars and course work at Teachers College and the other professional and graduate schools of Columbia University, the program seeks to enlarge the perspectives of Fellows and to prepare them to assume increased leadership responsibility. The fellowship includes a living stipend and a substantial tuition allowance.

Applicants for the Klingenstein Fellows Program who wish to be considered for the master's degree must submit the Klingenstein Fellows application as well as the Teachers College Application for Admission. Please send the fellowship application to the Klingenstein office by January 15 and the Teachers College application to the Admissions Office by January 15. Contact Professor Pearl Rock Kane at (212) 678-3156 for more information.

#### Klingenstein Summer Institute

An intensive off-site residential summer institute is offered for independent elementary, middle or high school teachers with two to five years of teaching experience. The Institute is designed to increase classroom effectiveness and to prepare teachers who have demonstrated outstanding promise for leadership positions in private schools. Participation is based on an award that covers all expenses. Participants earn four graduate credits. Contact Professor Pearl Rock Kane at (212) 678-3156 for more information.

#### Klingenstein Visiting Fellows Program

The Klingenstein Visiting Fellows Program is a three-and-a-half week program of intensive study and interaction with professional peers for heads of independent schools. School heads are in residence at the College. They participate in seminars on issues confronting independent school leaders and attend collo-

quia on topics of interest including educational philosophy, diversity, and organizational change. School heads also pursue independent study, investigating problems of particular relevance to their school situations. Fellowship awards are granted annually. Please send completed application packets to the Klingenstein Center by January 15. Contact Professor Pearl Rock Kane at (212) 678-3156 for more information.

#### Superintendents Work Conference

The conference is a week-long professional development program held each year during the month of July. Conference participants meet with nationally known educational leaders, public policy makers, and scholars to discuss and analyze major educational and social issues. Attendance is by nomination and invitation. Contact Professor Thomas Sobol at (212) 678-3751 for more information.

#### Future School Administrators Academy (FSAA)

FSAA is a joint program of Teachers College, Northern Westchester (BOCES) and affiliated school districts. It prepares and recommends for New York State administrative certification district-nominated teachers for administrative and supervisory leadership in schools. Through a two-year course of study and a 600-hour internship, students can be recommended for building and district level certification. For further information, contact Professor Thomas Sobol at (212) 678-3782.

#### School Law Institute

The School Law Institute is a five-day, national professional-education program for educators and attorneys, administered in July by the Center for Educational Outreach and Innovation and held at Columbia Law School. Topics covered include safety and order (search and seizure, child abuse, and the schools' authority to regulate student and staff conduct); equity issues (affirmative action, harassment, HIV/AIDS, school-finance reform, and issues of poverty and race in education); special education law and policy; standards-based reform and high-stakes testing; confidentiality of student records; legal issues in teacher evaluation; and free speech rights of students and teachers. For further information, contact the Center for Educational Outreach & Innovation at (212) 678-3987.

#### Management Systems Summer Institute

The Summer Institute in Management Systems meets for two weekends in June. It is designed to enhance the school administrator's perspective of the business side of the educational enterprise. Each summer takes a new topic. Past topics have included: The Ecology of Financial Planning, Budget Forecasting, School Facility Needs Assessment, and the Politics of the Budget Process. Future topics will include: Managing

Technology in the Classroom, The Pros and Cons of Private Contracting and School Site Budgeting. The Institute offers a combination of classroom lectures by leading experts in the field, simulations, case studies, and team work. Contact the Center for Educational Outreach & Innovation at (212) 678-3987 for more information.

### **Concurrent Programs in Education and Law**

The Education Leadership Program and Columbia Law School offer courses that prepare students for positions that require knowledge and expertise in education law. There are at present no formal joint-degree programs between Teachers College and Columbia Law School, but students admitted to both schools may be eligible (through ad hoc arrangements) to pursue education and law degrees concurrently. For information, contact Professor Jay Heubert at (212) 678-3775.

### **Principals Work Conference**

The Education Leadership Program sponsors the Principals Work Conference through the Center for Educational Outreach and Innovation. School leaders explore creative administrative problem-solving in terms of community building, curriculum models, school design, school-community assessment and inter-institutional relations in the context of school reform. Participants attend to current research. Contact the Center for Educational Outreach & Innovation at (212) 678-3987 for more information.

### **COURSES:**

Before selecting courses, students should consult: (1) The Degree Requirements of the College describing the requirements of each degree; (2) The requirements of the Education Leadership Program as described in the Program Study Guide at [www.tc.edu/o&l](http://www.tc.edu/o&l) and (3) their faculty advisors.

### **General and Research**

#### **ORL 5521. Introduction to research methods in education (3)**

Professors Knepfelkamp, Neumann, Richards, and Shipp. This course meets a Departmental requirement for an introductory course on understanding research across a wide spectrum of educational settings. Basic concepts of research methods and theories of research are introduced so that students can comprehend and critique education research and evaluation. Methods discussed include both qualitative and quantitative approaches to research, such as surveys, case studies, ethnography, participant observations, interviews, and oral histories.

#### **ORL 6518. Methods of case study and analysis (3)**

Professors Orr and Sobol. Techniques and methods of preparing and analyzing case studies of organizations and institutions.

#### **ORLA 4001. Overview of administration (3)**

Professor Richards. An introduction to educational governance, organization, policy making, administration, and leadership of schools and school systems in the United States. The course combines the study of theory and practice through the use of case studies and critical incidents.

#### **ORLA 4900. Research and independent study in educational administration (1 or more)**

Permission required from individual faculty. Special individualized work.

#### **ORLA 5029. Supervision of teaching and learning (3)**

Professor Monson. Students in this course will integrate theories of human behavior (e.g. Maslow) and organizational development (e.g. McGregor's X&Y), with effective practices in the evaluation; criterion-referenced and goal-based evaluation models; current models of teacher evaluation (Hunter and Danielson & McGreal); performance-based compensation models; and, the legal realities of implementing these systems.

#### **ORLA 5051. Program leadership: Cases (2)**

Faculty. Permission required. Case studies in a simulated school system.

#### **ORLA 5830. The Klingenstein summer institute (4)**

Professor Kane. Permission required. Enrollment limited. An intensive residential program that introduces young liberal arts graduates to the complexity and challenge of teaching in independent schools. Topics include curriculum and assessment, understanding school organizations, issues of diversity and philosophy.

#### **ORLA 6460 (Fall) and ORLA 6461 (Spring). Internship in school and school district leadership (3)**

Professor Monson. Permission required. A 200 hour supervised field experience in school or school district leadership. Partially satisfies New York State requirements for School Administrator and Supervisor (SAS) or School District Administrator (SDA) licensure.

#### **Colloquia in Education Administration**

Colloquia centered upon an analysis of selected research in each of the four major areas of administration and the implications of this theory for administrative practice.

#### **ORLA 5689. Klingenstein colloquium: Visiting fellows (4)**

Professor Kane. Permission required.

#### **ORLA 6611. Colloquium in organizational behavior (3)**

Faculty. Permission required. Emphasis up classic studies and analysis of the implications of research for organization theory and practice.

#### **ORLA 6621. Colloquium: Management science (1-4 per section)**

Professor Richards. Permission required.

#### **ORLA 6631. Colloquium: Institutional analysis (1-4 per section)**

Professor Kane. Permission required.

#### **ORLA 6641. Colloquium: Policy analysis and action (1-4 per section)**

Professor Orr and Professor Shipp. Permission required.

#### **ORLA 6900. Research and independent study in educational administration (1 or more)**

Special individualized work. Permission required.

#### **ORLA 7500. Dissertation seminar in educational leadership (1-3)**

Professor Richards. Registration required of all doctoral candidates in this course or in two other courses in ORLA 7500-7503 series offered by faculty of department. Development of doctoral dissertation proposals and presentation of research plans for approval. Note: The formal hearing of a dissertation proposal (blue form) is a separate event.

#### **ORLA 7501 and ORLA 7503. Research seminar (1-4 per section)**

Faculty. For the student at the dissertation level. Emphasis on the individual student's area of concentration for the purpose of critiquing work, while simultaneously analyzing the implications of the research for education.

#### **ORLA 7570. Research in leadership (1-4 per section)**

Faculty. Permission required. Advanced seminar involving a critical review of important works in educational leadership and presentations of works in progress. Use section numbers of ORLA 4900.

#### **ORLA 7573. Advanced seminar (1-4 per section)**

Faculty. A dissertation seminar, the content of which is the formal presentation of students' dissertation work and discussion of the implications for the practicing administrator/analyst.

#### **ORLA 8900. Dissertation advisement in educational leadership (0)**

Faculty. Individual advisement on doctoral dissertation. Fee to equal three points at current tuition rate for each term. For requirements see section on Continuous Registration.

## *Leading Learning*

### **ORLA 4038-ORLA 4039. Leadership of elementary schools (3)**

Professor Levin. ORLA 4038 deals with the elementary principalship, linkages to the community, and the instructional program. ORLA 4039 focuses on school organization, pupil personnel, teacher personnel, and funds and facilities. Registration for either one or both courses is permitted.

### **ORLA 4044. Transforming and transforming education (3)**

Professor Hamer. Collaborative field study of transformation process within specific urban/suburban systems. Focuses on leadership for creating institutional cultures incorporating community building and national calls for new standards of student learning.

### **ORLA 4045. Restructuring schooling in urban environments (3)**

Professor Shipp. Institutional and policy analysis of school redesign experiments in urban settings, with special emphasis on the Chicago case, review of the theoretical foundations research and political support and implementation consequences of system-wide school reform and analysis of how both experimental and systemwide change is initiated.

### **ORLA 4060. Designing charter schools (3)**

Faculty. Design focus on instructional, governance, accountability systems, and organizational patterns. Reference to research on school models and on legislative and regulatory context of charter schools. Charter school leaders participate as resources Collaborative field and electronic studies of existing charter schools.

### **ORLA 4070. The analysis of private schools (3)**

Professor Kane. A consideration of the diversity, purposes, organization, and structure of private schools and an analysis of faculty and administrative roles as compared with public schools.

### **ORLA 4071. The leadership of private schools (3)**

Professor Kane. Permission required. The aim of this course is to develop further the ability to exercise leadership and to increase the capacity to sustain the demands of leadership. The specific goals of the course are, within the context of private schools, to increase knowledge of administrative practice; to cultivate skills, including effective teamwork; and to develop habits of mind, such as reflective practice and openness to multiple perspectives.

### **ORLA 5052. Program leadership (2-3)**

Faculty. Focuses on dilemmas facing institutional leaders in an effort to promote reflection-in-action among administrators. Special fee: \$10.

### **ORLA 5055. School administration and cultural diversity (3)**

Faculty. An in-depth exploration of major challenges posed by cultural and linguistic diversity from the perspective of the school administrator.

### **ORLA 5532. Leadership and institutional analysis: The community and program development (2-3)**

Faculty. School community relationships, needs assessment, program planning, and evaluation of student progress. Special emphasis on the principalship.

### **ORLA 5587. Klingenstein seminar for independent school educators (1-3)**

Professor Kane. Permission required. A comprehensive examination of contemporary educational issues in public and private schools to provide a context for analyzing and understanding teaching and learning in independent schools in broader perspective. Readings, discussions, and site visits.

## *Organizational Behavior*

### **ORLA 4010. Introduction to organization and change theory in education (3)**

Professor Orr. An introduction to various psychological, sociological, and cultural theories and perspectives on organizational behavior and organizational effectiveness and their application to organizational study and problem solving. Students apply organizational theories to analyze an organization and its formal and informal attributes, and solving an organizational change problem.

### **ORLA 4030. Ethical issues in educational leadership (3)**

Professor Sobol. An examination of ethical issues inherent in educational leadership, with an emphasis on ethical practice as well as theory. The ethics of rights, justice, and care applied to moral dilemmas arising from the professional literature, the humanities, and the student's own practice.

### **ORLA 5017. Groups and interpersonal behavior (2-6)**

Faculty. Organizational behavior with reference to interpersonal relationships and the conflicts resulting from the needs of individuals compared to the demands of the organization. Special permission required. Special fee: \$50.

### **ORLA 5018. Understanding authority and exercising leadership (3)**

Faculty. This course explores theory, research and experience of leadership, authority, and change. The course examines the leadership and change using current organizational experiences with a focus on reflective practice and professional development for change and growth. Prerequisite: ORLA 4010 or equivalent required.

### **ORLA 5530. Action research in organizational behavior (3)**

Professor Orr. Techniques and methods of designing and conducting action research on organizational problems. Various methodological and organizational issues are addressed on the use of action research to foster organizational learning and problem solving through systematic inquiry and reflection. Students conduct an action research project.

### **ORLA 6018. Staff personnel administration (3)**

Faculty. Human resource needs, certification, selection, assignment, promotion, salaries, retirement, absences, evaluation, development, tenure, academic freedom, teachers' organizations, grievances, collective negotiations.

### **ORLA 6552. Behavioral analysis of leadership (3)**

Faculty. Critique of and application of research on leadership. Analysis of case studies, with the development of a strategic plan for a case site.

## *Management Systems*

### **ORLA 4021. Introduction to management systems (3)**

Faculty. Co-requisite: ORLA 4022. An introduction to the fundamental principles and concepts of management information systems. The course examines the management of information systems across several different types of organizations, with an emphasis on the management of education-related information systems in K-12 as well as in institutions of higher education. The course explores both the theoretical as well as practical implications of information systems. Several key themes are addressed, such as: looking at how information systems can increase the problem-solving capabilities within an organization or school; and exploring how information can enable leaders to perform their jobs more effectively. Special fee: \$50.

### **ORLA 4022. Introduction to management systems-lab (1)**

Co-requisite: ORLA 4021. The purpose of this lab is to provide students with technical hands-on computer experience in web-based technologies and database design. This lab is designed to build the capacity of students to conceptualize and develop data-based information systems. Students will be introduced to resources and participate in exercises related to the design, implementation, and maintenance of an information system.

**ORLA 4025. School business administration (3)**

Professor Richards. Introduction to school business administration including overview of fiscal and property accounting, district and site-based budgeting, cash planning, purchasing and supply management, transportation systems, operation and maintenance of facilities, and management of food services. Special fee: \$30.

**ORLA 4049. Creating a learning community (3)**

Professor Hamer. This course emphasizes the role of educational leaders as policy makers and policy analysts in formulating policies that promote educational improvement and change. Students will analyze profiles of effective leaders who have used their positions to shape educational policy in elementary and secondary education.

**ORLA 4820. Summer institute: Management systems (4)**

Faculty. Broad introduction to the conceptual underpinnings and intensive hands-on application of microcomputer-based techniques for management planning, resource allocation, information systems design, and data based-policy and decision analysis in both public and private organizations. Special fee: \$50.

**ORLA 4874. Strategic marketing for academic institutions (3)**

Faculty. This course focuses on marketing concepts for private schools and non-profit organizations. Students explore how institutions describe themselves and how they relate to various external publics such as students, parents, board members, and donors. Topics of study will include mission statements, core marketing approaches and strategies for growth and communication. Students work in groups to design a marketing plan for an organization of their choice.

**ORLA 4876. School finance: Resource allocation for nonprofit organizations (3)**

Faculty. An exploration of the business aspects of managing private schools and non-profit organizations. The focus is on critical issues of management including: decision making, strategic planning, and analysis and allocation of resources. Participants analyze complex issues and problems confronting leaders in private schools such as enrollment and tuition stabilization, pricing and affordability, funding sources, endowment management, and government compliance.

**ORLA 5020. Information systems for decision making in learning organizations (3)**

Faculty. A theoretical, conceptual, and operational analysis of information systems used for decision making and problem solving in learning organizations. An integral part of the course involves developing the technical and analytical skills necessary to manage information systems, with an emphasis on those systems that are designed to make it possible for organizations to transform their information-based systems into knowledge-based systems. Emphasis is also placed on understanding the environmental system in which the organization exists. Special fee: \$50.

**ORLA 5025. Ecology of educational planning and management (3)**

Professor Richards. This course takes an open systems or ecological approach to planning and management in educational institutions of all kinds, including pre-school, elementary, secondary, higher education, and other public and private institutions. It focuses on both the personal and institutional nature of planning in complex, highly adaptive organizations. Students will learn how to conduct ecological audits, develop strategic plans, benchmark organizational performance, and write policy options briefs. Some familiarity with computers recommended. Materials fee: \$10.

**ORLA 6019. Labor management relations in education (3)**

Faculty. Enrollment limited. Negotiations as administrative process for decisions and management of patterns of remuneration and conditions of work. Cases and simulation. Special fee: \$30.

**ORLA 6020. Seminar in management systems (3)**

Faculty. Permission required. Intensive study and field-based activities related to information systems and to school business administration topics. Students complete individual projects in conjunction with administrators from public or private organizations.

**Policy Analysis and Politics**

**ORLA 4040. Education policy: Implications for practice (3)**

Professor Hamer. An introduction to policy analysis concepts and techniques in a range of school and nonschool settings. Emphasis on technology and learning.

**ORLA 4042. The role of the state in education governance, policy and practice (3)**

Professor Sobol. The impact of state authority on local schools and school districts, seen through case studies of contemporary educational issues. Roles, relationships, trends, and the political context of policy making at the state level.

**ORLA 4046. School finance: Policy and practice (3)**

Professor Richards. Examination of the judicial and legislative involvement in school finance reform, taxation, and the equity and efficiency of local, state, and federal finance policies and systems. Materials fee: \$25.

**ORLA 4047. Political policy analysis in education (3)**

Professor Shipp. An overview of theories and techniques of political policy analysis as they apply to education. Emphasis on developing politically feasible and technically attractive responses to the policy problems facing educational leaders in schools, districts, states and the federal government, as well as non-governmental actors. Theories based in political science are applied to actual cases. Key organizing themes are value dilemmas in highly contested and uncertain decision arenas, and the significance of policy contexts in education. Materials fee: \$30.

**ORLA 4048. Education Policy: Implementation (3)**

Professor Huerta. Explores the issues of policy (or reform) implementation in schools and districts by focusing on the political reactions and organizational buffers to policy change, and the ways that policies become adapted and changed to fit locally defined problems. Distinctions between the implementation issues in bottom-up and top-down policy change are explored.

**ORLA 4050. Economics of education (3)**

Professor Levin. Teaches the basic economic concepts and methods to be used for further study and analysis of educational finance, education and inequality, education and economic growth, the impact of educational policies on educational outcomes, school reform and school choice. (Also listed as ITSF 4050.)

**ORLA 4058. Privatization and choice in education (3-4)**

Professor Kane. An investigation of the controversial issues concerning the choice movement. Topics include: charter schools, vouchers, home schooling, and for-profit educational enterprises. Discussions focus on how various forms of choice fit with the democratic ideal of education and who stands to benefit or lose from the various forms of school choice.

**ORLA 4086. Law and educational institutions: Issues of authority, religion, free speech and safety (3)**

Professor Heubert or Professor Sigall. This introductory course focuses on legal issues that arise in public and private schools. Topics include regulation of public and private schools; church-state issues; free-speech rights of students, teachers, and extracurricular groups; who controls the curriculum; the authority to make and enforce rules governing student and staff conduct, on and off school grounds; the duty to protect the safety of students and others; child abuse; search and seizure; and due process.

**ORLA 5012. Community politics, community policies, and administrators (3)**  
Faculty. Political analysis of administration at the service delivery and community levels.

**ORLA 5016. Law and educational institutions: Equity issues (3)**

Professor Heubert or Professor Sigall. This course focuses on issues of equal educational opportunity. Topics include desegregation; testing and classification of students; services for immigrant students; harassment based on race, sex, and sexual orientation; employment discrimination; school finance reform; special education; HIV/AIDS; affirmative action; and issues of race and gender in testing, curriculum, and instruction.

**ORLA 5086. Judicial remedies and educational reform (3)**

Professor Rebell. Beginning with the school desegregation decrees issued by the federal courts in the wake of *Brown v. Board of Education*, judges have been called upon to oversee wide-ranging institutional reform processes that bear little relationship to traditional judicial remedies. This course will examine the legal and political justifications for the courts' role in reforming public institutions, as well as the court's capacity to effectuate substantive reforms. The course will give particular attention to school desegregation cases in federal courts and fiscal equity and education adequacy litigations in state courts. It will also consider the use of public engagement mechanisms to facilitate an on-going Adialogue@ between the courts and the legislative and executive branches.

**ORLA 5096. Introduction to special education law (3)**

Professor O'Neill. This class provides an introduction to concepts and authorities essential to a basic, useful understanding of special education law and policy. It will benefit those concerned with school leadership, instruction, and school law, as well as those interested in special education law from practical or policy perspectives.

**ORLA 5541. Federal politics, federal policies, and administrators (3)**

Faculty. The impact of federal policies on administrators and vice versa. Examines the interaction between the political arena and the policy arena. Attention to a number of topical areas of policy including implementation studies, the problem of innovation, and nonschool-based educating institutions.

**ORLA 5544. Current topics in policy analysis for leaders (3)**

Professors Shippis and Huerta. Collaborative work groups on topics such as community-based education advocacy organizations, education policy organizations or other non-profits in education. Especially appropriate for fieldwork projects and/or exploration of dissertation topics. Permission of the instructor required.

**ORLA 5645-ORLA 5646. Topics in policy planning and implementation:**

• **ORLA 5645. Intergovernmental relationships (3)**

Faculty. Intergovernmental relationships, program assessment including national standards, program development cycles and leadership implications.

• **ORLA 5646. Concepts and techniques (3)**

Professor Sobol. Concepts and techniques of policy planning and implementation analyzed through theoretical readings and case studies at local, state, and national levels. Cases are drawn from both education and other spheres of public administration.

**ORLA 5880. School Law Institute (3)**

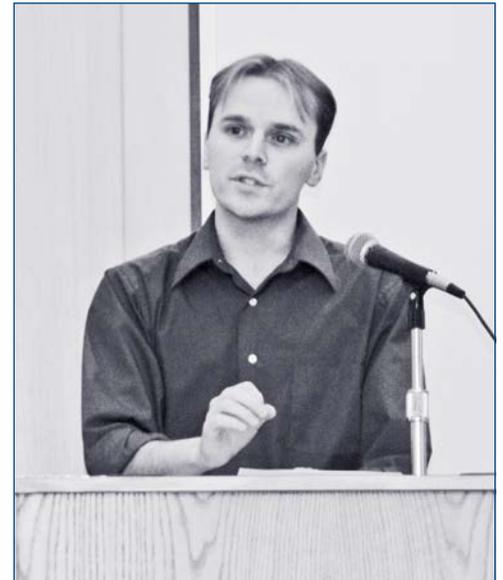
Professors Heubert, Sobol, and Rebell and a national faculty. The School Law Institute, administered in July by the Center for Educational Outreach and Innovation, is a five-day course in education and law for educators and attorneys. Topics covered include safety and order (search and seizure, child abuse, and the schools' authority to regulate student and staff conduct); equity issues (affirmative action, harassment, HIV/AIDS, school-finance reform, and issues of poverty and race in education); special education law and policy; standards-based reform and high-stakes testing; confidentiality of student records; legal issues in teacher evaluation; and free speech rights of students and teachers.

**ORLA 6540. Topics in urban education policy (3)**

Faculty. Leadership responsibility in the formulation, implementation and assessment of urban education policy.

**ORLA 6542. History and politics of urban school reform (4)**

Professor Shippis. This survey course prepares students for their roles as leaders of institutional change by acquainting them with our legacy of urban school reform, its trends and cycles. It covers political issues in historical context. Multiple versions of accountability, standards, equity, and access make up the cycles of reform to be examined, along with the pedagogical and governance dilemmas (progressivism vs. traditionalist, centralization vs. decentralization) that underlie them. The cross cutting political concerns of power, class, race, gender, and relation will be woven into discussions and course work. Permission required.



*Nathan Walker*  
**Higher & Postsecondary Education**

A TC M.A. graduate, and an Ed.D. candidate in Higher Education, Nathan's current field education placement is at the Fourth Unitarian Society. As Director of Religious Education, he oversees a religious education program that includes training parents of diverse faiths to raise their children in ways that reflect their belief systems and values. Nathan suggests that one "think of it as a non-dogmatic, progressive Sunday school." He works closely with the children's chapel (even teaching the children of TC Professor Frances Vavrus) and has also facilitated workshops with young adults in their 20s and 30s, like Building Your Own Theology. Similar to his experiences in teaching older persons at the community colleges in Nevada, he continues to offer insight and counsel to those whose years exceed his own. He finds it to be a "really rich" experience. "I was finally able to find a seamless transition (between my interests, coursework and practice)."

## HIGHER AND POSTSECONDARY EDUCATION

Program Coordinator:  
Professor Anna Neumann

Program Office: (212) 678-3750  
Email: neumann@tc.edu  
Web site: www.tc.edu/o&l/HigherEd

*Higher and Postsecondary Education*  
(Code: TDN)

### Degrees Offered:

Master of Arts (M.A.)  
Master of Education (Ed.M.)  
Doctor of Education (Ed.D.)

### Program Description:

The Higher and Postsecondary Education Program at Teachers College, Columbia University strives to create knowledgeable practitioners, and practicing scholars concerned broadly with teaching, learning, and scholarly and professional development; organizational and institutional analysis, including abilities to probe and develop the structures, processes, policies, and technologies that comprise colleges, universities, and state and national systems of tertiary education; and social and comparative perspectives, with attention to the social, cultural, economic, and historic contexts of knowledge production, policy, and institutional development. We expect that students will work within and across these domains, developing programs of study that, though focused on particular themes and issues (e.g., policy, scholarly learning and careers, student development, professional development), will be informed broadly by a diverse array of ideas, perspectives, and questions.

The Master of Arts Program develops knowledgeable practitioners in three domains of higher and postsecondary education: its educational core (teaching and learning, student and professional development), its organizational and institutional framework (policymaking and implementation, planning, organizational development), and its social positioning and comparative potential (policy analysis and comparative study of institutional, state, and national systems). Though students entering the M.A. Program will be exposed to each of the domains, they will specialize in one.

Students who pursue the M.A. degree at Teachers College will build on the program's historic positioning in the study of student development through the college years and its current strengths in studies of academic learning and development. They will also build on the program's growing capacities in higher/postsecondary education policy, social thought, and comparative analysis, as well as on the department's offerings in organizational

studies. As such, students earning the M.A. degree will be positioned to serve in a variety of academic and student support positions, as well as in various policy-development, policy-support, and administrative roles.

The Master of Education Program develops breadth of understanding of higher and postsecondary education, though emphasizing particular domains of study and practice, among them, academic learning and development, organizational and institutional processes, and social and comparative perspectives. Students in the Ed.M. Program typically use these offerings, to elaborate and deepen their experience-based knowledge and intellectual interests in policymaking, curriculum development, student development, etc. Ed.M. students conclude their programs of study by writing an integrative paper focused on a particular topic of professional and personal interest and drawing on the knowledge resources availed by the three curricular domains.

Students who pursue the Ed.M. in Higher and Postsecondary Education at Teachers College, Columbia University typically bring, to their studies, well developed understandings of particular facets of the enterprise, often from their own participation in the professional practices that define it (teaching, administration, etc.). The Ed.M. Program helps them situate their practice-based knowledge, and their emerging intellectual interests, within the broader span of higher and postsecondary education, thereby availing expanded intellectual resources for their professional efforts.

The Doctor of Education Program develops breadth of understanding about higher and postsecondary education though with focus on an intellectual issue or professional activity (concentration or emphasis area). Breadth is assured through study within three curricular domains: academic and developmental analysis of higher and postsecondary education, organizational and institutional analysis of higher and postsecondary education, and social and comparative analysis of higher and postsecondary education. Working across these domains and beyond them (through related out-of-program courses), students will work with faculty advisors to develop emphasis areas, among them policy studies, diversity and access studies, studies in student learning and development, and studies of scholarly learning and careers. The Ed.D. requires in-depth study in processes/methods of inquiry appropriate to the area of concentration or emphasis, and reflecting substantial theoretical understanding of the area and approaches to inquiry within it.

Students who pursue the Ed.D. in Higher and Postsecondary Education question and explore the range of perspectives for understanding the enterprise—its educational and intellectual core, its institutional/organizational rubrics, its social and comparative contextualizations.

Thus, through their own research (situated within an emphasis area), they participate in reshaping current understandings of postsecondary education. Ed.D. students conclude their programs by writing a dissertation that, though focused on a particular research problem within higher and postsecondary education, reflects the tripartite aims of the curriculum, as well as deep understanding of knowledge structures underpinning their area of inquiry. They are positioned then to scrutinize prevailing views of what it means to engage in the "higher learning," and importantly, of what it means to reconstruct these views in the name of improvement and development.

Graduates of the Ed.D. Program may become policy-makers and evaluation specialists in higher and postsecondary education; they may assume substantial leadership responsibilities, as through presidencies or other key administrative posts in colleges and universities or state systems; they may lead university- or college-wide instructional development centers and activities; they may become academic scholars and researchers.

### Special Application Requirements/Information:

Applications are considered for fall enrollment only.

Applicants to all degree levels should discuss their past educational preparation and professional goals in their personal statements, including their anticipated work within the degree program to which they are applying. In addition to the general application documentation required, all applicants must submit an academic writing sample (e.g., a class paper). Ed.M. and Ed.D. applicants should submit a paper written for a graduate level class.

Ed.M. applicants must have an M.A. in a relevant discipline or field. Relevant work experience is also helpful.

Doctoral applicants must have a master's degree in a relevant discipline or field and work experience in higher/ post-secondary education

### Degree Requirements:

Note the basic research requirements for all students in the department.

The following requirements constitute frameworks for guiding program planning which occurs in consultation with the designated faculty advisor and requires approval of the Higher and Postsecondary Education Program faculty. The coursework portion of each degree program consists of required courses (offered annually or in alternate years), within-Program electives, and extra-Program electives; other requirements, unique to a program or portion thereof, are indicated below.

## MASTER OF ARTS

The M.A. requires a minimum of 32 points of graduate coursework. Students pursue one of three domain sequences: Academic and Developmental Analysis, Organizational and Institutional Analysis, or Social and Comparative Analysis.

### **Course requirements common to all sequences include:**

- ORL 5521 Introduction to research methods in education (3)
- ORLH 4010 Purposes and policies of higher education (3)
- ORLH 4011 Curriculum and instruction (3)
- ORLH 4040 The American college student (3)
- ORLH 5525 College student development theories (3)

### **Additional requirements for Academic and Developmental Analysis include a culminating project, and the following coursework:**

- ORLH 4041 Student personnel administration: Organization, function, & issues (3), or other with advisor approval (3)
- ORLH 4042 Student personnel administration: Programs & services (3), or other with advisor approval (3)
- ORLH 6550/6551 Advanced seminar in higher education, or ORLH 4500 Special topics (topic/section to be designated), or other with advisor approval (3)

One (1) course from the following:

- ORLH 4012 The community college (3)
- ORLD 4051 How adults learn (3)
- ORLH 5011 College teaching and learning (3)
- ORLH 5044 Theories of diversity in higher education (3)
- ORLH 5527 The college professoriate (3)

- One (1) additional course. M.A. students with internship must take ORLH 5241, Observation & supervised fieldwork. Non-internship students may elect any Teachers College course (1-point).
- Minimum of 3 out-of-program elective courses including one 3-point course, one 1-point course, and ORL 5521.

Additional requirements for Organizational and Institutional Analysis include the following coursework as well as a culminating project:

- ORLH 4031 Financial administration of higher education (3)

Three (3) courses from the following:

- A&HF 5070 History & theory of higher education (3)
- ORLH 4012 The community college (3)
- ORLH 4020 College and university organization and administration (3)
- ORLD 4051 How adults learn (3)
- ORLH 4500 Special topics (topic/section to be designated), or ORLD 6550/6551 Advanced seminar in higher education (3)
- ORLH 5527 The professoriate (3)
- ORLH 6521 Advanced seminar in the community college (3)
- ORLH 6550 Advanced seminar: Research administration (3) (or equivalent)
- ORLH 6551 Advanced seminar: Higher education policy seminar (3)
- One (1) additional course. M.A. students with internship must take ORLH 5241, Observation & supervised fieldwork. Non-internship students may elect any Teachers College course (1 point).
- Minimum of 3 out-of-program elective courses including one 3-point course, one 1-point course, and ORL 5521.

### **Requirements for Social and Comparative Analysis include the following coursework as well as a culminating project:**

Four courses from the following:

- A&HF 5070 History & theory of higher education (3)
- ORLD 4051 How adults learn (3)
- ORLH 5011 College teaching and learning (3)
- ORLH 5044 Theories of diversity in higher education (3)
- ORLH 5527 The college professoriate (3)
- ORLH 6551 Advanced seminar: Comparative-international higher education (3)
- ORLH 6551 Advanced seminar: Higher education policy (3)

- One (1) additional course. M.A. students with internship must take ORLH 5241, Observation & supervised fieldwork. Non-internship students may elect any Teachers College course (1 point).
- Minimum of 3 out-of-program elective courses including one 3-point course, one 1-point course, and ORL 5521.

## MASTER OF EDUCATION

The Ed.M. requires a minimum of 60 points and an integrative paper prepared as a culminating project.

Core courses (required):

- ORL 5521 Introduction to research methods (3)
- ORLH 4010 Purposes and policies of higher education (3)
- ORLH 4011 Curriculum and instruction (3)
- ORLH 4020 College and university organization and administration (3), or (or equivalent) (3)
- ORLH 4031 Financial administration of higher education institutions (3)
- ORLH 5526 Literature of higher education (3)
- ORLH 5527 The college professoriate (3)
- ORLH 6511 Advanced seminar: Coordinating seminar (3)
- ORLH 6551 Advanced seminar: Higher education policy seminar (3)
- ORLH 6551 Advanced seminar: Comparative-international higher education (3)
- ORLH 6557/6558 Research practices in higher and adult education (3) or ORLH 6900 Research and independent study in higher education (or other with advisor approval) (3) (Integrative paper is prepared in this course.)

Of the remaining 9 courses (27 points), 6 courses (18 points) should be within the Program.

The remaining 3 courses (9 points) should be from outside the Program. All courses should relate conceptually, substantively, or methodologically to the student's developing area of interest.

Internships may be open to Ed.M. students on a space available basis, but require approval of faculty advisor and program coordinator, including possible addition of course requirements.

## DOCTOR OF EDUCATION

The Ed.D. requires a minimum of 90 points of graduate course work, completion of a certification exam, and dissertation.

Core courses required:

- ORL 5521 Introduction to research methods (3)
- ORLH 4010 Purposes and policies of higher education (3)
- ORLH 4011 Curriculum and instruction (3)
- ORLH 4020 College and university organization and administration (3)
- ORLH 4031 Financial administration of higher education institutions (3)
- ORLH 5526 Literature of higher education (3)
- ORLH 5527 The College professoriate (3)
- ORLH 6511 Advanced seminar: Coordinating seminar (3)
- ORLH 6551 Advanced seminar: Higher education policy seminar (3)
- ORLH 6551 Advanced seminar: Comparative-international higher education (3)
- A minimum of three additional research courses to be selected relative to student's research preparation needs. See Department requirements at the end of this department section.

Remaining 17 courses (51 points) are to be distributed as follows:

10 courses (30 points) within the Program: Development of a concentration within one or two of the curricular domains, or crossing all three, with advisor approval; concentration must represent a coherent area of study that broadly situates dissertation research.

7 courses (21 points) outside the Program, with at least 3 of these outside the Department. These courses must contribute substantively, theoretically, or methodologically to the student's selected area of study.

Internships may be open to doctoral students on a space available basis, but require approval of faculty advisor and program coordinator, including possible addition of course requirements.

Adjustments to requirements and distributions, as shown for the M.A., Ed.M., and Ed.D. in Higher and Postsecondary Education, require approval of the advisor and program coordinator.

COURSES:

### ORL 5521. Introduction to research methods in education (3)

Professors Knepfkamp, Richards, and Shipp. Please see course description under the "Departmental Core Requirements" at the end of this department section.

### ORLD 4051. How adults learn (3)

Drs. Gonzalez and Langer. Role and perspective changes in adulthood, concepts of maturity, learning theories, personality development, cognitive learning and thinking, creativity, interests and attitudes, motivation, self-concept, and achieving styles. Implications for the education of adults in a wide variety of workplace, community, and educational settings.

### ORLH 4010. Purposes and policies of higher education (3)

Professors Anderson and Dougherty. An introduction to the U.S. system of higher education through an overview of the system and its history, a survey of the missions and purposes served by U.S. colleges and universities, and an investigation of some of the pressing policy questions now confronting those institutions.

### ORLH 4011. Curriculum and instruction in higher education (3)

Professors Levine and Neumann. An introduction to the history, trends, and issues pertaining to curriculum in U.S. higher education. Internal and external influences on curriculum decisions and implications for the organization and administration of colleges and universities. Examination of past and current curriculum trends, including the impact of the new scholarship of gender, race and class.

### ORLH 4012. The community college (3)

Professor Dougherty and Dr. Hankin. Emerging issues, problems, and trends in community colleges, technical institutes, and adult education. Topics include the history and philosophy of the community college movement, students, state and local governance, teaching, student personnel work, finance, adult education, and the future of the community college.

### ORLH 4020. College and university organization and administration (3)

Professor Anderson and Dr. Hankin. Basic aspects of college and university organization and administration with consideration given to the roles of various groups in governance and management as well as organizational processes such as leadership, decision making, and conflict resolution. External and internal constraints examined from conceptual, practical, and policy perspectives.

### ORLH 4022. College personnel policies and practices (3)

Faculty. Personnel problems in colleges, including faculty and staff evaluation, recruitment, affirmative action, promotion, tenure, retrenchment, leadership/management and personnel development.

### ORLH 4030. The economics of post-secondary education (3)

Faculty. A theoretical and practical discussion of public/private finance of higher education. Economic and social rationales are discussed as well as specific financing proposals.

### ORLH 4031. Financial administration of higher education institutions (3)

Professors Baldwin and Dougherty. The course is intended for those who will be involved in the budgeting process at colleges and universities. No previous financial training is required. The course is an introduction to business principles and their importance for decision making in higher education. Topics include budgeting, accounting, financial reporting, and planning.

### ORLH 4040. The American college student (3)

Professor Dougherty. Reviews the demographic data about students, the changing relations of students to colleges, the diverse patterns of structure and function by which colleges individualize education and provide for student development, and the influence of colleges upon students.

### ORLH 4041. Student personnel administration: Organization, functions, and issues (3)

Faculty. Permission required. An introduction to various forms of organization and functions: multidisciplinary foundations, including historical and philosophical foundations and conceptual and research contributions from the behavioral and social sciences.

### ORLH 4042. Student personnel administration: Programs and services (3)

Faculty. A survey of programs and services typical of American colleges and universities. Includes contemporary issues of concern to student personnel administrators.

### ORLH 4043. Developmental academic advisement programs in colleges and universities (3)

Faculty. A survey of theory and research and an examination of the various organizational, administrative, and staffing arrangements that pertain to student advisement programs in colleges and universities.

### ORLH 4500. Special topics in adult education (1-3)

Faculty. Periodic explorations of special topics and issues in fields of higher education administration, student personnel administration, adult and workplace education, and college teaching and academic leadership.

**ORLH 4800. Workshop in adult education (0-3)**

Faculty. Special topics or events related to the administration of programs of higher or adult education. Topics change each semester. Open to degree and nondegree students for credit or Noncredit.

**ORLH 4820. Cultural diversity training in higher education settings: Issues and concerns (1)**

Faculty. This introductory workshop will address multicultural training issues in higher education such as workshop and intervention design, assessment issues and methods, ethical concerns, group process, and general training considerations.

**ORLH 4830. Transforming the curriculum: Theory and practice (3)**

Faculty. This course is designed to explore both the cognitive and cultural implications of curriculum design. It emphasizes the theoretical and practical implications of curricular transformation based on the new scholarship of gender, race, class, and ethnicity as well as student intellectual and interpersonal development.

**ORLH 4845. Diversity: Implications for recruitment and retention (1)**

Professor Anderson. Students will explore aspects of cultural diversity and multiple oppressions (race, class and gender), as well as environmental concerns affecting the recruitment and retention of diverse student and faculty population in the context of American higher education.

**ORLH 5011. College teaching and learning (3)**

Professor Neumann. Designed for individuals who aspire to college teaching, this course emphasizes research on student learning, multiple pedagogies (such as experiential learning, learning communities, effective lecture, discussion, evaluation approaches, and curriculum design). The course stresses the implications of diversity in the student population.

**ORLH 5044. Theories of diversity and higher education (3)**

Professor Anderson. Critical analysis of cultural diversity in American higher education with respect to the curriculum, co-curriculum, and institutional structure. Presents new paradigms with which to understand the complexities of response that are necessary to adequately meet the needs of all students.

**ORLH 5241-ORLH 5242. Observation and supervised fieldwork in higher and post-secondary education (1)**

Dr. Christensen. Permission required. Prerequisites: ORLH 4041 and ORLH 4042. Students reserve two days a week for work in colleges. A weekly seminar integrates field practices with course theory.

**ORLH 5522-ORLH 5527. Advanced professional seminar**

Faculty. Intensive analysis of selected problems and issues in postsecondary education. The course is intended for practicing professionals in postsecondary education as well as majors in the department. Other students in the college who wish to enroll should obtain permission of the instructor.

• **ORLH 5522. The chief student affairs officer (2)**

Faculty. Consideration given to the roles of such officers in colleges and universities, to their responsibilities and authority, and to their relations with presidents, faculties, students, and their own staff. Registration is restricted to doctoral candidates in the Higher and Adult Education programs and requires the permission of the instructor.

• **ORLH 5524. An analysis of student cultures (3)**

Faculty. Critical analysis of selected research reports pertaining to the student cultures. The focus is on the purposes of each study, the question(s) asked, the assumptions and theories upon which the research is based, the sources of data, the method(s) of data collection, the conclusions and interpretations developed, and the relevance of the research to student personnel in particular, and to higher education in general.

• **ORLH 5525. College student development theories I (3)**

Faculty. Course focuses on college student development theories and their application to higher education. Primary areas of focus include: 1) intellectual and ethical developmental theory, individual development models, learning styles models, and theories of cultural identity 2) ethical considerations using theory in practice, and 3) critique of theories from a variety of research perspectives.

• **ORLH 5526. The literature of higher education (2-3)**

Professor Neumann. Analysis of selected classic and contemporary works that have influenced professional thought and affected public opinion and public policy related to higher education. Topics vary from year to year.

• **ORLH 5527. The college professoriate (3)**

Professor Neumann. Review and discussion of the research and literature, diverse roles, and expectations that characterize the position of college professor, with attention to implications for professional and personal development.

**ORLH 5533-ORLH 5537. Advanced professional skills**

Intensive work in special skill areas for the management of post-secondary education. The sections involve practical experiences and possibly fieldwork. These courses are intended for practicing professionals in post-secondary education as well as for majors in the department. Other students who wish to enroll should obtain the permission of the instructor.

• **ORLH 5533. Faculty evaluation and development programming (2-3)**

Faculty. Theory and practice concerning the evaluation of college teaching. Topics include models and practices for the evaluation of faculty and for the organization and administration of faculty development programs.

• **ORLH 5534. Financial decision making in education (2-3)**

Faculty. Introduction to a series of financial decision-making tools including cost accounting, cost benefit analysis, and discounted cash flow. Emphasis on applied financial decision making.

• **ORLH 5536. College classroom assessment (3)**

Faculty. An in-depth study of major assessment techniques for the college classroom. Particular attention will be paid to the work of Patricia Cross, Thomas Angelo, and Dick Light, as well as assessment models associated with collaborative learning, teaching portfolios, and student portfolios.

• **ORLH 5537. College classroom assessment research (3)**

Faculty. Prerequisite: ORLH 5536. In-depth study of classroom research methods based on the classroom assessment methods studied in ORLH 5536.

**ORLH 6511. Coordinating seminar in higher education (3)**

Professors Anderson and Neumann. Permission required. Course restricted to doctoral students in the Higher Education program. An overview and discussion of the most topical literature in American Higher Education, this course is designed to explore a wide variety of educational roles in the context of the goals and aspirations of new doctoral students.

**ORLH 6520-ORLH 6521. Advanced seminar in the community college (3)**

Professor Dougherty. Selected issues such as teaching in a community college, the future of the community college, or state and national systems for the community college are explored in depth. Topics vary each year.

**NURSE EXECUTIVE**

Program Coordinator:  
*Professor Elaine L. Rigolosi*

Program Office: (212) 678-3421  
Email: rigolosi@tc.edu  
Web site: www.tc.edu/o&l/NurseExec

**Nurse Executive**

(Code: TNZ for M.A.) Accelerated  
(Code: TNX for Ed.D.) Accelerated

**Degrees Offered:**

Master of Arts (M.A.)  
Doctor of Education (Ed.D.)

**Program Description:**

The Nurse Executive program prepares students for leading roles in healthcare organizations, both service and education. These roles are those that advance and implement the practice of nursing and healthcare, operating primarily in one-to-one relationships with clients. Hence, the graduates of this program will have their major impact on nursing and healthcare by influencing other interdisciplinary healthcare providers.

The basic aims of current healthcare delivery and healthcare reform mandate a nonpartisan approach to the education of nurses and all healthcare administrators and executives. Professionals who practice in today's healthcare environments and shape tomorrow's reform must be collaborative interdisciplinarians.

Nursing leadership in scholarship, in research, and in practice is achieved with the attainment of the doctoral degree. Toward this ultimate goal, there are various development levels of role preparation, including an exit point of achievement at the levels of Master of Arts (48 points). All role preparation in the Program for Nurse Executives is based upon approaches of open inquiry, scholarly pursuit, and the ability to synthesize knowledge from diverse disciplines.

*Master of Arts*

The Master of Arts degree Nurse Executive program offers preparation for nursing and healthcare management positions in a variety of healthcare organizations, on the basic skills and concepts of management. Regular faculty members and other experts teach the courses that comprise the curriculum in the Accelerated Nurse Executive program. The Accelerated Program at the M.A. level is a cohort program that meets one day per week on Fridays. It runs for four semesters. Program costs currently are \$9,500 per semester of study and include tuition, fees, and refreshments. For the next cohort, beginning September 2006, tuition will be determined. The flat rate fee covers cohort courses only. The cost of the program is subject to change.

**ORLH 6550-ORLH 6551. Advanced seminar in higher education (3)**  
Faculty. Intensive study of a selected topic. Topic varies from term to term and is typically related to an ongoing program or research project. Students may begin either term.

**ORLH 6552. Advanced seminar in theories of intellectual and ethical development for college students (3)**  
Faculty. Permission required. Intensive study of the major theories of college student intellectual development, particularly the work of Carol Gilligan, Lawrence Kohlberg, William G. Perry, Jr., Katie Cannon, and those who have expanded the research on student intellectual and ethical development. Additional models considered include Reflective Judgment and Women's Ways of Knowing. Students will also learn the assessment and scoring methods associated with each model.

**ORLH 6556. Educational leadership: Research, art and practice (3)**  
Professor Anderson. Permission required. Examination of leadership research definition, dimensions, characteristics, and capacities. Exploration of leadership opportunities within entire range of educational practice. Application of leadership lessons to educational problems and situations through case studies.

**ORLH 7500. Dissertation seminar in adult education (1)**  
Permission required. Students should have completed most or all course work (including research methods courses) and have passed the certification examination. The course is intended for students who have identified a reasonably narrow area for research and have already completed a preliminary literature review. The course will assist the student in design, methods, and other matters of concern in the preparation of an acceptable dissertation proposal.

**Directed Research and Independent Study**  
(Students must have an instructor-approved Learning Contract prior to enrolling in any of the following courses.)

**ORLH 4900. Research and independent study in adult education (2 or more).**

**ORLH 5900. Research in adult education (1-4)**  
Permission required. Conduct research studies (not a part of a doctoral dissertation) under guidance. Focus on a particular institution or type of institution, e.g., college of liberal arts, professional school, community college.

**ORLH 6557-6558. Research practices in higher education**  
Faculty.

**ORLH 6900. Research and independent study in adult education (2 or more)**  
Permission required.

**ORLH 7500. Dissertation seminar adult education (1)**  
Students register for the course the semester a proposal hearing is to be scheduled.

**ORLH 7900. Directed dissertation research (3)**  
Permission required. All doctoral students eligible for this course must register each semester until a proposal hearing has occurred and a proposal has been approved.

**ORLH 8900. Dissertation advisement in adult education (0)**  
Individual advisement on doctoral dissertations. Fee: to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration for Ed.D./Ph.D. degrees.

**ORLH 9900. Research and independent study in adult education (2 or more).**

See also:  
**A&HH 5070. History and theory of higher education (3)** Please see the Department of Arts and Humanities for course description.

**CCPJ 4064. Principles and methods of psychological counseling (3)** Please see the Department of Counseling and Clinical Psychology for course description.

**CCPJ 5062. Career counseling (3)**  
Please see the Department of Counseling and Clinical Psychology for course description.

**CCPJ 5164. Cross-cultural counseling (3)**  
Please see the Department of Counseling and Clinical Psychology for course description.

**HUDD 4024. Developmental psychology: Adulthood and the life span (2-3)** Please see the Department of Human Development for course description.

**MSTU 4030. Computer applications in education (3)** Please see the Department of Mathematics, Science and Technology for course description.

**ORLA 4010. Introduction to organization and change theory in education (3)** Please see course description in this department section.

**ORLA 5017. Organizations and interpersonal behavior (3)** Please see course description in this department section.

**ORLJ 4055. Organizational psychology (3)**  
Please see course description in this department section.

**Special Application Requirements/Information:**

**MASTER OF ARTS**

In addition to the requirements for admission to Teachers College, in order to be considered for admission in the program, applicants must be Registered Nurses in any U.S. state or in Canada, and hold a baccalaureate degree in any field, with a cumulative grade point average of 3.0 or better. One year of post-baccalaureate management experience is.

The accelerated Master of Arts cohort begins every other Autumn in even years.

**DOCTOR OF EDUCATION**

In addition to the requirements for admission to Teachers College, in order to be considered for admission into the program, doctoral applicants must:

- hold a baccalaureate degree with a major in any field that is approved by Teachers College, Columbia University;
- hold a graduate degree and/or 36 graduate points/ credits approved by Teachers College, Columbia University;
- hold a current Registered Nurse License in a state in the U.S. or in a province of Canada;
- have an eighth decile on graduate work at Teachers College or a cumulative grade point average of 3.5 from other accredited institutions;
- have a GRE verbal score of at least 540 or an MAT score of at least 54; and
- have one year of post-baccalaureate management experience.

International applicants should note that a current permit from the New York State Board of Nursing is required to practice nursing and/or do fieldwork. Potential candidates who do not meet these admission standards but who can demonstrate substantial ability shall have the option to petition the Faculty of the program to be considered for admission based on alternative evidence of ability.

The next accelerated Doctor of Education cohort will begin in the Autumn 2005 semester.

**Degree Requirements:**

Note the basic research requirements for all students in the department.

The Capstone Project is a requirement for all master's degree candidates. It is required during the semester in which a student applies for a master's degree. Details are provided in "Guidelines for the Capstone Project," which can be obtained from the office of the Program for Nurse Executives and from Faculty Advisors. The following is an example of a Master's cohort sequence by semester.\*

**MASTER OF ARTS**

*Semester I*

- ORL 4054 Leadership and management for healthcare organizations (3)
- ORLN 4005 Theories of nursing (3)
- ORLN 4013 Fiscal management of the nursing organization (3)
- ORLN 4050 Health problems and issues in society (3)

*Semester II*

- HUDM 4120 Basic concepts in statistics (3)
- ORL 4011 Personnel management in healthcare (3)
- ORLN 5000 Nursing science (3)
- ORLN 5013 Informatics in nursing (3)

*Semester III*

- ORL 4003 Crisis intervention (3)
- ORL 4014 Legal issues for healthcare professionals (3)
- ORLN 5010 Administration of a nursing organization (3)
- ORLN 5040 Methods of nursing research (3)

*Semester IV*

- HUD 4120 Methods of empirical research (3)
- ORLN 4001 Contemporary issues in nursing (3)
- ORLN 5530 Seminar: Clinical teaching and evaluation (3)
- ORLN 6615 Colloquium in nursing administration (3)

\* Courses and/or sequence are subject to change.

**DOCTOR OF EDUCATION**

The Accelerated Program at the Ed.D. level is a cohort program that meets one day per week on Fridays. The program consists of six semesters of course work leading to the Ed.D. degree in addition to satisfactory completion of a doctoral dissertation. Program costs currently are \$9,000 per semester of study and include tuition, fees, and refreshments. The flat rate fee covers cohort courses only. The flat rate tuition fee for the cohort beginning Autumn 2005, will be determined.

For program course recommendations and program planning, please see the Doctor of Education "Advisement Guide" which can be obtained from the office of the Program for Nurse Executives. The following is an example of a doctoral cohort sequence by semester.\*

*Semester I*

- HUDM 4122 Probability & statistical inference (3)
- ORLN 5005 Interdisciplinary theory in nursing (3)
- ORLN 6514 Marketing nursing programs & services (3)

*Semester II*

- ORL 5551 Ethics for healthcare professionals (3)
- ORL 6500 Qualitative research (3)
- ORLN 6615 Colloquium in nursing administration (3)

*Semester III*

- A&HF 4090 Philosophy of education (3)
- ORLN 5043 Nursing research development (3)
- ORLN 6522 Health care policy & analysis (3)

*Certification*

*Semester IV*

- ORL 6011 Advanced system management (3)
- ORLN 6540 Dissertation design development (3)
- ORLN 6014 Managing the socially responsible organization (3)

*Semester V*

- ORLN 6541 Advanced dissertation design development (3)
- ORLN 5011 Designing, planning & monitoring healthcare systems (3)
- ORLN 7500 Dissertation seminar in nursing (3)

*Semester VI*

- ORLN 6511 Innovations in nursing management (3)
- ORLN 6635 Colloquium in nursing education (3)
- ORLN 7900 Directed dissertation research (3)

\* Courses and/or sequence are subject to change

NOTE: After course work is completed, candidates must enroll in ORLN 7900 and meet continuously every semester, up to and including the semester in which the "Defense" is held and the revised and/ or completed dissertation is submitted to the Office of Doctoral Studies.

**COURSES:**

The following are recommended as general, interdepartmental courses appropriate for students throughout the College as electives and may also be utilized by non-majors to meet the general Teachers College requirement. See General Offerings and Interdisciplinary Study for a course description.

**ORL 4003. Crisis intervention (3)**

Study of general crisis phenomena within the framework of crisis intervention theory. Analysis of individual, family, and community dynamics.

**ORL 4011. Personnel management in healthcare (3)**

Professor Rigolosi. Examination and application of personnel management and human relations theory in the healthcare organization. Includes human resource utilization, problem solving, communications theory, and evaluation performance. Special fee: \$25.

**ORL 4014. Legal issues in healthcare organizations (3)**

Professor Rigolosi. Laws, administrative regulations, and pertinent case law affecting healthcare organizations. Theories of power, politics, and labor relations applied. Local, state, and federal impact on healthcare included. Special fee: \$25.

**ORL 4054. Leadership and management in healthcare organizations (3)**

Professor Rigolosi. Critical analysis of theory and research in organizational behavior, leadership, and management as it relates to the role of healthcare executives. Critique of the executive's role as it relates to these theories. Special fee: \$25.

**ORL 5551. Ethics for healthcare professionals (3)**

Review of ethical issues in healthcare and healthcare delivery. General courses within the Nursing Domain courses in this section deal with the theory of nursing in practice, nursing as a profession, and the history and contemporary trends in nursing. These courses are open to students in any nursing sequence of study; they also are open to interested students, nurses or non-nurses, from other departments. Special fee: \$125.

**Nursing Theory**

**ORLN 4005. Theories of nursing (3)**

Faculty. Theoretical foundations of nursing. Critical analysis of theories that explain the nature of nursing practice.

**ORLN 5000. Nursing science (3)**

Faculty. Prerequisite: ORLN 4005. Examination of emerging issues in nursing research and healthcare. Relevance to theory development and health policy are emphasized.

**ORLN 5005. Interdisciplinary theory in nursing (3)**

Faculty. Prerequisites: ORLN 4005, ORLN 4050, or equivalent. Evaluation of utility of theories and models from related disciplines in posing research problems in nursing. Focus on strategies of concept analysis and theory derivation.

**Professional Nursing**

**ORLN 4001. Contemporary issues in nursing (3)**

Faculty. Identification and analysis of current issues in nursing; development of appropriate background; formulation of personal stances on selected issues.

**ORLN 4004. Historical trends in nursing (3)**

Faculty. Consideration of the history of nursing and nursing education, and its influence on current developments in nursing.

**ORLN 4050. Health problems and issues in society (3)**

Faculty. Political and economic concepts influencing the delivery of healthcare services. Consideration of health issues facing the public and possible courses of action.

**ORLN 5908. Independent study in professional nursing (1-6)**

Permission required. Individual, guided learning experience at the Master's level in a selected aspect of professional nursing. Topic agreed upon between student and faculty.

**ORLN 6501. Seminar in professional nursing (3)**

Faculty. Prerequisites: 2 courses in nursing professionalism and/or history. Examination of selected professional nursing problems or domain in depth. Course may be repeated for credit if different topics are covered.

**ORLN 6908. Independent study in professional nursing (1-6)**

Permission required. Individual, guided learning experience at the doctoral level in a selected aspect of professional nursing. Topic agreed upon between student and faculty.

**Nursing Research**

**ORLN 5040. Methods in nursing research (3)**

Faculty. Prerequisites: ORLN 4005, ORLN 5000. Analysis of hypothetical generation, study designs and data collection methods in nursing research with emphasis on application to practice.

**ORLN 5043. Nursing research development (3)**

Faculty. Prerequisites: ORLN 4005, ORLN 5040, or equivalents. Philosophical foundations of empirical and naturalistic inquiry methods are examined with reference to developing a domain significant research problem. Emphasis given to clarification to study design within interdisciplinary knowledge relevant to nursing.

**ORLN 6540. Dissertation design development (3)**

Professor Rigolosi. Permission required. Prerequisites: ORLN 4005, ORLN 5005, ORLN 5043, statistics, and certification. Required of all doctoral candidates. Group critique of dissertation proposals; focus on beginning to intermediate aspects of analysis of theory and research design. This course may be repeated as often as necessary until the student is ready for the departmental examination. Once ORLN 6540 is taken, continuous Autumn/Spring enrollment in the course is required until the semester during which the departmental examination is held.

**ORLN 6541. Advanced dissertation design development (3)**

Professor Rigolosi. Permission required. Prerequisite: ORLN 6540 and certification. Focus on advanced aspects of research design and method.

**ORLN 6940. Independent study in nursing research (1-6)**

Permission required. Allows student to contract with an individual faculty member for research related work in a defined area of study.

**ORLN 7500. Dissertation seminar in nursing (3)**

Faculty. Permission required. Prerequisite: ORLN 6540 and certification. The departmental examination, involving presentation of dissertation proposal for faculty approval. This course is required of all certified doctoral candidates and may be taken only once.

**ORLN 7900. Directed dissertation research (3)**

Permission required. All doctoral students eligible for this course must register for the course each semester until successful completion of the doctoral degree.

**ORLN 8900. Dissertation advisement in nursing (0)**

Individual advisement on doctoral dissertation following completion of all course work. Fee equal to 3 points at current tuition rate for each term. For continuous requirements, see section in catalog on Continuous Registration for Ed.D. degree.

**Role Preparation**

The rest of the nursing courses focus on combining cognate and nursing knowledge in synthesizing knowledge needed in role fulfillment.

**General Courses in Role Preparation**

**ORLN 5013. Informatics in nursing (3)**

Faculty. Focus on computerized management information systems, computer-based analysis of decision alternatives, assessing nursing care quality and cost-effectiveness, and other feedback mechanisms specific to the nursing organization. Special fee: \$50.

**ORLN 5530. Seminar: Clinical teaching and evaluation (3)**

Faculty. Inquiry in effective strategies for teaching and evaluating students in the laboratory setting. Analysis of theory ad related research.

**ORLN 6014. Managing the socially responsible organization (3)**

Faculty. Analysis of selected social, economic, and political megatrends that have or will continue to influence the direction of change in the healthcare industry. The process of analysis is intended to serve as a conceptual framework for the categorization of discrete trends affecting the management of nursing services and programs.

**ORLN 6522. Policy formation and governance in healthcare (3)**

Faculty. Policy formation and governance within nursing organizations and within the larger institution of which they are a part. Exploration of external and internal influences on policy formation in nursing.

**ORLN 6635. Colloquium in nursing education (3)**

Faculty. Prerequisite: determined by instructor based on topic selected. Examination of selected problems in nursing education practice and administration. Course may be repeated for credit if different topic covered.

**ORLN 6930. Independent study in nursing education (1-6)**

Permission required. Individual, guided learning experience at the doctoral level in a selected aspect of nursing education. Topic agreed upon between student and faculty.

**Nursing Organization Executive Role**

**ORL 6011. Advanced system management (3)**

Faculty. Managing systems requires the generation of useful information for decision-making. This course focuses on using information for strategic planning and management of systems in healthcare.

**ORLN 4013. Fiscal management of the nursing organization (3)**

Faculty. Focus is the fiscal impact of providing nursing services. Management information systems, organizing human and material resources, and assessing the cost and quality of nursing services are studied. Health organization finance and nursing budgeting are included.

**ORLN 5010. Administration of a nursing organization (3)**

Faculty. Prerequisite: ORL 4054. Analysis and application of administrative theory and structure to the nurse executive role. Analysis of fit of models to the nursing administrative task. Application of MBO quantitative decision theory, and other models in the nursing administrative function.

**ORLN 5011. Designing, planning, and monitoring the nursing care system (3)**

Faculty. Prerequisite: ORL 4054. Corequisites or prerequisites: ORLN 4005, ORLN 4013, and ORLN 5010. Identification and analysis of organization and planning theories applicable to the nursing care system. Development of design models based on analyses of current and predictable healthcare needs of society and the nursing market. Ability to assess architectural plans as they impact on nursing care delivery.

**ORLN 5910. Independent study in nursing administration (1-6)**

Permission required. Individual, guided learning experience at the master's level in a selected aspect of nursing administration. Topic agreed upon between student and faculty.

**ORLN 6511. Innovations in nursing management (3)**

Faculty. Prerequisites: ORL 4054, ORLN 4011, ORLN 5010. Selected innovations in nursing, other health disciplines and management science are analyzed regarding underlying processes for translating new knowledge into successful practice. Special fee: \$10.

**ORLN 6514. Marketing nursing programs and services (3)**

Faculty. Prerequisites: ORL 4054, ORLN 5010. Analysis of marketing concepts and principles of strategic planning as they relate to nurse executive role in health service industry.

**ORLN 6615. Colloquium in nursing administration (3)**

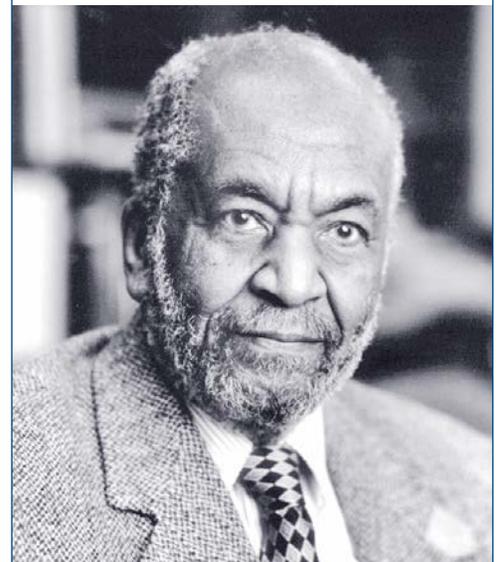
Faculty. Prerequisite: determined by instructor based on subject to be covered. Examination of selected problems in nursing administration for in-depth coverage. Course may be repeated for credit if different topic is taken.

**ORLN 6910. Independent study in nursing administration (1-6)**

Permission required. Individual, guided learning experience at the doctoral level in a selected aspect of nursing administration. Topic agreed upon between student and faculty.

**ETS Creates Edmund W. Gordon Chair for Policy Evaluation and Research**

In January 2004, the Educational Testing Service (ETS) Board of Trustees approved the creation of the Edmund W. Gordon Chair for Policy Evaluation and Research. The effort honored Gordon, the Richard March Hoe Emeritus Professor of Psychology and Education and Director of the Institute of Urban and Minority Education at TC. Gordon was Vice President of Academic Affairs and Interim Dean at Teachers College from July 2000 to August 2001. He is also the John M. Musser Professor of Psychology Emeritus at Yale University. Gordon is the author of more than 200 journal articles and book chapters and more than 15 books. He was one of the founders and designers of the Head Start program and helped write the Elementary and Secondary Education Act of 1965, among many other achievements. A January 2003 article in the New York Times said Gordon "could reasonably be called one of the leading psychologists of our era and the premier black psychologist."



Edmund Gordon, Director of the Center on Urban and Minority Education

## POLITICS AND EDUCATION

Program Coordinator:  
Professor Jeffrey Henig

Program Office: (212) 678-3726  
E-Mail: henig@tc.edu  
Web site: www.tc.edu/o&l/Politics

*Politics and Education*  
(Code: TFG)

### Degrees Offered:

Master of Arts (M.A.)  
Master of Education (Ed.M.)  
Doctor of Education (Ed.D.)  
Doctor of Philosophy (Ph.D.)

### Program Description:

The Politics and Education program serves students who wish to study the ways in which governance institutions, political ideologies, and competing interests, both within and outside of the education community, influence the content, form, and functioning of schooling. Schools represent a powerful instrument for shaping the development of future generations of citizens and workers as well as an important source of jobs and investment in many communities. How do societies handle conflicting visions of what schools should and should not be doing, and what are the specific changes in political and governance processes that might facilitate better decision-making and policy implementation? Students will study in depth the ways power and politics affect and are affected by such issues as reform and innovation, centralization and decentralization within federal systems of governance, privatization and school choice, race and ethnicity, poverty and inequality, professionalization and bureaucratization, testing and accountability.

Faculty contributing to the program are drawn from throughout the College and possess research and teaching interests in urban, suburban, state and federal levels of school governance, as well as in cross-national and other comparative settings. The balance of control and cooperation, coalition building and competition, resistance and bargaining in each of these settings, as well as the central roles of power and agency in the political science discipline inform the perspectives of faculty and students in this program.

In addition to courses listed within the Politics and Education program, the Department of Organization and Leadership, Teachers College and the Departments of Political Science and School of Public and International Affairs at Columbia are all resources available to students as they develop their programs of study. Depending on their interests, students with a master's degree in Politics and Education conduct research in think-tanks and education policy shops,

teach politics, history or civics in secondary school, hold public office or other program website(non-certified) leadership positions in educational settings as diverse as private and public schools, corporations, citizen groups, and foundations. Doctoral recipients in Politics and Education teach in colleges and universities, conduct research in think-tanks and research centers, and advise public officials. Ph.D. students are expected to master the discipline of political science in addition to the specialty of politics in education.

### Special Application Requirements/Information:

All applicants are required to submit GRE General test scores. Doctoral applications must include three academic letters of reference, at least two of which focus on academic skills and potential. Doctoral applications received after the priority deadline as advertised by the College will be considered for admission, but not scholarship aid, on a space available basis. Master's applications that are complete and have been received by the Admissions office by the priority deadline will be considered for both admission and any available scholarship aid. All complete applications received by the final deadline for the master's program will be considered for admission only.

### Degree Requirements:

For further information on specific program requirements consult the program web site at [www.tc.edu/o&l/Politics](http://www.tc.edu/o&l/Politics).

Newly admitted students are asked to participate in a set of core political science and general foundation courses in education. Each student will also complete methodological requirements including but not limited to statistics, qualitative and quantitative methods. After completing the core, each student is expected to focus his or her studies on a set of political debates in education or a particular political arena.

**MASTER OF ARTS (M.A., 32 POINTS) AND MASTER OF EDUCATION (ED.M., 60 POINTS)** students follow a core program of coursework and other learning experiences developed by the politics faculty and individually adjusted in consultation with an assigned advisor. Up to 30 points of transfer credit are accepted towards an Ed.M. but only upon approval of an assigned faculty advisor after the student is admitted. Under College policy, no transfer credits are accepted for M.A. students.

**ED.D. DOCTORAL (90 POINTS)** students complete a core of coursework, at a level of sophistication commensurate with doctoral study. They also must meet the program requirements for advancement to candidacy and complete a research dissertation.

**PH.D. (75 POINTS)** students also demonstrate command of two research tools, selected from the following list: 1) a reading knowledge of a foreign language, 2) a reading knowledge of a second foreign language, 3) an approved two-course sequence in quantitative analysis, 4) an approved two-course sequence in formal modeling or 5) a comparable level of proficiency in a comparable research tool approved by the College. Ph.D. students may be required to take as many as 12 points of coursework at Columbia University in the Political Science Department.

### COURSES:

Politics and Education students take courses in a number of related programs and departments. These courses, on such topics as law and education, economics and education, political policy analysis are listed elsewhere. Further information on these courses can be found on the program website [www.tc.edu/o&l/Politics/](http://www.tc.edu/o&l/Politics/). Courses specifically linked to the program include:

#### ORLF 4040. American politics and education (3)

Faculty. Introduction to the basic analytical categories of political science as they apply to the politics of education, including the influence of federal, state, and local governments in school policy-making, decentralization, school finance, and desegregation.

#### ORLF 4042. Comparative politics and education (3)

Faculty. The politics of education in settings outside the U.S. Topics include the role of education in political development, political socialization, and student politics.

#### ORLF 4043. Political thought and education (3)

Faculty. Study of the educational imperatives inherent in the classics of Western political thought.

### Intermediate

#### ORLF 5042. Urban politics and education (3)

Faculty. Politics in the nation's largest cities with a particular focus on educational politics and policy.

#### ORLF 5044. Modern political theory and education (3)

Faculty. Explores a number of educational policy issues from the perspective of contemporary political theory.

#### ORLF 5045. Race, ethnicity and U.S. educational policy (3)

Faculty. Examination of the impact of race and ethnicity on the formation and implementation of policies such as desegregation, affirmative action, bilingual education, and choice.

**ORLF 5046. Education and politics in Western thought (3)**

Faculty. Study in historical perspective of the interactions between technological innovation and education.

**Advanced**

**ORLF 5640. Colloquium on the politics of education (3)**

Faculty. Continuous participation required of doctoral students until their dissertation proposals are accepted. A critical review of important works in politics and education, discussions with invited guests, presentations of work in progress.

**ORLF 5642. Colloquium in political economy and education (3)**

Faculty. Political and economic perspectives on contemporary problems of public policy and education.

**ORLF 6540. Seminar in politics of education (3)**

Faculty/Staff. Permission required. Selected topics in the politics of education.

**Individualized Studies**

**ORLF 6900. Research and independent study (1-3)**

Faculty/Staff. Permission required.

**ORLF 6940. Studies in politics and education (1-6)**

**ORLF 7503. Dissertation seminar (0-3)**

Permission required. Development of doctoral dissertation proposals.

**ORLF 8900. Dissertation advisement (0)**

Individual advisement on doctoral dissertations. Fee: to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration for Ed.D./Ph.D. degrees.

See Education Leadership for additional courses of interest, and in particular, the concentration in Leadership, Policy and Politics.

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**SOCIAL-  
ORGANIZATIONAL  
PSYCHOLOGY**

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Program Coordinator:  
Professor W. Warner Burke

Program Office: (212) 678-3249  
E-mail: burke1@tc.edu  
Web site: www.tc.edu/o&l/SocialOrg

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**Psychology: Organizational**  
(Code: TJA)

**Degree Offered:**  
Master of Arts (M.A.)

**Social-Organizational Psychology**  
(Code: TJP)

**Degree Offered:**  
Doctor of Philosophy (Ph.D.)

**Program Description:**

The Social-Organizational Psychology program is concerned with the various contexts (interpersonal, group, inter-group, and inter-organizational) in which human behavior occurs; the ways in which groups of individuals interact and influence these contexts; and how these interactions can be understood, studied, and modified through theory, research, and various types of interventions.

The programs provide advanced training in the concepts, research methods, and applications of social-organizational psychology. They are designed to prepare students to engage in research, consultation, and teaching in educational, business, governmental, and community organizations. Emphasis is placed on the acquisition of basic concepts and methods applicable to diverse institutional and organizational contexts.

Courses in these programs are supplemented by other programs and departments at Teachers College and Columbia University. With the help of a faculty advisor, students select courses in their area of specialization, with consideration given to their academic backgrounds, work experiences, and career objectives.

Two degree programs are offered: one leading to the M.A. and one leading to the Ph.D. A terminal M.A. degree in Psychology: Organizational is awarded upon successful completion of 45 points and passing the comprehensive examination. The Ph.D. degree is awarded upon completion of 86 points of planned and sequential study, qualifying papers, and a dissertation.

A Certificate of Attendance in Conflict Resolution is also offered to students in the M.A./Ph.D. programs who select Conflict Resolution as an area of concentration.

Students interested in receiving the Certificate must complete a sequence of 5 courses and 1 semester of internship. Students who opt for this concentration must formally apply to the International Center for Cooperation & Conflict Resolution (ICCCR).

**Master of Arts**

The 45 point M.A. program is designed to provide proficiency and advanced knowledge in the psychology of organizations. Qualified students are given the opportunity to develop their program in a manner consistent with their career interests, capacities, and background.

The program provides courses at Teachers College and other areas of Columbia University, particularly the Graduate School of Business. There is one major for the M.A. degree entitled Psychology: Organizational. Students may decide to pursue a broadly based program and therefore take a variety of courses, or they may concentrate their courses in a more specific area such as human resource management, organization change and consultation, or conflict resolution.

The program is designed to provide education leading to professional employment or to continuation of graduate work beyond the master's degree. Students are often employed in positions typically found within the personnel or human resource function of middle or large-size organizations. These include positions in global learning, career development and counseling, organizational effectiveness, personnel research, organization development and consultation, employee relations, and human resource planning and strategy.

Students in the M.A. program who wish to extend their range of competencies to include individual and group counseling skills may, upon completion of the M.A., apply for admission to the Ed.M. program in Psychological Counseling (see "Counseling Psychology"). Further information may be found in bulletins obtainable from the coordinator of the Counseling Psychology program at (212) 678-3397 (428 Horace Mann) or from Professor Patricia Raskin at (212) 678-3319. Completion of the M.A. program does not in and of itself guarantee admission to the Ed.M. program in Psychological Counseling.

Graduates of the master's program may apply for admission to the doctoral program in Social-Organizational Psychology. However, successful performance in the M.A. program does not in and of itself guarantee admission. Students who apply become part of the applicant pool for that year and their qualifications are evaluated with equal standing along with the other applicants.

### Doctor of Philosophy

The doctoral program in social-organizational psychology follows a scientist-practitioner model. It is designed for full-time graduate students who desire fundamental education and skill development in the science and application of psychology to social and organizational situations and activities. Our goal is to provide an environment that is conducive to the development of scientist-practitioners who are prepared to assume the diverse responsibilities of positions at research universities, leading businesses, and professional service firms. Through coursework, field projects with organizations, and close working relationships with faculty members and fellow graduate students, doctoral students are provided with advanced training in the theoretical concepts, research methods, and applications of social-organizational psychology. Students gain critical knowledge and skills that encompass both research and practice.

Some unique aspects of the program include:

- the integration of both social and organizational psychology;
- a theoretical, research, and applied focus on understanding multiple levels of organizational functioning from individuals to groups to organizations as a whole, and the dynamic interaction among these levels;
- a wide breadth of coverage including human resource management, organizational behavior, organizational change, leadership, conflict and negotiation, coaching, diversity, organizational demography, motivation, power and authority, group processes, and organizational dynamics;
- an emphasis on both quantitative and qualitative research methods to address organizational issues;
- opportunities to engage in basic research, applied research, and organizational consulting and application activities; and
- faculty members trained in a broad array of disciplines including social psychology, counseling psychology, industrial-organizational psychology, organizational behavior, and business management—all of whom apply their respective disciplines to social-organizational psychology issues.

### Special Application Requirements/Information:

#### Master of Arts

The 45-credit M.A. program in Psychology: Organizational admits students for the fall, spring, and summer semesters. Persons from a variety of academic backgrounds and work experiences may qualify for admission to the program. Primary consideration for admission is given to previous academic record, work experiences, letters of reference, GRE scores, and the personal statement. The GRE general test is required for M.A. applicants. In lieu of the GRE, applicants may submit GMAT scores.

### Doctor of Philosophy

Applicants are considered once a year for the fall semester only. Completed applications with supporting documentation must be received no later than December 15. Late or incomplete applications will not be considered. In addition to the application, applicants must provide documents supporting previous academic record, professional resume, letters of reference, GRE scores, a writing sample, and a personal statement. It is recommended, but not required, that applicants also take the GRE Advanced Examination in psychology. The writing sample must be a recently completed paper on a topic of interest to the applicant. This may be, but does not have to be, a paper submitted to satisfy course requirements for another academic program.

Admission to the doctoral program is highly competitive. Preference is given to candidates who possess excellent verbal and quantitative skills and whose transcripts, references, and previous work experience suggest that they have the potential to make a significant contribution to theory and practice, policy-making, and/or research. Please note that full-time study is required for the first and second years of study.

### Degree Requirements:

#### MASTER OF ARTS

The program curriculum is comprised of major courses consisting of five required core courses, four required advanced core courses, other elective ORLJ courses, and 3 non-ORLJ courses taken for at least 2 points each in related fields. Certain required courses may be waived or substituted with others depending on the person's undergraduate background, graduate study, and work experience.

Courses available at the Graduate School of Business, Graduate School of Arts and Sciences, School of International and Public Affairs, Social Work, and in other areas of the Columbia University graduate programs may be taken. Students must consult with an advisor to select courses outside of Teachers College which may satisfy the elective/concentration requirements. An effort is made to assist students in developing a program of study that will best meet their personal career interests and objectives.

In addition, within the program, persons may elect to concentrate in any one of three areas:

- human resource management;
- organization change and consultation; or
- conflict resolution.

However, students are not required to choose a concentration. Thus, if a student desires a broadly based and general degree in organizational psychology, courses may then be selected, with the assistance of an advisor, across all three areas of concentration.

### Core Required Courses: Level 1

Regardless of concentration, the following five courses are required for all candidates, unless waived by the program advisor due to the person's background:

- ORLJ 4002 Functions of organizations (3)
- ORLJ 4005 Organizational psychology (3)
- ORLJ 4009 Understanding behavioral research (3)
- ORLJ 5003 Human resource management (3)
- ORLJ 5106 Psychological aspects of organizations (3)

### Advanced Core Required Courses: Level 2

- ORL 5362 Group dynamics (3)
- ORLJ 5045 Organizational dynamics and theory (3)
- ORLJ 6040 Fundamentals of cooperation, conflict resolution and mediation in different institutional contexts (3)

Plus one of the following application courses:

- ORLJ 5012 Internship in organizational psychology (3)
- ORLJ 5340 Basic practicum in conflict resolution and mediation skills (3)
- ORLJ 6343 Practicum in change and consultation in organizations (3)

### Breadth Courses:

3 non-ORLJ courses of at least 2 points each taken at Teachers College. Please consult an advisor.

### Suggested Organizational Psychology Elective/Concentration Courses:

The following courses are suggested electives within ORLJ. Students may choose from among these electives and other relevant electives that are not listed here upon consultation with an academic advisor.

- ORLJ 5005 Leadership and supervision (3)
- ORLJ 5012 Organizational internship (2-3)
- ORLJ 5013 Negotiations in organizations (3)
- ORLJ 5016 Special topics in organizational psychology: Advanced functions in organizations (3)
- ORLJ 5016 Special topics in organizational psychology: Motivation and reward systems (3)
- ORLJ 5016 Assessing and facilitating career development (2-3)
- ORLJ 5017 Small group interventions (3)
- ORLJ 5018 Using survey research in organizations (2-3)
- ORLJ 5019 Special Topics: Data-based interventions in organization change (3)

- ORLJ 5025 Preparation for coaching (3)
- ORLJ 5046 Intercultural communications in organizations: Issues, theories, and practices (3)
- ORLJ 5047 Development of the multicultural self (3)
- ORLJ 5049 Executive coaching (3)
- ORLJ 5310 Individual assessment and development in organizations (3)
- ORLJ 6048 Teaching to cultural and cognitive complexities (2-3)
- ORLJ 6343 Practicum in change and consultation in organizations (4)
- ORLJ 6350 Advanced practicum in conflict resolution and mediation (3) (two terms)

#### Internship

While not a prerequisite for graduation, an internship may be helpful for proper job placement. The purpose of the internship is to provide students with an opportunity to gain practical experience relevant to their interests, and to apply the principles of organizational psychology theories to real-world situations. Students who are interested in doing an internship should consult with an academic advisor.

#### Comprehensive Examination

The Comprehensive Examination may be taken after a student has completed the core level 1 courses and the requisite number of credit hours. Students are encouraged to take the exam in their penultimate semester of the M.A. program.

#### DOCTOR OF PHILOSOPHY

Students are required to take as many as 86 points for the Ph.D. (Occasionally, students may transfer credits—up to a maximum of 30 points from previous graduate training at other institutions. Transferring the maximum is unusual since courses transferred must be equivalent to courses that are required in the Ph.D. program.)

Students are encouraged to design an individually meaningful course of study within the larger offerings of the program. Opportunities for doing this are available through coursework, work with faculty members, independent research and study, and teaching activities. Students take a series of required courses that build a strong foundation in social-organizational psychology and can also select a series of more specialized courses depending on their specific areas of interest. Additional focus and expertise are developed through collaboration on major research projects with faculty members and practice-based or consulting activities under faculty supervision.

#### Research Training

The research training for doctoral students involves acquiring an understanding of underlying concepts and theories in social and organizational psychology, and gaining experience in conducting research in both field and laboratory settings. The formal coursework provides a strong foundation in both social psychology and organizational psychology theories and their applications. A series of research methods courses provide the foundation necessary for understanding and conducting scholarly research. Similarly, a series of courses in measurement and statistics provides students with the strong statistical and analytical background necessary for the research process.

Research experience is gained through “workgroups.” Workgroups are research teams led by a faculty member and consist of four to ten doctoral students. In workgroups, students participate in the design, execution, data analysis, and writing phases of research projects. All students are required to participate in workgroups, each semester for the first four years. The commitment to research training is an important part of the program and consumes a significant amount of students’ time.

#### Applied Aspects of the Program

The applied aspects of the program for doctoral students involve the development of skills and knowledge in the application of theory and research to practice and consulting activities. As such, students acquire an understanding of the systems approach, in particular, the dynamic interaction among individuals, groups, organizations and their environments as well as an understanding of organization development and the process of organization change. A variety of opportunities are available for students to develop skills in conducting applied and action research, and in providing consultation to groups and organizations. All of these activities are grounded in theory and research in social-organizational psychology. A series of courses are available which provide students with basic skills in interpersonal relationships, interviewing and information gathering techniques, and process consultation. In addition, supervised field experiences are available whereby students engage in an applied project with a local organization under faculty direction. Internships and other work-related experiences are also examples of field experiences.

The Ph.D. Program in Social-Organizational Psychology is a scientist-practitioner program and as such focuses on both research and practice. The curriculum represents the dual emphasis of the program.

The following are 5 areas from which students select courses:

1. Research and Statistics
2. Theory and Practice in Social-Organizational Psychology
3. Integrative Experiences
4. Breadth Requirement
5. Dissertation-related courses
6. Dissertation Advisement

Students take 30-32 required courses for a total of 86 points. Variable point courses should be taken for the minimum rather than the maximum number of points in order to have both the required number of points and the desired distribution of courses.

- HUDM 5122 Applied regression analysis
- HUDM 5123 Experimental design
- HUDM 6122 Multivariate analysis I
- ORLJ 5040 Research methods in social psychology

Plus two of the following:

- HUDM 5059 Psychological measurement
- HUDM 5124 Multidimensional scaling and clustering
- HUDM 6030 Multilevel and longitudinal data analysis
- HUDM 6055 Latent structure analysis
- HUDM 6123 Multivariate analysis II
- ITSF 5000 Ethnography and participant observation
- ORL 6500 Qualitative research methods organizations: Data collection
- ORL 6501 Qualitative research methods organizations: Data analysis design
- ORLJ 5041 Research methods in social psychology

Note: Probability & Statistical Inference is a prerequisite.

#### Theory and Practice in Social-Organizational Psychology (13 courses required)

Courses in this section are sub-divided into lecture, seminar, and practice courses. Of the 13 required courses, there are 7 courses that are set (4 lecture courses, 2 seminars, and 1 practicum). The 6 remaining courses may be selected from among the optional courses as long as 3 of the 6 courses selected are seminars.

#### LECTURE

Required:

- ORLJ 4002 Functions of organizations
- ORLJ 5045 Organizational dynamics & theory
- ORLJ 5362 Group dynamics: A systems perspective
- ORLJ 6040 Fundamentals of cooperation & conflict resolution

- Optional:
- HUDK 5198 Psychology of instructional systems designs
  - ORLJ 5005 Leadership and supervision
  - ORLJ 5018 Using survey research in organizational consulting
  - ORLJ 5019 Data-based interventions in organizational change
  - ORLJ 5046 Intercultural communication

**SEMINARS**

- Two required seminars:
- ORLJ 5540 Pro-seminar in social psychology
  - ORLJ 5541 Pro-seminar in organizational psychology

- Plus at least 3 of the following:
- ORL 6010 Work/family issues
  - ORLJ 5016\* Professional ethics
  - ORLJ 5017 Small group intervention
  - ORLJ 5020\* Person-environment fit in organizations
  - ORLJ 5020\* Organization change
  - ORLJ 5047 Development of the multicultural self
  - ORLJ 6045 Demography in organizations
  - ORLJ 6048 Teaching to cognitive and cultural complexities
  - ORLJ 6351 Multi-level theory in organizations

\*temporary course codes have been assigned

**PRACTICE**

- Required:
- ORLJ 6343 Practicum: Organization change & consultation

- Plus one of the following:
- ORLD 5055 Staff development and training
  - ORLD 5061 Advanced staff development and training
  - ORLJ 5110 Individual assessment & development in organizations
  - ORLJ 5310 Preparation for coaching
  - ORLJ 5340 Practicum in conflict resolution
  - ORLJ 6048 Teaching to cognitive and cultural complexities
  - ORLJ 6244 Fieldwork in organizational consultation
  - ORLJ 6349 Process consultation
  - ORLJ 6350 Advanced practicum in conflict resolution

**Additional Course Requirements**

(3 courses required)

Suggested courses include:

- CCPJ 5020 Racism & racial identity in psychology & education
- CCPX 5034 Developmental psychopathology
- CCPX 6352 Cognition, emotion & health
- G 4230 Sensation & perception (Columbia University)
- G 4630 Theories of personality (Columbia University)

- HUDK 5023 Cross-cultural developmental psychology
- HUDK 5023 Cognitive development
- HUDK 5029 Personality development across the life span
- HUDM 5059 Psychological measurement
- ITSF 5013 Psychological anthropology
- ORL 6010 Work/family issues
- ORLD 4051 How adults learn

Dissertation-related Courses

- ORLJ 7501 Dissertation seminar (1-3)
- ORLJ 8900 Dissertation advisement (0)

**Research Workgroups**

Although the curriculum is designed to facilitate students' completion of all three qualifying papers and the preparation of a dissertation proposal while enrolled in work groups for the first 4 years of the program, students may need to register for dissertation related classes beyond their fourth year in the program. If so, there is a sequence of courses that vary in regard to course credit and fee.

When actively working on the dissertation and meeting with one's Sponsor and/or committee, students are expected to register for ORLJ 7501(Fall) and ORLJ 7502 (Spring) for a maximum of two semesters. These courses are only offered for 1-3 credits and students can register for the minimum number of credits; it is offered for variable credit to accommodate the different needs of various students. Once the student has registered for two terms of ORLJ 7501/ORLJ 7502, students are required to register for ORLJ 8900 for 0 credits for every semester until completion of the final oral defense.

**Workgroups (See Notes below)**

- ORLJ 6340 Workgroup-Knefelkamp (2)
- ORLJ 6341 Workgroup-Raskin (2)
- ORLJ 6342 Workgroup-Ostroff (2)
- ORLJ 6344 Workgroup-Coleman (2)
- ORLJ 6345 Workgroup-Perry (2)
- ORLJ 6346 Workgroup-Westaby (2)
- ORLJ 6347 Workgroup-Block (2)
- ORLJ 6348 Workgroup-Burke (2)
- ORLJ 6349 Workgroup-Noumair (2)

Notes:

1. One workgroup per semester for a minimum of eight semesters is required from the time a student enters the Ph.D. program.
2. Students must take 6 of the 8 workgroups for credit points. An exception may be made for students who participated in a workgroup as a Master's student in our program, in which case, the student must take a minimum of four of the eight work groups for credit.
3. Workgroup points may not be substituted for required courses
4. Students are required to actively engage in at least 2 different workgroups over the 8 semesters that work group is required.

5. Students are required to actively engage in workgroups. Active engagement means regular participation in the design and conduct of research until it reaches a conclusion. Solely being present at meetings does not satisfy the requirement.

**Integrative Experiences**

- ORLJ 6640 Colloquium in Social-Organizational Psychology (0) (Attendance required for years 1-4)

**Teaching Assistantship**

Certification Examination in Psychology: The Research Methods Examination (RME) in Psychology is part of the certification process for doctoral students in all of the psychology programs at Teachers College. The examination measures students knowledge in statistics, measurement, and research design and is developed by the Research Methods Examination Committee.

**The Dissertation**

The doctoral dissertation is a report of independently conducted research. In formulating and conducting this research, the student has available as consultants and advisors two or three members of the faculty.

**Non-Credit Program—Certificate of Attendance in Conflict Resolution**

In addition to the degree programs previously described, the Social-Organizational Psychology Program, through the International Center for Cooperation and Conflict Resolution (ICCCR), offers professional development opportunities in the field of Conflict Resolution to people interested in continuing their graduate education.

Conflict Resolution is a concentration of courses aimed at developing core competencies for reflective scholars and/or practitioners. It is offered both as a track in the Master of Arts and Doctoral Programs in Social-Organizational Psychology and, in whole or in part, as a complement to the studies of students throughout the College, i.e. students may take conflict resolution courses as valid electives in their respective programs. By completing a sequence of 5 courses and 1 semester of internship and formally applying to the Conflict Resolution Center certificate program, students may receive a Certificate of Attendance in Conflict Resolution. The courses are offered in conjunction with the ICCCR and its mission is to help individuals, schools, communities, businesses and governments better understand the nature of conflict and how to achieve its constructive resolution. The institute is currently applying for New York State approval to offer a certificate in Advanced Standing in Conflict Resolution. Contact: Professor Peter Coleman, (212) 678-3402.

## COURSES:

Courses at the 4000-level do not require permission of the instructor and are open to non-majors as well as majors. Many 5000-level offerings are also open to non-majors with appropriate backgrounds; 6000-level courses are usually limited to majors with advanced standing in the program. See listings below for prerequisites and limitations on enrollment. In addition to the courses listed below, students should consult the offerings of other psychology programs at Teachers College, many of which are required or recommended in the various program guides which are obtainable from the respective offices.

### *Social-Organizational Psychology*

#### **ORL 5362. Group dynamics: A systems perspective (3-4)**

Professor Noumair and Dr. Brazaitis. Permission required. Prerequisite: ORLJ 4005. Enrollment limited. In addition to the regular course meeting times, there are two additional special weekend workshops, times/dates arranged each semester. The course explores social processes in groups and their impact on individual behavior. In addition to a series of lectures/discussions, students are required to participate as members of an experiential group designed to provide opportunities for learning about group dynamics through an examination of power, authority, leadership, intergroup and interpersonal processes. Special fee: \$200 (conference fee).

#### **ORL 6010. Work/family issues: A multi-disciplinary approach (3)**

Work/Family Issues are critical topics for families, employers, policymakers, and researchers/educators. They include issues such as job flexibility, parental leave, unemployment and employment transitions, telecommuting, job sharing, dual careers, and the timing of childbearing. Adopting a multi-disciplinary approach, this course introduces students to the concepts the emerging field of work/family scholarship.

#### **ORLJ 4002. Functions of organizations (3)**

Faculty. A survey of the primary functions and operations of organizations: accounting, finance, marketing, strategic planning, management information systems, and the relation of these functions to human resource management.

#### **ORLJ 4005. Organizational psychology (3)**

Professors Block, Ostroff and Dr. Parlamis. Introduction to theories and research that underlie the field of organizational psychology. Implications and applications in various organizational contexts are considered.

#### **ORLJ 4009. Understanding behavioral research (3)**

Professors Perry and Knefelkamp; Drs. Lutz and Richter. Overview of alternative methods

of behavioral research and their relative strengths and limitations. Application of methodological principles in order to read and evaluate social science research and learn how to begin to conduct research.

#### **ORLJ 5003. Human resource management (3)**

Professor Westaby. Current and emerging emphases in the management of human resources in organizations.

#### **ORLJ 5005. Leadership (3)**

Professor Burke. Major psychological and other interdisciplinary approaches to the study of leadership. Critical analysis of relevant theories, research, and practical applications.

#### **ORLJ 5012. Organizational internship (2-3)**

Faculty. ORLJ 5014, 5016, 5020. Special topics in organizational psychology. New and emerging developments, practices, and concerns in the field of social-organizational psychology are examined and evaluated. Topics are announced in the schedules distributed each semester.

#### **ORLJ 5013. Negotiations in Organizations (3)**

Faculty. Develops skills for negotiating in organizational contexts through instruction and readings in negotiation theory and research and participation in negotiation simulations.

#### **ORLJ 5016. Advanced functions of organizations (2-3)**

Dr. Parlamis. An advanced survey of the primary functions and operations of organizations, and the relation of these functions to human resource management.

#### **ORLJ 5016. Motivation and reward systems (2-3)**

Faculty. This seminar course provides an overview of the role of motivation and organization development in the design and implementation of strategic pay systems. Issues of organizational change, job analysis, job descriptions, salary surveys, job evaluation, work motivation, job attitudes, organizational citizenship behavior, executive compensation, incentive compensation, team-based pay, and expatriate compensation.

#### **ORLJ 5017. Small group intervention: Theory and method (3)**

Professor Noumair and Dr. Brazaitis. Permission required. Prerequisite: ORL 5362, CCPJ 5362, or with permission of the instructor. This course covers relevant theory and research that underlies effective group interventions by a trainer or consultant. Methods are explored that enhance participants' learning in a training group and facilitate team building and teamwork. Intergroup dynamics are also covered.

#### **ORLJ 5018. Using survey research in organizational consulting (3)**

Professor Westaby and Dr. Tartell. Prerequisite: ORLJ 4009. This course illustrates how to conduct survey research for organizational change initiatives. The following topics are covered: entering into survey research consulting, selecting concepts, conducting focus groups, survey construction and administration, data analysis, identifying needs, survey feedback techniques, and final reports. Students develop a survey-based project from initial conceptualization to final report presentation.

#### **ORLJ 5019. Multirater feedback (3)**

Permission required. This course focuses on the theory, research, and application of three primary data-driven interventions for I/O psychology and OD-related interventions and initiatives: large scale assessment surveys; multirater (a.k.a. 360 degree) feedback methods; and interviews and focus groups. Course format combines lecture, case study, and group project work.

#### **ORLJ 5040-ORLJ 5041. Research methods in social psychology (3)**

Professor Block (ORLJ 5040) and Professor Westaby (ORLJ 5041). Open only to qualified doctoral students in the behavioral or social sciences. Representative approaches to practice in the design, conduct, and analysis of research. Autumn: Experimental and quasi-experimental design. Spring: Field and survey methods; policy and evaluation research.

#### **ORLJ 5045. Organizational dynamics and theory (3)**

Professor Burke and Dr. Coruzzi. Prerequisite: ORLJ 4005 or equivalent. Study of organizations as total systems with consideration of different types of organizations. Emphasis on the impact of such dimensions as mission, strategy, structure, culture, systems, and leadership on individual and organizational performance and vice versa. Organizational change is also addressed.

#### **ORLJ 5046. Intercultural communications: Theory, issues, and practices (3)**

Professor Knefelkamp. This class is designed to explore the intercultural communication field and what it has to offer professional educators in the context of their understanding of intercultural theory and practice and in their ability to design effective and empathic learning environments.

#### **ORLJ 5047. Development of the multicultural self (3)**

Professor Knefelkamp. This course focuses on issues of identity development, social and cultural diversity, and the intersections of multicultural aspects of the self in the context of the organization. Perspectives of social identity development, intellectual and ethical maturity, social learning theory, and intercultural analysis are major components in the study of the individual.

**ORLJ 5106. Psychological aspects of organizations (2-3)**

Professor Knefelkamp and Dr. Parlamis. Prerequisite: ORLJ 4005. Examines contemporary theory, research and practice in organizational behavior. Topics include: organizational entry, socialization, motivation, reward systems, group and individual decision-making, conflict resolution, stereotyping and discrimination.

**ORLJ 5110. Individual assessment and development in organizations (3)**

Professor Raskin. The purpose of this course is to 1) provide a broad overview of assessment methods used with adults in organizations, within the theoretical framework of adult development. You will have the opportunity to learn about career assessment instruments, measures of personality and style, and the relationship of these measures to career development over the life span. 2) Further, we will explore how changes in organizations may affect individual career development and decision-making, and 3) we will touch briefly on issues of work/family balance.

**ORLJ 5147. Conflict resolution in early childhood settings (3)**

Faculty. This course introduces a developmentally appropriate model of working with conflict resolution in early childhood classrooms. It features demonstrations and practice in the use of circle time activities, puppets, role-playing and modeling to promote social-emotional and problem-solving skills. Strategies for classroom management and parent involvement are highlighted.

**ORLJ 5310. Preparation for coaching (3)**

Professor Raskin. The purpose of this course is to introduce students to the basic structure and techniques of interviewing and listening. The course is largely experiential and is intended for students who have little or no background or experience in counseling or coaching.

**ORLJ 5340. Basic practicum in conflict resolution (3)**

ICCCR Trainers. Enrollment limited. Students will be trained in the basic skills of collaborative negotiation and mediation and will have supervised practice in these skills.

**ORLJ 5540-ORLJ 5541. Proseminar in social and organizational psychology (3)**

Professor Coleman (Fall) and Professor Block (Spring). Open only to qualified doctoral students in the behavioral or social sciences. Intensive readings and analysis of theories and research in social and organizational psychology and social structure.

**ORLJ 6040. Fundamentals of cooperation, conflict resolution and mediation in different institutional contexts (3)**

Professor Coleman. Topics such as cooperation and competition, trust and suspicion, bargain-

ing and negotiation as they relate to conflict resolution in various contexts.

**ORLJ 6045. Demography in organizations (3)**

Professor Perry. This course seeks to understand the role that demography plays in organizations. The main focus in this course is on demographic variables such as race, gender, and disability. The course examines various theoretical frameworks that help us to understand how demographic variables influence organizational behavior and decisions.

**ORLJ 6048. Teaching to cultural and cognitive complexities (2-3)**

Professor Knefelkamp. This seminar focuses on issues of complex cognitive and cultural thinking and problem solving skills. Student gain knowledge about and exposure to a variety of assessment components and tools in the field of organization change and management.

**ORLJ 6244. Fieldwork in organization consulting (3)**

Professors Burke and Noumair. Doctoral-level course; Permission required. Prerequisites: ORLJ 5045 and ORLJ 6343. Background in organization development required. Students engage in consultation with a client that emphasizes data gathering, organization diagnosis, and feedback.

**ORLJ 6340-6342, 6344-6349.**

**Research practicum in social-organizational psychology**

Permission required. Limited to doctoral students. Topics are announced in the preliminary and final course schedules distributed each semester.

- **ORLJ 6340. Multi-cultural self (1-3)**  
Professor Knefelkamp.
- **ORLJ 6341. Work/Family Issues (1-3)**  
Professor Raskin.
- **ORLJ 6342. Multi-level research in organizations (1-3)**  
Professor Ostroff.
- **ORLJ 6344. Conflict, justice, and cooperation (1-3)**  
Professor Coleman.
- **ORLJ 6345. Diversity and discrimination in organizations (1-3)**  
Professor Perry.
- **ORLJ 6346. Organizational attitudes, job search, and career development (1-3)**  
Professor Westaby.
- **ORLJ 6347. Motivational issues in organizations (1-3)**  
Professor Block.
- **ORLJ 6348. Psychology of managerial and leadership competence and multirater feedback (1-3)**  
Professor Burke.
- **ORLJ 6349. Group/organizational dynamics and diversity issues in organizations (1-3)**  
Professor Noumair.

**ORLJ 6343. Practicum in change and consultation in organizations (4)**

Professor Noumair and Dr. Javitch. Permission required. Prerequisites: ORL 5362. Enrollment limited. Open to doctoral candidates and others who have a strong background in social science, organizational behavior, administration, psychology, or business. Planned change in organizations. Offers the opportunity to study and experience anticipated consultant roles during the entry, diagnostic, and intervention phases of efforts to effect change. Special Fee: \$75.

**ORLJ 6350. Advanced practicum in conflict resolution (3)**

ICCCR Staff. Prerequisites: ORLJ 5340. Limited enrollment. Students will engage in negotiation and mediation involving persons from different cultural contexts as well as with "difficult" cases.

**ORLJ 6350. Advanced practicum in conflict resolution: Designing conflict management systems (3)**

ICCCR Staff. Prerequisite: ORLJ 5340 and ORLJ 6040 or ORLJ 6350 Section 1. Limited enrollment. This workshop presents a practical approach that uniquely integrates organizational development, alternative dispute resolution, and dispute systems design principles into a working model to help assess conflict and evaluate processes within organizations.

**ORLJ 6640. Social-organizational psychology colloquium (0-1)**

Faculty. Permission required. For doctoral candidates only. Discussion of ongoing projects involving research and consultation.

**ORLJ 7501. Dissertation seminar (1-3)**

Faculty. Permission required. Development of doctoral dissertations and presentation of plans for approval. Registration limited to two terms. For requirements, see section on Continuous Registration for Ed.D./Ph.D. degrees.

**Independent Study and Research**

Students may register for intensive individual study of a topic of special interest. Registration in independent study is by permission of the instructor under whose guidance the work will be undertaken. Credit may range from 1 to 3 points each term except for ORLJ 8900 (Dissertation Advisement) and registration is not limited to one term. Hours for individual conferences are to be arranged.

**ORLJ 4901. Research and independent study in social-organizational psychology (1-3 each course)**

**ORLJ 6901. Advanced research and independent study in social-organizational psychology (1-3 each course)**

**ORLJ 8900. Dissertation advisement in social-organizational psychology** (0 each course)

Fee to equal 3 points at current tuition rate for each term. For requirements, see section on Continuous Registration for Ed.D./Ph.D. degrees.

**Departmental Core Requirements:**

The Department requires that all students, regardless of degree or program, complete an overview in a research methods course.

Organizational Psychology majors are required to take ORLJ 4009, which emphasizes experimental and quasi-experimental research designs. Other majors are strongly advised to take ORL 5521, which emphasizes applied research designs.

All Ed.D. students are required to complete an introductory statistics course and a two-course sequence in research design (data collection and analysis) in a methodology that is relevant to their dissertation. Students should work with their advisor and dissertation sponsor to select one of seven possible methodological designs: experimental and quasi-experimental, survey research, applied qualitative research, ethnography, evaluation, action research, and historical research.

**ORL 5000. Methods of inquiry:**

**Ethnography and participant observation** (3)  
Professor Harrington. The methods of the behavioral and social sciences as they relate to ethnography and participant observation. Emphasis on the role of theory, characteristics and relative efficiencies of various research techniques, and the importance of integrated research design.

**ORL 5521. Introduction to research methods in education** (3)

Professors Knefelkamp, Neumann, and Shipp. This course meets a departmental requirement for an introductory course on understanding research across a wide spectrum of educational settings. Basic concepts of research methods and theories of research are introduced so that students can comprehend and critique education research and evaluation. Methods discussed include both qualitative and quantitative approaches to research, such as surveys, case studies, ethnography, participant observations, interviews, and oral histories.

**ORL 6500. Qualitative research methods in organizations: Design and data collection** (3)  
Professors Orr and Yorks. An introduction to qualitative research methods conceptualization and data collection procedures and design. Students learn various qualitative data collection techniques and conduct a pilot study.

**ORL 6501. Qualitative research methods in organizations: Data analysis and reporting** (3)

Professor Marsick and Dr. Maltbia.  
Prerequisite: ORL 6500. Strategies and procedures for qualitative data analysis, within and across case studies; individual and group interview analyses; data display; and methods of presenting and reporting findings.

**ORL 6518. Methods of case study and analysis** (3)

Professors Orr and Sobol. Techniques and methods of preparing and analyzing case studies of organizations and institutions.

**ORLJ 4009. Understanding behavioral research** (3)

Professors Perry and Knefelkamp. Overview of alternative methods of behavioral research and their relative strengths and limitations. Application of methodological application of principles in order to read and to evaluate social science research and to learn how to conduct research.

**ORLJ 5018. Using survey research in organizational consulting** (3)

Professor Westaby. Prerequisite: ORLJ 4009 and some statistics knowledge. This course illustrates how to conduct survey research for organizational change initiatives. The following topics are covered: entering into survey research consulting, selecting concepts, conducting focus groups, survey construction and administration, data analysis, identifying needs, survey feedback techniques, and final reports. Students develop a survey-based project from initial conceptualization to final report

*The International Center for Cooperation and Conflict Resolution*

Established at Teachers College in 1986, the International Center for Cooperation and Conflict Resolution (ICCCR) is an innovative Center dedicated to advancing the study and practice of conflict resolution. Our mission is an educational one: to help individuals, schools, communities, businesses and governments better understand the nature of conflict and develop the skills and settings that enable them to resolve conflict constructively. We particularly emphasize the importance of the social, cultural, organizational, and institutional contexts within which conflicts occur.

Our philosophy links theory and research closely with practice. We are committed to conducting important and useful theoretical and applied research on cooperation, conflict resolution and social justice and to communicate our conceptual and practical models in an accessible and engaging manner. We are also committed to developing, evaluating, and providing instruction in state-of-the-art methods for the constructive resolution of conflict.

Teachers College degree programs have always provided a way for students to pursue formal study in a wide array of conventional disciplines. In addition, the College offers a number of non-degree programs and opportunities to explore a range of areas of interest that reflect the mission of Teachers College to provide education in and out of the classroom and across the life span.

## THE CENTER FOR EDUCATIONAL OUTREACH & INNOVATION (CEO&I)

Founded in 1996 to extend the historic mission of Teachers College, The Center for Educational Outreach & Innovation (CEO&I) builds on the many and diverse talents of the TC Faculty and professional staff to conduct over 250 Lifelong Learning programs each year in a variety of formats, including traditional classes and distance learning courses, institutes and lectures, symposia, conferences, film series and debates.

The Center also hosts weekend workshops, week-long institutes, seminars, semester-long courses and certificate programs. Courses can be taken for academic credit or for non-credit. From adult education workshops to seminars on science activities for the middle school classroom, from school finance courses to an independent study focusing on using museums as a resource in art education, CEO&I offerings span every aspect of educational theory and practice.

At CEO&I, education is viewed as an ongoing, lifelong process of learning and development, and our courses provide opportunities for students from a diverse range of backgrounds to come together in a unique environment that encourages creativity, innovation and scholarship.

The Center for Educational Outreach and Innovation  
Teachers College, Columbia University  
Box 132  
525 West 120th Street  
New York, NY 10027-6670  
Phone: (212) 678-3987  
Fax: (212) 678-8417  
Email: CEOI\_mail@tc.edu

## CONFLICT RESOLUTION

Conflict Resolution is a concentration of courses aimed at developing core competencies for reflective scholars/practitioners. It is offered both as a track in the Master of Arts and Doctoral programs in Social-Organizational Psychology and, in whole or in part, as a complement to the studies of students throughout the College. The courses are offered by the ICCCR, the International Center for Cooperation and Conflict Resolution, whose mission is to help individuals, schools, communities, businesses and governments better understand the nature of conflict and how to achieve its constructive resolution.

The Conflict Resolution concentration is also available to non-credit students through the Center for Educational Outreach and Innovation (CEO&I). Students interested in receiving the ICCCR Certificate of Attendance in Conflict Resolution will have to complete a sequence of five courses and one semester of internship.

### Certificate of Attendance in Conflict Resolution

The institute is currently applying for NY State approval to offer a certificate in Advanced Standing in Conflict Resolution. Students are awarded a Certificate of Attendance upon successful completion of the program of study.

The sequence of courses leading to the Certificate of Attendance in Conflict Resolution follows:

- ORLJ 5340 Basic practicum in conflict resolution and mediation
- ORLJ 6040 Fundamentals of cooperation and conflict resolution
- ORLJ 6350 Advanced practicum in conflict resolution (Part I & Part II)
- ORLJ Elective: Any conflict resolution course offered by the ICCCR

For the internships, there are different options. We currently offer Community Mediation.

Below are other courses in or related to conflict resolution. For course descriptions, please see the programs in Social-Organizational Psychology in the department of Organization and Leadership.

- ORLJ 5012 Organizational Internship
- ORLJ 5013 Negotiating in organizations
- ORLJ 5147 Conflict resolution in early childhood settings
- ORLJ 5340 Basic practicum in conflict resolution and mediation
- ORLJ 6019 Labor management in education
- ORLJ 6040 Fundamentals of cooperation and conflict resolution
- ORLJ 6350 Advanced practicum in conflict resolution (Part I & Part II)

For more information regarding the Certificate of Attendance in Conflict Resolution, please contact the ICCCR Office at (212) 678-3402, or send an e-mail to: [icccr@columbia.edu](mailto:icccr@columbia.edu) and visit the web-site at: [www.tc.edu/icccr](http://www.tc.edu/icccr)

## EDUCATION POLICY

Schools do not operate in a vacuum. The challenges they face and the resources they are allotted are affected by societal forces, including demography, economics, politics and social change. The study of education policy focuses on those societal forces that can be affected by deliberate intervention through governmental actions, at the local, state, national or international levels.

The breadth and depth of education policy studies at Teachers College is unmatched at any other school of education in the United States. TC faculty who teach education policy courses include economists, lawyers, political scientists, psychologists and sociologists as well as specialists in a wide range of interdisciplinary areas such as early childhood education and education leadership. Thus, policy courses and research at TC are grounded in a full range of disciplinary and interdisciplinary perspectives. Many education policy faculty members focus on the U.S., particularly the special challenges facing large cities, but we also have a very strong cadre with research and teaching interests in comparative and international education. Methodologically, we prepare students in quantitative, qualitative and mixed-methods approaches, and we encourage students to learn methods by doing original research of their own or through organized team projects. In addition to our emphasis on research and teaching, TC policy faculty work closely with legislators, governors and other policy makers and provide opportunities for students to participate in this important work.

Policy courses are offered throughout the college, and students in all programs are encouraged to take advantage of this vast array of offerings. Furthermore, TC policy faculty collaborate across the college to provide students with the widest possible range of learning experiences. Through coursework, seminars and internship opportunities, Teachers College students can examine the politics of social and educational change, how policies should be evaluated, and how climates of support for policies are created.

Rather than a single over-arching program in education policy, Teachers College offers several different, but overlapping, policy concentrations in conjunction with master's and doctoral degree programs in Early Childhood Education, Economics and Education, Education Leadership, Politics and Education, and Sociology and Education. Each is designed to help students develop policy analysis and advocacy skills while mastering an educational content area. Some core policy courses are cross-listed across Concentrations and open to all students in the college. Additionally, quantitative methods courses useful for policy studies are routinely offered through the Measurement, Evaluation and Statistics

Program and include evaluation design and theory, survey research, instrument development and more advanced measurement/statistics topics. Qualitative methods courses are taught in several of the college's programs and departments. Please consult the TC website for more information about the policy and methods courses taught in each department.

Graduates from our master's programs with policy concentrations generally seek employment as legislative or gubernatorial staff or policy analysts and advisors in education advocacy organizations, education think tanks, or local, state, and federal education agencies. Graduates from our doctoral programs with policy concentrations typically hold research or leadership positions in colleges and universities or serve as advisors to local, state or federal policy makers. Many lead or conduct research for policy think tanks or advocacy organizations. Join us and find out why Teachers College is the place to begin or strengthen your career in education policy.

Below are brief descriptions of the currently organized policy concentrations. More detailed information on each is available in this catalog under descriptions of programs and their degree requirements and at the TC website.

### **Programs at Teachers College with Policy Concentrations**

#### *Early Childhood and Policy*

Program in Early Childhood Education  
Department of Curriculum and Teaching  
Offered at the M.Ed. and Ed.D. levels, the Early Childhood Policy Concentration is designed for those interested in shaping the policy agenda for young children and their families. Both the Ed.M. and Ed.D. programs combine opportunities to advance theoretical and practical knowledge of early childhood pedagogy and systems, understand and apply various research methodologies, and engage in applied policy work.

Faculty Contact: Sharon Lynn Kagan;  
sharon.kagan@columbia.edu  
Website: [www.tc.edu/c&t/ChildEd](http://www.tc.edu/c&t/ChildEd)

#### *Economics and Policy*

Program in Economics and Education  
Department of International and Transcultural Studies  
The Economics and Policy Concentration enables students to learn the theories and methods of economics and apply them to a range of policy areas in education in domestic and international contexts. These areas include, for example, privatization and choice in education, financing and economic evaluation in education, school-to-work transition, education and economic development, and the development of community colleges.

Faculty Contact: Thomas Bailey;  
tb3@columbia.edu  
Website: [www.tc.edu/its/Economics](http://www.tc.edu/its/Economics)

#### *Leadership, Policy and Politics*

Education Leadership Program  
Department of Organization and Leadership  
This Concentration develops student's skills in the political, economic and legal analysis of education policy issues with a focus on the role of leadership. Substantive courses are case-based. Students also complete a research methods sequence, conduct policy fieldwork and experience writing policy briefs for a variety of audiences. Students are encouraged to concentrate on one k-12 policy area of their own choosing.

Faculty Contact: Dorothy Shippis;  
shippis@tc.edu  
Website: [www.tc.edu/o&l/EdAdmin](http://www.tc.edu/o&l/EdAdmin)

#### *Policy Studies in Sociology*

Sociology and Education Program  
Department of Human Development  
This Concentration allows students to use a sociological lens to examine complex and contested policy issues such as standards and testing, school choice policy, racial and social class segregation and stratification, and the digital divide. Courses focus on the ways in which race, class and gender affect policy formation and how policy implementation is experienced by different policy targets at the street level.

Faculty Contact: Amy Stuart Wells;  
asw86@columbia.edu  
Website: [www.tc.edu/hud/Sociology](http://www.tc.edu/hud/Sociology)

#### *Politics and Education*

Politics and Education Program  
Department of Organization and Leadership  
This Program serves students who wish to study the ways in which governance institutions, political ideologies, and competing interests, both within and outside of the education community, influence the content, form, and functioning of schooling. Politics & Education focuses on the forces that shape and constrain policy. Primarily a Master's level option, Politics and Education also offers a selective doctoral degree program leading toward a Ph.D. or an Ed.D. in Politics and Education.

Faculty Contact: Jeff Henig;  
henig@tc.edu  
Website: [www.tc.edu/o&l/Politics](http://www.tc.edu/o&l/Politics)

### **FAMILY AND COMMUNITY EDUCATION**

Teachers College has long recognized that the family is a fundamental educational institution. Those concerned with education can benefit from considering how education proceeds within families, and how families are linked with other educational institutions in the community schools, daycare centers, health-care and social service agencies, the media, libraries and museums, and religious institutions. Values, attitudes, norms, self-concepts and expectations are formed, sustained and modified in families as different generations teach and learn from each other through observation, participation, and instruction.

Families also mediate and thereby transform the influences of other educational institutions on their members. Moreover, since education takes place in a broad range of institutional and interpersonal settings, it is also important to understand how individuals engage in, move through, and combine these various educational experiences over a lifetime. An understanding of families is significant for educational policy, practice, and research. Efforts to improve education often entail attempts to change families or their connections with other institutions. Families are subject to numerous sources of change.

The household composition, interpersonal relationships and kin networks of the same family may change significantly from one stage of the life-cycle to another and in connection with geographic and social mobility. During periods of rapid demographic, economic and technological change, it becomes especially important for educators to examine families, and to consider such issues as how new forms of transportation, television and other types of communication and computer-based technology are modifying information processing in family settings.

Given the complex connections of families with other institutions in the community, the variety of forms of the family in modern societies, and the numerous teaching and learning activities that take place in family settings, insights from a wide range of scholarly disciplines can be utilized in attempting to understand and help shape the educational role of modern families. Teachers College has a distinguished tradition of study and research on families and communities as educators.

The Elbenwood Center for the Study of the Family as Educator (Professor Hope Jensen Leichter, Director), The Center for Infants and Parents (Professor Susan Recchia, Director), the Center for Young Children and Families (Professor Jeanne Brooks-Gunn, Director), and several departments within the college offer opportunities for study and research related to families. Additional opportunities for the interdisciplinary study of families and communities as educators are under development.

Students interested in including elective studies in Family and Community Education in their degree programs should talk with one of the faculty members listed below:

Professor Hope Jensen Leichter  
Professor Hervé Varenne  
Professor Jeanne Brooks-Gunn  
Professor Sharon L. Kagan  
Professor Victoria J. Marsick  
Professor Celia Genishi  
Professor Jo Anne Kleifgen  
Professor Graeme Sullivan  
Professor Barbara Wallace

## INTERDISCIPLINARY STUDIES IN EDUCATION

Program Coordinator:

*William J. Baldwin, Associate Dean*

(Code: TZT)

### Degrees offered:

Master of Arts (M.A.)

Master of Education (Ed.M.)

Doctor of Education (Ed.D.)

This program is designed for students who have interests in an area of specialization not offered at the College, but for which a coherent and integrated program may be developed through the selection of a combination of current course offerings from several different disciplines or programs at Teachers College.

Limited to areas of study at Teachers College, admission to the Interdisciplinary Studies in Education program is granted only if the designed program of study cannot be pursued through one of the established areas of specialization, many of which have a sufficient degree of flexibility to permit an interdisciplinary approach to a field of study. All professors are eligible to serve as advisors and the applicant is required to seek the support of a minimum of two advisors from the relevant disciplines represented in the proposed program of study as part of the application process. For the M.A. or Ed.M. degree a comprehensive examination, essay, or special integrative project is required.

Contact the Admission Office (212) 678-3710 for a more detailed description of the program and procedures for applying.

### GENERAL OFFERINGS

#### Master's and Doctoral Candidates

##### IND 4000. Master's candidate (0)

This course is open to all degree students in master's programs who need to maintain registration but are not registering for any courses in a given semester. Students should review their status with an advisor prior to registration. Fee: current Teachers College fee.

##### IND 6000. Doctoral candidate (0)

This course is open to all degree students in doctoral programs who need to maintain registration but are not registering for any courses in a given semester. Students should review their status with an advisor prior to registration. Registration in this course does not satisfy a student's obligation for continuous doctoral dissertation registration. Fee: current Teachers College fee.

## LAW AND EDUCATIONAL INSTITUTIONS

In schools and postsecondary institutions, public and private, legal considerations play a central role in questions of educational governance, finance, curriculum, instruction, admission, staffing, accountability, equality of opportunity, and school reform. It is therefore important for administrators, policy makers, teachers, parents and communities to understand law in its many forms—constitutional provisions, statutes, regulations, policies, court decisions, administrative regulations and collective bargaining agreements, among others. There is also a growing need for effective collaboration between educators, lawyers, parents, and researchers; such collaboration not only helps avoid costly and divisive litigation but provides a powerful tool that can be used to advance important educational objectives.

Coursework in education law can be taken in connection with degree programs in most departments. Opportunities in education and law are not limited to the courses below. For course descriptions, please see course listing in the department of Organization and Leadership.

#### ORLA 4086. Law and educational institutions: Issues of authority, religion, free speech and safety (3)

Professor Heubert or Professors Sigall and Rosenberg.

#### ORLA 5016. Law and educational institutions: Equity issues (3)

Professor Heubert or Professor Sigall.

#### ORLA 5086. Judicial remedies and educational reform (3)

Professor Rebell.

#### ORLA 5880. School Law Institute (3)

Professors Heubert, Sobol and Rebell and a national faculty.

#### ORLA 5096. Introduction to Special Education Law (3)

Professor O'Neill

#### ORLD 6551. Higher education and the law (3)

Professor Heubert and Mr. Sun.

For information about programs coordinated with the School of Law, contact Professor Jay P. Heubert, Advisor of Law and Educational Institutions at Teachers College at (212) 678-3775, or via email at [heubert@tc.edu](mailto:heubert@tc.edu). Programs are available for students admitted to either Teachers College or the School of Law.

## URBAN EDUCATION

Through its various departments and programs, Teachers College, located in the heart of one of the world's largest cities, has a wide

range of opportunities for instruction, research, and service in the field of urban education. Individual programs of study can be arranged for students whose major interest is in this area—teaching, bilingual education, counseling, administration, supervision, special education, research, teacher education and other professional roles. Special attention is given to prospective teachers and other school personnel; to persons with leadership responsibility for educational planning and program development; and to individuals interested in research and experimentation.

Most departments and programs at Teachers College give special attention to students primarily concerned with education in the urban setting. In addition to courses which focus primarily on urban education, many courses include attention to education in urban settings.

For study possibilities, students should contact the coordinator of the program in which their professional interests lie. The programs in Curriculum and Teaching offer Ed.M. and Ed.D. programs in which a concentration in Urban Education is offered for those primarily concerned with instruction, whether in schools or in other educational environments.

Teachers College is also involved in educational program development and evaluation of urban programs. This research-service function is carried on with selected New York City schools and with other school systems in metropolitan areas.

Of particular interest in this regard is the Institute for Urban and Minority Education, which gives special emphasis to research, development, training and service programs designed to improve education in the nation's cities and for minority group members. Institute staff and associates investigate a wide range of factors that influence educational success and failure. The Institute includes a clearinghouse and specialized library on urban education and human diversity. It provides technical assistance to schools. It provides opportunities for students and faculty to engage in research and development activities related to its scope. Some opportunities are also available for supervised and independent study jointly arranged between the Institute and appropriate academic departments.

For further information, address inquiries to the department chair of the area of specialization.

### GENERAL OFFERING

#### IND 4033. Problems and programs in urban education (2-3)

Knowledge, insights, and understandings emerging from theory, research, and practice, concerning urban education.

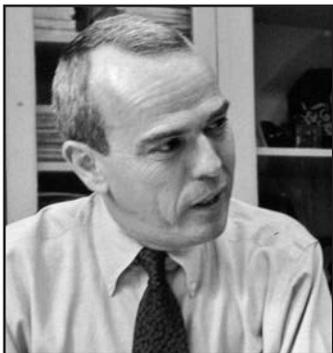
# Table of Program Codes 2004-2005

PROGRAM OF STUDY	CODE	DEGREE LEVEL	PROGRAM OF STUDY	CODE	DEGREE LEVEL
Adult Education Guided Intensive Study (AEGIS)	TDS	Ed.D.	Gifted Education	TEI	M.A.
Adult Learning and Leadership	TDK*	M.A., Ed.M., Ed.D.	Health Education	TSD	M.A., M.S., Ed.D.
Anthropology and Education	TFA*	M.A., Ed.M., Ed.D., Ph.D.	Higher and Postsecondary Education	TDN	M.A., Ed.M., Ed.D.
Applied Anthropology (with Columbia Graduate School of Arts and Sciences)	TFO	Ph.D.	History and Education	TFH*	M.A., Ed.M., Ed.D., Ph.D.
Applied Educational Psychology: Cognitive, Behavioral, and Developmental Analysis	TKF	Ed.M.	Inquiry in Education Leadership Practice	TAQ	Ed.D.
Applied Linguistics	TLA*	M.A., Ed.M., Ed.D.	Instructional Technology and Media	TUT	M.A., Ed.M., Ed.D.
Applied Physiology	TRA	M.A., Ed.M., Ed.D.	Interdisciplinary Studies in Education	TZT	M.A., Ed.M., Ed.D.
Applied Physiology and Nutrition	TZR	M.S.	International Educational Development	TFZ*	M.A., Ed.M., Ed.D.
Applied Statistics	TMX	M.S.	Kinesiology	TRK	Ph.D.
Art and Art Education	TGA	M.A., Ed.M., Ed.D., Ed.D.C.T.	Learning dis/Abilities: Teaching Students with dis/Abilities	TEN	M.A.
Arts Administration	TGC	M.A.	Mathematics Education	TCA*	M.A., M.S., Ed.M., Ed.D., Ed.D.C.T., Ph.D.
Bilingual/Bicultural Education	TLB	M.A.	Measurement and Evaluation	TMM*	Ed.M., Ed.D., Ph.D.
Clinical Psychology	TXC	Ph.D.	Motor Learning	TRM	M.A., Ed.M., Ed.D.
Cognitive Studies in Education	TKE	M.A., Ed.D., Ph.D.	Music and Music Education	TGM*	M.A., Ed.M., Ed.D., Ed.D.C.T.
Communication and Education	TUC	M.A., Ed.M., Ed.D.	Nurse Executive (Accelerated Program)	TNZ	M.A.
Community Nutrition Education	TSC	Ed.M.	Nurse Executive (Accelerated Program)	TNX	Ed.D.
Comparative and International Education	TFI*	M.A., Ed.M., Ph.D.	Nursing Education: Professorial Role	TNP	Ed.D.
Computing in Education	TUD	M.A.	Nutrition and Public Health	TSB	M.S., Ed.D.
Counseling Psychology	TJV	Ph.D.	Nutrition Education	TSA	M.S., Ed.D.
Curriculum and Teaching	TYZ*	M.A., Ed.M., Ed.D.	Philosophy and Education	TFP	M.A., Ed.M., Ed.D., Ph.D.
Developmental Psychology	TKD	Ph.D.	Physical Education	TRP	M.A.
Disability Studies in Education	TYH	M.A.	Physical Education, Curriculum and Teaching in	TRC	M.A., Ed.M., Ed.D.
Early Childhood Education	TYD*	M.A., Ed.M., Ed.D.	Politics and Education	TFG	M.A., Ed.M., Ed.D., Ph.D.
Early Childhood Special Education	TEC	M.A., Ed.M.	Psychological Counseling	TJE*	Ed.M.
Early Childhood Special Education (Dual Certification)	TYN	M.A., Ed.M.	Psychology - Developmental	TKA	M.A.
Economics and Education	TFE	M.A., Ed.M., Ph.D.	Psychology - Organizational	TJA	M.A.
Education Leadership	TAL*	M.A., Ed.M., Ed.D., Ph.D.	Psychology in Education (Applied Track)	TXA	M.A.
Education Leadership and Management (M.B.A. through Columbia Graduate School of Business)	TAA	Ed.D./M.B.A.	Psychology in Education (General Track)	TXG	M.A.
Elementary Childhood Education (Preservice)	TYP*	M.A.	Reading Specialist - Applied Educational Psychology	TKU*	M.A.
Elementary/Childhood Education and Learning dis/Abilities (Preservice)	TYF	Ed.M.	Social Studies, Teaching of	TLW	M.A., Ed.M., Ed.D., Ph.D.
English, Teaching of	TLE*	M.A., Ed.M., Ed.D., Ed.D.C.T.	Social-Organizational Psychology	TJP	Ph.D.

PROGRAM OF STUDY	CODE	DEGREE LEVEL	
Sociology and Education	TFS*	M.A., Ed.M., Ed.D., Ph.D.	* An emphasis in Bilingual Education is available. Depending on your program, you may apply the Bilingual option for the M.A., Ed.M., or Ed.D. For the Bilingual emphasis, add "B" to the program code where this is an option. For example, the Bilingual emphasis for TDK is "TDKB."
Speech and Language Pathology	TQC	M.S., Ed.D., Ph.D.	
Teaching of American Sign Language as a Foreign Language	TEL	M.A.	
TESOL (Teaching English to Speakers of Other Languages)	TLZ*	M.A., Ed.M., Ed.D.	
TESOL-Japan (Teaching English to Speakers of Other Languages)	TLX	M.A.	
<b>SCHOOL PSYCHOLOGY PROGRAMS</b>			
Applied Developmental & Learning Psychology: School Psychology	TKL	Ed.M.	The numeric portion of the course number will remain the same.
Applied Educational Psychology: School Psychology	TKT	Ed.D., Ph.D.	
<b>SCIENCE EDUCATION PROGRAMS</b>			The first digit of the course number indicates the level as follows:  4 initial graduate 5 intermediate graduate 6 advanced graduate 7 dissertation seminar 8 dissertation advisement 9 postdoctoral  The second digit indicates types of offering, as follows:  0 lecture 1 lecture 2 fieldwork 3 practicum 4 internship 5 seminar 6 colloquium 7 student teaching 8 workshop 9 independent study  The third and fourth digits indicate internal program and course identifications.
Science Education	TCB	Ph.D.	
Science Education, Elementary School	TCE*	M.A., M.S., Ed.M., Ed.D.	
Science Education, Secondary School	TCH*	M.A., M.S., Ed.M., Ed.D.	
Science Education, Supervision in	TCX*	M.A., M.S., Ed.M., Ed.D.	
Teaching Biology (7-12)	TCK	M.A.	
Teaching Chemistry (7-12)	TCL	M.A.	
Teaching Earth Science (7-12)	TCM	M.A.	
Teaching Physics (7-12)	TCN	M.A.	
<b>SPECIAL EDUCATION PROGRAMS</b>			
Administration of Special Education Programs	TEF	Ed.D.	
Applied Behavior Analysis	TEV	M.A., Ed.D., Ph.D.	
Blindness and Visual Impairment	TEB*	M.A., Ed.M., Ed.D.	
Cross Categorical Studies	TEZ	Ed.D.	
Deaf and Hard of Hearing	TED*	M.A., Ed.M., Ed.D.	
Guidance and Rehabilitation	TEG*	M.A.	
Instructional Practice in Special Education	TEA	Ed.M.	
Mental Retardation/Autism	TEM	M.A., Ed.D., Ph.D.	
Mental Retardation and Elementary/Childhood Education	TEW	Ed.M.	
Mental Retardation and Early Childhood Education	TEX	Ed.M.	
Physical Disabilities	TEP	Ed.D., Ph.D.	
Research in Special Education	TER	Ed.D.	
Supervision of Special Education	TES	Ed.M.	

# Faculty Members and College Officials

## FACULTY



### HAROLD ABELES

Professor of Music Education  
Chair of the Department of Arts  
and Humanities

### Education

B.S., M.S., University of Connecticut; Ph.D., University of Maryland

### Scholarly Interests

Assessment in arts pedagogy; Assessment of arts partnership programs; Technology in music education; Research strategies in arts pedagogy.

### Selected Publications

*Foundations of Music Education* (Schirmer Books). The sex-stereotyping of music instruments (*Journal of Research in Music Education*). Different criteria for evaluating applied music instruction (*The Quarterly Journal of Music Teaching and Learning*). Assessing arts partnerships: Learning in and through the arts (*Handbook of Research on Music Teaching and Learning II*).

### JAMES ALBRIGHT

Assistant Professor of English Education  
Department of Arts  
and Humanities

### Education

B.A., Trent University; B.Ed., Dalhousie University; M.A.Ed., Mount Saint Vincent University; Ph.D., Pennsylvania State University

### Scholarly Interests

Rethinking English as literacy education; Researching literate identities from critical and cultural studies perspectives; Emerging technologically related literacies; The reflexive sociology of Pierre Bourdieu.

### Selected Publications

Being in authority, being an authority: Disrupting students'/teachers' practices (*Teaching Education*). Louise Rosenblatt seeks QtAzNBoi for LTR: Chat rooms in English language arts classrooms (*Journal of Adolescent & Adult Literacy*). Oracy, critical theory, and secondary English education (*Contemporary Issues in Canadian Secondary English*). Working the teacher: A case study in the politics of pedagogy (*Teaching Education*).



### JOHN ALLEGRANTE

Professor of Health Education  
Department of Health  
and Behavior Studies

### Education

B.S., State University of New York, Cortland; M.S., Ph.D., University of Illinois

### Scholarly Interests

Health behavior and health outcomes in chronic disease; Health education in schools and patient-care settings; Health promotion policy; Interdisciplinary applied behavioral research; Public health education workforce development and continuing education.

### Selected Publications

Disparities in the use of total joint arthroplasty (*New England Journal of Medicine*). Continuing education needs of the currently employed public health education workforce (*American Journal of Public Health*). Racial differences in social network experience and perceptions of benefit of arthritis treatments among New York City Medicare beneficiaries with self-reported hip and knee pain. Arthritis & Rheumatism (*Arthritis Care & Research*).

Development and evaluation of a medication adherence self-efficacy scale in hypertensive African-American patients (*Journal of Clinical Epidemiology*). Derryberry's *Educating for Health: A Foundation for Contemporary Health Education Practice* (Jossey-Bass).

### RANDALL ALLSUP

Assistant Professor of Music Education  
Department of Arts  
and Humanities

### Education

B.M., Northwestern University; M.A., Ed.M., Ed.D., Teachers College

### Scholarly Interests

Instrumental music; Philosophy and arts pedagogy; Social justice and music education; Creativity; Popular culture, globalism, and music learning.

### Selected Publications

Chapter in *Popular Music and Music Education: Forging a Credible Policy* (in press). MENC, Of concert bands and garage bands: Creating democracy through popular music (*Journal of Research in Music Education*). Mutual learning and democratic action in instrumental music education (*Philosophy of Music Education Review*). Praxis and the possible: Thoughts on the writings of Maxine Greene and Paulo Freire (*Publications Music Education Research*). From Herscher to Harlem: A subjective account (*Readings on Diversity, Inclusion, and Music for All*).



### GREGORY ANDERSON

Assistant Professor of Education  
Department of Organization  
and Leadership

### Education

B.A., M.A., University of Toronto; Ph.D., City University of New York; Minority Postdoctoral Fellow, Teachers College

### Scholarly Interests

Higher education policy and reform; Race, access, and equity; Compensatory/remedial education; Comparative-International topics in higher education (with an emphases on South Africa and the United States).

### Selected Publications

*Building a People's University in South Africa: Race, Compensatory Education and the Limits of Democratic Reform* (Peter Lange Publishing, Inc.). National-liberation, neo-liberalism, and educational change: The case of post-apartheid South Africa (*The Journal of African American History*). Racial Identity, the Apartheid State and the Limits of Political Mobilization and Democratic Reform in South Africa: The Case of the University of the Western Cape (*Identity: An International Journey of Theory and Research*). Access to Higher Education (*Higher Education in the United States: An Encyclopedia*).

### O. ROGER ANDERSON

Professor of Natural Sciences  
Chair of the Department of Mathematics, Science and Technology

### Education

A.B., M.Ed., Ed.D., Washington University

### Scholarly Interests

Neurocognitive theory applied to science learning; Electron microscopic and physiological ecological studies of eukaryotic microbiota.

### Selected Publications

*Comparative Protozoology: Ecology, Physiology, Life History* (Springer-Verlag). *Teaching and Learning of Biology in the United States* (National Science Teachers Association). Neurocognitive models of information processing and knowledge acquisition (*Progress in Sensory Physiology*). A neurocognitive and

philosophical perspective on current learning theory and science instructional strategies (*Science Education*).

#### **DARLYNE BAILEY**

Vice President for Academic Affairs and Dean of the College  
Professor of Education  
Department of Organization and Leadership

#### **Education**

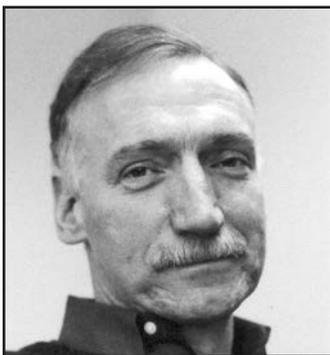
B.A., Lafayette College; M.S., Columbia University; Ph.D., Case Western Reserve University

#### **Scholarly Interests**

Leadership of community-based organizations; Inter-organizational relations; Inter-professionalism.

#### **Selected Publications**

*Strategic Alliances among Health and Human Services Organizations: From Affiliations to Consolidations* (Sage Publications). *Managing Human Resources in the Human Services* (Oxford University Press). Organizational change in a public school system: The synergism of two approaches (*Social Work in Education*). An integrative framework for the evaluation of community-based consortia (*Evaluation and Program Planning*). The contextual impact of social support among race and gender: Implications for African-American women in the workplace (*Journal of Black Studies*).



#### **THOMAS BAILEY**

George and Abby O'Neill Professor of Economics and Education  
Department of International and Transcultural Studies  
Director, Institute on Education and the Economy  
Director, Community College Research Center (CCRC)

#### **Education**

B.A., Harvard University; Ph.D.,

Massachusetts Institute of Technology

#### **Scholarly Interests**

Labor economics; Education policy; Community colleges.

#### **Selected Publications**

*Working Knowledge: Work-Based Learning and Education Reform* (Routledge Falmer). *The organizational efficiency of multiple missions for community colleges* (CCRC, Teachers College). *Community College Movement in Perspective: Teachers College Responds to the Truman Commission* (Scarecrow Press). Promoting college access and success: A review of credit-based transition programs. Prepared for the U.S. Department of Education, Office of Vocational and Adult Education (CCRC, Teachers College). *The Research Perspective* (Jossey Bass).

#### **WILLIAM BALDWIN**

Associate Dean of Teachers College  
Associate Professor of Higher Education  
Department of Organization and Leadership

#### **Education**

A.B., Villanova University; M.A., University of Toledo; Ed.M., Ed.D., Teachers College

#### **Scholarly Interests**

College and university administration; Financing higher education; Technology in higher education; Institutional research and planning.

#### **LESLEY BARTLETT**

Assistant Professor of Education  
Department of International and Transcultural Studies

#### **Education**

B.A., University of North Carolina, Chapel Hill; Ph.D., University of North Carolina, Chapel Hill

#### **Scholarly Interests**

Comparative and international education; anthropology of education; literacy, and cognition; transnationalism; race and class formation; Latin America, the Caribbean, and the United States.

#### **Selected Publications**

Identity work and cultural artifacts in literacy learning and use:

A sociocultural analysis language and education (in press). World culture or transnational project? Competing educational projects in Brazil (*Local Meanings, Global Schooling: Anthropology and World Culture Theory*). Theorizing the space of literacy practices (*Ways of Knowing*). Teaching class: Emotional labor in Brazilian literacy classes (*The Anthropology of Work Review*). The marketization of education: Public schools for private ends (*Anthropology and Education Quarterly*).



#### **CHARLES BASCH**

Richard March Hoe Professor of Health Education  
Chair of the Department of Health and Behavior Studies

#### **Education**

B.S., M.S., SUNY, Brockport; Ph.D., Southern Illinois University

#### **Scholarly Interests**

Behavioral epidemiology; Health education program planning and evaluation; Urban and minority populations.

#### **Selected Publications**

The effect of health education on the rate of ophthalmic examinations among African-Americans with diabetes mellitus (*American Journal of Public Health*). Using the telephone as a medium for health education (*Health Education Quarterly*). Promoting the selection of low-fat milk in elementary school cafeterias in an inner-city Latino community: Evaluation of an intervention (*American Journal of Public Health*). The Washington Heights-Inwood Healthy Heart Program: A 6-year report from a disadvantaged urban setting (*American Journal of Public Health*). Preventing AIDS through education: Concepts,

strategies and research priorities (*Journal of School Health*).

#### **LESLIE BEEBE**

Professor of Linguistics and Education  
Department of Arts and Humanities

#### **Education**

B.A., Colorado College; M.A.T., Reed College; M.A., Ph.D., University of Michigan

#### **Scholarly Interests**

Applied Linguistics; Sociolinguistics and second language acquisition; Rude speech and social rules of speaking.

#### **Selected Publications**

*Issues in Second Language Acquisition: Multiple Perspectives* (Harper and Row). *English in the Cross-Cultural Era: Social Rules of Speaking and TESOL* (Simul Press). Risk-taking and the language learner (*Classroom Oriented Research in Second Language Acquisition*). Sociolinguistic variation and style shifting: Chastisement and disagreement (*Language Learning*).

#### **LYNNE BEJOIAN**

Assistant Professor of Education  
Department of Curriculum and Teaching

#### **Education**

B.A., Smith College; M.S.Ed., University of Southern California; Ph.D., University of Southern California

#### **Scholarly Interests**

Dis/Ability Studies in Education; students with dis/abilities; graduate students with dis/abilities, inclusion, and women & dis/ability.

#### **Selected Publications**

A disability studies perspective on the Bush education agenda: The No Child Left Behind Act of 2001 (under review).

#### **RUTH BERESON**

Assistant Professor of Arts and Humanities  
Department of Arts and Humanities

#### **Education**

B.A., University of Melbourne; Ph.D., The City University, London

**Scholarly Interests**

Arts management; Arts policy; Cultural policy; Artistic integrity.

**Selected Publications**

*The Operatic State: Cultural Policy and the Opera House* (Routledge). *Artistic Integrity and Social Responsibility: You Can't Please Everyone!* (Ethos Books).

**JOHN BLACK**

Cleveland E. Dodge Professor of Telecommunications and Education  
Department of Human Development

**Education**

B.S., Massachusetts Institute of Technology; Ph.D., Stanford University

**Scholarly Interests**

Cognitive and neural network models of understanding, learning and memory; Using cognitive and neural net models to design learning environments; Effects of using various technologies on cognition.

**Selected Publications**

*Cognition, Computing and Cooperation*, Ed. (Ablex). *Knowledge Structures*, Ed. (Erlbaum). Analog imagery in mental reasoning: Depictive models (*Cognitive Psychology*). Shuttling between depictive models and abstract rules. (*Cognitive Science*). The development of cognitive skills to support inquiry learning (*Cognition and Instruction*).

**CARYN BLOCK**

Associate Professor of Psychology and Education  
Department of Organization and Leadership

**Education**

B.S., New York University; M.A., Ph.D., University of Illinois, Urbana

**Scholarly Interests**

Diversity issues in organizations; influence of racial identity in organizational contexts; perceptions of affirmative action programs; and the influence of sex role stereotypes on perceptions of men and women as managers.

**Selected Publications**

Stereotype threat and feedback seeking in the workplace (*Journal of Vocational Behavior*).

Explaining racioethnic group differences in performance and related outcomes: A review of theoretical perspectives (*Research in Organizational Behavior*).

Process and outcome goal orientations in conflict situations: The importance of framing, (*Handbook of Conflict Resolution: Theory and Practice*). White racial identity: Theory, research, and implications for organizational contexts (*Workplace Diversity: Issues and Perspectives*).

**GEORGE BONANNO**

Associate Professor of Psychology and Education  
Department of Counseling and Clinical Psychology

**Education**

B.A., Hampshire College; Ph.D., Yale University

**Scholarly Interests**

Resilience and coping with grief and trauma; Emotion and emotion regulation; The adaptive consequences of self-deception.

**Selected Publications**

Grief processing and deliberate grief avoidance: A prospective comparison of bereaved spouses and parents in the United States and China (*Journal of Consulting and Clinical Psychology*, in press). The importance of being flexible: The ability to enhance and suppress emotional expression predicts long-term adjustment (*Psychological Science*, in press). Loss, trauma, and human resilience: Have we underestimated our capacity to thrive after extremely adverse events? (*American Psychologist* in press). Resilience to loss and chronic grief: A prospective study from pre-loss to 18 months post-loss (*Journal of Personality and Social Psychology*). When the face reveals what words do not: Facial expressions of emotion, smiling, and the willingness to disclose childhood sexual abuse (*Journal of Personality and Social Psychology*).

**GEORGE BOND**

William F. Russell Professor of Anthropology and Education  
Department of International and Transcultural Studies

**Education**

B.A., Boston University; M.A., Ph.D., London School of Economics

**Scholarly Interests**

Education and elite formation in the United States and Africa; African studies; African religions and politics; Agrarian transformations; Cultural dimensions of urban and minority populations.

**Selected Publications**

*The Politics of Change in a Zambian Community* (Chicago University Press). *African Christianity* (Academic Press). *The Social Construction of the Past* (Routledge). *AIDS in Africa and the Caribbean* (Westview). *Witchcraft Dialogues* (Ohio University Press). *Contested Terrains and Constructed Categories* (Westview).

**JAMES BORLAND**

Professor of Education  
Department of Curriculum and Teaching

**Education**

B.A., Johns Hopkins University; M.S., Clarion State College; Ph.D., Teachers College

**Scholarly Interests**

Education of gifted students; Economically disadvantaged gifted students; Conceptions of giftedness.

**Selected Publications**

*Planning and Implementing Programs for the Gifted* (Teachers College Press). *Rethinking Gifted Education* (Teachers College Press). Gifted education and the threat of irrelevance (*Journal for the Education of the Gifted*). Identifying young, potentially gifted, economically disadvantaged students (*Gifted Child Quarterly*). The construct of giftedness (*Peabody Journal of Education*).

**MARLA BRASSARD**

Associate Professor of Psychology and Education

Department of Health and Behavior Studies

**Education**

B.A., Whitworth College; Ph.D., Columbia University

**Scholarly Interests**

Psychological maltreatment, its assessment, the emotional injuries and behavioral problems that result, and the contextual factors that moderate the effect of maltreatment, particularly the role of schools, teachers and peer relationships.

**Selected Publications**

Guidelines for the psychosocial evaluation of suspected psychological maltreatment (APSAC *Handbook on Child Maltreatment*). Escalation-de-escalation: Teacher interventions (*School violence and children in crises: School and community based strategies for social workers and counselors*). *Psychological maltreatment of children* (Sage). *The essentials of pre-school assessment: Strategies and tools* (Guilford Press).

**JEANNE BROOKS-GUNN**

Virginia and Leonard Marx Professor of Child and Parent Development and Education  
Department of Human Development  
Co-Director of the National Center for Children and Families

**Education**

B.A., Connecticut College; M.Ed., Harvard University; Ph.D., University of Pennsylvania

**Scholarly Interests**

Early childhood interventions and education; Adolescent transitions and development; Neighborhoods and Poverty; Growing up female; Child and family policy and programs.

**Selected Publications**

*Early Child Development in the 21st Century: Profiles of Current Research Initiatives*. (Teachers College Press). *Neighborhood Poverty: Context and Consequences for Children*, Volume 1 (Russell Sage Foundation Press). *Policy Implications in Studying Neighborhoods*, Volume 2 (Russell Sage Foundation Press). Do you believe in magic?: What we can expect from early childhood intervention Programs (*Social Policy Report, Society for Research*

in *Child Development*). The effects of early maternal employment on child cognitive development (*Child Development*).

#### JOHN BROUGHTON

Associate Professor of Psychology and Education  
Department of Arts and Humanities

#### Education

B.A., M.A., Cambridge University; Ph.D., Harvard University

#### Scholarly Interests

Cultural studies; Education and violence; Masculinity and war; Unconscious fantasies about technology; Youth subcultures; Cinema as educator; Achievement Gap in Humanities/Arts.

#### Selected Publications

*Critical Theories of Psychological Development* (Plenum Press). Smart weapons and military TV (*Technoscience and Cyberculture*). *The experience of the father* (Insights). Hollywood ultraviolet as educator (*Psychoanalysis and Education*). What the transgender child teaches us (*Bank Street College Occasional Papers*).

#### W. WARNER BURKE

Edward Lee Thorndike Professor of Psychology and Education  
Department of Organization and Leadership

#### Education

B.A., Furman University; M.A., Ph.D., University of Texas

#### Scholarly Interests

Behavioral practices associated with superior leaders and managers and their performance; Multi-rater feedback; Organizational culture; Inter-organizational relations; Empowerment in the workplace; Leading and managing organizational change; Organizational diagnosis and change.

#### Selected Publications

*Organization Development: A Process of Learning and Change* (Addison-Wesley). *Organization Change: Theory and Practice* (Sage Publications). *Business Climate Shifts: Profiles of Change Makers* (Butterworth Heinemann). The New Agenda for Organizational

Development (*Organizational Dynamics*).

#### JUDITH BURTON

Professor of Art Education  
Department of Arts and Humanities

#### Education

National Diploma, Hornsey College of Art, London; Academic Diploma, University of London; M.Ed., University of Manchester; Ed.D., Harvard University

#### Scholarly Interests

Artistic-aesthetic development in children and adolescents; Learning, and transfer of learning in the arts; Instructional methods in the arts; Role of artists in the education of children; Cultural experiences in arts education.

#### Selected Publications

The practice of teaching in K-12 schools: Devices and desires (*The Handbook of Research and Policy in Art Education*, NAEA). The configuration of meaning: Learner centered art education (*Studies in Art Education*). Learning in and through the arts: The question of transfer (*Studies in Art Education*) Natural allies: Children, teachers and artists (*Beyond Enrichment, ACA*). The arts in school reform: Other conversations (*Teachers College Record*).

#### ANGELA CALABRESE BARTON

Associate Professor of Science Education  
Department of Mathematics, Science and Technology

#### Education

B.S., University of Notre Dame; Ph.D., Michigan State University

#### Scholarly Interests

Urban science education; qualitative research; feminist and critical theories and science education.

#### Selected Publications

*Teaching Science for Social Justice* (Teachers College Press). *Feminist Science Education* (Teachers College Press). Critical ethnography: Science education in urban settings: Seeking new ways of praxis through critical ethnography (*Journal of Research in Science Teaching*). Preservice teachers developing ideas of multicultural

science education (*Journal of Curriculum Studies*). Teaching science with homeless children: Pedagogy, representation and identity (*Journal of Research in Science Teaching*).



#### LUCY CALKINS

Robinson Professor in Children's Literature  
Department of Curriculum and Teaching

#### Education

B.A., Williams College; M.A., University of Hartford; Ph.D., New York University

#### Scholarly Interests

Teaching of reading and writing; Reforming schools.

#### Selected Publications

*The Art of Teaching Reading* (Allyn & Bacon). *The Art of Teaching Writing* (Heinemann). *Lessons From a Child* (Heinemann). *A Teacher's Guide to Standardized Reading Tests: Knowledge is Power* (Heinemann). *Raising Lifelong Learners: A Parent's Guide* (Perseus). *Living Between the Lines* (Heinemann).

#### ROBERT CARTER

Professor of Psychology and Education  
Department of Counseling and Clinical Psychology

#### Education

B.A., Columbia University; Ed.M., Teachers College; Ph.D., University of Maryland; Licensed Psychologist University of the State of New York

#### Scholarly Interests

Multicultural education; Race and racial identity; Cross-cultural psychology; Career development; Gender issues.

#### Selected Publications

*The Influence of Race and Racial*

*Identity in Psychotherapy: Toward a racially inclusive model* (Wiley). *Racial Identity Theory: Applications to Individuals, Groups and Organizations* (Earlbaum). Addressing cultural issues in organizations: *Beyond the corporate context* (Sage). *Multicultural Counseling Competencies* (Sage). Racial identity and education (*Review of Research in Education*). Multicultural education (*Teachers College Record*). Re-imagining race in education (*Teachers College Record*).



#### MADHABI CHATTERJI

Associate Professor of Measurement, Evaluation and Education  
Department of Human Development

#### Education

B.Sc., University of Calcutta, India; B.Ed., University of Bombay, India; M.Ed., University of Madras, India; Ph.D., University of South Florida

#### Scholarly Interests

Evaluation methods and theory; Instrument design and validation using classical and Rasch measurement models; Classroom assessment (traditional and performance assessments); Survey research; Standards-based education reforms.

#### Selected Publications

*Designing and Using Tools for Educational Assessment* (Allyn & Bacon). Models and methods for examining standards-based reforms and accountability initiatives (*Review of Educational Research*). Using an iterative model to conceptualize, pilot-test, and validate a teacher measure of reform readiness (*Educational and Psychological Measurement*). Measuring leader perceptions of school readiness for reforms: Use of an iterative

model combining Classical and Rasch Methods (*Journal of Applied Measurement*). Applying the Joint Committee's 1994 standards in international contexts: A case study of educational evaluations in Bangladesh (*Teachers College Record*) in press.



#### RENEE CHEROW-O'LEARY

Assistant Professor of English Education  
Department of Arts and Humanities

#### Education

B.A., Barnard College; M.A.T., University of Chicago; Ph.D., New York University

#### Scholarly Interests

Pedagogy and theory in teaching; Media literacy and social impact of mass media/popular culture; Creating educational media for children, parents and teachers; Epistemology, interdisciplinarity and curriculum development for the 21st Century; Peace education, human rights education and transformative learning.

#### Selected Publications

*Education for the 21st Century: New Curricular Paradigm* (in process). Multimedia texts and media literacy: Approaches to educational research for the 21st century (*Presentation at Ways of Knowing Conference, Teachers College*). From the Teletubbies to Six Feet Under: Portrayals of the life cycle on television (*Presentation at the National Media Education Conference*). Life after death in popular culture: Recent TV, books and films about reincarnation (*Presentation at Beginnings and Endings Psychoanalytic Conference in Dublin, Ireland*). Interactivity in children's television (*A Report Commissioned by the Disney Channel in conjunction with the M.I.T. Media Lab, in process*).

#### PETER COLEMAN

Assistant Professor of Psychology and Education  
Department of Organization and Leadership  
Director of the International Center for Cooperation and Conflict Resolution (ICCCR)

#### Education

B.A., University of Iowa; M.Phil., Ph.D., Teachers College

#### Scholarly Interests

Problems fundamental to constructive social change: the conditions required for fostering constructive change in situations of protracted and intractable conflict, and the psychological processes and social conditions which foster the use of constructive social power.

#### Selected Publications

Characteristics of protracted, intractable conflict: Towards the development of a meta-framework-I. Peace and Conflict (*Journal of Peace Psychology*, in press). Implicit power theories: Impact on perceptions of power and power sharing decisions (*Journal of Applied Social Psychology*). Power in Groups and Organizations (*International handbook of organizational teamwork and cooperative working*). Reconstructing ripeness: A study of constructive engagement in complex, intractable systems of conflict (*Paper presented for Division 48 at the American Psychological Association conference in Toronto*). Polarized collective identities: exploring their sources, structure, and functions in intractable conflict (*Poster session presented at Division 48 of the American Psychological Association conference in Chicago*).

#### LAMBROS COMITAS

Gardner Cowles Professor of Anthropology and Education  
Department of International and Transcultural Studies

#### Education

A.B., Ph.D., Columbia University

#### Scholarly Interests

Sociocultural change; Education in the developing world; Drugs and society; Caribbean; Latin America; Migration studies.

#### Selected Publications

*The Complete Caribbeana 1900-*

*1975: A Bibliographic Guide to the Scholarly Literature* (Kraus Thomson). *Ganja in Jamaica: A Medical Anthropological Study of Chronic Marijuana Use* (Mouton). *West Indian Perspectives* (Anchor Press/Doubleday). Tema Departments (*Swedish National Board of Universities and Colleges*). *Ethics in Anthropology: Dilemmas and Conundrums* (*New York Academy of Sciences*). *With Ithaca on My Mind: An Anthropologist's Journey* (Teachers College Press). *Ethnology: West Indies* (*Handbook of Latin American Studies*).



#### MADONNA CONSTANTINE

Professor of Psychology and Education  
Chair of the Department of Counseling and Clinical Psychology

#### Education

B.S., M.A., Xavier University of Louisiana; M.A., Ph.D., University of Memphis

#### Scholarly Interests

Multicultural issues in counseling, training, and supervision; African American mental health; Vocational and psychological issues of underserved populations.

#### Selected Publications

Exploring indigenous mental health practices: The roles of healers and helpers in promoting well-being in people of color (*Counseling and Values*). Cross-cultural considerations for therapist self-disclosure (*Journal of Clinical Psychology*). Predictors of satisfaction with counseling: Racial and ethnic minority clients' attitudes toward counseling and ratings of their counselors' general and multicultural counseling competence (*Journal of Counseling Psychology*).

#### ISOBEL CONTENTO

Mary Swartz Rose Professor of Nutrition and Education  
Department of Health and Behavior Studies

#### Education

B.Sc. (Hons), University of Edinburgh; M.A., Ph.D., University of California, Berkeley

#### Scholarly Interests

Behavioral aspects of nutrition; use of psychosocial theory to study factors influencing food choice and decision-making processes; children's and adolescents' understandings of the impact of food and food systems on the environment; development and evaluation of nutrition education curricula and programs.

#### Selected Publications

Cognitive, motivational, social and environmental influences on children's food choices (*Health Psychology*). Food choice criteria of adolescents: Role of weight and dieting status (*Appetite*). Effectiveness of nutrition education and implications for nutrition education policy, programs and research: A review of research (*Journal of Nutrition Education*). Adolescents' perspectives and food choice behaviors in relation to the environmental impacts of food production practices (*Journal of Nutrition Education*). Usefulness of psychosocial theory variables in explaining fat-related dietary behavior in Chinese Americans: Association with degree of acculturation (*Journal of Nutrition Education*).

#### JAMES CORTER

Associate Professor of Statistics and Education  
Chair of the Department of Human Development

#### Education

B.A., University of North Carolina; Ph.D., Stanford University

#### Scholarly Interests

Computational models of human learning and categorization; Statistics expertise and probability problem-solving; Judgment and decision-making; Clustering and scaling methods for multivariate data.

### **Selected Publications**

Allocation of attention in neural network models of categorization (*Proceedings of the Twenty-Fourth Annual Conference of the Cognitive Science Society*). An efficient metric combinatorial algorithm for fitting additive trees (*Multivariate Behavioral Research*). Tree Models of Similarity and Association (*Sage University Papers series: Quantitative Applications in the Social Sciences*). A graph-theoretic method for organizing overlapping clusters into trees, multiple trees, or extended trees (*Journal of Classification*). Using clustering methods to explore the structure of diagnostic tests (*Cognitively Diagnostic Assessment*). Explaining basic categories: feature predictability and information (*Psychological Bulletin*).

### **MARGARET CROCCO**

Associate Professor of Social Studies and Education  
Department of Arts and Humanities

### **Education**

B.A., Georgetown University; M.A., University of Pennsylvania; Ph.D., University of Pennsylvania

### **Scholarly Interests**

Diversity issues in social studies education; Citizenship education outside of schools; Technology and the social studies; Teacher education; The history of social education.

### **Selected Publications**

*Learning to Teach in an Age of Accountability* (Lawrence Erlbaum Associates). Bending the future to their will: Civic women, social education, and democracy (*Rowman and Littlefield*). *Pedagogies of Resistance: Women Educator Activists, 1880-1960* (Teachers College Press). Teaching Shabanu: The challenges of using world literature in the social studies classroom (*Journal of Curriculum Studies*). Dealing with difference in the social studies: An historical perspective (*International Journal of Social Education*). Social studies in the New York City Public Schools: A descriptive study (*Journal of Curriculum and Supervision*).

### **LORI CUSTODERO**

Assistant Professor of Music Education  
Department of Arts and Humanities

### **Education**

Bachelor of Music, University of Redlands; M.A., California State University; D.M.A., University of Southern California

### **Scholarly Interests**

Music in the lives of young children and families; Contextual influences on music learning; Musical engagement and development.

### **Selected Publications**

Musical lives: A collective portrait of American families (*Journal of Applied Developmental Psychology*). Passing the cultural torch: Musical experience and musical parenting of infants (*Journal of Research in Music Education*). Perceptions of challenge: A longitudinal investigation of children's music learning (*Arts and Learning*). The musical lives of young children: Inviting, seeking, initiating (*Journal of Zero-to-Three*). From Mozart to Motown, lullabies to love songs: A preliminary report on the Parents Use of Music with Infants Survey (*Journal of Zero-to-Three*).

### **RONALD DE MEERSMAN**

Professor of Applied Physiology and Education  
Department of Biobehavioral Sciences

### **Education**

B.S., M.S., University of Utah; Ph.D., Indiana University

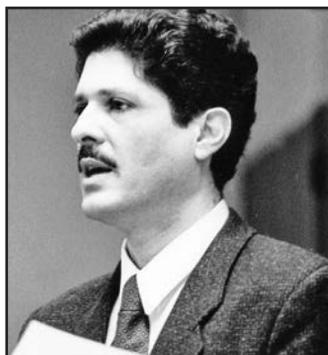
### **Scholarly Interests**

Modulators of autonomic outflow; The effects of aerobic improvements on autonomic and blood pressure regulation; Non-invasive assessment of physiologic data.

### **Selected Publications**

Influence of respiration on metabolic, hemodynamic, psychometric, and R-R Interval Spectral Parameters (*American Journal of Physiology*). Vagal Withdrawal as a function of audience (*American Journal of Physiology*). Deriving respiration from Pulse Wave: A new signal-processing technique (*American Journal of Physiology*).

Effect of provocative maneuvers on heart rate variability in subjects with paraplegia (*American Journal of Physiology*). Estrogen and vascular stiffness (*American Journal of Physiology*).



### **LAWRENCE DECARLO**

Assistant Professor of Psychology and Education  
Department of Human Development

### **Education**

B.A., SUNY at Stony Brook; M.A., Boston University; M.S., Columbia University; Ph.D., SUNY Stony Brook

### **Scholarly Interests**

Statistical modeling of psychological processes, measurement, latent class analysis, categorical data analysis, structural equation modeling, multilevel and longitudinal data analysis, item response theory.

### **Selected Publications**

A model of rater behavior in essay grading based on signal detection theory (*Journal of Educational Measurement*, in press). An application of signal detection theory with finite mixture distributions to source discrimination (*Journal of Experimental Psychology: Learning, Memory, & Cognition*). Source monitoring and multivariate signal detection theory, with a model for selection (*Journal of Mathematical Psychology*). Using the PLUM procedure of SPSS to fit unequal variance and generalized signal detection models (*Behavior Research Methods, Instruments, & Computers*). An application of a dynamic model of judgment to magnitude production (*Perception & Psychophysics*).

### **KEVIN DOUGHERTY**

Associate Professor of Higher Education  
Department of Organization and Leadership  
Senior Research Associate, Community College Research Center

### **Education**

B.A., Washington University; M.A., Ph.D., Harvard University

### **Scholarly Interests**

The community college; Higher education policy and reform; Higher education finance; College students; K-12 educational reform; Sociology of education; State policies affecting access to, and success in, community colleges by minority and low-income students; Reform movements in elementary and secondary education.

### **Selected Publications**

The Evolving Role of the Community College: Policy Issues and Research Questions (*Higher Education: Handbook of Theory and Research*). Community colleges and contract training: Content, origins, and impacts (*Teachers College Record*). Mass higher education: What is its impetus? What is its impact? (*Teachers College Record*). The Implications of the Goals 2000 Legislation (*Implementing Federal Legislation: Sociology and Educational Policy*). Opportunity to Learn Standards: A Sociological Critique (*Sociology of Education*). The states and science: The politics of high technology industrial policy at the state level (*Final report to the National Science Foundation*).

### **BARRY FARBER**

Professor of Psychology and Education  
Department of Counseling and Clinical Psychology

### **Education**

B.A., Queens College, CUNY; M.A., Teachers College; Ph.D., Yale University

### **Scholarly Interests**

Psychotherapy research; Self-disclosure in patients, therapists, and supervisors; self-disclosure in children; Burn-out in teaching and the helping professions.

**Selected Publications**

*The Psychotherapy of Carl Rogers* (Guilford). Crisis in American Education: Stress and Burnout in the American Teacher (*Jossey-Bass*). Gender and representation in psychotherapy (*Psychotherapy*). The therapist as attachment figure (*Psychotherapy*). Disclosure to therapists: What is and is not discussed in psychotherapy (*Journal of Clinical Psychology*).

**CLEA FERNANDEZ**

Assistant Professor of Psychology and Education  
Department of Human Development

**Education**

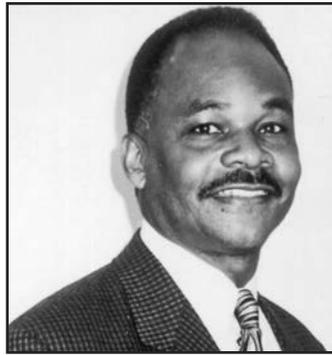
B.A., Barnard College;  
Ph.D., University of Chicago

**Scholarly Interests**

The development of mathematical thinking in school settings with a special emphasis on cross-cultural comparisons and on understanding what knowledge base teachers need to teach mathematics effectively and how they can be supported in developing such a knowledge base; Parents' views of their children's intellectual development and how they can support it, particularly in the area of mathematics.

**Selected Publications**

Learning mathematics from classroom instruction: Cross-cultural and experimental perspectives (*Basic and applied perspectives on learning, cognition, and development: The Minnesota Symposium on Child Psychology*). Cultures of mathematics instruction in Japanese and American elementary classrooms (*Teaching and learning in Japan*). Translating lesson study for a U.S. context: Practical information and advice for teachers interested in conducting lesson study (*Phi Delta Kappan*). A U.S.-Japan lesson study collaboration reveals critical lenses for examining practice (*Teaching and Teacher Education*). Learning from Japanese approaches to professional development: The case of lesson study (*Journal of Teacher Education*).

**V. P. FRANKLIN**

Professor of History and Education  
Department of Arts and Humanities

**Education**

B.A., Pennsylvania State University; M.A.T., Harvard University; Ph.D., University of Chicago

**Scholarly Interests**

History of African American education; Urban educational history; Student culture and student activism.

**Selected Publications**

*My Soul Is A Witness: A Chronology of the Civil Rights Era, 1954-1965* (Henry Holt). *Sisters in the Struggle: African American Women in the Civil Rights-Black Power Movement* (New York University Press). *Living Our Stories, Telling Our Truths: Autobiography and Making of the African-American Intellectual Tradition* (Oxford University Press). *The Education of Black Philadelphia: A Social and Educational History of a Minority Community, 1900-1950* (University of Pennsylvania Press). *Vindicating The Race: Contributions To The African-American Intellectual Tradition* (*The Journal of Negro History*).

**KAREN FROUD**

Assistant Professor of Speech and Language Pathology  
Department of Biobehavioral Sciences

**Education**

Ph.D., University College London; M.A., University College London; BSc. (Hons), Central School of Speech and Drama

**Selected Publications**

The syntax of single words: evidence from a patient with a

function word deficit (*Cognitive Neuropsychology*). Prepositions and the lexical/functional divide: Aphasic evidence (*Lingua*). Aphasic evidence for the syntactic determination of unaccusativity (*UCL Working Papers in Linguistics*).

**OFELIA GARCÍA**

Professor of Bilingual Education  
Department of International and Transcultural Studies

**Education**

B.A., City University of New York; M.A., Hunter College; Ph.D., Graduate Center of the City University of New York; Post-doctoral fellowship, Yeshiva University; Post-Doctoral Fellowship, University of Michigan, Ann Arbor

**Scholarly Interests**

Languages; language education; bilingualism.

**Selected Publications**

*Bilingual Education: Focusschrift in honor of Joshua A. Fishman* (John Benjamins). *English across cultures, cultures across English: A Reader in cross-cultural communication* (Mouton de Gruyter). U.S. Spanish: The language of Latinos (*The International Journal of the Sociology of Language*). Veinte años de literatura cubano americana (*Bilingual Review*). New York's Multilingualism: World Languages and their Role in a U.S. City (*The Multilingual Apple: Languages in New York City*).

**CELIA GENISHI**

Professor of Education  
Department of Curriculum and Teaching

**Education**

B.A., Barnard College; M.A.T., Harvard University; Ph.D., University of California, Berkeley

**Scholarly Interests**

Early childhood education; Language in the classroom; Qualitative research; Childhood bilingualism.

**Selected Publications**

*Ways of Assessing Children and Curriculum: Stories of Early Childhood Practice* (Teachers College Press). The need for story: Cultural diversity in classroom and community (*National Council of Teachers of English*).

Talking their way into print: English language learners in a pre-kindergarten classroom (*Beginning Reading and Writing*). Teaching in early childhood education: Understanding practices through research and theory (*Handbook of Research on Teaching*).

**MICHELE GENOR**

Assistant Professor of Education  
Department of Curriculum and Teaching

**Education**

B.A., M.A., University of St. Thomas; C.A.S., Harvard University; Ph.D., University of Wisconsin, Madison

**Scholarly Interests**

Teacher education; Learning communities; Social theories of learning; Action research; Multicultural education; Urban schools; Professional development; School and University partnerships; Reflective practice; Supervision; Portfolios/Performance assessment.

**Selected Publications**

*The Island of Anyplace Teacher's Guide: Supplemental Curriculum Guide to the American Repertory Theatre's Performance*. Exploring race: Teacher educators bridge their personal and professional identities (*Multicultural Perspectives*). In press, The assessment of urban teaching-in a not so urban setting (*Designing Performance Assessment Systems for Urban Teaching Preparation*).

**ANTOINETTE GENTILE**

Professor of Psychology and Education  
Department of Biobehavioral Sciences

**Education**

B.S., Brooklyn College, CUNY;

M.S., P.E.D., Indiana University;  
Ph.D., SUNY, Stony Brook

### Scholarly Interests

Motor learning and development;  
Neuromotor control processes;  
Rehabilitative strategies.

### Selected Publications

Instructional cues and  
Parkinsonian gait (*Neurological  
Report*). Prehension in children  
with Down's syndrome (*Acta  
Psychologica*). Exercise program  
for individuals with Parkinson's  
disease: Effects of functional abil-  
ity and quality of life  
(*Neurological Report*). Skill acqui-  
sition: action, movement and  
neuromotor processes (*Movement  
Sciences: Foundation for  
Rehabilitation in Physical Therapy*).  
Implicit and explicit processes  
during acquisition of functional  
skills (*Scand. J. Occupational  
Therapy*).

### MARTHA GEPHART

Research Associate Professor  
of Education  
Department of Organization  
and Leadership  
Co-Director of the J.M. Huber  
Institute for Learning in  
Organizations

### Education

A.B., Stanford University; M.A.,  
Ph.D., Columbia University

### Scholarly Interests

Learning and performance in  
organizations; Organizational  
and community contexts that  
promote effective learning and  
development; Assessment of  
organizational learning and links  
to performance in diverse organi-  
zational and inter-organizational  
settings; Evaluation of programs  
and interventions in complex  
organizational settings.

### Selected Publications

Measuring Learning Linked to  
Performance (*Performance  
Measurement and Management:  
Research and Action*). Learning  
Organizations Come Alive  
(*Training and Development*). The  
Road to High Performance  
(*Training and Development*).  
Neighborhoods and Communities  
as Contexts for Development  
(*Neighborhood Poverty: Context  
and Consequences for Children*).  
*The Organizational Characteristics  
of Supportive Environments for  
Youth* (Public/Private Ventures).



### HERBERT GINSBURG

Jacob H. Schiff Foundation  
Professor of Psychology and  
Education  
Department of Human  
Development

### Education

B.A., Harvard University;  
M.S., Ph.D., University of  
North Carolina

### Scholarly Interests

Intellectual development;  
Mathematics education;  
Testing and assessment.

### Selected Publications

*Children's Arithmetic 2nd Edition*  
(Pro-Ed). *Piaget's Theory of  
Intellectual Development, 3rd  
Edition* (Prentice-Hall). *Entering  
the child's mind: The clinical inter-  
view in psychological research and  
practice* (Cambridge University  
Press). *The Teacher's Guide to  
Flexible Interviewing in the  
Classroom: Learning What  
Children Know about Math* (Allyn  
and Bacon).

### A. LIN GOODWIN

Associate Professor of Education  
Department of Curriculum  
and Teaching

### Education

B.S., Central Connecticut State  
University; M.A., Ed.M., Ed.D.,  
Teachers College

### Scholarly Interests

Teacher education for urban and  
multicultural contexts; Teacher  
beliefs; Equity education; Asian  
American educational experi-  
ences and identity development.

### Selected Publications

*Growing up Asian in America:  
A search for self (Asian American  
identities, families and Schooling)*.  
*Asian American Identities, Families  
and Schooling* (Information Age  
Publishing Inc.). *The social/polit-*

*ical construction of low teacher  
expectations for children of  
color: Re-examining the achieve-  
ment gap (Journal of Thought)*.  
*The case of one child: Making  
the shift from personal knowl-  
edge to professionally informed  
practice (Teaching Education)*  
*Teacher preparation and the edu-  
cation of immigrant children  
(Education and Urban Society)*.

### ANDREW GORDON

Associate Professor of Movement  
Sciences and Education  
Department of Biobehavioral  
Sciences

### Education

B.A., Hampshire College; M.S.,  
Pennsylvania State University;  
Ph.D., Karolinska Institute;  
Postdoctoral Fellow, University  
of Minnesota

### Scholarly Interests

The use of sensory information  
during the learning and control  
of well-learned manual skills  
(sensorimotor control); The bio-  
logical basis of hand impairments  
in populations with movement  
disorders that disrupt sensorimotor  
control (e.g., children with  
early brain damage and adults  
with diseases of the basal gan-  
glia); Rehabilitation and cerebral  
palsy.

### Selected Publications

Bimanual coordination of arm  
movements in children with  
Hemiplegia (*Developmental  
Medicine and Child Neurology*, in  
press). Control of multi-digit  
grasping in Parkinson's disease:  
Effect of object property pre-  
dictability (*Experimental  
Neurology*, in press). Influence of  
fingertip contact on illusory arm  
movements (*Journal of Applied  
Physiology*). Tactile feedback con-  
tributes to consistency of move-  
ment during typing (*Experimental  
Brain Research*). Acquisition and  
retention of anticipatory control  
of grasping in children with  
hemiplegic cerebral palsy  
(*Developmental Medicine and  
Child Neurology*).

### PETER GORDON

Associate Professor of Speech  
and Language Pathology  
Department of Biobehavioral  
Sciences

### Education

B.A., University of Stirling

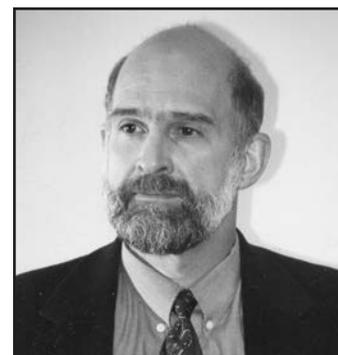
(Scotland); Ph.D., Massachusetts  
Institute of Technology

### Scholarly Interests

Language acquisition and  
processing; Developmental  
Neuroscience of Language and  
Cognition; Cross-cultural studies  
of numerical cognition and lin-  
guistic knowledge; Infant event  
representations and verb argu-  
ment structure; Behavioral  
Genetics of Language; Magnetic  
Resonance Imaging of brain  
functioning in language process-  
ing.

### Selected Publications

The origin of argument structure  
in infant event representations  
(*BUCLD Proceedings, Cascadilla  
Press*). Frequency effects and the  
representation status of regular  
inflections (*Journal of Memory  
and Language*). The acquisition and  
creolization of Condition C  
'violations' of Kadiweu and  
Portuguese (*Cadernos de Estudos  
Linguisticos*). Are lions and tigers  
substitutes or associates?  
Evidence against slot filler  
accounts of children's early cate-  
gorization (*Child Development*).  
Learnability of the Chinese  
Dative Alternation (*BUCLD  
Proceedings, Cascadilla Press*).



### R. DOUGLAS GREER

Professor of Psychology  
and Education  
Department of Health  
and Behavior Studies

### Education

B.M.E., M.M.E., Florida State  
University; Ph.D., University of  
Michigan

### Scholarly Interests

Comprehensive Application of  
Behavior Analysis to Schooling  
(CABAS®); Teaching operations  
for the acquisition of verbal  
behavior by students with lan-

guage deficits; Research in the learn-unit as a natural fracture of teaching; Peer Conditioning of Reinforcement.

#### Selected Publications

Designing Teaching Strategies: A behavior analysis systems approach (*Academic Press, in press*). The educational crisis (*Social Problems in American Society and Solutions*). Is the learn unit the fundamental measure of pedagogy? (*The Behavior Analyst*). *Voices for all children: Advanced and comprehensive applications of behavior analysis to education* (Academic Press).

#### GEORGE GUSHUE

Assistant Professor of Psychology and Education  
Department of Counseling and Clinical Psychology

#### Education

A.B., Fordham University;  
Ph.D., Teachers College

#### Scholarly Interests

The psychological impact of race/culture on social cognition (especially perception, judgment, memory, and attribution); Social cognitive factors in client evaluation, counseling practice, and career development; Health psychology; Group and family counseling; The psychosocial dimensions of HIV/AIDS.

#### Selected Publications

School Counselors' Ethnic Tolerance Attitudes and Racism Attitudes as Predictors of their Multicultural Case Conceptualization of an Immigrant Student Madonna (*Journal of Counseling and Development*). *Lazarus and Group Psychotherapy: AIDS in the Era of Protease Inhibitors* (Sage Publications). Examining individualism, collectivism, and self-differentiation in African American college women (*Journal of Mental Health Counseling*). Remembering race: White racial identity attitudes and two aspects of social memory (*Journal of Counseling Psychology*). At the crossroads: Racial and womanist identity development in black and white women (*Journal of Counseling & Development*).



#### SALLY HAGE

Assistant Professor of Psychology and Education  
Department of Counseling and Clinical Psychology

#### Education

B.A., University of St. Thomas;  
M.Div., University of Notre Dame; Ph.D., University of Minnesota

#### Scholarly Interests

Prevention in Counseling Psychology; Dating Violence prevention; Multicultural Counseling Supervision and Training; Spirituality and Diversity in Counseling; Resiliency and Buffering Effects of Trauma.

#### Selected Publications

Profiles of women survivors: The development of agency in abusive relationships (*Journal of Counseling and Development, in press*). Reaffirming the unique identity of counseling psychology: Opting for the road less traveled (*The Counseling Psychologist*). The role of Counseling Psychology in preventing male violence against female partners (*The Counseling Psychologist*). Becoming Stronger at Broken Places: A Model for Group Work with Young Adults from Divorced Families (*Journal for Specialists in Group Work*). Prevention and Counseling Psychology: Revitalizing commitments for the 21st century (*The Counseling Psychologist*).

#### IRVING HAMER, JR.

Professor of Practice in Education  
Department of Organization and Leadership

#### Education

B.A., Ottawa University; M.Ed., Ed.D., Harvard University

#### Scholarly Interests

Closing the achievement gap;

Integrating technology into the teaching and learning experience; The elimination of low-performing schools; Bilingual education.

#### Selected Publications

*Language in the Classroom* (Teachers College Press). The large city high school (*NASSP Bulletin*). Admissions policy (*New York City High Schools*).

#### GREGORY HAMILTON

Assistant Professor of English Education  
Department of Arts and Humanities

#### Education

B.A., Lewis and Clark College;  
M.A., Ed.D., Teachers College

#### Scholarly Interests

Middle school readers and young adult literature; Classroom discourse; Curriculum and staff development; Middle school reform; Teaching for diversity and social justice.

#### Selected Publications

Linking Science and Literature Through Technology (*Journal of Adolescent & Adult Literacy*). In press, Listening, Learning, and Talking It Through (*Becoming (Other) Wise*). Reading Jack (*English Education*). Mapping A History of Adolescence and Literature for Adolescents (*ALAN Review*).

#### ZHAOHONG HAN

Associate Professor of Language and Education  
Associate Chair for Students of the Department of Arts and Humanities

#### Education

B.A., Central China Normal University; M.A., Moray House Institute of Education, University of Edinburgh; Ph.D., Birkbeck College, University of London

#### Scholarly Interests

Second language learnability and teachability; Comparative grammar, linguistic universals, and the interface of lexical semantics and syntax; Psycholinguistic and cognitive processes of second language reading.

#### Selected Publications

To be a native speaker means not to be a non-native speaker

(*Second Language Research*). Fossilization in Adult Second Language Acquisition (*Multilingual Matters*). Fossilization: From simplicity to complexity (*International Journal of Bilingual Education and Bilingualism*). A study of the impact of recasts on tense consistency in L2 output (*TESOL Quarterly*). Error resistance: Towards an empirical pedagogy (*Language Teaching Research*).

#### DAVID HANSEN

Professor of Philosophy and Education  
Associate Chair for Faculty of the Department of Arts and Humanities

#### Education

B.A., University of Chicago;  
M.A., Stanford University;  
Ph.D., University of Chicago

#### Scholarly Interests

Philosophy of education; Teaching and teacher education; Moral and ethical issues in educational practice; Philosophical foundations of inquiry.

#### Selected Publications

*Exploring the Moral Heart of Teaching: Toward a Teacher's Creed* (Teachers College Press). Teaching as a Moral Activity (*Handbook of Research on Teaching, 4th edition*). The Moral Environment in an Inner-City Boys' High School (*Teaching and Teacher Education*). Well-Formed, not Well-Filled: Montaigne and the Paths of Personhood (*Educational Theory*).

#### CHARLES HARRINGTON

Professor of Anthropology, Psychology and Education  
Department of International and Transcultural Studies

#### Education

A.B., Syracuse University;  
Ph.D., Harvard University

#### Scholarly Interests

Human development in social and cultural contexts; The study of Pathmakers: resiliency, resistance, invulnerability and success in at-risk populations; Psychological anthropology and education; Psychoanalytic anthropology.

#### Selected Publications

*Paths to Success: Beating the Odds*

in American Society (Harvard University Press). *Educational Policy in an Era of Conservative Reform* (AMS Press). *Race, Sex, and National Origin: Public Attitudes of Desegregation* (AMS Press). *Psychological Anthropology and Education* (AMS Press). *ALERTA: A Multicultural, Bilingual Approach to Teaching Young Children* (Addison-Wesley)

#### THOMAS HATCH

Associate Professor of Education  
Department of Curriculum  
and Teaching  
Co-Director of NCREST

#### Education

Ed.D., Harvard Graduate School of Education; Ed.M., Harvard Graduate School of Education; A.B., Brown University

#### Scholarly Interests

School reform; teaching and learning; teacher research; and human development.

#### Selected Publications

The 'long haul' or boom and bust (*Education Week*). Incoherence in the system: Three perspectives on the implementation of multiple improvement initiatives in one district (*American Journal of Education*). The raw materials of reform: Rethinking the knowledge of school improvement (*The Journal of Educational Change*). When improvement programs collide (*Phi Delta Kappan*). It takes capacity to build capacity (*Education Week*).

#### BARBARA HAWKINS

Associate Professor of Language and Education  
Department of Arts  
and Humanities

#### Education

B.A., Holy Names College; M.A., University of California, Los Angeles; Ph.D., University of California, Los Angeles

#### Scholarly Interests

Second language acquisition as it relates to subject matter education, K-6; Classroom interaction/Classroom discourse; Second language literacy development; Teacher Education.

#### Selected Publications

Supporting second language children's content learning and language development in K-5

(*Teaching English as a Second or Foreign Language*, 3rd edition). Reexamining instructional paradigms for K-12 second language learners (*The CATESOL Journal*). Teaching children to read in a second language (*Teaching English as a Second or Foreign Language*, 2nd edition). Second language acquisition: An experimental approach (*Advances in applied psycholinguistics*). Is an 'appropriate response' always so appropriate? (*Input in second language acquisition*).

#### JEFFREY HENIG

Professor of Political  
Science and Education  
Department of Organization  
and Leadership

#### Education

B.A., Cornell University;  
Ph.D., Northwestern University

#### Scholarly Interests

The boundary between private action and public action in addressing social problems; Privatization, race and urban politics; the politics of urban education reform, and school choice.

#### Selected Publications

*Mayors in the Middle: Politics, Race and Mayoral Control of Urban Schools* (Princeton). *Rethinking School Choice: Limits of the Market Metaphor* (Princeton). *Shrinking the State: The Political Underpinnings of Privatization* (Cambridge). *The Color of School Reform: Race, Politics and the Challenge of Urban Education* (Princeton). *Building Civic Capacity: The Politics of Reforming Urban Schools* (Kansas).



#### JAY HEBERT

Associate Professor of Education  
and Law  
Department of Organization  
and Leadership

Adjunct Associate Professor of Law  
Columbia Law School

#### Education

B.A., Swarthmore College;  
M.A.T., Duke University; J.D.,  
Harvard Law School; Ed.D.,  
Harvard Graduate School of  
Education

#### Scholarly Interests

Legal issues in education; Equal educational opportunity; High-stakes testing; Law and school reform; Interprofessional collaboration.

#### Selected Publications

*Understanding Dropouts: Statistics, Strategies, and High-Stakes Testing* (National Academy Press). *High Stakes: Testing for Tracking, Promotion, and Graduation* (National Academy Press). *Law and School Reform* (Yale University Press). Schools without rules? Charter schools, federal disability law, and the paradoxes of deregulation (*Harvard Civil Rights-Civil Liberties Law Review*).

#### LINDA HICKSON

Professor of Education  
Department of Health  
and Behavior Studies

#### Education

B.A., College of New Rochelle;  
M.A., Ph.D., George Peabody  
College, Vanderbilt University

#### Scholarly Interests

Education of children and adults with mental retardation and autism; Cognitive, motivational, and emotional aspects of decision-making; Prevention of abuse and victimization; Cognition, comprehension, and problem solving.

#### Selected Publications

The role of motivation in the interpersonal decision making of people with mental retardation (*Personality and motivational differences in persons with mental retardation*). Decision-making and mental retardation (*International Review of Research in Mental Retardation*). A closer look at interpersonal decision-making in adults with and without mental retardation (*American Journal on Mental Retardation*). Decision-making by adults with mental retardation in simulated situations of abuse (*Mental Retardation*). *Mental Retardation:*

*Foundations of Educational Programming* (Allyn & Bacon).

#### CHRISTOPHER HIGGINS

Assistant Professor of  
Philosophy and Education  
Department of Arts  
and Humanities

#### Education

B.A., Yale University;  
Ph.D., Teachers College

#### Scholarly Interests

Teacher Identity; Professional Development; Teacher Education; Liberal Learning; The Teacher-Student Relationship; Dialogue; Ethics; Aesthetics; Hermeneutics; Psychoanalysis; Philosophy of Educational Research.

#### Selected Publications

Dewey's Conception of Vocation: Existential, Aesthetic, and Educational Implications for Teachers (*Journal of Curriculum Studies*). Teaching and the Good Life: A Critique of the Ascetic Ideal in Education (*Educational Theory*). MacIntyre's Moral Theory and the Possibility of an Aretaic Ethics of Teaching (*Journal of Philosophy of Education*). Teaching and the Dynamics of Recognition (*Philosophy of Education*). From Reflective Practice to Practical Wisdom: Three Models of Liberal Teacher Education (*Philosophy of Education*).

#### MIN HONG

Assistant Professor of Education  
Department of Curriculum  
and Teaching

#### Education

B.M.E., Gordon College; M.A.,  
Ed.M., Ed.D., Teachers College;  
National Board Certification

#### Scholarly Interests

Early childhood education;  
Early literacy instruction;  
English Language Learners.

#### Selected Publications

Literacy Initiative: Elementary and High School Reading Buddy Collaboration (*Teaching and Change*). To Home and Back with Books (*Instructor*). Spelling Strategies That Work (*Scholastic*). Teaching First Grade: A Practical Guide (*Scholastic*).

**OLGA HUBARD**

Assistant Professor of  
Art Education  
Department of Arts  
and Humanities

**Education**

B.A., Universidada  
Iberoamericana, Mexico City;  
M.F.A., School of Visual Arts;  
M.A., Ed.D., Teachers College

**Scholarly Interests**

The relationship of young people  
to works of art by mature artists;  
the role of art reproductions and  
original art objects in education;  
the impact of aesthetics in the  
design of museum education pro-  
grams and art programs in  
schools.

**Selected Publications**

The effect of format and context  
in the aesthetic response of adol-  
escents (*International  
Conversations Through Art,  
Proceedings of the 31st InSEA  
World Congress*).

**LUIS HUERTA**

Assistant Professor of Education  
Department of Organization  
and Leadership

**Education**

B.A., University of California,  
Davis; M.A., California State  
University, Fresno; Ph.D.,  
University of California, Berkeley

**Scholarly Interests**

Education Policy;  
Decentralization in education;  
School choice; Privatization in  
education; School finance.

**Selected Publications**

The Loss of Public  
Accountability? A Home  
Schooling Charter School In  
Rural California (*Inside Charter  
Schools: The Paradox of Radical  
Decentralization*). An  
Empowering Spirit Is Not

Enough: A Latino Charter  
School Struggles Over  
Leadership (*Inside Charter  
Schools: The Paradox of Radical  
Decentralization*). Straw Into  
Gold, Resources Into Results:  
Spinning Out the Implications of  
the 'New' School Finance (*Policy  
Analysis for California Education*,  
2001).

**SHARON LYNN KAGAN**

Virginia and Leonard Marx  
Professor of Early Childhood  
and Family Policy  
Department of Curriculum  
and Teaching  
Co-Director of the National Center  
for Children and Families

**Education**

B.A., University of Michigan;  
M.A., Johns Hopkins University;  
Ed.D., Teachers College

**Scholarly Interests**

Application of child and parent  
development research to the for-  
mation and implementation of  
public policies; The impact of  
institutions (family, childcare) on  
the development of low income  
children.

**Selected Publications**

Leadership in early care and edu-  
cation (*National Association for  
the Education of Young Children*).  
*Reinventing early care and educa-  
tion: A vision for a quality system*  
(Jossey-Bass). *Putting families first:  
America's family support movement  
and the challenge of change*  
(Jossey-Bass). *Integrating services  
for children and families* (Yale  
University Press). *The care and  
education of America's young chil-  
dren: Obstacles and opportunities*  
(National Society for the Study  
of Education, 90th Yearbook).

**PEARL ROCK KANE**

Klingenstein Family Professor for  
the Advancement of Independent

School Education  
Department of Organization  
and Leadership

**Education**

B.A., City College of New York;  
M.Ed., Smith College; Sixth year  
certificate, Hunter College;  
Ed.D., Teachers College

**Scholarly Interests**

Teacher training, administration,  
and organization development;  
Independent schools; Private  
school governance; School  
choice and privatization;  
Professional development of  
teachers and administrators.

**Selected Publications**

*The Colors of Excellence* (Teachers  
College Press). *Independent  
School, Independent Thinkers*  
(Jossey-Bass). *The First Year of  
Teaching: Real World Stories from  
America's Teachers* (Walker). *The  
Challenge in Trusteeship*  
(Association of Governing  
Boards). Leadership in the New  
Millennium (*Independent Schools*).

**ALEXANDER KARP**

Assistant Professor of  
Mathematics Education  
Department of Mathematics,  
Science and Technology

**Education**

B.A., M.A., Leningrad State  
Pedagogical University; M.A.,  
Ph.D., St. Petersburg State  
Pedagogical University;  
Languages: Russian, German,  
English, Latin

**Scholarly Interests**

Curriculum; Teacher Training;  
Student Achievement Level in  
Mathematics; Problem Solving;  
History of Mathematics  
Education.

**Selected Publications**

Combining Russian and Western  
Approaches in Teaching  
Mathematics to Students of  
Humanities (*Proceedings of the  
Cultural Diversity in Mathematics  
Education Conference, Oral  
Presentations in Working Groups,  
Chichester, University College of  
Chichester*). Classroom Activity  
vs. Examination: Beliefs and  
Practice in Mathematics  
Education (*Proceedings of the  
Cultural Diversity in Mathematics  
Education Conference, Workshops,  
Chichester, University College of  
Chichester*). Thirty Years After:

the Lives of Former Winners of  
Mathematical Olympiads (*Roepfer  
Revue*). Exams in Mathematics:  
Russian Experiments (*The  
Mathematics Teacher, in press*).

**VALERIE KINLOCH**

Assistant Professor of  
English Education  
Department of Arts  
and Humanities

**Education**

B.A., Johnson C. Smith  
University; M.A., Ph.D.,  
Wayne State University

**Scholarly Interests**

English Education; Literacy;  
Teaching for Diversity and Social  
Justice; Middle School Learners;  
African American Literature and  
Biographical Writings.

**Selected Publications**

Review article of class politics:  
The movement for the students'  
right to their own language by  
Stephen Parks (*Journal of  
Advanced Composition*). The trav-  
eling city: The Hudson's Store,  
urban, and access in Detroit,  
Michigan (*Developmental  
Education and Urban Literacy  
Monograph*). Neither distant priv-  
ilege nor privileging distance:  
Literacies and the lessons of the  
Heidelberg Project (*Multiple  
Literacies*). A rhetoric of black  
bodies: Race, beauty, and repre-  
sentation (*Anthology of Popular  
Culture, in press*). Empress of the  
Blues: Bessie Smith (*Encyclopedia  
of the Harlem Renaissance*).

**CHARLES KINZER**

Professor of Education  
Department of Mathematics,  
Science and Technology

**Education**

Ph.D., University of California,  
Berkeley; M.A., University of  
British Columbia; Professional  
Teaching Certificate, University  
of British Columbia; B.A.,  
University of British Columbia

**Scholarly Interests**

Language and Literacy;  
Vocabulary development and  
reading comprehension; Memory  
processes in reading and writing;  
Models of reading and compos-  
ing; Computer, multimedia and  
"future literacies."

**Selected Publications**

An analysis of the impact of

anchored instruction on teaching and learning activities in two ninth grade language arts classes (*Journal of Special Education Technology*). Phonics, *Phonemic Awareness, and Word Analysis for Teachers* (Merrill-Prentice Hall). A description of the impact of multimedia anchored instruction on classroom interactions (*Journal of Special Education Technology*). The convergence of literacy instruction with networked technologies for information, communication, and education (*Reading Research Quarterly*). Designing Technology to Support Reflection (*Educational Technology Research and Development*).

#### JOANNE KLEIFGEN

Associate Professor of Linguistics and Education  
Department of International and Transcultural Studies

#### Education

B.A., Our Lady of the Lake of San Antonio; M.A., The University of Alabama; Ph.D., University of Illinois, Urbana Champaign

#### Scholarly Interests

Discourse Analysis; Children's Second Language and Literacy Development; Computers and Communication In Schools, Communities and the Workplace.

#### Selected Publications

Assembling talk: Social alignments in the workplace (*Research on Language and Social Interaction*). Cerrando la brecha digital/Closing the digital divide (*Panamanian Ministry of Education*). Assessing websites for young learners of English: A Hallidayan framework (*Journal of the Applied Linguistics Association of Korea*). Assembling knowledge (*Research on Language and Social Interaction*). Kreyol Ekri, Kreyol Li: Haitian children and computers (*Educational Horizons*).

#### LEE KNEFELKAMP

Professor of Psychology and Education  
Department of Organization and Leadership

#### Education

B.A., Macalester College; M.A., Ph.D., University of Minnesota

#### Scholarly Interests

Theories and concepts of intercultural communications; The multi-cultural self in organizations; Teaching to cognitive and cultural complexities in social-organizational psychology; The design of effective learning communities; Feminist pedagogy, theory, and research.

#### Selected Publications

Integrating Jewish Issues into the Teaching of Psychology (*American Psychological Association*). *Workbook for the Practice-to-Theory Model* (American College Personnel Association). *New Directions in Higher Education: Applying New Developmental Findings* (Jossey-Bass). Higher education and the consumer society, Seasons of academic life: Honoring our collective autobiography & The multi-cultural curriculum and communities of peace (*Liberal Education*). Education for a world lived in common with others (*Education and Democracy, College Board*).

#### MICHELLE KNIGHT

Assistant Professor of Education  
Department of Curriculum and Teaching

#### Education

B.A., Franklin and Marshall College; M.A., Monterey Institute of International Studies; Ph.D., University of California, Los Angeles

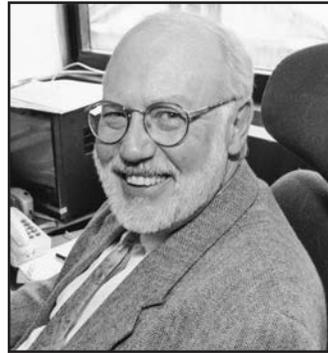
#### Scholarly Interests

Equity issues in urban education; Teacher education; Multicultural feminisms and feminist pedagogies; African-American teaching practices with diverse populations.

#### Selected Publications

The Intersections of race, class, and gender in the teacher preparation of an African-American social justice educator (*Equity & Excellence in Education*). (De)constructing (in)visible parent consent forms: Negotiating power, reflexivity, and the collective within qualitative research. (*Qualitative Inquiry*). Ethics in qualitative research: Multicultural feminist activist research (*Theory into Practice*). (In) (Di) Visible Identities of Youth: College preparation programs from a Feminist Standpoint (SUNY

Press). Finding Our Way: Challenging Oppressive Educational and Societal Practices, in *The Thought and Practice of Anti-Racist Teaching* (Routledge).



#### ROBERT KRETSCHMER

Associate Professor of Education and Psychology  
Department of Health and Behavior Studies

#### Education

B.S., M.A., Northwestern University; Ph.D., University of Kansas

#### Scholarly Interests

Teaching of the deaf and hard of hearing; Linguistics of English and ASL; Literacy development; Text structure; School psychology; Auditory streaming.

#### Selected Publications

*Reading and Hearing Impaired Individuals* (Alexander Graham Bell Association). Metacognition, metalinguistics and intervention (*Applied Psycholinguistics*). The psycho-educational assessment of hearing impaired children (*Auditory Disorders in School Children*). Educational consideration of at-risk hearing impaired children (*Speech, Language and Hearing Services in the Schools*). Teachers-as-researchers: Supporting professional development (*Volta Review*). Multihandicapped, hearing impaired students as thinkers and 'feelers' (*Volta Review*).

#### DEANNA KUHN

Professor of Psychology and Education  
Department of Human Development

#### Education

B.S., University of Illinois; Ph.D., University of California, Berkeley

#### Scholarly Interests

Cognitive development across the life span and implications for educational theory and practice.

#### Selected Publications

A developmental model of critical thinking (*Educational Researcher*). *The Skills of Argument* (Cambridge University Press). How do people know? (*Psychological Science*). Understanding and valuing knowing as developmental goals (*Liberal Education*). In press, What's so good about problem-based learning? (*Cognition and Instruction*). *Education for thinking* (Harvard University Press).

#### YOUNG-SUN LEE

Assistant Professor of Psychology and Education  
Department of Human Development

#### Education

B.A., M.S., Ewha Womans University, Seoul, South Korea; Ph.D., University of Wisconsin, Madison

#### Scholarly Interests

Item Response Theory; Educational and Psychological Measurement and Applied Statistics

#### Selected Publications

Applications of Isotonic Regression in Item Response Theory (Ph.D. Dissertation, University of Wisconsin-Madison). Recovery of Item Parameters in the Nominal Response Model: A Comparison of Marginal Likelihood Estimation and Markov Chain Monte Carlo Estimation. (*Applied Psychological Measurement*). Techniques for Developing Health Quality of Life Scales for Point of Service Use (Unpublished manuscript, Department of Statistics, University of Wisconsin-Madison). A Parameter Recovery Study for the Nominal Response Model (Unpublished manuscript, Department of Educational Psychology, University of Wisconsin-Madison).

#### HOPE LEICHTER

Elbenwood Professor of Education  
Department of International and Transcultural Studies  
Director of the Elbenwood Center for the Study of the Family as Educator

**Education**

A.B., Oberlin College;  
Ph.D., Harvard University

**Scholarly Interests**

Families and communities as educators; Family memories and narratives; Kinship networks and grandparents as educators; The mediation of television by the family; Families and school reform; Immigration, migration and family education.

**Selected Publications**

Stories are Learning (*The Museum as a Place of Learning, Cornell University*). Kinship and Casework: Family Networks and Social Intervention (*Russell Sage Foundation*). Families and Communities as Educators (Teachers College Press). The school and parents (*The Teachers Handbook*). The concept of educative style (*Teachers College Record*). Family contexts of television (*Educational Communication and Technology*). Families and museum (*Marriage and Family Review*).



**STEPHEN LEPORE**

Professor of Health Education  
Department of Health  
and Behavioral Studies

**Education**

B.A., Clark University;  
Ed.M., Harvard University;  
Ph.D., University of California,  
Irvine.

**Scholarly Interests**

Health psychology; Social disparities in health; Psychosocial interventions for promoting health and quality of life.

**Selected Publications**

Psychological stress, appraisal, emotion and cardiovascular response in a public speaking task. (*Psychology & Health*). Improving quality of life in men

with prostate cancer: A randomized controlled trial of group education interventions (*Health Psychology*). *The Writing Cure: How Expressive Writing Influences Health and Well-Being* (American Psychological Association). A social-cognitive processing model of emotional adjustment to cancer (*Psychosocial interventions for cancer*). Talking facilitates cognitive-emotional processes of adaptation to an acute stressor (*Journal of Personality and Social Psychology*).



**NANCY LESKO**

Maxine Greene Professor for Distinguished Contributions to Education  
Department of Curriculum and Teaching

**Education**

B.S., Georgetown University;  
M.S., University of Wisconsin, Madison;  
Ph.D., University of Wisconsin, Madison

**Scholarly Interests**

Curriculum theory and history; Conceptions of children and youth in theory and practice; Gender issues in education; Citizenship education in times of war.

**Selected Publications**

Denaturalizing adolescence: The politics of contemporary representations (*Youth & Society*). Past, present, and future conceptions of adolescence (*Educational Theory*). The 'leaky needs' of school-aged mothers: An examination of US programs and policies (*Curriculum Inquiry*). *Act Your Age: A Cultural Construction of Adolescence* (Routledge Press). *Masculinities at School* (Sage Press). *Reducing the Risk: Schools as Communities of Support* (Falmer Press).

**HENRY LEVIN**

William Heard Kilpatrick Professor of Economics and Education  
Department of International and Transcultural Studies  
Director of the National Center for the Study of Privatization in Education (NCSPE)

**Education**

B.S., New York University;  
M.A., Ph.D., Rutgers University

**Scholarly Interests**

Economics of Education; Economics of Human Resources; Urban Economics; Public Finance; and Education Policy.

**Selected Publications**

*Cost Effective Analysis: Concepts and Applications*, 2nd Edition (Sage Publications). *Privatizing Education* (Westview Press). Educational vouchers: Effectiveness, choice, and costs (*Journal of Policy Analysis and Management*). Educational performance standards and the economy (*Educational Researcher*). Accelerated schools: A Decade of Evolution (*International Handbook of Educational Change*). Raising school productivity: An X-Efficiency Approach (*Economics of Education*).

**ARTHUR LEVINE**

President of Teachers College  
Professor of Education  
Department of Organization and Leadership

**Education**

B.A., Brandeis University;  
Ph.D., SUNY, Buffalo

**Scholarly Interests**

College students and multiculturalism; College and university leadership; Curriculum; History of higher education.

**Selected Publications**

*When Hope and Fear Collide: A Portrait of Today's College Student* (Jossey-Bass). *Beating the Odds: How the Poor Get to College* (Jossey-Bass). *How the Academic Profession is Changing* (Daedalus). *When Dreams and Heroes Died: A Portrait of Today's College Students* (Jossey-Bass). *Handbook on Undergraduate Curriculum* (Jossey-Bass).



**LISA LEWIS**

Assistant Professor of Nursing Education  
Department of Health and Behavior Studies

**Education**

B.S.N., Syracuse University;  
M.A., New York University;  
Ph.D., University of Missouri, Columbia

**Scholarly Interests**

Women's health; Substance abuse treatment for women; Spirituality and health; Health promotion in minority populations.

**Selected Publications**

Self-resolution of alcohol problems in young adulthood: A process of securing solid ground (*Qualitative Health Research*). Development of scholars interested in community-based health promotion research (*Western Journal of Nursing Research*).

**XIAODONG LIN**

Associate Professor of Technology and Education  
Department of Mathematics, Science and Technology

**Education**

B.A., Teachers College, HeNan University (China);  
M.A., Louisiana State University;  
Ph.D., Purdue University

**Scholarly Interests**

Metacognition and problem solving; Technology-mediated cultural interactions and their impact on teacher professional development and reflection; and student domain subject understanding; influence of technology-rich learning environments on lesson development; Trans-cultural collaboration among teachers and students.

### Selected Publications

Technology, culture and adaptive mind (*Mind, Culture & Activities*, in press). Reflection at the cross-road of cultures (*Mind, Culture & Activities*, in press). Reflective adaptation of a technology artifact: A case study of classroom change (*Cognition & Instruction*). Designing metacognitive activities (*Educational Technology Research & Development*). Supporting learning of variable control in a computer-based biology environment: Effects of prompting college students to reflect on their own thinking (*Journal of Research In Science Teaching*).



### ANAND MARRI

Assistant Professor of Social Studies and Education  
Department of Arts and Humanities

### Scholarly Interests

The intersection of Multicultural and Civic Education; Race/Ethnicity; Teacher Education; Critical Analysis of Technology in Education; and Social Studies Education.

### Selected Publications

Social studies, race, and the World Wide Web (*Critical race theory perspectives on the social studies: The profession, policies, and curriculum*). Multicultural democracy: Toward a better democracy (*Intercultural Education*). Which cases should we teach? (*Social Education*). Review of the book *The erosion of democracy: From critique to possibilities* (*Teachers College Record*).

### VICTORIA MARSICK

Professor of Education  
Department of Organization and Leadership  
Co-Director of the J.M. Huber Institute for Learning in Organizations

### Education

B.A., Notre Dame University; M.I.P.A., Maxwell School; Ph.D., University of California at Berkeley

### Scholarly Interests

Informal workplace learning; team learning; action learning; strategic organizational learning and knowledge management; Learning organizations; International models of management.

### Selected Publications

*Informal and Incidental Learning in the Workplace* (Routledge).

*Sculpting the Learning Organization* (Jossey-Bass). Team Learning Survey (*Organization Design and Development*). *Facilitating Learning Organizations: Making Learning Count* (Gower). *Informal Learning on the Job* (*Advances in Developing Human Resources*).

### SUSAN MASULLO

Assistant Professor of Practice in Education  
Department of Health and Behavior Studies

### Education

B.A., Thomas More College, Fordham University; M.A., Teachers College; Ph.D., Fordham University

### Scholarly Interests

Reading assessment and intervention; Adult literacy; Vocational and workplace literacy; Learning disabilities.

### ROBERT MCCLINTOCK

John L. and Sue Ann Weinberg Professor in the Historical and Philosophical Foundations of Education  
Department of Mathematics, Science and Technology

### Education

A.B., high honors, Princeton University; M.A., Columbia University; Ph.D. with distinction, Teachers College

### Scholarly Interests

Applications of digital technology to educational reform; Interaction of political and educational theory; The city as educator; Education as a self-organizing, emergent process; Digital learning communities: Promoting democracy through education (e-seminar, Columbia Interactive); The educators manifesto: On the social construction of digital learning communities (Institute for Learning Technologies); Power and pedagogy: Transforming education through information technology (Institute for Learning Technologies).

### ELIZABETH MIDLARSKY

Professor of Psychology and Education  
Department of Counseling and Clinical Psychology

### Education

B.A., Brooklyn College, CUNY; M.A., Ph.D., Northwestern University

### Scholarly Interests

Altruism and religiousness through the life span; Violence and mental health; Aging and gender issues; Families of people with disabilities.

### Selected Publications

Competence and adjustment among siblings of children with mental retardation (*American Journal of Mental Retardation*). *Altruism in Later Life* (Sage). Altruism and the Vietnam War veteran (*Journal of Traumatic Stress*). Altruistic moral judgment among older adults (Aging and Human Development). Altruism through the life course (*Family Caregiving Across the Lifespan*).

### JANET MILLER

Professor of English Education  
Department of Arts and Humanities

### Education

A.B., Grove City College; M.A., University of Rochester; Ph.D., Ohio State University

### Scholarly Interests

Feminist curriculum theorizing; Constructions of teachers' identities in collaboration and school reform efforts; Issues of representation, especially in autogographical and biographical forms.

### Selected Publications

*Creating Spaces and Finding Voices: Teachers Collaborating for Empowerment* (SUNY Press). *A Light in Dark Times: Maxine Greene and the Unfinished Conversation* (Teachers College Press). What's left in the field...A curriculum memoir (*Journal of Curriculum Studies*). English education in the making (*English Education*). *Sound of Silence Breaking: Women, Autobiography, Curriculum* (Peter Lang Publication, in press).

### LISA MILLER

Assistant Professor of Psychology and Education  
Department of Counseling and Clinical Psychology

### Education

B.A., Yale College; Ph.D., University of Pennsylvania



### SUNIYA LUTHAR

Professor of Psychology and Education  
Departments of Human Development and Counseling and Clinical Psychology

### Education

B.Sc., M.Sc., Delhi University (India); Ph.D., Yale University

### Scholarly Interests

Developmental psychopathology and resilience among children and families at risk.

### Selected Publications

*Poverty and Children's Adjustment* (Sage). The construct of resilience: A critical evaluation and guidelines for future work (*Child Development*). *Resilience and vulnerability: Adaptation in the context of childhood adversities* (Cambridge University Press). Relational Psychotherapy Mothers' Group: A developmentally informed intervention for at-risk mothers (*Development and Psychopathology*).

**Scholarly Interests**

Religion & spirituality; depression and substance abuse; related risk factors and protective factors.

**Selected Publications**

Religion and substance use and abuse among adolescents in the National Comorbidity Survey (*Journal of the American Academy of Child and Adolescent Psychiatry*). Religion and depression; Ten year follow-up of depressed mothers and offspring (*Journal of the American Academy of Child & Adolescent Psychiatry*).

**DENNIS MITHAUG**

Professor of Education  
Department of Health  
and Behavior Studies

**Education**

B.A., Dartmouth College;  
M.A., M.Ed., Ph.D., University  
of Washington

**Scholarly Interests**

Equal opportunity; Empirical, Moral and Policy Theories; Self-determination; Self-regulation; Social Policy; Special Education Leadership.

**Selected Publications**

*Self-Determined Learning Theory: Construction, Verification, and Evaluation* (Earlbaum). *Learning to Theorize: A Four-Step Strategy* (Sage). *Inclusive Schooling: National and International Perspectives* (Earlbaum). *Equal Opportunity Theory* (Sage). *Self-Regulation Theory: How Optimal Adjustment Maximizes Gain* (Praeger).

**MARIE MIVILLE**

Associate Professor of  
Psychology and Education  
Department of Counseling  
and Clinical Psychology

**Education**

Ph.D., M.A., University of  
Maryland at College Park;  
B.S., University of Florida

**Scholarly Interests**

Multicultural counseling;  
Latino/a mental health issues;  
Universal-diverse orientation;  
Social attitudes; Supervision and  
consultation; Professional develop-  
ment.

**Selected Publications**

Walking a tightrope: Strategies for teaching undergraduate multicultural counseling courses (*Handbook of Multicultural Competencies in Counseling and Psychology*). Psychological functioning and identity development of biracial people: A review of current theory and research (*Handbook of Racial-Cultural Psychology and Counseling, Volume I*, in press). Universal-diverse orientation: From prejudice and discrimination to awareness and acceptance (*The psychology of prejudice and discrimination*, in press). Achieving competency in psychological assessment: Directions for education and training (*Journal of Clinical Psychology*). Five-factor model (Big Five) and universal-diverse orientation in counselor trainees (*Journal of Psychology*).

**JANE MONROE**

Associate Professor of  
Statistics and Education  
Department of Human  
Development

**Education**

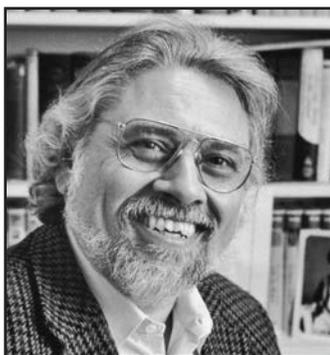
B.A., Midwestern University;  
M.S., University of Wisconsin,  
Madison; Ed.D., Teachers  
College

**Scholarly Interests**

Probability; Statistical inference;  
Multivariate techniques;  
Psychological factors that relate  
to performance in statistics, cog-  
nitive abilities and attitudes.

**Selected Publications**

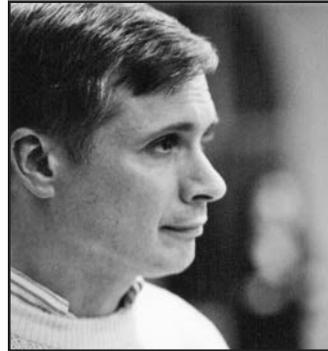
*Introductory Statistics* (Scott  
Foresman).

**FRANK MORETTI**

Professor of Communication  
and Education  
Department of Mathematics,  
Science and Technology

**Education**

B.A., St. Bonaventure  
University; M.A., Columbia  
University; M.A., M.Ed.,  
Teachers College; M.Phil., Ph.D.,  
Columbia University

**GARY NATRIELLO**

Professor of Sociology  
and Education  
Department of Human  
Development

**Education**

A.B., Princeton University;  
A.M., Ph.D., Stanford University

**Scholarly Interests**

Social organization of online  
learning; Social dimensions of  
performance assessment; School  
and classroom organization;  
Schooling for at-risk youth.

**Selected Publications**

Bridging the Second Digital  
Divide: What can sociologists of  
education contribute? (*Sociology  
of Education*). *From Cashbox to  
Classroom: The Impact of the  
Quality Education Act in New  
Jersey* (Teachers College Press).  
The impact of evaluation  
processes on students  
(*Educational Psychologist*). The  
effectiveness of the Title I  
Compensatory Education  
Program: 1965-1997 (*Journal of  
Education for Students Placed At  
Risk*). The development and  
impact of high stakes testing  
(*Raising Standards of Raising  
Barrier: Inequality and High-Stakes  
Testing in Public Education*).

**ANNA NEUMANN**

Professor of Higher Education  
Department of Organization  
and Leadership

**Education**

B.A., University of Texas at  
Austin; M.A., University of Texas  
at Pan American; Ph.D., Uni-  
versity of Michigan-Ann Arbor

**Scholarly Interests**

Scholarly learning in lifespan per-  
spective; Professors and their  
intellectual careers; Learning and  
teaching in higher education;  
Women's scholarly development;  
Academic cultures; Qualitative  
research methodology, interview  
research methods; The learning  
of research; Midcareer professors'  
learning and identity develop-  
ment.

**Selected Publications**

Preparing Education  
Practitioners to Practice  
Education Research (*Issues in  
Education Research: Problems and  
Possibilities, Commission for  
Improving Educational Research,  
National Academy of Education*).  
*Learning From Our Lives: Women,  
Research, and Autobiography in  
Education* (Teachers College  
Press). On experience, memory,  
and knowing: A post-Holocaust  
(auto)biography (*Curriculum  
Inquiry*). Context, cognition and  
culture: A case analysis of colle-  
giate leadership and cultural  
change (*American Educational  
Research Journal*).

**DEBRA NOUMAIR**

Associate Professor of  
Psychology and Education  
Department of Organization  
and Leadership

**Education**

B.S., Boston University;  
Ed.M., Ed.D., Teachers College

**Scholarly Interests**

Group and organizational dynam-  
ics and the application of systems  
thinking to individual, team, and  
organizational performance; A  
related domain of inquiry is  
examining the influence of diver-  
sity and authority on leadership  
and followership behavior in  
groups, organizations, institu-  
tions, and society.

**Selected Publications**

Group dynamics, organizational  
irrationality, and social complex-  
ity: Group relations reader 3 (*The  
A. K. Rice Institute*). Personality  
assessment in organization devel-  
opment (*Handbook of  
Organization Development*). The  
tiller of authority in a sea of  
diversity: Empowerment, disem-  
powerment, and the politics of  
identity (*Dynamic consultation in  
a changing workplace*).

### KATHLEEN O'CONNELL

Isabel Maitland Stewart Professor of Nursing Education  
Department of Health and Behavior Studies

#### Education

B.S.N., College of Mount St. Joseph-on-the-Ohio; M.A., Ph.D., University of Kansas

#### Scholarly Interests

Behavior change; Smoking cessation and relapse; Reversal theory; Theory of self-control strength.

#### Selected Publications

Highly tempting situations associated with abstinence, temporary lapse, and relapse among participants in smoking cessation programs (*Journal of Consulting and Clinical Psychology*). Reversal theory and smoking: a state-based approach to ex-smokers' highly tempting situations (*Journal of Consulting and Clinical Psychology*). Why rational people do irrational things: The theory of psychological reversals (*Journal of Psychosocial Nursing*). Coping in real time: Using ecological momentary assessment techniques to assess coping with the urge to smoke (*Research in Nursing and Health*). Playfulness, arousal-seeking, and rebelliousness during smoking cessation (*Personality and Individual Differences*).

### HONOR O'MALLEY

Associate Professor of Audiology  
Department of Biobehavioral Sciences

#### Education

B.A., Marymount Manhattan College; M.S., Ph.D., Purdue University

#### Scholarly Interests

Function of the normal ear; Psychoacoustics and auditory physiology; Intraoperative monitoring of hearing during neurotologic surgery.

#### Selected Publications

Influence of temporal masking on Click-Pair Discriminability (*Perception and Psychophysics*). Two-tone auditory spectral resolution (*Journal of the Acoustical Society of America*). Relationship between psychophysical tuning curves and suppression (*Journal of the Acoustical Society of America*). The relationship

between loudness-intensity functions and the Click-ABR Wave V Latency Functions (*Ear and Hearing*). Cross-modality matching and the loudness growth function for Click Stimuli (*Journal of the American Academy of Audiology*).



### MARGARET TERRY ORR

Associate Professor of Education  
Department of Organization and Leadership

#### Education

B.A., Denison University; M.A., Ed.M, Ph.D., Teachers College

#### Scholarly Interests

Leadership preparation; School restructuring and reform; Problem solving and organizational change; Reforming secondary and post-secondary education connections; School-to-work transition for secondary and post-secondary education; Dropout prevention; Evaluation and action research.

#### Selected Publications

Learning the superintendency: Socialization, negotiation, determination (under review). Using action research for team learning and standards-driven school improvement: One principal's experience (under review). Community colleges and their communities: collaboration for new workforce development (*The new vocationalism in American community colleges, New Directions for Community Colleges*). Keeping Students in School (Jossey-Bass). Evaluating School-to-Work Transitions (*National Institute on Work and Learning*).

### CHERI OSTROFF

Professor of Psychology and Education  
Department of Organization and Leadership

#### Education

B.A., University of Texas, Austin; M.A., Ph.D., Michigan State University

#### Scholarly Interests

Human resource management systems and firm performance; Levels of analysis issues; Person organization fit; Socialization of newcomers; Selection; Training.

#### Selected Publications

The strength of the HRM system, organizational climate formation, and firm performance (*Academy of Management Review*). Meta-analysis, level of analysis, and best estimates of population correlations: Cautions for interpreting meta-analytic results in organizational behavior (*Journal of Applied Psychology*). Does whom you work with matter? Effects of referent group gender and age composition on manager's compensation (*Journal of Applied Psychology*). The effects of climate and personal influences on individual behavior and attitudes in organizations (*Organizational Behavior and Human Decision Processes*). The relationship between satisfaction, attitudes, and performance: An organizational level analysis (*Journal of Applied Psychology*).

### CELIA OYLER

Associate Professor of Education  
Department of Curriculum and Teaching

#### Education

B.S., Southern Connecticut State College; M.Ed., University of Vermont; Ph.D., University of Illinois, Chicago

#### Scholarly Interests

Classroom-based collaborative research on issues of social justice, equity, and accessible pedagogy; Inclusion of students with disabilities in general education classrooms.

#### Selected Publications

Disability and community capacity: A review of Teaching Children with Down Syndrome: Toward an understanding of possibility (*Encounter*). Online experiences (*Social Studies and the Young Learner*). Extending narrative inquiry (*Curriculum Inquiry*). Urban first graders intertextual connections in the collaborative talk around information books

during teacher-led read-alouds. (*Language Arts*). Sharing authority: Student initiations during teacher-led read-alouds of information books (*Teaching and Teacher Education*).

### AARON PALLAS

Professor of Sociology and Education  
Department of Human Development

#### Education

B.A., University of Virginia; Ph.D., Johns Hopkins University

#### Scholarly Interests

Educational stratification; sociology of the life course; research methodology; school effects and effectiveness; and social organization of schools.

#### Selected Publications

The effects of schooling on individual lives (*Handbook of Sociology and Education*). Preparing education doctoral students for epistemological diversity (*Educational Researcher*). Class size and eighth grade math achievement in the United States and abroad (*Educational Evaluation and Policy Analysis*). The development and impact of high-stakes testing (*Raising standards or raising barriers? Inequality and high-stakes testing in public education*). Educational participation across the life course: Do the rich get richer? (*New Frontiers in Socialization: Advances in Life Course Research*).

### DOLORES PERIN

Associate Professor of Psychology and Education  
Department of Health and Behavior Studies

#### Education

B.A., Ph.D., University of Sussex, England

#### Scholarly Interests

Reading and writing disabilities in children and adults; Academic preparedness and remediation in community colleges; Adult education and workplace literacy.

#### Selected Publications

Effects of text, domain and learner variables on the academic writing of developmental reading students (*Higher Education*). Effects of repetition on informational writing of developmental

reading students (*Journal of Developmental Education*). Academic-occupational integration as a reform strategy for the community college: Classroom perspectives (*Teachers College Record*). Promising approaches for remediation (*Community College Journal*). Professionalizing adult literacy: Would a credential help? (*Journal of Adolescent and Adult Literacy*).

#### ELISSA PERRY

Associate Professor of Psychology and Education  
Department of Organization and Leadership

#### Education

B.S., Trinity College; M.S., Ph.D., Carnegie Mellon University

#### Scholarly Interests

The role of personal characteristics (e.g., age, gender, race, disability) in human resource judgments and organizational behavior; Specifically, age discrimination and sexual harassment issues in organizations; Organizational efforts (e.g., training) to address sexual harassment and manage diversity.

#### Selected Publications

Ironic evaluation processes: Effects of thought suppression on evaluations of older job applicants (*Journal of Organizational Behavior*). An exploration of access and treatment discrimination and job satisfaction among college graduates with and without physical disabilities (*Human Relations*). Moderating effects of personal and contextual factors in age discrimination (*Journal of Applied Psychology*). Explaining gender-based selection decisions: A synthesis of contextual and cognitive approaches (*Academy of Management Review*). Individual differences in the effectiveness of sexual harassment awareness training (*Journal of Applied Social Psychology*).

#### STEPHEN PEVERLY

Associate Professor of Psychology and Education  
Department of Health and Behavior Studies

#### Education

B.A., Manhattan College; M.S., Ed.S., SUNY, Albany; Ph.D., Pennsylvania State University

#### Scholarly Interests

The cognitive processes that underlie reading comprehension and studying; Cross-cultural differences between U.S. and Chinese children in mathematical performance and the reasons for differences in performance.

#### Selected Publications

College adults are not good at self-regulation: A study on the relationship of self-regulation, note-taking, and test-taking (*Journal of Educational Psychology*). In press, The contribution of reading comprehension ability and meta-cognitive control to the development of studying (*Journal of Research in Reading*). Within-and Across Cultural Variations in Children's Understanding of Distance, Time, and Speed Interrelations: A Follow-Up Study (*Journal of Genetic Psychology*). American and Chinese children's understanding of distance, time and speed interrelations (*Cognitive Development*). The effect of adjunct questions and feedback on improving the reading comprehension of learning disabled adolescents (*Contemporary Educational Psychology*).

#### LENORE POGONOWSKI

Associate Professor of Music Education  
Department of Arts and Humanities

#### Education

B.S., Western Connecticut State University; M.A., University of Connecticut; D.M.A., Temple University

#### Scholarly Interests

Development of musicality; Musical creativity and problem solving; Metacognition; Interdisciplinary arts education; Contextual Teaching and Learning Music; Creative Arts Laboratory.

#### Selected Publications

Critical thinking and music listening (*Music Educators Journal*). Metacognition: A dimension of musical thinking (*Dimensions of Musical Thinking*). Attitudinal assessment of upper elementary students in a process-oriented music curriculum (*Journal of Research in Music Education*). Creative Arts Laboratory (*Final Report-U.S. Department of*

*Education, Fund for Innovative Education*). Arts curricula in transition (*Journal of Aesthetic Education*).

#### JAMES PURPURA

Associate Professor of Language and Education  
Director of TESOL Program  
Department of Arts and Humanities

#### Education

B.A., Marietta College; M.A., University of Colorado; Ph.D., University of California, Los Angeles

#### Scholarly Interests

Second language assessment; Language Program Evaluation; Conversational analysis; Sociopsychological dimensions of second language acquisition.

#### Selected Publications

*Assessing Grammar* (Cambridge University Press). *Strategy Use and Second Language Test Performance* (Cambridge University Press). *Validating Questionnaires to Examine Personal Factors in L2 Test Performance* (*European Language Testing in a Global Context Proceedings of the Association of Language Testers of Europe (ALTE) Conference of Barcelona*). An analysis of the relationships between test takers' cognitive and metacognitive strategy use and second language test performance (*Language Learning*). *The development and construct validation of an instrument designed to investigate the cognitive background characteristics of test takers* (Lawrence Erlbaum Associates).

#### PATRICIA RASKIN

Associate Professor of Psychology and Education  
Department of Organization and Leadership

#### Education

B.S., M.Ed., Pennsylvania State University; Ph.D., New York University

#### Scholarly Interests

Career development of adults (especially women); Identity; Work/family issues.

#### Selected Publications

Confident communication (*Winning leadership, in press*). Identity in adulthood:

Reflections on recent theory and research (*Identity*). *Career development of women* (Work-Family Encyclopedia). Perceptions of and preferences for skin color, Black racial identity, and self-esteem among African Americans (*Journal of Applied Social Psychology*). Career Maturity: The construct's validity, vitality, and viability (*Career Development Quarterly*).



#### SUSAN RECCHIA

Associate Professor of Education  
Department of Curriculum and Teaching

#### Education

B.A., University of California, Santa Cruz; M.A., California State University, Northridge; Ph.D., University of California, Los Angeles

#### Scholarly Interests

Social and emotional development of young children; Adult-child relationships across contexts; Infants and preschoolers with special needs; Early childhood professional development.

#### Selected Publications

Becoming an infant caregiver: Three profiles of personal and professional growth (*Journal of Research in Childhood Education*). Caregiver perceptions and child-caregiver interactions in a newly-inclusive infant child care center (*Early Childhood Education Journal*). Social communication and response to ambiguous stimuli in toddlers with visual impairments (*Journal of Applied Developmental Psychology*). Establishing intersubjective experience: Developmental challenges for young children with congenital blindness and autism and their caregivers (*Blindness and Psychological Development in Young Children*). Play and concept development in infants with

severe visual impairments: A constructivist view (*Journal of Visual Impairment and Blindness*).

#### D. KIM REID

Professor of Education  
Department of Curriculum  
and Teaching

#### Education

B.A., Montclair State University;  
M.Ed., Temple University; Ph.D.,  
Temple University

#### Scholarly Interests

Interests are in special education as a tool of institutional racism, learning disabilities, and disability studies; Sociohistorical construction of disability; inclusive instruction; classroom discourse.

#### Selected Publications

The discursive construction of learning disabilities (*Journal of Learning Disabilities*, in press). In A constructivist perspective on disability (*Constructivism: Theory, perspectives, and practice*, Second Edition, in press). A disability studies critique of No Child Left Behind (submitted).



#### CRAIG RICHARDS

Professor of Education  
Chair of the Department of  
Organization and Leadership

#### Education

B.S., University of Wisconsin at Green Bay; M.S., University of Wisconsin at Milwaukee; M.A., Ph.D., Stanford University

#### Scholarly Interests

School finance; Institutional incentives; Market approaches to education; Performance accountability systems; Strategic management and organizational learning concepts.

#### Selected Publications

*The Ecology of Educational Systems: Data, Models and Tools*

(Merrill Publishing, in press). Risky Business: Private Management of Public Schools (*Economic Policy Institute*). *Rethinking Effective Schools* (Prentice-Hall). *Microcomputer Applications for Strategic Management in Education: A Case Study Approach* (Longman).

#### ELAINE RIGOLOSI

Professor of Education  
Department of Organization  
and Leadership

#### Education

B.S., Columbia Union College;  
M.N., University of Florida;  
Ed.D., University of  
Massachusetts; J.D., Benjamin N.  
Cardozo School of Law, Yeshiva  
University

#### Scholarly Interests

Health care administration;  
Health care law; Nursing admin-  
istration and education;  
Consumer satisfaction with  
health care; Humanistic applica-  
tions in health care delivery.

#### Selected Publications

*The Empathy Construct Rating Scale* (E Pluribus Maximus). *The La Monica Empathy Profile* (E Pluribus Maximus). *Management in Health Care: A Theoretical and Experiential Approach* (Macmillan). *Management in Nursing: An Experiential Approach that Makes Theory Work for You* (Springer). *Management and Leadership in Nursing: An Experiential Approach*, 2nd Edition (Springer, in press).

#### FRANCISCO RIVERA-BATIZ

Professor of Economics  
and Education  
Department of International  
and Transcultural Studies

#### Education

A.B., Cornell University;  
Ph.D., Massachusetts Institute of  
Technology

#### Scholarly Interests

Education and economic devel-  
opment; Ethnicity and gender in  
the labor market; Immigrants and  
education; The Latino popula-  
tion of the United States.

#### Selected Publications

*Tigers in Distress: The Political Economy of the East Asian Crisis* (Edward Elgar Publishers). *Island Paradox: Puerto Rico in the 1990s*

(Russell Sage Foundation). *Reinventing Urban Education: Multiculturalism and the Social Context of Schooling* (IUME Press). Undocumented workers in the labor market: Illegal Mexican immigrants in the United States (*Journal of Population Economics*).

#### ANN RIVET

Assistant Professor of  
Science Education  
Department of Mathematics,  
Science and Technology

#### Education

Sc.B., Brown University; Ph.D.,  
M.S., University of Michigan

#### Selected Publications

Achieving standards in urban systemic reform: An example of a sixth grade project-based science curriculum (*Journal of Research in Science Teaching*, in press). Exploring the role of digital photography to enhance student inquiry in a local ecosystem (*Journal of Computers in Math and Science Teaching*, in press). Contextualizing instruction: Leveraging students' prior knowledge and experiences to foster understanding of middle school science (*Keeping Learning Complex: The Proceedings of the Fifth International Conference for the Learning Sciences (ICLS)*). Design principles for developing inquiry materials with embedded technologies (*Paper presented at the annual meeting of the American Educational Research Association*).

#### JANICE ROBINSON

Special Counsel to the President,  
Office of the President—Diversity  
and Community  
Assistant Professor of Higher  
Education  
Department of Organization  
and Leadership

#### Education

B.S., Bridgeport University;  
M.A., Ed.M., Teachers College;  
J.D., St. John's University School  
of Law; Post Graduate  
Certificate, Harvard University  
Graduate School of Education

#### Scholarly Interests

Affirmative action in higher edu-  
cation and legal education; Legal  
issues in education; Access and  
diversity in higher education;  
University and professional  
school leadership.

#### Selected Publications

Collective self esteem and per-  
ceived social support as predic-  
tors of cultural congruity among  
lack and Latino college students  
(*The Journal of College Student  
Development*). Unlocking the  
Doors to Legal Education:  
Rutgers-Newark's Law School's  
Minority Student Program (*NJ  
Lawyer—The Magazine*).  
Harbinger of Hope (*The Rutgers  
Tradition*).

#### DENISE ROSS

Assistant Professor of  
Psychology and Education  
Department of Health  
and Behavior Studies

#### Education

B.A., Spelman College;  
M.A., Ph.D., Teachers College

#### Scholarly Interests

Replacing faulty conversational  
exchanges for children with  
autism by establishing a function-  
ally equivalent alternative  
response.

#### Selected Publications

Constant time delay and inter-  
persal of known items to teach  
sight words for children with  
mental retardation and learning  
disabilities (*Education and  
Training in Mental Retardation and  
Developmental Disabilities*).  
Generalized imitation and the  
mind: Inducing first instances of  
speech in young children with  
autism (*Research in Developmental  
Disabilities*).

#### ANNE SABATINI

Assistant Professor of  
Practice in Education  
Department of Curriculum  
and Teaching

#### Education

B.A., College of Mount St.  
Vincent; M.S., Hunter College;  
M.S., Pace University; Ed.D.,  
Teachers College

#### Scholarly Interests

Professional development of  
teachers; Teacher education;  
Teacher retention; Equity;  
Qualitative methodologies.

#### Selected Publications

*School-based Collaborative  
Decision Making at a New York  
City Comprehensive Public High  
School* (Bell & Howell). What  
keeps beginning teachers of

Latino and African-American heritage teaching in inner city New York public schools? (*A Resource for Teacher Educators, Teachers College*). Monitoring and assessing a collaborative teaching internship: A case of responsive evaluation (*Texas A&M University*). Skill-building activities for elementary school children (*Science: It's A Changing World*, *National Geographic World*). Problem solving and enrichment lessons (*Elementary School Mathematics, Grade Five and Grade Six*).



#### PHILIP SAIGH

Professor of Psychology and Education  
Department of Health and Behavior Studies

#### Education

B.A., University of North Carolina; M.A., Ph.D., University of Georgia

#### Selected Publications

In vitro flooding of an adolescent's posttraumatic stress disorder (*Journal of Clinical Child Psychology*). *Posttraumatic stress disorder: A comprehensive text* (Allyn & Bacon, co-editor). Academic impairments among traumatized adolescents (*Behaviour Research and Therapy*). The Children's PTSD Inventory: Development and reliability (*Journal of Traumatic Stress, co-author*). A comparative analysis of the internalizing and externalizing behaviors of traumatized urban youth with and without PTSD (*Journal of Abnormal Psychology*).

#### JOHN SAXMAN

Professor of Speech and Language Pathology  
Chair of the Department of Biobehavioral Sciences

#### Education

B.A., San Diego State University; M.S., Ph.D., Purdue University

#### Scholarly Interests

Communication disorders; Phonatory behaviors across the life-span; Experimental Phonetics.

#### Selected Publications

*Introduction to Communication Disorders* (Prentice-Hall). Acoustic observations in young children's non-cry vocalization (*Journal of the Acoustical Society of America*). A comparison of selected phonatory behaviors of healthy aged and young adults (*Journal of Speech and Hearing Research*).

#### FRANCES SCHOONMAKER

Professor of Education  
Department of Curriculum and Teaching

#### Education

B.A., University of Washington; M.A., George Peabody College for Teachers, Vanderbilt University; Ed.D., Teachers College

#### Scholarly Interests

Curriculum, teaching, and supervision: history, theory and practice; Teacher preparation; Caring and values education; Religious education.

#### Selected Publications

*Growing Up Teaching: From Personal Knowledge to Professional Practice* (Teachers College Press). Promise and possibility: Learning to teach (*Teachers College Record*). *Curriculum making, models, practices and issues: A knowledge fetish?* *100th Yearbook of the National Society for the Study of Education* (University of Chicago Press). The place of theory in a practical profession (*Contributions to Jewish Education*). Does theory lead practice? Teacher constructs on teaching: top-down perspectives (*Advances in Early Education and Day Care*).



#### ANA SERRANO

Assistant Professor of Social Studies and Education  
Department of Arts and Humanities

#### Education

B.S., M.S., University of Southern California; Ph.D., University of California, Los Angeles

#### Scholarly Interests

Studying the teaching-learning collaboration with particular emphasis on how thinking develops and changes during involvement in inquiry based collective activity; Student understanding of social studies concepts and content.

#### Selected Publications

*The TIMSS Videotape Classroom Study: Methods and Findings from an Exploratory Research Project on Eighth-Grade Mathematics Instruction in Germany, Japan, and the United States*. (NCES). *Lessons learned: A cross-cultural study of teaching*. *Kindergarten Education (Theory, Research, and Practice)*.



#### MIKKI SHAW

Assistant Professor of English Education  
Department of Arts and Humanities

#### Education

B.A., M.S., State University

College, New Paltz;  
Ed.D., Teachers College

#### Scholarly Interests

Mentoring New Teachers; Film and visual literacy in the secondary school classroom; Diversity in Practice.

#### Selected Publications

Bulletin from The Outside (*English Journal*). What Does it Mean to be A Teacher When the Walls Are Falling Down? (*English Journal*). Back to the Blackboard (*New York Times, Education Supplement*). What's Hate Got to Do With It? (*English Journal*). Uncooperative and Incurable (*Media and Methods, Education Digest*) Woody's in Jail (*Media and Methods*).

#### KEITH SHEPPARD

Assistant Professor of Science Education  
Department of Mathematics, Science and Technology

#### Education

B.Sc., Liverpool University; PG.C.E., Christ's College, Liverpool University; Ed.D., Teachers College

#### Scholarly Interests

Student scientific understanding and conceptual change learning; The role of computers and technology in science teacher education; History of Science Education.

#### Selected Publications

Lessons from the committee of ten (*The Physics Teacher*). Physics first (*Principal Leadership*). Physics was once first and was once for all (*The Physics Teacher*). In press, Chemistry: the Central Science? The History of the High School Science Sequence (*Journal of Chemical Education*). Drilling for fluids (*Scientific American Teacher's Kit*).

#### DOROTHY SHIPPS

Assistant Professor of Education  
Department of Organization and Leadership

#### Education

B.A., University of California; M.A., University of California; Ph.D., Stanford University

#### Scholarly Interests

History and politics of urban school reform; Private interests

in school governance; Civic capacity and educational change; policy analysis.

### Selected Publications

Pulling together: Civic capacity and urban school reform (*American Educational Research Journal*). *Reconstructing the Common Good in Education: Coping with the Intractable American Dilemmas* (Stanford University Press). Chicago: The National 'Model' Re-Examined (*Mayors in the Middle: Politics, Race and Mayoral Control of Urban Schools*). The Businessman's Educator: Mayoral Takeover and Non-traditional Leadership in Chicago (*Powerful Reforms With Shallow Roots: Getting Good Schools in Six Cities*). The politics of urban school reform: Legitimacy city growth and school improvement in Chicago (*Educational Policy*).

### MARJORIE SIEGEL

Associate Professor of Education  
Chair of the Department of  
Curriculum and Teaching

### Education

B.S., University of Wisconsin,  
Madison; M.S., Ed.D., Indiana  
University

### Scholarly Interests

Reading in mathematics classrooms; Cultural and critical perspectives on literacy education; Literacy and the arts; Literacy and technology.

### Selected Publications

*Reading Counts: Expanding the Role of Reading in Mathematics Classrooms* (Teachers College Press). Critical approaches (*Handbook of Research on Reading*, Vol 3). Supporting students mathematical inquiries through reading (*Journal for Research in Mathematics Education*). More than words: The generative power of transmediation for learning (*Canadian Journal of Education*).

### STEPHEN SILVERMAN

Professor of Education  
Department of Biobehavioral  
Sciences

### Education

B.S., Temple University; M.S.,  
Washington State University;

Ed.D., University of  
Massachusetts, Amherst

### Scholarly Interests

Physical education; Research on  
teaching; Research methodology.

### Selected Publications

Research on teaching in doctoral programs: A detailed investigation of focus, method, and analysis (*Journal of Teaching in Physical Education*). Task structures, student practice, and student skill level in physical education (*Journal of Education Research*). The unit of analysis in field research: Issues and approaches to design and data analysis (*Journal of Teaching in Physical Education*). Teacher feedback and achievement in physical education: Interaction with student practice' (*Teaching and Teacher Education*). *Proposals that work: A guide for planning dissertations and grant proposals*, 4th edition (Sage).



### THOMAS SOBOL

Christian A. Johnson Professor of  
Outstanding Educational Practice  
Department of Organization  
and Leadership

### Education

B.A., Harvard College; M.A.,  
Harvard Graduate School of  
Education; Ed.D., Teachers  
College

### Scholarly Interests

Education policy; Elementary  
and secondary education reform;  
Public school governance and  
finance; The development of  
reflective education practitioners.

### Selected Publications

*Your Child in School* (Arbor  
House). Revising the New York  
State Social Studies Curriculum  
(*Teachers College Record*).  
Teaching in Cities (*Whitbread  
PLC*). Beyond standards: The

Rest of the agenda (*Teachers  
College Record*).

### GITA STEINER-KHAMSI

Associate Professor of Education  
Department of International  
and Transcultural Studies

### Education

B.A., M.A., Ph.D., University  
of Zurich

### Scholarly Interests

Educational transfer and global-  
ization from an international  
comparative perspective; Civic  
literacy and political socializa-  
tion; Forced and voluntary  
migration, multiculturalism  
and educational policy studies;  
Colonial and postcolonial studies  
in education.

### Selected Publications

*New Paradigms and Recurring  
Paradoxes in Education for  
Citizenship: An International  
Comparison* (Elsevier Science).  
*Multicultural Educational Policies  
in Postmodern Societies* (Leske &  
Budrich). Transferring education,  
displacing reform (*Comparative  
Studies Series*). Minority-inclusive  
history curricula in secondary  
schools: Adopting methods of  
comparison and multiperspectivi-  
ty (*European Journal of  
Intercultural Studies*).

### DERALD WING SUE

Professor of Psychology  
and Education  
Department of Counseling  
and Clinical Psychology

### Education

B.S., Oregon State University;  
M.S., Ph.D., University of  
Oregon

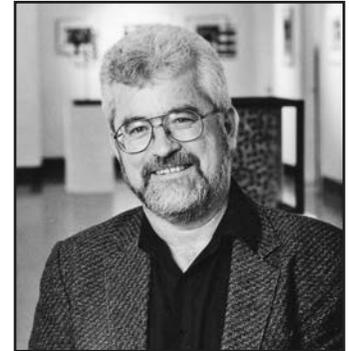
### Scholarly Interests

Multicultural counseling and psy-  
chotherapy; Psychology of racism  
and antiracism; Cultural diversity;  
Cultural competence; Multi-  
cultural organizational develop-  
ment; Mental Health Law.

### Selected Publications

Multiculturalism and discomfort  
(*Spectrum*). A personal experi-  
ence with racism (*Focus*). The  
changing face of work in the  
United States: Implications for  
individual, institutional and soci-  
etal survival (*Cultural Diversity  
and Mental Health*). *Advocacy and  
indigenous methods of healing*.  
*Advocacy: A Voice for Our Clients*

*and Communities* (ACA Press).  
*Innovative Approaches to  
Counseling Native-American  
Indian People* (Microtraining  
Associates, Inc.). *Three  
Approaches To Trauma*  
(Microtraining Associates, Inc.,  
Production Editor).



### GRAEME SULLIVAN

Associate Professor of  
Art Education  
Department of Arts  
and Humanities

### Education

Dip. (Hons), M.A., Ph.D.,  
Ohio State University

### Scholarly Interests

Cognition and artistic practice  
and research methods for arts  
disciplines.

### Selected Publications

Ideas and Teaching; Making  
meaning from contemporary art  
(*Contemporary Issues in Art  
Education*). *Seeing Australia:  
Views of Artists and Artwriters*  
(Piper Press). Artistic thinking as  
transcognitive practice: A recon-  
ciliation of the process-product  
dichotomy (*Visual Arts Research*).  
Critical interpretive inquiry: A  
qualitative study of five contem-  
porary artists' ways of seeing.  
(*Studies in Art Education*).

### ROBERT TAYLOR

Associate Professor of  
Computing and Education  
Department of Mathematics,  
Science and Technology

### Education

B.A., Denison University; B.D.,  
M.A., University of Chicago;  
Ed.D., Teachers College

### Scholarly Interests

Computer-based technology in  
education, across the curriculum,  
and around the world, including

its utility for human survival in a balanced ecosystem.

### Selected Publications

*The Computer in the School: Tutor, Tool, Tutee* (Teachers College Press). Communicative technology and the emerging global curriculum (ACM *Siccue Outlook*). The use of the computer in teaching mathematics (*Journal of Technology and Teacher Education*). Educational problems and solutions incorporating technology (*Memorias: Il Congreso Colombiano de Informatica Educativa*).

### STEPHEN THORNTON

Associate Professor of Social Studies and Education  
Department of Arts and Humanities

### Education

B.A., M.A., University of Newcastle, Australia; Diploma of Education, Mitchell College; A.M., Ph.D., Stanford University

### Scholarly Interests

Social studies education; Curriculum and teacher education; The study of history and geography.

### Selected Publications

Subject Specific Teaching Methods: History (*Subject-specific Instructional Methods and Activities*). Legitimacy in the social studies curriculum (*Education Across a Century: The Centennial Volume, 100th Yearbook of the National Society for the Study of Education, Part 1*). From Content to Subject Matter (*The Social Studies*). Social Studies in the New York City Public Schools: A Descriptive Study (*Journal of Curriculum and Supervision, in press*).

### MARIA TORRES-GUZMAN

Associate Professor of Bilingual Education  
Department of International and Transcultural Studies

### Education

B.A., Universidad de Puerto Rico; M.A., University of Michigan; M.A., Ph.D., Stanford University

### Scholarly Interests

Cross-cultural communication and classroom interaction; Diversity and teacher education;

Bicultural/bilingual curriculum; Parental involvement in bilingual/bicultural education; Spanish language arts.

### Selected Publications

Defining and Documenting Success for Bilingual Learners: A Collective Case Study (*Bilingual Research Journal*). Multicultural Education, Part II & I (*Teachers College Record*). Stories about differences in a collaborative with middle school students (*Theory into Practice*). Language, culture and literacy in Puerto Rican communities (*Literacy in Diverse Communities*). Recasting frames: Latino parent involvement (*Policy and Practice in Bilingual Education: Extending the Foundations*). Language minorities: Moving from the periphery to the center? (*Educational Forum*).

### MUN TSANG

Professor of Education  
Department of International and Transcultural Studies  
Director of the Center on Chinese Education

### Education

B.S., M.S., Massachusetts Institute of Technology; M.A., Ph.D., Stanford University

### Scholarly Interests

Costs and financing of education; Chinese education policy; Education and economic development.

### Selected Publications

Intergovernmental grants for financial compulsory education in China (*Harvard China Review*). Education and national development in China since 1949: Oscillating policies and enduring dilemmas (*China Review*). Financial reform of basic education in China (*Economics of Education Review*). Cost analysis of educational inclusion of marginalized population (UNESCO). *School Choice in the People Republic of China, book chapter* (Teachers College Press). *Economic Analysis of education Policy* (Education Science Press).



### HERVÉ VARENNE

Professor of Education  
Chair of the Department of International and Transcultural Studies

### Education

License-ès-Lettres, Université d'Aix-Marseille; M.A., Ph.D., University of Chicago

### Scholarly Interests

Culture and communication theory; Comparative study of education in and out of school; Family structure.

### Selected Publications

*Americans together: Structured diversity in a mid-western town* (Teachers College Press). *American school language: The rhetorical structuring of daily life in a suburban high school* (Irvington Publishers) *Symbolizing America* (University of Nebraska Press) *Ambiguous harmony: family talk in America* (Ablex). *Successful failure: The school America builds* (Westview).

### FRANCES VAVRUS

Associate Professor of Education  
Department of International and Transcultural Studies

### Education

B.A., Purdue University; M.A., University of Illinois, Urbana-Champaign; Ph.D., University of Wisconsin, Madison

### Scholarly Interests

Development theory and history; Gender issues in education; Education and demographic change; Educational reform in Africa.

### Selected Publications

*Desire and Decline: Schooling Amid Crisis in Tanzania* (Peter Lang Publishing). *Women and Development: Rethinking Policy*

and Re-conceptualizing Practice (*Women's Studies Quarterly*). *The acquired income deficiency syndrome: School fees and sexual risk in northern Tanzania* (Compare 33). *Uncoupling the articulation between girls' education and tradition in Tanzania* (Gender and Education 14). *Girls' education and fertility transitions: An analysis of recent trends in Tanzania and Uganda* (Economic Development and Cultural Change 51).

### RUTH VINZ

Enid and Lester Morse Professor in Teacher Education  
Department of Arts and Humanities

### Education

B.S., Montana State University; M.A., Boise State University; Ph.D., New York University

### Scholarly Interests

Teacher Preparation and the Professional Education of Teachers; Culturally Responsive Teaching; The Teaching and Learning of Secondary School Literacies.

### Selected Publications

Composing a teaching life (*Heinemann, Boynton/Cook*). On writing qualitative research: Living by words (*Falmer*). Horrorscapes: (In) forming adolescent identity and desire (*Journal of Curriculum Theorizing*). Opening moves: Conversations on the first year of teaching (*English Education*). The things we carry: Working in relation to the past (*English Education*). Cautions against canonizing (an) other literature (*Becoming (Other)Wise: Critical perspectives on reading literature, Calendar Island*).

### BRUCE VOGELI

Clifford Brewster Upton Professor of Mathematical Education  
Department of Mathematics, Science and Technology

### Education

B.S., Mount Union College; M.A., Kent State University; Ph.D., University of Michigan

### Scholarly Interests

International and comparative mathematics education; Education of the mathematically gifted; Curriculum development

and evaluation; Fullbright Senior Specialist 2002-2007.

### Selected Publications

SBG mathematics 2001 (*Silver Burdett and Ginn*). Special schools for the mathematically talented - an international panorama, fundacion andes (*Lampadia Foundation*). Houghton mifflin mathematics 2002 (*Houghton Mifflin Math 2005*)

### CALLY WAITE

Associate Professor of History and Education  
Department of Arts and Humanities

### Education

B.A., New College;  
M.A., Stanford University;  
Ed.D., Harvard University

### Scholarly Interests

The transformation of higher education in the late 19th century; education for African Americans in the north during the 19th century; historical theory and methodology.

### Selected Publications

Permission to remain among us: The limits of intergration at Oberlin, 1880-1914 (*Greenwood Press*). 'The Invisible 'Talented Tenth', Women and Dubois' (Feminist Engagements). Segregation of black students at Oberlin college after reconstruction (*History of Education Quarterly*).

### ERICA WALKER

Assistant Professor of Mathematics Education  
Department of Mathematics, Science and Technology

### Education

B.S., Birmingham-Southern College; Ed.M., Wake Forest University; Ed.M., Ed.D., Harvard University

### Scholarly Interests

Racial and gender equity in mathematics education; student persistence in advanced mathematics; mathematics education policy.

### Selected Publications

Student voices: African Americans and mathematics (*NCTM Yearbook*) Who can do mathematics?: In identifying and

nurturing mathematically talented students (*Houghton Mifflin*). Getting to the right algebra: The equity 2000 initiative in Milwaukee public schools (*Manpower Demonstration Research Corporation*). Student voices: African Americans and mathematics (*National Council of Teachers of Mathematics Yearbook: Gender and Multicultural Equity in the Mathematics Classroom*).

### BARBARA WALLACE

Associate Professor of Health Education  
Department of Health and Behavior Studies

### Education

A.B., Princeton University;  
M.A., Ph.D., City University of New York

### Scholarly Interests

Diversity training for multicultural competence; Invisible, covert and visible overt violence; Primary, secondary and tertiary violence prevention in school- and community-based settings; Domestic violence; Addictions and dependencies; Drug abuse and HIV/AIDS; Global health.

### Selected Publications

A multicultural approach to understanding and dealing with violence: A handbook for psychologists and educators (*Sage Publications*). Adult children of dysfunctional families: Prevention, intervention and treatment for community health promotion (*Praeger*). Crack cocaine: A practical treatment approach for the chemically dependent (*Brunner/Mazel*). The chemically dependent: Phases of treatment and recovery (*Brunner/Mazel*).

### F. TIMOTHY WALSH

Assistant Professor of Practice in Language and Education  
Department of Arts and Humanities

### Education

B.A., Colgate University; M.F.A., University of Pennsylvania; M.A., San Francisco State University; Ph.D., New York University

### Scholarly Interests

TESOL and bilingual teacher knowledge development; Action research in TESOL teacher edu-

cation; Second language literacy and aesthetic education.

### Selected Publications

Concerning the spiritual in ESL literacy: Bilingual teachers as action researchers (*ERIC Clearinghouse*). A mathematics curriculum for vocational English as a second language (*VESL Bilingual Education Training and Assistance Center*). Chapter 4: Literacy for amnesty applicants: Using student generated photos in ESL literacy (*Legalization Phase II*).

### AMY STUART WELLS

Professor of Sociology and Education  
Department of Human Development

### Education

B.A., Southern Methodist University; M.S., Boston University; Ph.D., Teachers College

### Scholarly Interests

Educational policy; Race and education; Charter schools; School desegregation; School choice policy.

### Selected Publications

Where charter school policy fails: Issues of accountability and equity (*Teachers College Press*). Stepping over the color line: African-American students in white suburban schools (*Yale University Press*). Defining democracy in the neo-liberal age: Charter school reform and educational consumption (*American Educational Research Journal*). Reactions to the supreme court ruling on vouchers: Introduction to an online special issue (*Teachers College Record*). The politics of accountability: California school districts and charter school reform (*The Stanford Law and Policy Review*).

### JAMES WESTABY

Assistant Professor of Psychology and Education  
Department of Organization and Leadership

### Education

B.A., University of Wisconsin; M.A., Ph.D., University of Illinois

### Scholarly Interests

Employee attitudes, safety, and

health; The use of motivational reason measures in applied behavioral research; Human resource management and survey research.

### Selected Publications

Factors underlying behavioral choice: Testing a new reasons theory approach (*Journal of Applied Social Psychology*). Antecedents of injury among youth in agricultural settings: A longitudinal examination of safety consciousness, dangerous risk taking, and safety knowledge (*Journal of Safety Research*). The integrative reason model and employee turnover: New links in behavioral intention models (*Academy of Management Best Paper Proceedings*). Self-Reported reasons: A test and application of reasons theory on occupational behavior (*Basic and Applied Social Psychology*). Identifying specific factors underlying attitudes toward change: Using multiple methods to compare expectancy-value theory to reasons theory (*Journal of Applied Social Psychology*).

### JOANNA WILLIAMS

Professor of Psychology and Education  
Department of Human Development

### Education

A.B., Brown University;  
Ed.M., Harvard University;  
M.S., Ph.D., Yale University

### Scholarly Interests

Text comprehension; Beginning reading; Students with learning disabilities and other at-risk students.

### Selected Publications

Improving the comprehension of disabled readers (*Annals of Dyslexia*). Teaching decoding with an emphasis on phoneme analysis and phoneme blending (*Journal of Educational Psychology*). Learning-disabled adolescents' difficulties in solving personal/social problems (*Teaching Decision-Making to Adolescents*). Comprehension of students with and without learning disabilities: Identification of narrative themes and idiosyncratic text representations (*Journal of Educational Psychology*).

**LESLIE WILLIAMS**

Professor of Education  
Department of Curriculum  
and Teaching

**Education**

B.A., Wellesley College;  
M.A.T., Harvard University;  
Ed.D., Teachers College

**Scholarly Interests**

Early childhood education;  
Multicultural education;  
Curriculum/program develop-  
ment and implementation;  
History of early childhood  
education.

**Selected Publications**

Multicultural education: A  
source book (*Routledge/Falmer*).  
Kaleidoscope: A multicultural  
approach for the primary school  
classroom (*Prentice-Hall*).  
Encyclopedia of early childhood  
education (*Garland*). ALERTA:  
A multicultural, bilingual  
approach to teaching young chil-  
dren (*Addison-Wesley*). Does  
practice lead theory? Teachers'  
constructs about teaching:  
Bottom-up perspectives  
(*Advances in Early Education and  
Day Care, Jai Press*).

**RANDI WOLF**

Associate Professor of  
Nutrition and Education  
Department of Health  
and Behavior Studies

**Education**

B.S., Cornell University; M.P.H.,  
Ph.D., University of Pittsburgh

**Scholarly Interests**

Factors influencing colorectal  
cancer screening behaviors;  
Nutrition and osteoporosis.

**Selected Publications**

Knowledge beliefs and barriers  
relevant to colorectal cancer  
screening in an urban popula-  
tion: A pilot study (*Family*

*Community Health*). Factors asso-  
ciated with calcium absorption  
efficiency in pre- and peri-  
menopausal women (*American  
Journal of Clinical Nutrition*).  
Update on the epidemiology of  
osteoporosis (*Current  
Rheumatology Report*).  
Epidemiology: The magnitude of  
concern in preventing and man-  
aging osteoporosis (*Springer  
Publishing*). Diet, bone loss, and  
fracture: A review of recent liter-  
ature (*Current Opinion in  
Orthopedics*).

**CHRISTINE YEH**

Associate Professor of  
Psychology and Education  
Department of Counseling  
and Clinical Psychology

**Education**

B.A., Education, Swarthmore  
College; Ed.M., Harvard  
University; Ph.D., Stanford  
University

**Scholarly Interests**

Cultural conceptualizations of  
self, coping, and mental health;  
Cross-cultural school counseling.

**Selected Publications**

Interdependence in ethnic iden-  
tity and self: Implications for the-  
ory and practice (*Journal of  
Counseling and Development*).  
Asian-American coping styles  
and help seeking attitudes: A  
comparison of within group dif-  
ferences (*Journal of College  
Student Development*). The collec-  
tivist nature of ethnic identity  
development among Asian-  
American college students  
(*Adolescence*). Taiwanese stu-  
dents' collective self-esteem and  
independent self-construal as  
predictors of help seeking atti-  
tudes (*Cultural Diversity and  
Ethnic Minority Psychology*). Self  
and coping among college stu-  
dents in Japan (*Journal of College  
Student Development*).

**LYLE YORKS**

Associate Professor of Adult  
and Continuing Education  
Department of Organization  
and Leadership

**Education**

B.A., Tusculum College;  
M.A., Vanderbilt University;  
M.A., Ed.D., Teachers College

**Scholarly Interests**

Action Learning; Collaborative

Inquiry; Qualitative Research  
Methods; Strategic Approaches  
to Human Resource  
Development; Application of  
behavioral science principles to  
organizational management,  
organizational design, adult  
learning theory and management  
development.

**Selected Publications**

Toward a theory and practice for  
whole-person learning: Re-con-  
ceptualizing experience and the  
role of affect. (*Adult Education  
Quarterly*). Collaborative inquiry  
in practice: Action reflection and  
meaning making (*Sage*). Action  
learning: Successful strategies for  
individual, team, and organiza-  
tional development (*Advances in  
developing Human Resources*).  
Hawthorne, Topeka, and the  
issue of science versus advocacy  
in organizational behavior  
(*Academy of Management  
Review*). Boundary management  
in Action Reflection Learning  
Research: Taking the role of a  
sophisticated barbarian (*Academy  
of Human Resource Development  
Quarterly*).

**KAREN ZUMWALT**

Evenden Professor of Education  
Department of Curriculum  
and Teaching

**Education**

B.A., Mount Holyoke College;  
M.A.T., Harvard University;  
Ph.D., University of Chicago

**Scholarly Interests**

Teaching; Teacher education;  
Alternative routes to certifica-  
tion.

**Selected Publications**

Research on teaching: Policy  
implications for teacher educa-  
tion (*NSSE Yearbook*). Improving  
Teaching (*ASCD Yearbook*).  
Curriculum implementation  
(*AERA Handbook of Research on  
Curriculum*). Beginning profes-  
sional teachers: The need for a  
curricular vision of teaching  
(*AACTE Knowledge Base for  
Beginning Teachers*).

## SPECIAL TERM FACULTY

### ARTS AND HUMANITIES

Philip E. Aarons  
*Adjunct Assistant Professor  
of Arts Administration*  
B.A., Columbia University, 1973;  
J.D., 1976

Joseph Amorino  
*Adjunct Assistant Professor  
of Art Education*  
B.A., New Jersey City University,  
1976; M.A., 1980; Ed.D.,  
Teachers College, 1999

Dino Anagnost  
*Adjunct Professor  
of Music Education*  
B.A., Boston University, 1966;  
M.S., The Juilliard School, 1969;  
A.M., Columbia University, 1973

Marsha Lynne Baxter  
*Adjunct Assistant Professor  
of Music Education*  
B.S., University of Maryland,  
1974; M.M., The New England  
Conservatory, 1979; Ed.D.,  
Teachers College, 2001

David Johnathan Blacker  
*Adjunct Assistant Professor  
of Philosophy and Education*  
B.A., University of Texas, 1988;  
M.A., University of Illinois, 1990;  
Ph.D., 1994

Gay Brookes  
*Adjunct Associate Professor  
of Education*  
B.A., New Hampshire College;  
A.M., Columbia University,  
1962; Ed.M., 1984; Ed.D., 1987

J.J. Chambliss  
*Adjunct Professor  
of Philosophy and Education*  
B.S., Illinois State Normal  
University 1950; M.A.,  
University of Alabama, 1954;  
Ph.D., University of Illinois, 1959

Lan-Ku Chen  
*Adjunct Associate Professor  
of Music Education*  
B.A., Chinese Culture University,  
1973; M.A., Yale University,  
1977; Ed.D., 1983

Angiola Churchill  
*Adjunct Professor  
of Art and Education*  
B.S., Teachers College, 1944;  
M.A., 1958; Ed.D., 1967

Leo Paul Cyr  
*Adjunct Assistant Professor  
of Art Education*  
B.A., University of Moneton,  
1972; M.A. Nova Scotia College  
of Art and Design, 1987; Ed.D.  
Teachers College, 2002

Eduardo Manuel Duarte  
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L.H.D., 1964, Cleveland State,  
1968, Towson State, 1973; LL.D.,  
Morgan State, 1955, Goucher,  
1959, Akron, 1963; Litt.D.,  
Jewish Theological Seminary of  
America, 1968, Muskingum, 1969

- Daniel P. Girard  
*Professor Emeritus of French*  
A.B., Columbia, 1926, A.M.,  
1929; Diplome de la Sorbonne,  
1928
- Ruth Z. Gold  
*Associate Professor*  
*of Statistics and Education*  
A.B., Hunter, 1941; A.M.,  
Columbia, 1943, Ph.D., 1960
- Joseph C. Grannis  
*Professor Emeritus of Education*  
A.B., Harvard, 1954, M.A.T.,  
1955; Ph.D., Washington, 1965
- Maxine Greene  
*William F. Russell Professor*  
*Emeritus in the Foundations*  
*of Education*  
A.B., Barnard, 1938; A.M., New  
York University, 1949; Ph.D.,  
1955; L.H.D., Lehigh, 1975;  
Hofstra, 1985; Bank Street,  
1987; Colorado, 1990; Goddard,  
1991; Indiana, 1993
- Gary A. Griffin  
*Professor Emeritus of Education*  
B.A., M.Ed., Ed.D., California,  
Los Angeles
- Joan Dye Gussow  
*Mary Swartz Rose Professor*  
*Emeritus of Nutrition*  
*and Education*  
A.B., Pomona, 1950; Ed.M.,  
Columbia, 1974, Ed.D., 1975
- Bernard Gutin  
*Professor Emeritus of Applied*  
*Physiology and Education*  
A.B., Hunter, 1960; A.M., New  
York University, 1961, Ph.D.,  
1965
- Elizabeth P. Hagen  
*Edward Lee Thorndike Professor*  
*Emeritus of Psychology*  
*and Education*  
A.B., Western Maryland, 1936;  
A.M., Columbia, 1948, Ph.D.,  
1952
- Kenneth Frederick Herrold  
*Professor Emeritus*  
*of Psychology and Education*  
A.B., Bucknell, 1936; M.S.P.H.,  
Michigan, 1940; Ed.D.,  
Columbia, 1948
- Joseph R. Higgins  
*Professor Emeritus of Education*  
A.B., San Fernando Valley State,  
1960; M.S., Utah State, 1962;  
Ed.D., Stanford, 1970
- Clifford A. Hill  
*Arthur I. Gates Professor Emeritus*  
*of Language and Education*  
B.A., Wheaton College, 1961;  
M.A., Columbia, 1963; Ph.D.,  
Wisconsin, 1971
- Harvey A. Hornstein  
*Professor Emeritus*  
*of Psychology and Education*  
B.B.A., Baruch College, CUNY;  
M.A., Teachers College, 1962,  
Ph.D., 1964
- Chang-Tu Hu  
*Professor Emeritus*  
*of History and Education*  
A.B., Fu-Tan (China), 1942;  
Ph.D., Washington, 1953
- Dwayne E. Huebner  
*Professor Emeritus of Education*  
A.M., Chicago, 1949; Ph.D.,  
Wisconsin, 1959
- Francis A. J. Ianni  
*Professor Emeritus of Education*  
B.S., Pennsylvania State, 1949,  
A.M., 1950, Ph.D., 1952
- Carroll F. Johnson  
*Professor Emeritus of Education*  
A.B., Chattanooga, 1935; M.S.,  
Georgia, 1940; A.M., Columbia,  
1945, Ed.D., 1950
- Milton A. Kaplan  
*Professor Emeritus of English*  
B.S.S., City College, 1929,  
M.S., 1934; A.M., Columbia,  
1937, Ph.D., 1946
- Frederick D. Kershner, Jr.  
*Professor Emeritus of History*  
A.B., Butler, 1937; A.M.,  
Wisconsin, 1939, Ph.D., 1950
- Ursula Kirk  
*Associate Professor*  
*of Neuroscience and Education*  
B.A., Manhattanville, 1952,  
M.A., 1962; M.S., Iona, 1970;  
M.S., SUNY Albany, 1972; Ed.M.,  
Teachers College, 1976, Ed.D.,  
1978; Certificate in Pediatric  
Neuropsychology, New England  
Medical Center, Tufts, 1978.
- Phil C. Lange  
*Professor Emeritus of Education*  
B.S., Wisconsin, 1934, A.M.,  
1936, Ph.D., 1941
- Leah B. Lapidus  
*Professor Emeritus of*  
*Psychology and Education*  
B.A., New York University, 1960;  
M.A., Columbia University, 1961;  
Ph.D., New York University, 1968
- Thomas A. Leemon  
*Associate Professor*  
*of Higher Education*  
A.B., Stanford, 1956; A.M.,  
1957; Ed.D., Columbia, 1968
- Ann Lieberman  
*Professor Emeritus of Education*  
B.A., California, Los Angeles,  
1957; M.A., California State,  
Northridge, 1966; Ed.D.,  
California, Los Angeles, 1969  
Richard H. Lindeman  
*Professor Emeritus*  
*of Psychology and Education*  
B.S., Beloit, 1949; M.S.,  
Wisconsin, 1951, Ph.D., 1958
- Margaret Lindsey  
*Professor Emeritus of Education*  
B.S., State Teachers College  
(Shippensburg), 1934; M.Ed.,  
Pennsylvania State, 1939; Ed.D.,  
Columbia, 1946; Litt.D., Eastern  
Kentucky, 1976
- Gordon N. Mackenzie  
*Professor Emeritus of Education*  
B.S., Minnesota, 1929, A.M.,  
1929; Ed.D., Stanford, 1940
- William J. Mahoney  
*Professor Emeritus*  
*of Art and Education*  
B.S., Columbia, 1948, A.M.,  
1949, Ed.D., 1957
- James L. Malfetti  
*Professor Emeritus of Education*  
B.S., Columbia, 1947, A.M.,  
1948, Ed.D., 1951
- Elizabeth M. Malone  
*Associate Professor*  
*of Nursing Education*  
B.S., Columbia, 1951, A.M.,  
1952, Ed.D., 1966
- Dale Mann  
*Professor Emeritus of Education*  
A.B., California, Berkeley, 1963;  
Ph.D., Teachers College, 1971
- Eugene V. Martin  
*Associate Professor*  
*of Nursing Education*  
B.A., Brooklyn College, 1937;  
M.A., New York University,  
1947; Ph.D., California, Berkeley,  
1965
- Jack David Mezirow  
*Professor Emeritus of Adult*  
*and Continuing Education*  
B.S., Minnesota, 1945, A.M.,  
1946; Ed.D., California, Los  
Angeles, 1955
- Mildred L. Montag  
*Professor Emeritus*  
*of Nursing Education*  
A.B., Hamline, 1930; B.S.,  
Minnesota, 1933; A.M.,  
Columbia, 1938, Ed.D., 1950;  
LL.D., Bridgeport, 1967, State  
University of New York, 1981;  
L.H.D., Adelphi, 1968; D.Sc.,  
Eastern Kentucky, 1981
- Roger A. Myers  
*Richard March Hoe Professor*  
*Emeritus of Psychology*  
*and Education*  
A.B., Bradley, 1952; A.M.,  
Ohio State, 1955, Ph.D., 1959
- Harold J. Noah  
*Gardner Cowles Professor Emeritus*  
*of Economics and Education*  
B.Sc. (Econ.), London, 1946,  
Academic Diploma in Education,  
1954; Ph.D., Columbia, 1964
- Robert Pace  
*Professor Emeritus*  
*of Music Education*  
B.S., Juilliard College, 1948;  
A.M., Columbia, 1949, Ed.D.,  
1951
- E. Edmund Reutter, Jr.  
*Professor Emeritus of Education*  
A.B., Johns Hopkins, 1944;  
A.M., Teachers College, 1948,  
Ph.D., 1950
- Seymour Rigrodsky  
*Professor Emeritus*  
*of Speech Pathology*  
A.B., Brooklyn, 1952; A.M.,  
1955, Ph.D., Purdue, 1959
- Henry J. Risetto  
*Professor Emeritus of Education*  
B.S., New Jersey State (Trenton),  
1949; A.M., Columbia, 1953,  
Ed.D., 1957
- Paul C. Rosenbloom  
*Professor Emeritus of Mathematics*  
B.S., Pennsylvania, 1941; Ph.D.,  
Stanford, 1944
- Ernst Z. Rothkopf  
*Cleveland E. Dodge Professor*  
*Emeritus of Telecommunications*  
*and Education*  
A.B., Syracuse, 1948; M.A.,  
University of Connecticut, 1951,  
Ph.D., 1953
- Mordecai Rubin  
*Professor Emeritus of Spanish*  
A.B., Rutgers, 1955; Ph.D.,  
University of Maryland, 1961

Robert J. Schaefer  
*Professor Emeritus of Education*  
A.B., Columbia, 1939, A.M.,  
1946, Ph.D., 1950

Rosalea A. Schonbar  
*Professor Emeritus*  
*of Psychology and Education*  
A.B., Smith, 1940; A.M.,  
Columbia, 1942, Ph.D., 1945

Justin Schorr  
*Professor Emeritus*  
*of Art and Education*  
B.S.S., City College, 1950; A.M.,  
Columbia, 1951, Ed.D., 1962

Margaret Jo Shepherd  
*Professor Emeritus of Education*  
B.S., Illinois, Urbana 1955;  
Ed.M., Illinois, 1958; Ed.D.,  
Teachers College, 1968

Douglas Sloan  
*Professor Emeritus*  
*of History and Education*  
B.A., Southern Methodist  
University, 1955; B.D., Yale,  
1958; Ph.D., Teachers College,  
1969

Frank L. Smith, Jr.  
*Associate Professor of Education*  
B.A., Yale, 1958; M.S., Memphis  
State University, 1960; Ed.D.,  
Teachers College, 1965

Jonas F. Soltis  
*William Heard Kilpatrick Professor*  
*Emeritus of Philosophy*  
*and Education*  
A.B., Connecticut, 1956; M.A.T.,  
Wesleyan, 1958; Ed.D., Harvard,  
1964

Marvin Sontag  
*Associate Professor*  
*of Psychology and Education*  
B.A., Brooklyn College, CUNY,  
1954; Ph.D., New York  
University, 1967

William Summerscales  
*Director of Development and*  
*Associate Professor of Education*  
A.B., Eastern Nazarene, 1944;  
M.Div., San Francisco  
Theological Seminary, 1956;  
A.M., Toronto, 1966; Ph.D.,  
Columbia, 1969

Abraham J. Tannenbaum  
*Professor Emeritus*  
*of Education and Psychology*  
A.B., Brooklyn, 1946; A.M.,  
Columbia, 1948, Ph.D., 1960

Trygve R. Tholfsen  
*Professor Emeritus*  
*of History and Education*  
A.B., Yale, 1948, Ph.D., 1952

Craig A. Timberlake  
*Associate Professor*  
*of Music Education*  
A.B., Southern Methodist, 1942;  
A.M., Columbia, 1963, Ed.D.,  
1966

Kenneth H. Toepfer  
*Professor Emeritus*  
*of Higher Education*  
A.B., Cornell (Iowa), 1951;  
M.I.A., Columbia, 1953, Ph.D.,  
1966

Paul Vahanian  
*Associate Professor*  
*of Psychology and Education*  
A.B., Florida Southern, 1949;  
A.M., Columbia, 1952, Ed.D.,  
1957

Sloan R. Wayland  
*Professor Emeritus*  
*of Sociology and Education*  
A.B., Hendrix, 1940; A.M.,  
Louisiana State, 1941; Ph.D.,  
Columbia, 1951

Richard M. Wolf  
*Professor Emeritus*  
*of Psychology and Education*  
B.A., Antioch College, 1957;  
Ed.M., University of Buffalo,  
1959; Ph.D., University of  
Chicago, 1964

Warren Yasso  
*Professor Emeritus*  
*of Natural Sciences*  
B.S., Brooklyn College; A.M.,  
Columbia, 1961, Ph.D., 1964

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John Klingenstein, *Vice Chair*

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Cory A. Booker  
Patricia M. Cloherly  
James P. Comer  
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Alice Elgart  
Barbara F. Goodman  
Ruth L. Gottesman  
Marjorie Hart  
Elliot S. Jaffe  
A. Clark Johnson, Jr.  
Jan Krukowski  
Arthur E. Levine  
Roland M. Machold  
Claude A. Mayberry, Jr.  
John Merrow  
Lorraine Monroe  
Enid W. Morse  
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Laurie Tisch Sussman  
Gillian Neukom Toledo  
Steven R. Wechsler  
Sue Ann Weinberg  
Bruce Wilcox  
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Thomas H. Kean  
J. Richard Munro  
Morris W. Offit  
Elihu Rose  
Donald Stewart  
Barbara Thacher  
Douglas Williams

## OFFICERS

Lee C. Bollinger, Ph.D.  
*President of the University*

Arthur E. Levine, Ph.D.  
*President of the College*

Darlyne Bailey, Ph.D.  
*Vice President for Academic*  
*Affairs and Dean*

Fred A. Schnur, B.B.A., C.P.A.  
*Vice President for Finance*  
*and Administration*

Joseph S. Brosnan, Ed.D.  
*Vice President for Development*  
*and External Affairs*

Scott Fahey, M.Ed.  
*Secretary to the College and*  
*Assistant to the President*

## PRESIDENT'S ADVISORY COUNCIL

Isaac Blech  
Ken Boxley  
Lewis B. Cullman  
Patricia F. Green  
Marjorie Hart  
Jill Iscol  
Nanci Kauffman  
Phyllis Kossoff  
Douglas Kreeger  
Geraldine Laybourne  
Alan P. Levenstein  
James P. Levy  
J. Bruce Llewellyn  
Bernard McKenna  
James L. Neff  
Morris Offit  
Abby M. O'Neill  
Thomas F. Robards  
Stephen Robert  
Elihu Rose  
E. John Rosenwald, Jr.  
Theodore R. Sizer  
Laurence A. Tisch  
Elizabeth H. Witten  
Elaine Wolfensohn

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Mitchell Barlas  
John Battles  
Frederick Brodzinski  
Richard Campagna  
George Coleman  
Diane Dobry  
Joshua Endler  
Keith Figgs  
Lenore R. Gall  
Jane Herzog  
Barbara Macaulay  
Maryalice Mazzara  
Patrick McGuire  
Andre McKenzie  
Hemda Mizrahi  
Kathryn Moody  
Hasna Muhammad  
John Nolan  
Marcia Norton  
Michael Passow  
Jeffrey Putnam  
Pola Rosen  
Maurio Sax  
Christopher Scott  
Cynthia Sculco  
Joan Shapiro  
James J. Shields  
Madelon Stewart  
Diane W. Sunshine  
Leslie Talbot  
Adam Vane  
Robert Weintraub  
Alice Wilder

Thank you for your interest in Teachers College, Columbia University. We prefer that students apply to Teachers College using our online application. You may obtain an application for admission from our website at [www.tc.edu/admissions](http://www.tc.edu/admissions) or by contacting the Office of Admission at (212) 678-3710.

## APPLYING TO TEACHERS COLLEGE

### How to apply

You may apply to Teachers College in any one of the following ways:

- You can use the online Catalog at [www.tc.edu/catalog](http://www.tc.edu/catalog) to help you complete your application. Our preferred way of applying to Teachers College is through our online application.
- Apply online by visiting us at [www.tc.edu/admissions](http://www.tc.edu/admissions) and click “Apply Online.” We offer a web-based application that we hope will make the application process as easy and convenient as possible for you. You will receive a PIN (Personal Identification Number) and Password so that you can return to work on your application over several sessions. Applications submitted electronically receive the same consideration as applications submitted on paper.
- Download a PDF paper application by visiting our website at [www.tc.edu/admissions](http://www.tc.edu/admissions) and click “Application Process,” then “Application Forms.” Complete all sections of the application and submit all supporting documentation by the deadline.
- Request a paper copy of the application for admission from the Office of Admission. Complete all sections of the application and submit all supporting documentation by the appropriate deadline.

### About the Application Process

Applicants are responsible for collecting and submitting all necessary application materials by the designated program deadline (see “Application Deadlines” below). Online applicants may have their letters of reference submitted electronically. Additionally, applicants must collect and submit all supporting documentation, including transcripts and test scores directly to the Teachers College Office of Admission. Applicants who use the PDF or paper versions of the application should collect and submit all letters of reference and transcripts with their application as well as any other supporting documents addressed to Teachers College, Office of Admission, Box 302, 525 West 120th Street, New York, N.Y. 10027-6696.

Please request that official copies of any required standardized test score report such as the GRE, MAT, TOEFL, GMAT, or IELTS be sent directly to the Teachers College Office of Admission by the Testing Centers. To expedite an application, the applicant may submit an unofficial copy of her/his test scores with the application if s/he has already taken the test. For GRE, TOEFL, or other tests administered by the Educational Testing Service, the assigned institution code for Teachers College is 2905.

On all correspondence with the Office of Admission, please be sure to indicate your full name and either your Social Security Number (new applicants) or your Student ID and Social Security Number (returning Teachers College students).

Please note:

- Applicants to Teachers College may apply to only one program at a time.
- Only applications completed with all supporting material by the deadline will be acted upon.
- Under no circumstances will an application or any supporting documentation submitted to the Office of Admission be returned to the student or forwarded to a third party.
- Current or prior degree students within the last five years at Teachers College should use the Admissions Re-Application.
- Some programs have special application deadlines. For a full listing, please visit us at [www.tc.edu/admissions](http://www.tc.edu/admissions) and click on “Program Application Deadlines.”

### Application Deadlines

Please note that admission application deadlines always refer to the date by which the application must be complete, i.e., the date by which the Teachers College Office of Admission must have received the application, application fee, personal statement, resumé, official transcripts, recommendations, test scores, and any other supporting material required by the department.

#### *For applicants wishing to start in the Summer or Fall Semesters*

Ph.D. and all psychology doctoral programs:  
Final & Priority Deadline: December 15.

Ed.D. programs:  
Priority Deadline: January 2  
Final Deadline: April 1.

Master’s programs:  
Priority Deadline: January 15  
Final Deadline: April 15.

#### *For applicants wishing to start in the Spring Semester*

All programs: Priority Deadline: November 1.

Students must meet the priority deadline to be considered for scholarships. Admission applications received after the priority deadlines may be considered on a space available basis.

Some programs have special application deadlines. For a full listing, please visit us at [www.tc.columbia.edu/admissions](http://www.tc.columbia.edu/admissions) and click on “Program Application Deadlines.”

## COMPONENTS OF THE COMPLETE APPLICATION

Below is a list of items that must be included to ensure a complete application package. Refer to the “Applicant Cover Sheet & Checklist” when collecting and submitting these materials. If you plan to mail in your application, be sure to include this form with your application materials.

### Completed application form

This can be obtained online (see “How to Apply” above for details) or in a downloadable form at [www.tc.edu/admissions/catalog](http://www.tc.edu/admissions/catalog).

### Application Fee

Your application must be accompanied by a check or money order in U.S. dollars and drawn on a U.S. bank made payable to Teachers College. New applicants: \$60; Re-applicants: \$35. If the check is signed by someone other than the applicant, the applicant’s name should be printed on the upper left-hand corner of the check. Online applicants may pay this fee online. The application fee is non-refundable.

### Personal Statement

The personal statement is an important part of the application review process. On a separate sheet of paper, applicants should present a carefully planned and written statement of about a page or two in length describing their background, past work in the intended field of study, plans for graduate study and a professional career, or any other information they feel is relevant. Applicants who are currently registered in a graduate program at another university should explain why they wish to leave. The personal statement should be typed. If it is not possible to type it, please print or write legibly. The personal statement may also be submitted online as a part of the online application.

### Official Transcript(s)

First-time applicants to the College must submit one official transcript from each college or university in which they were enrolled for any period of time, showing all courses, grades and degrees received, if any. Applicants should request that the transcript(s) be returned to them in a sealed envelope with the signature of an authorized official across the seal. Please send only ONE transcript per school attended.

If there will be a delay in sending the official transcript, an applicant may submit a legible photocopy pending receipt of the official record by Teachers College. Student copies of transcripts run from a university web site are not acceptable.

Under no circumstances will transcripts be returned to an applicant or forwarded to another college, university, or place of business. All records submitted in support of an application for admission become part of a student's permanent record at Teachers College.

### Letters of Reference

Please submit two letters of reference (unless a third is required). Write the name, title, address, and telephone number of each reference in the space provided on the Application for Admission. For online applicants, recommenders may submit references online.

Letters of reference should be written by people who can comment from personal knowledge on the applicant's academic or professional qualifications for graduate study. Wherever possible, letters of reference should be submitted from academic sources. If, however, an applicant has been out of school for a number of years, s/he may substitute professional references. References written by family members or friends are not appropriate for the purposes of this application.

**Paper/PDF Applications:** Present the reference forms to the people writing the references, unless they will be submitted online. (Please use photocopies of the form, if necessary.) Each recommender must enclose the letter in an envelope, seal the envelope, sign across the seal, and return the envelope to the applicant. Applicants should include the envelopes, unopened, in their application package. If the person writing the reference prefers to send it directly to the Office of Admission at Teachers College, s/he may do so. If they choose not to use the form provided, the reference must be written on official letterhead and must be signed. Unsigned reference letters will not be accepted. A credentials file at a previous college or university may be submitted to fulfill the letters of reference requirement. However, if an applicant has been out of school for five or more years, s/he should submit one additional current letter of reference.

**Online Applications:** References may be submitted electronically (see online instructions) or in paper (see instructions above).

Letters of reference are used for admission and scholarship review in the applicant's intended field of study only. All letters of reference are destroyed after the review process. Under no circumstance will letters of reference be returned to an applicant or forwarded to another college, university or place of business.

### Additional Requirements

Any additional requirements an applicant needs to submit for her/his intended area of study (e.g., writing sample) must be enclosed with the application. Please refer to the individual program information sections of the Catalog (online at [www.tc.edu/admissions/Catalog](http://www.tc.edu/admissions/Catalog)) or contact the Office of Admission for more information.

### Resumé

Applicants should enclose a current resumé or chronological listing of employment and other significant activities.

### Standardized Tests

Applicants should refer to the program information to determine whether standardized tests such as the Graduate Record Examination (GRE)-General and/or Subject, Miller Analogies Test (MAT), the Test of Written English (TWE), or any other test, are required in the intended field of study. Applicants are encouraged to take any required standardized tests well before the application deadline for the program to which they are applying. Results of the GRE should not be more than five years old.

The TOEFL is required of all applicants whose first language is not English and those who have received a bachelor's degree from any country or university where English is not the official language of instruction. The results of this examination should not be more than two years old. The minimum TOEFL score required by Teachers College is 600 on the written test or 250 on the computer-based test. Applicants may obtain information on TOEFL from their local overseas educational advising center (<http://educationusa.state.gov/centers.htm>) or by writing to:  
Test of English as a Foreign Language,  
Box 899, Princeton, NJ 08541, USA.  
Information is available online at either [www.ets.org](http://www.ets.org) or at [www.toefl.org](http://www.toefl.org).

Applicants may also submit scores, not more than two years old, from the Certificate of Proficiency in English (CPE) or the International English Language Testing System (IELTS). The minimum overall grade required on the CPE is a B or better.

An overall score of 7.0 or above is required on the IELTS. Both exams are offered by the University of Cambridge Local Examinations Syndicate (UCLES). Applicants may request further information about these tests from: UCLES, 1 Hills Road, Cambridge CB1 2EU, United Kingdom. Telephone: 01223 553311. Fax: 01223 460278. E-mail: [guymr.1@ucles.org.uk](mailto:guymr.1@ucles.org.uk).

If an applicant is in New York City when s/he applies, s/he may take the Columbia University English Placement Test (EPT) instead of TOEFL. The minimum EPT score is level 10 on both sections of the examination and should be no more than two years old. Applicants should call (212) 854-3584 to make an appointment for the test, and should also inform the Office of Admission (212) 678-3710 of the date the test will be taken. Make certain that the results of the EPT are forwarded to the Office of Admission. Students who require non-standard administration of the tests should consult with the Office of Services for Students with Disabilities at (212) 678-3689 V/TDD for information about such accommodations.

### Program Code

All applicants submitting a paper application should be sure to indicate the code of the program to which they are applying in the space provided in the lower left-hand corner of the return envelope. See the "List of Program Codes" in this bulletin.

### Notification of Decision

The Office of Admission will notify the applicant once the application is complete. Fall term applicants who meet our priority deadlines will be mailed decisions on March 15. Students applying after priority deadlines will be notified on a rolling basis. Spring and Summer term applicants will be notified on a rolling basis. The official notification of the decision is the letter bearing the signature of the Director of Admission. Applicants will be notified of the admission decision by mail only. Decisions will not be given over the telephone or by email.

In order to ensure a place in a program, admitted students must return the Admission Response Form that accompanies their letter of admission, with a \$250.00 (U.S.) check or money order payable to Teachers College. This non-refundable admission deposit is due by April 15 for priority applicants or one month from the date at the top of the admission letter for late applicants or Spring/Summer term applicants. Upon enrollment this deposit will be credited to the student's account.

### Deferral of Admission

Students may defer their admission to a Master of Arts, Master of Education, or Master of Science degree program for one year from the original term of admission unless there are extenuating circumstances. Those admitted to doctoral programs must have the permission of the program to which they were admitted to defer an offer of admission. Requests for deferral of admission must be made in writing to the Office of Admission.

### Incomplete Applications

The Office of Admission holds incomplete applications and applications for those who were admitted but did not enroll for one year. Applicants who have not applied or enrolled in a degree program at Teachers College in over one year must complete a new application and provide all supporting materials. Students must contact the Office of Admission in writing if they wish to be re-considered within one year of their initial application.

### Transfer Credit

Only graduate courses which have been (1) completed with grades of B or higher, (2) submitted on an official transcript from a regionally accredited institution, and (3) granted/assigned credit on the transcript of that institution, may be considered for transfer credit. Transfer credit is awarded at the discretion of the faculty advisor. For the Master of Education and the Doctor of Philosophy, a maximum of 30 points completed outside of Teachers College may be transferred. For the Doctor of Education, a maximum of 45 points may be transferred; moreover, for the Doctor of Philosophy, up to 45 points completed in another faculty of Columbia University may be transferred. No transfer credit is awarded for Master of Arts students.

### International Students

International students must submit detailed school records of all subjects taken and examinations attempted for all university or other tertiary level work completed plus proof of graduation, where available. These records may have various names in other countries such as relevé de notes, mark sheets, student book, etc. In the United States they are called "transcripts." All records should show dates of attendance, subjects studied, grades (marks or final assessments) received, hours per week spent in lectures, and degrees or diplomas awarded. Official records in the native language must be submitted with certified word for word English translations (where appropriate). Foreign language records will not be accepted without both the translation and official copy of the original. Course descriptions may be required later for determining advanced standing or degree equivalency, but are not required at the time of application.

If a school an applicant attended is no longer in existence or it is impossible for her/him to obtain official documents from a school s/he has attended, the applicant should have the Ministry of Education of that country furnish an official statement testifying to the impossibility of obtaining records. The Ministry should also supply Teachers College with a list of courses ordinarily required in the degree program an applicant has followed in that school or university.

To be reviewed for admission to Teachers College, international students must have earned, at least, the equivalent of a U.S. bachelor's degree. Applicants who do not have the equivalent degree will not be considered for admission. The Office of Admission will review all credentials and determine bachelor's degree equivalency. Incomplete records will not be reviewed for admission. Students who have earned a bachelor's degree or its equivalent from a college or university where English is not the official language of instruction must take the TOEFL, the CPE, the IELTS, or the Columbia University English Placement Test (see "Standardized Tests" section).

Documents necessary to obtain a student visa (I-20 or DS-2019) are sent only after an applicant is officially admitted to Teachers College and has submitted the Application for Visa Certificate (AVC) (available online at [www.tc.columbia.edu/~international/new/](http://www.tc.columbia.edu/~international/new/)), and supporting documents certifying that s/he has the necessary funds to meet the cost of full-time study at Teachers College. Holders of student visas (F-1 or J-1) are required to study full-time, that is, at least 12 points per semester. A copy of the ID page(s) of the passport or national ID card and your address in your country of permanent residence are also required.

Be certain that any form not issued in English is accompanied by a notarized English translation.

Individuals holding B-1 or B-2 status, or who entered the United States on a visa waiver, may be in violation of their status if they enroll in classes.

Contact International Services at [tcintl@columbia.edu](mailto:tcintl@columbia.edu) with any questions related to visas.

### Special Needs

Students with special needs are invited to request information and assistance from the Office of Access and Services for Individuals with Disabilities, Teachers College, Box 105, 525 West 120th Street, New York, New York 10027. Telephone: (212) 678-3689, TTY: (212) 678-3853, FAX: (212) 678-3793. The office is located at 166 Thorndike Hall.

### Admission as a Non-Degree Student

For admission to non-degree status, applicants must file an application for non-degree status (either paper or online), provide evidence (transcript, or photocopy of their diploma) of the award of a baccalaureate degree from a regionally accredited institution, and pay the \$60 non-refundable application fee. There are no deadlines for admission to non-degree status. Applicants to non-degree status may

apply, be admitted to non-degree status, and enroll through the last day of in-person registration each term. A student may take up to 16 credits in a non-degree status as long as the academic standards of the College are met. If a student wishes to take more than 16 credits as a non-degree student s/he must obtain approval from the Registrar. Once a student obtains 16 credits as a non-degree student, he/she must formally apply for admission to a degree program using an official Teachers College Application for Admission. Admission to non-degree status implies no commitment for admission to a degree program. Should a student become a degree candidate, only 16 credits taken in non-degree status may be accepted toward degree requirements with the advisor's approval; no more than 8 of these credits may be applied toward minimum requirements in the major field. International applicants must also provide additional documentation, as mentioned in the International Students section.

## CONTACT INFORMATION

### Admissions

Phone: (212) 678-3710  
Fax: (212) 678-4171  
E-mail: [tcinfo@tc.edu](mailto:tcinfo@tc.edu)

### Student Aid

Phone: (212) 678-3714  
Fax: (212) 678-4089  
E-mail: [StudentAid@tc.edu](mailto:StudentAid@tc.edu)

### International Services

Phone: (212) 678-3939  
Fax: (212) 678-3681  
E-mail: [tcintl@tc.edu](mailto:tcintl@tc.edu)



# Housing and Residence Life

## HOUSING AND RESIDENCE LIFE AT TEACHERS COLLEGE

The Office of Housing and Residence Life extends a warm welcome as you consider joining our residential community. Teachers College offers a variety of on-campus housing options that are unique to our community and conveniently located to campus. We support the institutional mission of the College by providing housing that is convenient and affordable for students and faculty. The principles of student development, multiculturalism, and management are reflected in our commitment to meet the unique needs of our diverse graduate residential population.

Teachers College has approximately 700 spaces available for single students and 150 apartments for students with families. Whittier, Greystone, Bancroft, Grant and Sarasota Halls are historic buildings similar to other early 1900's New York City apartment-style buildings. Our newest building, the New Residence Hall, opened in the Fall 2004 semester.

### Eligibility for Housing

In order to be eligible for student housing, residents must be enrolled in a degree program at Teachers College and registered for classes. To maintain eligibility, residents must be registered for a minimum of 24 points (or have full-time equivalency) during a 12-month period beginning with the fall semester. If full-time equivalency is needed, you must have an approved Certificate of Equivalency (COE) on file with the Office of the Registrar. Residents must register for at least 24 credits (or have full-time equivalency) during a 12-month period beginning with the fall semester to be eligible for housing for the subsequent contract period.

Residents who register for 24 credits (or have full-time equivalency) during the fall and spring semesters combined (or 12 credits during the spring semester for students who begin residency in the spring) are not required to register for summer sessions and may remain in the residence hall, but must re-enroll for the upcoming fall semester and live in Teachers College housing for the upcoming fall semester.

### When to Apply for Housing

Housing offers are based on availability of units, geographic priority, and date of receipt of application. Applicants outside a 50-mile radius of the greater New York City area have the highest priority for housing. To complete an application you may visit our website at [www.tc.edu/housing](http://www.tc.edu/housing).

The following priority dates are recommended for submitting a housing application:

*Fall term: February 1st*

*Spring term: September 1st*

*Summer term: December 1st*

Please note: Students are encouraged to apply prior to the priority dates listed above and may apply for housing up to one year in advance of the term they seek housing. Unfortunately, given the limited number of spaces available, we are unable to accommodate all requests for housing.

### Housing Assignments

Students will be notified by the Office of Housing and Residence Life of their housing status once an offer can be made, for the semester in which they have applied. Each student's assignment letter contains information regarding the unit to which the student has been assigned. This information includes: type of unit, semester housing charge, approximate size of unit, and telephone number. Also, information regarding check-in dates and times will be enclosed. Notification that a housing space is available will be accompanied with a Housing Contract and other documentation, which must be returned along with a \$500 housing security deposit to hold the space. This deposit is held in an interest bearing account for the duration of the student's residence and may not be used for semester housing charges.

Every effort is made to accommodate each applicant's housing preferences. However, there is a transfer period after the semester begins in which students may request a change of assignment. Students may choose to exercise the transfer option if the College was unable to accommodate their original request.

Applications will be processed beginning:

*May 15th: Fall Term*

*November 15th: Spring Term*

*March 15th: Summer A Term*

*April 15th: Summer B Term*

Once offered an assignment in Teachers College housing, the housing application may not be deferred to another semester. Hence, the applicant would need to submit a new housing application and fee for the desired semester.

### Single Student Housing

Three buildings are available for single student housing. These are the Greystone Hotel, New Residence Hall, and Whittier Hall.

*Greystone Residential Hotel* is located in Manhattan's Upper West Side at 212 West 91st Street and Broadway. Teachers College leases approximately 20% of the fifteen-floor building, which was constructed in the 1920's.

The remainder of the building is leased by other colleges and private tenants. Front desk and security officers are provided by the building. Each efficiency unit is a carpeted self-contained space with a private bath and limited cooking facilities. The units are furnished with a bed, desk, desk chair, chest, small refrigerator and hot plate. Residents must provide their own linen, cooking utensils, and other household items. The average size of each unit is 11.5 feet x 19 feet. Complete cooking facilities are located in the student lounge, which is outfitted with a microwave, full-size oven, and a dining table. A TV room is adjacent to the lounge. Pets are not permitted. The building is located near an express subway stop and two bus lines. It is approximately a 30 minute walk or a 20 minute bus ride to the Teachers College campus.

*New Residence Hall* is located at 517 West 121st Street and opened in the Fall 2004 semester. The building contains 252 studio apartments some with private kitchenettes, while the other units share community kitchens which are distributed throughout the building. The studios are approximately 225 square feet in size, and each one contains a private bathroom.

*Whittier Hall* is located at 1230 Amsterdam Avenue (at the corner of 120th Street) and was constructed in 1901. There are several different types of housing accommodations offered in this residence hall. All assignments include a private bedroom. Room sizes vary in all accommodation types. In the single rooms, kitchen and bathroom facilities are shared by approximately 20 students. Suites are self-contained units with three to six private bedrooms. Residents of suites share a kitchen, bathroom, and common area. Efficiency units, one and two bedroom apartments, and studio units all have a private bathroom and kitchen. Microwaves are provided for students in suites, efficiencies, studios and one and shared two bedroom apartments. A microfridge (a microwave attached to a refrigerator unit) is provided in the single rooms.

All single student housing units are fully furnished. Residents must, however, provide their own linen, cooking utensils, and other household items. Whittier and New Residence Hall units are equipped with telephone service and voice mail, which is provided by the Teachers College Office of Telecommunications. Telephones, unlimited local calls, caller ID, cable TV, and computer data hook-up are also provided in these units.

## SINGLE STUDENT HOUSING AVERAGE SEMESTER RATES (2004–2005 ACADEMIC YEAR)

*Greystone Residential Hotel:*  
Efficiency \$4,425

*New Residence Hall:*  
Efficiency \$6,250  
Large Efficiency \$6,820  
Large Efficiency  
(with kitchenette) \$7,650

*Whittier Hall:*  
Single Room \$2,915  
Suite Room \$3,330  
Efficiency  
(limited availability) \$4,610  
Shared Two-bedroom  
(limited availability) \$4,070  
One-bedroom  
(limited availability) \$6,020  
Studio (limited availability) \$6,050

**Please note:** Rates are subject to change and typically increase 4% each year.

### Family Housing

Family housing is available for both traditional and non-traditional families. Traditional families are defined as two spouses, both of whom will be in the residence (with or without children) or a single parent with one or more dependent minors. Non-traditional families are two adult domestic partners (with or without children) who present evidence, as described below, of a long-term relationship.

### Family Housing Eligibility

To be eligible for family housing, students must demonstrate that the applicant and the individual(s) with whom the applicant is applying to reside together share a qualifying family relationship. Qualifying family relationships under current policy include the following: (a) marriage, (b) presence of minor or dependent child, or (c) domestic partnership, (a long-term relationship between the two adults). Relationships that do not qualify for family housing status include: parents, grandparents or siblings of applicants, other than a minor sibling for whom the resident is the legal guardian.

### Documentation of Family Status

All persons applying for family housing must submit proper documentation along with their application. The following are acceptable forms of documentation:

1. Copy of a current marriage certificate.
2. In the case of a single parent, birth certificate(s), adoption papers, or other appropriate documentation of legal guardianship.
3. Notarized affidavit declaring that the applicants share a domestic partnership. The approved affidavit form is available at [www.tc.edu/housing](http://www.tc.edu/housing).

In addition, those who apply as Domestic Partners must include one of the following with the signed affidavit:

- a. Copy of a joint lease naming and signed by both applicants and their landlord;
- b. Joint tax returns for one calendar year immediately preceding the application;
- c. Notarized letter on bank letterhead signed by a bank officer indicating a joint saving and/or checking account for at least one calendar year;
- d. Affidavit of Domestic Partnership from New York City or any city, which registers unmarried couples who are in a committed, ongoing family relationship.

### Family Housing Options

Teachers College maintains three family housing units: Bancroft, Grant and Sarasota Halls. Typically, one-bedroom apartments are assigned to families with one or no children. Due to limited availability, two and three bedroom apartments are typically available for families with more than one child. All apartments are fully furnished, unless prior arrangements have been made.

*Grant and Sarasota Halls*, located at 514 and 512 West 122nd Street, respectively, are six-story buildings with four apartments on each floor. The two front apartments have an entry foyer, living room, bedroom, kitchen, and bathroom. The two rear apartments have a long hallway with the bedroom, kitchen, bath and living room opening into the hallway.

*Bancroft Hall*, located at 509 West 121st Street, is an eight-story residence hall with 108 apartments. Each unit has a bathroom, living room/dining room area, kitchenette, and bedroom(s). The front apartments face 121st Street and are slightly larger. Rear apartments face a courtyard, which connects Bancroft to Grant and Sarasota Halls. A desk clerk or security officer is on duty 24 hours a day at the Bancroft Hall front desk.

Housing rates vary according to the size and location of the apartment. Residents must pay monthly long distance phone bills and electric charges. Heat and hot water are provided at no additional cost. Unlimited local calls, caller ID, cable modem (for high speed internet access), and cable TV service are included in the housing rates.

## FAMILY HOUSING AVERAGE SEMESTER RATES (2004–2005 ACADEMIC YEAR)

1 Bedroom Apartment	\$6,545
2 Bedroom Apartment	\$6,930
3 Bedroom Apartment (limited availability)	\$7,790

**Please note:** Rates are subject to change and typically increase 4% each year.

### Important Information

- Students may submit an application for housing even if they have not yet applied or been admitted to the College. No offer for housing, however, will be made until students are officially admitted in a Teachers College degree program and have paid the Admissions Deposit, as established by the Office of Admissions.
- Individuals interested in summer only housing should visit our website at [www.tc.edu/housing](http://www.tc.edu/housing) for a Summer Conference Housing application.
- Students who plan to move out for the summer sessions must reapply for housing. Please note that space is not guaranteed and students should submit an application as soon as possible.
- Students are responsible for notifying the Office of Admissions of any changes in mailing address, telephone number, and/or email address.
- Housing applications are only considered for the initial semester for which a student applies. The Office of Housing and Residence Life must be notified in writing if a student decides to defer an application. The application will be considered for the requested semester. A housing application may be deferred for a maximum of one year, provided an assignment was never offered.

### CONTACT INFORMATION

- Location:  
1230 Amsterdam Avenue,  
between 120th and 121st Streets  
(beside the Teachers College Bookstore)
- Mailing Address:  
525 West 120th Street, Box 312,  
New York, NY 10027
- Phone: (212) 678-3235
- Fax: (212) 678-3222
- Email: [housing@tc.edu](mailto:housing@tc.edu)
- Website: [www.tc.edu/housing](http://www.tc.edu/housing)

# *TC Halls at a Glance*

	<i>Whittier</i>	<i>Bancroft</i>	<i>Sarasota/Grant Halls</i>	<i>New Residence Hall</i>	<i>Greystone</i>
<b>Population</b>	Co-ed; single student housing	Co-ed; family housing	Co-ed; family housing	Co-ed; single student housing	Co-ed; single student housing; 20% of building TC students, remainder other tenants
<b>Location</b>	1230 Amsterdam Avenue (between 120th and 121st Streets)	509 West 121st Street (between Broadway and Amsterdam)	512/514 West 122nd Street (between Broadway and Amsterdam)	517 West 121st Street (between Broadway and Amsterdam)	212 West 91st Street (between Broadway and Amsterdam)
<b>Capacity and Layout</b>	350 residents; approximately 35 residents per floor; single, suite, efficiency, one-bedroom apartment, two-bedroom shared apartment, studio	105 apartments; approximately 14 apartments per floor; one-bedroom, two-bedroom and three-bedroom	24 one-bedroom apartments per building; 4 apartments per floor	252 residents; approximately 10 units per floor; efficiency, and efficiency with private kitchenettes	100 residents; approximately 36 units per floor; TC residents throughout 15 floors; efficiency
<b>Furnishings</b>	All units: twin bed, desk, desk chair, armoire/closet, chest, lamp; Single rooms: microwave, small refrigerator; Studio, one-bedroom apartment and efficiency units: kitchenettes, microwave, small refrigerator	All units: desk, desk chair, lamp, sofa, chair, bookcase, dining table and chairs, 1 bed per bedroom (full: one-bedroom apartment & twin: two-bedroom apartment), 1 chest per bedroom, refrigerator, stove/oven	All units: full bed, desk, desk chair, chest, lamp, sofa, chair, bookcase, dining table and chairs, refrigerator, stove/oven	All units: bed, desk, desk chair, chest, bookshelf, microwave, microwave cabinet, refrigerator; Units with kitchenettes: stove/oven	All units: twin bed, desk, desk chair, chest, bookcase, small refrigerator, hot plate
<b>Kitchen Facilities</b>	Suite, single units: community kitchens (1 per floor); studio, one-bedroom apartment, and efficiency units: private kitchenettes	Private kitchenettes	Private kitchens	Units with kitchenettes: private; units without kitchenettes: community kitchens (every other floor)	Limited private cooking; full cooking facilities in Community Lounge
<b>Bathroom Facilities</b>	Suite, single units: community bathrooms; studio, one-bedroom apartment, and efficiency units: private bathrooms	Private bathrooms	Private bathrooms	Private bathrooms	Private bathrooms
<b>Study and Community Spaces</b>	Computer room with internet connection; 2 study lounges; 2 TV lounges	Computer room with internet connection; study lounge; community room	All facilities located in Bancroft Hall (adjacent to building)	Computer room with internet connection; study lounge; TV lounge; courtyard area	Community lounge: microwave, full-size oven, dining table; TV lounge
<b>Laundry</b>	Card and coin-operated washers and dryers	Card and coin-operated washers and dryers	Card and coin-operated washers and dryers	Card and coin-operated washers and dryers	Laundry facilities in neighborhood
<b>Air Conditioning</b>	Window units permitted; \$50 installation/removal fee; installation done by TC staff; single and suite units have a \$30 monthly electricity surcharge	Window units permitted; \$50 installation/removal fee; installation done by TC staff	Window units permitted; \$50 installation/removal fee; installation done by TC staff	Central; individually regulated thermostats	Window units permitted; installation must be done by insured installer; electricity surcharge included in housing charge
<b>Telephone</b>	Each unit has an assigned phone number & phone jack; voicemail and call waiting; unlimited local calls	Each unit has an assigned phone number & phone jack; voicemail and call waiting; unlimited local calls	Each unit has an assigned phone number & phone jack; voicemail and call waiting; unlimited local calls	Each unit has an assigned phone number & phone jack; voicemail and call waiting; unlimited local calls	House phone; availability of outside phone line through private phone carrier
<b>Cable TV</b>	Included	Included	Included	Included	Availability through private carrier
<b>Internet</b>	Ethernet	Cable-modem	Cable-modem	Ethernet	Availability through private carrier
<b>Mail and Packages</b>	Mail sorted by staff; package pick-up at Whittier Mailroom	Mail delivery by USPS; package pick-up at Family Housing Desk	Mail delivery by USPS; package pick-up at Family Housing Desk	Mail sorted by staff; package pick-up at Whittier Mailroom	Mail sorted by staff; package pick-up at front desk
<b>Security</b>	24-hour security desk; swipe card access to building	24-hour security/desk attendant; swipe card access to building	Swipe card access to building with 24 hour CCTV	24-hour security desk; swipe card access to building	Security attendant (dusk to dawn)
<b>Live-In Staff</b>	1 Complex Director; 5 Community Assistants	1 Complex Director (Family Housing); 3 Community Assistants	1 Complex Director (Family Housing); 1 Community Assistant per building	1 Complex Director; 5 Community Assistants	1 Complex Director; 1 Community Assistant

# Academic Resources and Services

## RESEARCH AND SERVICE CENTERS AND INSTITUTES AT TEACHERS COLLEGE

To contact any of the centers or institutes listed below by snail mail, please write to: Teachers College, Columbia University, 525 West 120th Street, New York, NY 10027. Be sure to include the name of the center or institute and the respective Box # at the College (listed below).

### Accelerated Schools Center

The Accelerated Schools Project is dedicated to the creation of schools in which every child has the opportunity to succeed as a creative, critical, and productive member of our society. The Accelerated Schools Center at Teachers College works with public schools in the New York Tri-State area to implement the Accelerated Schools philosophy and practices by working closely with the schools' leadership, teachers, students and surrounding community.

Director: Pilar Soler  
Contact Information:  
Box 200  
(212) 678-3211  
ps302@columbia.edu  
www.tc.edu/accelerated

### Center for Adult Education

*Department of Organization & Leadership*

The Center is interested in research on adult and organizational learning; adult basic education and literacy; and transformative learning for adults in a variety of settings. The Center has conducted award-winning research on literacy and has pioneered an innovative Action Research Professional Development program for literacy teachers through reflective practice and experimentation in the classroom.

Directors: Victoria J. Marsick and Lyle Yorks  
Contact Information:  
Box 50  
(212) 678-3760  
marsick@tc.edu;  
ly84@columbia.edu

### Center for Arts Education Research

*Department of Arts and Humanities*

CAER undertakes a variety of studies focusing on the arts: recent work includes The Comic Book Project; Student Learning In and Across the Arts; Adolescent Responses to Mature Works of Art, and a number of assessment studies involving school-cultural institution collaborations. Publications include: Burton, J., Horowitz, R., Abeles, H. (2000). Learning In and Through the Arts: Curriculum Implications. In E.B. Fiske, (ed.). Champions of Change, Presidents Committee on the Arts and Humanities.

Co-Directors: Judith Burton and Hal Abeles  
Contact Information:  
Box 78

Professor Burton: (212) 678-3360  
Professor Abeles: (212) 678-3289  
jmb62@columbia.edu;  
abeles@tc.edu

### Center for Educational & Psychological Services (CEPS)

*Department of Counseling & Clinical Psychology;  
Department of Curriculum & Teaching;  
Department of Health & Behavior Studies*

A training and research center for the college and a community resource that provides help to people of all ages with educational and personal problems. The services offered include psychoeducational evaluations and educational evaluations focusing on learning issues coupled with appropriate remediation, instructional planning and instruction for clients with learning disabilities, adult and child psychotherapy, personal and vocational counseling and psychological diagnostic evaluation. Services are provided by advanced graduate students. All work is supervised by full-time and/or adjunct faculty of the College's programs. Fees are set on a sliding scale that is designed to meet all budgets.

Director: Dinelia Rosa, Ph.D.  
Contact Information:  
Box 91  
(212) 678-3262 or Fax (212) 678-8105  
rosa@tc.edu  
www.tc.edu/ceps

### Center for Health Promotion

*Department of Health and Behavior Studies*

The Center for Health Promotion, which was established in 1981, has comprised diverse working groups of faculty and students interested in stimulating research and development efforts responsive to national priorities in health promotion and disease prevention. Historically, the work of participating faculty and students has spanned both basic and applied research and development, and has included projects focusing on the influences of personal behavior on health status, as well as how educational and behavioral intervention can be used to improve health and prevent premature death and disability throughout the human life span through schools, patient care, workplace and other community-based settings.

Grant Projects: CDC Derryberry Book Project; NIH/NHLBI Motivational Interviewing in Hypertensive African-American Patients; NIH/NHLBI Translational Behavioral Science Consortium: Motivating Health Behaviors in Patients with Cardiopulmonary Disease.

Director: John P. Algrante  
Contact Information:  
Box 114  
(212) 678-3960  
jpa1@columbia.edu

### Center for Opportunities and Outcomes for People with Disabilities

*Department of Health and Behavior Studies*

The Center for Opportunities and Outcomes for People with Disabilities confronts the challenges facing special education today through its commitment to the production of knowledge and professional expertise aimed at supporting the full inclusion of people with disabilities in society. The broad-based research, evaluation, and demonstration activities of the Center reflect an emphasis on empowering people with disabilities by increasing their capacity and opportunities for self-determination, reducing their vulnerability to victimization and abuse, and addressing the disability-related issues of culturally and ethnically diverse groups, including women and minorities. The Center encourages national and international partnerships aimed at strengthening the connection between research and policy.

Director: Linda Hickson  
Contact Information:  
Box 223  
(212) 678-3076  
lh76@columbia.edu  
www.tc.edu/oopd

### Center for Technology & School Change

*CEO&I (College-wide)*

The Center for Technology & School Change (CTSC) strives to integrate technology into all levels of education to improve teaching and learning. The Center works with organizations within Teachers College and outside of it to help them plan sound educational uses of technology, to implement projects that use technology, and to study the effects of new technologies on education. We believe that, although new technologies always produce change, our visions for teaching and learning should drive our planning for integrating technology into education.

Co-Directors: Howard Budin and Ellen Meier  
Contact Information:  
Box 8  
(212) 678-3773  
hb50@columbia.edu  
www.tc.edu/ctsc

### Center for the Professional Education of Teachers (CPET)

*Department of Arts & Humanities*

The Center for the Professional Education of Teachers supports professional education partnership programs between the University and Regions/schools to develop project-based professional education activities. Interrelated programs of research, development, and dissemination grow from these partnership programs to provide evidence-based knowledge that informs teacher education and continuing professional education in ways that will assure highly qualified teachers in our Nation's schools.

Director: Ruth Vinz  
Associate Director: Britta Van Dun  
Contact Information:  
Box 182  
(212) 678-3161  
cpet@tc.edu

#### **Center for African Education**

*Department of International and Transcultural Studies*

The Center for African Education promotes research and teaching about education in Africa and the African Diaspora. Its central aim is to create a community of students, faculty, staff, visiting scholars and practitioners committed to the fields of Education and African Studies and to provide them with a forum to discuss their African interests and work.

Director: George C. Bond  
Contact Information:  
Box 10  
(212) 678-3309; (212) 678-3311  
bond@tc.edu

#### **Center on Chinese Education**

*College-wide*

The Center promotes education exchange between the U.S. and China and fosters understanding of education development and policy in China through research, teaching, and outreach activities

Director: Mun C. Tsang  
Contact Information:  
Box 211  
(212) 678-3814  
yd2004@columbia.edu  
www.tc.edu/centers/coce

#### **Community College Research Center (CCRC)**

*Department of International and Transcultural Studies (Program in Economics and Education)*

The Community College Research Center (CCRC) was established in 1996 by the Alfred P. Sloan Foundation and is housed within the Institute on Education and the Economy (IEE) at Teachers College, Columbia University. CCRC conducts and promotes research on major issues affecting the development, growth, and changing roles of community colleges in the United States. In addition to conducting research, CCRC works with community colleges, professional organizations, foundations, and government agencies in an effort to strengthen the research capacity both within the colleges and the broader community, attract new scholars to the field, promote discussion and debate about crucial and often controversial issues, and disseminate existing research.

Co-Directors: Thomas R. Bailey,  
George O'Neill and Abby O'Neill  
Associate Director: Lisa Rothman  
Contact Information:  
Box 174

(212) 678-3091  
ccrc@columbia.edu  
www.tc.edu/ccrc

#### **Creative Arts Laboratory (CAL)**

*Department of Arts & Humanities*

The purpose of CAL is to provide experiential sessions in dance, music, theatre, videography and visual arts to enable students and teachers to design and enact arts experiences that facilitate: (1) development of critical and creative thinking skills in core curriculums through contextual arts learning; (2) teachers' ability to help students make connections across subject matter areas; (3) use of dialogue, collective cognition and reflection in the classroom.

CAL is offered as a 2 or 3 credit course and professional development for non-TC groups of teachers.

Director: Lenore Pogonowski  
Contact Information:  
Box 139  
(212) 678-3896  
lmp16@columbia.edu  
www.tc.edu/cal

#### **Distance Learning Project**

*College-wide*

The Distance Learning Project was established in 1997 as a center for the use of technology in the creation of new learning environments. At Teachers College, constructivist strategies, transformative learning, adult education, cognitive psychology and educational technology inform the creation of online courses, certificates and educational outreach. Teams involving faculty, graduate students and educational technologists create a robust online learning program, serving both campus-based and distant students. These efforts have allowed Teachers College to enhance access to its offerings while providing an ongoing source of pedagogical and curricular innovation.

Interim Director: Jennifer Kupinse  
Contact Information:  
Box 164  
(212) 678-8182 or (888) 633-6933  
dlp@columbia.edu  
http://dlp.tc.columbia.edu

#### **Edward D. Mysak Speech and Hearing Center**

*Department of Biobehavioral Sciences (Programs in Speech-Language Pathology and Audiology)*

The Center provides intervention and therapy for adults and children with disorders of speech, language and hearing.

Director: Patricia M. Sweeting  
Contact Information:  
Box 191  
(212) 678-3410  
pms40@columbia.edu  
www.tc.edu/centers/mysak

#### **Hollingworth Center**

*Department of Curriculum and Teaching*

The Hollingworth Center, a program within the Department of Curriculum and Teaching at Teachers College, Columbia University, is a service, research and demonstration site. The Center is designed to provide internship and training opportunities for the graduate students of Teachers College, develop model programs in early childhood education, and offer enriched educational services for children, families and educators. Primarily concerned with nurturing the talent development of all young children, the Center maintains a special commitment to creating and implementing programs for underserved children and teachers in urban schools, and designing model curricula in areas traditionally neglected in elementary schools. Since the Center was established in 1981, it has been internationally recognized for exemplary programs, grant projects, teacher development efforts and research contributions.

Director: Lisa Wright  
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Box 170  
(212) 678-3851  
hollingworth@tc.edu  
www.tc.edu/centers/hollingworth

#### **Institute for Learning Technologies**

*Department of Mathematics, Science and Technology; Department of Human Development*

The Institute tries to improve learning by developing new learning technologies, improving use of learning technologies in educational and other settings and doing research on learning technologies.

Director: John B. Black  
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Box 118  
(212) 678-4000  
black@tc.edu  
www.ilt.columbia.edu

#### **Institute for Urban and Minority Education**

*College-wide*

The Institute for Urban and Minority Education (IUME) conducts demonstration, development, evaluation and research projects to better understand the experiences of diverse urban and minority group populations in the different institutions and situations that influence their development. The major activities of IUME include curriculum development, program evaluation, technical assistance and professional development, supplementary education, parent consultation and development, and information dissemination.

Director: Edmund W. Gordon  
Associate Director: Erwin Flaxman  
Administrative Associate: Paula Russell  
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Box 75  
(212) 678-3444

prussell@tc.columbia.edu  
iume@tc.edu  
http://iume.tc.columbia.edu

### **Institute of International Studies**

*Department of International  
and Transcultural Studies*

The Institute was created in 1964 to strengthen the research arm of the College's international enterprise. With an initial grant from the Ford Foundation, the Institute began to work with a focus on theoretical and practical studies of the role of education in the modernization of traditional societies. Over several decades, the Institute sponsored and supervised substantial research in Africa, Asia, Latin America, and the industrial nations as well as on a variety of cross-cultural and comparative studies. During the past few years, the Institute has worked on a variety of problems in Brazil, the Dominican Republic, Morocco and Russia. In general, the Institute helps to formulate the College's international effort and to serve as both catalyst and repository for grants and gifts in aid of international studies at the College, to strengthen instructional programs with comparative and international thrusts, and to upgrade the quality of research on international or cross-national themes.

Director: Lambros Comitas  
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### **Institute on Education and the Economy (IEE)**

*Department of International and Transcultural  
Studies (Program in Economics and Education)*

The Institute on Education and the Economy (IEE), established in 1986 by the Board of Trustees of Teachers College, Columbia University, is an interdisciplinary policy research center that focuses its attention on the interaction between education and the economy. IEE conducts a rigorous program of research and policy analysis and provides intellectual leadership primarily in two areas. The first is education reform, particularly that which is designed to respond to changing economic and employment needs. The second involves changes in work, technology, and work organization, and the implications of those changes for the performance of organizations and the skill needs and well being of the workforce.

Co-Directors: Thomas R. Bailey,  
George O'Neill and Abby O'Neill  
Associate Director: Lisa Rothman  
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iee@columbia.edu  
www.tc.edu/iee

### **International Center for Cooperation and Conflict Resolution (ICCCR)**

*Department of Organization and Leadership*

Established at Teachers College in 1986, the International Center for Cooperation and Conflict Resolution (ICCCR) is an innovative Center dedicated to advancing the study and practice of conflict resolution. Our mission is an educational one: to help individuals, schools, communities, businesses and governments better understand the nature of conflict and develop the skills and settings that enable them to resolve conflict constructively. We particularly emphasize the importance of the social, cultural, organizational, and institutional contexts within which conflicts occur. Our philosophy links theory and research closely with practice. We are committed to conducting important and useful theoretical and applied research on cooperation, conflict resolution and social justice and to communicate our conceptual and practical models in an accessible and engaging manner. We are also committed to developing, evaluating, and providing instruction in state-of-the-art methods for the constructive resolution of conflict. Consequently, we employ a "reflective scholar-practitioner" model in our many scholarly, educational and practical endeavors. As such, we offer our students, instructors, staff, alumni, and our external clients a variety of opportunities to connect theory and research with practice, and to allow practice to inform theory and research. The institute is currently applying for NY State approval to offer a certificate in Advanced Standing in Conflict Resolution. Students are awarded a Certificate of Attendance upon successful completion of the program of study.

Director: Peter T. Coleman  
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ICCCR@columbia.edu  
www.tc.edu/icccr

### **J.M. Huber Institute for Learning in Organizations**

*Department of Organization and Leadership*

The J.M. Huber Institute for Learning in Organizations is a research-based institute dedicated to advancing the state of knowledge and practice for learning and change in organizations. We help businesses, schools, government and not-for-profit agencies achieve better and faster results by increasing their capacity to learn — to innovate, develop new skills, and find new ways of working and thinking. We do this by: conducting research on organizational learning and performance; providing tools that help organizations learn; and sharing research and learning best practices through events and publications.

Co-Directors: Martha A. Gephart  
and Victoria J. Marsick  
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Huber\_Institute@tc.edu  
www.jmhuberinstitute.org

### **National Center for Children and Families**

*Department of Human Development;  
Department of Curriculum and Teaching*  
The National Center for Children and Families (NCCF) advances the policy, education, and development of children and their families. Housed at Teachers College, Columbia University, the Center produces and applies interdisciplinary research to improve practice and to raise public awareness of social issues that affect the well-being of America's children and families. To achieve these goals, the Center presently focuses its work in five related thematic areas, each of which addresses the prevention of social problems: early care and education; families; school transitions and readiness; systems/governance; neighborhood/community.

The Center currently has an annual operating budget of 3 million and a staff of 50 fellows, research assistants and faculty members. The work of the Center is accomplished by its staff through a set of synergistic activities, including: research and publication; training and fellowships; legislative, and dissemination.

Director: Jeanne Brooks-Gunn  
and Sharon Lynn Kagan  
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Box 226  
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Boeving@tc.edu  
http://ccf.tc.columbia.edu

### **National Center for Restructuring Education, Schools and Teaching (NCREST)**

*Department of Curriculum and Teaching*  
The National Center for Restructuring Education Schools and Teaching (NCREST) is an education research and development organization that helps to build the capacity for successful school reform in the New York area and around the country. NCREST documents successful restructuring initiatives, fosters the development and sharing of the expertise of practitioners, builds connections between practice and policy, and produces print, video, and web-based products that deepen and clarify our understanding of education reform.

Co-Directors: Jacqueline Ancess  
and Thomas Hatch  
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Box 110  
(212) 678-3432  
hulacka@tc.edu  
www.tc.edu/~ncrest

### **National Center for the Study of Privatization in Education**

*Department of International and Transcultural Studies*

The Center was established to provide independent, non-partisan information on and analysis of privatization in education. Understanding the consequences of such initiatives as vouchers, tuition-tax credits, educational contracting, independent schools and other forms of privatization is confounded by ideological arguments from both advocates and opponents with little dispassionate analysis of claims and evidence. The goal of the NCSPE is to establish a more productive forum on issues regarding privatization of education through research, evaluation, conferences, publications, and dissemination. Particular attention is devoted to the implications of educational privatization for the health of public education.

Research products are available for free download on the NCSPE website and include the following topics: Education Vouchers, For-profit Secondary and Higher Education, Home-schooling, Charter Schools, School Contracting and Tuition Tax Credits.

Director: Henry M. Levin  
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Box 181  
(212) 678-3259  
ncspe@columbia.edu  
www.ncspe.org

### **Peace Education Center**

*Department of International and Transcultural Studies*

The Teachers College Peace Education Center's (TCPEC) mission is to further the development of the field of peace education, particularly in recognition of the unprecedented need to address issues of security, war and peace, human rights and social justice, sustainable development and ecological balance. The Peace Education Center was established in 1982 by Betty A. Reardon to develop research and provide outreach, resourcing, training and in-service education. The Center collaborates closely with similar centers around the world as well as the United Nations, UNESCO, the International Peace Research Association and the Global Campaign for Peace Education.

Director: Janet Gerson  
Coordinator: Tony Jenkins  
Contact Information:  
Box 171  
(212) 678-8116  
peace-ed@tc.edu  
www.tc.edu/PeaceEd

### **Research Center for Arts and Culture**

*Department of Arts and Humanities*

Provides long-term systematic research and documentation on the conditions, needs and situation of the living artists in America; explores the relationship between the public, individual artists and the arts sector; serves as an auspice for research by scholars, students and professionals in arts management education and training around the world; offers a forum for research and discussion about cultural policy, arts management, arts education and arts law issues. Our sub-specialties are: Research and Practice, International Arts Management including Cultural Policy, Conferences and Colloquia, Web Site and Databases including listserv, bibliography, research and articles. Additional data maintenance and dissemination by Princeton University's Cultural Policy and the Arts National Data Archive (CPANDA).

Director: Joan Jeffri  
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rcac@columbia.edu  
www.tc.edu/rcac

### **School Law Institute**

*Department of Organization and Leadership*

The School Law Institute, administered in July by the Center for Educational Outreach and Innovation, is a five-day course in education and law for educators and attorneys. Topics covered include safety and order (search and seizure, child abuse, and the schools' authority to regulate student and staff conduct); equity issues (affirmative action, harassment, HIV/AIDS, school-finance reform, and issues of poverty and race in education); special education law and policy; standards-based reform and high-stakes testing; confidentiality of student records; legal issues in teacher evaluation; and free speech rights of students and teachers. Presenters include Professors Heubert, Sobol, and a national faculty.

The School Law Institute costs \$1,325 per person. It can also be taken for three graduate credits at the College tuition rate. Interested individuals should contact Lisa Hertzog at (212) 678-8331 or by email at SLI@tc.edu for information on enrolling in the Institute.

Director: Jay Heubert  
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Box 132  
(212) 678-8331  
sli@tc.edu  
www.tc.edu/ceoi

### **Teachers College New Teacher Academy**

*College-wide*

The New Teacher Academy (NTA) supports the successful transition of new teachers into the profession by building their capacity to become life-long learners and leaders. We provide support, knowledge, and networks vital to building a professional teaching career. Since 1998, NTA has worked to enhance teacher retention and quality. Our year-long, intensive professional development program for new and early-career teachers inextricably links theory with practice, evidence and research. NTA began as a response to an urgent plea by leaders of a NYC district. Struggling to improve performance, they faced a 40-50% loss of new teachers during or after their first year of teaching. While this remains the case in many urban districts, NTA graduates consistently beat the odds. Year after year, over 90% of NTA graduates return to teaching.

NTA has expanded again this year to serve 9 districts in 4 states for 2003-04, including NY, PA, MS, and GA, and will expand further in 2004-05 to support the great state of Alabama as well as our first international partner site, the Commonwealth of the Bahamas.

Director: Katharine A. Unger  
Assistant Director: C. Vane Lashua  
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Box 194  
(212) 678-8236  
newteacher@tc.edu  
http://nta.tc.columbia.edu

### **Teachers College Reading and Writing Project**

*Department of Curriculum and Teaching*

The Teachers College Reading and Writing Project has been one of New York City's premier providers of literacy professional development for K-8 teachers for over two decades. The Project devotes its time equally to improving the teaching of reading and writing, and does all this work with strong support and involvement from school leaders. The Project's school-based work is complimented by an array of other professional development opportunities at the College including monthly Leadership Conferences for principals and superintendents, day-long workshops for teachers and administrators, leadership groups for teachers, study groups for coaches and assistant principals, and summer institutes on the teaching of reading and the teaching of writing.

Director: Lucy Calkins  
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Box 77  
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calkins@tc.edu  
http://rwproject.tc.columbia.edu

**The Center for Educational Outreach and Innovation (CEO&I)**

*College-wide*

The Center for Educational Outreach and Innovation extends the historic mission of TC. Building on the diverse talents of Teachers College faculty and professional staff, the Center sponsors programs, classes, lectures, symposia, institutes and conferences. Through them, it brings fresh ideas and professional development to the college and from the college to the world. It promotes leadership, and experiments with educational technology to reach educator, health and human services practitioners across the globe.

Director: MaryRose Barranco-Morris  
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ceoi\_mail@tc.edu  
www.tc.edu/ceoi

**The Elbenwood Center for the Study of the Family as Educator**

The Elbenwood Center for the Study of the Family as Educator is dedicated to improving the education of children and adults through a fuller understanding of the strengths and creative intelligence to be found in families of all forms and backgrounds. The Center pursues various lines of systematic research and inquiry that bring interdisciplinary scholarly perspectives—particularly those of the social sciences and humanities—to bear in illuminating education within families, as well as the connections between families and other educative institutions. Topics of inquiry include: family memories; grandparents as educators and multigenerational education; the social networks and educative styles of teenagers; family context of literacy; the connections among families, schools, museums, and libraries; the significance of television and information technologies for families; the educational implications of family migration and immigration. The Center's activities include research, symposia, seminars, and workshops. Faculty and students who participate in the Center come from various departments at Teachers College and elsewhere in Columbia University. The Center also maintains liaisons with other institutions through project partnerships.

Director: Hope Jensen Leichter  
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hl177@columbia.edu  
www.tc.edu/centers/elbenwood

**The Klingenstein Center for Independent School Education**

*Department of Organization and Leadership*

The Klingenstein Center for Independent School Education aims to develop and renew leadership in practice for independent school teachers and administrators. Seeking highly motivated men and women at varying stages of their careers, the Klingenstein Center attracts students from across the United States and around the world for study, research and leadership development in independent school education.

The Center offers two formats for a Master's Degree Program in Education Leadership with a concentration in private school leadership. The Private School Leadership format takes place over one full academic year. The Leadership Academy spans two summers with independent work at the sponsoring school. Three enrichment programs are offered: The Summer Institute runs for two weeks in June, The Visiting Fellow Program for two weeks beginning the last week of January, and the Joseph Klingenstein Fellows Program is designed for mid-career professionals.

Director: Pearl Rock Kane  
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klingenstein@tc.edu  
www.klingenstein.org

**The Professional Development Schools Partnership**

The Professional Development Schools Partnership brings together multiple stakeholders in the process of preparing candidates to teach in the New York City public schools. College faculty work closely with clinical faculty in the partner public schools to engage in reflective practice with interns, student teachers, and teacher education faculty.

Co-Directors: Rene Schillinger and Michele Genor  
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schillinger@tc.edu; genor@tc.edu  
www.tc.edu/centers/pds

**The Rita Gold Early Childhood Center**

*Department of Curriculum & Teaching*

The Rita Gold Early Childhood Center serves to promote the growth and development of infants, toddlers, preschoolers, and their families through three inter-related practices: supportive early care and education for young children, transdisciplinary preparation for graduate students; and ongoing research to improve practice and inform theory in child and family development and care.

Co-Directors: Susan L. Recchia and Leslie R. Williams  
Administrative Assistant: Shiang-Jiun Chen

On-site Coordinator: Isabel M. Belinkie  
Box 98  
(212) 678-3013  
belinkie@tc.edu;  
chen@tc.edu  
www.tc.edu/centers/citp

**Urban Science Education Center**

*Department of Mathematics, Science and Technology*

The mission of the Urban Science Education Center is for all urban students to have equitable and just opportunities to develop the kinds of necessary scientific literacies—knowledge, skills, ways of knowing, and discursive practices—to make informed decisions about the science, mathematics, and technology related matters that they encounter in their daily lives. The Center pursues four areas of teaching, research and development and the interconnections among them. They are:

- (1) developing deep understandings of what best practices are in K-12 science/technology education, especially for students from linguistic and racial/ethnic minority backgrounds and students living in poverty;
- (2) researching and developing effective urban preservice teacher education and on-going professional development opportunities for science teachers in urban school systems;
- (3) developing better understanding of and actualizing relationships between urban communities, schools, community organizations (i.e., museums, activist organizations) and universities; and
- (4) committing to building a just and equitable education for all students.

Co-Directors: Angela Calabrese Barton and Ann Rivet  
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acb33@columbia.edu  
www.tc.edu/centers/urbanscience

**THE LIBRARY**

The Gottesman Libraries at Teachers College house one of the nation's largest and most comprehensive research collections in education. The collection is comprehensive in American elementary and secondary education, and in such subject areas as psychology, particularly applied psychology, educational administration, the history and philosophy of education, guidance, special education, higher and adult education, speech and language pathology and audiology, health and nursing education, nutrition, curriculum and teaching, communications and computing technology, recreation, and international and comparative

education. Research resources in printed, non-printed, and electronic formats include all important reference works; a wide selection of monographs; extensive journals; and major indexing and abstracting services.

### Online Services

The library's online site, accessible from the Teachers College homepage, is the focal point for a growing array of library services that support instruction and research at the College. The web site combines news and information, access to local and remote databases, and exhibits that showcase the accomplishments and contributions of notable Teachers College persons and programs, particularly as they relate to or are reflected in library collections and archives. Through advances in electronic information resources and global networks, library users increasingly have access to the 'virtual library,' providing the means to search and retrieve a growing percentage of the universe of documents and files. The online public access catalog, integrates the library's catalog information with up-to-the-minute circulation, reserve, acquisitions, and serial control information.

### Russell Hall Services

In addition to access to print and electronic collections in Russell Hall, the library provides reserve readings, reference materials, research support, library instruction services, including course-specific instructional support, and assistance in the use of hundreds of online information resources.

Interlibrary loan provides Teachers College students, faculty, and staff with access to books and periodical literature not owned by the Gottesman Libraries or the Columbia University Libraries. By use of national and world-wide catalogs and through cooperative agreements with libraries around the world, the library can provide books, dissertations, or copies of journal articles.

The recently renovated Russell Hall includes individual and group study rooms, wired and wireless internet access, and a full program of events throughout the year. The library café at the library entrance offers beverage and snack services during library hours.

### The Columbia Connection

Students at Teachers College have complete access to the collections of the Columbia University library system, the nation's seventh largest academic library housing more than six million volumes, four million units of microfilm, 2,500 separate collections, important maps, phonograph records, pamphlets and CD-ROMs.

To facilitate access to scholarly materials, the Columbia libraries have developed LibraryWeb, a powerful integrated Web-based library computer system. This resource links

users to library catalogs, electronic reference tools and indexes, digital collections (including numerous electronic journals), subject guides and bibliographies, search engines, and extensive information on individual libraries, services, and events.

For further information contact:  
The Gottesman Libraries  
Teachers College, Columbia University  
525 W. 120th Street, Box 307  
New York, NY 10027  
Telephone: (212) 678-3494

## TEACHERS COLLEGE PRESS

Director: Carole Pogrebin Saltz  
Established in 1904 as the Bureau of Publications, Teachers College Press is one of the oldest and most distinguished publishers of educational materials in the United States. Since 1965, when the Bureau of Publications became Teachers College Press, its primary purpose has been to publish works that respond to, examine, and confront issues and change pertaining to education and the educational process. Over the years the publication program has included scholarly and professional works in the humanities, the sciences, psychology, philosophy, women's studies, nursing, and health-related fields. The Press also produces various kinds of classroom materials and assessment instruments. It now publishes about 55-60 books a year and has over 500 titles in print. The Press's authors include many members of the Teachers College faculty, as well as distinguished educators from throughout the world.

## TEACHER EDUCATION

Teachers College offers a wide variety of educational experiences for students at the preservice and in-service levels. The Office of Field Support Services assists the many teacher education programs located in various departments at the College. Programs are field-based, offering observations, internships and student teaching.

Departments offer, for qualified holders of a bachelor's degree, programs that lead simultaneously to a Master of Arts degree and to New York State certification for teaching in elementary or secondary schools, as well as for special subjects and to special populations. Many of these departments also offer New York State Teacher Certification with a bilingual extension. Except for candidates who have completed student teaching before admission to Teachers College, the programs require a minimum of an academic year and a summer term. Applicants need not have included courses in education in their undergraduate programs, but inadequate preparation in the proposed teaching field may necessitate additional course work to fulfill the usual requirements for the Master's degree.

Application for admission to all programs should be made to the Office of Admission, Teachers College. In some programs enrollment is limited; thus early application for admission is advisable. Some programs offer partial tuition grants to qualified applicants. Persons interested in learning more about the College's preservice and in-service programs in teacher education should contact the Office of Admission at (212) 678-3710 or email tcinfo@tc.edu.

## New York State and New York City Certification of Teachers and Administrators

For New York State certification, the student obtains from and returns to the Office of the Registrar the appropriate New York State Teacher Certification Application form. Students desiring New York City licensure as a teacher or administrator should inquire at the New York City Department of Education, Division of Personnel, 65 Court Street, Brooklyn, NY 11201, to ascertain specific requirements.

A passing score on the New York State Teacher Certification Examinations (NYSTCE) is required for those wishing any New York State Teaching Certificate. The New York State Education Department requires that all prospective teachers receive instruction relating to the nature and effects of alcoholic drinks, narcotics, habit-forming drugs, school violence and prevention and intervention, and signs of child abuse, including instruction in the best methods of teaching these subjects. This requirement is met by successful completion of HBSS 4116 Health education for teachers in the Department of Health and Behavior Studies, or through online workshops. No student will be recommended for certification not having satisfied this requirement.

Please note that for New York City licenses and for states other than New York, requirements for certification may be different. It is up to the student to be aware of any additional provisions. Contact the Department of Education of New York City and applicable State Education Departments for current licensing requirements. The University of Kentucky maintains a website that links to the certification offices for all 50 states. It can be found at [www.uky.edu/TEP/usacert.html](http://www.uky.edu/TEP/usacert.html).

Requirements for teaching and administration and supervisory positions vary throughout the country. The completion of a degree does not automatically mean fulfillment of state/city certification requirements in states other than New York. Such requirements are to be taken into consideration during program completion. Test requirements also vary from state to state.

## Information on Administrative Certification Programs

The College is in the process of reregistering its programs that lead to administrative certifi-

cation. These programs will be reviewed by New York State in the coming months. We expect that our new programs will be in place in time to recommend students for certification as either School District Leader or School Building Leader when the new requirements become effective on September 2, 2006. Until programs are reregistered students currently admitted have until September 1, 2006 to complete their course work. Admission to any program not yet approved will be deferred until formal reregistration has been granted. Until then students can take individual courses that have been identified as essential to meeting the new State regulations.

**New York State approved teacher education programs are available in:**

*Elementary Education (Birth through Grade 6)*

- Early Childhood Education (birth to grade 2), Childhood Education (grades 1-6), through the programs in the Department of Curriculum and Teaching

*Special Subjects and/or Populations*

- Art, Music, and TESOL through the programs in the Department of Arts and Humanities
- Physical Education and Speech-Language Disabilities through the Department of Biobehavioral Sciences
- Early Childhood Special Education and Learning dis/Abilities through the Department of Curriculum and Teaching
- Teaching of Literacy and Teaching the Mentally Retarded, Hearing Impaired, Visually Impaired, Emotionally Disturbed through the programs in the Department of Health and Behavior Studies

*Intermediate or Middle Schools and Junior and Senior High Schools*

- Middle School (grades 7-9) through the programs in the Department of Curriculum and Teaching
- English and Social Studies through the programs in the Department of Arts and Humanities
- Mathematics, General Science, Biology, Chemistry, Earth Science and Physics through the programs in the Department of Mathematics, Science and Technology

*Extension*

- Gifted Education through the Department of Curriculum and Teaching
- Bilingual Education through the Department of International and Transcultural Studies

**New York State Teachers State-Level Aggregate and Summary Assessment  
Pass-Rate Data for Certification Examinations 2002–2003  
Teachers College**

Program Completers*	ATS-W (or NTE)**			LAST (or NTE)***			Summary		
	Tested	Pass	%	Tested	Pass	%	Tested	Pass	%
702	545	540	99	554	547	99	561	553	99

**NYS Teacher Certification Examination Pass Rate Data**

\*Number of completers of the institution’s teacher education programs leading to a provisional teaching certificate

\*\*Number and percent who passed/took either the NYSTCE Assessment of Teaching Skills—Written (elementary or secondary version) or the NTE (Praxis II) Professional Knowledge Test

\*\*\*Number and percent who passed/took either the NYSTCE Liberal Arts and Sciences Test or both the NTE (Praxis II) Communication Skills test and General Knowledge Test

**Teacher Education Standards at Teachers College**

In keeping with the College’s long tradition of the leading intellectual influence on the development of the teaching profession, of serving the needs of urban and suburban schools, in the United States and around the world, the mission of professional education at Teachers College is to establish and maintain programs of study, service and research that prepare competent, caring, and qualified professional educators (teachers, counselors, psychologists, administrators and others). This mission is based on three shared philosophical stances that underlie and infuse the work we do:

*Inquiry stance:* We are an inquiry-based and practice-oriented community. We and our students and graduates challenge assumptions and complacency, and embrace a stance of inquiry toward the interrelated roles of learner, teacher, and leader in P-12 schools.

*Curricular stance:* Negotiating among multiple perspectives on culture, content and context, our graduates strive to meet the needs of diverse learners, both students and other adults, in their school communities.

*Social justice stance:* Our graduates choose to collaborate across differences in and beyond their school communities to demonstrate a commitment to social justice and to serving the world while imagining its perspectives.

**Expectations of Teacher Education Candidates at Teachers College**

*Inquirers and Reflective Practitioners*  
Our candidates are inquirers/researchers who have breadth of knowledge and variety of tools to ask questions about educational environments. They reflect on and continually evaluate the effects of their choices on others (children, families, and other professionals in the learning community).

*Lifelong Learners*

Our candidates are continuously engaged in learning and research. They take responsibility for their professional growth and seek/create learning opportunities for themselves and others.

*Learner-Centered Educators*

Our candidates understand subject matter/discipline; learners and learning, and curriculum and teaching and can create learning experiences that foster learning, development and achievement in all students.

*Effective Collaborators*

Our candidates actively participate in the community or communities of which they are a part to support children’s learning and well being.

*Advocates of Social Justice and Diversity*

Our candidates are familiar with legal, ethical and policy issues, and take a leadership role in advocating for children, families and themselves in a variety of professional, political and policy making contexts.

**Expectations of Teacher Preparation Programs at Teachers College**

Teachers College programs preparing teachers and other professional school personnel ensure that candidates have the knowledge, skills and dispositions required for effective teaching. By the conclusion of the program, candidates demonstrate:

*Knowledge and Understanding of:*

- research and inquiry methods and relationship between research and practice;
- continuum of lifelong learning and issues or professional concern;
- subject-matter/disciplinary content;
- learners and learning;
- curriculum and teaching;
- process and strategies of effective communication and collaboration; and
- foundations of democracy, equity and schooling.

*Skills in:*

- self-critique and reflection;
- use of research and inquiry methods and application of research to practice;
- planning, implementation and evaluation of professional growth;
- planning, implementation and evaluation of curriculum/services;
- communication and collaboration; and
- addressing inequalities in the classroom, school and society.

*Dispositions/Commitments to:*

- inquiry and reflection;
- the profession, ethics and lifelong learning leadership;
- the fullest possible growth and development of all students;
- cooperation and collaboration; and
- social justice and diversity.

### **Student Teaching and Observation**

All preservice teachers must complete two student teaching experiences at two different levels. The experiences begin with observation of an experienced, certified cooperating teacher and gradually allow the student teacher to assume more responsibility as the term progresses. The College selects cooperating teachers and provides on site supervision to make these assignments arguably the most important component of the program.

### **Procedures for Student Teaching and Field-Based Teaching**

Since early arrangements must be made for placing prospective candidates in cooperating schools, students interested in student teaching courses should secure the student teaching application form from the Office of Field Support Services (5 Whittier Hall) well in advance of the term in which they wish to enroll in student teaching and should request a copy of "Student Teaching Handbook" which provides general information having to do with student teaching.

### **Teacher Opportunity Corps**

The Teacher Opportunity Corps has been established to encourage individuals to prepare to teach in urban settings and to serve the needs of students at risk of dropping out of school. The program emphasizes knowledge of urban schools, effective teaching strategies, and reflection on teaching. Students who are N.Y. State residents, who are not permanently certified to teach in N.Y. State, and are African-American, Hispanic, Native American or Alaskan-American are eligible for this program. Those selected for this program are awarded a stipend each semester and are eligible for a variety of academic supports. For more information and application materials contact The Office of Field Support Services, Teacher Opportunity Corps, Teachers College, Columbia University, Box 97, New York, NY 10027; telephone: (212) 678-3466.

### **Peace Corps Fellows Program**

The Elliot and Roslyn Jaffe Peace Corps Fellows Program, an AmeriCorps program, recruits Returned Peace Corps Volunteers with a strong commitment to urban education to teach in full-time, salaried positions in New York City public schools while attending Teachers College part-time. This rigorous program, the first of its kind in the United States, begins in May and carries a two-year teaching commitment—with at least an additional two years of city teaching strongly encouraged.

The Program is for Master's Degree (only) candidates in the following teacher shortage areas: Bilingual Education (pre-K-6), English, Math or Science (grades 7-12), ESOL (K-12) and Special Education (call for specifics). For more information, call 212-678-4080, e-mail (pcfellows@tc.edu) or write to Peace Corps Fellows Program, Box 90, Teachers College, Columbia University, New York, NY 10027. Application Packets can also be requested at [www.tc.edu/pcfellows](http://www.tc.edu/pcfellows).

### **COMPUTING AND INFORMATION SERVICES**

Computing and Information Services (CIS) is responsible for academic and administrative computing, media services, the campus data, voice and video network, and telecommunications. These services include e-mail, course Web pages, desktop computers, student laboratories, multi-media classrooms, audio-visual services, management information systems, telephone and satellite and video-conferencing connections, and residential cable television. More extensive information may be found at the Computing and Technology Resources pages of TCWeb: [www.tc.edu/cis](http://www.tc.edu/cis).

#### **Email Accounts**

Teachers College students, faculty and staff may use e-mail accounts provided by Columbia University Academic Information Services (AcIS). In addition to campus and Internet communications, these accounts also provide space for personal homepages. This e-mail can be accessed from the Internet. Columbia maintains a modem pool for dial-up access from home, which affords access to the Columbia domain as well as the Internet. From anywhere in the five boroughs of New York City, this is accessed as a local call. More information can be found on the Columbia Academic Information Services page: [www.columbia.edu/acis](http://www.columbia.edu/acis). Upon graduation, alumni can choose to keep this e-mail address, forwarding messages sent to it to some other designated e-mail address. Faculty and staff also have MS Exchange e-mail accounts with integrated voice messaging hosted at Teachers College to foster workgroup computing.

#### **Campus Network**

Data and voice outlets are found in every classroom, office and residence on the main portion of the campus. In addition, video connections are available in many classrooms. Internet and Internet-2 access are provided via Columbia University.

#### **Public Computing Facilities**

The Student Computing Support Center in 242 Horace Mann reopened in February 2003, after a total renovation of the space and installation of all new equipment. It provides students with PCs and Macs, software, printers and other peripherals. This laboratory is open daily. The Center's software library includes PC and Mac programs for word processing,

Web development, graphics, statistical analysis, qualitative analysis and databases. A current list is maintained on the Computing and Technology Resources Web site ([www.tc.edu/cis](http://www.tc.edu/cis)) under Software Applications. McAfee virus protection is licensed by the College for all students, faculty and staff to download for their home computers. Several software applications including Endnote, a bibliographic database program, are also available through site licenses for home use.

Computer classrooms with workstations at each seat in 345 Macy (see below) are available for open use when not scheduled for instruction.

Email and local Web sites are also accessible from more than 20 kiosks located in corridors on the first and ground floors of campus buildings and the Student Lounge. Milbank Library has more than 50 public workstations connected to the Internet. An accessible technology laboratory is located in the ground floor of Grace Dodge Hall.

Wireless access is available in public areas such as the Everett Lounge, the cafeteria, the Library. Detailed information and revised coverage maps are provided on the Computing and Technology Resources Web site ([www.tc.edu/cis](http://www.tc.edu/cis)) as this service grows. Those connecting personal computers to the College network are expected to take advantage of the free virus protection software available on the TC Portal and follow the instructions on that web site to continually apply security patches to Windows and Macintosh operating systems.

#### **TC ClassWeb**

The second generation of college-wide courseware, ClassWeb provides pre-created Web sites which faculty can customize for each class each semester. Features include syllabus, discussion, chat, filesharing, and subgroups. These sites are used by most regular TC classes and also support classes taught to students at a distance.

#### **Instructional Media Lab**

The Instructional Media Lab (IML) in 265 Macy is a facility for students and faculty to create rich content for classes, online learning, student teaching, and research. Digital cameras and other equipment are loaned. Workstations allow for computer-based full motion video from camera, VCR, or videodisk to be edited, integrated with animation and digitized voice and music and to be written to CD, DVD, or tape. IML also provides satellite downlink.

#### **Computer Classrooms**

Computer classrooms for hands-on instruction include both a PC and a Macintosh room in 345 Macy. The Goodman Family Computer Classroom suite includes a classroom equipped with 32 notebook computers on tables that can be reconfigured to accommodate varying

workgroup sizes. Located in 234 Horace Mann, it also has a seminar room for 10 people. The Macy rooms are available for use by students and faculty when not scheduled for instruction.

### Multi-media Classrooms

Multi-media display classrooms provide equipment such as PCs, Macs, VCRs, audio-tape players and document cameras. Currently more than 25% of our 65 classrooms have such dedicated computer and projection equipment, with plans for additional ones to be added each year. In addition, all classrooms have campus network connections, and laptops and projectors may be borrowed from Media Services. Some 45 classrooms have secured carts with a VCR and monitor; another 12 carts may be reserved for use in other rooms.

### Training

Training workshops are scheduled throughout the year on how to use electronic mail, word processing, spreadsheets, the Internet and Web publishing, statistical analysis, photo and video manipulation, and multimedia authoring. In addition to workshops, individual training is also available. Academic Computing Services also provides auto-tutorial materials on CD-ROMs. The workshop schedule may be found on the Computing and Tech Resources website ([www.tc.edu/cis](http://www.tc.edu/cis)).

### Administrative Systems

Students are able to register, drop and add classes, check financial aid, academic history and current grades or pay by credit card via the Student Information System on TC-Web or the telephone through Touchtone Services.

### Microcomputer/LAN Services

Student support is provided at the Student Computing Support Center in 242 Horace Mann as well as in the residence halls.

All faculty and staff have workstations appropriate to their work, with budgeted replacement at 25% per year. The local area network features file and print services as well as Microsoft Exchange, web servers and other applications. The CIS Help Desk provides problem resolution via telephone and office visits.

### Residential Telecommunications Services

Telephone, voicemail, Internet and cable television services are provided in student and faculty residences. Those living in Whittier, Lowell, and the New Residence Halls have direct connections to the campus data network. In family housing, residents have cable-modem Internet access. Detailed information is found on the Computing and Technology Resources ([www.tc.edu/cis](http://www.tc.edu/cis)) site under Telephone and Cable TV.

## Policy on Acceptable Use of Information Technology Resources at Teachers College

### Objectives

The purpose of this policy is to promote and improve the effectiveness of Teachers College computing and communications resources. As an academic community, the College places a special value on free expression of ideas. However, unlawful or inappropriate use of these information technology (IT) resources can infringe the rights of others. Accordingly, all members of the College community are expected to use these resources responsibly. Prevention of abuse of the College's IT resources is important to:

- promote the appropriate and productive use of the College's information technology resources, which are a finite, shared resource of the College community;
- protect individuals from annoyance and harassment;
- prevent waste of the IT resources and obstruction of College activities;
- and protect the College against seriously damaging or legal consequences.

### Policy

The information technology resources of the College are part of the Columbia University network, and therefore all College users must be familiar with and adhere to the University's policies found at [www.columbia.edu/acis/policy](http://www.columbia.edu/acis/policy). Use of College information technology resources must also conform with College policies, regardless of explicit reference in those policies to electronic or other media. Policies including those related to professional conduct, sexual harassment and others are found at [www.tc.columbia.edu/administration/hr/pol-prohome.htm](http://www.tc.columbia.edu/administration/hr/pol-prohome.htm) and in the Student Handbook at [www.tc.columbia.edu/administration/student-handbook](http://www.tc.columbia.edu/administration/student-handbook). College IT resources shall not be used to violate any City, State or Federal laws or any College or University policies. Copying, storing, displaying, or distributing copyrighted material using College or University computers or networks without the express permission of the copyright owner, except as otherwise allowed under the copyright law, is prohibited. Under the Digital Millennium Copyright Act of 1998, repeat copyright infringements by a user of the College's IT resources can result in termination of the user's access to those resources. It is not acceptable to attempt to gain access to or use another person's ID, password or account, nor to send an email impersonating another individual, regardless of where the email originates. Sharing of passwords is prohibited and each user is responsible for the proper use of his or her account and any activity conducted with it.

Communication at the College, regardless of whether it is spoken, written or electronic, should be conducted courteously, and with respect for other people's ideas, privacy, intellectual property, and right to be free from intimidation, harassment, and unwarranted annoyance, including, but not limited to, chain letters, and obscene and other unwelcome messages. All email and postings should have the name of a person from or for whom it is sent, even if replies are not permitted. Broadcast messages to large lists should have an educational or work-related significance to many members of the group. Messages or files that interfere with or impair the computers or activities of other people are not allowed. This includes viruses, worms and Trojan horses.

Consequences for failure to abide by this policy may range from warnings to suspension of email and other computing privileges to dismissal, termination of employment, or criminal proceedings.

### Complaints

Individuals who believe that there has been a violation may contact the Ombudsperson, the Associate Dean, William J. Baldwin, or the Director of Information Technology.

Current contacts are:

Erwin Flaxman  
Ombudsperson for students  
[flaxman@tc.edu](mailto:flaxman@tc.edu)  
(212) 678-4169  
857 Thorndike Hall

Janice Robinson  
Ombudsperson for faculty and staff  
[JRobinson@tc.edu](mailto:JRobinson@tc.edu)  
(212) 678-3732  
128 Main Hall

William Baldwin  
Associate Dean  
[wjb12@columbia.edu](mailto:wjb12@columbia.edu)  
(212) 678-3052  
113 Main Hall

V. Ena Haines  
Director of Information Technology  
[ena@tc.edu](mailto:ena@tc.edu)  
(212) 678-3486  
241 Horace Mann

# Student Life and Student Services

## STUDENT LIFE AND STUDENT SERVICES

Teachers College is located in New York City, one of the most important and dynamic cultural and educational centers in the world. The student population is very diverse and includes international students, scholars and faculty from over 75 countries. Teachers College combines a large number of part-time and full-time students who are very active in professional education circles and either commute or live on campus. There are a variety of student services and organizations at Teachers College designed to support students' programs of study, provide professional development opportunities, foster community and celebrate diversity.

## THE OFFICE OF DIVERSITY AND COMMUNITY

The Office of Diversity and Community was mandated by the President's Diversity Taskforce Report of 1999. Since that time the Office has worked to address, enhance and invigorate TC's engagement of diversity, community and civility issues.

Led by educator and TC alumna Janice S. Robinson, Esq., Special Counsel to the President, Office of Diversity and Community, the office's philosophy is to focus on systemic issues by addressing policies and procedures throughout the college with TC's policymakers. These issues can overlap with potential legal concerns (i.e. discrimination, due process, equity and retaliation). Robinson also functions as a liaison to outside counsel and as an ombudsperson for staff and faculty. She is a member of the president's senior staff.

The Office of Diversity and Community, with the assistance of faculty, staff, students, alumni and administration, focuses its efforts on activities, projects and funding to support work that enhances the College's academic and working environments and culture; improves TC-wide communications on multiple levels; continues positive TC community interactions and activities; continues review of Diversity Task Force Report recommendations; and, finally, improves links between TC and the surrounding external community.

To this end, the Office developed and implemented a presidential college-wide grant program for diversity and community projects/activities and a research grant program for students engaged in diversity issues. The Office also sponsors programming at the college, which has included a series of conversations with the President and talks on building community as well as civil liberties and terrorism. It also sponsors community breakfasts for faculty and staff and it reinvigorated the new student facebook.

## STUDENT ACTIVITIES AND STUDENT ORGANIZATIONS

Student Activities fosters community by promoting professional, co-curricular, recreational, social and cultural programs. Programs, such as the Casual Conversation Series, provide students with the opportunity to hear faculty and administrators share their research interests and professional experiences. Students can also participate in 20+ student organizations, which provide additional opportunities for students to network with all members of the College community. The composition of student organizations varies from special interest groups to local chapters of national organizations. They include:

- African Studies Working Group
- American Sign Language Club
- Black Student Network
- Coalition of Latino/a Scholars
- Current Issues in Comparative Education (CICE)
- Kappa Delta Phi, (national honor society)
- Queer TC
- Society and Economics in Education
- Society for Human Resource Management
- Society for International Education
- Student Advocates for the Arts
- Student Alliance on Multicultural Mental Health Issues (SAMMI)

For more information regarding student activities and student organizations please visit our web site at [www.tc.edu/stlife](http://www.tc.edu/stlife) or give us a call at (212) 678-3690.

## HEALTH SERVICES & INSURANCE

Primary care, women's health, counseling, health education and wellness services are offered through Columbia University (Morningside Campus) free or at a nominal charge to students who have paid the Health Service fee. The Health Service fee is mandatory for all students living in college residence housing and all full-time students residing temporarily or permanently in one of the five boroughs of New York City. Additional coverage for medications, referrals, and hospitalizations are covered by the student insurance plans available through Teachers College. Information is available from the Office of Insurance & Immunization Records, (212) 678-3006, [health-immunization@tc.edu](mailto:health-immunization@tc.edu).

## IMMUNIZATION RECORDS

New York State requires that all students born on or after January 1, 1957 provide proof of immunity to measles, mumps, and rubella. In addition, New York State requires all students to decide whether or not to be immunized against meningitis and to provide formal documentation of their decision. The law does not require you to get immunized; however, you must submit documentation regarding your decision as to whether or not you will be immunized. All materials must be submitted to the Office of Insurance and Immunization

Records prior to a student's initial class registration.

## INTERNATIONAL SERVICES

Teachers College has a long history of welcoming international students, scholars and faculty to our academic and social community. Currently, over 600 students from 75 countries are enrolled at all degree levels and in every department. International Services provides extensive orientation and intercultural programs throughout the year; information on responsibilities, benefits and alternatives under immigration laws and regulations; counsel on personal, financial, cultural, academic and other concerns; and campus-wide international awareness events. The International Student Advisors also assist students in contacting campus and community resources when it is appropriate. In addition, the office provides visa and orientation services for international visiting scholars, visa services for non-immigrant faculty and staff, resources for delegations of international visitors and assistance to the college community on international issues. The office is located in 163 Thorndike Hall; (212) 678-3939. Interested individuals can contact the staff by email at [tcintl@tc.edu](mailto:tcintl@tc.edu). In addition, prospective, admitted and current students are encouraged to go to [www.tc.edu/~international](http://www.tc.edu/~international) for up-to-date information.

## INDIVIDUALS WITH DISABILITIES

The Office of Access and Services for Individuals with Disabilities ensures that programs and services at Teachers College are physically, programmatically, and attitudinally accessible to persons with disabilities. Equal access is achieved through individualized responses addressing the needs of students, faculty, staff and visitors with disabilities. A disability may be the result of a physical or mental impairment including but not limited to conditions such as visual, hearing or mobility impairments, acute or chronic medical conditions, or specific learning disabilities. A full-time Director of Access and Services for Individuals with Disabilities, an Assistant to the Director, and a Program Director of Deaf and Hard of Hearing Services are available to meet with students, arrange accommodations, and advocate on behalf of persons with disabilities. For more information call (212) 678-3689, (212) 678-3853 (TTY) or email [keller@tc.edu](mailto:keller@tc.edu)

## TEACHERS COLLEGE STUDENT SENATE

The Teachers College Student Senate represents the student body with elected representatives from academic departments and positions at large. The Senate advocates for student voice on campus and participates in college-wide committees which impact the decision-making process and enhances communication amongst students, administration and faculty.

## RECREATION AND FITNESS

Directly across the street from Teachers College is the Columbia University Marcellus Hartley Dodge Physical Fitness Center, an indoor sports and exercise facility open to our students. The center features two full-size gymnasiums, a swimming pool, 16 squash and handball courts, fully equipped exercise and weight rooms, a judo-karate room, fencing room, wrestling room, indoor track, and two saunas. In addition, there are three tennis courts located on the Morningside Heights campus. Teachers College also houses its own swimming pool for student, faculty, administration and staff use.

## CAREER SERVICES

Career Services provides current students and alumni with the career planning resources essential to the development and refinement of their job search skills. Individual consultations and group workshops on career planning and job development equip participants with the skills necessary for a successful job search. Students and alumni have online capabilities to search for employers and career opportunities, submit resumes and cover letters, and sign up for on-campus and off-campus interviews. As part of this online recruitment program, employers are able to offer Teachers College students and alumni both internship and full-time positions. In addition, a range of other job opportunities, external to the on-campus recruitment program, are available as online postings that students and alumni can review and apply to directly. During the spring semester, two education career fairs are offered, the PreK-12 Education Career Fair and the Northeast Regional Charter School Fair. Not-for-Profit organizations also visit the campus in the spring for the Columbia University-sponsored Not-for-Profit and Public Service week of events. Career Services has also created a new programming series called Careers of the Month. This series spotlights careers that TC students may wish to explore and consists of specialized workshops, panel discussions and networking opportunities with alumni and employers.

Also online, the Alumni Mentoring and Career Networking Program offers a forum in which alumni and students can connect to engage in networking and information sharing. For those students and alumni requiring a centralized location for letters of reference and other pertinent materials for graduate school applications and/or for conducting a job search a 24-hour online service is available. Students and alumni will also find additional resources in the office's on-site Career Resource Library, as well as on the office's website: [www.tc.edu/careerservices](http://www.tc.edu/careerservices). Sample resources include: career and job search guides, school directories, educational publications, teacher certification information, and graduate study and teacher licensing examination bulletins. Additionally, students can visit the Career Services Centers at Columbia University and

other peer institutions to broaden their job searches. Teachers College faculty and administrators can also request specialized workshops for their classes and/or academic departments. Career Services is located in 44 Horace Mann, (212) 678-3140, [careerservices@tc.edu](mailto:careerservices@tc.edu).

## SAFETY AND SECURITY

Teachers College is located in New York City, one of the most important and dynamic cultural and educational centers in the world. The Office of Safety and Security helps to keep the campus safe and secure, but a truly safe campus can be achieved only through the cooperation of all students, faculty and staff. Security officers are responsible for a wide range of services (visit our website at [www.tc.edu/security](http://www.tc.edu/security)). These include responding to accidents; medical or fire emergencies; investigation and preparation of incident reports; and coordinating police response functions. They are all certified by the state and must pass a state certification exam in order to qualify for a position as a security officer.

Teachers College security officers are on patrol 24 hours a day, 7 days a week, holidays included. Teachers College is located within the 26th Precinct of the New York City Police Department and works cooperatively with them. In addition, institutional security offices, including Columbia University, Barnard College, Union Theological Seminary, and the Morningside Area Alliance, a community agency funded in part by various agencies in Morningside Heights, complement Teachers College Security efforts. Teachers College has more than 60 security video cameras located on the campus, including the residence halls, which tape and monitor daily activity. For increased security in the residence halls, the buildings are equipped with card swipe access.

## OTHER SERVICES

Additional services available to students include the Teachers College Bookstore, Teachers College Cafeteria, Security Information Desk, Psychological Counseling Services, the Rita Gold Early Childhood Center, Office of the Ombudsperson, ATM and postage machines.



## CAMPUS CRIME STATISTICS

	1997	1998	1999	2000	2001	2002	2003
<b>Assaults</b>	3	3	2	1	1	0	0
<b>Auto Theft</b>	0	0	0	0	0	0	0
<b>Burglary</b>	19	19	20	49	15	14	23
<b>Murder</b>	0	0	1	0	0	0	0
<b>Robbery</b>	1	1	1	1	1	0	0
<b>Sex Offenses:</b>							
<b>Forcible</b>	0	0	0	0	0	0	0
<b>Sex Offenses:</b>							
<b>Non-Forcible</b>	0	1	1	1	1	0	0
<b>Manslaughter</b>	0	0	0	0	0	0	0
<b>Arson</b>	0	0	1	0	0	0	0

The Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education (visit [www.highered.nysed.gov/Quality\\_Assurance/home.html](http://www.highered.nysed.gov/Quality_Assurance/home.html)). You may also contact the College at (212) 678-3098 or visit us at [www.tc.edu/security](http://www.tc.edu/security) for more information.

# Degree Requirements

## GENERAL REQUIREMENTS

The minimum requirements for degrees as established by the College and University are given below. Students must consult the appropriate departmental brochures for specific program requirements governing each degree. Students may not be enrolled concurrently in two different institutions; students may not be in two different degree programs or areas of specializations at Teachers College Columbia University.

### General Residence

For each degree, a candidate offers a minimum of thirty semester hours of acceptable graduate credits taken over no less than the equivalent of a minimum of two academic terms under Teachers College registration. Living on campus is not required. Students electing to earn more than one degree must consult the Registrar about general residence including minimum point requirements for multiple degrees. Following is a chart of minimum residency requirements for several multiple degree requirements. In addition to satisfying residency requirements, a student must meet all degree requirements for each degree as outlined in the Degree Requirements section of the catalog and all degree requirements as outlined by the department.

### Period of Candidacy (Master's Degrees)

Candidates must be formally admitted to a degree program by the Office of Admission. The period of candidacy for the degrees of Master of Arts, Master of Arts in Teaching, Master of Science, and Master of Education is limited to five years. Every candidate for the Master of Arts, Master of Arts in Teaching, Master of Science, and Master of Education must complete at least 16 points through Teachers College during the final five-year period prior to the award of the degree so as to meet residency requirements.

A candidate may petition the Registrar for an extension of time for adequate reasons if the student has been in attendance in the degree program within the last five years. In such cases, an extension must be recommended by the major advisor and approved by the Registrar. Upon approval, all current degree requirements including the departmental integrative project and at least 16 points to satisfy the residency requirement must be completed. Petitions for extension may be obtained through the Office of the Registrar. If a student has not been in attendance within the last 5 years and wishes to pursue the completion of the degree, the student must re-apply for admission and be accepted into the degree program. Applications for re-admission may be obtained from the Office of Admission. Applications for re-admission follow the same processes and standards as those for initial

## GENERAL RESIDENCE REQUIREMENTS

### Minimum Point Requirements for Multiple Degrees

This list only represents minimum point requirements to establish residence for multiple degrees. In addition, each degree program has a planned program of study, and the degree requirements as outlined by your department and in this catalog must also be satisfied. It is possible that students will need to take more than the minimum point requirements.

	Minimum Point Requirement	Minimum TC Credit	Maximum Transfer Credit
<b>Two Degrees at Teachers College</b>			
M.A. (M.S.) and M.A. (M.S.)	60*	60*	0
M.A. (M.S.) and Ed.M.	60	45	15
Ed.M. and Ed.M.	90	60	30
M.A. (M.S.) and Ph.D.	75	45	30
M.A. (M.S.) and Ed.D.	90	45	45
Ed.M. and Ph.D.	75	45	30
Ed.M. and Ed.D.	90	45	45
<b>Three Degrees at Teachers College</b>			
M.A. (M.S.), M.A. (M.S.), and Ed.M.	90	75	15
M.A. (M.S.), Ed.M. and Ed.M.	90	90	0
M.A. (M.S.), M.A. (M.S.), and Ed.D.	90	75	15
M.A. (M.S.), M.A. (M.S.), and Ph.D.	75	75	0
M.A. (M.S.), Ed.M. and Ph.D.	75	60	15
M.A. (M.S.), Ed.M. and Ed.D.	90	60	30
Ed.M., Ed.M., and Ed.D.	90	90	0
<b>Four Degrees at Teachers College</b>			
M.A.(M.S.), M.A. (M.S.), Ed.M. and Ed.D. (or Ph.D.)	120	120	0
M.A.(M.S.), Ed.M., Ed.M. and Ed.D. (or Ph.D.)	120	120	0

\* Plus an essay or 32 points without an essay for each degree.

Note: If you received a Professional Diploma from Teachers College, please check with the Registrar for minimum requirements.

admission. If a student is subsequently readmitted to a Master's degree program with a period of candidacy after the expiration of the initial five-year period of candidacy, all current degree requirements including the departmental integrative project and at least 16 points to meet residency requirements must be completed.

### Academic Performance

The faculty of the College requires that all students maintain an acceptable grade average. Some departments specify an overall minimum grade average (see specific department statements). Any department judging a student to be performing below expectations is authorized by the Faculty to require additional course work as a means to evaluate the student's continuance within the degree program or at the College. In addition, a student at the doctoral level whose academic performance in course work and in other requirements is seriously below the level required for successful completion of a degree may be denied permission for continued enrollment at the College on the initiative of the Department. Such a

decision cannot be made by an individual professor but must be made by the department in which the student is enrolled. There is no formal appeal from such a decision, but the service of the Ombudsperson may be requested by the student.

Any student receiving eight or more points in grades of C- or lower is not permitted to continue registration at the College in any capacity and may not receive a degree or diploma. Petitions for exception to this policy are to be submitted, in writing, to the Registrar with a written recommendation from the department in which the student was last enrolled. Such petitions will be submitted to a faculty committee for review and decision.

### Application for Master's Degree or Certificate Award

Candidates for the award of the degree of Master of Arts, Master of Arts in Teaching, Master of Science, or Master of Education, or a certificate must file an application (obtained from and returned to the Registrar, in accor-

dance with dates listed in the Academic Calendar). All courses, except those of current enrollment, must be completed at the time of application. If the degree or certificate is not then earned, a Renewal-of-Application is to be filed for reconsideration of the award. (See Academic Calendar for dates). An application for award terminates at the next time for degree conferral but may be renewed upon filing a Renewal-of-Application with the \$15 renewal fee in accordance with the dates listed in the Academic Calendar. Degree applications are kept on file for a period of three years from the date of the original degree application.

### Graduation

All degrees and certificates are awarded in October, February and May. Degrees are conferred by the President of the University at the annual Commencement in May.

### Master of Arts Point Requirement

The Master of Arts degree is granted upon the satisfactory completion of no less than 30 points and a formal essay; or 32 points and an acceptable departmental integrative project; or 32 points and successful completion of a departmental comprehensive examination. At least 20 points must be earned in Teachers College courses. The remaining course work, through Teachers College registration, may be completed in Teachers College or other graduate divisions of the University, but no more than 12 points of graduate credit from other faculties of the University will be credited toward the minimum point requirement. Graduate level courses in the University are numbered from 4000 and above.

A candidate for a second Master's degree must be readmitted to candidacy by the Office of Admission. Courses and the integrative project, comprehensive examination, or essay offered for the first Master's degree may not be applied toward the second. The same minimum point requirements stated above apply and must include 3 Teachers College courses (a course is defined as one for which at least 2 points are earned) outside the Teachers College major department.

### Program of Study

The program for the Master of Arts must include: a minimum of 12 points in the major field courses, the exact requirement to be determined in consultation with the major advisor. In order to broaden the student's background in education, three Teachers College courses outside the Teachers College major department (in this case, a course is defined as one for which at least two points are earned) must be completed as well as a formal essay, comprehensive examination, or an integrative project.

No transfer credit is granted for work completed at other universities to satisfy the minimum point requirement. Electives are chosen in consultation with the major advisor.

### Essay

Students opting for the preparation of a formal essay should check with the Office of the Registrar for instructions. The formal essay must demonstrate the ability of the student to select, organize, and present the results of professional investigation in the major field. The essay may consist of a body of work in a studio or performance area, demonstrating the design, preparation, and presentation of professional works appropriate to the major field. Documentation of such works may include media such as photographs, color slides, TV tapes, film, recordings, or an approved computer software program. An outline of the subject of the essay must be approved by the major advisor and forwarded to the Registrar prior to or accompanying the application for the degree. The original copy of the formal essay is to be submitted to the Registrar no later than the dates indicated in the Academic Calendar. The approved essay is submitted to the College library for retention; the departmental integrative project is maintained in the major department.

### Master of Arts in Teaching

The Master of Arts in Teaching, a Columbia University degree, for students from Columbia, Barnard, or the School of General Studies, is offered as an alternative to the Teachers College Master of Arts degree for prospective secondary school teachers of English, Spanish, mathematics, science, and social studies. For the current year, applications to this program are not accepted.

### Master of Science

The Master of Science degree is granted upon the satisfactory completion of a minimum of 30 points and a formal essay; or 32 points plus a departmental integrative special project; or 32 points and successful completion of a departmental comprehensive examination. At least 20 points must be earned in Teachers College courses. The remaining course work may be completed, under Teachers College registration, in Teachers College or in other graduate departments of the University. Graduate level courses in the University are numbered from 4000 and above.

### Program of Study

The program for the Master of Science degree must include at least 20 points in science courses and related technical fields. In order to broaden the student's background in education, a minimum of two Teachers College courses outside the Teachers College major department (in this case, a course is defined as one for which at least two points are earned) must be completed as well as a formal essay,

comprehensive examination, or a departmental integrative special project.

No transfer credit is granted for work completed at other universities to satisfy the minimum point requirement. Electives are chosen in consultation with the major advisor.

### Essay

Please refer to this requirement under the Master of Arts degree section.

### Master of Education

The Master of Education degree is awarded upon satisfactory completion of a minimum of 60 points of graduate work. This is a two-year program. Thirty points must be completed under the auspices of Teachers College, including 18 points in Teachers College courses. A maximum of 30 points of graduate credit may be transferred from other recognized institutions. Candidates who have completed a Master of Arts or Master of Science degree through Teachers College must offer a minimum of 45 points of the required 60 points under Teachers College registration.

Candidates admitted to the Ed.M. program are required to offer a minimum of three Teachers College graduate courses in education outside the Teachers College major department. (In this case, a course is defined as one in which at least two points are earned). Equivalent courses for which transfer credit has been granted may be substituted for Teachers College courses upon written petition to the Registrar. Additionally, either a formal essay, a departmental comprehensive examination, or special departmental integrative project is required. Consult departmental advisory statements for additional requirements.

### Doctor of Education/Doctor of Philosophy

Teachers College offers programs of study leading to the Doctor of Education and Doctor of Philosophy degrees. The requirements differ in accordance with the nature of the degree as described below.

The Office of Doctoral Studies provides general information, administrative advice, and service to doctoral students and assists the doctoral committees in their supervision of the work of candidates for both degrees.

Requirements outlined below are described in further detail in the bulletins "Requirements for the Degree of Doctor of Education," "Requirements for the Degree of Doctor of Education in College Teaching of an Academic Subject," and "Requirements for the Degree of Doctor of Philosophy." A prospective student should obtain the appropriate bulletin from the Office of Doctoral Studies. Each student is responsible for fulfilling the stated requirements. Doctoral programs are offered in many but not in all areas

of specialization in Teachers College. Therefore, a prospective doctoral student should consult a faculty advisor, either through conference or correspondence, concerning programs offered, the degree most appropriate for specific goals, any departmental requirements for admission and programs of study, and application deadlines.

Direct inquiries concerning admission to the Office of Admission of Teachers College and indicate the degree and field of interest in order to receive appropriate information and application forms.

### Doctor of Education

The degree of Doctor of Education emphasizes broad preparation for advanced professional responsibilities through a program based upon extensive study in a specialized branch of the field of education or in an area of instruction. The minimum requirements for this degree are: satisfactory completion of a planned program of 90 points of graduate course work beyond the Bachelor's degree (at least 45 points of which must be taken through Teachers College registration); submission of a statement of total program indicating periods of intensive study subsequent to the first year of graduate study which accompanies the program plan of study; satisfactory performance on a departmental Certification Examination; and the preparation and defense of a dissertation. Additionally, students are required to complete a minimum of 20 points after taking the certification examination for the first time, including the points taken during the term in which that examination was taken. Students who were fully admitted before September 1, 1982 should consult with the Office of Doctoral Studies. Some fields of study have additional requirements; consult departmental advisory statements.

Special programs leading to the degree of Doctor of Education for persons preparing for college teaching of an academic subject are offered in several departments. The programs emphasize broad preparation in the candidate's major field, specialized competence in a limited area within that field, and an understanding of the broader problems of education, especially at the college level. The minimum requirements are: satisfactory completion of a planned program of 90 points of graduate course work beyond the Bachelor's degree; submission of a statement of total program indicating periods of intensive study subsequent to the first year of graduate study which accompanies the program plan of study; satisfactory performance on a departmental Certification Examination; and the preparation and defense of a dissertation. The point requirement beyond certification is the same for the program as described in the above paragraph. Some fields of specialization have additional requirements such as an examina-

tion in one foreign language or in mathematical statistics; consult departmental advisory statements.

Former TC doctoral students who have not registered in the last five years must apply for readmission through the Office of Admission. Applications for re-admission follow the same processes and standards as those for initial admission. If readmitted, current degree requirements must be satisfied.

### Continuous Registration Requirement for the Ed.D. Degree

Students are required to be in continuous enrollment for a minimum of three points of Teachers College course credit, or for the dissertation advisement course, in each Autumn and Spring term, starting with the term following successful completion of the certification examination or following the term in which the dissertation proposal was approved in a departmental hearing, whichever comes first, and continuing until all requirements for the degree are met. (See Ed.D. Requirements Bulletin for policy on the dissertation advisement course). Certification examinations for students who take the examination in the Summer term are not usually evaluated by departments and programs until the Autumn term. Consequently, these students will not be obligated for continuous enrollment until the following Spring term.

The obligation to register continuously ends after the dissertation has received final approval.

### Doctor of Philosophy

The degree of Doctor of Philosophy emphasizes research and intensive specialization in a field of scholarship. Under an Agreement with Columbia University, Teachers College offers programs leading to the Ph.D. degree in designated fields in which the Graduate School of Arts and Sciences of the University does not offer programs, namely in education, including education in the substantive disciplines and certain applied areas of psychology. The minimum requirements for the degree are: satisfactory completion of a planned program of 75 graduate points beyond the Baccalaureate; submission of a statement of total program indicating periods of intensive study subsequent to the first year of graduate study which accompanies the program plan of study; satisfactory performance on foreign language examinations and on a departmental Certification Examination; and preparation and defense of a research dissertation. Some fields of specialization have additional requirements; consult departmental program statements. Relevant courses completed in other recognized graduate schools to a maximum of 30 points, or 45 points if completed in another Faculty of Columbia University, may be accepted toward the minimum point require-

ment for the degree. Each degree candidate must satisfy departmental requirements for the award of the M.Phil. degree prior to continuance in the Ph.D. program. These degree requirements are specified in the "Requirements for the Degree of Doctor of Philosophy Bulletin," obtainable from the Office of Doctoral Studies.

A Ph.D. candidate must complete all requirements for the degree in not more than seven years. The time limit is six years for those who have received an applicable Master's degree or 30 points of advanced standing. The candidate must register continuously each Autumn and Spring term until all requirements are met unless granted a leave of absence. A candidate who expects to interrupt study for any reason should consult the Office of Doctoral Studies so as to avoid the risk of severing connection with the program. All candidates are required to register in residence in the Graduate School of Arts and Sciences through Teachers College and to pay a fee in the term in which the dissertation is defended.

### Continuous Registration for Dissertation Advisement: Ph.D. Degree

Each Ph.D. student must register continuously for the course in doctoral dissertation advisement offered by the department following enrollment in the department's designated dissertation seminar course(s) or following the term in which the dissertation proposal was approved, whichever comes first, and continuing until all requirements for the degree are met. (See Ph.D. Requirements Bulletin for policy on the dissertation advisement course.) Continuous registration for doctoral advisement is required each Autumn and Spring term, whether or not the student is in attendance, and in the Summer term when special permission has been granted to schedule an oral examination on the dissertation. Registration for TI 8900-Dissertation Defense: Ph.D. is required for the term in which the oral defense is held. See Fees and General Offerings sections for further details. The obligation to register for dissertation advisement ends after the dissertation has received final approval. See section on Fees regarding dissertation advisement tuition.

### Postdoctoral Study

The facilities of Teachers College may be made available to persons holding the doctoral degree from approved institutions who desire to spend a period in advanced research or study. Application for admission to postdoctoral study for transcript credit should be made to the Office of Admission. Persons who do not wish transcript credit may apply for Visiting Scholar status. Refer to the Visiting Scholar section in the "Policies and Procedures" section of this bulletin for more information.

## REGISTRATION PROCEDURES

Students seeking course credit must be admitted by the Teachers College Office of Admission. For details, please refer to section on Admission. Former Teachers College degree students who wish to pursue a degree program and have not been in attendance during the past five years must apply for readmission in the Admission Office well before the registration dates. Those not in attendance within the last five years who do not desire degree candidacy should go directly to the Office of the Registrar.

Course registration may be completed by use of Teachers College Touchtone Services or the Student Information System on TC-Web. Limited in-person registration is available during dates announced in the Academic Calendar.

### Teachers College Touchtone Services and The Student Information System on TC-Web

All students are expected to register via the telephone through Touchtone Services or on the web through the Student Information System on TC-Web. It is the responsibility of each student to obtain advisement and approval for their course selections from their academic advisor prior to registering. Registering for classes that your advisor has not approved can seriously compromise your ability to fulfill degree requirements and may have unintended financial consequences. Students must also obtain permission from the course instructor for any course listed in the Schedule of Classes that requires instructor approval. Use of Touchtone Services or the Student Information System on TC-Web requires a Personal Identification Number [PIN]. New students will receive PIN numbers from the major department at the time of advisement. Continuing students who did not receive or have misplaced theirs may obtain a PIN by presenting photo identification to the Registrar's Office (150 Horace Mann). For security reasons, PIN numbers are not available over the telephone. The telephone number to access Touchtone Services is (212) 678-3200. The URL for the Student Information System is <https://info.tc.columbia.edu/homepage.htm>. Both systems are normally available Mondays–Saturdays from 8 a.m. to 11 p.m.

Whenever course enrollment has been entered on the computer registration system, the student is responsible for payment of the assessed charges unless the student follows the procedures for a change of program as outlined in the Schedule of Classes and in accordance with the dates listed in the Academic Calendar. Failure to attend a course does not constitute an automatic withdrawal. (See section on Changes in Registration and Withdrawal.)

Each registrant is expected to assume a major responsibility in program planning. A careful study of the general degree requirements and maximum point loads outlined in this Catalog, special departmental bulletins, and advisory recommendations should be taken into consideration.

During the regular in-person registration periods, faculty advisors will be available to consult with students and approve their programs; however, during the late registration period, advisors will be available from 3 p.m. to 5 p.m. on weekdays.

Teachers College students must have written permission of the Registrar before registering in any degree program outside the College. Additionally, students are not permitted to be enrolled concurrently in two degree programs within the University or the College.

### Maximum Point Loads

The number of points (credits), a point being the equivalent of a semester hour that a course carries per term, is given in parentheses following the course title. No more than 9 points may be taken during a summer session and no more than a total of 16 points in the summer term. No more than 18 points may be taken during the Autumn or Spring term; students who hold full-time positions are discouraged from enrolling for programs in excess of 8 points each Autumn and Spring term.

### Certification of Part-Time/Full-Time Attendance

Enrollment status certification is based upon the number of points for which a student is registered per term. During the Autumn, Spring and Summer terms, "full-time" status is accorded to students registered for 12 or more points per term. Students enrolled for fewer than 12 points (0–11 points) are considered "part-time." "Half-time" status is based on enrollment of 6–11 points per term. Students registered for fewer than 6 points are accorded "less-than-half-time status." During the Summer Term, enrollment status is determined by the cumulative number of points in both Session A and B. For "full-time" status, students must register for a combined load of at least 12 points, with no more than 9 points in one summer session.

Students taking fewer than 6 points in a term may be certified as full-time or half-time if they can present an approved Certificate of Equivalency (COE) form. A Certificate of Equivalency is only approved when a student is working on an academic activity that is directly related to a student's degree program. The form is available from the Office of the Registrar and must be recommended by the student's advisor and approved by the Registrar. A Certificate of Equivalency is only granted for activities that are directly related to the degree program.

No student will be certified for full-time, half-time or part-time status unless he or she is enrolled for that term in some form and, if necessary, has filed a Certificate of Equivalency in the Office of the Registrar during the first two weeks of the term. Doctoral students may check with the Office of Doctoral Studies regarding personal exemption or waivers. Students cannot be certified for future dates of attendance.

### Change in Registration and Withdrawal

Notice of any change in your registration, including adding/dropping courses, changes of points in variable point courses, or of total withdrawal from the College, must be given to the Registrar in writing or completed through the online registration systems: Touchtone Services or the Student Information System on TC-Web. Instructions for changes in registration and withdrawal through Touchtone Services or the Student Information System are outlined in the Registration Information section in the Schedule of Classes on the TC-Web or may be obtained from the Office of Registrar.

The last date for changes in registration is indicated in the Academic Calendar. After this deadline, courses may not be added but a partial refund of tuition fees for withdrawal from courses may be authorized by the Registrar. Fees are not subject to this reduction. Reduction of tuition based on a sliding scale is calculated from the day the Registrar receives written notice from the student or the withdrawal is processed through Touchtone Services or the Student Information System on TC-Web. The sliding scale is outlined in the Registration Information section in the Schedule of Classes on the TC-Web for each term.

The deadline for making changes in points in variable-point courses will extend until the class has met four times; dates are indicated in the Academic Calendar.

Courses with special dates must be dropped before the course begins to receive full tuition credit. There is no reduction of tuition for special date classes once the course begins or for fee based courses in art, music and dance after the close of the change of program period. Students who have registered for workshops that are offered through the Center of Educational Outreach and Innovation must withdraw from a workshop prior to the beginning of the workshop. No tuition rebates will be granted for a workshop once it has begun.

Students who are deficient in their attendance or who perform their class duties unsatisfactorily may be required at any time to withdraw from a course, upon recommendation by the course instructor to the Registrar; in extreme cases, this may mean withdrawal from the College.

# Tuition and Fees

For grading symbols covering withdrawals, see Grades.

## Late Registration

A late registration fee of \$100 will be assessed for any registration requests approved after the last date for change of program; dates are indicated in the Academic Calendar.

Tuition and fee rates are set annually by the Board of Trustees. Beginning in fall for the 2004–2005 academic year, tuition for all regular courses is \$875 per point. Non-credit courses vary in rate, usually depending on the minimum number of points for which the particular course is offered and the special services provided (see course description).

Columbia University's tuition is assessed per point or at a flat rate determined annually by the University's Board of Trustees. Each school's rate may vary. Consult the Office of the Registrar for current rates.

Total tuition and fees are determined based on the number of points for which the student has registered. All tuition and fees charged are due and payable in full prior to the first day of classes for each semester. The chart below highlights the fees charged by the College.

## Payment Options

Various forms of payment are accepted for tuition and fees and may be used individually or in combination. Teachers College accepts checks, money orders, most major credit cards, and cash. A deferred payment plan, a tuition pre-payment plan, tuition exemption, third party billing agreements, and financial aid are also available to finance a Teachers College education. Some restrictions may apply.

**Personal Checks, Cashier Checks or Money Orders**—Must be made payable to Teachers College. These types of payments can either be submitted in person, placed in the drop box, or mailed to the Office of Student Accounts; 525 West 120th Street, Box 305; New York, NY 10027. The drop off payment box is located at the door of the Office of Student Accounts, 133 Thompson Hall. Do not place cash in this box. Please indicate the student identification number and a valid daytime telephone number on the face of the check or money order.

**Credit Card Payments**—Can be made by using the drop box, in person, by fax, through the Student Information System on TC-Web, or through the College's Touchtone services. The fax must include the student's name, ID number, the credit cardholder's written authorization and signature, corresponding card type, card number, card expiration date and daytime telephone number of the cardholder. The fax number is (212) 678-4139. Touchtone services and the Student Information System on TC-Web are generally available 24 hours a day/7 days a week. To make payments using Touchtone services, please call (212) 678-3200. A personal identification number (PIN) and the student's identification (ID) number are required to access both Touchtone services and the Student Information System on TC-Web. To make payments on the web, visit our website at [www.tc.edu/controller/student-accounts/](http://www.tc.edu/controller/student-accounts/) then click on the Student

Information System link. PINs are provided by the Office of the Registrar each semester.

**Cash Payments**—Must be made in-person at the Office of Student Accounts, 133 Thompson Hall. During the academic year, the Office of Student Accounts staff is available Monday through Thursday 9:00 a.m. until 6:00 p.m. and Friday 9:00 a.m. until 5:00 p.m.

**Deferred Payment Plan**—Students may choose to participate in the Deferred Payment Plan during the fall and spring semesters. The Deferred Payment Plan allows students to spread total tuition and fees, less any aid disbursed, over three equal installments during the semester. An agreement between the student and Teachers College must be completed with a representative of the Office of Student Accounts no later than (September 10, 2004) for the fall semester and (January 21, 2005) for the spring semester. A \$50 fee is required to participate in the plan and the first installment is due at the time the student signs the agreement. Tentative installment dates are provided on the following page:

## Fall Semester

First Payment on or before (Sept. 10, 2004)	
Second Payment	October 8, 2004
Third Payment	November 8, 2004

## Spring Semester

First Payment on or before (Jan. 21, 2005)	
Second Payment	February 18, 2005
Third Payment	March 18, 2005

Failure to remit payment, as scheduled, in the Deferred Payment Plan will result in the assessment of a late payment penalty of 1 1/3 percent on any unpaid balance.

**Tuition Exemption**—Students employed at the University may be eligible for tuition exemption. Authorized tuition exemption forms must be submitted in person. Avoid a late payment penalty by submitting your tuition exemption forms and any additional payments by the last day of in-person registration. If a student registers late, payment including tuition exemption is due at the time of the late registration. Various fees including, but not limited to, course fees, college fees, health service fees, medical insurance, and late registration fees are not covered by tuition exemption. The student should be prepared to remit payment for these fees.

**Third Party Agreements**—Students enrolling under a third party agreement must submit an authorization form to the College for approval. A third party is usually an outside agency (not an individual) that agrees to pay all or part of the charges incurred by a particular student. The authorization form must include the stu-



dent's name, relevant semester(s), and the total amount of tuition and fee charges that the third party is willing to pay. The form must be signed by an official of the third party agency. A third party agreement between the College and the agency **MUST** be completed annually before the start of the academic year.

**Financial Aid**—If all required applications and documentation have been filed with the Office of Student Aid by the required deadline, financial aid awards should be available at the time of registration. Since tuition and all fees are due at the time of in-person registration, late payment penalties will be assessed on any outstanding balance as described under the Late Payment Penalties section of this bulletin. For further information about financial aid, review the section entitled “Student Aid Information.”

### Late Payment Penalties

Failure to clear all account balances can result in late payment penalties. An initial Late Payment Fee of \$50 will be charged on any outstanding balance during the first billing period. A 1 1/3 percent monthly (16 percent annually) Late Payment Penalty will be assessed on any outstanding balance thereafter. In addition, failure to make timely payment of housing charges violates the dormitory agreement and may result in eviction. Furthermore, unpaid accounts can be referred to a collection agency.

The College reserves the right to withhold grades, transcripts, diplomas and other services, including registration, from students whose financial obligations have not been fully satisfied. In the event Teachers College refers any unpaid balance for collection and/or legal action, the student will be obligated to pay all related costs including but not limited to attorneys fees and collection costs.

### Withdrawal from Classes

By registering for classes, a student has entered a legal and binding contract to pay all tuition, fees, and penalties charged by Teachers College.

When a student withdraws from Teachers College or from individual classes, the tuition charges originally assessed may be reduced, based on the date of withdrawal. Failure to attend classes does not constitute an automatic withdrawal; students must file an application to withdraw in the Office of the Registrar or through the Touchtone Services or on the Student Information System on TC-Web in a timely manner. The percentage of reduction is based on the date of withdrawal and will be determined according to the following schedule:

### FALL 2004

Week ending	Percent of refund
September 10	100%
September 17	100%
September 24	80%
October 1	75%
October 8	70%
October 15	65%
October 22	55%
October 29	50%
November 5	40%
after November 5	0%

### SPRING 2005

Week ending	Percent of refund
January 21	100%
January 28	100%
February 4	80%
February 11	75%
February 18	70%
February 25	65%
March 4	55%
March 11	50%
March 18	40%
after March 18	0%

Only tuition charges are subject to this reduction. For further information on withdrawal policies, see the section entitled “Change in Registration and Withdrawal.”

### Student Refunds

Proceeds originating from student aid programs in excess of all student account charges—tuition, fees, monthly housing, and other related expenses—will be mailed to the student. Students should make sure the Registrar has their current address. All required financial aid applications and documentation must be filed with the Office of Student Aid by the published deadline, and all financial aid eligibility requirements must be met. For further information about financial aid, review the section entitled “Student Aid Information.”

### Financial Aid

Many students at Teachers College finance their educational expenses with federally guaranteed loans under the Stafford loan program. Students who are planning to apply for these loans may begin the process as early as January for the following Autumn term and September for the following Spring term. Students may contact the Office of Student Aid for more details and processing requirements.

Federal income tax deductions of educational expenses of professional educators and other professionals.

Under the current Internal Revenue code, certain expenses incurred for education may be deductible for federal income tax purposes. Possible deductions for teachers are described in some detail below. Similar deductions apply to other professionals engaged in education. Students are advised to consult a tax advisor concerning eligibility for such deductions.

For teachers, expenses incurred for education are deductible for federal income tax purposes if the education (1) maintains or improves skills of a teacher, or (2) meets the express requirements of the teacher's employer, or the requirements of an applicable law or regulation, imposed as a condition to the retention by a teacher of the student's employment relationship, status, or compensation. No deduction is allowed for educational expenses (even if they meet the above requirements) if they are incurred to satisfy minimum educational requirements for qualification as a teacher or to qualify a teacher for a “new trade or business.”

In respect to teaching, a “new trade or business” does not include educational employment involving the same general type of teaching and related duties as performed prior to the education. Under the Treasury Department releases, the following changes in teaching activities do not constitute a “new trade or business”:

- Elementary to secondary school classroom teacher.
- Classroom teacher in one subject (e.g., mathematics) to classroom teacher in another (e.g., science).
- Classroom teacher to guidance counselor.
- Classroom teacher to principal.

Educational expenses which may be deducted include those for travel, meals, and lodging while away from home if the travel is primarily to obtain education.

The foregoing is based upon information released by the United States Treasury Department in Treasury Department Regulations #1.162-5. It is the responsibility of the student to establish that the educational program qualifies for deductions in his or her case and to determine and document the amount of the deduction.

## OTHER FEES

Teachers College fee:	\$210
Teachers College Research fee:	\$210
Health Service fee:	Fall: \$308 Spring: \$308
Medical Insurance fee: (Basic)	Fall: \$472 Spring: \$725
(Comprehensive)	Fall: \$689 Spring: \$1,062
Application fee: (non-refundable and payable at time of application)	\$60
Library Research fee: (for non-college users) per month	\$100
Continuous Doctoral Advisement registration fee:	\$2,625
Ph.D. Oral Defense fee:	\$4,070
Late registration fee:	\$100
Late application fee for conferring of degrees:	\$15
Special examination fee (each course):	\$25
Student identification card replacement fee:	\$20
Late payment fee (flat fee): (monthly fee) 1-1/3% (16% annually)	\$50
Returned check fee:	\$20
Deferred payment plan fee:	\$50
Tuition deposit fee:	\$250

Fees listed here and elsewhere throughout this catalog are reviewed periodically and are subject to change without prior notice. Additional fees may be added. Spring medical insurance runs through August 31.

## *The Mellon Visiting Minority Scholars Program at Teachers College*

The Institute for Urban and Minority Education (IUME) at Teachers College has received \$300,000 from The Andrew W. Mellon Foundation to bring several visiting minority scholars to campus each year over the next three years.

Commenting on this new grant, Professor Edmund W. Gordon, Director of the Institute for Urban and Minority Education said, "As an institution that historically has led the effort to improve education for populations that are underserved, the College is grateful for this opportunity to bring to campus these outstanding minority scholars. The ideas and perspectives of these scholars will help the College pursue its principal activities of researching the critical issues facing education, educating current and future leaders, encouraging the national debate on what is best for education, and improving educational practice, all with a view to the advancement of academic excellence and social justice."

The grant provides \$100,000 per year, which covers honorariums, travel, and housing for the visiting scholars, as well as expenses for several gatherings of local scholars to meet the visiting scholars; and an annual summative paper on the minority education issue developed by the visiting scholars and selected Teachers College faculty.

Lydia L. English, the Director of the Mellon Foundation Minority Fellowship Program, called the Visiting Scholars Program, "an opportunity over the next three years for the college to bring in a diverse group of senior scholars from all over the country to present their research and scholarship and to bring an enhancement, not only to Teachers College, but to the whole Columbia community."



## STUDENT AID

The goals of the student aid program at Teachers College are to reward excellence through merit-based aid and to ease the cost barrier of attendance through scholarships and need-based programs including grants, Federal loans, and the Federal Work-Study Program. A student must be enrolled at least half-time (6 points or the equivalent) in a degree program in order to receive Federal Aid. The Teachers College Office of Student Aid website is updated frequently. Please visit the website at [www.tc.columbia.edu/studentaid/](http://www.tc.columbia.edu/studentaid/) for further information on endowed and external scholarships.

### Scholarships and Grants

Each year Teachers College awards over \$5 million of its own funds in scholarship and stipend aid, and \$2 million of endowed funds to new and continuing students. Most scholarship awards are made on the basis of academic merit. Scholarships are applied to tuition only, and students should expect to provide additional funds for the tuition balance, fees, medical insurance, academic and living expenses.

Please note:

- Except for points awarded as part of a graduate assistantship, all scholarship points must be used in the year awarded and may not be transferred to a future academic year.
- All scholarship recipients must successfully complete a minimum of 9 points per academic year in order to be eligible for scholarship awards in future academic years.
- Full-time Teachers College and Columbia University affiliated employees (including dependents and spouses) who are eligible to receive 12 points or more of tuition exemption annually may not receive Teachers College scholarship aid, unless the scholarship they receive is derived from a publicized academic competition (i.e. W. Sindlinger Writing Award) in which recipients have been selected via committee.

### General Scholarships

Based upon merit, all students are eligible for Teachers College General Scholarships. Program faculty committees make these award decisions.

### Minority Student Scholarships

Teachers College Minority Scholarships are available to U.S. citizens who identify themselves on the admissions application as being a member of a federally recognized U.S. ethnic minority group, or as having a federally recognized disability. A minority status must be identified on the admissions application. Students who leave their minority status blank on their admissions application will not be considered for this scholarship. Students with disabilities must be registered with the Teachers College Office of Services for Students with Disabilities. Program faculty

committees make these award decisions based upon academic merit.

### International Student Scholarships

Teachers College International Student Scholarships are available to international students only. The award process is competitive. Program faculty recommend students for these awards to their academic program and departmental scholarship committees.

### Departmental Supplemental Scholarships

These scholarships are available to students enrolled in teacher education/certification programs. Students are nominated by the program faculty to a department committee. Awards are made based upon merit.

### Stipends, Internships, Fellowships and Research Assistantships

Stipends, internships, fellowships, graduate and research assistantships are also available through the program faculty. These provide students with valuable experiences which enrich academic growth and development, as well as income which may be applied towards college and living expenses.

### Graduate Assistantships

Students who are employed as graduate assistants (payroll category 6181) earn salary plus a tuition scholarship. Students may be awarded up to 3 points per semester, with a maximum of 6 points per academic year (fall, spring, summer). Points may be used during that academic year. Please note: Points cannot be carried forward to the next academic year.

### Grant-in-Aid

Grant-in-Aid is awarded primarily to doctoral students during the last two semesters of graduate work, taking both merit and need into consideration. Students must demonstrate considerable loan indebtedness incurred while at Teachers College. International students are required to seek approval from the International Student Advisor. Faculty recommendations in support of Grant-in-Aid applications are required. Applications are available in the Office of Student Aid or at <http://www.tc.edu/studentaid/forms.htm>. The Grant-in-Aid committee meets monthly from September to June to make awards decisions.

### Endowed Scholarships

Endowed scholarships are provided through the generosity of donors' contributions. Many of these are in support of students in particular programs. Faculty committees select the award recipients based upon the criteria designated by the donor. Some endowed scholarships are available to students across many programs. For these, faculty nominate students to a College-wide selection committee, which makes the final award decisions. There are over 300 endowed scholarships.

This is a partial list of endowed scholarships.

### The Carroll & Milton Petrie New York City Teacher Fellowship Program

This fellowship is designed to provide high quality, committed teachers for the New York City public schools, and to bring a new level of prestige to the teaching profession. The Petrie Fellowship Program is highly competitive and attracts the nation's most talented and enthusiastic students. Awards are based on both academic merit and financial need. Each year, through a highly rigorous selection process overseen by an Advisory Committee made up of eminent figures in education, philanthropy, government and business, awards are made to ten Petrie Fellows and ten Petrie Finalists. Petrie Fellows each receive a \$50,000 award from the Foundation, to cover tuition and some living expenses while they complete a master's degree and requirements for teacher certification. Petrie Finalists receive \$5,000 awards from the Foundation and an additional \$5,000 from the College, to apply towards the cost of tuition. Petrie Fellows commit in writing to teaching in a New York City public school for a minimum of five years after graduating from the College.

### Jewish Federation for the Education of Women (JFEW)

For three full-time female pre-service science and math education students willing to teach for 2 years in NYC public schools. This is a full tuition scholarship that is available to new students only. Financial need is required.

### Magsaysay/Boxley Scholarships

This scholarships provides five new pre-service full time students who are applying to teacher certification programs and who demonstrate financial need and dedication to classroom teaching, with full scholarships covering tuition and fees for the duration of their master's work. Only students applying for an M.A. in a pre-service teacher education program are eligible for this award. This scholarship is available to new students only.

### Nicholson Family Scholarships

Provides support for Teachers College students selected by the Dean and President of the College for outstanding academic merit. This scholarship is available to new students only.

### Peace Corps Fellows Program

The Peace Corps Fellows Program offers partial tuition remission on a competitive basis to returned Peace Corps Volunteers. While enrolled part-time in selected areas of study leading to an M.A. degree, Peace Corps Fellows are employed full-time by the New York City Department of Education and teach in New York City Public Schools. Additional information may be obtained by visiting the website at [www.tc.edu/pcfellows](http://www.tc.edu/pcfellows), by calling the

Peace Corps Fellows Program Office at (212) 678-4080 or by writing to the Program at Box 90, Teachers College, Columbia University, 525 West 120th Street, New York, NY 10027.

#### *Jaffe Scholarship*

This scholarship will support Peace Corps Fellows. The Peace Corps Fellows Program nominates candidates. Only returned Peace Corps volunteers are eligible to apply to the Peace Corps Fellows Program.

#### *Rose Fellows*

These fellowships award up to 18 points of tuition in addition to a stipend to students working as interns under the direction of Teachers College faculty on a project, or set of projects, selected by the donor. Faculty choose the student interns. New and continuing students are eligible.

#### *Teacher Opportunity Corps*

Teacher Opportunity Corps (TOC) scholarships are available to New York State residents who are African-American, Hispanic, Native American, or Alaskan American. Recipients must also be U.S. citizens or permanent residents. Applicants must be prospective or experienced teachers who are not yet fully certified to teach in the public schools. To be eligible, recipients must enroll at least half-time in one of the following Teachers College programs: Bilingual/Bicultural Education, Elementary Education, Mathematics Education, Movement Sciences, Music Education, Science Education, Social Studies, Special Education, Teaching of English or Teaching of English to Speakers of Other Languages (TESOL). TOC recipients receive some funding for each academic year of their degree program. A separate application must be made to this program. Additional information and an application can be obtained from the Office of Field Support Services at (212) 678-3502 or online at [www.tc.edu/administration/ofss](http://www.tc.edu/administration/ofss).

#### **Selected External Scholarships, Fellowships and Grants**

##### • *Sinfonia Foundation Research Assistance Grants*

These grants are offered to candidates conducting research in American music or music in America. More information is available at [www.sinfoniafoundation.org](http://www.sinfoniafoundation.org).

##### • *AT&T Labs Fellowships and Grants*

These awards are available to outstanding minority and women students who are U. S. Citizens or Permanent Residents and who are pursuing Ph. D. studies in computer and communications-related fields. More information is available at [www.research.att.com/academic/alfp.html](http://www.research.att.com/academic/alfp.html).

##### • *Emerson Charitable Trust*

Offers grants for community funds, higher education, cultural programs, hospitals and health agencies, public policy organizations and youth agencies for the arts, education, federated giving programs, higher education, public policy and research, youth services. More information is available at [www.emersonelectric.com](http://www.emersonelectric.com).

##### • *Edward G. Begle Grant for Classroom-Based Research*

Supports collaborative classroom-based research in pre-college mathematics education. More information is available at [www.nctm.org/about/met/begle.htm](http://www.nctm.org/about/met/begle.htm).

##### • *New York Tuition Assistance Program (TAP)*

The New York Tuition Assistance Program awards funds to residents of New York State who are attending an approved postsecondary institution in New York full-time. More information is available at [www.hesc.com](http://www.hesc.com).

##### • *American Association of School Administrators: Graduate Student Scholarships*

This scholarship is open to graduate students who intend to pursue the public school superintendency as a career. For more information Email: [dpierce@asa.org](mailto:dpierce@asa.org).

##### • *Dale Seymour Scholarships, Grades K–12 Teachers*

Awards given to persons currently working at the grades K–12 level who are interested in improving their mathematics background to provide, in turn, better math instruction to their students. More information is available at [www.nctm.org/about/met/](http://www.nctm.org/about/met/).

##### • *Ernest Duncan Scholarships, Grades K–12 Teachers*

Awards are given to persons currently working at the grades K–6 level to improve their own professional competence as a classroom teacher of mathematics. More information is available at [www.nctm.org/about/met/](http://www.nctm.org/about/met/).

##### • *National Science Teachers Association—www.nsta.org/programs/*

##### • *American Educational Research Association (AERA)—www.aera.net*

##### • *Spencer Dissertation Fellowships*

The Dissertation Fellowship Program for Research Related to Education assists young scholars interested in educational research in the completion of the doctoral dissertation. More information is available at [www.spencer.org](http://www.spencer.org).

##### • *NSF Graduate Fellowships*

Offers three-year graduate research fellowships in science, mathematics, and engineering, including Women in Engineering and Computer and Information Science awards. More information is available at [www.ehr.nsf.gov/dge/programs/grf/](http://www.ehr.nsf.gov/dge/programs/grf/) or email: [nsfgrfp@ora.gov](mailto:nsfgrfp@ora.gov).

##### • *Ford Foundation Minority Doctoral Fellowships*

Three-year predoctoral and 12 month dissertation fellowships. More information is available at [www.nationalacademies.org](http://www.nationalacademies.org).

##### • *Mellon Fellowships in Humanistic Studies*

These fellowships are designed to help exceptionally promising students prepare for careers of teaching and scholarship in humanistic disciplines. More information is available at [www.woodrow.org/mellon/](http://www.woodrow.org/mellon/).

##### • *Charlotte W. Newcombe Doctoral Dissertation Fellowships*

These fellowships are designed to encourage original and significant study of ethical or religious values in all fields of the humanities and social sciences. More information is available at [www.woodrow.org/newcombe/](http://www.woodrow.org/newcombe/).

##### • *Jeanne S. Chall Research Fellowship*

The Jeanne S. Chall Research Fellowship is a grant established to encourage and support reading research by promising scholars. More information is available at [www.reading.org/awards](http://www.reading.org/awards).

##### • *Eleanor Roosevelt Teacher Fellowships*

Teacher Fellowships are available to female K–12 public school teachers as individuals or as lead members of teams. More information is available at <http://www.aauw.org/fga/>.

##### • *Gates Millennium Scholar Program*

The Foundation seeks to increase the number of African-Americans, American Indians/Alaska Natives, Asian Pacific Americans, and Hispanic Americans enrolling in and completing undergraduate and graduate degree programs. More information is available at [www.gmsp.org](http://www.gmsp.org).

##### • *The Hispanic Scholarship Fund*

The Hispanic Scholarship Fund (HSF) is the largest Hispanic scholarship-granting organization in the nation. HSF recognizes and rewards outstanding Hispanic students in higher education throughout the United States and Puerto Rico. More information is available at [www.hsf.net](http://www.hsf.net).

##### • *National AMBUCS Scholarships for Therapists*

Graduate students who wish to pursue degrees in physical therapy, occupational therapy, speech language pathology, or hearing audiology. More information is available at [www.ambucs.com/Ascholars.htm](http://www.ambucs.com/Ascholars.htm).

- *The Paul and Daisy Soros Fellowships for New Americans*  
The Fellowships are grants for up to two years of graduate study in the United States. The recipients are chosen on a national competitive basis. More information is available [www.pdsoros.org](http://www.pdsoros.org).
- *New York State Tuition Aid-BOCES ITI-B Awards* are made to persons in Bilingual Education/TESOL. Please contact the director: Dr. Maria Eugenia Valverde, Eastern Suffolk BOCES ITI-BE, 350 Martha Avenue, Bellport, NY 11713.

### Loans

There are student loans available to Teachers College students. To qualify for any of the federal education loans, an applicant must be a U.S. citizen or an eligible non-citizen and must be enrolled at least half time (6 points or the equivalent) in a degree program. International students may qualify for credit-worthy loans from a bank by securing a co-signer who is a U.S. citizen or permanent resident. Consult with a student aid counselor for more information.

There are a small number of incentive programs offered by various federal, state and local government agencies that will defer and/or cancel a portion of a student's federal education loan debt, usually Federal Perkins Loans but sometimes Federal Stafford Loans.

If a student receives a federal loan, she/he must participate in a Loan Entrance Interview before receiving the initial funds, and a Loan Exit Interview before graduating, leaving Teachers College, or dropping to less than half-time status. The Entrance Interview will review the terms and conditions of the loan, and the Exit Interview will cover repayment, deferment and consolidation options. Loans are processed during the semester a student is enrolled. For additional information on student loans, please visit our website at [www.tc.columbia.edu/studentaid/](http://www.tc.columbia.edu/studentaid/).

The following loans require a Free Application for Federal Student Aid (FAFSA), a separate loan authorization form and, at times, a promissory note. To ensure consideration for the Federal Perkins Loan and the Federal Work-Study programs, it is recommended that the FAFSA be filed by March 1st. In order for Stafford loans to be processed in time for the beginning of the Fall semester, applicants are urged to file the FAFSA by April 15th.

### Federal Perkins Loan

Federal Perkins Loans are awarded on the basis of exceptional need to students from a limited amount of federal funds allocated to Teachers College. Students must be enrolled at least half-time (6 points or the equivalent). The loan is made up of government funds with a share contributed by the school. Teachers College is the lender and repayment is made to the school. Payment of both interest and principal is deferred until nine months after leaving Teachers College or dropping to less than half time. The annual interest rate of 5% begins to accrue at the same time payments begin. Repayment may take up to 10 years.

### Stafford Loans

Direct and FFEL Stafford Loans are the Department of Education's major form of self-help aid for Teachers College students. Direct Stafford Loans are available through the William D. Ford Federal Direct Loan (Direct Loan) Program and FFEL Stafford Loans are available through the Federal Family Education Loan (FFEL) Program. The terms and conditions of a Direct Stafford or a FFEL Stafford loan are similar. The major differences between the two are the source of the loan funds, some aspects of the application process, and the available repayment plans. Under the Direct Loan Program, the funds for the loan are lent to the student directly by the U.S. government. Under the FFEL Program, the funds are lent to the student from a bank, credit union, or other lender that participates in the FFEL Program.

Direct and FFEL Stafford Loans are either subsidized or unsubsidized. Students can receive a subsidized loan and an unsubsidized loan for the same enrollment period.

A *subsidized loan* is awarded on the basis of financial need. The student will not be charged any interest before they begin repayment or during authorized periods of deferment. The federal government "subsidizes" the interest during these periods.

An *unsubsidized loan* is not awarded on the basis of need. Students accrue interest from the time the loan is disbursed until it is paid in full. If the interest is not paid in full before repayment begins, the amount of outstanding interest will be capitalized, (that is, it will be added to the principal amount of the loan) and additional interest will be based upon the higher amount.

For periods of study that are less than an academic year, the amounts students can borrow may be less than the annual maximum. The exact amount of loan eligibility will be listed in the award letter. Generally, graduate students can borrow up to \$18,500 each academic year. (Only \$8,500 of this amount may be a subsidized Stafford Loan). Students may receive less than the yearly maximum if they receive other financial aid that is used to cover a portion of the cost of attendance.

### Graduate Stafford Loan Limits:

Generally, for graduate or professional students, the total permissible outstanding debt from all Stafford Loans combined is \$138,500. Only \$65,000 of this amount may be in subsidized loans. The graduate debt limit includes any Stafford Loans received for undergraduate study.

### Other Loans

There are several student loan programs administered by private institutions that provide funds to students who do not qualify for federal or need-based loans, or who may need additional funding. They are often available from banks, require a credit check, and in some cases, a co-signer and processing fee. Securing a co-signer may result in lower interest on the loan. For information on banks that have preferred lending agreements with Teachers College, please visit our website at [www.tc.columbia.edu/studentaid/](http://www.tc.columbia.edu/studentaid/).

### Loan Cancellation and/or Deferment

There are a small number of incentive programs offered by various federal, state and local government agencies that will defer and/or cancel a portion of a student's federal education loan debt, usually Federal Perkins Loans but sometimes Federal Stafford loans as well.

The most common cancellations are Federal Perkins Loans and qualifying Federal Stafford loans for teachers working full-time in "federally designated" teacher shortage areas. These federally designated schools are located in school districts that qualify for funds under Chapter 1 of Title I of the Elementary and Secondary Education Act. However, not all Chapter 1 – funded schools are on the "federally designated" list.

For a complete explanation of school and loan eligibility requirements as well as searchable databases of qualifying schools, please visit the Department of Education web sites listed below. These web sites also contain details about loan cancellation and/or deferment.

- New York City Department of Education Incentive Programs: [www.teachny.com](http://www.teachny.com)
- United States Department of Education Teaching Service Cancellation/Deferment Options: <http://studentaid.ed.gov/PORTALSWebApp/students/english/deferffel.jsp?tab=repaying>
- United States Department of Education list of federally designated teacher shortage areas: <http://www.ed.gov/offices/OSFAP/Students/repayment/teachers/tsa.html>
- United States Department of Education searchable site for low-income schools eligible for Federal Perkins Loan cancellation: <http://studentaid.ed.gov/PORTALSWebApp/students/english/cancelperk.jsp?tab=repaying>

The following is a list of state education departments for states in geographic proximity to Teachers College:

- New York (NY)  
New York State Education Department  
89 Washington Avenue  
Albany, New York 12234  
(518) 474-5915  
<http://www.nysed.gov>
- New Jersey (NJ)  
New Jersey Department of Education  
P.O. Box 500  
Trenton, NJ 08625  
(609) 292-4469  
<http://www.state.nj.us/education>
- Connecticut (CT)  
Office of Public Information  
Connecticut State Department of Education  
165 Capitol Avenue  
Hartford, CT 06145  
(860) 713-6548  
<http://www.state.ct.us/sde>
- Pennsylvania (PA)  
Pennsylvania Department of Education  
333 Market Street  
Harrisburg, PA 17126  
(717) 783-6788  
<http://www.pde.state.pa.us>

### Student Employment

Opportunities for student employment are available at Teachers College. Students should inquire at the Teachers College Human Resources Office or visit the web site at [www.tc.edu/administration/hr](http://www.tc.edu/administration/hr) and with program faculty for a list of current vacancies. Many positions offer tuition exemption or scholarship points.

### Federal Work-Study

Federal Work Study (FWS) is a need-based federal financial aid program through which the federal government provides funds to Teachers College for the purpose of providing job opportunities to our eligible students. Funds are allocated to several TC departments and offices which may then create and offer jobs to FWS awardees. (Not all departments and offices have FWS funds with which to offer FWS jobs. FWS awards may be used only in those departments/offices which have an FWS budget.)

FWS jobs allow awardees to earn wages which help them to cover various education-related expenses like books and supplies, transportation, etc. The amount of FWS which appears on the Financial Aid Award Letter is an earning eligibility; it is not a guarantee of wages to be earned. Rather, it is a maximum limit on the amount of FWS funds a student may earn should they choose to participate in the program. Students are paid only for actual hours worked. Placement in an FWS position is contingent upon availability of jobs and funding, as well as on a student's skills, experience, and schedule. Below is a list of basic rules and regulations that students must be aware of while employed under the FWS program.

As an FWS employee:

- (1) A student must register for a minimum of six credits or the equivalent each semester while employed (Exception: if a continuing student wishes to work over the summer, s/he may do so without being registered for classes, if a student is returning in the following fall semester as a half-time or equivalent student. If a continuing student is not returning in the following fall, s/he must be at least half-time during the summer in order to work.)
- (2) The suggested number of hours to work while classes are in session are no more than 20 hours per week during the Fall and Spring semesters, and up to 30 hours per week during the Summer, Winter, and Spring breaks.
- (3) A student may not work after his/her date of graduation.
- (4) A student must complete and submit a Federal Work Study Agreement for every academic year in which s/he participates in the FWS program.

(5) A student's FWS award is valid for the fiscal year (July 1, 2004 through June 30, 2005). New students are eligible to use their awards after they have registered for classes. Continuing students are eligible to begin using their awards as soon as they have received a 2004–2005 award letter which includes an FWS award, but no sooner than July 1st of the year of their award.

(6) In order to have a FWS award (and other need-based awards) renewed in future years, students must file a Free Application for Federal Student Aid (FAFSA) for every academic year.

To view current work-study positions available, please visit TC's Human Resources site ([www.tc.edu/administration/hr](http://www.tc.edu/administration/hr)).

### New York State TAP

Full-time students (at least 12 points or the equivalent) who are New York State residents may be eligible to apply for the Tuition Assistance Program (TAP). Students who want to be considered for TAP must file a FAFSA, giving the federal government permission to release information to New York State. For more information contact the New York State Higher Education Services Corporation (NYSHESC) at 1-888-NYSHESC or at visit their website ([www.hesc.com](http://www.hesc.com)).

### How to Apply for Aid for the 2004-2005 Academic Year

#### U.S. citizens and Eligible non-citizens

All students are encouraged to file a Free Application for Federal Student Aid (FAFSA), regardless of eligibility for Federal Aid. The FAFSA is available by January of each year from the Office of Student Aid. Students can also find and file the FAFSA on the web at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Teachers College's institutional code is G03979.

After filing the FAFSA, students will receive a Student Aid Report (SAR) which must be reviewed for accuracy, and necessary corrections made. If there are questions, contact the Office of Student Aid. Students may also be required to submit copies of their federal tax returns and other supporting documents to verify the information on the FAFSA.

#### New Applicants

Departments make scholarship decisions based on the admissions applications of the new students, and on the Teachers College academic records for the continuing students. There is no official scholarship application for new students, although some scholarships do require demonstration of financial need.

#### Continuing Students

Continuing students must file the FAFSA for each year that they wish to be considered for financial aid.

Note: Only students in the Curriculum and Teaching Department need to file the Continuing Student Scholarship application with their department by February 1st in order to be considered for internal scholarships in the next academic year. Students in all other departments will automatically be considered for internal scholarship by their department.

Please note: Beginning with the 2005-2006 academic year, all students will be required to file an application for scholarships and financial aid.

**International Students**

International students should review the Application Procedure for International Students and the scholarship opportunities for international students.

**How to Apply for Aid for the 2005-2006 Academic Year**

*U.S. citizens and Eligible non-citizens*

All students are encouraged to file a Free Application for Federal Student Aid (FAFSA), regardless of eligibility for Federal Aid. The FAFSA is available by January of each year from the Office of Student Aid. Students can also find and file the FAFSA on the web at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Teachers College's institutional code is G03979.

After filing the FAFSA, students will receive a Student Aid Report (SAR) which must be reviewed for accuracy, and necessary corrections made. If there are questions, contact the Office of Student Aid. Students may also be required to submit copies of their federal tax returns and other supporting documents to verify the information on the FAFSA.

**New Applicants**

Students wishing to apply for scholarships or financial aid will need to complete the Teachers College application for Scholarship and Financial Aid. (Please check the Student Aid web site for instructions and deadlines for completing this application form). Departments make scholarship decisions based on the admissions applications of the new students, and on the Teachers College academic records for the continuing students. Some scholarships do require demonstration of financial need.

**Continuing Students**

Students wishing to apply for scholarships or financial aid will need to complete the Teachers College application for Scholarship and Financial Aid. (Please check the Student Aid web site for instructions and deadlines for completing this application form). Continuing students must file the FAFSA for each year that they wish to be considered for financial aid.

**International Students**

International Students wishing to apply for scholarships or financial aid will need to complete the Teachers College application for Scholarship and Financial Aid. International students should also review the Application Procedure for International Students and the scholarship opportunities for international students.

**How Need-based Eligibility is Determined**

The information provided on the FAFSA is applied to a federally designed formula which calculates the "estimated family contribution," the theoretical amount the student should have available for educational costs. The cost of education minus the family contribution is "need". The total amount of need-based aid cannot exceed this figure.

Normally, the need calculations are based on data from the prior calendar year. However, the Office of Student Aid may recalculate family contribution if the student's financial circumstances change significantly during the academic year. Students requesting recalculation based on academic year information should provide a written explanation of the circumstances and consult a student aid counselor to determine the supporting documentation that will be needed.

**Lifetime Learning Credit**

On August 5, 1997, the Taxpayer Relief Act of 1997 was signed into law and created several new tax benefits for families who are saving for, or already paying for higher education.

The Lifetime Learning Credit targets undergraduate and graduate students. Qualifying Graduate students will receive a 20% tax credit for the first \$5,000 of qualified tuition and related expenses for each eligible student in the family, through the year 2002, and for the first \$10,000 thereafter. This credit is available for net tuition and fees (minus any additional grant aid) paid for an enrollment period beginning July 1, 1998. Students may consult the IRS website ([www.irs.gov](http://www.irs.gov)) for current information regarding taxpayer benefits related to education.

**How Aid is Awarded**

To award need-based funds, the College makes up an academic year student budget that consists of the average costs of tuition, fees, and other expenses. The amount for tuition and fees, books and supplies is adjusted based on full-time, three-quarter time, and half-time enrollment. If enrollment plans change during the academic year, students should notify the Office of Student Aid in case it becomes necessary to adjust the aid package.

During the 2004–2005 academic year, the estimated Fall/Spring budget for a full-time student enrolled for 24 points was:

Tuition and Fees	\$21,420
Living Allowance	\$16,220
Books and Supplies	\$3,000
Transportation	\$720
Miscellaneous	\$4,500
<b>Total</b>	<b>\$45,860</b>

The family contribution toward academic year living and educational expenses is then deducted from this budget. For example:

Budget	\$45,860
Family Contribution	-(8,476)
<b>Need</b>	<b>\$37,384</b>

After need is determined, the Office of Student Aid tries to meet this amount with financial aid. Often, a variety of sources are combined into a package, which might look like this:

Department Scholarship (\$875 per point)	\$5,250
TAP	\$550
Federal Work Study	\$7,000
Federal Perkins Loan	\$3,000
Federal Subsidized Stafford Loan	\$8,500
Federal Unsubsidized Stafford Loan	\$10,000
<b>Total</b>	<b>\$34,300</b>

If students cannot provide the full amount of the family contribution, some banks offer credit-worthy loans that can be used to finance the remaining cost of attendance. However, the total of all financial aid, including loans used to replace family contribution, cannot exceed the total cost of attendance.

**How Aid is Disbursed**

Scholarships are disbursed to a student's account on the first day of in-person registration once the student has registered in a degree program for the semester. Federal loans are disbursed when a student meets the following criteria: 1) has been accepted in a degree program; 2) has registered for at least half time status each semester; 3) has completed an entrance interview; 4) has a master promissory note on file with their lender; and 5) has completed verification of income and residency, if required.

Tuition, fees, account charges, and refunds are processed by the Office of Student Accounts, which is located in 133 Thompson Hall.

**Additional Steps and Conditions Prior to Release of Funds**

**Prior Default:** Students in default on a federal loan, or who owe a repayment on a Pell, SEOG, or SSIG grant cannot receive federal need-based aid until the status is cleared.

**Satisfactory Academic Progress:** In order to maintain eligibility for aid, students must make satisfactory progress toward their degree. In addition to meeting all standards of academic performance required in the program, students must maintain a minimum of points per semester in order to remain eligible for student aid. (See chart below.)

**Verification:** Some students are randomly selected by the federal government for a process called verification. If a student is selected, she/he will have to provide a copy of her/his federal income tax return and other documents to the Student Aid office. No funds can be disbursed, and work-study employment cannot begin, until all required documents are submitted and processed.

**Notification:** Federal financial aid is offered to students via the Student Aid Award Letter issued by the Office of Student Aid. Teachers College scholarship award letters are also sent from the Office of Student Aid.  
For More Information  
Students are encouraged to visit our website at [www.tc.edu/studentaid](http://www.tc.edu/studentaid), or call (212) 678-3714 to receive more information.

SATISFACTORY ACADEMIC PROGRESS												
After this semester	1	2	3	4	5	6	7	8	9	10	11	12
Master's students must complete:	6	15	27	39	51	53	63	63	63	63	No longer eligible	
Doctoral students must complete:	6	15	27	39	51	63	75	87	90	90	Dissertation Advisement	
With at least this GPA:	2.5	2.5	3	3	3	3	3	3	3	3	3	3



# Policies and Procedures

## Definition of Point Credit

A point (equivalent to a semester hour) is the unit of College credit. For the typical student, a point of credit is earned by a minimum of two-and-one-half hours per week total time in lecture, laboratory, library, and outside work. These weekly two-and-one-half hours usually consist of (1) attendance for an Autumn or Spring term equal to one hour weekly in lectures or recitations or two hours in practical work, and (2) one-and-one-half hours additional work for each lecture, or one-half hour extra for each two-hour laboratory period. On this basis, a typical student with a sixteen-point program works a total of forty hours per week in classes and in outside preparation. These are averages, however; some students find it necessary to devote more time to preparation.

There are some variable-point courses in which a student can register and earn extra credit by doing additional work approved by the instructor. This additional work may entail additional reading, preparing a term paper, engaging in some special project, out-of-class group activities, or fieldwork.

## Credit and Noncredit Courses

Teachers College courses are detailed elsewhere in this Catalog. Certain courses in other parts of the University are open to students in Teachers College, upon the approval of their course instructors and advisors.

Always consult the official catalog of the Faculty, College, or Department in which work is desired. Do not depend upon references or quotations in other announcements.

Some credit-bearing courses are offered also on a noncredit basis, as indicated in the course description. Unless stated otherwise, the fee is one-half of the tuition rate for the minimum number of semester hours (points) for which the course is offered. No Teachers College fee is charged; however, any laboratory fees or special fees announced in the courses are additional. To arrange for attendance at such courses, apply directly at the Office of the Registrar of Teachers College. It is not necessary to follow formal admission and registration procedures. No official record of registration for noncredit courses is kept; and no transcripts or statements certifying to attendance or work completed are issued by the Registrar. When registering for a course on a noncredit basis, one may not change one's enrollment to credit or vice versa.

Fees for special events such as workshops, institutes, and conferences vary. See the announcement for each special event, as published by the Center for Educational Outreach and Innovation.

Teachers College reserves the right to cancel or modify the courses listed in this catalog and other official publications and to change the instructors as may be deemed necessary.

## Graduate Credit in Advanced Columbia University Undergraduate Courses

Students in degree programs may petition the Registrar to have an advanced undergraduate course offered at Columbia University counted as graduate credit toward the degree. To be considered for graduate credit, the courses must be beyond the general introductory level, relevant to the student's specialty, and must not be available on the graduate level within the University. In addition, a student must obtain a written statement from the instructor of the course clarifying the additional work required in order to differentiate between undergraduate and graduate participation in the course. For basic language courses, courses must be beyond the first two years. No more than six points in advanced undergraduate courses may be approved for graduate credit. The advisor's written recommendation is also required and final approval is granted by the Registrar. Petition forms may be obtained in the Office of the Registrar.

## Inter-University Doctoral Consortium

Teachers College participates in the Inter-University Doctoral Consortium which provides for cross-registration among member institutions. Fully admitted doctoral candidates in Teachers College may register for courses at the Graduate School and University Center of the City University of New York, Fordham University, Princeton University, the New School University, New York University, Rutgers University, and the State University of New York at Stony Brook. Ordinarily, such courses must not be available within Columbia University. Applications are available in the Office of the Associate Dean, William J. Baldwin, in 113 Main Hall.

Students cross-registered for courses at another university are subject to the academic regulations of the host university, including the grading system, calendar, and academic honor system. It is the responsibility of the students to familiarize themselves with the pertinent regulations of the host university. Teachers College students pay tuition at the standard Teachers College rate to Teachers College for any such courses they take.

## Teachers College Visiting Scholar Privileges

Teachers College is host to many visitors and others who do not hold academic appointments at the College but use its facilities and participate in its activities. To accommodate the needs of these individuals and recognize their contribution to its intellectual life, The College confers Visiting Scholar status, with limited rights and privileges, according to the policies and procedures described below.

Visiting Scholars generally hold a Ph.D. (or its equivalent from a country other than the United States) or are a recognized expert in the field, and are on leave from a regular faculty appointment at their employing institution. Included are scholars from abroad and from American universities and colleges outside the New York metropolitan area who are not teaching at the College or participating in a research project sponsored by the College.

Staff and doctoral students from U.S. and foreign universities and government ministries who are engaged in research in a field of interest to a Teachers College faculty member may also be invited by the College and granted Visiting Scholar privileges.

Others eligible for Visiting Scholar status include Teachers College doctoral alumni; officials and former officials of government or nongovernment organizations, such as the United Nations and their affiliates; practicing professional and creative artists; and such other persons as will contribute to the intellectual activity of Teachers College, as approved by the Associate Dean.

Visiting Scholar status is conferred on behalf of the Dean by the Associate Dean or the Director of International Services, on the recommendation of a faculty member in whose academic discipline the proposed visiting scholar has an interest. The faculty host should also obtain the approval of the department chair. TC Institute directors and senior staff may also recommend an individual for Visiting Scholar status. A curriculum vitae and description of research goals must accompany an application for Visiting Scholar status.

The faculty host will facilitate mutually beneficial interactions between the Visiting Scholar and department colleagues and students. Visiting Scholars are encouraged to present a summary report on their experience at Teachers College to the Dean.

Visiting Scholar privileges are limited to auditing courses with the permission of the instructor, attending open lectures, a university email account and reading privileges at all Columbia University Libraries. Visiting Scholars may obtain four-week borrowing privileges at the University Libraries on payment of a monthly fee of \$30 at the Library Information Office, 201 Butler Library.

Individuals may be granted Visiting Scholar status for up to one year. The designation ordinarily may be renewed for no more than one additional year. "Visiting Scholar" is a courtesy designation and does not signify a formal association with the College. No official records are maintained and no statement of activities is issued.

Visiting Scholars receive a special Teachers College identification card. They are responsible for arranging their own financial support

and benefits, and they are not eligible for Teachers College housing or Columbia University Health Services/Medical Insurance. They may not be paid compensation from a Teachers College account, given a fellowship or be reimbursed for expenses without prior approval of the Associate Dean or Director of International Services. They may receive an honorarium for participating in a conference or giving an occasional lecture if they are United States citizens or permanent residents or, in the case of non-resident aliens, if they have an appropriate visa and the prior authorization of the Director of International Services.

Visiting Scholars are not permitted to enroll in any classes for credit. If visiting researchers wish to take classes at TC, they should contact the Admissions Office and request an application for non-degree student status. Individuals in F-1 or J-1 student status are required to be full-time students (12 credits).

Foreign nationals will ordinarily need a J-1 (research scholar category) visa in order to visit Teachers College. Upon submission of all documentation required by the U.S. government, International Services will issue a DS-2019 form needed to support the J-1 visa application. Federal regulations require that the applicant for J-1 status have sufficient funds for the period of stay at Teachers College and meet the medical insurance requirements of the U.S. Department of State while in the United States. The Application for Visa Certificate (to obtain the DS-2019) is available from International Services. This office can provide complete details on complying with these requirements.

Additional information can be obtained from:  
Visiting Scholar Program  
c/o International Services  
Teachers College, Box 308  
New York, NY 10027  
Phone: (212) 678-3939  
Fax: (212) 678-3681  
Email: [Boulton@tc.columbia.edu](mailto:Boulton@tc.columbia.edu)  
Web site:  
[www.tc.edu/~international/Scholars-Faculty](http://www.tc.edu/~international/Scholars-Faculty)

### Auditing

Students currently enrolled for 15 or more points may audit one or two courses in Teachers College without fee. Applications for auditing privileges are obtainable from the Office of the Registrar during the change-of-program period. Courses with limited enrollment, laboratory courses, elementary language courses, seminars, and continuing education workshops will not be open to auditors. Audited courses will not appear on the transcript and may not later be applied for credit.

Certified doctoral candidates may audit Teachers College courses which enhance their professional interests. Such courses will not appear on the transcript or fulfill any academic requirement. An eligible doctoral candidate,

upon presentation of the certified doctoral candidate card, may obtain an application to audit from the Office of the Registrar, secure written approval of the course instructor, and return the approval form to the Office of the Registrar during the change-of-program period. An auditing permit will be issued.

### Attendance

Students are expected to attend all classes for which they are registered and are responsible for absences incurred by late enrollment.

### Religious Observance

It is the policy of the University to respect its members' observance of their major religious holidays. Where academic scheduling conflicts prove unavoidable, no student will be penalized for absence due to religious reasons, and alternative means will be sought for satisfying the academic requirements involved. If a suitable arrangement cannot be worked out between the student and the instructor, students and instructors should consult the appropriate department chair or director. If an additional appeal is needed, it may be taken to the Dean of the College.

Some of the major holidays occurring during the current academic year are:

Rosh Hashanah	Id al Fitr
Yom Kippur	Passover
First days of Succoth	Good Friday
Concluding days of Succoth	Id al Adha
Hanukkah	Shavuoth

*The Jewish and Islamic holy days begin at sunset of the preceding day.*

It should be noted that because of the size of the event and the space available, convocations held at Commencement take place in either Riverside Church or the Cathedral of St. John the Divine. The facilities are used in a non-sectarian manner.

### Official College Communication

The College is increasingly using email as a preferred way of communicating important and official information with its students. Each student has the responsibility for maintaining a current and active email as part of their student information profile. Columbia University provides a free CUNIX email account for each student. This account provides access to Columbia libraries and databases, TC ClassWeb, and MyTC Portal which includes College and course information. If you are registered for a Columbia University course, you will also have access to Columbia University Course Works for which you must use your CUNIX account. If your preferred email address is different than the CUNIX ID, you must update that information on the Student Information System or file a Change of Information form in the Office of the Registrar. For additional information, contact Academic Computing Services in Computing and Information Services.

Information concerning emergencies or school closing is published in several ways:

- WINS at 1010 on AM radio;
- WCBS at 880 on AM radio;
- the TC Web homepage at [www.tc.edu](http://www.tc.edu); and
- the main telephone number, (212) 678-3000.

### Grades

Grades in Teachers College are recorded as evaluative, pass/fail, or attendance. All grading symbols used are listed below, as approved by the Faculty on April 27, 1984. Students electing to be graded on a basis other than the ones announced by the course instructor must request the option and obtain the instructor's written approval not later than the close of the third class meeting. An application for grading options is obtainable from the Office of the Registrar and needs to be filed in the Registrar's Office no later than the close of the third class meeting. Once the option has been approved and filed with the Registrar, it is not subject to change.

All grades are final once submitted to the Office of the Registrar except for grades of "Incomplete."

Grades are defined as follows:

- A+** Rare performance. Reserved for highly exceptional, rare achievement.
- A** Excellent. Outstanding achievement.
- A-** Excellent work, but not quite outstanding.
- B+** Very good. Solid achievement expected of most graduate students.
- B** Good. Acceptable achievement.
- B-** Acceptable achievement, but below what is generally expected of graduate students.
- C+** Fair achievement, above minimally acceptable level.
- C** Fair achievement, but only minimally acceptable.
- C-** Very low performance. The records of students receiving such grades are subject to review. The result of this review could be denial of permission to register for further study at Teachers College. No more than three points of C- may be credited toward any degree or diploma. Students completing requirements for more than one degree or diploma may count three points of C- toward only one such award. A student who accumulates eight points or more in C- or lower grades will not be permitted to continue study at the College and will not be awarded a degree or diploma.
- F** Failure. The records of students receiving such grades are subject to review. The result of this review could be denial of permission to register for further study at Teachers College. A course usually may not be repeated unless it is a required

course. When the course is required, the student will reregister and obtain a satisfactory grade. The previous grade remains on the transcript.

- P** Passed. Some courses are graded only on a pass/fail basis for the instances in which greater evaluation specificity is neither required nor desirable and is used to indicate passing performances when only dichotomous evaluation is used. At no time will the transcript carry any other grade nor will supplementary statements be issued. Application for the Pass/Fail option is to be made during the first three class sessions with the approval of the course instructor. Applications are available in the Office of the Registrar, 150 Horace Mann. Once the option is approved, it may not be changed.
- DP** Doctoral pass credit. The grade of DP may be assigned only to a certified doctoral candidate in a Teachers College course, having successfully completed all requirements prescribed by the instructor. The candidate must request DP credit before two-thirds of the class sessions have met. Eligibility is determined upon presentation of the doctoral identification card, and a record of the request for a DP grade is made by completing a form obtainable from the Office of the Registrar. DP credit is available to doctoral students only in terms subsequent to the terms in which the student is certified. DP credit may not be used toward M.A. or M.S. degree requirements. A maximum of 6 points of DP credit may be used toward Ed.M. degree requirements.
- WD** Withdrawn. Withdrawal occurring subsequent to the close of the change-of-program period during the term. See section on withdrawal from courses.
- YC** Year Course. The symbol "YC" is assigned for the first half of a year course (courses with a "z" suffix). At the end of the second half, the grade is entered on the transcript denoting the instructor's evaluation.
- R** Attendance Credit. Students desiring R credit for any course must request permission, in writing, to the instructor, before two-thirds of the class sessions have met. The instructor may approve or deny the request. If approval is granted, the instructor may stipulate requirements to be met in addition to regular attendance. Forms are available in the Office of the Registrar to be used for obtaining approval. Mathematics majors in the department of Mathematics and Science Education must have their applications cosigned by the program coordinator. The applicability of R credit in meeting degree program requirements is noted as follows: For Master of Arts and Master of Science degrees, no R

credit is permissible. For Master of Education degree programs, a maximum of six semester hours of attendance credit is acceptable in meeting the point requirement, but may not be used to satisfy the three-course out-of-department requirement. For doctoral programs, a maximum of nine semester hours of attendance credit is permitted toward the minimum point requirement for the degree, provided they are not used to fulfill the minimum distribution requirements.

The above grades are final and may not be changed.

- IN** Incomplete. The grade of Incomplete is to be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding. If the outstanding assignments are completed within one calendar year from the date of the close of term in which the grade of Incomplete was received and a final grade submitted, the final grade will be recorded on the permanent transcript, replacing the grade of Incomplete, with a transcript notation indicating the date that the grade of Incomplete was replaced by a final grade.

As of the Autumn Term 2004, the Faculty has approved the following change in the policy on Incomplete grades. If the outstanding work is not completed within one calendar year from the date of the close of term in which the grade of Incomplete was received, the grade will remain as a permanent Incomplete on the transcript. In such instances, if the course is a required course or part of an approved program of study, students will be required to re-enroll in the course including repayment of all tuition and fee charges for the new registration and satisfactorily complete all course requirements. If the required course is not offered in subsequent terms, the student should speak with the faculty advisor or Program Coordinator about their options for fulfilling the degree requirement. Doctoral students with six or more credits with grades of Incomplete included on their program of study will not be allowed to sit for the certification exam.

#### **Release of transcripts, student information, and student access to official academic records**

The College regards the student's transcript as a personal and private document; it is released only upon written authorization of the student and payment of the required fees. The fee for

one transcript is \$5; plus \$3 for each additional transcript in the same order. Unpaid financial obligations to the College will result in the withholding of student transcript and/or diploma. Teachers College does not duplicate copies of transcripts from other institutions which were submitted in support of the applicant's application for admission to the College.

Requests from Federal agencies about a student's record for employment purposes are acknowledged when the student's written authorization is on file.

The College provides for individual student review of the official student folder as provided in Public Law 93-380. The College's policy on the student's review of an academic folder and the release of Student Directory Information is contained in the "Guide to Student Rights and Responsibilities," obtainable from the Office of the Associate Dean (113 Main Hall) and published in the Student Handbook.

#### **Academic Discipline**

Student admission, continuance upon the rolls of the College, receipt of academic credits, graduation, and the conferring of any degree or diploma shall be strictly subject to the disciplinary powers of the College, which shall be free to cancel registration at any time, on any grounds in which it deems advisable, subject to student appeal procedures where applicable as described in the "Guide to Student Rights and Responsibilities," obtainable from the Office of the Associate Dean (113 Main Hall) and published in the Student Handbook.

#### **Student Conduct Code**

While Teachers College does not operate on the basis of detailed regulations and processes, it does expect its members to observe traditional canons of scholarly discourse, academic behavior, and due process. All members of the College Community are expected to exhibit the high level of personal integrity which society must demand of professionals. Copies of the procedural guidelines proposed in the Joint Statement on the Rights and Freedoms of Students are available in the Office of the Associate Dean, 113 Main Hall, (212) 678-3052.

Teachers College insists on the greatest degree of freedom of inquiry, teaching, learning and expression for all its members. The exercise of these rights, however, must not violate the free exercise of the same rights by other members of the community. Thus, activities which disrupt the regular and essential operations of the College and/or Columbia University are not permitted.

Students or other members of the University community may register charges of violating these standards with the Office of the Associate Dean (113 Main Hall). Students

found guilty of violating these standards of conduct may be subject to appropriate disciplinary action, ranging from reprimand to disciplinary probation, suspension, or expulsion.

Columbia University has Rules of University Conduct which apply to all those who visit its campus or use its facilities. Violations of these Rules can lead to sanctions including the revocation of permission to visit the Columbia campus or use its facilities and suspension or dismissal from Columbia courses in which a Teachers College student may be enrolled.

A "Guide to Student Rights and Responsibilities," obtainable from the Office of the Associate Dean (113 Main Hall) and published in the Student Handbook, is available to all members of the Teachers College community. It provides details concerning the procedures to be followed which are required when a charge is made against a student. This publication also describes the procedures which are to be followed by a student who has a grievance.

## **NOTICE OF NONDISCRIMINATORY POLICY AS TO STUDENTS AND EMPLOYEES**

Pursuant to Revenue Procedure 75-50 dated December 8, 1975, and Title IX of the Education Amendments of 1972 ("Title IX") and part 86 of the Department of Health and Human Services regulations promulgated to effectuate Title IX, and The Americans with Disabilities Act of 1990, Teachers College hereby gives notice of its nondiscriminatory policy as to students and employees:

Continuing its long-standing policy to support actively equality for all persons, Teachers College does not discriminate on the basis of race, creed, color, religion, sex, sexual orientation, marital status, national origin, citizenship status, age, or disability in the administration of its admission, employment and educational policies or scholarship, loan, athletic and other school-administered programs. Rather, Teachers College affirms that it admits students and selects employees regardless of their race, creed, color, religion, sex, sexual orientation, marital status, national origin, citizenship status, age, or disability and thereafter accords them all the rights and privileges generally made available to students or employees at the school.

Inquiries regarding the application of Title IX of the Educational Amendments of 1972, as amended, and regulations thereunder, to any policy, program or other activity of the College should be directed to the Director of Human Resources, who serves as the College's Equal Opportunity Officer. The Director is also designated to coordinate the College's compliance activities under the Age Discrimination in Employment Act of 1967, as amended, and

the Age Discrimination Act of 1975, and can be contacted through the Office of Human Resources, Box 149, 112 Main Hall, 525 West 120th Street, New York, NY 10027, Telephone (212) 678-3175.

Inquiries regarding the application of Section 504 of the Rehabilitation Act of 1973, as amended, and regulations thereunder, to any policy, program or other activity of the College should be directed to Associate Dean William J. Baldwin who is designated as the College's Section 504 and The Americans with Disabilities Act Compliance Officer Office of the Associate Dean, Box 151, 113 Main Hall, New York, NY 10027, Telephone (212) 678-3052.



PROGRAM TITLE	HEGIS**	AWARD	PROGRAM TITLE	HEGIS**	AWARD
Biology (7-12)	0401.01	M.A.	Education Psychology:		
Computing in Education	0799	M.A.	Human Cognition and Learning	0822	M.A., Ed.D., Ph.D.
Elementary/Childhood			Applied Educational Psychology:		
Education (Preservice)	0802	M.A.	Reading Specialist	0822	M.A.
Higher Education and Management <sup>††</sup>	0805	Ed.D./ M.B.A.	Behavioral Analysis of School		
Higher and Postsecondary Education	0805	M.A., Ed.M., Ed.D.	Learning	0822	M.A.
Adult Education Guided			School Psychology		
Intensive Study (AEGIS)	0807	Ed.D.	(Applied Developmental &		
Adult Learning and Leadership	0807	M.A., Ed.M., Ed.D.	Learning Psychology)	0822	Ed.M.
Adult Education Research	0807	Ph.D.	School Psychology		
Instructional Practice in Special			(Applied Educational Psychology)	0822	Ed.D., Ph.D.
Education	0808	Ed.M.	Early Childhood Education	0823	M.A., Ed.M., Ed.D.
Special Education* <sup>†</sup>	0808	Ed.D., Ph.D.	Early Childhood Special Education	0823	M.A., Ed.M.
Guidance and Rehabilitation	0808	M.A.	Applied Statistics	0824	M.S.
Supervision of Special			Resource Management/ Education Leadership <sup>††</sup>	0827	Ed.D./ M.B.A.
Education	0809	Ed.M.	Education Leadership	0827	M.A., Ed.M., Ed.D., Ph.D.
Administration of Special			Inquiry in Education		
Education Programs*	0809	Ed.D.	Leadership Practice	0827	Ed.D.
Mental Retardation and Elementary/ Childhood Education	0810	Ed.M.	Curriculum and Teaching	0829	M.A., Ed.M., Ed.D.
Mental Retardation and Early Childhood Education	0810	Ed.M.	Art and Art Education	0831	M.A., Ed.M., Ed.D., Ed.D.C.T.
Mental Retardation* <sup>†</sup>	0810	M.A.	Music and Music Education	0832	M.A., Ed.M., Ed.D., Ed.D.C.T.
Gifted Education*	0811	M.A.	Mathematics Education	0833	M.A., M.S., Ed.M., Ed.D., Ed.D.C.T, Ph.D.
Deaf and Hard of Hearing* <sup>†</sup>	0812	M.A., Ed.M.	Science Education	0834	Ed.D., Ph.D.
Blindness and Visual Impairment*	0814	M.A., Ed.M.	Teacher Education in Science	0834	M.S., Ed.M.
Applied Behavior Analysis* <sup>†</sup>	0816	M.A.	Supervisor/Teacher of		
Learning Disabilities:			Science Education	0834	M.A.
Teaching Students with			Applied Physiology	0835	M.A., Ed.M., Ed.D.
dis/Abilities* <sup>†</sup>	0818	M.A.	Motor Learning	0835	M.A., Ed.M., Ed.D.
Disability Studies in Education	0818	M.A.			
Physical Disabilities* <sup>†</sup>	0819	M.A.			
History and Education	0821	M.A., Ed.M., Ed.D., Ph.D.			
Philosophy and Education	0821	M.A., Ed.M., Ed.D., Ph.D.			
Psychology in Education	0822	M.A.			
Applied Educational Psychology:					
Cognitive, Behavioral, and					
Developmental Analysis	0822	Ed.M.			

PROGRAM TITLE	HEGIS**	AWARD	PROGRAM TITLE	HEGIS**	AWARD
Curriculum and Teaching in Physical Education	0835	M.A., Ed.M., Ed.D.	Teaching of English to Speakers of Other Languages	1508	M.A., Ed.M., Ed.D.C.T., Ed.D.
Physical Education	0835	M.A.			
Kinesiology	0835	Ph.D.	Teaching of English to Speakers of Other Languages (Japan)	1508	M.A.
Applied Physiology and Nutrition	0837	M.S.	Physics (7-12)	1902.01	M.A.
Health Education	0837	M.A., M.S., Ed.D.	Chemistry (7-12)	1905.01	M.A.
International Educational Development	0899	M.A., Ed.M., Ed.D.	Earth Science (7-12)	1917.01	M.A.
Comparative and International Education	0899	M.A., Ed.M., Ed.D., PH.D.	Clinical Psychology	2003	M.S., Ph.D.
Instructional Technology and Media	0899	M.A., Ed.M., Ed.D.	Counseling Psychology	2004	Ed.M., Ed.D., Ph.D.
Bilingual/Bicultural Education	0899	M.A.	Psychological Counseling	2004	M.A., Ed.M.
Program in Law & Educational Institutions	0899	Ed.M.	Economics and Education	2204	M.A., Ed.M., Ed.D., Ph.D.
Neuroscience and Education	0899	Ed.M.	Social-Organizational Psychology (M.A. <i>en passant</i> )	2005	Ph.D.
Arts Administration	1099	M.A.	Measurement and Evaluation (M.A. <i>en passant</i> in Psychology and Education)	2007	Ed.M., Ed.D., PH.D.
Dance and Dance Education	1008	M.A.	Psychology: Organizational	2008	M.A.
Teaching of Spanish	1105	M.A., Ed.M., Ed.D.C.T., Ph.D.	Psychology: Developmental	2009	M.A.
Teaching of ASL as a Foreign Language	1199	M.A.	Developmental Psychology	2009	Ed.D., Ph.D.
Nursing Education: Professorial Role	1203	Ed.D.	Teaching of Social Studies	2201	M.A., Ed.M., Ed.D., Ph.D.
Nursing Education/Nurse Executive	1203	Ed.D.	Applied Anthropology (In Cooperation with GSAS)	2202	Ph.D.
Nurse Executive (Accelerated Program)	1203	M.A.	Anthropology and Education	2202	M.A., Ed.M., Ed.D., Ph.D.
Speech and Language Pathology	1220	M.S., Ed.M., Ed.D., Ph.D.	Politics and Education	2207	M.A., Ed.M., Ed.D., Ph.D.
Nutrition Education	1306	M.S., Ed.D.	Sociology and Education	2208	M.A., Ed.M., Ed.D., Ph.D.
Nutrition and Public Health	1306	M.S., Ed.D.	Interdisciplinary Studies in Education	4999	M.A., Ed.M., Ed.D.
Community Nutrition Education	1306	Ed.M.			
Teaching of English	1501	M.A., Ed.M., Ed.D.C.T., Ed.D.			
English Education	1501	Ph.D.			
Applied Linguistics	1505	M.A., Ed.M., Ed.D.			
Communication and Education	1506	M.A., Ed.M., Ed.D.			

\* Ed.D. in Special Education may be acquired through these programs.

† Ph.D. in Special Education may be acquired through these programs.

†† Joint M.B.A. offered by Columbia School of Business.

\*\* HEGIS: Higher Education General Information Survey, New York State Education Department, Office of Higher Education and the Professions, Cultural Education Center, Room 5B28, Albany, NY 12230; telephone 518-475-5851.

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# Contact Info/Travel Directions

## Post Office Address:

Teachers College  
Columbia University  
525 West 120th Street  
New York, NY 10027  
Web Address:  
www.tc.columbia.edu  
Telephone: (212) 678-3000  
Fax: (212) 678-4048

Address inquiries as follows:

## Access Services

Office of Access and Services for  
Individuals with Disabilities  
166 Thorndike Lobby, Box 105  
Tel/Voice: (212) 678-3689  
TTY: (212) 678-3853  
Fax: (212) 678-3793  
Email: ws\_oesid@tc.edu  
www.tc.edu/administration/ossed

## Admission

Office of Admission  
146 Horace Mann Hall, Box 302  
Tel: (212) 678-3710  
Fax: (212) 678-4171  
Email: tcinfo@tc.edu  
www.tc.edu/admissions

## Career Services

Career Services Center  
44 Horace Mann Hall, Box 161  
Tel: (212) 678-3140  
Fax: (212) 678-3107  
Email: careerservices@tc.edu  
www.tc.edu/career-services

## Doctoral Studies

Office of Doctoral Studies  
153 Horace Mann Hall, Box 172  
Tel: (212) 678-4058  
Fax: (212) 678-3005  
Email: ods@tc.edu  
www.tc.edu/administration/  
doctoral

## Employment

Office of Human Resources  
112 Main Hall, Box 149  
Tel: (212) 678-3175  
Fax: (212) 678-3178  
Email: hr@tc.edu  
www.tc.edu/administration/hr

## Housing (On-campus)

Housing and Residence Life  
1st Floor, Whittier Hall, Box 312  
Tel: (212) 678-3235  
Fax: (212) 678-3222  
Email: housing@tc.edu  
www.tc.edu/housing

## International Services

Office of International Services  
163 Thorndike Hall, Box 308  
Tel: (212) 678-3939  
Fax: (212) 678-3681  
Email: tcintl@columbia.edu  
www.tc.edu/~international

## Payment of Fees

Office of Student Accounts  
133 Thompson Hall, Box 305  
Tel: (212) 678-3056  
Fax: (212) 678-  
Email: StudentAccounts@tc.edu  
www.tc.edu/student-accounts

## Registration, Teacher Certification, Withdrawal Notices, Requests for Transcripts of Records, Certification to Government Agencies

Office of the Registrar  
150 Horace Mann Hall, Box 311  
Tel: (212) 678-4050  
Fax: (212) 678-3005  
Email: registrar@tc.edu  
www.tc.edu/registrar

## Safety and Security

Office of Campus Safety &  
Security  
1st Floor, Whittier Hall, Box 312  
Tel: (212) 678-3098  
Fax: (212) 678-3222  
Email: tcsecurity@tc.edu  
www.tc.edu/administration/  
security

## Student Aid

Office of Student Aid  
138 Horace Mann Hall, Box 309  
Tel: (212) 678-3714  
Fax: (212) 678-4089  
Email: StudentAid@tc.edu  
www.tc.edu/StudentAid

## HOW TO GET TO TEACHERS COLLEGE

**By Bus:** Four bus routes include stops at West 120th Street: M4, M5, M11, M104  
By Subway: Take the 1/9 local subway to the 116th Street Station; walk north on Broadway to West 120th Street. Teachers College is on the north side of West 120th Street, between Broadway and Amsterdam Avenue.

**By Car:** The Henry Hudson Parkway (West Side Highway) is convenient to Teachers College. The highway can be reached from most of the main routes entering New York City. Whether driving north or south, leave the West Side Highway at the 96th Street exit; at the first traffic light turn left (north) onto Riverside Drive; at 120th Street turn right and go two blocks east to the College.

**Parking:** The following garages in the area will accept outside cars if you phone in advance.

E & B Operating Corp.  
137 West 108 Street  
(212) 865-8315

Riverside Church Garage  
Riverside Dr. & 120 St.  
(212) 870-6736

Upper Westside Garage  
234 West 108 Street  
(212) 222-8800

Park Yorkshire Garage  
151 West 108 Street  
(212) 865-2314

Morningside Garage  
3100 Broadway  
(212) 864-9877