



**Teachers College**  
COLUMBIA UNIVERSITY

# Academic Catalog 2023-2024

## Arts & Humanities

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# The Department of Arts & Humanities

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## Our Mission

The Department of Arts and Humanities is dedicated to the study of various academic and professional disciplines in an educational context. The Department's mission is two-fold: To further knowledge and learning in specific fields and to explore the purposes, practices, and processes of education both within—and across—disciplines in the Arts and Humanities.

Within the Department, individual academic programs preserve their own disciplinary rigor while expanding modes of inquiry, discovery, and creativity across disciplines and diverse societies and cultures. The Department is committed to understanding culture as broad and varied processes—fundamental human activities 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.

If you plan to work in a state other than New York, Teachers College has not made a determination if our programs meet the educational requirements for certification or professional licensure in any other state, Washington DC or Puerto Rico. We recommend that you review the state's licensing board or teacher certification website for that state's qualifications. The Office of Teacher Education will complete any necessary forms and/or letters for out-of-state certification on the completion of your approved teacher preparation program.

# Applied Linguistics and the Teaching of English to Speakers of Other Languages

Department of Arts & Humanities

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## Program Description

The Applied Linguistics (AL) and Teaching English to Speakers of Other Languages (TESOL) Program provides students with a solid foundation of knowledge to formulate, examine and resolve pedagogical and research questions related to language, language use, second language pedagogy, second language acquisition, second language assessment, language and technology, and TESOL adult and PK-12 education. The AL and TESOL Program helps students develop strategies grounded in theory, research, and practice, to teach second and foreign languages; develop curricula; and assess language performance in a wide variety of national and international contexts.

Areas of study include:

- Linguistic analysis
- Language use
- Second language education
- Language teacher education
- Second language literacy
- Second language acquisition
- Second language assessment
- Language and technology

More specifically, the major in Applied Linguistics (AL) provides students with a solid foundation for defining and resolving problems related to the nature of language, how it is used in educational and naturalistic contexts, and how it is taught, learned, and assessed, while the major in TESOL provides students with a solid foundation in the English language so educational questions related to the teaching, learning, and assessment of English as a second or foreign language (ESL/EFL) may be understood, formulated, examined, and resolved.

Graduates from the AL and TESOL Program typically teach ESL or EFL in elementary or secondary schools, in colleges or universities, in language schools or institutes in the United States or abroad, or in businesses or international organizations. Others work for assessment companies such as ETS, Cambridge ESOL, or Pearson; for publishers; or for technology companies that produce ESL/EFL products. Still others work as language program administrators in educational settings. Finally, many graduates work as applied linguists or TESOL faculty or researchers in colleges and universities around the world.

As New York City offers one of the most diverse settings in the world for teaching ESL, the program collaborates with a number of schools in the city to provide students with opportunities to teach or do research. In addition, the AL and TESOL Program sponsors the Community Language Program (CLP), a program to teach ESL and foreign languages to adults. The CLP serves as an on-site language education lab in which students enrolled in the AL and TESOL Program teach the courses, help administer the program, supervise other teachers, run the placement exam, and conduct empirical inquiry. Some students have the opportunity to teach in the CLP's TESOL Certificate Program or in the Language Program Management Certificate Program. For more information about the CLP, see the website at <http://www.tc.columbia.edu/communitylanguage/>.

## Degrees

### Master of Arts

#### Applied Linguistics

Master of Arts

**Points/Credits:** 36

**Entry Terms:** Fall Only

#### Degree Requirements

The Applied Linguistics track offers a 36-point Master of Arts degree for students wishing to pursue research and other non-teaching pathways in applied linguistics. Through comprehensive and innovative coursework, hands-on experiences in our on-campus language school, and research projects, students will explore the theoretical and practical applications of applied linguistics. Students earning the Master of Arts degree have five types of requirements: (1) general courses, (2) track-specific courses, (3) elective courses within AL and TESOL, and (4) out-of-program breadth courses, and (5) an exit project.

All course decisions must be made in consultation with the student's assigned faculty advisor. Students should choose elective and breadth courses that align with their career. Below are the track descriptions for the MA in Applied Linguistics.

General Courses (15 points):

- A&HL 4000: Educational Linguistics (3)
- A&HL 4085: Pedagogical English grammar (3)
- A&HL 4087: Introduction to second language acquisition (3)
- A&HL 4088: Second language assessment (3)
- One language use course from the list below (for AL and TESOL General only):
- A&HL 4001: Sociolinguistics and education (3)
- A&HL 4104: Discourse analysis (3)
- A&HL 4105: Conversation analysis (3)
- A&HL 4106: Text and textuality (3)
- A&HL 5020: Interactional sociolinguistics (3)

Track-Specific Courses for the MA in AL (9 points):

- A&HL 4077: TESOL classroom practices (3)
- A&HL 5301: Practicum I: Integrated skills (3)
- A&HL 5575: Research literacy in applied linguistics and TESOL (3)

Elective Courses (6 points):

- Elective courses in Applied Linguistics and TESOL (6 points):
- A&HL 4101: Phonetics and phonology (3)
- A&HL 5085: Advanced syntax (3)
- A&HL 4001: Sociolinguistics and education (3)
- A&HL 4104: Discourse analysis (3)
- A&HL 4105: Conversation analysis (3)
- A&HL 4106: Text and textuality (3)
- A&HL 5020: Interactional sociolinguistics (3)
- A&HL 5105: Classroom discourse (3)
- A&HL 5106: Language socialization (3)
- A&HL 6031: Advanced conversation analysis (3)
- A&HL 4089: Teaching writing to ESL students (3)
- A&HL 4090: Introduction to Corpus Linguistics (3)
- A&HL 5011: Technology-based language teaching and material design (3)
- A&HL 6097: Task-based language teaching (3)
- A&HL 5008: Interlanguage analysis (3)
- A&HL 5087: SLA in the classroom (3)
- A&HL 6087: Advanced second language acquisition (3)
- A&HL 5090: Computational Linguistics for Applied Linguists (3)
- A&HL 5199: Topics in language assessment (3)
- A&HL 5512: Historical perspectives on language testing research (3)
- A&HL 5519: Instructed second language acquisition and assessment (3)
- A&HL 6000: Second language test validation (3)
- A&HL 6040: Classroom-based language assessment (3)
- A&HL 6060: Generalizability theory for second language assessment research (3)

- A&HL 6089: Second language performance assessment (3)
- Courses can be taken at an affiliate campus in the Columbia community with advisor's approval.

#### Breadth Out-of-Program Courses (6 points):

- Breadth courses are classes offered outside of the AL/TESOL Program. Note that all breadth courses must be approved by your advisor.
- Exit Project:
  - In addition to course requirements, students must complete a master's degree project written on a research topic arising from course-related interests and subject to approval by an advisor (The advisor can be different from or the same as your assigned academic advisor). This project can be a review of literature on a scholarly topic or a practice motivated review of literature. It is normally completed at the beginning of the last semester of study. For more information, click here.

Students can normally expect to complete the M.A. in Applied Linguistics or TESOL in four semesters (i.e., two years).

## TESOL: Teaching of English to Speakers of Other Languages

Master of Arts | Initial Cert: TESOL Pre-K-12

**Points/Credits:** 37

**Entry Terms:** Fall Only

**Certification:**

- NY State Initial: English to Speakers of Other Languages (TESOL) Pre-K-12

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### Degree Requirements

The TESOL PK-12 Initial Certification track offers a 37-point Master of Arts degree in TESOL leading toward New York State Initial Teacher Certification. Students wishing to teach in a public school in a state other than New York are advised to consult the certification requirements for that state).

Candidates applying for initial teacher certification in New York will be required to fulfill NYSED's Content Core requirements (see <https://www.tc.columbia.edu/office-of-teacher-education/students/certification-requirements/initial-certification/>). They will also be required to take and pass all required New York State certification exams for initial certification. For more information, please visit our Office of Teacher Education (OTE) website:

<https://www.tc.columbia.edu/office-of-teacher-education/students/certification-requirements/certification-exams/>

#### General Courses (12 points):

- A&HL 4000: Educational linguistics (3)
- A&HL 4085: Pedagogical English grammar (3)
- A&HL 4087: Introduction to second language acquisition (3)
- A&HL 4088: Second language assessment (3)

**Track Specific Courses in TESOL, PK-12 (13 points):**

- A&HL 4076: TESOL methodologies for PK-6 (3)
- A&HL 4171: TESOL methodologies for 7-12 (3)
- A&HL 4185: Pedagogical approaches in the content areas for teachers of PK-12 ESL (3)
- A&HL 4776: Supervised student teaching in TESOL: PK-6 (2)
- A&HL 4777: Supervised student teaching in TESOL: 7-12 (2)

**Elective Courses (3 points)**

One elective course in Applied Linguistics and TESOL (3 points):

- A&HL 4077: TESOL classroom practices (3)
- A&HL 4090: Teaching writing to ESL students (3)
- A&HL 5011: Tech-based language teaching and materials design (3)
- A&HL 6097: Task-based language teaching learning (3)
- A&HL 4001: Sociolinguistics (3)
- A&HL 4104: Discourse analysis (3)
- A&HL 4105: Conversation analysis (3)
- A&HL 4106: Text and textuality (3)
- A&HL 5105: Classroom discourse (3)
- A&HL 5106: Language socialization (3)
- A&HL 5008: Interlanguage analysis (3)
- A&HL 5087: Second language acquisition in the classroom (3)
- A&HL 6097: Task-based language learning (3)
- A&HL 5199: Topics in language assessment (3)
- A&HL 5519: Instructed SLA and assessment (3)
- A&HL 6040: Classroom-based language assessment (3)

**Breadth Courses (9 points)**

Foundations/breadth courses are intended to broaden students' knowledge of the history of education, philosophies, and educational issues and practices beyond their particular area of concentration.

Foundations/breadth credits must be used to meet the New York State requirements within the following categories:

\*Bilingual/bicultural education or urban education (3)

\*Elementary and secondary education (3)

\*Teaching students with learning disabilities (3)

Students must consult with their advisor when choosing their breadth courses.

Bilingual/bicultural education or foundations of education and urban education (3) :

- A&HB 4020: Bilingualism and disabilities
- A&HB 4021: Foundations of bilingual/bicultural education
- A&HB 4024: Linguistics foundations of bilingual/bicultural education
- A&HB 4075: Cross-cultural communication and classroom ecology

- A&HB 4121: Bilingual/bicultural curriculum design
- A&HH 4076: History of urban education
- C&T 4078: Curriculum and teaching in urban areas
- C&T 4501: Teaching and learning in the multicultural classroom
- EDPS 4022: Sociology of urban education
- ITSF 4060: Latinos in urban schools
- Various topics courses in Bilingual/Bicultural Education
- Elementary and secondary education (3)
- A&HF 4090: Philosophies of education
- A&HF 4091: Call to teach
- A&HW 4036: The teaching of social studies
- A&HW 5030: Diversity and the social studies curriculum
- C&T 4124: Curriculum development in elementary education
- C&T 4133: Learning and teaching in the intermediate reading and writing classroom
- C&T 4141: Literature for older children
- C&T 4151: Teaching of writing
- C&T 5037: Literacy, culture, and the teaching of reading
- HUDK 4022: Developmental psychology: Childhood
- HUDK 4023: Developmental psychology: Adolescence
- MSTC 4040: Science in childhood education
- MSTC 4044: Biology curriculum and methods laboratory
- MSTM 5010: Mathematics in elementary school

#### Teaching students with learning disabilities (3)

- C&T 4000: Disability, exclusion, and schooling
- C&T 4001: Differentiating instruction in inclusive classrooms
- C&T 4046: Curriculum and instruction in secondary inclusive education
- C&T 4047: Curriculum development in secondary inclusive education
- C&T 4301: Formal assessment of exceptional students
- C&T 5080: Access to full participation in schools
- HBSE 4001: Teaching students with disabilities in inclusive classrooms

#### Exit Project:

In addition to course requirements, students must complete a master's degree project written on a research topic arising from course-related interests and subject to approval by an advisor. This project can be a review of literature on a scholarly topic or a practice motivated review of literature. It is normally completed at the beginning of the last semester of study. For more information, [click here](#).

## TESOL: Teaching of English to Speakers of Other Languages

Master of Arts | Non-Certification

**Points/Credits:** 36

**Entry Terms:** Fall Only

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### Degree Requirements



The TESOL MA General track offers a 36-point Master of Arts degree for students planning to teach in any variety of settings, except in New York State public schools. Graduates typically take positions, such as teaching adults in community colleges, Intensive English Programs on four-year campuses, private schools with language programs, and jobs abroad. Through comprehensive and innovative coursework, hands-on experiences in our on-campus language school, and research projects, students explore the theories and practices of English language teaching to speakers of other languages.

Students earning the Masters of Arts degree have five types of requirements: (1) general courses, (2) track-specific courses, (3) elective courses within AL and TESOL, and (4) out-of-program breadth courses, and (5) an exit project.

All course decisions must be made in consultation with the student's assigned faculty advisor. Students should choose elective and breadth courses that align with their career path. Below are the descriptions for the MA in TESOL General:

#### General Courses (15 points):

- A&HL 4000: Educational linguistics (3)
- A&HL 4085: Pedagogical English grammar (3)
- A&HL 4087: Introduction to second language acquisition (3)
- A&HL 4088: Second language assessment (3)
- One language use course from the list below (for AL and TESOL General only):
- A&HL 4001: Sociolinguistics and education (3)
- A&HL 4104: Discourse analysis (3)
- A&HL 4105: Conversation analysis (3)
- A&HL 4106: Text and textuality (3)

#### Track-Specific Courses for the MA in TESOL (9 points):

- A&HL 4077: TESOL classroom practices (3)
- A&HL 5301: Practicum I: Integrated skills (3)
- One course from the following:
- A&HL 6301: Practicum II: Listening (3)
- A&HL 6302: Practicum II: Speaking (3)
- A&HL 6303: Practicum II: Reading (3)
- A&HL 6304: Practicum II: Writing (3)
- A&HL 5020: Interactional sociolinguistics (3)

#### Elective Courses (6 points):

##### Elective courses in Applied Linguistics and TESOL (6 points):

- A&HL 4101: Phonetics and phonology (3)
- A&HL 5085: Advanced syntax (3)
- A&HL 4001: Sociolinguistics and education (3)
- A&HL 4104: Discourse analysis (3)
- A&HL 4105: Conversation analysis (3)
- A&HL 4106: Text and textuality (3)
- A&HL 5020: Interactional sociolinguistics (3)
- A&HL 5105: Classroom discourse (3)

- A&HL 5106: Language socialization (3)
- A&HL 6031: Advanced conversation analysis (3)
- A&HL 4089: Teaching writing to ESL students (3)
- A&HL 4090: Introduction to Corpus Linguistics (3)
- A&HL 5011: Technology-based language teaching and material design (3)
- A&HL 6097: Task-based language teaching (3)
- A&HL 5008: Interlanguage analysis (3)
- A&HL 5087: SLA in the classroom (3)
- A&HL 5090: Computational Linguistics for Applied Linguists (3)
- A&HL 6087: Advanced second language acquisition (3)
- A&HL 5199: Topics in language assessment (3)
- A&HL 5512: Historical perspectives on language testing research (3)
- A&HL 5519: Instructed second language acquisition and assessment (3)
- A&HL 6000: Second language test validation (3)
- A&HL 6040: Classroom-based language assessment (3)
- A&HL 6060: Generalizability theory for second language assessment research (3)
- A&HL 6089: Second language performance assessment (3)
- Courses can be taken at an affiliate campus in the Columbia community with advisor's approval.

Breadth Out-of-Program Courses (6 points):

Breadth courses are Teachers College classes offered outside of the AL/TESOL Program. Note that they must be approved by the assigned academic advisor. Exit Project:

- In addition to course requirements, students must complete a master's degree project written on a research topic arising from their course-related interests and subject to approval by an advisor (The advisor can be different from or the same as your assigned academic advisor). This project can be a review of literature on a scholarly topic or a practice motivated review of literature or it can be an empirical paper. It is normally completed at the beginning of the last semester of study. For more information, click [here](#).

Students can normally expect to complete the M.A. in Applied Linguistics or TESOL in four semesters (i.e., two years).

## TESOL: Teaching of English to Speakers of Other Languages (Peace Corps Fellows)

Master of Arts | Transitional B Cert: TESOL Pre-K-12

**Points/Credits:** 32

**Entry Terms:** Summer Only

**Certification:**

- NY State Transitional B: English to Speakers of Other Languages (TESOL) Pre-K-12

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### Degree Requirements

We offer a 32-point Master of Arts degree in TESOL leading toward New York State PK-12 Transitional B Initial Teacher Certification. The program is designed for Returned Peace Corps Volunteers to transition into public school classrooms. Successful completion of this program of study leads to the M.A. degree and

recommendation for New York State Initial Teacher Certification (grades PK-12). Students in this program balance full-time teaching in a NYCDOE school and graduate school coursework. They are supported in their program and teaching by the TESOL Program and the Peace Corps Fellows Program. Through comprehensive and innovative course work, hands-on experiences in New York City public schools, and research projects, Fellows explore the teaching and learning of English to PK-12 grade speakers of other languages.

In order to complete all degree requirements successfully, this program typically demands a minimum of two years, including summers. The first summer in the program includes intensive coursework and fieldwork to prepare students for their first year of teaching.

Candidates applying for initial certification in New York will be required to fulfill NYSED's Content Core requirements for initial certification (see <https://www.tc.columbia.edu/office-of-teacher-education/students/certification-requirements/initial-certification/>). They will also be required to take and pass all required New York State exams for initial certification. For more information, please visit our OTE website: <https://www.tc.columbia.edu/office-of-teacher-education/students/certification-requirements/certification-exams/>

All courses must be passed with a grade of B- or above to count toward Initial New York State Certification.

#### **General Courses (12 points):**

- A&HL 4000: Educational linguistics (3)
- A&HL 4085: Pedagogical English grammar (3)
- A&HL 4087: Introduction to second language acquisition (3)
- A&HL 4088: Second language assessment (3)

#### **Track Specific Courses in TESOL, PK-12 (14 points):**

- A&HL 4076: TESOL methodologies for PK-6 (3)
- A&HL 4171: TESOL methodologies for 7-12 (3)
- A&HL 4185: Pedagogical approaches in the content areas for teachers of PK-12 ESL (3)
- A&HL 5207: Fieldwork in TESOL (2)
- A&HL 5105: Classroom Discourse (or other TESOL/AL Elective) (3)

#### **Breadth Courses (6 points)**

- C&T 4501: Teaching and Learning in the Multicultural, Multilingual Classroom (3)
- C&T 4000: Disability, Exclusion and Schooling (3)

#### **Required Exit Project**

In addition to course requirements, students must complete a master's degree project written on a research topic arising from their course-related interests and subject to approval by an advisor. This project can be a review of literature on a scholarly topic or a practice motivated review of literature review, and is normally completed at the beginning of the last semester of study. For more information, [click here](#).

## **TESOL: Teaching of English to Speakers of Other Languages/Teaching of English**

Master of Arts | Dual Cert: TESOL (Pre K-12) and Teaching of English (7-12)

**Points/Credits:** 45-46

**Entry Terms:** Summer/Fall

**Certification:**

- Dual Certification NY State Initial: English to Speakers of Other Languages (TESOL) Pre-K-12
  - and NY State Initial: Teaching of English (7-12)
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**Degree Requirements**

The dual certification MA in English Education and TESOL (Teaching English to Speakers of Other Languages) is an innovative new program that responds to a growing need for dually certified teachers. The program leads to a PK-12 Initial New York State Teacher Certification in TESOL and a secondary certification (7-12) in English Education. Students complete 45-46 credits of coursework over two academic years, including two semesters (Fall and Spring) of student teaching.

Students work with leading researchers and practitioners in the fields of English Education and TESOL through comprehensive and innovative coursework and research projects. In addition, students are mentored by experienced teachers during their two semesters of student teaching in the New York City school system. While students will graduate with two separate teacher certifications, the purpose of the dual certification program is to explore the intersections between the teaching of English and TESOL; we examine both the unique challenges and opportunities of teaching secondary English and TESOL simultaneously.

Candidates applying for initial certification in New York will be required to fulfill NYSED's Content Core requirements for initial certification (see <https://www.tc.columbia.edu/office-of-teacher-education/students/certification-requirements/initial-certification/>). They will also be required to take and pass all required New York State exams for initial certification. For more information, please visit our Office of Teacher Education (OTE) website:

<https://www.tc.columbia.edu/office-of-teacher-education/students/certification-requirements/certification-exams/>

**Core Courses (29 points):**

- A&HL 4000 Educational Linguistics (3)
- A&HL 4076 PreK-6 Methods (3)
- A&HL 4085 Pedagogical English Grammar (3)
- A&HL 4087 Second Language Acquisition (3)
- A&HL 4088 Second Language Assessment (3)
- A&HL 4185 Pedagogical Approaches to Content Methods (3)
- A&HE 4057 English Methods (3)
- A&HE 4058 Teaching of Reading (3)
- A&HE 4151 Teaching of Writing (3)
- A&HE 5518 Teaching of English in Diverse Social and Cultural Contexts (2)

**Literature Course (3 points):**

Students choose one of the following courses:

- A&HE 4050 Literature & Teaching
- A&HE 4051 Critical Approaches
- A&HE 4052 Adolescent Literature
- A&HE 4053 Cultural Perspectives

- A&HE 4056 Feminist Perspectives
- A&HE 4100 Teaching of Drama & Theater
- A&HE 4561 Teaching Narrative and Story

### **Student Teaching Courses (6 points):**

- A&HC 4750 Supervised Teaching Phase I 3 credits
- A&HC 4751 Supervised Teaching Phase II 3 credits

### **Foundations/Breadth Courses (6-7 points)**

Foundations/breadth 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 6 points of such courses (courses in Teachers College not designated "A&HE," "A&HL" or "A&HC") in close consultation with their advisors and with the TC Office of Teacher Education.

Foundations/breadth credits must be used to meet the New York State requirements within the following categories:\*

- Special Education (3)
- History/Philosophy of Education (2-3)
- Human Development/Psychology (2-3)

Each term, the program will issue a list of courses across the college offered within each of the three categories above from which students may choose. These courses may be taken as pass/fail.

\*If any of these requirements has been met through previous college-level coursework, the students would adjust points within the other two courses accordingly for a total of no fewer than 6 points. Students will make these adjustments in consultation with their advisor.

### **Exit Project (1 point):**

- A&HE 5590 Master's Seminar 1 credit

Students complete a master's degree project written on a research topic arising from course-related interests and subject to approval by their assigned advisor. This project can be a review of literature on a scholarly topic or a teacher inquiry project. It is normally completed during the penultimate semester of study. The Master's Seminar supports the completion of this project.

### **Student Teaching**

Students in the 45-46 point TESOL/Teaching of English program have two separate semesters of student teaching. As specified by New York State in the requirements for 7-12 ELA Initial Certification, 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. In each student-teaching semester, student teachers will be placed in classrooms in which both TESOL and English Language Arts are taught.

Student teaching experiences differ by semester. In the first (Phase 1) semester, 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 engaged in observation, group work with students, conferencing, and teaching. Later, toward the end of the Phase 1 experience, at a time mutually agreeable to both cooperating teacher and student teacher, the student teacher is expected to assume full responsibility for one class.

During Phase 2 of student teaching, student teachers are immersed in teaching, responsible for planning and conducting two classes, assessing student work, and participating as faculty members in the life of their school.

In addition to these student teaching placements, students will complete 50 hours of observation on the PK-6 level as part of the A&HL 4076 PreK-6 Methods course.

## **TESOL: Teaching of English to Speakers of Other Languages/Teaching of English (Teaching Residents)**

Master of Arts | Dual Cert: TESOL (Pre K-12) and Teaching of English (7-12) (TR@TC)

**Points/Credits:** 46

**Entry Terms:** Spring/Summer

**Certification:**

- Dual Certification NY State Initial: English to Speakers of Other Languages (TESOL) Pre-K-12
- and NY State Initial: Teaching of English (7-12)

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## **Degree Requirements**

In collaboration with Teaching Residents at Teachers College (TR@TC), we are offering a dual initial certification program in TESOL and another subject. After graduation, residents pledge to teach in local high-needs public schools. For more information, including funding, please visit the TR@TC website: <https://www.tc.columbia.edu/teachingresidents/>

Candidates applying for initial teacher certification in New York will be required to take and pass all required New York State non-curricular exams for initial teacher certification. For more information, please visit our Office of Teacher Education (OTE) website:

<https://www.tc.columbia.edu/office-of-teacher-education/students/certification-requirements/certification-exams/>

See the TR@TC office for information <https://www.tc.columbia.edu/teachingresidents/>

## **Master of Education**

### **Applied Linguistics**

Master of Education

**Points/Credits:** 60

**Entry Terms:** Fall Only

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## Degree Requirements

The Applied Linguistics and TESOL Program offers a Master of Education degree with four areas of specialization in Applied Linguistics or TESOL: language use, second language acquisition, second language assessment, and language and technology. The EdM is an articulated Master's degree, 30 points beyond the M.A. level. Please refer to the Area of Specialization descriptions below for detailed curriculum information. Note that students' official major will be Applied Linguistics or TESOL (i.e., their areas of specialization will not appear on the student academic record). Students can expect to complete the Ed.M. in Applied Linguistics or TESOL in one to three years depending on their full-time or part-time status. Students receiving an M.A. in Applied Linguistics and TESOL at Teachers College can usually finish earlier.

The Ed.M. program typically attracts two kinds of students: a) those who have already received an M.A. in a related field of study and who wish to further their professional development in order to augment their practice in the field; and b) those who have already received an M.A. in a related field of study and who wish to ultimately pursue a doctorate degree.

The Ed.M. curriculum has six types of requirements: (1) prerequisites and/or transfer courses, (2) specialization-specific courses, (3) elective courses, (4) research methods and statistics/measurement courses, (5) breadth courses, and (6) an Ed.M. exit project. All course decisions must be made in consultation with the student's faculty advisor.

Students across all areas of specialization are required to complete a minimum of 9 credits of elective courses in Applied Linguistics and TESOL. Students must also complete an exit project outside of their coursework.

Students with an M.A. in Applied Linguistics or TESOL from Teachers College may use up to 36 credits of their M.A. course work toward their Ed.M. program, provided these courses are approved by their faculty advisor. Students with an M.A. from other accredited institutions, or those who completed their M.A. at TC but outside of the Applied Linguistics and TESOL Program may transfer up to 30 credits, subject to the approval of the faculty advisor.

Prerequisite and/or Transfer Courses for All Areas of Specialization (15 points):

- A&HL 4000: Educational linguistics (3)
- A&HL 4085: Pedagogical English grammar (3)
- A&HL 4087: Introduction to second language acquisition (3)
- A&HL 4088: Second language assessment (3)
- One course from the following:
  - A&HL 4001: Sociolinguistics and education (3)
  - A&HL 4104: Discourse analysis (3)
  - A&HL 4105: Conversation analysis (3)
  - A&HL 4106: Text and textuality (3)

Detailed requirements for specialization-specific courses, elective courses, research methods and statistics courses, and breadth courses are given below.

## **Master of Education in Applied Linguistics or TESOL (60 pts; Second Language Acquisition Area of Specialization)**

The second language acquisition area of specialization requires 60 graduate credits beyond the bachelor's degree, with a minimum of 30 credits earned under the auspices of Teachers College.

Prerequisite or Transfer Courses (15 points; see above).

Specialization-Specific Courses (15 points):

- A&HL 5008: Learner language analysis (3)
- A&HL 5087: Second language acquisition in the classroom (3)
- A&HL 6087: Advanced second language acquisition (3)
- A&HL 6097: Task-based language teaching (3)
- Various topics courses (3)

Research Methods and Statistics (6 points):

- A&HL 5575: Research literacy in applied linguistics and TESOL (3)
- One course from the following:
  - C&T 5502: Introduction to qualitative research (3)
  - HUDM 4050: Introduction to measurement (3)
  - HUDM 4122: Probability and statistical inference (3)

Elective (9 points)

- A&HL 4101: Phonetics and phonology (3)
- A&HL 5085: Advanced syntax (3)
- A&HL 4001: Sociolinguistics and education (3)
- A&HL 4104: Discourse analysis (3)
- A&HL 4105: Conversation analysis (3)
- A&HL 4106: Text and textuality (3)
- A&HL 5020: Interactional sociolinguistics (3)
- A&HL 5105: Classroom discourse (3)
- A&HL 5106: Language socialization (3)
- A&HL 6031: Advanced conversation analysis (3)
- A&HL 4089: Teaching writing to ESL students (3)
- A&HL 5011: Technology-based language teaching and material design (3)
- A&HL 5199: Topics in language assessment (3)
- A&HL 5512: Historical perspectives on language testing research (3)
- A&HL 5519: Instructed second language acquisition and assessment (3)
- A&HL 6000: Second language test validation (3)
- A&HL 6040: Classroom-based language assessment (3)
- A&HL 6060: Generalizability theory for second language assessment research (3)
- A&HL 6089: Second language performance assessment (3)
- A&HL 6090: Computational linguistics for Applied Linguistics (3)

(Courses can be taken at an affiliate campus in the Columbia University community with advisor's approval.)

Out-of-Program Breadth Courses (6 points):

- BBS 5068: Brain and behavior I (2)
- BBS 5069: Brain and behavior II (2)



- HBSK 4074: Development of reading comprehension strategies and study skills (2-3)
- HBSK 5096: Psychology of memory (2-3)
- HUDK 4015: Psychology of thinking (2-3)
- HUDK 4029: Cognition and learning (2-3)
- HUDK 4080: Educational psychology (2-3)
- HUDK 5023: Cognitive development (2-3)
- HUDK 5024: Language development (2-3)
- HUDK 5025: Spatial thinking (2-3)
- HUDK 5029: Personality development and socialization across the lifespan (2-3)
- HUDK 5030: Visual explanations (2-3)
- HUDK 5090: Psychology of language and reading (2-3)
- MSTU 4133: Cognition and computers (2-3)

### **Exit Project:**

In addition to fulfilling the above course requirements, students must complete an Ed.M project on a research topic arising from course-related interests and with advisor's approval. This project can be a 25-page review of literature on a scholarly topic or it can be an empirical paper, normally completed during the last semester of study.

### **Master of Education in Applied Linguistics or TESOL (60 pts; 2nd Lang. Assessment Area of Specialization)**

The second language assessment area of focus requires 60 graduate credits beyond the bachelor's degree, with a minimum of 30 credits completed under the auspices of Teachers College.

Prerequisite or Transfer Courses (15 points):

Specialization-Specific Courses (15 points):

- A&HL 5512: Historical changes in language testing research (3)
- A&HL 6040: Classroom-based language assessment (3)
- A&HL 6089: Second language performance assessment (3)
- Two courses from the following:
  - A&HL 5199: Topics in language assessment (3)
  - A&HL 6089 : Second language performance assessment (3)
  - A&HL 6000 : Second language test validation (3)
  - A&HL 6060: Generalizability theory for L2 testing research (3)
  - A&HL 6407: Internship in applied linguistics and TESOL: Assessment lab (3)

Research Methods and Statistics Courses:

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

- One course from the following:
  - A&HL 5199: Issues in Statistics for Applied Linguistics Research
  - HUDM 4050: Introduction to measurement (3)
  - HUDM 4122: Probability and statistical inference (3)
  - HUDM 5122: Applied regression analysis (3)

The HUDM courses may also fulfill the Breadth requirement.

Out-of-Program Breadth Courses (6 points):

- HUDM 4050: Introduction to measurement (3)
- HUDM 4122: Probability and statistical inference (3)
- HUDM 5122: Applied regression analysis (3)
- HUDK 5024: Language development (2-3)
- HUDK 4029: Cognition and learning (2-3)
- HUDK 4035: Technology and human development (2-3)
- HBSK 4074: Reading comprehension strategies and study skills (2-3)
- HUDK 4080: Educational psychology (2-3)
- HUDK 5023: Cognitive development (2-3)
- MSTU 4036: Hypermedia and education (2-3)
- MSTU 4133: Cognition and computers (2-3)

### **Exit Project:**

In addition to course requirements, students must complete an Ed.M project on a research topic arising from course-related interests and with advisor's approval. This project can be a 25-page review of literature on a scholarly topic or it can be an empirically-based paper. It is normally completed during the last semester of study.

### **Master of Education in Applied Linguistics or TESOL (60 pts; Language Use Area of Specialization)**

The degree requires 60 graduate points beyond the bachelor's degree, with a minimum of 30 points taken under the auspices of Teachers College. The Ed.M. may serve as continued professional development or as groundwork for future doctoral studies in Applied Linguistics or TESOL. For the focus on language use, students will complete the following requirements:

Prerequisite and/or Transfer Courses for All areas of Specialization (15 points): See above.

Area of Specialization-Specific Courses in Language Use (9 points):

- A&HL 4104: Discourse analysis (3)
- A&HL 4105: Conversation analysis (3)
- A&HL 4106: Text and textuality (3)
- A&HL 5020: Interactional sociolinguistics (3)
- A&HL 5105: Classroom discourse (3)
- A&HL 5106: Language Socialization (3)
- A&HL 6031: Advanced conversation analysis (3)
- Various topics courses in discourse (3)

Research Methods and Statistics for Language Use (6 points) (Must have advisor's written approval):

- A&HL 5575: Research literacy in applied linguistics and TESOL (3) and
- One course from the following:
  - A&HL 5199.001: Issues in Statistics for Applied Linguistics Research

OR

(HUDM courses)

- HUDM 4050: Introduction to measurement (3)
- HUDM 4122: Probability and statistical inference (3)
- ITSF 5000: Methods of inquiry: Ethnography and participant observation (3)
- Additional courses chosen with advisor's approval

Recommended Elective Courses for the Language Use Area of Specialization (Must have advisor's written approval)

- A&HL 4101: Phonetics and phonology (3)
- A&HL 5085: Advanced syntax (3)
- A&HL 5008: Interlanguage analysis (3)
- A&HL 5087: Second language acquisition in the classroom (3)
- A&HL 6087: Advanced second language acquisition (3)
- A&HL 6097: Task-based language teaching (3)
- A&HL 4089: Teaching writing to ESL students (3)
- A&HL 5011: Technology-based language teaching and material design (3)
- A&HL 5090 Introduction to Corpus Linguistics (3)
- A&HL 5199: Topics in language assessment (3)
- A&HL 6000: Second language test validation (3)
- A&HL 5512: Historical perspectives on language testing research (3)
- A&HL 5519: Instructed second language acquisition and assessment (3)
- A&HL 6000: Second language test validation (3)
- A&HL 6040: Classroom-based language assessment (3)
- A&HL 6060: Generalizability theory for second language assessment research (3)
- A&HL 6089: Second language performance assessment (3)
- Various topic courses (3)
- A&HL 6090: Computational linguistics for Applied Linguistics (3)

Required Out-of-Program Breadth Courses (6 points total, chosen with advisor's approval). Below is just a sample:

- ITSF 5003: Communication and Culture (2-3)
- ITSF 5016: Ethnography of education (2-3)

The Doctor of Education (EdD) in Applied Linguistics or TESOL Language & Technology Area of Specialization is designed to help students prepare for academic research and career opportunities at the intersection of linguistics and technology. Students will learn the skills needed to participate in research, development, and evaluation of friendly, pedagogical artificial intelligent (AI) applications in Applied Linguistics.

### **Master of Education in Applied Linguistics or TESOL (60 pts; Language & Technology Area of Specialization)**

The language & technology area of focus requires 60 graduate credits beyond the bachelor's degree, with a minimum of 30 credits completed under the auspices of Teachers College.

Prerequisite or Transfer Courses (9 points):

### Specialization-Specific Courses (9 points):

- A&HL 4090: Introduction to Corpus Linguistics (3)
- A&HL 5011: Technology-based language teaching and materials design (3)
- A&HL 5090: Computational linguistics for Applied Linguistics (3)

### Research Methods and Statistics Courses:

- A&HL 5575: Research literacy in applied linguistics and TESOL (3) and
- One course from the following:
  - A&HL 5199: Issues in Statistics for Applied Linguistics Research
  - HUDM 4050: Introduction to measurement (3)
  - HUDM 4122: Probability and statistical inference (3)
  - HUDM 5122: Applied regression analysis (3)

### Recommended Elective Courses for the Language & Technology Area of Specialization (Must have advisor's written approval)

- A&HL 4101: Phonetics and phonology (3)
- A&HL 5085: Advanced syntax (3)
- A&HL 5008: Interlanguage analysis (3)
- A&HL 5087: Second language acquisition in the classroom (3)
- A&HL 6087: Advanced second language acquisition (3)
- A&HL 6097: Task-based language teaching (3)
- A&HL 4089: Teaching writing to ESL students (3)
- A&HL 5199: Topics in language assessment (3)
- A&HL 5512: Historical perspectives on language testing research (3)
- A&HL 5519: Instructed second language acquisition and assessment (3)
- A&HL 6000: Second language test validation (3)
- A&HL 6040: Classroom-based language assessment (3)
- A&HL 6060: Generalizability theory for second language assessment research (3)
- A&HL 6089: Second language performance assessment (3)

### Out-of-Program Breadth Courses (6 points):

- HUDK 4005: Equity, Ethical, and Social Issues in Educational Technology (3)
- MTSU 4133: Cognition and computers (3)
- HUDK 4035: Technology and human development (3)
- MSTU 4040: Mobile Learning (3)
- HDUK 4050: Core methods in educational data mining (3)
- HUDK 4051: Learning analytics: process and theory (3)
- HUDK 4052: Data, Learning, and Society (3)
- HUDK 4054: Managing education data (3)
- MSTU 4083: Instructional Design of Educational Technology (3)
- MSTU 5000: Virtual, Augmented, Mixed Reality and Games as Learning Tools (3)
- ORLA 6541: Applied Data Science in Organizations and Leadership (3)

### Exit Project:

In addition to course requirements, students must complete an Ed.M project on a research topic arising from course-related interests and with advisor's approval. This project can be a 25-page review of literature on a scholarly topic or it can be an empirically-based paper. It is normally completed during the last semester of study.

Students can normally expect to complete an EdM. in Applied Linguistics or TESOL in four semesters (i.e., two years) depending on transfer credits.

## **TESOL: Teaching of English to Speakers of Other Languages**

Master of Education

**Points/Credits:** 60

**Entry Terms:** Fall Only

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### **Degree Requirements**

The Applied Linguistics and TESOL Program offers a Master of Education degree with four Areas of Specialization in Applied Linguistics or TESOL: language use, second language acquisition, second language assessment, and language and technology. The EdM is an articulated master's degree, 30 points beyond the M.A. level. Please refer to the Area of Specialization descriptions below for detailed curriculum information. Note that students' official major will be Applied Linguistics or TESOL. Students can expect to complete the Ed.M. in Applied Linguistics or TESOL in one to three years depending on their full-time or part-time status. Students receiving an M.A. in Applied Linguistics and TESOL at Teachers College can usually finish earlier.

The Ed.M. program typically attracts two kinds of students: a) those who have already received an M.A. in a related field of study and who wish to further their professional development in order to augment their practice in the field; and b) those who have already received an M.A. in a related field of study and who wish to ultimately pursue a doctorate.

The Ed.M. curriculum has six types of requirements: (1) prerequisites and/or transfer courses, (2) specialization-specific courses, (3) elective courses, (4) research methods and statistics/measurement courses, (5) breadth courses, and (6) an Ed.M. exit project. All course decisions must be made in consultation with the student's faculty advisor.

Students across all areas of specialization are required to complete a minimum of 9 credits of elective courses in Applied Linguistics and TESOL. Students must also complete an exit project outside of their coursework.

Students with an M.A. in Applied Linguistics or TESOL from Teachers College may use up to 36 credits of their M.A. course work toward their Ed.M. program, provided these courses are approved by their faculty advisor. Students with an M.A. from other accredited institutions or who completed their M.A. at TC but outside of the Applied Linguistics and TESOL Program may transfer up to 30 credits, subject to the approval of the faculty advisor.

Prerequisite and/or Transfer Courses for all Areas of Specialization (15 points):

- A&HL 4000: Educational linguistics (3)
- A&HL 4085: Pedagogical English grammar (3)
- A&HL 4087: Introduction to second language acquisition (3)
- A&HL 4088: Second language assessment (3)

- One course from the following:
- A&HL 4001: Sociolinguistics and education (3)
- A&HL 4104: Discourse analysis (3)
- A&HL 4105: Conversation analysis (3)
- A&HL 4106: Text and textuality (3)

Detailed requirements for specialization-specific courses, elective courses, research methods and statistics courses, and breadth courses are given below.

### **Master of Education in Applied Linguistics or TESOL (60 pts; Second Language Acquisition Area of Specialization)**

The second language acquisition area of specialization requires 60 credits beyond the bachelor's degree, with a minimum of 30 credits earned under the auspices of Teachers College.

Prerequisite or Transfer Courses (15 points; see above).

Specialization-Specific Courses (15 points):

- A&HL 5008: Learner language analysis (3)
- A&HL 5087: Second language acquisition in the classroom (3)
- A&HL 6087: Advanced second language acquisition (3)
- A&HL 6097: Task-based language teaching (3)
- Various topics courses (3)

Research Methods and Statistics (6 points):

- A&HL 5575: Research literacy in applied linguistics and TESOL (3)
- One course from the following:
- C&T 5502: Introduction to qualitative research (3)
- HUDM 4050: Introduction to measurement (3)
- HUDM 4122: Probability and statistical inference (3)

Elective (9 points):

- A&HL 4101: Phonetics and phonology (3)
- A&HL 5085: Advanced syntax (3)
- A&HL 4001: Sociolinguistics and education (3)
- A&HL 4104: Discourse analysis (3)
- A&HL 4105: Conversation analysis (3)
- A&HL 4106: Text and textuality (3)
- A&HL 5020: Interactional sociolinguistics (3)
- A&HL 5105: Classroom discourse (3)
- A&HL 5106: Language socialization (3)
- A&HL 6031: Advanced conversation analysis (3)
- A&HL 4089: Teaching writing to ESL students (3)
- A&HL 5011: Technology-based language teaching and material design (3)
- A&HL 5199: Topics in language assessment (3)
- A&HL 5512: Historical perspectives on language testing research (3)
- A&HL 5519: Instructed second language acquisition and assessment (3)

- A&HL 6000: Second language test validation (3)
- A&HL 6040: Classroom-based language assessment (3)
- A&HL 6060: Generalizability theory for second language assessment research (3)
- A&HL 6089: Second language performance assessment (3)
- A&HL 6090: Computational linguistics for Applied Linguistics (3)

(Courses can be taken at an affiliate campus in the Columbia community with advisor's approval.)

Out-of-Program Breadth Courses (6 points):

- BBS 5068: Brain and behavior I (2)
- BBS 5069: Brain and behavior II (2)
- HBSK 4074: Development of reading comprehension strategies and study skills (2-3)
- HBSK 5096: Psychology of memory (2-3)
- HUDK 4015: Psychology of thinking (2-3)
- HUDK 4029: Cognition and learning (2-3)
- HUDK 4080: Educational psychology (2-3)
- HUDK 5023: Cognitive development (2-3)
- HUDK 5024: Language development (2-3)
- HUDK 5025: Spatial thinking (2-3)
- HUDK 5029: Personality development and socialization across the lifespan (2-3)
- HUDK 5030: Visual explanations (2-3)
- HUDK 5090: Psychology of language and reading (2-3)
- MSTU 4133: Cognition and computers (2-3)

Exit Project:

In addition to fulfilling the above course requirements, students must complete an Ed.M. project on a research topic arising from course-related interests and with advisor's approval. This project can be a 25-page review of literature on a scholarly topic or it can be an empirical paper, normally completed during the last semester of study.

### **Master of Education in Applied Linguistics or TESOL (60 pts; 2nd Lang. Assessment Area of Specialization)**

The second language assessment area of focus requires 60 credits beyond the bachelor's degree, with a minimum of 30 credits completed under the auspices of Teachers College.

Prerequisite or Transfer Courses (15 points; see above).

Specialization-Specific Courses (15 points):

- A&HL 5512: Historical changes in language testing research (3)
- A&HL 6040: Classroom-based language assessment (3)
- A&HL 6089: Second language performance assessment (3)
- Two courses from the following:
  - A&HL 5199: Topics in language assessment (3)
  - A&HL 6089: Second language performance assessment (3)
  - A&HL 6000: Second language test validation (3)
  - A&HL 6060: Generalizability theory for L2 testing research (3)
  - A&HL 6407: Internship in applied linguistics and TESOL: Assessment lab (3)

#### Research Methods and Statistics Courses (6 points):

- A&HL 5575: Research literacy in applied linguistics and TESOL (3) and
- One course from the following:
  - A&HL 5199: Issues in Statistics for Applied Linguistics Research
  - HUDM 4050: Introduction to measurement (3)
  - HUDM 4122: Probability and statistical inference (3)
  - HUDM 5122: Applied regression analysis (3)

The HUDM courses may also fulfill the Breadth requirement.

#### Out-of-Program Breadth Courses (6 points):

- HUDM 4050: Introduction to measurement (3)
- HUDM 4122: Probability and statistical inference (3)
- HUDM 5122: Applied regression analysis (3)
- HUDK 5024: Language development (2-3)
- HUDK 4029: Cognition and learning (2-3)
- HUDK 4035: Technology and human development (2-3)
- HBSK 4074: Reading comprehension strategies and study skills (2-3)
- HUDK 4080: Educational psychology (2-3)
- HUDK 5023: Cognitive development (2-3)
- MSTU 4036: Hypermedia and education (2-3)
- MSTU 4133: Cognition and computers (2-3)

#### Exit Project:

In addition to course requirements, students must complete an Ed.M project on a research topic arising from course-related interests and with advisor's approval. This project can be a 25-page review of literature on a scholarly topic or it can be an empirically-based paper. It is normally completed during the last semester of study.

### **Master of Education in Applied Linguistics or TESOL (60 pts; Language Use Area of Specialization)**

The degree requires 60 graduate points beyond the bachelor's degree, with a minimum of 30 points taken under the auspices of Teachers College. The Ed.M. may serve as continued professional development or as groundwork for future doctoral studies in Applied Linguistics or TESOL. For the focus on language use, students will complete the following requirements:

Prerequisite and/or Transfer Courses for All areas of Specialization (15 points): See above.

#### Area of Specialization-Specific Courses in Language Use (9 points):

- A&HL 4104: Discourse analysis (3)
- A&HL 4105: Conversation analysis (3)
- A&HL 4106: Text and textuality (3)
- A&HL 5020: Interactional sociolinguistics (3)
- A&HL 5105: Classroom discourse (3)
- A&HL 5106: Language Socialization (3)
- A&HL 6031: Advanced conversation analysis (3)



- Various topics courses in discourse (3)

Research Methods and Statistics for Language Use (6 points) (Must have advisor's written approval):

- A&HL 5575: Research literacy in applied linguistics and TESOL (3) and
- One course from the following:

(HUDM courses)

- HUDM 4050: Introduction to measurement (3)
- HUDM 4122: Probability and statistical inference (3)
- ITSF 5000: Methods of inquiry: Ethnography and participant observation (3)
- Additional courses chosen with advisor's approval

Recommended Elective Courses for the Language Use Area of Specialization (Must have advisor's written approval)

- A&HL 4101: Phonetics and phonology (3)
- A&HL 5085: Advanced syntax (3)
- A&HL 5008: Interlanguage analysis (3)
- A&HL 5087: Second language acquisition in the classroom (3)
- A&HL 6087: Advanced second language acquisition (3)
- A&HL 6097: Task-based language teaching (3)
- A&HL 4089: Teaching writing to ESL students (3)
- A&HL 5011: Technology-based language teaching and material design (3)
- A&HL 5090: Introduction to Corpus Linguistics (3)
- A&HL 5199: Topics in language assessment (3)
- A&HL 5512: Historical perspectives on language testing research (3)
- A&HL 5519: Instructed second language acquisition and assessment (3)
- A&HL 6000: Second language test validation (3)
- A&HL 6040: Classroom-based language assessment (3)
- A&HL 6060: Generalizability theory for second language assessment research (3)
- A&HL 6089: Second language performance assessment (3)
- Various topic courses (3)
- A&HL 6090 Computational linguistics for Applied Linguistics (3)

Required Out-of-Program Breadth Courses (6 points total, chosen with advisor's approval). Below is just a sample:

- ITSF 5003: Communication and Culture (2-3)
- ITSF 5016: Ethnography of education (2-3)

Exit Project:

In addition to course requirements, students must complete an Ed.M project on a research topic arising from course-related interests and subject to approval by their assigned advisor. This project can be a 25-page review of literature on a scholarly topic or it can be an empirically-based paper. It is normally completed during the last semester of study.

**Master of Education in Applied Linguistics or TESOL (60 pts; Language & Technology Area of Specialization)**

The language & technology area of focus requires 60 graduate credits beyond the bachelor's degree, with a minimum of 30 credits completed under the auspices of Teachers College.

Prerequisite or Transfer Courses (9 points):

Specialization-Specific Courses (9 points):

- A&HL 4090; Introduction to Corpus Linguistics (3)
- A&HL 5011; Technology-based language teaching and materials design (3)
- A&HL 5090; Computational linguistics for Applied Linguistics (3)

Research Methods and Statistics Courses:

- A&HL 5575: Research literacy in applied linguistics and TESOL (3) and
- One course from the following:
  - A&HL 5199: Issues in Statistics for Applied Linguistics Research
  - HUDM 4050: Introduction to measurement (3)
  - HUDM 4122: Probability and statistical inference (3)
  - HUDM 5122: Applied regression analysis (3)

Recommended Elective Courses for the Language & Technology Area of Specialization (Must have advisor's written approval)

- A&HL 4101: Phonetics and phonology (3)
- A&HL 5085: Advanced syntax (3)
- A&HL 5008: Interlanguage analysis (3)
- A&HL 5087: Second language acquisition in the classroom (3)
- A&HL 6087: Advanced second language acquisition (3)
- A&HL 6097: Task-based language teaching (3)
- A&HL 4089: Teaching writing to ESL students (3)
- A&HL 5199: Topics in language assessment (3)
- A&HL 5512: Historical perspectives on language testing research (3)
- A&HL 5519: Instructed second language acquisition and assessment (3)
- A&HL 6000: Second language test validation (3)
- A&HL 6040: Classroom-based language assessment (3)
- A&HL 6060: Generalizability theory for second language assessment research (3)
- A&HL 6089: Second language performance assessment (3)

Out-of-Program Breadth Courses (6 points):

- HUDK 4005: Equity, Ethical, and Social Issues in Educational Technology (3)
- MTSU 4133: Cognition and computers (3)
- HUDK 4035: Technology and human development (3)
- MSTU 4040: Mobile Learning (3)
- HDUK 4050: Core methods in educational data mining (3)
- HUDK 4051: Learning analytics: process and theory (3)
- HUDK 4052: Data, Learning, and Society (3)
- HUDK 4054: Managing education data (3)
- MSTU 4083: Instructional Design of Educational Technology (3)
- MSTU 5000: Virtual, Augmented, Mixed Reality and Games as Learning Tools (3)
- ORLA 6541: Applied Data Science in Organizations and Leadership (3)

**Exit Project:**

In addition to course requirements, students must complete an Ed.M project on a research topic arising from course-related interests and with advisor's approval. This project can be a 25-page review of literature on a scholarly topic or it can be an empirically-based paper. It is normally completed during the last semester of study.

Students can normally expect to complete an Ed.M. in Applied Linguistics or TESOL in four semesters (i.e., two years) depending on transfer credits.

## Doctor of Education

### Applied Linguistics

Doctor of Education

**Points/Credits:** 90

**Entry Terms:** Fall Only

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### Degree Requirements

The Applied Linguistics and TESOL Program offers a Doctor of Education degree with four areas of specialization: language use, second language acquisition, second language assessment, and language and technology. Please see the descriptions for each of these areas of specialization below.

Students who did not receive their M.A. or Ed.M. from Teachers College will be expected to complete all the required courses or their equivalent for the M.A./Ed.M programs in Applied Linguistics or TESOL at Teachers College.

Doctoral students have five types of requirements: (1) doctoral candidacy requirements, (2) area of specialization course requirements, (3) elective courses, (4) required out-of-program breadth courses, (5) research and statistics courses. All course decisions must be made in consultation with the faculty advisor.

Transfer Courses (45 or 60 points):

- Students with an M.A. or Ed.M. from Teachers College can use up to 60 prior TC credits toward their Ed.D. program. Students from other institutions may be eligible to transfer up to 45 points from previous graduate study at an accredited institution. All credits transferred must be from coursework relevant to the degree program enrolled in, and any transfer of credits must meet the approval of the student's faculty advisor.

Candidacy Requirements for All Ed.D. Students (Minimum 15 points; courses may be taken several times):

- A&HL 5507: Research paper in applied linguistics (3)
- A&HL 6507-A: Doctoral seminar in applied linguistics (3) (Closed-Book Certification Exam)
- A&HL 6507-B: Doctoral seminar in applied linguistics (3) (Qualifying Paper/Pilot Study)
- A&HL 7507: Dissertation seminar in applied linguistics (3) (Dissertation Proposal)

- A&HL 8907: Dissertation advisement in TESOL and applied linguistics (0) (Dissertation Submission)

When doctoral students reach approximately 50 points in the program and have been at Teachers College for at least one year, they may register for a doctoral seminar every semester pending advisor's approval.

Doctoral preparation involves four successive stages:

1. Developing a critical understanding of the research literature in a given area (5500 Research Paper; 6500 Part A: Certification Exam)
2. Conceptualizing and carrying out a pilot study in the area of inquiry (6500 Part B: Qualifying Paper)
3. Writing a dissertation proposal in the area of inquiry (Dissertation Proposal)
4. Carrying out the study and writing the dissertation (Dissertation Submission)

Doctoral students are required to demonstrate research preparedness in a substantive area by passing the research paper at the 5500 level, the certification exam and pilot study at the 6500 level, the dissertation proposal at the 7500 level, and the completed dissertation at the 8000 level. Students are expected to make steady and continuous progress toward the degree. Students who fail to make timely progress may be asked to leave the program. Timely progress will be determined by the program faculty.

Students who receive less than a B+ on the 5500 paper will be terminated from the doctoral program, and will receive an Ed.M degree. If their 5500 paper is of acceptable quality. Students may retake 6500 part A or B one time. If students do not pass the proposal or the proposal defense, they will be asked to leave the program. In the event of a failed dissertation defense, faculty may petition the Ed.D committee to permit one additional retake, if extraordinary circumstances apply.

### **Doctor of Education in Applied Linguistics or TESOL (90 pts; The Second Language Acquisition Area of Specialization)**

The second language acquisition area of specialization requires a minimum of 90 graduate credits beyond the bachelor's degree. It has five types of requirements: (1) doctoral candidacy requirements (listed above), (2) specialization-specific courses (3) elective courses, (4) required out-of-program breadth courses, and (5) research and statistics courses.

Specialization-Specific Courses (15 points):

- A&HL 4087 Introduction to second language acquisition (3)
- A&HL 5008 Interlanguage analysis (3)
- A&HL 5087 Second language acquisition in the classroom (3)
- A&HL 5097 Task-based Language Teaching (3)
- A&HL 6087 Advanced second language acquisition (3)
- Various topics courses (3)

Research Methods and Statistics Courses (12 points):

- A&HL 5575 Research literacy in applied linguistics and TESOL (3)
- Three courses from the following:
  - A&HL 6000 Second language test validation (3)
  - A&HL 6040 Classroom-based language assessment (3)
  - A&HL 6060 Generalizability theory for second language testing (3)
  - A&HL 6089 Second language performance assessment (3)
  - C&T 5502 Introduction to qualitative research in curriculum and teaching (3)
  - HUDM 4050 Introduction to measurement (3)

- HUDM 4122 Probability and statistical inference (3)
- HUDM 5122 Applied regression analysis (3)
- HUDM 5123 Linear models and experimental design (3)
- ITSF 4092 Qualitative research and evaluation in international education (3)
- ITSF 5000 Methods of inquiry: Ethnography and participant observation (3)
- ITSF 5001 Ethnography and participant observation: Structural and interpretive analysis (3)
- ITSF 5002 Ethnography and participant observation: Comparative and qualitative analysis (3)
- ORLJ 4009 Understanding behavioral research (3)

Elective courses in Applied Linguistics and TESOL (9 points):

- A&HL 4104: Discourse analysis (3)
- A&HL 4105: Conversation analysis (3)
- A&HL 5020: Interactional sociolinguistics (3)
- A&HL 5105: Classroom discourse (3)
- A&HL 6031: Advanced conversation analysis (3)
- A&HL 4090: Introduction to Corpus Linguistics (3)
- A&HL 5090: Computational Linguistics for Applied Linguists (3)
- A&HL 5515: Adv.Topics: Applied Linguistics I: Introduction to Corpus Linguistics (3)
- A&HL 4089: Teaching writing to ESL students (3)
- A&HL 5011: Technology-based language teaching and material design (3)
- A&HL 5199: Topics in language assessment (3)
- A&HL 6000: Second language test validation (3)
- A&HL 6040: Classroom-based language assessment (3)
- A&HL 6060: Generalizability theory for second language assessment research (3)
- A&HL 6089: Second language performance assessment (3)

Out-of-program breadth courses (6 points):

- BBS 5068 Brain and behavior I (2)
- BBS 5069 Brain and behavior II (2)
- HBSK 4074 Development of reading comprehension strategies and study skills (2-3)
- HBSK 5096 Psychology of memory (2-3)
- HUDK 4015 Psychology of thinking (2-3)
- HUDK 4029 Human cognition and learning (2-3)
- HUDK 4035 Technology and human development (2-3)
- HUDK 4080 Educational psychology (2-3)
- HUDK 5021 Personality development and socialization in childhood (2-3)
- HUDK 5023 Cognitive development (2-3)
- HUDK 5024 Language development (2-3)
- HUDK 5025 Spatial thinking (2-3)
- HUDK 5029 Personality development and socialization across the lifespan (2-3)
- HUDK 5030 Visual explanations (2-3)
- HUDK 5039 Design of intelligent learning environments (2-3)
- HUDK 5090 Psychology of language and reading (2-3)
- MSTU 4133 Cognition and computers (2-3)

Transfer Courses (up to 45 points, see above)

Candidacy Requirements (15 points; see above)

## **Doctor of Education in Applied Linguistics or TESOL (90 pts; The Second Assessment Area of Specialization)**

The second language assessment area of specialization requires a minimum of 90 graduate credits beyond the bachelor's degree. It has five types of requirements: (1) doctoral candidacy requirements (listed above), (2) specialization-specific courses, (3) elective courses, (4) out-of-program breadth courses, and (5) research and statistics courses.

### Specialization-Specific Courses (15 points):

- A&HL 5512: Historical changes in language testing research (3)
- A&HL 6040: Classroom-based language assessment (3)
- Three courses from the following:
  - A&HL 5199: Topics in language assessment (3)
  - A&HL 6089: Second language performance assessment (3)
  - A&HL 6000 : Second language test validation (3)
  - A&HL 6060: Generalizability theory for L2 testing research (3)
  - A&HL 6407: Internship in applied linguistics and TESOL: Assessment lab (3)

### Research Methods and Statistics Courses (6 points):

- A&HL 5575: Research literacy in applied linguistics and TESOL (3)
- HUDM 4050: Introduction to measurement (3)
- HUDM 4122: Probability and statistical inference (3)
- HUDM 5122: Applied regression analysis (3)
- One or more from the following depending on the dissertation topic:
  - HUDM 5123 Linear models and experimental design (3)
  - HUDM 5124 Multidimensional scaling and clustering (3)
  - HUDM 6030 Multilevel and longitudinal data analysis (3)
  - HUDM 6051 Psychometric theory I (3)
  - HUDM 6052 Psychometric theory II (3)
  - HUDM 6055 Latent structure analysis (3)
  - HUDM 6122 Multivariate analysis I (3)
  - HUDM 6123 Multivariate analysis II (3)

The HUDM courses can also be counted as Breadth Courses (see below).

### Elective Courses (9 points):

- A&HL 5199: Topics in language assessment (3)
- A&HL 6000: Second language test validation (3)
- A&HL 6040: Classroom-based language assessment (3)
- A&HL 6060: Generalizability theory for second language assessment research (3)
- A&HL 6089: Second language performance assessment (3)
- A&HL 4104: Discourse analysis (3)
- A&HL 4105: Conversation analysis (3)
- A&HL 5020: Interactional sociolinguistics (3)
- A&HL 5105: Classroom discourse (3)
- A&HL 6031: Advanced conversation analysis (3)
- A&HL 5087: Second language acquisition in the classroom (3)

- A&HL 6087: Advanced second language acquisition (3)
- A&HL 6097: Task-based language teaching (3)
- A&HL 4090: Introduction to Corpus Linguistics (3)
- A&HL 5090: Computational Linguistics for Applied Linguists (3)
- A&HL 5515: Adv.Topics: Applied Linguistics I: Introduction to Corpus Linguistics (3)
- A&HL 4089: Teaching writing to ESL students (3)
- A&HL 5011: Technology-based language teaching and material design (3)

Courses can be taken at an affiliate campus in the Columbia community with advisor's approval.

Out-of-Program Breadth Courses (6 points):.

- HUDM 5123 Linear models and experimental design (3)
- HUDM 5124 Multidimensional scaling and clustering (3)
- HUDM 6030 Multilevel and longitudinal data analysis (3)
- HUDM 6051 Psychometric theory I (3)
- HUDM 6052 Psychometric theory II (3)
- HUDM 6055 Latent structure analysis (3)
- HUDM 6122 Multivariate analysis I (3)
- HUDM 6123 Multivariate analysis II (3)
- HUDK 4035: Technology and human development (2-3)
- HUDK 4074: Reading comprehension strategies and study skills (2-3)
- HUDK 4080: Educational psychology (2-3)
- HUDK 5023: Cognitive development (2-3)
- HUDK 5024: Language development (2-3)
- MSTU 4036: Hypermedia and education (2-3)
- HUDK 4029: Cognition and learning (2-3)
- MTSU 4133: Cognition and computers (2-3)

Transfer Courses (up to 45 points, see above)

Candidacy Requirements (15 points, see above)

### **Doctor of Education in Applied Linguistics or TESOL (90 pts; The Language Use Area of Specialization)**

The language use Area of Specialization requires a minimum of 90 graduate points beyond the bachelor's degree. This Area of Specialization has five types of requirements: (1) doctoral candidacy requirements (listed above), (2) Area of Specialization course requirements, (3) elective courses, (4) required out-of-program breadth courses, and (5) research and statistics courses.

Area of Specialization Requirements for Language Use (9 points):

- A&HL 4020 Interactional sociolinguistics (3)
- A&HL 4104 Discourse analysis (3)
- A&HL 4105 Conversation analysis (3)
- A&HL 4106 Text and textuality (3)
- A&HL 5105 Classroom discourse (3)
- A&HL 5106 Language Socialization (3)
- A&HL 6031 Advanced conversation analysis (3)
- Various topics courses (3)

Research Methods and Statistics Requirements for Language Use (6 points minimum):

To ensure that students have the skills to do scholarly research in an Area of Specialization, they are required to take a minimum of 6 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.

- A&HL 5575 Research literacy in applied linguistics and TESOL (3)
- One course from the following:
  - HUDM 4122 Probability and statistical inference (3)
  - ITSF 5000 Methods of inquiry: Ethnography and participant observation (3)
  - Additional courses chosen with advisor's approval

Elective Courses (Must have advisor's written approval)

- A&HL 4101: Phonetics and phonology (3)
- A&HL 5085: Advanced syntax (3)
- A&HL 5008: Interlanguage analysis (3)
- A&HL 5087: Second language acquisition in the classroom (3)
- A&HL 6087: Advanced second language acquisition (3)
- A&HL 6097: Task-based language teaching (3)
- A&HL 4089: Teaching writing to ESL students (3)
- A&HL 5011: Technology-based language teaching and material design (3)
- A&HL 5090 Introduction to Corpus Linguistics (3)
- A&HL 5199: Topics in language assessment (3)
- A&HL 5512: Historical perspectives on language testing research (3)
- A&HL 5519: Instructed second language acquisition and assessment (3)
- A&HL 6000: Second language test validation (3)
- A&HL 6040: Classroom-based language assessment (3)
- A&HL 6060: Generalizability theory for second language assessment research (3)
- A&HL 6089: Second language performance assessment (3)
- Various topic courses (3)
- A&HL 6090 Computational linguistics for Applied Linguistics (3)

Out-of-Program Breadth Courses (6 points total, chosen with advisor's approval). Below is just a sample:

- ITSF 5003: Communication and Culture (3)
- ITSF 5016: Ethnography of education (3)

Transfer Courses (up to 45 points; see above) Candidacy Requirements (15 points; see above)

The Doctor of Education (EdD) in Applied Linguistics or TESOL Language & Technology Area of Specialization is designed to help students prepare for academic research and career opportunities at the intersection of linguistics and technology. Students will learn the skills needed to participate in research, development, and evaluation of friendly, pedagogical artificial intelligent (AI) applications in Applied Linguistics.

### **Doctor of Education in Applied Linguistics or TESOL (90 pts; The Language & Technology Area of Specialization)**

The language & technology area of specialization requires a minimum of 90 graduate credits beyond the bachelor's degree. It has five types of requirements: (1) doctoral candidacy requirements (listed above), (2) specialization-specific courses, (3) elective courses, (4) out-of-program breadth courses, and (5) research and statistics courses.



Specialization-Specific Courses (9 points):

- A&HL 4090 Introduction to Corpus Linguistics (3)
- A&HL 5011 Technology-based language teaching and materials design (3)
- A&HL 5090 Computational linguistics for Applied Linguistics (3)

Research Methods and Statistics Courses (6 points):

- A&HL 5575 :Research Literacy in AL and TESOL
- HUDM 4050: Introduction to Measurement
- 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 6030: Multilevel and Longitudinal Data Analysis
- HUDM 6051: Psychometric Theory I
- HUDM 6052: Psychometric Theory II
- HUDM 6055: Latent Structure Analysis
- ORLA 6641: Advanced Research Methods and Design

Elective Courses (9 points):

- A&HL 5199: Topics in language assessment (3)
- A&HL 6000: Second language test validation (3)
- A&HL 6040: Classroom-based language assessment (3)
- A&HL 6060: Generalizability theory for second language assessment research (3)
- A&HL 6089: Second language performance assessment (3)
- A&HL 4104: Discourse analysis (3)
- A&HL 4105: Conversation analysis (3)
- A&HL 5020: Interactional sociolinguistics (3)
- A&HL 5105: Classroom discourse (3)
- A&HL 6031: Advanced conversation analysis (3)
- A&HL 5087: Second language acquisition in the classroom (3)
- A&HL 6087: Advanced second language acquisition (3)
- A&HL 6097: Task-based language teaching (3)
- A&HL 4090: Introduction to Corpus Linguistics (3)
- A&HL 5515: Adv.Topics: Applied Linguistics I: Introduction to Corpus Linguistics (3)
- A&HL 4089: Teaching writing to ESL students (3)

Courses can be taken at an affiliate campus in the Columbia University community with advisor's approval.

Out-of-Program Breadth Courses (6 points):

- HUDK 4005: Equity, Ethical, and Social Issues in Educational Technology
- MTSU 4133: Cognition and computers
- HUDK 4035: Technology and human development
- MSTU 4040: Mobile Learning
- HDUK 4050: Core methods in educational data mining
- HUDK 4051: Learning analytics: process and theory

- HUDK 4052: Data, Learning, and Society
- HUDK 4054: Managing education data
- MSTU 4083: Instructional Design of Educational Technology
- MSTU 5000: Virtual, Augmented, Mixed Reality and Games as Learning Tools
- ORLA 6541: Applied Data Science in Organizations and Leadership

**Transfer Courses (up to 45 points, see above) Candidacy Requirements (15 points, see above)**

## TESOL: Teaching of English to Speakers of Other Languages

Doctor of Education

**Points/Credits:** 90

**Entry Terms:** Fall Only

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### Degree Requirements

The Applied Linguistics and TESOL Program offers a Doctor of Education degree with four Areas of Specialization: language use, second language acquisition, second language assessment, and language and technology. Please see the descriptions for each of these Areas of Specialization below.

Students who did not receive their M.A. or Ed.M. from Teachers College will be expected to complete all the required courses or their equivalent for the M.A./Ed.M programs in Applied Linguistics or TESOL at Teachers College.

Doctoral students have five types of requirements: (1) doctoral candidacy requirements, (2) Area of Specialization course requirements, (3) elective courses, (4) required out-of-program breadth courses, (5) research and statistics courses. All course decisions must be made in consultation with the faculty advisor.

Transfer Courses (45 or 60 points):

- Students with an M.A. or Ed.M. from Teachers College can use up to 60 prior TC credits toward their Ed.D. program. Students from other institutions may be eligible to transfer up to 45 points from previous graduate study at an accredited institution. All points transferred must be from coursework relevant to the degree program enrolled in, and any transfer of credits must meet the approval of the student's faculty advisor.

Candidacy Requirements for All Ed.D. Students (Minimum 15 points; courses may be taken several times):

- A&HL 5507: Research paper in applied linguistics (3)
- A&HL 6507-A: Doctoral seminar in applied linguistics (3) (Closed-Book Certification Exam)
- A&HL 6507-B: Doctoral seminar in applied linguistics (3) (Qualifying Paper/Pilot Study)
- A&HL 7507: Dissertation seminar in applied linguistics (3) (Dissertation Proposal)
- A&HL 8907: Dissertation advisement in TESOL and applied linguistics (0) (Dissertation Submission)

When doctoral students reach approximately 50 points in the program and have been at Teachers College for at least one year, they may register for a doctoral seminar every semester pending advisor's approval.

Doctoral preparation involves four successive stages:

1. Developing a critical understanding of the research literature in a given area (5500 Research Paper; 6500 Part A: Certification Exam)
2. Conceptualizing and carrying out a pilot study in the area of inquiry (6500 Part B: Qualifying Paper)
3. Writing a dissertation proposal in the area of inquiry (Dissertation Proposal)
4. Carrying out the study and writing the dissertation (Dissertation Submission)

Doctoral students are required to demonstrate research preparedness in a substantive area by passing the research paper at the 5500 level; the certification exam and pilot study at the 6500 level; the dissertation proposal at the 7500 level; and the completed dissertation at the 8000 level. Students are expected to make steady and continuous progress toward the degree. Students who fail to make timely progress may be asked to leave the program. Timely progress will be determined by the program faculty.

Students who receive less than a B+ on the 5500 paper will be terminated from the doctoral program, and will receive an Ed.M. degree if their 5500 paper is of acceptable quality. Students may retake 6500 part A or B one time. If students do not pass the proposal or the proposal defense, they will be asked to leave the program. In the event of a failed dissertation defense, faculty may petition the Ed.D committee to permit one additional retake, if extraordinary circumstances apply.

### **Doctor of Education in Applied Linguistics or TESOL (90 pts; Second Language Acquisition Area of Specialization)**

The second language acquisition area of specialization requires a minimum of 90 graduate credits beyond the bachelor's degree. It has five types of requirements: (1) doctoral candidacy requirements (listed above), (2) specialization-specific courses, (3) elective courses, (4) out-of-program breadth courses, and (5) research and statistics courses.

Specialization-Specific Courses (15 points):

- A&HL 4087: Introduction to second language acquisition
- A&HL 5008: Learner language analysis (3)
- A&HL 5087: Second language acquisition in the classroom (3)
- A&HL 5097: Task-based Language teaching (3)
- A&HL 6087: Advanced second language acquisition (3)
- Various topics courses (3)

Research Methods and Statistics Courses (12 points):

- A&HL 5575: Research literacy in applied linguistics and TESOL (3)
- Three courses from the following:
  - A&HL 6000: Second language test validation (3)
  - A&HL 6040: Classroom-based language assessment (3)
  - A&HL 6060: Generalizability theory for second language testing (3)
  - A&HL 6089: Second language performance assessment (3)
  - C&T 5502: Introduction to qualitative research in curriculum and teaching (3)
  - HUDM 4050: Introduction to measurement (3)
  - HUDM 4122: Probability and statistical inference (3)
  - HUDM 5122: Applied regression analysis (3)
  - HUDM 5123: Linear models and experimental design (3)

- ITSF 4092: Qualitative research and evaluation in international education (3)
- ITSF 5000: Methods of inquiry: Ethnography and participant observation (3)
- ITSF 5001: Ethnography and participant observation: Structural and interpretive analysis (3)
- ITSF 5002: Ethnography and participant observation: Comparative and qualitative analysis (3)
- ORLJ 4009: Understanding behavioral research (3)

Elective courses in Applied Linguistics and TESOL (9 points):

- A&HL 4104: Discourse analysis (3)
- A&HL 4105: Conversation analysis (3)
- A&HL 5020: Interactional sociolinguistics (3)
- A&HL 5105: Classroom discourse (3)
- A&HL 6031: Advanced conversation analysis (3)
- A&HL 4090: Introduction to Corpus Linguistics (3)
- A&HL 5090: Computational Linguistics for Applied Linguists (3)
- A&HL 5515: Adv.Topics: Applied Linguistics I: Introduction to Corpus Linguistics (3)
- A&HL 4089: Teaching writing to ESL students (3)
- A&HL 5011: Technology-based language teaching and material design (3)
- A&HL 5199: Topics in language assessment (3)
- A&HL 6000: Second language test validation (3)
- A&HL 6040: Classroom-based language assessment (3)
- A&HL 6060: Generalizability theory for second language assessment research (3)
- A&HL 6089: Second language performance assessment (3)

Out-of-program breadth courses (6 points of any combination):

- BBS 5068: Brain and behavior I (2)
- BBS 5069: Brain and behavior II (2)
- HBSK 4074: Development of reading comprehension strategies and study skills (2-3)
- HBSK 5096: Psychology of memory (2-3)
- HUDK 4015: Psychology of thinking (2-3)
- HUDK 4029: Human cognition and learning (2-3)
- HUDK 4035: Technology and human development (2-3)
- HUDK 4080: Educational psychology (2-3)
- HUDK 5021: Personality development and socialization in childhood (2-3)
- HUDK 5023: Cognitive development (2-3)
- HUDK 5024: Language development (2-3)
- HUDK 5025: Spatial thinking (2-3)
- HUDK 5029: Personality development and socialization across the lifespan (2-3)
- HUDK 5030: Visual explanations (2-3)
- HUDK 5039: Design of intelligent learning environments (2-3)
- HUDK 5090: Psychology of language and reading (2-3)
- MSTU 4133: Cognition and computers (2-3)

Transfer Courses (up to 45 points, see above)

Candidacy Requirements (15 points, see above)

**Doctor of Education in Applied Linguistics or TESOL (90 pts; 2nd Lang. Assessment Area of Specialization)**

The second language assessment area of specialization requires a minimum of 90 graduate credits beyond the bachelor's degree. It has five types of requirements: (1) doctoral candidacy requirements (listed above), (2) specialization-specific courses, (3) elective courses, (4) out-of-program breadth courses, and (5) research and statistics courses.

Specialization-Specific Courses (15 points):

- A&HL 5512: Historical changes in language testing research (3)
- A&HL 6040: Classroom-based language assessment (3)
- Three courses from the following:
  - A&HL 5199: Topics in language assessment (3)
  - A&HL 6089: Second language performance assessment (3)
  - A&HL 6000 : Second language test validation (3)
  - A&HL 6060: Generalizability theory for L2 testing research (3)
  - A&HL 6407: Internship in applied linguistics and TESOL: Assessment lab (3)

Research Methods and Statistics Courses (6 points):

- A&HL 5575: Research literacy in applied linguistics and TESOL (3)
- HUDM 4050: Introduction to measurement (3)
- HUDM 4122: Probability and statistical inference (3)
- HUDM 5122: Applied regression analysis (3)
- One or more from the following depending on the dissertation topic:
  - HUDM 5123: Linear models and experimental design (3)
  - HUDM 5124: Multidimensional scaling and clustering (3)
  - HUDM 6030: Multilevel and longitudinal data analysis (3)
  - HUDM 6051: Psychometric theory I (3)
  - HUDM 6052: Psychometric theory II (3)
  - HUDM 6055: Latent structure analysis (3)
  - HUDM 6122: Multivariate analysis I (3)
  - HUDM 6123: Multivariate analysis II (3)

The HUDM courses can also be counted as Breadth Courses (see below).

Elective Courses in Applied Linguistics and TESOL (9 points):

- A&HL 5199: Topics in language assessment (3)
- A&HL 6000: Second language test validation (3)
- A&HL 6040: Classroom-based language assessment (3)
- A&HL 6060: Generalizability theory for second language assessment research (3)
- A&HL 6089: Second language performance assessment (3)
- A&HL 4104: Discourse analysis (3)
- A&HL 4105: Conversation analysis (3)
- A&HL 5020: Interactional sociolinguistics (3)
- A&HL 5105: Classroom discourse (3)
- A&HL 6031: Advanced conversation analysis (3)
- A&HL 5087: Second language acquisition in the classroom (3)
- A&HL 6087: Advanced second language acquisition (3)
- A&HL 6097: Task-based language teaching (3)
- A&HL 4090: Introduction to Corpus Linguistics (3)

- A&HL 5090: Computational Linguistics for Applied Linguists
- A&HL 5515: Adv.Topics: Applied Linguistics I: Introduction to Corpus Linguistics (3)
- A&HL 4089: Teaching writing to ESL students (3)
- A&HL 5011: Technology-based language teaching and material design (3)

Courses can be taken at an affiliate campus in the Columbia University community with advisor's approval.

Out-of-Program Breadth Courses (6 points):

- HUDM 5123: Linear models and experimental design (3)
- HUDM 5124: Multidimensional scaling and clustering (3)
- HUDM 6030: Multilevel and longitudinal data analysis (3)
- HUDM 6051: Psychometric theory I (3)
- HUDM 6052: Psychometric theory II (3)
- HUDM 6055: Latent structure analysis (3)
- HUDM 6122: Multivariate analysis I (3)
- HUDM 6123: Multivariate analysis II (3)
- HUDK 4035: Technology and human development (2-3)
- HUDK 4074: Reading comprehension strategies and study skills (2-3)
- HUDK 4080: Educational psychology (2-3)
- HUDK 5023: Cognitive development (2-3)
- HUDK 5024: Language development (2-3)
- MSTU 4036: Hypermedia and education (2-3)
- HUDK 4029: Cognition and learning (2-3)
- MTSU 4133: Cognition and computers (2-3)

Transfer Courses (up to 45 points, see above)

Candidacy Requirements (15 points, see above)

### **Doctor of Education in Applied Linguistics or TESOL (90 pts; Language Use Area of Specialization)**

The language use Area of Specialization requires a minimum of 90 graduate points beyond the bachelor's degree. This Area of Specialization has five types of requirements: (1) doctoral candidacy requirements (listed above), (2) Area of Specialization course requirements, (3) elective courses, (4) required out-of-program breadth courses, and (5) research and statistics courses.

Area of Specialization Requirements for Language Use (9 points):

- A&HL 4020: Interactional sociolinguistics (3)
- A&HL 4104: Discourse analysis (3)
- A&HL 4105: Conversation analysis (3)
- A&HL 4106: Text and textuality (3)
- A&HL 5105: Classroom discourse (3)
- A&HL 5106: Language Socialization (3)
- A&HL 6031: Advanced conversation analysis (3)
- Various topics courses (3)

Research Methods and Statistics Requirements for Language Use (6 points minimum):

To ensure that students have the skills to do scholarly research in an Area of Specialization, they are required to take a minimum of 6 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.

- A&HL 5575: Research literacy in applied linguistics and TESOL (3)
- One course from the following:
  - HUDM 4122: Probability and statistical inference (3)
  - ITSF 5000: Methods of inquiry: Ethnography and participant observation (3)
  - Additional courses chosen with advisor's approval

Elective Courses (Must have advisor's written approval)

- A&HL 4101: Phonetics and phonology (3)
- A&HL 5085: Advanced syntax (3)
- A&HL 5008: Interlanguage analysis (3)
- A&HL 5087: Second language acquisition in the classroom (3)
- A&HL 6087: Advanced second language acquisition (3)
- A&HL 6097: Task-based language teaching (3)
- A&HL 4089: Teaching writing to ESL students (3)
- A&HL 5011: Technology-based language teaching and material design (3)
- A&HL 5090: Introduction to Corpus Linguistics (3)
- A&HL 5199: Topics in language assessment (3)
- A&HL 5512: Historical perspectives on language testing research (3)
- A&HL 5519: Instructed second language acquisition and assessment (3)
- A&HL 6000: Second language test validation (3)
- A&HL 6040: Classroom-based language assessment (3)
- A&HL 6060: Generalizability theory for second language assessment research (3)
- A&HL 6089: Second language performance assessment (3)
- Various topic courses (3)
- A&HL 6090 Computational linguistics for Applied Linguistics (3)

Out-of-Program Breadth Courses (6 points total, chosen with advisor's approval). Below is just a sample:

- ITSF 5003: Communication and Culture (3)
- ITSF 5016: Ethnography of education (3)

Transfer Courses (up to 45 points; see above) Candidacy Requirements (15 points; see above)

Doctor of Education in Applied Linguistics or TESOL (90 pts; The Language & Technology Area of Specialization)

The language & technology area of specialization requires a minimum of 90 graduate credits beyond the bachelor's degree. It has five types of requirements: (1) doctoral candidacy requirements (listed above), (2) specialization-specific courses, (3) elective courses, (4) out-of-program breadth courses, and (5) research and statistics courses.

Specialization-Specific Courses (9 points):

- A&HL 4090 Introduction to Corpus Linguistics (3)
- A&HL 5011 Technology-based language teaching and materials design (3)
- A&HL 5090 Computational linguistics for Applied Linguistics (3)

Research Methods and Statistics Courses (6 points):

- A&HL 5575 :Research Literacy in AL and TESOL
- HUDM 4050: Introduction to Measurement
- 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 6030: Multilevel and Longitudinal Data Analysis
- HUDM 6051: Psychometric Theory I
- HUDM 6052: Psychometric Theory II
- HUDM 6055: Latent Structure Analysis
- ORLA 6641: Advanced Research Methods and Design

Elective Courses (9 points):

- A&HL 5199: Topics in language assessment (3)
- A&HL 6000: Second language test validation (3)
- A&HL 6040: Classroom-based language assessment (3)
- A&HL 6060: Generalizability theory for second language assessment research (3)
- A&HL 6089: Second language performance assessment (3)
- A&HL 4104: Discourse analysis (3)
- A&HL 4105: Conversation analysis (3)
- A&HL 5020: Interactional sociolinguistics (3)
- A&HL 5105: Classroom discourse (3)
- A&HL 6031: Advanced conversation analysis (3)
- A&HL 5087: Second language acquisition in the classroom (3)
- A&HL 6087: Advanced second language acquisition (3)
- A&HL 6097: Task-based language teaching (3)
- A&HL 4090: Introduction to Corpus Linguistics (3)
- A&HL 5515: Adv.Topics: Applied Linguistics I: Introduction to Corpus Linguistics (3)
- A&HL 4089: Teaching writing to ESL students (3)

Courses can be taken at an affiliate campus in the Columbia University community with advisor's approval.

Out-of-Program Breadth Courses (6 points):

- HUDK 4005: Equity, Ethical, and Social Issues in Educational Technology
- MTSU 4133: Cognition and computers
- HUDK 4035: Technology and human development
- MSTU 4040: Mobile Learning
- HUDK 4050: Core methods in educational data mining
- HUDK 4051: Learning analytics: process and theory
- HUDK 4052: Data, Learning, and Society
- HUDK 4054: Managing education data
- MSTU 4083: Instructional Design of Educational Technology
- MSTU 5000: Virtual, Augmented, Mixed Reality and Games as Learning Tools
- ORLA 6541: Applied Data Science in Organizations and Leadership

**Transfer Courses (up to 45 points, see above) Candidacy Requirements (15 points, see above)**



# Faculty

## Faculty

- ZhaoHong **Han** Professor of Language and Education
- James Enos **Purpura** One Time Payment
- Erik **Voss** Assistant Professor
- Hansun Zhang **Waring** Professor of Applied Linguistics and TESOL

## Lecturers

- Sarah Chepkirui **Creider** Lecturer
- Vivian **Lindhardsen** Senior Lecturer
- Katherine R **Morales Lugo** Lecturer - AL&TESOL
- Hoa T.H. **Nguyen** Lecturer
- Payman **Vafae** Lecturer
- Howard A. **Williams** Senior Lecturer

## Adjunct Faculty

- Nancy R **Boblett** Adjunct Assistant Professor
- Kirby Grabowski **Lim** Adjunct Assistant Professor AL&TESOL

## Instructors

- Ashley Jeanne **Beccia** Student Teacher Supervisor
- Kelly Katherine **Frantz** Web Editor
- Sue Min **Park**

# Courses

## A&HL 4000 - Educational Linguistics

Survey of cognitive and social approaches to the study of language, language acquisition, language systems, 20th and 21st century movements in linguistics, language varieties and attitudes, forms and functions of language in the classroom.

**A&HL 4001 - Sociolinguistics and Education**

This course looks at language variation based on social class, race, ethnicity, age, and gender; cross-cultural pragmatics, interactional sociolinguistics, code-switching, language planning, and World Englishes. Pedagogical implications.

**A&HL 4003 - Schools of Linguistic Analysis**

This course offers a comparative examination of major approaches to linguistic analysis, specifically systematic and transformational, with particular reference to pedagogical applications.

**A&HL 4005 - Semantic Systems and the Lexicon**

A comparative examination of lexical semantic systems of English and other languages, with particular reference to the teaching and learning of vocabulary.

**A&HL 4030 - Second Language Literacy Development**

Provides an introduction to the theory, research, and instructional practices relevant to reading and writing development for second-language learners.

**A&HL 4076 - TESOL Methodologies for PK-6**

Teaching ESL to elementary students focusing on early literacy development and content instruction. This course also includes fieldwork.

**A&HL 4077 - TESOL Classroom Practices**

Introduction to the major language teaching methods and approaches that have been influential in the 20th and 21st century.

**A&HL 4078 - TESOL Materials**

Practice in designing, developing, and evaluating ESL or EFL materials used for students in different settings.

**A&HL 4080 - Teaching in Linguistically Diverse Classrooms**

Supports teachers in mainstream classrooms grades PK-12 in building a knowledge base and repertoire of instructional strategies for teaching English language learners in content area classrooms.

**A&HL 4085 - Pedagogical English grammar**

A systematic, in-depth examination of English grammar with particular reference to the teaching and learning of grammar.

### **A&HL 4086 - Language Classroom Observation**

Introduction to the systematic observation of teaching in diverse contexts.

### **A&HL 4087 - Introduction to Second Language Acquisition**

An introduction to the field of second language acquisition with a focus on the mechanisms driving, and factors influencing, second language learning.

### **A&HL 4088 - Second Language Assessment**

Prerequisite: A&HL 4087 or permission of instructor. Priority given to M.A. Applied Linguistics/TESOL students in their last semester. Introduction to language assessment theories and practices including test design, construction, scoring, analysis and reporting; introduction to measurement concepts and basic statistics; and use of SPSS.

### **A&HL 4089 - Teaching writing to ESL students**

An introduction to the theory and practice of teaching second language writing to multilingual, multicultural writers in a wide range of educational contexts.

### **A&HL 4090 - Introduction to Corpus Linguistics**

Introduction to Corpus Linguistics introduces students to language corpora as a resource for linguistic analysis. The course presents a survey of the available English-language corpora including learner corpora (texts produced by language learners) and teaches the use of web-based interfaces and computer tools. Students learn fundamental concepts and methods of corpus linguistics through investigation into the lexis and grammar of English and applications of corpora for language teaching.

### **A&HL 4101 - Phonetics and Phonology**

An examination of the sound and orthographic systems of English, with reference to other languages and problems of learning and teaching English.

### **A&HL 4104 - Discourse Analysis**

Introduction to discourse analysis organized around four themes: discourse and structure, discourse and social action, discourse and identity, and discourse and ideology.

### **A&HL 4105 - Conversation Analysis**

This course offers a general introduction to conversation analysis (CA) by considering CA's methodological principles and analytical concepts along with its wealth of classic findings on spoken interaction. Through an in-depth look into exemplary studies as well as a series of data sessions, the course also provides basic training in conducting CA analysis.

### **A&HL 4106 - Text and Textuality**

Permission of instructor required or Prerequisite: A&HL 4085. Explores various viewpoints on the production and comprehension of connected discourse, both written and oral, with reference to cohesive devices, rhetorical structures, and the general pragmatics of communication, with attention to pedagogical applications.

### **A&HL 4162 - Specialized TESOL Methodology: Cooperative Learning ESL Classroom**

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&HL 4164 - TESOL Methodologies: Language for Specific Purposes**

This workshop is designed to introduce techniques for teaching English to students with limited literacy and/or formal schooling in their first language. Special attention will be given to activity and materials development, and to teaching grammar without relying on reading and writing. We will discuss potential academic strengths and weaknesses of students with limited formal schooling, as well as the importance of teacher talk/teacher input for this population. Additionally, we will look at techniques for integrating students with limited literacy into classrooms where most students can read and write.

### **A&HL 4165 - TESOL Methodologies: English for Academic Purposes**

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&HL 4166 - TESOL Methodologies: Computer-assisted Language Learning**

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&HL 4167 - TESOL Methodologies: Media-assisted Language Learning**

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&HL 4168 - TESOL Methodologies: Culture and Second Language Teaching**

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&HL 4169 - TESOL Methodologies: Literature in the ESOL Class**

This workshop explores the value of incorporating published literary works into ESL/EFL curricula.

### **A&HL 4171 - TESOL Methodologies for 7-12**

Teaching ESL to secondary students, focusing on content area ESL and second language literacy. This course also includes fieldwork.

### **A&HL 4172 - TESOL Methodologies: Teaching EFL to Children**

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&HL 4173 - TESOL methodologies: Task-based language learning**

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&HL 4174 - TESOL Methodologies: Teaching Second Language Grammar**

This workshop explores methods of communicative grammar teaching in the adult ESL classroom. It focuses on concrete strategies for integrating grammar instruction into a multi-skills curriculum.

### **A&HL 4175 - TESOL Methodologies: Facilitating Autonomy in Language Learning**

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&HL 4176 - TESOL Methodologies: Teaching Listening**

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&HL 4177 - TESOL Methodologies: Teaching Speaking**

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&HL 4178 - TESOL Methodologies: Teaching Reading**

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&HL 4179 - TESOL Methodologies: Teaching Writing**

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&HL 4180 - TESOL Methodologies: Trends in TESOL Methodologies**

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&HL 4181 - Specialized TESOL Methodology: Integrated Skills**

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&HL 4185 - Pedagogical Approaches in the Content Areas for Teachers of PK-12 ESL**

This course examines subject matter education for ESL students in PK-12 setting. Students investigate best practices within the mainstream setting with a view to helping ESL students gain access to core subject matter knowledge.

### **A&HL 4500 - Advanced English Language Study**

This is a course for international students, as well as domestic students, who wish to develop more powerful and precise academic language skills. The course has two separate sections: Section 1 (4500.01), which focuses on academic writing and Section 2 (4500.02), which focuses on academic speaking. In the writing section, students will develop their own voice as an academic writer while becoming familiar with the conventions and styles common in academic writing. The course will focus on a variety of genres of academic writing, such as writing abstracts, critiques, and literature reviews. We will also discuss the writing process, including paraphrasing, summarizing, developing construct definitions, and APA citation. In the speaking section, we will develop the oral presentation skills necessary to participate in a variety of academic speaking contexts, including group work and meetings with professors. Students will also receive coaching in individualized pronunciation and suprasegmental issues, such as intonation, strategic pausing, and word stress. Limit 1 point for TESOL and Applied Linguistics students, and point does not count toward degree; out of program students may take it for 2 points.

### **A&HL 4776 - Supervised Student Teaching in TESOL: PK-6**

Permission of instructor required. A supervised teaching experience for M.A. students who work toward a New York State teaching certificate in TESOL PK-12 (Preschool to 12th grade). Requires an additional 20-30 hours per week of work outside the class.

### **A&HL 4777 - Supervised Student Teaching in TESOL: 7-12**

Permission of instructor required. A supervised teaching experience for M.A. students who work toward a New York State teaching certificate in TESOL PK-12 (Preschool to 12th grade). Requires an additional 20-30 hours per week of work outside the class.

### **A&HL 4819 - Experiences in Learning Another Language: Trends**

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&HL 4907 - Research and Independent Study: Applied Linguistics**

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&HL 4997 - TESOL/AL MA Project Writing**

The purpose of the course is to support Applied Linguistics and TESOL General Track students in the process of developing their MA project. This course will provide structured support for students who would like to know more about academic writing in the context of their MA projects.

### **A&HL 5008 - Learner Language Analysis**

This course introduces second language empirical research with a particular focus on analyzing learner language, a cornerstone of SLA research. Classic conceptions and analytic practices are discussed, but the bulk of attention is on current conceptions and methods. Participants are given opportunities to both conduct guided research and to explore analytical methods on their own.

### **A&HL 5011 - Technology-based Language Teaching and Material Design**

Focuses on how social media and Internet-mediated communication are used in language teaching. Main emphasis is placed on fostering intercultural learning and multiliteracies in hybrid or blended instruction formats.

### **A&HL 5020 - Interactional Sociolinguistics**

This course offers a general introduction to Interactional Sociolinguistics (IS) as an approach to discourse analysis. Aside from introducing classical concepts as well as their applications, major analytical themes such as

conversation style, cross-cultural communications, gender and discourse, and discourse and identity will be explored through critical reading analyses of a series of relevant empirical studies.

### **A&HL 5085 - Advanced Syntax**

Permission of instructor required or Prerequisite: A&HL 4085. Survey of generative syntax.

### **A&HL 5087 - SLA in the Classroom (Instructed SLA)**

Prerequisite: A&HL 4087. This course introduces research on instructed second language acquisition (ISLA), a thriving subfield of SLA, that investigates the effects of different types of instruction on second language development. Participants will be exposed to key and current topics and issues, develop an understanding (not just an awareness) of the essence of pedagogical intervention, including its potentials and limitations, and learn strategies that have proven effective in cultivating functional competence in learners.

### **A&HL 5090 - Computational Linguistics for Applied Linguists**

The course covers fundamental concepts in natural language processing (NLP) and Python for research and applications in language assessment and applied linguistics. Students will explore methods for text processing, parsing, part-of-speech tagging, noun phrase and entity extraction, and sentiment analysis for basic NLP tasks. The course will also include an introduction to machine learning for text classification and automated essay scoring.

### **A&HL 5105 - Classroom Discourse**

This course offers a general introduction to the study of classroom discourse. Through critical reading analyses of a body of classic and current work, students will become familiar with how systematic analyses of classroom interaction are conducted in a variety of classroom contexts. The goal is to cultivate an appreciation for the major findings in the study of classroom discourse and to develop an ability to perform disciplined analyses of such interaction.

### **A&HL 5106 - Language Socialization**

An introduction to the field of language socialization. Through critical reading analyses of a body of classic and current work, students will become familiar with the theoretical background of language socialization as well as how systematic analyses of both first and second language socialization are conducted both in and outside homes. The goal is to cultivate an appreciation for the major findings in the study of language socialization and to develop an ability to perform disciplined analyses of social interaction from the language socialization perspective.

### **A&HL 5207 - Fieldwork in TESOL**

Required field observation for students in the PK-12 certification track. Course may be taken more than once.



**A&HL 5301 - Practicum I: Integrated Skills**

Prerequisite: A&HL 4077 and A&HL 4085. Helps student teachers refine their understanding of, and skills in, implementing and reflecting on their English language teaching. The course consists of two components: weekly seminars and student teaching in the Community English Program (CEP).

**A&HL 5383 - Specialized Practicum for ESOL Teachers: In-service II**

Permission of instructor required. These practica offer a teaching experience in TC's Community Language Program (CLP).

**A&HL 5507 - Research Paper: TESOL/Applied Linguistics**

Research paper in TESOL/Applied linguistics. Requires an additional 36 hours per week of work outside the classroom.

**A&HL 5512 - Historical Perspectives of Language Testing Research**

Permission of instructor required. This course examines the major issues and debates in language testing research since the 1960s. It explores controversies related to the nature of language ability, test authenticity, test score generalizability, performance assessment, and test validation. It also involves discussion of problems and future directions of language testing.

**A&HL 5575 - Research Literacy in Applied Linguistics and TESOL**

Prerequisite: A&HL 4087. 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 5577 - Language Teacher Education: Supervision**

Introduces models of language teacher supervision with required field hours.

**A&HL 6000 - Second Language Test Validation**

This course addresses the notion of validity and the process of validation in second language (L2) assessment. More specifically, it focuses on conceptual issues related to the establishment of internal and external validity in L2 assessments and other measuring instruments (e.g., questionnaires). The course aims not only to introduce students to the range of multivariate analytical methods (i.e., factor analysis and structural equation modeling) for answering complex questions but also to introduce students to how these analyses would be carried out so that claims of validity can be established and justified empirically. Finally, this course introduces students to data analysis using SPSS and EQS.

### **A&HL 6031 - Advanced Conversation Analysis**

Prerequisite: A&HL 4105. This course is designed to help students pursue further interests in and appreciations for conversation analysis (CA) as a methodology as well as its vast body of findings on language and social interaction. Aside from addressing the critical issue of CA and context, three main themes will be explored: (1) membership categorization analysis (MCA); (2) tacit practices in interaction (i.e., person reference, nonverbal conduct, prosody, and discourse markers; cf. contextualization cues); (3) complex issues related to foundational practices in interaction (i.e., turn-taking, repair, and sequencing beyond the basics). The class will be conducted in a format that combines lectures, critical readings analyses, and data analysis exercises.

### **A&HL 6040 - Classroom-based Language Assessment**

This course explores the major issues and debates that have ensued both in the field of second and foreign language classroom-based assessment and in mainstream classroom assessment. Focus will be placed on classroom-based language assessment research and practice in the context of processing.

### **A&HL 6060 - Generalizability Theory for Second Language Assessment Research**

This course introduces students to an overview of generalizability (G) theory and its application in the context of second language (L2) assessment. The goals of this course are to provide the theoretical basis for G-theory in order for students to become well-informed consumers of research in this area and to provide students with the tools necessary to design empirical studies using G-theory analyses in L2 assessment contexts.

### **A&HL 6087 - Advanced Second Language Acquisition**

Prerequisite: A&HL 4087. This course inspects the theoretical landscape of Second Language Acquisition and examines its etiology and impact on the field of study.

### **A&HL 6089 - Second Language Performance Assessment**

This course focuses on the application of Many-Facet Rasch Measurement (MFRM) to the examination of questions in applied linguistics related to second language (L2) performance assessment. In addition to examining how performance assessments have been conceptualized and investigated in applied linguistics research, students will have multiple opportunities to perform analyses of L2 performance data using MFRM. Students will learn to use Winsteps and Facets for these analyses.

### **A&HL 6207 - Advanced Fieldwork in Applied Linguistics and TESOL**

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&HL 6301 - Practicum II: Listening**

Helps students develop and practice their skills in teaching listening within an integrated, communicative English language curriculum. The course consists of two components: weekly seminars and student teaching in the Community English Program (CEP).

### **A&HL 6302 - Practicum II: Speaking**

Prerequisite: A&HL 5301. Helps students develop and practice their skills in teaching speaking within an integrated, communicative English language curriculum. The course consists of two components: weekly seminars and student teaching in the Community English Program (CEP). Requires an additional 36 hours per week of work outside the classroom.

### **A&HL 6303 - Practicum II: Reading**

Helps students develop and practice their skills in teaching reading within an integrated, communicative English language curriculum. The course consists of two components: weekly seminars and student teaching in the Community English Program (CEP). Requires an additional 36 hours per week of work outside the classroom.

### **A&HL 6304 - Practicum II: Writing**

Helps students develop and practice their skills in teaching writing within an integrated, communicative English language curriculum. The course consists of two components: weekly seminars and student teaching in the Community English Program (CEP). Requires an additional 36 hours per week of work outside the classroom.

### **A&HL 6407 - Internship in Applied Linguistics and TESOL**

No Description Found in Banner

### **A&HL 6507 - Doctoral Seminar in Applied Linguistics and TESOL**

Doctoral preparation.

### **A&HL 6586 - Seminar in Observation**

No Description Found in Banner

### **A&HL 6587 - Seminar in Second Language Acquisition: Acquisitional and Cross-cultural Pragmatics**

Prerequisite: A&HL 4104 or permission of instructor. Research on acquisitional and cross-cultural pragmatics.

### **A&HL 7507 - Dissertation Seminar in Applied Linguistics and TESOL**

Dissertation proposal.

### **A&HL 8907 - Dissertation Advisement in Applied Linguistics and TESOL**

This course supports doctoral students in Applied Linguistics or TESOL who are in the process of writing their dissertation.

# Art and Art Education

Department of Arts & Humanities

## Program Description

The faculty and students of the Program in Art and Art Education share the belief that art education is a human right. We see engagements with the arts as essential to human development, community building, and civic life. Our notion of teaching and learning is broad. We embrace imaginative art education practices that serve people of all ages and backgrounds in schools, community sites, museums, colleges, and beyond. The Program welcomes students from across the United States and around the world. They represent diverse cultures, interests, and experiences, and each brings unique perspectives to our community. In turn, our master's and doctoral degree programs broaden students' horizons, fostering their development as artists, researchers, reflective thinkers, and imaginative educational practitioners. The Program's commitment to diversity, equity, inclusion, and accessibility is reflected across our requirements. It is evident in our students' active studio practices; in their critical engagements with art pedagogy; in their participation in contemporary debates about art and visual culture; in their conceptualization of research studies; and in their study of the philosophy, history, and psychology of art education. As artists, educators, and scholars, we recognize that we need to exercise our voices and investigate ourselves as we work within the tensions that shape contemporary culture. Our faculty—experienced practitioners, scholars, and artists—work closely with students to design programs that meet and support their particular needs and goals. We are fortunate to have active relationships with leading cultural organizations in New York City and across the globe. Our many collaborations offer students additional opportunities to enrich and expand their programs of study.

### OPTIONAL AREAS OF FOCUS

For M.A., Ed.M., Ed.D., and Ed.D.C.T. students—not available for M.A. initial teacher certification students:

### Museum Education

Students may choose to take a Museum Education area of focus as part of their degree. This area of focus explores the art museum as a civic and educational institution, examines the role of museum education departments, and introduces students to innovative museum education programs and pedagogical practices.

The museum area of focus consists of four courses, which must be taken in addition to other master's or doctoral requirements:

A&HA 5085 - The Museum Education Department: Function, Scope, Possibilities

A&HA 4090 - Teaching in the Art Museum

A&HA 5804 - Museum Experiences Across Disciplines

A&H 4000 - Inquiry in the Museum: Bridging Gallery and Studio

This course is strongly recommended for students in the museum area of focus:

A&HA 4079 - Exploring Cultural Diversity: Implications for Arts Education

Note: Students in this area of focus must secure and complete an internship or residency in a museum or gallery, in consultation with their advisor. References to this area of focus will not appear on student transcripts or records.

### **Studio Art Pedagogy**

Students who seek to sharpen their expertise designing pedagogically sound, imaginative studio art learning opportunities may complete the Art Pedagogy area of focus. This concentration equips students to teach people of different ages in different learning contexts—schools, museums, community centers, and beyond. It combines courses in the artistic development of children and adolescents, curriculum development, studio-based practice with applications for teaching, cultural diversity in art education, and special education, along with an optional art teaching internship.

The Studio Art Pedagogy area of focus consists of the courses listed below, which must be taken in addition to other master's or doctoral requirements:

A&HA 4080 - Artistic Development of Children

A&HA 4281 - Field Observations (two semesters)

A&HA 4088 - Artistic Development: Adolescence-Adulthood

A&HA 4087 - Processes and Structures in the Visual Arts

A&HA 4089 - New Media, New forms: Technological Trends in Art Education

A&HA 4081 - Curriculum Design in Art Education

A&HA 4102 - Challenging Thinking: Lesson Planning

A&HA 4079 - Exploring cultural diversity: Implications for Arts Education

A&HA 5202 - Fieldwork in Art Education (Optional)

Note: The Studio Art Pedagogy area of focus does not lead to New York State P-12 art teacher certification. Students who wish to become certified art teachers should apply to the Art and Art Education Program's M.A. with Initial Teacher Certification program. Students who wish to also learn how to become clinical supervisors of art teachers in schools must complete, in addition to the courses above: A&HA 4722 Supervised teaching in art education: Elementary, A&HA 4702 Supervised teaching in art education: Secondary, and A&HA 6520 Seminar in clinical supervision in the arts: K-12. References to this area of focus will not appear on student transcripts or records.

### **Creative Technologies**

Students may choose to take the Creative Technologies area of focus as part of their degree. This area of focus explores and strengthens the relationship between art, technology, and education. The goal is to prepare artists and art teachers to be leaders in educational ecologies that interweave digital tools and creative materials in multi- and cross-disciplinary, collaborative, and playful pedagogies.

The state-approved advanced certificate is a 15-credit point offering. Students who complete the certificate requirements will receive official acknowledgement of certificate completion on their records.

Required courses:

A&HA 4089 New media, new forms

A&HA 4084 Digital foundations in creative technologies

A&HA 5128 Studio in creative technologies

A&HA 5125 Inquiry-based art & design

A&HA 5063 Adv. studio in creative technologies

A&HA 5120 Creative technologies research seminar

A&HA 5601 Creative technologies colloquium

### **Community Engagement**

If your aim is to be an art educator in community settings, you may take the Community Engagement area of focus as part of their degree. Students in this concentration take the courses below, along with other pertinent courses identified with advisement.

Shaping Priorities: The Arts and Community Engagement

Community Arts Pilot Project

Designing for Social Impact: Community-Based Art Education Initiatives

### **Academic Research in Art Education**

Open to MA and EdM students. Not suitable for MA Init, Studio Practice MA (Hybrid), Ed.D., or Ed.D.C.T students.

An academically demanding specialization for students who are particularly interested in conducting rigorous, high-level scholarly research in art education. Applicants must be comfortable rereading demanding academic texts, have excellent English writing skills, and possess strong analytical abilities.

Specialization courses: Art and Visual Culture (3 credits), Research Methods in Arts and Humanities (3 credits), Proseminar I (3 credits), Proseminar II (3 credits), Advanced Seminar I (3 credits) and Advanced Seminar II (3 credits).

## **Degrees**

### **Master of Arts**

#### **Art and Art Education**

Master of Arts | Initial Cert: Visual Arts Pre-K-12

**Points/Credits:** 40

**Entry Terms:** Fall Only

**Certification:**

- NY State Initial: Visual Arts Pre-K-12

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#### **Degree Requirements**



**Required Courses in Art Education (34 points):**

- A&HA 4079 - Exploring cultural diversity: Implications for art education (2 points)
- A&HA 4080 - Artistic development of children (2 points) with co-requisite A&HA 4281 Field observations in art education 1 (1 point)
- A&HA 4081 - Curriculum design in art education (3 points)
- A&HA 4085 - Historical foundations of art education (2 points)
- A&HA 4087 - Processes and structures in the visual arts (2 points)
- A&HA 4088 - Artistic development: Adolescence to adulthood (2 points) with co-requisite A&HA 4281 - Field observations in art education 2 (1 point)
- A&HA 4089 - New media, new forms (2 points)
- A&HA 4860 - Cross-cultural conversations in the arts (1 point)
- A&HA 4102 - Challenging thinking: Plan lessons (3 points)
- A&HA 4702 - Supervised student teaching in art education: Secondary (3 points)
- A&HA 4722 - Supervised student teaching in art education: Elementary (3 points)
- A&HA 4202 - Fieldwork in art education - (0 points, with corequisite Supervised student teaching)
- Three studio courses (2 points each)

**Required courses outside the program (6 points):**

Students in the M.A. degree leading to New York State Initial Teacher Certification must take six (6) points offered outside the Art and Art Education Program at Teachers College. Any course that does not start with A&HA qualifies as an out-of-program, or breadth, course. Students pursuing teacher certification must earn three (3) credits in a Special Education course (required by the NYSED for certification) as part of the out-of-program requirement. The New York State Education Department (NYSED) requires that applications for Initial Teacher Preparation take and pass non-curricular certification exams.

**Note:**

Members of each student teaching cohort are also required to attend student teaching seminars, participate in resource workshops on documenting and evaluating their practicum teaching, and mount a Macy Gallery exhibition combining their own artwork with that of the pupils taught during their practica. Note: To be certified by New York State, there are additional requirements. Please see below and consult the Office of Teacher Education website for details.

**Certification Information**

To gain Initial Teacher Certification students must:

1. Complete all degree requirements, including two terms of student teaching and 3 credits in Special Education.
2. Get fingerprinted through the New York City Department of Education.
3. Take NY State examinations.
4. Complete NYSED Workshops: Child Abuse and School Violence Workshops.
5. Complete Dignity for All Students Act (DASA) workshop.
6. Students will receive all pertinent information to complete items 1-5 in the Supervised Teaching Seminar.
7. Must maintain a grade of B- or better in all Art and Art Education courses.
8. Complete workshops: Child Abuse and Identification and Reporting Training; School Violence Intervention and Prevention Training; Dignity for All Students Act (DASA) Training

## Art and Art Education

Master of Arts | Non-Certification

**Points/Credits:** 34

**Entry Terms:** Spring/Summer/Fall

**Certification:**

- Non-Certification Track

## Degree Requirements

### Required courses in Art Education:

- A&HA 4080 - Artistic development of children OR A&HA 4088 - Artistic development: Adolescence-adulthood (2 points)
- A&H 5001 - Research methods in arts and humanities (3 points)
- A&HA 5086 - Art in visual culture (2 points)
- A&HA 5922 - Master's seminar in art education (2 points)
- A&HA 6510 - Advanced seminar (2 points)
- Three studio courses (2-3 points each)

### Required courses outside the program (6 points minimum): Chosen with advisor approval.

Students in the M.A. program must take six (6) points offered outside the Art and Art Education Program at Teachers College. Any course that does not start with A&HA qualifies as an out-of-program, or breadth, course.

### Additional courses within and outside the Program:

To be planned in consultation with the advisor and in support of individual needs and interests.

**Students in this M.A. degree program are required to complete an advisor-approved integrative project on a theme or research topic arising from their interests.**

## Studio Practice for Art Educators (Hybrid)

Master of Arts

**Points/Credits:** 32

**Entry Terms:** Summer Only

## Degree Requirements

### Required courses in Art and Art Education (26 points):

- A&HA 4040 Studio practice and seminar for artist-educators 1 (3 points)
- A&HA 4041 Studio practice and seminar for artist-educators 2 (3 points)
- A&HA XXXX Studio (6 points, 2 courses for 3 points each)
- A&HA 4902 Research and independent study (2 points, 2 courses for 1 point each)

- A&HA 5045 Professional practice for artists (3 points)
- A&HA 5063 Advanced studio (6 points, 2 courses for 3 points each)
- A&HA 5086 Art in visual culture (3 points)
- A&HA 6999 Presentation rating (0 points)

**Required courses outside the program (6 points):**

- A&H 4043 Exploring teacher/practitioner life stories through the arts (3 points)
- A&HF 4092 Education and the aesthetic experience (3 points)

**Students in this M.A. program are required to assemble an advisor-approved body of studio work completed in the program and present it through public exhibition.**

## Master of Education

### Art and Art Education

Master of Education | Non-Certification

**Points/Credits:** 60

**Entry Terms:** Spring/Summer/Fall

**Certification:**

- Non-Certification Track

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### Degree Requirements

**Required Art Education courses:**

- A&HA 4080: Artistic development of children (2 points) OR A&HA 4088 - Artistic development: Adolescence to adulthood (2 points)
- A&HA 5001: Research methods in arts and humanities (3 points)
- A&HA 5086: Art in visual culture (2 points)
- A&HA 5922: Master's seminar in art education (2 points)
- Three studio courses (2-3 points each)
- A&HA 6510: Advanced seminar in art education research (2 points)

**Required courses outside the Art and Art Education Program (6 points minimum):**

Students in the Ed.M program must take six (6) points at Teachers College offered outside the Art and Art Education Program. Any course that does not start with A&HA qualifies as an out-of-program, or breadth, course.

**Additional courses within and outside the Program:**

To be planned in consultation with the advisor and in support of individual needs and interests.

Students in this Ed.M. program are required to complete an advisor-approved integrative project on a theme or research topic arising from their interests.

## Doctor of Education

### Art and Art Education

Doctor of Education | Non-Certification

**Points/Credits:** 90

**Entry Terms:** Spring/Summer/Fall

**Certification:**

- Non-Certification Track

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### Degree Requirements

#### Required Dissertation Seminar Sequence in Art Education (15 points):

- A&HA 5504: Proseminar in Art Education, Part 1
- A&HA 5504: Proseminar in Art Education, Part 2
- A&HA 6510: Advanced Seminar in Art Education, Part 1
- A&HA 6510: Advanced Seminar in Art Education, Part 2
- A&HA 7502: Dissertation Seminar

#### Required Research Methods Courses (4 points minimum)

**Two courses minimum:**

1. A course that offers an overview of various research methods.
2. A course that focuses on a specific methodological approach.

#### Required Content Courses in Art Education (12 minimum suggested points)

To be selected in consultation with the advisor.

#### Required Studio Courses in Art Education (6 points minimum)

#### Optional Concentration Courses

Students enrolled in a concentration must fulfill all courses required for that specific concentration.

#### Required Courses Outside the Program (flexible points)

To be selected in consultation with the advisor.

#### Presentation Requirement: A&HA 6999 - Exhibition Rating (0 points):

- Exhibition OR

- Publication OR
- Conference Presentation

Notes:

To complete doctoral certification, students must fulfill all course and doctoral/dissertation seminar requirements and successfully pass faculty review of doctoral qualifying papers and the dissertation proposal. Students are also required to offer a professional presentation. This may include--in consultation with the student's advisor--a conference presentation, a published article, a gallery exhibition, or other equivalent advisor-approved professional presentation. 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 and deadlines.

## Doctor of Education in College Teaching

### Art and Art Education

Doctor of Education in College Teaching | Non-Certification

**Points/Credits:** 90

**Entry Terms:** Spring/Summer/Fall

**Certification:**

- Non-Certification Track

### Degree Requirements

**Required Dissertation Seminar Sequence in Art Education (15 points):**

- A&HA 5504: Proseminar in Art Education, Part 1
- A&HA 5504: Proseminar in Art Education, Part 2
- A&HA 6510: Advanced Seminar in Art Education, Part 1
- A&HA 6510: Advanced Seminar in Art Education, Part 2
- A&HA 7502: Dissertation Seminar

**Required Research Methods Courses (4 points minimum)**

**Two courses minimum:**

1. A course that offers an overview of various research methods.
2. A course that focuses on a specific methodological approach.

**Required Content Courses in Art Education (flexible points)**

To be selected in consultation with the advisor.

**Required Studio Courses in Art Education (6 points minimum)**

### Optional Area of Specialization Courses

Students enrolled in an area of specialization must fulfill all courses required for that specific specialization.

#### Required Courses in Art College Teaching (7 points)

- A&HA 5081: Advanced Curriculum Design in Art Education (3 points)
- A&HA 6002: Teaching and Administration of the Arts in College (3 points)
- A&HA 6482: Internship in the Teaching of College (1 point)

#### Required Courses Outside the Program (15 points minimum)

##### A. Higher/Adult Education (4-6 points minimum)

At least two courses in higher education/adult education each for 2 credits minimum, to be selected in consultation with the advisor.

Suggestions:

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

##### B. Other Courses Outside the Program (9-11 points)

To be selected in consultation with the advisor. Must be taken at Teachers College.

#### Presentation Requirement: A&HA 6999 - Exhibition Rating (0 points):

- Exhibition OR
- Publication OR
- Conference Presentation

#### Notes:

To complete doctoral certification, students must fulfill all course and doctoral/dissertation seminar requirements and successfully pass faculty review of doctoral qualifying papers and the dissertation proposal. Students are also required to offer a professional presentation. This may include—in consultation with the student's advisor—a conference presentation, a published article, a gallery exhibition, or some other equivalent advisor-approved professional presentation. 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 and deadlines.

## Advanced Certificate

### Creative Technologies

Advanced Certificate

**Points/Credits:** 15

**Entry Terms:** Spring/Summer/Fall

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## Degree Requirements

The Creative Technologies Certificate (CTC) is a new curriculum expansion at Teachers College, Columbia University. It explores and strengthens the relationship between art, technology, and education. The goal is to prepare artists and art teachers to be leaders in educational ecologies that aptly interweave digital tools and creative materials in multi- and cross-disciplinary, collaborative, and playful pedagogies. The state-approved advanced certificate is a 15-credit point offering within the Art and Art Education Program.

The Creative Technologies Curriculum is designed for individuals with work experience and/or undergraduate or graduate degrees in studio art, art education, art history, media design, or instructional technology, among others. Candidates for the CTC would ideally be art educators, artists, designers, technologists, and others who wish to incorporate creative technologies in various educational settings.

New media and digital technologies have changed the making, teaching, learning, and accessibility of art. These changes have influenced formal and informal learning environments such as universities, schools, libraries, community centers, after-school programs, and art studios. Consequently, the landscape of traditional art itself is changing as a new creative reality steeped in media, technology, and social experience emerges.

The CTC strengthens and explores the relationship between art, technology, and education. This critical trifecta is an interdependent force at the forefront of educational efforts in primary, secondary, and university-level teaching and learning. In a world of increasing digital fabrication and social practice, it is more essential than ever to demonstrate proficiency beyond any one skill set. The CTC provides this diverse training to participants so that they may become leaders in this interdisciplinary movement.

### Course Sequence

#### Required Courses (15pts)

- A&HA 4089 New Media, New Forms 2pts
- A&HA 4084 Digital Foundations in Creative Technologies 2pts (Elective)
- A&HA 5128 Studio in Creative Technologies 2pts
- A&HA 5125 Inquiry-based Art & Design 2pts
- A&HA 5063 Adv. Studio in Creative Technologies 2pts
- A&HA 5120 Creative Technologies Research Seminar 3pts
- A&HA 5601 Creative Technologies Colloquium 0pts

#### Elective Course

Students should consult with their advisors to select a relevant elective course of 2pts to complete the 15 required credits. This course needs to address creative technologies integration across the curriculum and be taken from the Art & Art Education Program and other TC programs (see list of courses in the TC catalog or online).

#### Course Load and Program Timeline

Students must plan their schedules carefully, as some courses are only offered in the Fall (F) semester and others in the Spring (Sp). Some courses are offered in Summer (Su) session A and/or B as well.

#### Transfer Credit

Credit points from other institutions may not be transferred into the certificate/concentration.

### **Statement on Satisfactory Progress**

Students are expected to make satisfactory progress toward the completion of certificate requirements. Program faculty will review each student's progress annually. Where there are concerns about satisfactory progress, students will be informed by the program faculty. If a student is performing below expectations he/she may be required to complete additional coursework. The Program will provide a plan and timeline for remediation so students know the expectations for their continuance in the Program. If satisfactory progress is not maintained a student may be dismissed from the Program.

For more information see the CTC website.

## Faculty

### **Faculty**

- Judith M. **Burton** Macy Professor of Education
- Olga Marta **Hubard Orvananos** Associate Professor of Art Education
- Richard **Jochum** Associate Professor of Art & Education

### **Lecturers**

- Iris Robin **Bildstein** Lecturer
- Nicole Pamela **Johnson** Lecturer, Art & Art Education

## Courses

### **A&H 4000 - Inquiry in the Museum**

An immersive course focused on inquiry learning across the art museum and the art studio. This course examines how inquiry-driven museum and studio experiences can inform and enrich each other, and how these processes matter in education and across disciplines. The qualities of generative gallery and studio teaching are considered.

### **A&H 5001 - Research Methods in Arts and Humanities**

(Research) An examination of research studies and strategies for conducting research in the arts and humanities.



### **A&HA 4061 - Printmaking Processes**

A basic course in printmaking for the beginning student. Each semester focuses on one topic of the following: Silkscreen, Japanese Woodblock or Lithography. Group and individual instruction to enhance the skills and aesthetic perception of each student. Limited registration.

### **A&HA 4062 - Printmaking:Etching I**

A basic course in printmaking for the beginning student. Each semester focuses on one of the following processes: Silkscreen, Japanese Woodblock or Lithography. Group and individual instruction to enhance the skills and aesthetic perception of each student. No prior experience required.

### **A&HA 4063 - No Title Found in Banner**

Students explore various approaches to using paint, gaining confidence, skill, and insight as they create images that are personally and culturally relevant. A notion of the art studio as a learning community and insights into artists' processes are central to this inquiry-based studio course. Acrylic painting, collage, and drawing, among other processes, are employed. No prior experience required.

### **A&HA 4073 - Video Art**

This class explores video as a medium for artistic expression and social inquiry. Students will learn how to produce video artworks incorporating aesthetic, conceptual and technical issues, designing visually effective and compelling video experiences. Technical components include all aspects of image production: image recording, basic editing and final output. No prior experience required.

### **A&HA 4078 - Art for Classroom Teachers: Teaching Art to Children**

This course integrates hands-on materials explorations and discussions of curriculum that support artistic learning, considering its role in the overall development of children. Students will explore a variety of art media and processes, and apply what they learn about the unique properties of materials to lesson plans that make meaningful connections between classroom curricula and the arts for all children. Discussions will include ways to motivate, communicate about, and respond to children's artwork.

### **A&HA 4079 - Equity and Diversity: Implications for Art Education**

This course explores issues related to equity, diversity, inclusion and belonging, examining them in relation to art and art education. Students reflect about curriculum choices, pedagogical approaches, and human relations that contribute to diverse, equitable, and inclusive art learning spaces.

### **A&HA 4080 - Artistic Development of Children**

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. This course offers critical starting points for research, and is recommended for students in elementary education.

### **A&HA 4081 - Curriculum Design in Art Education**

Introduction to curriculum theory and design in art education in the context of education, broadly speaking, and schooling. This course examines conceptual models reflected in different art curricula, and engages students in review of curricular issues related to learning processes, contexts, outcomes, standards, and assessment, among others.

### **A&HA 4084 - Digital Foundations: Creative Technology**

This studio course introduces students to the foundations of physical computing, electronics, and creative coding. Using tools such as micro-controllers, sensors, and actuators, students will develop a critical and creative eye for interactive forms of artistic expression. Weekly hands-on labs, assignments, and readings will help students gain technical proficiency with digital making.

### **A&HA 4085 - Histories of Art Education**

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.

### **A&HA 4086 - Current Issues and Practices in Art and Art Education**

An analysis of current philosophies, theories, and practices in art and art education at all levels and across sites of instruction.

### **A&HA 4087 - Processes and Structures in the Visual Arts**

The course aims to enrich and extend personal studio practice and, in parallel, provoke insights into the role of materials in supporting, integrating, and challenging the artistic growth of students in a variety of educational settings. Opportunities for in-depth and sustained exploration of the properties, structures, and expressive uses of selected art materials.

### **A&HA 4088 - Artistic Development: Adolescence to Adulthood**

An examination of sensory, biological, affective, cognitive, and socio-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.

### **A&HA 4089 - New Media, New Forms: Technological Trends in Art Education**

This studio course invites students to survey the many creative possibilities of new media in art education. By engaging in a hands-on dialogue with digital materials, students will explore the impact of technology in the art

room, the changing role of the art educator, and the new importance of making in the curriculum. The outcome is a playful and transformative inquiry into new media and how we can utilize them to create new forms.

### **A&HA 4090 - Teaching in the Art Museum**

An examination of how educators can facilitate meaningful encounters between people and works of art. This course explores a series of issues central to the work of gallery teachers including the layered interpretations of art objects, balancing audience's responses and "official" information, culturally-responsive teaching with works of art, and the inclusion of non-discursive activities in museum teaching.

### **A&HA 4092 - Introduction to Ceramics**

Introduction to the basic techniques of hand building, the potters wheel, and slab construction with emphasis on personal expression. Attention to three-dimensional design and surface decoration. Stoneware and earthenware clay bodies and firing procedures will be addressed. No prior experience required.

### **A&HA 4093 - Sculpture**

An exploration of creating three-dimensional art through a range of styles and materials. Studio experimentation with and discussion around a range of sculptural processes such as mold making/casting, woodworking, and metalworking. Contemporary art practices and interdisciplinary endeavors will be addressed. No prior experience required.

### **A&HA 4094 - Introduction to Digital Photography**

This course is designed to introduce students to digital photography with an emphasis on creative image making. The class will cover the fundamentals of the digital camera, the use of software for image enhancement, and printing practices. Technical terms will be demystified as we familiarize ourselves with color, composition and thematic approaches. Students will be introduced to contemporary photographers as we apply ourselves to our unique vision. Please bring your camera to first class. No prior experience required.

### **A&HA 4096 - Photography for Educators**

Exploration of basic digital photographic techniques and their application to teaching and learning in a variety of educational environments.

### **A&HA 4102 - Challenging Thinking: Lesson Planning for K-12 Teachers of the Visual Arts**

This lesson planning seminar aims to provide structure, format and context to the development of art lessons, acknowledging the pedagogical purviews essential to good art teaching. Lectures and discussion topics are linked to other A&HA courses, allowing students to grasp the interrelatedness of their studies.

### **A&HA 4173 - Video and Art Education**

Studio-based course that explores video methods as a creative tool for meaning making and learning in the art classroom. Students will learn aspects of image production and post-production, while exploring digital story telling, video animation, video journaling, and video sharing. We will use camcorders, iPads, iPhones, animation cameras and diverse software. Discussions of video art from diverse artists will be included, and media literacy in art education and applications for teaching will be addressed.

### **A&HA 4202 - Fieldwork in Art Education**

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

### **A&HA 4281 - Field Observations in Art Education**

Required of 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; documentation of diverse 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**

Prerequisites: A&HA 4080, A&HA 4081, A&HA 4085, A&HA 4087, A&HA 4088, and A&HA 4281. M.A. Init candidates should plan to take student teaching full-time in their last full year of the program towards completion of their degree. A variety of supervised teaching experiences (7-12), supplemented by conferences, evaluation, and seminars. The student teacher completes 200 hours in each placement observing, assisting, teaching, and evaluating. Mandatory for those seeking state certification in art in New York State and other states. For Art Education majors only.

### **A&HA 4722 - Supervised Teaching in Art Education: Elementary**

Prerequisites: A&HA 4080, A&HA 4081, A&HA 4085, A&HA 4087, A&HA 4088, and A&HA 4281. M.A. candidates should plan to take student teaching full-time in their last full year of the program towards completion of their degrees. A variety of supervised teaching experiences (K-6) supplemented by conferences, evaluation, and seminars. The student teacher completes 200 hours in each placement observing, assisting, teaching, and evaluating. Required of those seeking state certification in New York State and other states. For Art Education majors only.

### **A&HA 4860 - Cross-Cultural Conversations in the Arts**

Work conference or institute.

### **A&HA 4902 - Research and Independent Study in Art Education**

Permission of instructor required. Research and independent study under faculty supervision.

### **A&HA 4985 - Crafts Experience at Haystack Mountain**

Permission of instructor required.

### **A&HA 5005 - Visual Arts Research Methods**

This course explores research methods and methodologies grounded in visual arts practice. Students learn the basics of arts-based research, consider how to assess and recognize methodologies, and explore ways of creating and representing knowledge visually. The course is delivered through lectures, studio and writing workshops, and group seminars/presentations.

### **A&HA 5060 - Drawing**

Drawing mostly from life, students reframe their knowledge and habits in order to see the raw, sensory details needed to draw. Students also tap on imagination and memory, envisioning ways to create compositions and meanings through mark making. We explore strategies to generate lines; to vary marks; and to see and draw shapes, negative space, light, and shadow. New observation, concentration, creativity, and idea generation skills will be developed. No prior experience necessary.

### **A&HA 5063 - Advanced Studio**

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. This course requires an average of 30 hours per week of out-of-classroom work.

### **A&HA 5064 - Experiments in Content**

An examination of new concepts, attitudes, processes, technologies, and materials, both in their current forms as well as future applications. The topic focuses for the course will be drawn from art and design/studio/research/psychology/teaching.

### **A&HA 5065 - Intermediate Painting**

Students with prior painting experience are supported as they continue exploring the diverse possibilities of painting media. When pertinent, students integrate painting processes with other art forms and digital media. Exploration and construction of painting languages, conceptual frameworks, and personal expressions.

### **A&HA 5070 - Figure Drawing**

This class addresses the intimidation figure drawing can awaken in some, and equips students with a number of approaches and strategies for drawing the human figure. Open to students at all levels; no prior experience required.

### **A&HA 5081 - Advanced Curriculum Design in Art Education**

This course will enable students to design, implement, and evaluate curricula in higher art education. It will address how the teaching, learning, and making of art have changed, and how these changes affect curriculum design in theory and practice. Students will practice the intricacies of curriculum design by creating unique syllabi and study programs for real-world institutions, preparing them to teach in colleges and universities.

### **A&HA 5082 - Philosophies of Art in Education**

The course will provide participants with an introduction to historical and contemporary philosophical debates that frame art education and contemporary art practices. It will examine philosophical perspectives on art, the place of philosophical thinking in studio teaching, and models of reflective practices in art pedagogy. The goal is to introduce students of art and art education to seminal discussions in the field, to facilitate learning through critical thinking, and to help students develop their own philosophies of art in education.

### **A&HA 5085 - The Museum Education Department: Function, Scope, Possibilities**

An introduction to the function and roles of education departments in art museums. This course offers an overview of the scope of programs and initiatives that education departments oversee within and beyond museums' walls, with consideration of what it takes to launch and sustain them in the real world. Attention is given to the realities of actual institutions and the communities they serve, and to what might be possible.

### **A&HA 5086 - Art in Visual Culture**

An examination of the role of visual culture in contemporary life. Includes reflection on how visual texts function across cultural spaces, with emphasis on artworks and their exhibition contexts: museums, galleries, public, and alternative spaces.

### **A&HA 5090 - Museum Education: Social and Cultural Issues**

An introduction to the art museum as an educational institution. With an emphasis on education, and attention to museum spaces, histories, and missions, this course examines social and cultural issues central to the museum's evolving purpose. Students are sensitized to the necessity of making change in the 21st century museum, and are encouraged to develop a critically reflective and empathetic practice.

### **A&HA 5092 - Advanced Ceramics**

Further studies of advanced ceramic techniques with an emphasis on content, craft, and individual development. This class is designed for students who have taken an Introductory level course and have an understanding of the fundamentals of working with clay. The class may explore advanced techniques in ceramics such as mold making and slip casting, advanced throwing, alternating clay, glaze development, kilns and firing, among other topics.

### **A&HA 5093 - Advanced Sculpture: Mixed Media**

Further studies of sculptural process with an emphasis on content, craft, and individual development. This course supports those who have taken an introductory sculpture course to develop a more independent practice.

### **A&HA 5094 - Advanced Photography**

This class is designed for students who already have a basic knowledge of the digital camera. The class will support and challenge students as they develop personal photographic projects. Students' projects can focus on documentary, portrait, landscape, or conceptual photography, among other approaches.

### **A&HA 5120 - Creative Technologies Seminar**

What are some of the powerful new ideas surrounding technology-infused art and design education? This seminar-style course will look at the impact of emerging technologies (such as AI, VR, gaming, blockchain, bioart, data visualization, e-textiles, and interactivity), their ethical implications, and their place in art and design studios and classrooms. Through short lectures and workshops, students will gain both a general overview of the field and a unique opportunity to develop their own inquiries into civic-minded, cutting-edge art and design education. A colloquium series will accompany the seminar and provide interactions with leaders in the field.

### **A&HA 5125 - Inquiry-Based Art and Design**

Teachers who search for their own questions inspire students to do the same. They transform their curiosity into knowledge, empowering others to learn and grow with them. This course provides educators with ways to integrate technology into various learning environments. Students will utilize project-based learning, design-thinking and maker-centered learning to develop maker-projects and curricula for a diverse set of communities. The course will enable students to look at contemporary and historic examples of art, design, and technology, as well as the social context in which these works were produced.

### **A&HA 5128 - Studio in Creative Technologies**

This studio course enables students to work on technology-infused art and design projects. Students will learn multiple aspects of digital fabrication, 2D and 3D design. With a rich support structure and the opportunity for peer learning, students gain the expertise needed to pursue their projects with knowledge and skill. Interested students will have the opportunity to participate in a gallery exhibition.

### **A&HA 5181 - The Arts in Education**

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.

### **A&HA 5202 - Fieldwork in Art Education**

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

### **A&HA 5601 - Creative Technologies Colloquium**

The Creative Technologies Colloquium is a critical supplement to A&HA 5120 Creative Technologies Research Seminar. Students in A&HA 5120 are required to enroll in this course, which meets six times over the course of the semester. At each Colloquium, students will have an opportunity to present their research and receive feedback from peers. The colloquium will incorporate outside presenters, who will offer models for students developing their own practice-based research, as well as networking opportunities within the Creative Technologies field.

### **A&HA 5804 - Museum Experiences Across Disciplines**

Focus on interdisciplinary learning in the museum. This course prepares museum educators and classroom teachers to engage learners of various ages across a spectrum of disciplines and learning modalities within museum settings. Emphasis on how traditional curricular boundaries might be upended to create cross and interdisciplinary learning centered on art objects and museum spaces.

### **A&HA 5902 - Research and Independent Study in Art Education**

Permission of instructor required. Research and independent study under faculty supervision.

### **A&HA 5922 - Master's Seminar in Art Education**

Required for all M.A. and Ed.M. students. Guided independent work in research, culminating in the development of a master's Special Project (thesis) proposal. This course includes an additional 36 weekly hours to develop the Special Project research proposal.

### **A&HA 6002 - Teaching and Administration of Art Education in College**

A practical and theoretical ground for the discussion, development, and implementation of pedagogical philosophies, strategies, and practices by which art and design specialists come to teaching in art and design programs in higher education. The course attends to pedagogical discourses and practices; the administration and leadership of art as a discipline; and studio practice and art teaching as professional development.

### **A&HA 6003 - Critical Perspectives and Practices in the Arts**

Students investigate their creative practice from several critical perspectives and produce personal profiles and arts projects within educational and cultural contexts.

### **A&HA 6010 - Writing for Journal Publication in the Arts**

In this course students learn how to transform completed research papers into publishable articles. Through drafting, editing, and revising their work, and through instructor feedback and peer review, students will, over the course of the semester, produce an article manuscript ready for submission to a scholarly journal.



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

Substantial teaching and/or arts administration experience. This course explores the function and dynamics of effective supervision and administration in schools and school systems; community settings; museums; and other learning sites.

**A&HA 6202 - Advanced Fieldwork in Art Education**

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

**A&HA 6422 - Internship in the Supervision and Administration of Art Education**

Permission of instructor required. Qualified students work as interns with supervisors or administrators in selected sites. 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**

Permission of instructor required. Guided experiences in the teaching of the arts in colleges and museums. Sections: (1) Teaching in art programs: college, (2) Teaching in art programs: museum.

**A&HA 6502 - Doctoral Seminar: Arts in Education**

For doctoral students who are completing qualifying papers, developing literature reviews, or exploring and applying research methods. The seminar includes faculty/student presentations, group discussions, and critiques. Requires an additional 36-40 hours per week of work outside the classroom.

**A&HA 6510 - Advanced Seminar in Arts Education Research**

Research Seminar for master's students who are completing their theses or doctoral students who are completing qualifying papers, developing literature reviews, or exploring and applying research methods. This course includes an additional 36 weekly hours to conduct research for and write the Special Project or qualifying paper.

**A&HA 6520 - Seminar in Clinical Supervision in the Arts: K-12**

Permission of instructor required. Seminar in classroom supervision and its application to student teaching and inservice training. On-site field experience, analysis of observation and assessment, readings and discussion. Participants must have a minimum of 5 years of teaching experience.

**A&HA 6580 - Problems in Art and Education**

Specific problems of art and art education are examined. Different topics each semester.

**A&HA 6902 - Independent Studio Work: Sculpture**

Permission of instructor required. Enrollment limited. For advanced independent study.

**A&HA 6903 - Independent Studio Work: Drawing/Painting**

Permission of instructor required. Enrollment limited. For advanced independent study.

**A&HA 6904 - Independent Studio Work: Painting**

Permission of instructor required. Enrollment limited. For advanced independent study.

**A&HA 6905 - Independent Studio Work: Printmaking**

Permission of instructor required. Enrollment limited. For advanced independent study.

**A&HA 6906 - Independent Studio Work: Ceramics**

Permission of instructor required. Enrollment limited. For advanced independent study.

**A&HA 6907 - Independent Studio Work: Digital Media**

Permission of instructor required. Enrollment limited. Prerequisites: extensive experience in digital media and/or related technologies. For advanced independent study. Noncredit for majors only.

**A&HA 6972 - Research and Independent Study in Art Education**

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

**A&HA 6999 - Exhibition/Presentation Rating**

Rating of certification for Ed.D. exhibitions and public presentations offered in fulfillment of degree requirements. To be taken during the semester in which work is presented.

**A&HA 7502 - Dissertation Seminar in Art Education**

Required of all doctoral students in the program in the semester following successful completion of written qualifying papers. Involves preparation and presentation of dissertation proposal for approval. The teaching format is flexible and includes faculty/student presentations, group discussions, and critiques.

**A&HA 8900 - Dissertation Advisement**

Individual advisement on doctoral dissertations. For requirements, see section in catalog on Continuous Registration for Ed.D. degree.

# Arts Administration

Department of Arts & Humanities

## Program Description

Prepare for creative leadership with the Program in Arts Administration's (ARAD) comprehensive, two-year, 48-credit master's degree that is informed by both research and professional practice. Our program welcomes students training to work in all artistic traditions and aesthetic styles, in the for-profit and non-profit sectors, both in the U.S. and abroad. In our program you will find:

- An exceptional and renowned full-time faculty with active research projects and influence in the arts;
- Accomplished arts professionals and highly successful instructors who offer courses on marketing, fundraising, accounting, and business planning;
- A data-driven approach to arts administration that will uniquely position ARAD graduates as competitive in the field;
- A partnership with the Columbia University School of Business enabling preferential registration;
- Opportunities for hands-on learning with leading arts organizations in New York and beyond;
- Individualized student advising and mentorship from faculty, fellow students, and alumni;
- An academic internship program, supported by an in-house professional development coordinator;
- A robust and global alumni network;
- A supportive, dynamic, exciting group of peers—part of our “cohort experience;”
- Opportunities for professional development, including an annual internship fair, networking opportunities, career and interviewing workshops, and microgrants.

# Degrees

## Master of Arts

### Arts Administration

Master of Arts

**Points/Credits:** 48

**Entry Terms:** Fall Only

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### Degree Requirements

The M.A. degree consists of 48 points of coursework:

The 48 required points are comprised of: 30 points taken from the core program offerings, which includes 3 points of coursework through the Columbia University Business School, 1 point for the Practicum, 2 points for an internship, and 3 points for the capstone thesis or project; 6 points of Arts Administration Program (ARAD) electives; 6 points of coursework outside of the Arts Administration Program to fulfill the breadth requirement through Teachers College courses; and 6 points taken as electives at Teachers College or Columbia University.

The core curriculum represents a unique alliance among the faculties of Teachers College and Columbia's Graduate School of Business, and access to diverse academic offerings across Columbia's many graduate programs and schools. Included in the core requirements are training in cultural data and analysis, policy, fundraising, DEIA (diversity, equity, inclusion, and accessibility), accounting, financial planning, marketing, entrepreneurship, labor relations, contracts, and copyright law. Each student is evaluated in the first year to ensure that satisfactory progress is maintained. Please note: tuition rates may vary for non-TC courses, depending on the offering school.

# Faculty

## Faculty

- Davinia **Gregory** Assistant Professor, Arts Administration Program
- Jennifer Carroll **Lena** Associate Professor of Arts Administration

## Lecturers

- Tania **Aparicio Morales** Lecturer - Arts Administration (ARAD)

## Adjunct Faculty

- Alexandra **Perloff-Giles** PT Adjunct (ARAD): Law and the Arts (Fall 2022)

## Instructors

- Yan **Xiao**

# Courses

## A&HG 4013 - Cultural Policy

A seminar covering historical and contemporary issues in arts policy focused on moments of economic, political, and social conflict and consensus.

## A&HG 4171 - History and Theory of Arts Admin I

AADM majors only. Overview of the history of the arts and arts organizations in America; major theories of art's production and consumption; and the development of arts administration as a field. HTAA I covers basic concepts in organizational analysis, overview of the structure of arts organizations, an introduction to the principles of good management in the arts, and strategic planning.

## A&HG 4172 - History and Theory of Arts Administration II

AADM majors only. Overview of the history of the arts and arts organizations in America; major theories of art's production and consumption; and the development of arts administration as a field. HTAA II focuses on major systems of funding in comparative perspective, capitalist market dynamics and their impact on the arts, marketing and fundraising, external communications, audience assessment and engagement, community partnerships, and collections and collectors in art markets.

## A&HG 4173 - History and Theory of Arts Administration III

AADM majors only. Overview of the history of the arts and arts organizations in America; major theories of art's production and consumption; and the development of arts administration as a field. HTAA III is a basic introduction to legal issues in the arts (including employment rights and unions, deaccessioning, and intellectual

property), public policy and arts advocacy, technology and digital issues in the arts, and the relationship of art to the public good.

### **A&HG 4174 - Law and the Arts**

Permission required for non-AADM majors. 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, and other problems relating to authenticity of art works.

### **A&HG 4176 - Fundraising**

Permission from professor required for non-AADM majors. An overview of current thinking in the field on finding support and generating funds for cultural initiatives including traditional and non-traditional approaches, funding trend analysis and research, and social entrepreneurship and revenue generation.

### **A&HG 4178 - Marketing for the Arts, Entertainment & Culture**

This course encompasses a focus on both for and not for profit organizations. It covers the diverse fields of commercial entertainment and visual arts, nonprofit performing and visual arts, as well as service and trade-related organizations in the cultural arts realm.

### **A&HG 4182 - No Title Found in Banner**

AADM majors only. From the enduring mandate to track attendance; to formal evaluations of exhibitions, programs, and performances; to independent research that can be presented at professional conferences and published in professional journals, arts administrators work with data throughout their careers. This course serves as an introduction to the collection, cleaning, and analysis of such data, and why they matter. CDA I focuses on paradigms of inquiry, positive and reflexive science, causality and interpretation, case and case selection, and ethics. This course equally serves as a prerequisite to the Capstone Seminar, providing students with sufficient technical training to initiate their own data collection and analysis.

### **A&HG 4183 - Cultural Data and Analysis II**

AADM majors only. From the enduring mandate to track attendance; to formal evaluations of exhibitions, programs, and performances; to independent research that can be presented at professional conferences and published in professional journals, arts administrators work with data throughout their careers. This course serves as an introduction to the collection, cleaning, and analysis of such data, and why they matter. This course equally serves as a prerequisite to the Capstone Seminar, providing students with sufficient technical training to initiate their own data collection and analysis. Focus on participatory action research, visual applications of qualitative research, data analysis, and creating a proposal for an integrative thesis project.

### **A&HG 4184 - Cultural Data and Analysis III**

AADM majors only. From the enduring mandate to track attendance; to formal evaluations of exhibitions, programs, and performances; to independent research that can be presented at professional conferences and published in professional journals, arts administrators work with data throughout their careers. This course serves as an introduction to the collection, cleaning, and analysis of such data, and why they matter. This course equally serves as a prerequisite to the Capstone Seminar, providing students with sufficient technical training to initiate their own data collection and analysis. Focus on methods of inquiry, including surveys, participant observation, in-depth interviews, text and historical analysis, and digital tools of inquiry.

### **A&HG 4370 - Practicum in Arts Administration**

Permission required. This is a required course that offers professional development sessions and in which students read and critique research and reports on the state of the field, and practices within it. This course must be completed prior to the required internship.

### **A&HG 4470 - Internship in Arts Administration**

Permission 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. Minimum 75 hours. Pre-requisite: Practicum in Arts Administration.

### **A&HG 4575 - IP Proposal**

AADM majors only. In this mandatory course, first-year ARAD students will develop a formal proposal for the integrative project for approval, secure an appropriate IP Sponsor, and complete an oral defense of their IP proposal.

### **A&HG 4970 - Supervised individual research in arts administration**

Permission from the Program Director required. Independent research in arts administration.

### **A&HG 5172 - Contemporary Issues in Arts Administration**

Contemporary issues within arts administration. Topics evolve with the field but can include debates over deaccessioning art, the importance of new markets like China, etc.

### **A&HG 5175 - Entrepreneurship in the Arts**

Permission from professor required for non-AADM majors. Designed to integrate arts administration coursework 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 planning objectives.



# Bilingual/Bicultural Education

Department of Arts & Humanities

## Program Description

In our increasingly diverse world, the study of multiple languages-in-education is in demand. The Program in Bilingual/Bicultural Education acknowledges the need to provide students with a foundation for understanding and working with bilingual learners in diverse educational settings. Our program specializes in education that privileges language minoritized student populations in the U.S. and in the world.

Students who select the course of study offered by our program will be prepared to work in schools, community organizations, and international agencies as teachers, specialists, consultants, curriculum designers, and evaluators. Students may also pursue an interest in policy and research and/or continue further studies.

Through our courses, students will examine the phenomenon of multiple languages and cultures in schools, classrooms, and communities within local and global contexts. The courses will allow students to explore interests in teaching in schools where more than one language and culture are part of the curriculum, particularly within the multilingual, multicultural city schools of New York, and to explore how the local and unique situations of schools connect to those found in other parts of the world.

Furthermore, students can observe and work in enrichment language education models that will enable them to develop the understanding and working knowledge necessary to educate language minorities while working with the goal of developing proficiency in more than one language for both language-majority and -minority students. Students will examine the nature of cross-cultural understanding and knowledge, as it provides support and access for language minority school populations to respect, develop, and preserve their languages within educational settings, to develop and strengthen their identities, and to go beyond themselves to engage in the world as productive citizens. The courses will also help students explore their place within the context of the presence of multiple languages and cultures in schools and communities and in promoting diversity in thinking and social justice in the U.S. and beyond.

Courses within the different departments will allow students to explore the distinction between regular general education teaching and teaching in settings where the curriculum is taught in more than one language, second language learning theory, literacy, and interdisciplinary intellectual endeavors.

Students will plan an appropriate course of study, according to their background, knowledge, and experiences and in relation to their future goals, with their advisor. Students are strongly advised to plan their whole curriculum during their first semester, so as to meet all requirements and to enjoy the multiple possible field experiences in educational settings. Students are also urged to go to the program website <https://www.tc.columbia.edu/a&h/bilingual/> for FAQs to explore the multiple strands available at the M.A. level, New York State requirements for teacher certification, and distinctions in the different fields of study that might be important in the selection of the area of Bilingual/Bicultural Education as a major.

## Degrees

### Master of Arts

#### Bilingual/Bicultural Childhood Education

Master of Arts | Initial Cert: Childhood and Bilingual Extension

**Points/Credits:** 33/40 (depending on track)

**Entry Terms:** Fall Only

**Certification:**

- NY State Initial: Childhood Education 1-6
- Bilingual Education Extension
- Optional Middle School Certification 7-9

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#### Degree Requirements

All courses of study require three core foundational courses and a bilingual inquiry course. M.A. programs require an integrative project. The teaching strands with Bilingual/Bicultural Studies and the courses of study leading to NY State initial teacher certification require a practicum or student teaching experience. Students are strongly urged to consult with an academic advisor on all degree requirements.

Foundation and Inquiry Courses:

- A&HB 4021 Foundations of Bilingual/Bicultural Education (3)
- A&HB 4024 Linguistic Foundations of Bilingual/Bicultural Education (3)
- A&HB 4075 Cross-cultural Communication and Classroom Ecology (3)
- A&HB 4150 Teacher/Educational Inquiry: Bilingual/Bicultural Education (1-3)

Each student will choose courses with advisor assistance. The following shows a sample of recommended courses for potential concentrations.

The **Master of Arts - Dual program** leading to Initial Teacher Certification in Childhood Education and the **Bilingual Extension Certification** has two options:

Strand A (for students with less than 1 year of full-time teaching experience as a head teacher) requires one full year of student teaching with the accompanying courses (a total of 17 additional credits), for a minimum of 40 credits for the degree.

Strand B (for students with at least 1 year of full-time teaching experience as a head teacher) requires a half-year of student teaching (7 credits) for a minimum of 33 credits for the degree.

## **Bilingual/Bicultural Childhood Education (Peace Corps Fellows)**

Master of Arts | Initial Cert: Childhood and Bilingual Extension

**Points/Credits:** 33

**Entry Terms:** Summer Only

**Certification:**

- NY State Transitional B Childhood Education 1-6
- Bilingual Education
- Optional Middle School Certification 7-9

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## **Degree Requirements**

All courses of study require three core foundational courses and a bilingual inquiry course. M.A. programs require an integrative project. The teaching strands with Bilingual/Bicultural Studies and the courses of study programs leading to NY State certification require a practicum or student teaching experience. Students are strongly urged to consult with an academic advisor on all degree requirements.

Foundation and Inquiry Courses:

- A&HB 4021 Foundations of Bilingual/Bicultural Education (3)
- A&HB 4024 Linguistic Foundations of Bilingual/Bicultural Education (3)
- A&HB 4075 Cross-cultural Communication and Classroom Ecology (3)
- A&HB 4150 Teacher/Educational Inquiry: Bilingual/Bicultural Education (1-3)

Each student will choose courses with advisor assistance.

The **Master of Arts - Transitional B** program requires a practicum course in conjunction with full-time teaching, or a student teaching experience if the student does not have his/her own classroom, for a minimum of 33 credits for the degree.

## **Bilingual/Bicultural Childhood Special Education (BiSPED)**

Master of Arts | Initial Cert: Childhood, Students w/ Disabilities, and Bilingual Extension

**Points/Credits:** 44

**Entry Terms:** Fall Only

**Certification:**

- NY State Initial: Childhood Education 1-6
- NYS Initial: Students with Disabilities 1-6
- Bilingual Education Extension
- Optional Middle School Certification 7-9

**Degree Requirements**

All courses of study require three core foundational courses and a bilingual inquiry course. M.A. programs require an integrative project. The teaching strands with Bilingual/Bicultural Studies and the courses of study leading to NY State teacher certification require a practicum or student teaching experience. Students are strongly urged to consult with an academic advisor on all degree requirements.

Foundation and Inquiry Courses:

- A&HB 4021 Foundations of Bilingual/Bicultural Education (3)
- A&HB 4024 Linguistic Foundations of Bilingual/Bicultural Education (3)
- A&HB 4075 Cross-cultural Communication and Classroom Ecology (3)
- A&HB 4150 Teacher/Educational Inquiry: Bilingual/Bicultural Education (1-3)

Each student will choose courses with advisor assistance. The following shows a sample of recommended courses for potential concentrations.

The Program in Bilingual/Bicultural Education and the Program in Intellectual Disability/Autism have created this program, Bilingual Special Education Studies (BiSPED) for teacher candidates who wish to work with bilingual students with disabilities.

This Master of Arts degree leads to Initial Certification in Childhood Education (1-6), the Bilingual Extension Certification, and the Teaching Students with Disabilities Certification. This degree program is for students who do not hold teacher certification, have an interest in working with bilingual special education children, and have some prior experience with elementary school children in formal or informal contexts.

**Bilingual/Bicultural Education**

Master of Arts | Bilingual Extension Only

**Points/Credits:** 33

**Entry Terms:** Fall Only

**Certification:**

- NY State Bilingual Extension Certification

**Degree Requirements**

All courses of study require three core foundational courses and a bilingual inquiry course. M.A. programs require an integrative project. The teaching strands with Bilingual/Bicultural Studies and the courses of study leading to NY State teacher certification require a practicum or student teaching experience. Students are strongly urged to consult with an academic advisor on all degree requirements.

#### Foundation and Inquiry Courses:

- A&HB 4021 Foundations of Bilingual/Bicultural Education (3)
- A&HB 4024 Linguistic Foundations of Bilingual/Bicultural Education (3)
- A&HB 4075 Cross-cultural Communication and Classroom Ecology (3)
- A&HB 4150 Teacher/Educational Inquiry: Bilingual/Bicultural Education (1-3)

Each student will choose courses with advisor assistance.

The **Master of Arts - Bilingual Extension** leads to the Bilingual Extension Certification, requires a half-year of student teaching or a practicum (depending on whether the student has his/her own classroom), for a minimum of 33 credits for the degree.

## Bilingual/Bicultural Education

Master of Arts | Non-Certification

**Points/Credits:** 33

**Entry Terms:** Fall Only

**Certification:**

- Non-Certification Track

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## Degree Requirements

All courses of study require three core foundational courses and a bilingual inquiry course. M.A. programs require an integrative project. Students are strongly urged to consult with an academic advisor on all degree requirements.

#### Foundation and Inquiry Courses:

- A&HB 4021 Foundations of Bilingual/Bicultural Education (3)
- A&HB 4024 Linguistic Foundations of Bilingual/Bicultural Education (3)
- A&HB 4075 Cross-cultural Communication and Classroom Ecology (3)
- A&HB 4150 Teacher/Educational Inquiry: Bilingual/Bicultural Education (1-3)

#### MA in Bilingual/Bicultural Education (Academic track, not leading to certification)

In addition to the four Foundational courses, students in the Academic track also need an additional course within the BBE program during their first semester, which can be selected from the following courses:

- A&HB 4121 Bilingual/Bicultural Curriculum Design in Elementary and Middle Schools
- A&HB 5024 Bilingual/Multilingual Education: International Perspectives
- A&HB 5020 Curriculum & Instruction for Bilingual Students with & without Disabilities

Each student will choose courses with advisor assistance. The following shows a sample of recommended courses for potential concentrations. For other courses not listed here, consult with your academic advisor.

#### Area of Focus on Research for Academic Track Students - Choose among the following courses:

- A&HB 4140 Latina Women Narratives

- A&HL 4104 Discourse Analysis
- EDPS 5020 Methods of Social Research
- EDPS 5022 Sociological Analysis of Educational Systems
- HBSK 5085 Observing and assessing preschool children
- HUDM 4050 Introduction to Measurement
- ITSF 5000 Methods of Inquiry: Ethnography & Participant Observation
- ITSF 5016 Ethnography of Education
- ITSF 5519 Research in Language and Literacy

**Area of Focus on Policy for Academic Track Students - Choose among the following courses:**

- A&HB 4199 Topics in Bilingualism and Bilingual/Bicultural Education
- A&HB 5024 Bilingual/Multilingual Education: International Perspectives
- C&T 4010 Immigration & Curriculum
- EDPS 4000 Education and Public Policy
- EDPP 5042 Urban Politics in Education
- EDPP 5045 Race, Ethnicity and U.S. Educational Policy
- ITSF 4010 Cultural & Social Bases-Education
- ITSF 4024 Dynamics of Family Interactions
- ITSF 4025 Languages, Society, and Schools
- ITSF 4060 Latinos in Urban School
- ITSF 4098 Educational Development Policies in China
- ITSF 4198 Language and Educational Rights
- ITSF 5023 The Family as Educator
- ITSF 5500 Education Across the Americas
- A&HF 4090 Philosophies of Education

**Area of Focus on Teaching for Academic Track students:**

Students interested in teaching but not in the NYS teaching certification, and who aspire to be placed in a teaching context for the Practicum, should take 3 BBE methods courses. They are encouraged to follow the Stream A courses as closely as possible and choose from the following courses:

- A&HB 4020 Foundations of Bilingual Special Education (3)
- A&HB 4028 Teaching Literacy in Bilingual Settings (3)
- A&HB 4029 Latino Children's Literature and Literacies
- A&HB 4121 Bilingual/Bicultural Curriculum Design in Elementary and Middle schools (3)
- A&HB 4133 Curriculum and Methods for Bilingual Teachers: Science (2-3)
- A&HB 4134 Curriculum and Methods for Bilingual Teachers: Mathematics (2-3)
- A&HE 5518 Teaching English Diverse Socio Cultural Contexts
- A&HF 4091 The Call to Teach
- A&HH 4076 History or Urban Education
- A&HL 4076 TESOL Methodologies for PK-6 (3)
- A&HW 5030 Diversity & Social Studies Curriculum
- ORLD 4051 How Adults Learn

## Advanced Certificate

### Bilingual Bicultural Education

Advanced Certificate

**Points/Credits:** 15

**Entry Terms:** Spring/Summer/Fall

**Certification:**

- Bilingual Extension

### Degree Requirements

The Advanced Certificate is for students who are pursuing a master's degree in another program (must already hold or be pursuing Initial Teacher Certification in that program), or non-degree students who already have teacher certification and want the Bilingual Extension Certification but not a Master's degree in Bilingual Bicultural Education. This is not a degree program. It may be completed in as little as 1 year.

#### Required Courses Points

- A&HB 4021 Foundations of Bilingual/Bicultural Education 3, Fall
- A&HB 4028 Teaching Literacy in Bilingual Settings 3, Spr
- A&HB 4121 Bilingual/Bicultural Curriculum Desgn Elem/Middle Sch 3, Fall
- A&HB 4323\* Practicum in Bilingual/Bicultural Education 3-4, Fall

Note: If student have a total of 12 credits from required courses, they take a 3-credit elective. If students have a total of 13 credits from required courses, they take a 2-credit elective.

#### Electives (one or more courses)

- A&HB 4024 Linguistic Foundations of Bilingual/Bic Education 3, Spr
- A&HB 4075 Cross-Cultural Communication & Classroom Ecology 3, Spr
- A&HB 4133 Curriculum & Methods for Bilingual Ed: Science 1-3, Spr
- A&HB 4134 Curriculum & Methods for Bilingual Ed: Math 1-3, Spr

Other courses offered in the Bilingual/Bicultural Program – see current course schedule \*For Advanced Certificate students, the Practicum experience consists of 50 fieldwork hours in a bilingual setting, plus weekly class meetings. If you already have your own classroom, take the Practicum for 3 credits. If you need a classroom placement, you must take the Practicum for 4 credits.

New York State Education Department (NYSED) mandates teacher certification requirements that are needed for program completion and graduation which are listed in the Office of Teacher Education section of the catalog.

#### Online Advanced Certificate in Bilingual/Bicultural Education 15 Credits

The online format enables students to participate in an interactive experience from their home without having to travel to our campus in New York City. The online and in-person programs follow primarily the same curriculum, with the following exception: The in-person program includes an elective. The online format does not include an elective.

### Required Online Course Points

- A&HB 4021 Foundations of Bilingual/Bicultural Education 3, Su A
- A&HB 4028 Teaching Literacy in Bilingual Settings 3, Fall
- A&HB 4075 Cross-Cultural Communication & Classroom Ecology 3, Su B
- A&HB 4121 Bilingual/Bicultural Curriculum Desgn Elem/Middle Sch 3, Spring
- A&HB 4323 Practicum in Bilingual/Bicultural Education 3, Fall

## Faculty

### Faculty

- Patricia **Martinez Alvarez** Associate Professor of Bilingual/Bicultural Education
- Carmen **Martinez-Roldan** Associate Professor of Bilingual/Bicultural Education

### Lecturers

- Sharon Chia-Ling **Chang** Senior Lecturer

### Adjunct Faculty

- Belinda **Arana** Adjunct Assistant Professor
- Rosa Alcalde **Delgado** Adjunct Assistant Professor
- Yi **Han** Adjunct Professor
- Estrella Liliana **Olivares Orellana** Adjunct Assistant Professor
- Lucia **Rodriguez** Adjunct Assistant Professor (BBE)

### Instructors

- Andrea **García**



# Courses

## **A&HB 4020 - Foundations of Bilingual Special Education**

This course is a solid introduction to the field of special education with an added emphasis on its intersection with bilingual education. It engages students in the study of the nature, psycho-social, and educational needs of individuals across the educational lifespan with disabilities. Within this course we consider issues in special education from the historical philosophical, legal, cultural, linguistic, and ethical viewpoints, and the responsibilities of teachers and other professionals toward students with disabilities and their families. Additionally, the course offers an opportunity to analyze the research in bilingual education in relation to the complexity of the over- and under-representation of bilingual students in special education, issues in relation to differentiating cultural and linguistic-related learning variations from special education issues, and instructional implications (including assistive technology). This course involves working in groups with other classmates to conduct a case study with one bilingual child with a disability. Access to educational contexts and being bilingual is preferable but not required to take this course.

## **A&HB 4021 - Foundations of Bilingual/Bicultural Education**

Review of the linguistic, socio-cultural, philosophical, political, and historical foundations that have shaped bilingual education policies, program models, and teaching and assessment practices. This course addresses both elementary and middle school/secondary education content. Analysis of how diverse bilingual education elementary and middle school program models throughout the world respond to different linguistic, social, and educational goals.

## **A&HB 4024 - Linguistic Foundations of Bilingual/Bicultural Education**

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.

## **A&HB 4028 - Teaching Literacy in Bilingual Settings**

Approaches to developing literacy in a second and native language in elementary and middle schools. Techniques for developing listening, speaking, reading, and writing skills; 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.

## **A&HB 4029 - Latino Children's Literature and Literacies**

Participants will become familiar with literature for children and adolescents portraying Latino/a characters and themes, with various Latino/a authors, poets and illustrators, and with resources available for educators. The course provides criteria for the selection of such literature, specifically criteria to identify cultural authenticity. The experiences provided in the course will build a foundation for developing research and practice using Latino literature to support all readers in mainstream and bilingual classrooms.

### **A&HB 4075 - Cross-cultural Communication and Classroom Ecology**

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 minoritized 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. Use of technology for exploring the knowledge of minoritized learners.

### **A&HB 4121 - Bilingual/Bicultural Curriculum Design in Elementary and Middle Schools: Social Studies**

Prerequisites: Proficiency in the English language and one additional language. The course focuses on three aspects addressing both elementary and middle school contexts: (a) linguistic, cognitive, developmental, and socio-cultural considerations in the design of bi/multilingual curricula; (b) exploration of bi/multilingual instructional methods and materials for use in language arts and content areas; (c) critique of current commercially prepared products.

### **A&HB 4133 - Curriculum and Methods for Bilingual Teachers: Science**

Intensive review of curriculum and methods appropriate to the teaching of the subject areas in bilingual elementary and middle school instructional settings. Offered for those wishing to obtain elementary, bilingual extension, and/or middle school certifications.

### **A&HB 4134 - Curriculum and Methods for Bilingual Teachers: Mathematics**

Intensive review of curriculum and methods appropriate to the teaching of the subject areas in bilingual instructional settings. Offered as needed for those wishing to obtain bilingual teacher certification.

### **A&HB 4140 - Latina Narratives**

The Latina Narratives class is a class in which we explore language not just in what people say about themselves or about how others characterize them, but also in relation to the historical concept of erasure, defined as the social organization of forgetting, an always-almost forgotten denial of form, life, and validity of place, and where only ghostly traces and residual mass remain. Students will read Latina narratives, read about narrative methodologies, and will do a narrative of a Latina woman.

### **A&HB 4150 - Teacher/Educational Inquiry: Bilingual/Bicultural Education**

Open only to students registered in any of the M.A. Programs in Bilingual/Bicultural Education. 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. Course supports students in development and presentation of their Integrative Project.

**A&HB 4323 - No Title Found in Banner**

Permission required. This course is for current teachers or students with prior teaching experience. Practical application of bilingual and bicultural classroom practices in all content areas, the teaching of an additional language (ESL or LOTE), and the development of bilingualism. Classroom observations and supervision will be provided for full-time teachers and student teachers. Weekly seminars focus on teaching strategies for a variety of bilingual settings, including teaching content and developing language. Requires an additional 40 hours per week of work outside the classroom.

**A&HB 4720 - No Title Found in Banner**

Permission required. Student teaching in bilingual elementary classroom. Practical application of bilingual and bicultural classroom practices in all content areas, the teaching of an additional language (ESL or LOTE), and the development of bilingualism. Classroom observations and supervision will be provided for student teachers. Weekly seminars focus on teaching strategies for a variety of bilingual settings, including teaching content and developing language. Emphasis on the use of technology (such as video recording) for informing one's teaching. Requires an additional 40 hours per week of work outside the classroom.

**A&HB 4721 - Student Teaching in English with Students With and Without Disabilities**

Permission required. Student teaching in the English elementary classroom teaching students with and without disabilities. Practical application of bilingual and bicultural classroom practices in all content areas while teaching in English and attending to the development of bilingualism. Classroom observations and supervision will be provided for full-time teachers and student teachers. Weekly seminars focus on teaching strategies for a variety of settings teaching in English, including teaching content and developing English as a second language. Emphasis on the use of technology (such as video recording) for informing one's teaching. Requires an additional 40 hours per week of work outside the classroom.

**A&HB 5024 - Bilingual/Multilingual Education: International Perspectives**

A survey of bilingual/multilingual educational policies and practices throughout the world. While such models and designs are analyzed from a comparative educational perspective, much attention is given to the ethnolinguistic, social, economic, and political contexts.

**A&HB 6202 - Advanced Fieldwork**

Permission required.

**A&HB 6402 - Internship in Bilingual/Bicultural Education**

Permission required. Occasional opportunities in areas represented by the department. Students must inquire to see if opportunities are available during any given semester. Requires an additional 40 hours per week of work outside the classroom.

**A&HB 6521 - Seminar in Bilingualism/Bilingual Education**

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.

# Dance Education

Department of Arts & Humanities

## Program Description

The Doctor of Education (EdD) degree program in Dance Education at Teachers College affirms dance as an essential form of embodied experience that shapes learning across diverse global contexts. Through dance education, people of all ages imagine, create, think critically, collaborate, understand culture, shape identity, and communicate meaning about human experiences. Our doctoral community welcomes dance educators who celebrate diverse dance traditions, and who are deeply committed to transforming dance education through innovating educational opportunities for a wide variety of adult stakeholders, such as teachers, artists, administrators, and policymakers. In preparing teacher educators, researchers, and leaders, the doctoral program's core mission is to cultivate educational experts that forge new pathways in dance education that are accessible, inclusive, equitable, and excellent for all learners.

The doctoral students in our community are interested in researching a wide range of educational issues impacting critically underrepresented sectors of the field. These include PK-12 dance education, pre-professional university learning, high-school to post-secondary transition, university dance teacher preparation, communitycollege dance learners, teacher advancement, dance teacher certification, and educational policy. Our work with doctoral students aims to forge new paths in dance education through critically examining historical assumptions, reflecting on contemporary contexts, engaging in collaborative dialogue, enacting socially just practices, and forging new pathways.

Nested in the arts mecca of the world, the doctoral program brings together renowned faculty from across the college with the vibrant dance community of New York City. Teachers College is recognized by scholars as a primary incubator for the development of dance education as a field in PK-12 schools and universities. It has played a principal role in cultivating and empowering dance education leaders for over 100 years. As the nation's premier institution in the teaching of teachers in all fields, Teachers College is the ideal place to earn a doctorate in dance education and to join the legacy of dance education leadership.

The EdD in Dance Education program offers coursework to prepare doctoral students as teacher educators and researchers with leadership roles. Our courses in Embodied Learning, Dance and Human Development, and Historical Foundations develop content knowledge while facilitating opportunities to examine critical gaps in the field, where innovations have the potential to rapidly

advance how we prepare future dance educators, classroom teachers, educational administrators, and policymakers. Charged with responsibilities to inform and educate adults who make critical decisions about dance education, a series of courses prepare students to develop effective leadership strategies in a chosen sector, such as PK-12 schools, private studio settings, university contexts, consultancies, and cultural organizations. These courses, including Adult Learning, Advanced Curriculum Design, Teaching and Leadership, Seminar, and Studio Seminar, enhance content knowledge while providing students with the opportunity to design their own related inquiries and engage with the vibrant dance and arts communities in NYC and beyond as they refine their research ideas.

Students also select a specialization area and select up to 15 credits of out-of-program courses to deepen a chosen area of inquiry further:

- Teacher Education – Delves into shaping pedagogical content knowledge, supervising student teachers, and coaching educators.
- Leadership and Policy – Delves into leadership skills, program management, cultural policy, or educational administration.
- Movement Sciences – Delves into the pedagogical application of motor learning, anatomy, physiology and biomechanics.
- Interdisciplinary – A self-designed track combining aspects of the the various specialization areas or delving deeper into one or more specific areas of inquiry, such as neuroscience, Afro-centric education, instructional technology, spirituality, creativity, peace education, visual art, music, literature, philosophy, human development, or cognition, for example.

As a primary aim of the Dance Education program is to develop experienced dance educators as tomorrow's dance education researchers, the degree program culminates with a written dissertation and oral defense of an original, student-designed, empirical research study. We believe that the multiple ways of knowing that are embedded in dance practices can serve as the bedrock for developing a research identity and for conducting multi-modal research that is convincing and transformative. Given that individualized research is at the core of the Ed.D. degree experience, students are provided with persistent support in designing and implementing a research study. Through a series of collaborative doctoral and dissertation seminars, students are guided through the research process while developing critical inquiry, reflection, dialogic and argumentative practices that underpin research. As results of the seminars, students develop the critical components of their doctoral exam and dissertation research study, including a review of literature, a pilot study, a research proposal, and an IRB ethics review. Students also select from a wide variety of research methods courses offered at the College to tailor their research visions. A culminating course, Writing for Journal Publication, prepares students to disseminate their discoveries in refereed publications. After passing written certification exams, certified doctoral students work closely with program faculty members who serve as the dissertation advisors. The culminating dissertation committee includes dance education faculty as well as College-wide faculty selected for related field expertise.

The doctoral program in Dance Education has formal partnerships with Ballet Hispánico in NYC and Kookmin University in Seoul, South Korea, offering students opportunities for cross-community workshops, seminars, and research. Our state-of-the-art Arnhold Dance Education Research Studios are currently under construction, and will provide students with the opportunity for pedagogical exploration, community-based teaching, and embodied research.

The Arnhold Institute for Dance Education Research, Policy and Leadership dovetails with the Ed.D. program and provides students with a dynamic research community where they engage with outstanding educational researchers and guest scholars and participate in dance education consortia, symposiums, and professional learning events.

## Degrees

### Doctor of Education

#### Dance Education

Doctor of Education

**Points/Credits:** 90

**Entry Terms:** Fall Only

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#### Degree Requirements

Minimum point requirement: 90

Required Dance Education Courses: (16 points)

- A&HD 5040 Dance and Human Development (3 points)
- A&HD 5044 Embodied and Motor Learning for Dance (3 points)
- A&HD 5046 Historical Foundations and Contemporary Issues in Dance Education (3 points)
- A&HD 6000 Advanced Curriculum Design in Dance Education (3 points)
- A&HD 6001 Teaching and Leadership of Dance Education in Colleges, Cultural Institutions, and Communities (3 points)
- A&HD 6482 Praxis Project Seminar: Teaching and Leadership in dance Education (1 point)

Required Dissertation Seminar Sequence in Dance Education: (17 points)

- A&HD 6049 Introduction to Doctoral Inquiry in Dance Education (3 points)
- A&HD 6501 Dance Education Doctoral Seminar 1 (3 points)
- A&HD 6502 Dance Education Doctoral Seminar 2 (3 points)
- A&HD 6999 Studio Seminar: Performance Presentation (2 points)

- A&HD 7501 Dance Education Dissertation Seminar 1 (3 points)
- A&HD 7502 Dance Education Dissertation Seminar 2 (3 points)
- A&HD 8900 Dissertation Advisement in Dance Education (0 points)\*

\*Note: A&HD8900: Registration for doctoral dissertation advisement is required for all doctoral students who have either been recommended for doctoral certification (advanced to candidacy) or have an approved dissertation proposal on file. Registration is required each Autumn and Spring term unless a student is registered for a 3-point TC course. There is no course syllabus as students are completing individualized dissertation research.

#### Out of Program Courses (6 points)

- A&H 6010 Writing for Journal Publication in The Arts (3 points)
- One Adult Learning Course from ORLD (4050,4051,4053,4060,4844) (3 points)

#### Research Methods Courses (9 points)

- A&H 5001 Research Methods in Arts Education (3 points)
- Two (2) additional courses in research methods chosen in consultation with the major advisor (6 points)

#### Interdisciplinary Specialization (12 points)

Every student must complete one of the four specializations chosen in consultation with the major advisor. The four options are:

(A) Teacher Education (Educating Teacher Educators)

(B) Leadership and Policy

(C) Movement Sciences

(D) Interdisciplinary (out-of-program breadth courses)

(A) Teacher Education Specialization (Educating Teacher Educators)

- C&T5512 Guided Practice (Supervision) of Elementary and Secondary Teachers (3 points)
- C&T6025 Teacher Educator as Researcher: Inquiry in Teacher Learning (3 points)
- C&T6525 Learning to Teach and Teacher Education (3 points)
- CCPJ5020 Racism and Racial Identity in Psychology and Education (3 points)

OR

- CCPJ5164 Multicultural Counseling and Psychology (3 points)

(B) Leadership and Policy Specialization

- A&HG4013 Cultural Policy (3 points)
- EDPP5045 Race, Ethnicity, and U.S. Educational Policy (3 points)
- ORLD4085 Management and Leadership Skills in Practice (3 points)
- ORLD4091 Somatics: A Mind/Body Approach to Leadership Development (3 points)
- BBSR4060 Motor Learning (3 points)
- BBSR4095 Applied Physiology I (3 points)
- BBSR4005 Applied Anatomy and Biomechanics (3 points)

BBSR5028 Motor Development (3 points) (D) Interdisciplinary Specialization (out-of-program breadth course)



Sample of Possible Advised/Selective Course Topics (by advisement):

- Cognitive Science
- History of Education
- Instructional Technology and Media
- Leadership and Policy
- Movement Sciences
- Neuroscience and Education
- Philosophy of Education
- Special Education
- Spirituality: Mind/Body
- Teacher Education
- Urban Education

Foundation Electives (30 points)

A&H 5002 Assessment Strategies for the Arts (3 points)

Other pre-requisites

Transfer Credits (up to 30)\*\*

\*\*Graduate level courses in dance pedagogy, dance studio, choreography, improvisation, production, music, dance history, Laban studies, Anatomy/Kinesiology, education, research, etc.

Coursework or professional experience in all of the foundations areas below is required at either the undergraduate or graduate level to ensure that all students have the necessary background in dance. Graduate level courses in any of the areas below may be accepted for transfer credit to the Ed.D. degree program and will be determined upon admission transcript review. Accepted students may continue study in the following areas listed below and/or other areas of interest while enrolled at Teachers College. Selection of elective courses is in consultation with the major advisor and at the approval of the College.

- Studio: Technique, Repertory and/or Somatic Practices
- Studio: Choreography, Dance Composition and/or Dance Improvisation
- Dance Production
- Music for Dance
- Dance History (performance)
- Dance in Cultural Contexts
- Laban Movement Analysis
- Anatomy and Physiology
- Biomechanics
- Dance Pedagogy/Teaching Methods
- Assessment in the Arts
- Graduate Academic Writing

Elective credits may be completed as follows in consultation with the major advisor and at the approval of Teachers College:

- Graduate level elective credits completed at Teachers College (Ex: A&H 5002 Assessment Strategies for the Arts)
- Graduate level elective credits not offered at Teachers College and completed during doctoral study through the Inter-University Doctoral Consortium (IUDC) at IUDC member institutions.

- Graduate courses previously completed at other institutions that have been accepted by Teachers College and the Ed.D. degree program for transfer credit (up to 30 points total).

#### Presentation Requirement (0 points)

- Performance (adjudicated) OR
- Publication (refereed) OR
- Conference Presentation (refereed)

Students are required to complete one of the above presentation formats. The presentation must directly relate to the student's dissertation research problem and questions. The presentation must be proposed to and approved by the major advisor.

#### Praxis Project (0 points)

- Teaching of Adults/Teachers
- Mentoring of Adults/Teachers
- Leadership of Adults/Teachers

Prerequisite: A&HD 6000 and A&HD 6001. Students are required to complete a praxis project in which they teach, mentor or lead adult learners, the proposal for which is developed in A&HD 6001 and in advisement with, and approval by, the major advisor. The praxis project must relate directly to the student's dissertation research problem or questions. It may be implemented in conjunction with A&HD 6482.

#### Doctoral Certification (0 points)

- Literature Review
- Pilot Study
- Dissertation Proposal & Hearing
- Completion of at least 60 points
- Composite grade decile of 6 or above in courses taken before certification
- Recommendation for certification by the advisor and department

## Faculty

### Faculty

- Barbara **Bashaw** Arnhold Professor of Practice in Dance Education
- Matthew Kenney **Henley** Associate Professor of Dance Education

## Adjunct Faculty

- Lynnette Young **Overby** Adjunct Professor
- Dale Walter **Schmid** Adjunct Associate Professor

# Courses

## **A&HD 5040 - Dance and Human Development**

This course will examine theories of human development and the implications of such for the learning, teaching and leadership of dance education.

## **A&HD 5044 - Embodied Learning in Dance Education**

Interdisciplinary theoretical perspectives from motor learning, neuroscience and somaesthetics will be introduced to examine embodied learning and to actively refine pedagogical approaches within dance education.

## **A&HD 5046 - Historical Foundations and Contemporary Issues in Dance Education**

This course engages students in tracing the historical quest to establish dance as arts education in the U.S. and the relevance of this to contemporary issues, beliefs and practices in dance education.

## **A&HD 6000 - Advanced Curriculum Design in Dance Education**

This course focuses on the development of knowledge and decision-making skills for developing and evaluating personally meaningful dance program curricula that address contemporary issues in the field.

## **A&HD 6001 - Teaching and Leadership of Dance Education in Colleges, Cultural Institutions and PK-12 Contexts**

This course will examine cross-contextual leadership issues within dance education and the preparation of artist-educators in colleges, cultural institutions and PK-12 contexts.

## **A&HD 6049 - Introduction to Doctoral Inquiry in Dance Education**

The purpose of this course is to orient new students to the expectations of doctoral study and to build community among Dance Education doctoral students and faculty. Required for first-year Dance Education doctoral students.

### **A&HD 6482 - Praxis Project: Teaching & Leadership in Dance Education**

The Praxis Project seminar is designed to support individualized opportunities for doctoral dance education students to practice leadership, supervision, and teaching of adults within college, cultural institutions, and PK-12 field contexts.

### **A&HD 6501 - Dance Education Doctoral Seminar 1**

Dance Education Doctoral Seminar 1 will facilitate the development of students' dissertation research ideas with a primary focus of developing a preliminary research proposal that may serve as the basis for subsequent dissertation research.

### **A&HD 6502 - Dance Education Doctoral Seminar 2**

Dance Education Doctoral Seminar 2 is designed to facilitate the development of students' Doctoral Qualifying Papers: (1) Pilot/Field Study and (2) Review of Related Literature.

### **A&HD 6999 - Studio Seminar in Dance Education**

The studio seminar will support doctoral dance education students in conceptualizing, creating, and self-producing arts-based research projects related to their doctoral research inquiry as required for Ed.D. candidacy.

### **A&HD 7501 - Dance Education Dissertation Seminar 1**

Dance Education Dissertation Seminar 1 is designed to facilitate the development of students' Advanced Dissertation Proposal, based on the Qualifying Papers completed in A&HD 6502 Dance Education Doctoral Seminar 2.

### **A&HD 7502 - Dance Education Dissertation Seminar 2**

Dance Education Dissertation Seminar 2 is designed to facilitate the development of students' dissertation writing, based on the Advanced Dissertation Proposal completed in A&HD 7501 Dance Education Dissertation Seminar 1.

# English Education

Department of Arts & Humanities

## Program Description

### MASTER OF ARTS DEGREE PROGRAMS

- 34 point M.A. in the Teaching of English
- 34 point M.A. in the Teaching of English INSTEP
- 34 point M.A. in the Teaching of English with Professional Teacher Certification
- 35 point M.A. Peace Corps Fellows Program
- 38 point M.A. in the Teaching of English with Initial Teacher Certification
- 45/6 point M.A. in the Teaching of English with Dual Teacher Certification

An English teacher creates contexts and opportunities for students to develop as readers, writers, speakers, and listeners, as well as the cultural knowledge and critical thinking processes that nourish and refine the arts of language. Classroom teachers of English must possess a deep understanding of the development of the arts of language, and they must be accomplished practitioners of those arts in their own intellectual and creative lives. Effective teachers must also be keen and responsive readers of their students as learners and of the obstacles that might obstruct learning in classrooms.

English teachers must, therefore, function as exemplary learners in their own classrooms, committed to developing themselves as reflective, flexible, and professionally well-informed practitioners who can accommodate their instruction to serve the needs of a diverse population of students.

The M.A. degree programs in the Teaching of English at Teachers College are designed to prepare pre-service and in-service teachers for productive careers as exemplary instructors and leaders for the profession of English education both regionally and nationally. Our programs seek a balance between strengthening and refining the disciplinary knowledge and practices of our M.A. students on the one hand, while preparing them for the pedagogical application of their knowledge in their professional practice as classroom English teachers.

Our course offerings are directly relevant to the everyday challenges of teaching English in grades 7-12. We offer a range of courses that inquire into literature, literary theory, rhetoric, and writing, along with unpacking issues related to sociocultural contexts, curriculum development, assessment, and instructional practices. Our programs are unique in the degree to which they are focused on preparing our graduates to serve as cutting edge experts in pedagogy for the English classroom, while building that expertise on their continuing study of the target disciplines of literature, composition, and the range of traditional and newer multi-literacies that define the changing field of English studies.

All courses outlined below must be taken at Teachers College. We do not accept transfer credits. During the first semester, students will be assigned an academic faculty advisor who will assist them in choosing courses. It is recommended that students studying full-time begin their coursework the summer before the academic year.

For all programs leading to teacher certification, New York State Education Department (NYSED) mandates teacher certification requirements that are needed for program completion, graduation, and certification which are listed in the Office of Teacher Education section of the catalog.

To be certified by New York State, students must satisfy all coursework requirements either prior to or concurrent with their enrollment in the MA program, including but not limited to:

- 30 credits in the English or related fields. Under the general rubric of English, qualified coursework in such related fields as Drama, Journalism, Comparative Literature, Linguistics, Philosophy, Speech, Film Studies, and Classics are counted toward fulfilling this requirement. Please note that 6 of these credits can be completed as part of the requirements for the M.A. degree.
- At least 6 credits of courses outside the English Ed Program. New York State requires student teachers to take classes in History/Philosophy of Education, Disabilities/Special Education, and Human Development/Psychology if these have not been taken in previous college-level coursework. These courses may be taken as pass/fail.

In addition to all coursework required for certification, students in the M.A. degree program leading to teacher certification are responsible for taking and successfully passing certification and examination mandates as required by New York State, such as the Content Specialty Test (CST) in English Language Arts and the Educating All Students Test (EAS).

### **MASTER OF EDUCATION PROGRAM (60 CREDITS)**

- 60 point Master of Education in Teaching of English

The Master of Education (Ed.M.) degree is a 60-credit program designed for individuals interested in advanced study in the field of English Education. The Ed.M. degree is well suited for individuals who are currently teaching and who wish to concentrate their studies further within the field of English education and/or individuals who are thinking about undertaking doctoral work in English

education. Individuals applying to the Ed.D. program in the Teaching of English sometimes are asked to complete the Ed.M. program before gaining admission to the Doctoral program. The Ed.M. program does not lead to certification for teaching.

### **DOCTORAL PROGRAMS (75 and 90 CREDITS)**

- 75 Point Doctor of Philosophy in English Education)
- 90 Point Doctor of Education in the Teaching of English (Ed.D.)
- 90 Point Doctor of Education in the College Teaching of English (Ed.D.C.T.)

The primary purpose of the doctoral programs in English Education at Teachers College is to advance knowledge relevant to the teaching and learning of English and to prepare expert teachers of English for careers as scholars, researchers, and teacher educators in the field of English education. The doctoral degree programs in English Education support a wide range of interests, backgrounds, and professional ambitions in their applicants. However, all students are expected to become conversant with the principal theories, research methods, and pedagogical traditions of the field of English education. Beyond these fundamentals, students work in close consultation with faculty members to develop individualized programs of study. Applicants to the doctoral programs ordinarily possess a master's degree in English, Education, or a related field and have three to five years of prior teaching experience at the secondary school or college level.

## **Degrees**

### **Master of Arts**

#### **TESOL: Teaching of English to Speakers of Other Languages/Teaching of English**

Master of Arts | Dual Cert: TESOL (Pre K-12) and Teaching of English (7-12)

**Points/Credits:** 45-46

**Entry Terms:** Summer/Fall

**Certification:**

- Dual Certification NY State Initial: English to Speakers of Other Languages (TESOL) Pre-K-12
- and NY State Initial: Teaching of English (7-12)

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#### **Degree Requirements**

The dual certification MA in English Education and TESOL (Teaching English to Speakers of Other Languages) is an innovative new program that responds to a growing need for dually certified teachers. The program leads to a PK-12 Initial New York State Teacher Certification in TESOL and a secondary certification (7-12) in English Education. Students complete 45-46 credits of coursework over two academic years, including two semesters (Fall and Spring) of student teaching.

Students work with leading researchers and practitioners in the fields of English Education and TESOL through comprehensive and innovative coursework and research projects. In addition, students are mentored by experienced teachers during their two semesters of student teaching in the New York City school system. While students will graduate with two separate teacher certifications, the purpose of the dual certification program is to explore the intersections between the teaching of English and TESOL; we examine both the unique challenges and opportunities of teaching secondary English and TESOL simultaneously.

Candidates applying for initial certification in New York will be required to fulfill NYSED's Content Core requirements for initial certification (see <https://www.tc.columbia.edu/office-of-teacher-education/students/certification-requirements/initial-certification/>). They will also be required to take and pass all required New York State exams for initial certification. For more information, please visit our Office of Teacher Education (OTE) website:

<https://www.tc.columbia.edu/office-of-teacher-education/students/certification-requirements/certification-exams/>

#### **Core Courses (29 points):**

- A&HL 4000 Educational Linguistics (3)
- A&HL 4076 PreK-6 Methods (3)
- A&HL 4085 Pedagogical English Grammar (3)
- A&HL 4087 Second Language Acquisition (3)
- A&HL 4088 Second Language Assessment (3)
- A&HL 4185 Pedagogical Approaches to Content Methods (3)
- A&HE 4057 English Methods (3)
- A&HE 4058 Teaching of Reading (3)
- A&HE 4151 Teaching of Writing (3)
- A&HE 5518 Teaching of English in Diverse Social and Cultural Contexts (2)

#### **Literature Course (3 points):**

Students choose one of the following courses:

- A&HE 4050 Literature & Teaching
- A&HE 4051 Critical Approaches
- A&HE 4052 Adolescent Literature
- A&HE 4053 Cultural Perspectives
- A&HE 4056 Feminist Perspectives
- A&HE 4100 Teaching of Drama & Theater
- A&HE 4561 Teaching Narrative and Story

#### **Student Teaching Courses (6 points):**

- A&HC 4750 Supervised Teaching Phase I 3 credits
- A&HC 4751 Supervised Teaching Phase II 3 credits



### **Foundations/Breadth Courses (6-7 points)**

Foundations/breadth 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 6 points of such courses (courses in Teachers College not designated "A&HE," "A&HL" or "A&HC") in close consultation with their advisors and with the TC Office of Teacher Education.

Foundations/breadth credits must be used to meet the New York State requirements within the following categories:\*

- Special Education (3)
- History/Philosophy of Education (2-3)
- Human Development/Psychology (2-3)

Each term, the program will issue a list of courses across the college offered within each of the three categories above from which students may choose. These courses may be taken as pass/fail.

\*If any of these requirements has been met through previous college-level coursework, the students would adjust points within the other two courses accordingly for a total of no fewer than 6 points. Students will make these adjustments in consultation with their advisor.

### **Exit Project (1 point):**

- A&HE 5590 Master's Seminar 1 credit

Students complete a master's degree project written on a research topic arising from course-related interests and subject to approval by their assigned advisor. This project can be a review of literature on a scholarly topic or a teacher inquiry project. It is normally completed during the penultimate semester of study. The Master's Seminar supports the completion of this project.

### **Student Teaching**

Students in the 45-46 point TESOL/Teaching of English program have two separate semesters of student teaching. As specified by New York State in the requirements for 7-12 ELA Initial Certification, 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. In each student-teaching semester, student teachers will be placed in classrooms in which both TESOL and English Language Arts are taught.

Student teaching experiences differ by semester. In the first (Phase 1) semester, 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 engaged in observation, group work with students, conferencing, and teaching. Later, toward the end of the Phase 1 experience, at a time mutually agreeable to both cooperating teacher and student teacher, the student teacher is expected to assume full responsibility for one class.

During Phase 2 of student teaching, student teachers are immersed in teaching, responsible for planning and conducting two classes, assessing student work, and participating as faculty members in the life of their school.

In addition to these student teaching placements, students will complete 50 hours of observation on the PK-6 level as part of the A&HL 4076 PreK-6 Methods course.

## TESOL: Teaching of English to Speakers of Other Languages/Teaching of English (Teaching Residents)

Master of Arts | Dual Cert: TESOL (Pre K-12) and Teaching of English (7-12) (TR@TC)

**Points/Credits:** 46

**Entry Terms:** Spring/Summer

**Certification:**

- Dual Certification NY State Initial: English to Speakers of Other Languages (TESOL) Pre-K-12
- and NY State Initial: Teaching of English (7-12)

### Degree Requirements

In collaboration with Teaching Residents at Teachers College (TR@TC), we are offering a dual initial certification program in TESOL and another subject. After graduation, residents pledge to teach in local high-needs public schools. For more information, including funding, please visit the TR@TC website: <https://www.tc.columbia.edu/teachingresidents/>

Candidates applying for initial teacher certification in New York will be required to take and pass all required New York State non-curricular exams for initial teacher certification. For more information, please visit our Office of Teacher Education (OTE) website:

<https://www.tc.columbia.edu/office-of-teacher-education/students/certification-requirements/certification-exams/>

See the TR@TC office for information <https://www.tc.columbia.edu/teachingresidents/>

## Teaching of English

Master of Arts | Initial Cert: English 7-12

**Points/Credits:** 38

**Entry Terms:** Spring/Summer/Fall

**Certification:**

- NY State Initial: English Language Arts 7-12

### Degree Requirements

Master of Arts (M.A. 38 credits)

**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 and Cultural Contexts (2-3)\*\*

\*Taken as a 6 credit block with A&HE 4156, Writing: Nonfiction (3)

\*\*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, such as:

- A&HE 4050 Literature and Teaching (3)
- A&HE 4152 Literacies and Technologies in the Secondary English Classroom (3)
- A&HE 4550 Teaching of Poetry (3)
- A&HE 4551 Teaching of Shakespeare (3)
- A&HE 4100 Teaching of Drama and Theater (3)

As a part of the M.A. program, students also must fulfill a Content requirement. Content coursework consists of one course in writing and one course in literature. Courses may include the following:

Writing:

- A&HE 4156 Writing: Nonfiction (3)
- A&HE 4561 Teaching Narrative and Story (3)

Literature:

- A&HE 4050 Literature and Teaching (3)
- A&HE 4053 Cultural Perspectives and Literature (3)
- A&HE 4052 Adolescents and Literature (3)

### **Foundations/Breadth Requirement**

Foundations 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 6 points of such courses (courses in Teachers College not designated "A&HE") in close consultation with their advisors and with the TC Office of Teacher Education. For those seeking Initial Teacher Certification (38-credit program), foundations credits must be used to meet the New York State requirements for classes in History/Philosophy of Education, Disabilities/Special Education, and Human Development/Psychology if these have not been taken in previous college-level coursework. These courses may be taken as pass/fail.

### **Electives**

Electives provide students the opportunity to explore particular interests as they design their own programs in consultation with an academic faculty advisor.

Students whose program permits room for electives may take any graduate-level courses at Teachers College or Columbia University.

### **Master's Seminar**

All M.A. students are required to enroll in the A&HE 5590, Master's Seminar: Reflective Practice. Students in the 38-credit 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-credit program enroll in A&HE 5590 during their final semester. Within the context of this course, all students work with an instructor to design and complete their master's projects.

### **Student Teaching**

Students in the 38-credit 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 engaged in observation, group work with students, conferencing, and teaching. During this semester, students understand, appreciate, learn from, and coach youth as readers and writers. Students begin to take over full responsibility for lessons for the purpose of benefiting from feedback and evaluation during University Supervisor visits. Later, toward the end of the Phase 1 experience, at a time mutually agreeable to both cooperating teacher and student teacher, the student teacher is expected to assume full responsibility for one class. A three to four week unit of study might be appropriate at this point.

During Phase 2 of student teaching, student teachers are immersed in teaching, responsible for planning and conducting two classes, assessing student work, and participating as faculty members in the life of their school. Phase 2 student teachers do not ordinarily enroll in any academic courses except those that define and are an integral part of the student teaching experience. Hence, students enroll in A&HE 4750: Supervised Teaching of English (3 credits), A&HE 4751: Fieldwork and Observation in Secondary English (1 credit), A&HE 5204: Fieldwork Workshops in Teaching English (1 credit), and A&HE 5590: Master's Seminar: Reflective Practice (1 credit). These courses together constitute the student teaching experience in its active, creative, and reflective dimensions.

## **Teaching of English**

Master of Arts | Non-Certification

**Points/Credits:** 34

**Entry Terms:** Spring/Summer/Fall

**Certification:**

- Non-Certification Track

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## **Degree Requirements**

Master of Arts (M.A., 34 credits. This degree program does not lead to teacher certification)

**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 and Cultural Contexts (2-3)\*\*

\*Taken as a 6 credit block with A&HE 4156, Writing: Nonfiction (3)

\*\*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, such as:

- A&HE 4050 Literature and Teaching (3)
- A&HE 4152 Literacies and Technologies in the Secondary English Classroom (3)
- A&HE 4550 Teaching of Poetry (3)
- A&HE 4551 Teaching of Shakespeare (3)
- A&HE 4100 Teaching of Drama and Theater (3)

As a part of the M.A. program, students also must fulfill a Content requirement. Content coursework consists of one course in writing and one course in literature. Courses may include the following:

**Writing:**

- A&HE 4156 Writing: Nonfiction (3)
- A&HE 4561 Teaching Narrative and Story (3)

**Literature:**

- A&HE 4050 Literature and Teaching (3)
- A&HE 4053 Cultural Perspectives and Literature (3)
- A&HE 4052 Adolescents and Literature (3)

**Foundations/Breadth Requirement**

Foundations 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 6 points of such courses (courses within Teachers College not designated "A&HE") in close consultation with their advisors.

**Electives**

Electives provide students the opportunity to explore particular interests as they design their own programs in consultation with an academic faculty advisor.

Students whose program permits room for electives may take any graduate-level courses at Teachers College or Columbia University.

**Master's Seminar**

All M.A. students are required to enroll in the A&HE 5590, Master's Seminar: Reflective Practice. Students in the 38-credit 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-credit program enroll in A&HE 5590 during their final semester. Within the context of this course, all students work with an instructor to design and complete their master's projects.

## Teaching of English

Master of Arts | Professional Cert: English 7-12

**Points/Credits:** 34

**Entry Terms:** Spring/Summer/Fall

**Certification:**

- NY State Professional: English Language Arts 7-12

## Degree Requirements

Master of Arts (M.A., 34 credits)

**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 and Cultural Contexts (2-3)\*\*

\*Taken as a 6 credit block with A&HE 4156, Writing: Nonfiction (3)

\*\*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, such as:

- A&HE 4050 Literature and Teaching (3)
- A&HE 4152 Literacies and Technologies in the Secondary English Classroom (3)
- A&HE 4550 Teaching of Poetry (3)
- A&HE 4551 Teaching of Shakespeare (3)
- A&HE 4100 Teaching of Drama and Theater (3)

As a part of the M.A. program, students also must fulfill a Content requirement. Content coursework consists of one course in writing and one course in literature. Courses may include the following:

Writing:

- A&HE 4156 Writing: Nonfiction (3)
- A&HE 4561 Teaching Narrative and Story (3)

Literature:

- A&HE 4050 Literature and Teaching (3)
- A&HE 4053 Cultural Perspectives and Literature (3)
- A&HE 4052 Adolescents and Literature (3)

## Foundations/Breadth Requirement

Foundations 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 6 points of such courses (courses in Teachers College not designated "A&HE") in close consultation with their advisors and with the TC Office of Teacher Education (for those students enrolled in programs leading to certification). For those seeking Professional Teacher Certification (34-credit program),

foundations credits must be used to meet the New York State requirements for classes in History/Philosophy of Education, Disabilities/Special Education, and Human Development/Psychology if these have not been taken in previous college-level coursework. These courses may be taken as pass/fail.

NYSED requires 3 years full-time classroom teaching, US citizenship, and NYS initial teacher certification to qualify for professional certification.

### **Electives**

Electives provide students the opportunity to explore particular interests as they design their own programs in consultation with an academic faculty advisor.

Students whose program permits room for electives may take any graduate-level courses at Teachers College or Columbia University.

### **Master's Seminar**

All M.A. students are required to enroll in the A&HE 5590, Master's Seminar: Reflective Practice. Students in the 38-credit 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-credit program enroll in A&HE 5590 during their final semester. Within the context of this course, all students work with an instructor to design and complete their master's projects.

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## **Teaching of English (INSTEP)**

Master of Arts | Non-Certification

**Points/Credits:** 34

**Entry Terms:** Summer Only

**Certification:**

- Non-Certification Track

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## **Degree Requirements**

Students, all of whom are inservice teachers, complete most course requirements for the INSTEP PROGRAM (which are similar to the 34 credit M.A. program) through their enrollment in an intensive month-long summer program for two consecutive summers during which they work in a cohort of inservice teachers for 6-8 hours each day. The program emphasizes aesthetic education through a course collaboration with Lincoln Center Educational Institute that is followed up with involvement in successive courses and the students' final project based on research on classroom practice. Threaded through the coursework are emphases on issues of culture and social justice, innovative teaching methods, and teacher professionalism. Supplementary online courses for each cohort conducted during the academic year after summers 1 & 2 allow the cohorts to continue their collegial collaboration during the academic year while satisfying the few remaining requirements.

InSTEP is a 34-point program offering an MA, but not a New York State professional teaching certificate. It is geared for teachers who want to continue to work on their teaching through advanced studies at Teachers College, but don't wish to stop teaching to do so. It is a cohort program that follows this prescribed schedule:

**Summer 1**

- A&H 4033 English & the Language of Arts
- A&HE 4151 Teaching of Writing
- A&HE 4050 Literature & Teaching
- A&HE 5518 Teaching English in Diverse Sociocultural Contexts

**Fall 1**

A&H 5001 Research Methods in Arts & Humanities

**Spring 1**

- A&HE 4556 Seminar for Inservice Teachers

**Summer 2**

- A&HE 4058 Teaching of Reading
- A&HE 4100 Teaching Drama & Theater
- A&HE 4152 Literacies & Technologies in the Secondary English Classroom
- A&HE 4052 Adolescents and Literature

**Fall 2**

- A&HE 4156 & 5590 Writing Non-Fiction & Master's Seminar (3 + 1 = 4 credits)

The capstone project is a form of practitioner research that is developed during the first fall semester and completed in the second fall semester.

**Teaching of English (Peace Corps Fellows)**

Master of Arts | Transitional B Cert: English 7-12

**Points/Credits:** 35

**Entry Terms:** Spring/Summer

**Certification:**

- NY State Transitional B: English Language Arts 7-12

**Degree Requirements**

Master of Arts (M.A., 35 credits through the TC Peace Corps Fellows Program PCFP)

**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 and Cultural Contexts (2-3)\*\*

\*Taken as a 6 credit block with A&HE 4156, Writing: Nonfiction (3)

\*\*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, such as:

- A&HE 4050 Literature and Teaching (3)
- A&HE 4152 Literacies and Technologies in the Secondary English Classroom (3)
- A&HE 4550 Teaching of Poetry (3)
- A&HE 4551 Teaching of Shakespeare (3)
- A&HE 4100 Teaching of Drama and Theater (3)

As a part of the M.A. program, students also must fulfill a Content requirement. Content coursework consists of one course in writing and one course in literature. Courses may include the following:

Writing:

- A&HE 4156 Writing: Nonfiction (3)
- A&HE 4561 Teaching Narrative and Story (3)

Literature:

- A&HE 4050 Literature and Teaching (3)
- A&HE 4053 Cultural Perspectives and Literature (3)
- A&HE 4052 Adolescents and Literature (3)

### **Foundations/Breadth Requirement**

Foundations 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 6 points of such courses (courses in Teachers College not designated "A&HE") in close consultation with their advisors and with the TC Office of Teacher Education. For those seeking Initial Teacher Certification (35-credit PCFP Transitional B program), foundations credits must be used to meet the New York State requirements for classes in History/Philosophy of Education, Disabilities/Special Education, and Human Development/Psychology if these have not been taken in previous college-level coursework. These courses may be taken as pass/fail.

### **Electives**

Electives provide students the opportunity to explore particular interests as they design their own programs in consultation with an academic faculty advisor.

Students whose program permits room for electives may take any graduate-level courses at Teachers College or Columbia University.

### **Master's Seminar**

All M.A. students are required to enroll in the A&HE 5590, Master's Seminar: Reflective Practice. Students in the 38-credit 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-credit program enroll in A&HE 5590 during their final semester. Within the context of this course, all students work with an instructor to design and complete their master's projects.

## Master of Education

### Teaching of English

Master of Education

**Points/Credits:** 60

**Entry Terms:** Spring/Summer/Fall

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## Degree Requirements

### Master of Education (Ed.M., 60 credits)

The Ed.M. program is a 60-credit advanced master's degree program to which students may transfer up to 30 credits of prior graduate-level study at Teachers College. Requirements in the Ed.M. program are flexible. Aside from three required research methods courses and A&HE 5504: Research paper: Teaching of English, students select, in consultation with a faculty advisor, an array of courses that facilitate their intellectual and professional goals.

### General Coursework Requirement

Depending upon the number of TC credits transferred in, students must complete between 15 and 45 credits at the A&HE 4000, A&HE 5000, and A&HE 6000 levels. Students transferring up to 30 TC credits must take most of their courses at the more advanced A&HE 5000 and A&HE 6000 levels. It is possible to substitute a 12-15 credit specialization in an area other than English Education and/or one graduate-level course at Columbia University with an academic faculty advisor's approval. Students considering moving on to doctoral studies should consult with their advisor about limiting the number of 4000 level courses.

### Research Methods Courses

At least 9 credits (three courses) of research methods must be completed for the Ed.M. degree. 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; the two other courses may be taken in any department at Teachers College.

### A&HE 5504. Research paper: Teaching of English

The research paper for A&HE 5504, required of all Ed.M. students, is the core of the Ed.M. program. The purpose of this paper is to evidence the student's ability to conduct independent research. It entails work that results in an original synthesis of a broad reading of theory and research. The A&HE 5504 research paper typically includes:

1. A rationale for the project and demonstration of an understanding of the literature of the field related to the topic(s) undertaken;
2. A pilot study, including data gathering and analysis and justification of research methods employed;
3. A critique of the pilot study, including the student's reflections on the study's design and methodology as well as research strengths and weaknesses; and
4. Implications relevant to the student's future research

## Doctor of Education

### Teaching of English

Doctor of Education

**Points/Credits:** 90

**Entry Terms:** Summer/Fall

## Degree Requirements

Doctor of Education (Ed.D., 90 credits)

The Doctor of Education (Ed.D.) degree is designed to prepare future teacher educators and education professionals who will assume teaching and professional leadership roles in English education within colleges and universities, schools and school districts, and non-profit, state, and federal educational agencies that demand advanced expertise in the teaching of the English Language Arts.

Required courses for ALL English Education/Teaching of English doctoral candidates:

- A&HE 5504 Research Paper: Teaching of English
- A&HE 5510: Seminar in Foundational Texts
- A&HE 6504 Doctoral Seminar: Teaching of English
- A&HE 7504 Dissertation Seminar: Teaching of English
- A&HE 8904 Dissertation Advisement in the Teaching of English
- A range of electives in literary and rhetorical studies
- Four research methods courses for a total of 12 credits. It is recommended that the candidates include at least two of the following:
  - A&HE 5149 Writing Research: Methods and Assumptions
  - A&HE 5150 Research in Practice
  
- A&HE 6151 Narrative Research in English Education
- A&HE 6152 Advanced Narrative Research in English Education

Students may also satisfy the requirement for research methods courses by completing approved courses in other programs and departments across the College.

### Credit Requirements and Transfer Credits for the Ed.D. Program in the Teaching of English

The number of courses students must complete depends largely on the number of credits approved for transfer from previous graduate work at Teachers College. Students working toward an Ed.D. degree (90 credits) may transfer a maximum of 45 credits and will thus complete at least 45 credits while in the Ed.D. program. Approval of transfer of credits is always at the discretion of the advisor.

### Coursework Restrictions

An academic advisor must approve all coursework in a student's program plan, especially to ensure enforcement of the following College and Departmental policies:

- 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 and A&HE 7504.
- Students must consult their academic advisors when they undertake an independent study, an internship, fieldwork courses, or graduate courses in other colleges (usually GSAS) of Columbia University or at other universities within the Inter-University Doctoral Consortium.
- Doctoral students are generally discouraged from taking 4000-level courses and must consult with their academic advisors before registering for these courses.

- Candidates should take a minimum of three courses outside the English Education Program (Courses not designated A&HE).

### Doctoral Program Milestones Program Plan

During their first year of study, students in consultation with their advisor should complete and file, with the Office of Doctoral Studies, a program plan (the forms are available in the English Education office and in the Office of Doctoral Studies) anticipating all the courses they will need to complete within the scope of their doctoral studies. This program plan should then be reviewed annually with the student's advisor--and revised as necessary -- giving student and advisor an annual measure of the student's progress through the program.

### A&HE 5504: Research Paper in the Teaching of English

Before enrolling in A&HE 5504, students must have completed at least two research methods courses, have successfully completed their Certification 1 Examination, have discovered an area or problem of interest that they wish to study for their 5504 project, and have familiarized themselves with some of the available research literature on the topic or problem they propose to investigate. The research paper completed in A&HE 5504 allows a doctoral student to demonstrate the capacity to complete independent research and produce a research paper at a level of sophistication that promises success in undertaking a doctoral research project and doctoral dissertation. The completed A&HE 5504 research paper must be approved by faculty member(s) in order for the student to further progress in his or her program of study.

### Certification Examinations

Certification examinations certify a student's expertise in the foundational texts, research traditions, and theoretical perspectives that represent the history of English Education as an academic discipline and that inform research in the more specialized field of study defined by a student's anticipated dissertation project. Doctoral students in English Education must pass two separate certification examinations. Examination 1 is a take-home examination, seven days in duration, covering the history of English education with a focus on one of the major curricular strands within the discipline. Examination 2, covering a specialized disciplinary area related to the student's dissertation topic, is a take-home written examination to be completed within a time frame (up to one semester) set by the student's faculty advisor. The topics and texts to be covered by the two examinations and the examination questions are determined by each student's advisor in consultation with the student who will be examined. Students become eligible to register for Certification Examinations when their signed approval form for the 5504 Research Paper has been filed in the English Education Program office.

### Dissertation Proposal (A&HE 7504)

The doctoral dissertation proposal consolidates the work candidates have done in courses, professional reading, and the two Certification Examinations. It is usually a 60 to 100-page document, which outlines a coherent account of the work a candidate wants to undertake for dissertation research, usually presenting drafts of early chapters for the dissertation. Typically a proposal includes an introductory chapter describing the origins and aims of the project, a fairly complete review of the literature, a chapter on research methods, and some preliminary data and data analysis. The dissertation proposal must be accepted at a formal or informal hearing where at least two faculty members function as examiners. Students may not undertake the dissertation proposal until both Certification Examinations have been completed successfully.

### Dissertation

The doctoral dissertation is the culminating research project of the doctoral program and constitutes a significant contribution to knowledge in the field of English Education. As candidates write their dissertations, they must enroll in A&HE 8904: Dissertation Advisement in Teaching English, which is designed to help them refine their thinking and revise their writing as they complete successive drafts of their dissertation.

#### The Advanced Seminar

What is known historically as the Advanced Seminar now functions as a pre-defense meeting of a portion (2-3 faculty members) of the Ed.D. candidate's doctoral dissertation committee, which convenes to interrogate and advise the candidate on the dissertation in progress in order to ensure its successful completion. The committee may be convened at any point in a candidate's progress toward completing the dissertation research, but is ordinarily convened for English education candidates at a point when the candidate can present a rough draft of the entire dissertation for scrutiny by the dissertation committee members. The committee is convened in response to a formal request filed with the Office of Doctoral Studies (ODS) by the candidate with the approval of the dissertation advisor. Candidates should consult the ODS early in the dissertation project to ensure that all procedural rules for convening the Advanced Seminar and reporting on its deliberations are properly observed.

#### Dissertation Defense

The dissertation defense offers the opportunity for members of the candidate's dissertation committee, all of whom have carefully read the dissertation, to interrogate the candidate on any and all dimensions of the candidate's research and the written dissertation that is the product of that research. In most cases the committee will suggest minor revisions that the candidate is expected to incorporate into the dissertation before filing the final version. A typical defense, however, is less an interrogation than it is a collegial discussion of the candidate's research project and findings with attention to next steps in the candidate's research agenda and possibilities for revising and publishing the dissertation or sections of it. A successful dissertation defense marks both a moment of certification and a ritual initiation. At the conclusion of a successful defense, authorized doctoral faculty officially certify a candidate's accomplishment in completing a major research study that makes a significant contribution to knowledge in the field of English education broadly defined and thereby welcome the doctoral candidate into the community of scholars.

## Doctor of Education in College Teaching

### Teaching of English

Doctor of Education in College Teaching

**Points/Credits:** 90

**Entry Terms:** Summer/Fall

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### Degree Requirements

**Doctor of Education in the College Teaching of English (Ed.D.C.T., 90 credits)**

The degree of Doctor of Education in the College Teaching of English (Ed.D.C.T.) is designed to prepare candidates for positions as college and university faculty members and researchers in English, Rhetoric, and Composition departments, and as directors of academic support programs such as college and university writing centers and reading labs.

**Required courses for ALL English Education/Teaching of English doctoral candidates:**

- A&HE 5504 Research Paper: Teaching of English
- A&HE 5510 Seminar in Foundational Texts
- A&HE 6504 Doctoral Seminar: Teaching of English
- A&HE 7504 Dissertation Seminar: Teaching of English
- A&HE 8904 Dissertation Advisement in the Teaching of English
- A range of electives in literary, rhetorical, and cultural studies
- Four research methods courses for a total of at least 12 credits. It is recommended that candidates include at least two of the following:
  - A&HE 5149 Writing Research: Methods and Assumptions
- A&HE 5150 Research in Practice
- A&HE 6151 Narrative Research in English Education
- A&HE 6152 Advanced Narrative Research in English Education

**Students in the Ed.D.C.T. program are required to take ALL of the above courses plus:**

- A&HE 6015 College Teaching of English
- A&HE 6404 Internship in College Teaching of English (unless exempted by virtue of teaching experience).

**Credit Requirements and Transfer Credits for the Ed.D.C.T. in English Education**

The number of courses students must complete depends largely on the number of credits approved for transfer from previous graduate work. Students working toward an Ed.D.C.T. degree (90 credits) may transfer a maximum of 45 credits from other graduate work at TC, and will thus complete at least 45 credits while in the Ed.D.C.T. English program. Approval of transfer credits is always at the discretion of the advisor.

**Coursework Restrictions**

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.C.T. aside from A&HE 6504 and A&HE 7504.
- Students must consult their academic advisors when they undertake an independent study, an internship, fieldwork courses, or graduate courses in other colleges (usually GSAS) of Columbia University or at other universities within the Inter-University Doctoral Consortium.
- Doctoral students are generally discouraged from taking 4000-level courses and must consult with their academic advisors before registering for these courses.
- Candidates should take a minimum of two courses outside the English Education Program (Courses not designated A&HE).

**Doctoral Program Milestones Program Plan**

During their first year of study, students in consultation with their advisor should complete, and file with the Office of Doctoral Studies, a program plan (the forms are available in the English Education office and in the Office of Doctoral Studies) anticipating all the courses they will need to complete within the scope of their doctoral studies. This program plan should then be reviewed annually with the student's advisor (and revised as necessary) giving student and advisor an annual measure of the student's progress through the program.

### **A&HE 5504: Research Paper: Teaching of English**

Before enrolling in A&HE 5504, doctoral students must have passed their first Certification Examination, completed at least two research methods courses, have discovered an area or problem of interest that they wish to study for their 5504 project, and have familiarized themselves with some of the available research literature on the topic or problem they propose to investigate. The research paper completed in A&HE 5504 allows a doctoral student to demonstrate the capacity to complete independent research and produce a research paper at a level of sophistication that promises success in undertaking a doctoral research project and doctoral dissertation. The completed A&HE 5504 research paper must therefore be approved by two faculty members as qualifying the student to proceed to the next milestone in the doctoral program, the Certification Examinations.

### **Certification Examinations**

Certification examinations certify a student's expertise in the foundational texts, research traditions, and theoretical perspectives that represent the history of English Education as an academic discipline and that inform research in the more specialized field of study defined by a student's anticipated dissertation project. Doctoral students in English Education must pass two separate certification examinations. Examination 1 is a take-home examination, seven days in duration, covering the history of English education with a focus on one of the major curricular strands within the discipline. Examination 2, covering a specialized disciplinary area related to the student's dissertation topic, is a take-home written examination to be completed within a time frame (up to one semester) set by the student's faculty advisor. The topics and texts to be covered by the two examinations and the examination questions are determined by each student's advisor in consultation with the student who will be examined. Students become eligible to register for Certification Examinations when their signed approval form for the 5504 Research Paper has been filed in the English Education Program office.

### **Dissertation Proposal (A&HE 7504)**

The doctoral dissertation proposal consolidates the work candidates have done in courses, professional reading, and the two Certification Examinations. It is usually a 60 to 100-page document, which outlines a coherent account of the work a candidate wants to undertake for dissertation research, usually presenting drafts of early chapters for the dissertation. Typically a proposal includes an introductory chapter describing the origins and aims of the project, a fairly complete review of the literature, a chapter on research methods, and some preliminary data and data analysis. The dissertation proposal must be accepted at a formal or informal hearing where at least two faculty members function as examiners. Students may not undertake the dissertation proposal until both Certification exams have been completed successfully.

### **Dissertation**

The doctoral dissertation is the culminating research project of the doctoral program and constitutes a significant contribution to knowledge in the field of English Education. As candidates write their dissertations, they must enroll in A&HE 8904: Dissertation Advisement in Teaching English, which is designed to help them refine their thinking and revise their writing as they complete successive drafts of their dissertation.

### **The Advanced Seminar**



What is known historically as the Advanced Seminar now functions as a pre- defense meeting of a portion (2-3 faculty members) of the Ed.D.CT. candidate's doctoral dissertation committee, which convenes to interrogate and advise the candidate on the dissertation in progress in order to ensure its successful completion. The committee may be convened at any point in a candidate's progress toward completing the dissertation research, but is ordinarily convened for English education candidates at a point when the candidate can present a rough draft of the entire dissertation for scrutiny by the dissertation committee members. The committee is convened in response to a formal request filed with the Office of Doctoral Studies (ODS) by the candidate with the approval of the dissertation advisor. Candidates should consult the ODS early in the dissertation project to ensure that all procedural rules for convening the Advanced Seminar and reporting on its deliberations are properly observed.

### **The Dissertation Defense**

The dissertation defense offers the opportunity for members of the candidate's dissertation committee, all of whom have carefully read the dissertation, to interrogate the candidate on any and all dimensions of the candidate's research and the written dissertation that is the product of that research. In most cases the committee will suggest minor revisions that the candidate is expected to incorporate into the dissertation before filing the final version. A typical defense, however, is less an interrogation than it is a collegial discussion of the candidate's research project and findings with attention to next steps in the candidate's research agenda and possibilities for revising and publishing the dissertation or sections of it. A successful dissertation defense marks both a moment of certification and a ritual initiation. At the conclusion of a successful defense, authorized doctoral faculty officially certify a candidate's accomplishment in completing a major research study that makes a significant contribution to knowledge in the field of English education broadly defined and thereby welcome the doctoral candidate into the community of scholars.

## **Doctor of Philosophy**

### **English Education**

Doctor of Philosophy

**Points/Credits:** 75

**Entry Terms:** Summer/Fall

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### **Degree Requirements**

#### **Doctor of Philosophy in English Ed**

The Doctor of Philosophy (75 credits) degree is designed to prepare candidates for positions in higher education as teachers and researchers whose scholarly activity is focused on the theoretical, philosophical, and pedagogical questions that define English education as a discipline for teaching and inquiry.

#### **Required courses for ALL English Education/Teaching of English doctoral candidates:**

- A&HE 5510 Seminar in Foundational Texts 1

- A&HE 5504 Research Paper: Teaching of English (co-requisite with A&HE 5149)A&HE 5149 Writing Research: Methods and Assumptions (co-requisite with A&HE 5504)
- A&HE 6504 Doctoral Seminar: Teaching of English
- A&HE 7504 Dissertation Seminar: Teaching of English
- A&HE 8904 Dissertation Advisement in the Teaching of English
- A range of electives in literary and rhetorical studies
- Four research methods courses for a total of at least 12 credits. It is recommended that candidates include at least two of the following:
  - A&HE 5150 Research in Practice
  - A&HE 5160 Qualitative Methodologies & Theoretical Frameworks
  - A&HE 6151 Narrative Research in English Education
  - A&HE 6152 Advanced Narrative Research in English Education

Students may also satisfy the requirement for research methods courses by completing approved courses in other programs and departments across the College.

### **Credit Requirements and Transfer Credits for the Ph.D. in English Education**

The number of courses students take depends in part on the number of credits students transfer from previous graduate work at Teachers College. Students working toward the Ph.D. degree (75 credits) may transfer a maximum of 30 credits and will thus complete at least 45 credits while in the Ph.D. program. Approval of transfer of credits is always at the discretion of the advisor.

### **Coursework Restrictions**

An academic advisor must approve all coursework in a student's program plan, especially to ensure enforcement of the following College and Departmental policies:

- No course that is "R" (attendance) credit or that is "P" (pass/fail) may be counted toward the Ph.D. aside from A&HE 6504 and A&HE 7504.
- Students must consult their academic advisors when they undertake an independent study, an internship, fieldwork courses, or graduate courses in other colleges (usually GSAS) of Columbia University or at other universities within the Inter-University Doctoral Consortium.
- Doctoral students are generally discouraged from taking 4000-level courses and must consult with their academic advisors before registering for these courses.
- Candidates should take a minimum of two courses outside the English Education Program (Courses not designated A&HE).

### **Doctoral Program Milestones Program Plan**

During their first year of study, students in consultation with their advisor should complete, and file with the Office of Doctoral Studies, a program plan (the forms are available in the English education office and in the Office of Doctoral Studies) anticipating all the courses they will need to complete within the scope of their doctoral studies. This program plan should then be reviewed annually with the student's advisor (and revised as necessary) giving student and advisor an annual measure of the student's progress through the program

### **A&HE 5504: Research Paper in the Teaching of English**

Before enrolling in A&HE 5504, students must have completed at least two research methods courses, have successfully completed the Certification 1 Examination, have discovered an area or problem of interest that they wish to study for their 5504 project, and have familiarized themselves with some of the available research literature on the topic or problem they propose to investigate. The research paper completed in A&HE 5504

allows a doctoral student to demonstrate the capacity to complete independent research and produce a research paper at a level of sophistication that promises success in undertaking a doctoral research project and doctoral dissertation. The completed A&HE 5504 research paper must be approved by faculty as qualifying the student to proceed to the next milestone in the doctoral program, the Certification 2 Examination.

### **Certification Examinations**

Certification examinations certify a student's expertise in the foundational texts, research traditions, and theoretical perspectives that represent the history of English Education as an academic discipline and that inform research in the more specialized field of study defined by a student's anticipated dissertation project. Doctoral students in the English Education Program must pass two separate certification examinations. Examination 1 is a take-home examination, seven days in duration, covering the history of English education with a focus on one of the major curricular strands within the discipline. Examination 2, covering a specialized disciplinary area related to the student's dissertation topic, is a take-home written examination to be completed within a time frame (up to one semester) set by the student's faculty advisor. The topics and texts to be covered by the two examinations and the examination questions are determined by each student's advisor in consultation with the student who will be examined.

### **Foreign Language Requirement**

Candidates for the Ph.D. degree in English education must demonstrate reading proficiency in at least one foreign language at a level of competence sufficient to read scholarly or professional work relevant to their own field of study. Students should contact the Office of Doctoral Studies for the current policy regarding satisfying this requirement. Courses in statistics or other past substitutes for a foreign language will not be accepted.

### **Dissertation Proposal (A&HE 7504)**

The doctoral dissertation proposal consolidates the work candidates have done in courses, professional reading, and the two certification examinations. It is usually a 60 to 100-page document, which outlines a coherent account of the work a candidate wants to undertake for dissertation research, usually presenting drafts of early chapters for the dissertation. Typically a proposal includes an introductory chapter describing the origins and aims of the project, a fairly complete review of the literature, a chapter on research methods, and some preliminary data and data analysis. The dissertation proposal must be accepted at a formal or informal hearing where at least two faculty members function as examiners. Students may not undertake the dissertation proposal until both certification exams have been completed successfully.

### **Award of the Master of Philosophy (M.Phil.) degree**

Students become eligible to apply for the Master of Philosophy (M.Phil.) degree upon completing 75 credits of coursework and fulfilling each of the previous doctoral program milestones. Upon being awarded the M.Phil. degree, doctoral students become "candidates" for the Ph.D. degree. Applications for the M.Phil. degree can be filed with the Office of Doctoral Studies.

### **Dissertation**

The doctoral dissertation is the culminating research project of the doctoral program and constitutes a significant contribution to knowledge in the field of English Education. As candidates write their dissertations, they must enroll in A&HE 8904: Dissertation Advisement in Teaching English, which is designed to help them refine their thinking and revise their writing as they complete successive drafts of their dissertation.

### **The Advanced Seminar**

What is known historically as the Advanced Seminar now functions as a pre-defense meeting of a portion (2-3 faculty members) of the Ph.D. candidate's doctoral dissertation committee, which convenes to interrogate and advise the candidate on the dissertation in progress in order to ensure its successful completion. The committee may be convened at any point in a candidate's progress toward completing the dissertation research, but is ordinarily convened for English education candidates at a point when the candidate can present a rough draft of the entire dissertation for scrutiny by the dissertation committee members. The committee is convened in response to a formal request filed with the Office of Doctoral Studies (ODS) by the candidate with the approval of the dissertation advisor. Candidates should consult the ODS early in the dissertation project to ensure that all procedural rules for convening the Advanced Seminar and reporting on its deliberations are properly observed.

### **Dissertation Defense**

The dissertation defense offers the opportunity for members of the candidate's dissertation committee, all of whom have carefully read the dissertation, to interrogate the candidate on any and all dimensions of the candidate's research and the written dissertation that is the product of that research. In most cases the committee will suggest minor revisions that the candidate is expected to incorporate into the dissertation before filing the final version. A typical defense, however, is less an interrogation than it is a collegial discussion of the candidate's research project and findings with attention to next steps in the candidate's research agenda and possibilities for revising and publishing the dissertation or sections of it. A successful dissertation defense marks both a moment of certification and a ritual initiation. At the conclusion of a successful defense, authorized doctoral faculty officially certify a candidate's accomplishment in completing a major research study that makes a significant contribution to knowledge in the field of English education broadly defined, and thereby welcome the doctoral candidate into the community of scholars.

## **Faculty**

### **Faculty**

- Sheridan **Blau** Professor of Practice
- Limarys **Caraballo** Associate Professor of English Education
- Bob **Fecho** Professor of English Education
- Yolanda **Sealey-Ruiz** Associate Professor of English Education
- Ruth **Vinz** Enid & Lester Morse Professor in Teacher Education

### **Emeriti**

- Janet **Miller** Professor Emerita of English Education

### **Lecturers**

- Adele Bruni **Ashley** Lecturer

- Kelly Mershon **Deluca** Lecturer
- Marcelle **Mentor** Lecturer

## Courses

### **A&HE 4050 - Literature and Teaching**

An inquiry into the nature and value of literary experience and the role of instruction in helping readers productively access that experience. Focus on reading short older and contemporary texts and experimenting with promising practices.

### **A&HE 4051 - Critical Approaches to Literature**

An examination of traditional and current approaches to reading, interpreting, and criticizing a diverse selection of literary works, with an emphasis on the relationship between critical theories and pedagogical principles and practices.

### **A&HE 4052 - Culture Perspectives on Literature**

This course focuses on issues in young adult literature, including those related to adolescent identities informed by diversity, urban experience, race, and gender, and highlights pedagogical principles and practices in teaching adolescents and literature.

### **A&HE 4053 - Cultural Perspectives and Literature**

An examination of contemporary literary selections through particular socio-cultural and cross-cultural perspectives and contexts including geographic, racial, ethical, and political, with consideration of the pedagogical implications.

### **A&HE 4057 - English Methods**

Examines purposes, issues, and practices related to the design and implementation of curriculum, assessment, and effective teaching strategies, evaluation and instructional strategies that integrate the language arts and address the broader purposes of educating an informed, imaginative, and action-inclined citizenry.

### **A&HE 4058 - Teaching of Reading**

The course focuses on helping teachers examine theoretical and pedagogical principles relevant to teaching literary and non-literary texts with emphasis on helping struggling adolescent and young adult readers.

### **A&HE 4100 - Teaching Drama and Theater**

This course serves as an introduction to the ways in which we might approach the teaching of secondary English language arts through drama and theater. Students will experiment with and critique dramatic tools for the teaching of fiction and nonfiction texts (with a specific focus on the teaching of plays) and consider issues of diversity, equity, and inclusion through the classroom integration of drama and theater. drama.

### **A&HE 4151 - Teaching of Writing**

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.

### **A&HE 4152 - Literacies and Technologies in the Secondary English Classroom**

This course focuses on how new technologies have impacted and enabled emerging practices in the learning and teaching of English.

### **A&HE 4156 - Writing: Nonfiction**

A non-fiction writing workshop. This course is taught as part of 6 credit block with A&HE 4151: Teaching of writing.

### **A&HE 4550 - Teaching of Poetry**

Experience in reading and writing poetry, designing curriculum, and determining effective teaching practices.

### **A&HE 4551 - Teaching of Shakespeare**

An examination of diverse theoretical perspectives and pedagogical principles for teaching Shakespeare.

### **A&HE 4556 - Seminar for Inservice Teachers**

This seminar is designed to support practicing teachers as they compose and expand their teaching lives. The seminar will provide teachers with a community of colleagues with whom they can explore instructional strategies, pedagogy, and the challenges of contemporary teaching. This course is ordinarily offered online for students in the INSTEP MA program only. Offered fall semester only.

### **A&HE 4557 - Seminar in the Teaching of English**

This course will offer experienced teachers an opportunity to revisit, reimagine and re-articulate those principles and methods at the core of what they do in the classroom. Each semester, the course will concentrate on one of the following: the Teaching of Writing (critical perspectives on writing instruction, research on writing, evaluation

and assessment of writing, and classroom methods for teaching writing), the Teaching of Reading (critical issues in the teaching of literary and non-literary texts) or English Methods (approaches to unit and course design, the integration of language arts). Students are encouraged to experience each concentration.

### **A&HE 4561 - Teaching Narrative and Story**

An examination of narrative theories, narrative design, and philosophies of composition.

### **A&HE 4750 - Supervised Teaching of English**

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.

### **A&HE 4751 - Fieldwork and Observation in Secondary English**

Majors only. A series of guided observations of schools, teachers, and students, which are supplemented by opportunities to report and systematically reflect on observations.

### **A&HE 4904 - Independent Study in Teaching English**

Permission of instructor required. Research and independent study under the direction of a faculty member. Students work individually or with others.

### **A&HE 5149 - Research Writing: Genres, Techniques, and Connections**

Investigates multiple ways to craft and present research processes and findings, explores theoretical, practical, and ethical considerations for the choices made, and examines how research writing makes intelligible, through structure and craft, unique representations and interpretations that maintain or challenge traditions of text, genre, and expectations in research writing. This course is a co-requisite with A&HE 5504 as part of a 6-credit block.

### **A&HE 5150 - Research in Practice**

Examines the role of practitioner qualitative research in knowledge production, teaching, and learning.

### **A&HE 5151 - Perspectives on "Popular" Texts in English Classrooms**

This course examines "popular" texts and popular culture through modern and post-modern theoretical lenses.

### **A&HE 5154 - Rhetoric and Teaching**

The course examines the applicability of rhetorical theories and composition research.

### **A&HE 5204 - Fieldwork in Teaching English**

Provides opportunities for students to participate in workshops conducted by master practitioners and to develop projects for implementation in schools and other field settings. 45 hours for mentoring sessions could do an addition 45 hours for project design, research, and implementation

### **A&HE 5504 - Research Paper: Teaching of English**

A writing seminar/workshop intended to facilitate the design, implementation, and write up of a research project with focus on research processes, options for writing to targeted audiences, and an exploration of the ethical and representational dilemmas posed in various research traditions. This course is a co-requisite with A&HE 5149 Research Writing as part of a 6-credit block.

### **A&HE 5510 - Foundational Texts I**

A required introductory course for doctoral students focused on the texts that have shaped and defined the field of English education as an intellectual discipline and discrete arena for research and teaching. Course also prepares current and prospective doctoral students for the required first certification examination.

### **A&HE 5514 - Literature and Literary Study**

This course is an advanced seminar in literature and in critical theory as it relates to the reading, writing, and teaching of literature. May include an intensive study of a particular literary text, author, genre, or period.

### **A&HE 5518 - Teaching English in Diverse Social/Cultural Contexts**

This course examines how gender, class, race, ethnicity, and sexual orientation issues may impact learning and teaching in classrooms. This course also emphasizes and models culturally responsive teaching.

### **A&HE 5590 - Master's Seminar: Reflective Practice**

This course allows students to reflect systematically on their teaching practice, particularly as it relates to taking leadership stances among their colleagues, in their schools, and within their districts. Students will design and implement practice-based research that will document ways they engage and dialogue as literacy leaders. As such, this course serves as a capstone to the Ed M program.

### **A&HE 6011 - The Politics of Teaching English**

An examination of politically-sensitive issues in curriculum, instruction, and assessment with an introduction to political theories that interrogate policy and practice in the English language arts.

### **A&HE 6015 - College Teaching of English**



An examination of problems and issues in the teaching of English to diverse populations of students in contemporary college classrooms.

### **A&HE 6151 - Narrative Research in English Education**

Explores diverse ways that narrative research theorizes and narratizes human experience, examines a variety of narrative research genre, emphasizes narrative methods as humanizing and decolonizing research traditions, grapples with methodological, representational, and ethical issues involved in data collection, interpretation, and writing, and emphasizes self-reflexivity to account for a researcher's presence, power, and ethical responsibility.

### **A&HE 6152 - Advanced Narrative Research in English Education**

Permission of instructor required. This course builds on prior knowledge of various genre of narrative research (biography, autobiography, autoethnography, testimonial, oral history, or life history) to focus on crafting techniques and forms utilized to evoke, and provoke various narrative explorations, excavations and cartographies—each offering differences in effect and affect intended to capture 'experience' as nuanced, subjective, multiple, and located on the ever shifting grounds of (re)membering and (re)rendering.

### **A&HE 6204 - Advanced Fieldwork in Teaching English**

Permission of instructor required. Provides opportunities for instructional experimentation and research in classrooms and other field settings.

### **A&HE 6404 - Internship in College Teaching of English**

Permission of instructor required. Provides opportunities to function in an apprenticeship role in teaching or research in the context of a college English classroom or other field setting.

### **A&HE 6450 - Internship in Teaching English**

Permission of instructor required. Provides opportunities to function in an apprenticeship role in teaching or research in the context of a secondary English classroom or other field setting.

### **A&HE 6504 - Patriarch and Prophet for English Education --The Writing and New Discoveries on the Thought and Influence of James Moffett**

This seminar will participate in and contribute to the current renaissance of scholarship reevaluating and reinterpreting Moffett's contributions to English Education, Writing Studies, and conceptions of the future of schooling. Students will read classic and relatively unknown works by Moffett and be granted access to new and unpublished materials by and about Moffett for use in producing potentially publishable seminar papers or work in progress toward cert 1 papers, 5504 papers or dissertation proposals.

### **A&HE 6514 - Postmodern Textual Theories**

An exploration of a range of postmodern textual practices from literature, nonfiction, film, research reports, and public pedagogies that serve as potential sites to illustrate divergent postmodern inquiry practices and textualities that dis-semble logics of critique and interpretation and pose new ways of recognizing, naming and un-naming particular social and cultural practices as these influence theories and practice.

### **A&HE 6904 - Research and Independent Study**

Permission of instructor required. Advanced research and independent study under the direction of a faculty member. Students work individually or with others. 45 hours for mentoring sessions could do an addition 45 hours for project design, research, and implementation

### **A&HE 7504 - Dissertation Seminar: Teaching of English**

Permission of instructor required. Designed to help students complete an acceptable dissertation proposal.

### **A&HE 8904 - Dissertation Advisement in Teaching English**

Permission of instructor required. All Ed.D. and Ph.D. students, upon successful defense of dissertation proposal must register continuously for Dissertation Advisement or an alternative course approved by their sponsor until the final defense of the dissertation.

# Music and Music Education

Department of Arts & Humanities

## Program Description

The Program in Music and Music Education embraces humanistic values as they relate to contemporary musical and educational life. 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 educator-musicians, scholars, and practitioners, who reflect a wide range of expertise in comprehensive musicianship, early childhood music, instrumental and jazz pedagogy, vocal and choral performance, assessment, improvisation, jazz, technology, and the full spectrum of public and private school music through graduate school and research practices.

The degree programs in Music and Music Education are each built around a core of courses considered central to exemplary progressive 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 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 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, technology in music education, and adult education.

# Degrees

## Master of Arts

### Music and Music Education

Master of Arts

**Points/Credits:** 32

**Entry Terms:** Spring/Summer/Fall

**Certification:**

- Non-Certification Track

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### Degree Requirements

#### Description

The traditional Master of Arts (M.A.) 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.

#### Curriculum

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 Columbia University may be applied to the minimum point requirement, and no transfer 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) Music Literacies / Musicianship, and (4) Music Performance. In order to broaden the student's background, in addition to the coursework in music, 6 points of Teachers College course work outside of the Program (A&HM) are required.

Specifically, students are expected to enroll in:

#### Pedagogy

At least two courses from the following:

- A&HM 4021 Designing Musical Experiences for Young Children, 3 points
- A&HM 5020 Foundations of Music Education, 3 points
- A&HM 5021 Instrumental Experiences with Children, 2 points
- A&HM 5025 Creativity and Problem Solving in Music Education, 3 points
- A&HM 5027 Philosophical Perspectives of Music Education, 3 points
- A&HM 6023 Teaching of Applied Studio Music, 2-3 points

## Research

At least one course from the following:

- A&HM 5022 Children's Musical Development, 3 points
- A&HM 5023 Voice Pedagogy, 2-3 points
- A&H 5002 Assessment Strategies for the Arts, 3 points

## Music Literacies / Musicianship

At least one course from the following:

- A&HM 5032 Comprehensive Musicianship 1, 3 points
- A&HM 5026 Composing Collaboratively Across Diverse Styles, 3 points

## Music Performance

At least four points from the following:

- Instrumental/Applied Lessons, 2 points
- A&HM 5058 Music Performance, 1 point
- Ensembles, variable points

## Elective Music Courses

The remaining courses in music can be selected from any of the four areas of study (Pedagogy, Research, Music Literacies / Musicianship, and Music Performance) in consultation with an advisor.

## Out of Program Courses

At least 6 points in TC courses are required. Only one course may be A&HA or A&HG.

In order to graduate, a student must complete the necessary coursework, compile and present a portfolio, and demonstrate competent musicianship in performance as approved by the Program faculty. A&H 4003, 5001, and 5002 can count as music electives, but cannot be used to fulfill the College's Breadth requirement.

## Portfolio

A portfolio must be submitted to the Music Education office by week 10 of the semester in which students plan to graduate.

## Portfolio Requirements

Students seeking an M.A. degree in Music Education will compile a portfolio based on the application of their coursework at Teachers College to their current teaching experience. This will serve as the Cumulative Integrative Project and will be due in the final semester preceding graduation.

Choose at least four projects you have completed in your coursework at Teachers College that you feel represent your best efforts and thinking.

One project must be a video recording of classroom or studio teaching excerpts with written reflections. (Ensure you have written consent of students to record)

One must be a video recording of a solo or chamber music performance. A video recording of a performance of an ensemble, where the candidate is the director/conductor, is also acceptable. The video recording must be accompanied by the printed concert program.

Other projects may include research papers, creative strategies, assessment tools, lesson plans with self-evaluations, case studies, curriculum sequences, compositions, and analyses.

The projects should reflect a breadth and depth of understanding about music, learning, and teaching.

Write a 3-5 page personal statement reflecting on your learning process and growth regarding your musicianship, scholarship, and pedagogy.

Include a statement of your philosophy of music education with the materials in your portfolio.

**Update your résumé for use** as the front page for your portfolio.

Compile **résumé**, statement, projects, and video recordings, along with any archival evidence you would like to include such as photographs etc. into a TC GoogleSite, or TC Google Folder with open access. Email the url link to your advisor and to musiced@tc.columbia.edu for review.

## Music and Music Education (Summer Hybrid)

Master of Arts | Non-Certification

**Points/Credits:** 32

**Entry Terms:** Spring/Summer

**Certification:**

- Non-Certification Track

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## Degree Requirements

### Description

The Summer Hybrid Master of Arts degree in Music and Music Education is designed for public, private, community, studio, and international music teachers looking for an efficient way to obtain their master's degree. Students continue to develop musical, pedagogical, and leadership skills while working with peers from around the world. The program enables students to complete a Master of Arts in two or three summers, spending four weeks in New York City during the summer with the option of taking one or two online offerings during the academic year. The program is guided by pedagogical and philosophical underpinnings that reflect current trends of rethinking and re-conceiving music education. This M.A. degree program requires 32 credits of course work and meets recently conceived state and national teacher standards.

Upon completion of the degree, students may apply for Professional Certification via New York State Department of Education's individualized pathway toward certification.

### Curriculum

A minimum of 32 points is required. No more than 12 points of graduate credit from other faculties of the University may be applied to the minimum point requirement, and no transfer 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 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) Music Literacies / Musicianship, and (4) Music Performance. In order to broaden the student's background, in addition to the coursework in music, 6 points of Teachers College course work outside of the Program (A&HM) are required.

Specifically, students are expected to enroll in:

### **Pedagogy**

At least two courses from the following:

- A&HM 4021 Designing Musical Experiences for Young Children, 3 points
- A&HM 5020 Foundations of Music Education, 3 points
- A&HM 5021 Instrumental Experiences with Children, 2 points
- A&HM 5025 Creativity and Problem Solving in Music Education, 3 points
- A&HM 5027 Philosophical Perspectives of Music Education, 3 points
- A&HM 6023 Teaching of Applied Studio Music, 2-3 points

### **Research**

At least one course from the following:

- A&HM 5022 Children's Musical Development, 3 points
- A&HM 5023 Voice Pedagogy, 2-3 points
- A&H 5002 Assessment Strategies for the Arts, 3 points

### **Music Literacies / Musicianship**

At least one course from the following:

- A&HM 5032 Comprehensive Musicianship 1, 3 points
- A&HM 5026 Composing Collaboratively Across Diverse Styles, 3 points

### **Music Performance**

At least four points from the following:

- Instrumental/Applied Lessons, 2 points
- A&HM 5058 Music Performance 1 point
- A&HM 4357 or A&HM 4358 Ensembles, 2 points

### **Elective Music Courses**

The remaining courses in music can be selected from any of the four areas of study (Pedagogy, Research, Music Literacies / Musicianship, and Music Performance) in consultation with an advisor.

### **Out of Program Courses**

At least 6 points in TC courses are required. Only one course may be A&HA or A&HG.

In order to graduate, a student must complete the necessary coursework, compile and present a portfolio, and demonstrate competent musicianship in performance as approved by the program faculty. A&H 4003, 5001, and 5002 can count as music electives, but cannot be used to fulfill the College's Breadth requirement.

## Portfolio

A portfolio must be submitted to the Music Education office by week 10 of the semester in which you plan to graduate.

### Portfolio Requirements

Students seeking an M.A. in Music Education will compile a portfolio based on the application of their coursework at Teachers College to their current teaching experience. This will serve as the Cumulative Integrative Project and will be due in the final semester preceding graduation.

Choose at least four projects you have completed in your coursework at Teachers College that you feel represent your best efforts and thinking.

One project must be a video recording of classroom or studio teaching excerpts with written reflections. (Ensure you have written consent of students to record)

One must be a video recording of a solo or chamber music performance. A video recording of a performance of an ensemble, where the candidate is the director/conductor, is also acceptable. A printed concert program must accompany the video recording.

Other projects may include research papers, creative strategies, assessment tools, lesson plans with self-evaluations, case studies, curriculum sequences, compositions, and analyses developed in your coursework.

The projects should reflect a breadth and depth of understanding about music, learning, and teaching.

Write a 3-5 page personal statement reflecting on your learning process and growth regarding your musicianship, scholarship, and pedagogy. Include a statement of your philosophy of music education in the materials in your portfolio.

Update your résumé for use as the front page for your portfolio.

Compile résumé, statement, projects, and video recordings, along with any archival evidence you would like to include such as photographs, etc. into a TC GoogleSite, or TC Google Folder with open access. Email the url link to the MA Hybrid Director and to [musiced@tc.columbia.edu](mailto:musiced@tc.columbia.edu) for review.

## Master of Education

### Music and Music Education

Master of Education | Non-Certification

**Points/Credits:** 60

**Entry Terms:** Spring/Summer/Fall

**Certification:**

- Non-Certification Track



## Degree Requirements

**Description:** 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 careers in elementary schools, secondary schools, and colleges. It is awarded upon satisfactory completion of 60 points of graduate study. Major emphasis is placed on the improvement of instruction and curriculum. Candidates who show clear promise of success in further graduate study may apply for the doctoral program only after consulting their advisor.

**Curriculum:** The general course requirement is a minimum of 60 graduate semester hours, 30 points of which may be transferred from graduate coursework at another institution. Transferable credits are determined by the Registrar's office. 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. A program of study should reflect a balance of courses in these areas: (1) Pedagogy, (2) Research, (3) Music Literacies / Musicianship, and (4) Music Performance.

**Non-Departmental Requirements:** In addition to Program courses, each candidate is expected to complete three courses for a minimum of 8 points from outside the Programs in Music and Music Education (A&HM). These electives are to be selected from areas deemed appropriate in consultation with the faculty advisor. A&H 4003, 5001, and 5002 can count as music electives but cannot be used to fulfill the College's Breadth requirement.

**Graduation Requirements:** Candidates for the Ed.M. degree must complete a scholarly paper demonstrating their ability to synthesize research. The paper should be completed in A&HM 5031 Synthesizing Research in Music Education, an online 3 point course (Prerequisite: A&H 5001 Research Methods in Arts Education).

Note: If the scholarly paper graduation requirement is not completed in A&HM5031, a student may petition the Program Director to have the full time program faculty consider another scholarly paper completed in another Teachers College Music and Music Education course. Approval of an alternate scholarly paper is only given by the Program Faculty after review. Any petition must be made by the end of the 8th week of the semester prior to, or including, the graduating semester.

## Doctor of Education

### Music and Music Education

Doctor of Education

**Points/Credits:** 90

**Entry Terms:** Fall Only

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### Degree Requirements

The **Ed.D.** prepares students for positions in the teaching and supervision of music in elementary and secondary schools, the teaching and administration of music in early childhood settings, the teaching of music in schools and studios, the teaching and administration of music in colleges and universities, and careers in music and interdisciplinary areas, such as the arts and humanities, special and adult education.

**Requirements include:**

- 1) Satisfactory completion of a program of 90 graduate 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 accredited graduate schools. Transfer credits are evaluated and allocated by the Registrar's Office for consideration by the Music and Music Education Program. Final determinations are made by Program faculty.

Doctoral students must complete a minimum of 15 points of coursework in areas other than those in the Music and Music Education Program.

To ensure breadth in professional background, coursework should result in competency in the following four broad areas: (1) Pedagogy, (2) Research, (3) Musicianship, and (4) Music Performance.

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 Columbia University. Topics are selected from a variety of areas to meet professional needs and interests.

**Pedagogy (minimum 28 points, including transferrable credits)**

Suggested courses:

- A&HM 5020 Foundations of Music Education, 3 points
- A&HM 5022 Children's Musical Development, 3 points
- A&HM 5025 Creativity and Problem Solving in Music Education, 3 points
- A&HM 5027 Philosophical Perspectives of Music Education, 3 points

Additional courses:

- A&HM 4021 Designing Musical Experiences for Young Children, 3 points
- A&HM 4023 Choral Pedagogy, 2-3 points
- A&HM 4029 Intro to New Technologies in Music Education, 2 points
- A&HM 4033 Approaches to Teaching Musical Instruments, 3 points
- A&HM 4050 Strategies for Ensemble Rehearsal, 3 points
- A&HM 5021 Instrumental Experiences for Children, 2-3 points
- A&HM 5023 Voice Pedagogy, 2-3 points
- A&HM 5029 Int/Adv Applications of New Technology in Music Education, 2 points
- A&HM 6001 Teaching and Administration of Music in College, 3 points
- A&HM 6023 Teaching Applied Music in College, 2-3 points

**Musicianship and Music Performance (minimum 15 points, including transferrable credits)**

At least 1 of the following:

- A&HM 5032 Comprehensive Musicianship I, 3 points
- A&HM 5026 Composing Collaboratively Across Diverse Styles, 3 points

Certification requirement:

- A&HM 6058 Music Performance, 1 point

Additional courses:

- Applied Conducting, 2 points
- Applied Composition, 2 points
- Applied Instrumental / Voice, 2 points
- Applied Voice, 2 points
- A&HM 5052 Vocal Literature & Interpretation, 2-3 points

**Research in Music Education (minimum 18 points, including transferrable credits)**

Emphasized courses:

- A&H 5001 Research Methods in Arts Education (online), 3 points
- A&H 5002 Assessment Strategies for the Arts (online), 3 points
- A&HM 5031 Synthesizing Research in Music Education (online), 3 points
- A&HM 6041 Interview Data & Analysis, 3 points

Seminars: (Required)

- A&HM 6501 Doctoral Seminar in Music Education, 2 or 3 points (Preliminary Proposal)
- A&HM 7501 Dissertation Seminar: Music Education, 2 or 3 points (Advanced Proposal)

Seminars: (Continuing Research Study)

- A&HM 6510 Advanced Seminar in Art Education Research, 3 points (Continuing Dissertation Research)
- A&HM 6971 Research and Independent Study in Music Education, 1 to 3 points

**Out of Program (minimum 15 points)**

Suggested research courses (2 courses minimum):

- A&HH 6041 Historical Method
- C&T 5502 Introduction to Qualitative Research in Curriculum & Teaching
- HUD 4120 Methods of Empirical Research
- HUDF 5020 Methods of Social Research: Survey Methods
- HUDM 4122 Probability and Statistical Inference
- HUDM 5122 Applied Regression Analysis
- HUDM 5123 Experimental Design
- ITSF 4092 Qualitative Research and Evaluation in International Education
- ITSF 5000 Methods of Inquiry: Ethnography and Participant Observation

- ITSF 5001 Ethnography and Participant Observation: Structural and Interpretive Analysis
- MSTC 5001 Qualitative Methods in Science Education Research
- ORL 5522 Evaluation Methods 1
- ORL 5523 Evaluation Methods 2
- ORL 5524 Instrument Design and Validation
- ORL 6500 Qualitative Research Methods on Organizations: Design and Data Collection
- ORL 6501 Qualitative Research Methods in Organizations: Data Analysis and Reporting
- ORLJ 5040 Research Methods in Social Psychology

Sample Elective Courses:

- A&HF 5590 Voices in Philosophy and Education
- A&HH4076 History of Urban Education
- C&T 4029 Creativity: Its Nature and Nurture
- C&T 4032 Gender, Difference, and Curriculum
- C&T 4078 Curriculum and Teaching in Urban Areas
- C&T 4161 The Teacher: Socio-Historical, Cultural Contexts of Teaching
- ORLD 4827 Fostering Transformative Learning
- ORLH 5011 College Teaching and Learning
- MTSU 4083 Instructional Design of Educational Technology

## Music and Music Education (Summer Cohort)

Doctor of Education

**Points/Credits:** 90

**Entry Terms:** Summer Only

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### Degree Requirements

**The Ed.D.** prepares students for positions in the teaching and supervision of music in elementary and secondary schools, the teaching and administration of music in early childhood settings, the teaching of music in schools and studios, the teaching and administration of music in colleges and universities, and careers in music and interdisciplinary areas, such as the arts and humanities, special and adult education.

The **Ed.D Summer Cohort Program** is a unique offering designed for students who are also music faculty members holding full-time academic appointments and interested in completing a doctoral program. It allows students to complete primary coursework over four summers and gain competency in Musicianship, Performance, Pedagogy, and Research. The program combines focused curriculum geared towards teaching with noted faculty in New York City. Students receive individual attention due to the small cohort size of incoming classes. Additionally, students in the summer cohort are expected to be in New York City during the summer B session and take at least 12-18 credits (4-5 courses) each year (across Fall, Spring, Summer), with at least 9 credits (3-4 courses) taken each summer (across both summer sessions).

A master's degree is required for admission to this degree program and the preparation and defense of a dissertation is required for the awarding of the Doctoral degree.

Requirements include:

- 1) Satisfactory completion of a program of 90 graduate points beyond the baccalaureate degree,
- 2) Successful performance on a Music and Music Education Program 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 accredited graduate schools. Transfer credits are evaluated and allocated by the Registrar's Office for consideration by the Music and Music Education Program. Final determinations are made by Program faculty.

Doctoral students must complete a minimum of 15 points of coursework in areas other than those in the Music and Music Education Program.

To ensure breadth in professional background, coursework should result in competency in the following four broad areas: (1) Pedagogy, (2) Research, (3) Musicianship, and (4) Music Performance. 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 Columbia University. Topics are selected from a variety of areas to meet professional needs and interests.

### **Pedagogy (minimum 28 points, including transferrable credits)**

Suggested courses:

- A&HM 5020 Foundations of Music Education, 3 points
- A&HM 5022 Children's Musical Development, 3 points
- A&HM 5025 Creativity and Problem Solving in Music Education, 3 points
- A&HM 5027 Philosophical Perspectives of Music Education, 3 points

Additional courses:

- A&HM 4021 Designing Musical Experiences for Young Children, 3 points
- A&HM 4023 Choral Pedagogy, 2-3 points
- A&HM 4029 Intro to New Technologies in Music Education, 2 points
- A&HM 4033 Approaches to Teaching Musical Instruments, 3 points
- A&HM 4050 Strategies for Ensemble Rehearsal, 3 points
- A&HM 5021 Instrumental Experiences for Children, 2-3 points
- A&HM 5023 Voice I Pedagogy, 2-3 points
- A&HM 5026 Composing Collaboratively Across Diverse Styles, 3 points
- A&HM 5029 Int/Adv Applications of New Technology in Music Education, 2 points
- A&HM 6001 Teaching and Administration of Music in College, 3 points
- A&HM 6023 Teaching Applied Music in College, 2-3 points

**Musicianship and Music Performance (minimum 15 points, including transferrable credits)**

At least 1 of the following:

- A&HM 5032 Comprehensive Musicianship I, 3 points
- A&HM 5026 Composing Collaboratively Across Diverse Styles, 3 points

Certification requirement:

- A&HM 6058 Music Performance, 1 point

Applied Music and Ensemble courses:

- Applied Conducting, 2 points
- Applied Composition, 2 points
- Applied Instrument, 2 points
- Applied Voice, 2 points
- A&HM 5052 Vocal Literature & Interpretation, 2-3 points

**Research in Music Education (minimum 18 points, including transferrable credits)**

Emphasized courses:

- A&H 5001 Research Methods in Arts Education (online), 3 points
- A&H 5002 Assessment Strategies for the Arts (online), 3 points
- A&HM 5031 Synthesizing Research in Music Education (online), 3 points
- A&HM 6041 Interview Data & Analysis, 3 points

Seminars:(Required)

- A&HM 6501 Doctoral Seminar in Music Education, 2 or 3 points (Preliminary Proposal)
- A&HM 7501 Dissertation Seminar: Music Education, 2 or 3 points (Advanced Proposal)

Seminars: (Continuing Research Study)

- A&HM 6510 Advanced Seminar in Art Education Research, 3 points (Continuing Dissertation Research)
- A&HM 6971 Research and Independent Study in Music Education, 1 to 3 points

**Out of Program (minimum 15 points)**

Suggested research courses (2 courses minimum):

- A&HH 6041 Historical Method
- C&T 6011 Introduction to Qualitative Research in Curriculum & Teaching
- EDPA 4050 Logic and Design of Research in Educational Policy
- ITSF 4092 Qualitative Research
- ITSF 5000 Methods of Inquiry: Ethnography and Participant Observation
- ITSF 5001 Ethnography and Participant Observation: Fieldwork, Analysis, Reporting
- ORLJ 5040 Research Methods in Social Psychology
- ORL 5522 Evaluation Methods I

- ORL 5523 Evaluation Methods 2
- ORL 5524 Instrument Design
- ORL 6500 Qualitative Research Methods on Organizations: Design and Data Collection
- ORL 6501 Qualitative Research Methods on Organizations: Data Analysis and Reporting
- ORLJ 5040 Research Methods in Social Psychology
- HUD 4120 Methods of Empirical Research
- HUDM 4122 Probability and Statistical Inference
- HUDM 5122 Applied Regression Analysis
- HUDM 5123 Experimental Design

Sample Elective Courses:

- A&HF 5590 Voices in Philosophy and Education
- A&HH 4076 History of Urban Education
- C&T 4029 Creativity: Its Nature and Nurture
- C&T 4032 Gender, Difference, and Curriculum
- C&T 4078 Curriculum and Teaching in Urban Areas
- C&T 4161 The Teacher: Socio-Historical, Cultural Contexts of Teaching
- ORLD 4827 Fostering Transformative Learning
- ORLH 5011 College Teaching and Learning
- MTSU 4083 Instructional Design of Educational Technology

## Doctor of Education in College Teaching

### Music and Music Education

Doctor of Education in College Teaching

**Points/Credits:** 90

**Entry Terms:** Fall Only

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### Degree Requirements

The **Ed.D. in College Teaching** degree is designed primarily for students with a high level of performance skills whose goal or present position is focused on the pedagogy of performance in higher education. Applicants must have significant prior professional experience at the college/university level.

Requirements include:

- 1) Satisfactory completion of a program of 90 graduate 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 Registrar's 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 coursework 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, coursework should result in competency in the following four broad areas: (1) Pedagogy, (2) Research, (3) Musicianship, and (4) Music Performance.

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 Columbia University. Topics are selected from a variety of areas to meet professional needs and interests.

### **Pedagogy (minimum: 15 points including transferrable credits)**

Suggested courses:

- A&HM 5020 Foundations of Music Education, 3 points
- A&HM 5022 Children's Musical Development, 3 points
- A&HM 5025 Creativity and Problem Solving in Music Education, 3 points
- A&HM 5027 Philosophical Perspectives of Music Education, 3 points

Additional courses:

- A&HM 4021 Designing Musical Experiences for Young Children, 3 points
- A&HM 4023 Choral Pedagogy, 2-3 points
- A&HM 4029 Intro to New Technologies in Music Education, 2 points
- A&HM 4033 Approaches to Teaching Musical Instruments, 3 points
- A&HM 4050 Strategies for Ensemble Rehearsal, 3 points
- A&HM 5021 Instrumental Experiences for Children, 2-3 points
- A&HM 5023 Voice Pedagogy, 2-3 points
- A&HM 5029 Int/Adv Applications of New Technology in Music Education, 2 points

### **Music in Higher Education (9 points) Required courses:**

- A&HM 6001 Teaching and Administration of Music in College, 3 points
- A&HM 6023 Teaching Applied Music in College, 3 points
- A&HM 6481 Internship in the Teaching of College Music, 3 points

### **Musicianship and Music Performance (minimum: 28 points including transferrable credits)**

At least 1 of the following:

- A&HM 5032 Comprehensive Musicianship I, 3 points
- A&HM 5026 Composing Collaboratively Across Diverse Styles, 3 points



Certification requirement:

- A&HM 6058 Music Performance, 1 point

Applied Music and Ensemble courses:

- Applied Conducting, 2 points
- Applied Composition, 2 points
- Applied Instrument, 2 points
- Applied Voice, 2 points
- A&HM 5052 Vocal Literature & Interpretation, 2-3 points

### **Research in Music Education (minimum 15 points including transferrable credits)**

Emphasized courses:

- A&H 5001 Research Methods in Arts Education (online), 3 points
- A&H 5002 Assessment Strategies for the Arts (online), 3 points
- A&HM 5031 Synthesizing Research in Music Education (online), 3 points
- A&HM 6041 Interview Data & Analysis, 3 points

Seminars:(Required)

- A&HM 6501 Doctoral Seminar in Music Education, 2 or 3 points (Preliminary Proposal)
- A&HM 7501 Dissertation Seminar: Music Education, 2 or 3 points (Advanced Proposal)

Seminars: (Continuing Research Study)

- A&HM 6510 Advanced Seminar in Art Education Research, 3 points (Continuing Dissertation Research)
- A&HM 6971 Research and Independent Study in Music Education, 1 to 3 points

### **Out of Program (minimum 15 points)**

Suggested Research courses (minimum 3 points):

- A&HH 6041 Historical Method
- C&T 6011 Introduction to Qualitative Research in Curriculum & Teaching
- EDPA 4050 Logic and Design of Research in Educational Policy
- ITSF 4092 Qualitative Research
- ITSF 5000 Methods of Inquiry: Ethnography and Participant Observation
- ITSF 5001 Ethnography and Participant Observation: Fieldwork, Analysis, Reporting
- ORLJ 5040 Research Methods in Social Psychology
- ORL 5522 Evaluation Methods I
- ORL 5524 Instrument Design
- ORL 6500 Qualitative Research Methods on Organizations: Design and Data Collection
- ORL 6501 Qualitative Research Methods on Organizations: Data Analysis and Reporting
- HUD 4120 Methods of Empirical Research

Higher Education courses (2 courses or 5 points required):

- ORLD 4827 Fostering Transformative Learning, 3 points

- ORLD 4050 Introduction to Adult and Continuing Education, 3 points
- ORLH 5011 College teaching and learning, 3 points
- ORLH 4040 The American College Student, 3 points
- ORLD 4051 How Adults Learn, 3 points

Sample Additional Elective courses:

- A&HF 5590 Voices in Philosophy and Education
- C&T 4029 Creativity: Its Nature and Nurture
- C&T 4161 The Teacher: Socio-Historical, Cultural Contexts of Teaching
- MTSU 4083 Instructional Design of Educational Technology
- ORLD 4850 Discussion as a Way of Teaching, 1 point
- ORLD 4844 Helping Adults Learn, 1 point

## Music and Music Education (Summer Cohort)

Doctor of Education in College Teaching

**Points/Credits:** 90

**Entry Terms:** Summer Only

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### Degree Requirements

The **Ed.D. in College Teaching Summer Cohort Program** is designed primarily for students with a high level of performance skills whose goal or present position is focused on the pedagogy of performance in higher education. Applicants must have significant prior professional experience at the college/university level. The EdD.C.T. Summer Cohort Program is a unique offering designed for music faculty members holding full-time academic appointments who are interested in completing a doctoral program. Students receive individual attention due to the small cohort size of incoming classes. Additionally, students in the summer cohort are expected to be in New York during the summer B session and take at least 12-18 credits (4-5 courses) each year (across Fall, Spring, Summer), with at least 9 credits (3-4 courses) taken each summer (across both summer sessions).

Requirements include:

- 1) Satisfactory completion of a program of 90 graduate 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 Registrar's Office for consideration by the Music and Music Education Program. Final determinations are made by Program faculty.

Doctoral students must complete a minimum of 15 points of coursework 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, coursework should result in competency in

the following four broad areas: (1) Pedagogy, (2) Research, (3) 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 Columbia University. Topics are selected from a variety of areas to meet professional needs and interests.

### **Pedagogy (minimum: 15 points including transferrable credits)**

Suggested courses:

- A&HM 5020 Foundations of Music Education, 3 points
- A&HM 5022 Children's Musical Development, 3 points
- A&HM 5025 Creativity and Problem Solving in Music Education, 3 points
- A&HM 5027 Philosophical Perspectives of Music Education, 3 points

Additional courses:

- A&HM 4021 Designing Musical Experiences for Young Children, 3 points
- A&HM 4023 Choral Pedagogy, 2-3 points
- A&HM 4029 Intro to New Technologies in Music Education, 2 points
- A&HM 4033 Approaches to Teaching Musical Instruments, 3 points
- A&HM 4050 Strategies for Ensemble Rehearsal, 3 points
- A&HM 5021 Instrumental Experiences for Children, 2-3 points
- A&HM 5023 Voice Pedagogy, 2-3 points
- A&HM 5029 Int/Adv Applications of New Technology in Music Education, 2 points

### **Music in Higher Education (9 points) Required courses:**

- A&HM 6001 Teaching and Administration of Music in College 3 points
- A&HM 6023 Teaching Applied Music in College 3 points
- A&HM 6481 Internship in the Teaching of College Music 3 points

### **Musicianship and Music Performance (minimum: 28 points including transferrable credits)**

At least 1 of the following:

- A&HM 5032 Comprehensive Musicianship I, 3 points
- A&HM 5026 Composing Collaboratively Across Diverse Styles, 3 points

Certification requirement:

- A&HM 6058 Music Performance, 1 point

Applied Music and Ensemble courses:

- Applied Conducting, 2 points
- Applied Composition, 2 points
- Applied Instrument, 2 points
- Applied Voice, 2 points
- A&HM 5052 Vocal Literature & Interpretation, 2-3 points

### **Research in Music Education (minimum 15 points including transferrable credits)**

Emphasized courses:

- A&H 5001 Research Methods in Arts Education (online), 3 points
- A&H 5002 Assessment Strategies for the Arts (online), 3 points
- A&HM 5031 Synthesizing Research in Music Education (online), 3 points
- A&HM 6041 Interview Data & Analysis, 3 points

Seminars:(Required)

- A&HM 6501 Doctoral Seminar in Music Education, 2 or 3 points (Preliminary Proposal)
- A&HM 7501 Dissertation Seminar: Music Education, 2 or 3 points (Advanced Proposal)

Seminars: (Continuing Research Study)

- A&HM 6510 Advanced Seminar in Art Education Research, 3 points (Continuing Dissertation Research)
- A&HM 6971 Research and Independent Study in Music Education, 1 to 3 points

### **Out of Program (minimum 15 points)**

Suggested Research courses (minimum 3 points):

- A&HH 6041 Historical Method
- C&T 6011 Introduction to Qualitative Research in Curriculum & Teaching
- EDPA 4050 Logic and Design of Research in Educational Policy
- ITSF 4092 Qualitative Research
- ITSF 5000 Methods of Inquiry: Ethnography and Participant Observation
- ITSF 5001 Ethnography and Participant Observation: Fieldwork, Analysis, Reporting
- ORLJ 5040 Research Methods in Social Psychology
- ORL 5522 Evaluation Methods I
- ORL 5524 Instrument Design
- ORL 6500 Qualitative Research Methods on Organizations: Design and Data Collection
- ORL 6501 Qualitative Research Methods on Organizations: Data Analysis and Reporting
- HUD 4120 Methods of Empirical Research

**Higher Education courses (2 courses or 5 points required):**

- ORLD 4827 Fostering Transformative Learning 3 points
- ORLD 4050 Introduction to Adult and Continuing Education 3 points
- ORLH 5011 College teaching and learning 3 points
- ORLH 4040 The American College Student 3 points
- ORLD 4051 How Adults Learn 3 points

## Sample Additional Elective courses:

- A&HF 5590 Voices in Philosophy and Education
- C&T 4029 Creativity: Its Nature and Nurture
- C&T 4161 The Teacher: Socio-Historical, Cultural Contexts of Teaching
- MTSU 4083 Instructional Design of Educational Technology
- ORLD 4850 Discussion as a Way of Teaching 1 point
- ORLD 4844 Helping Adults Learn 1 point

# Faculty

**Faculty**

- Randall Everett **Allsup** Professor of Music Education
- Lori **Custodero** Professor of Music Education
- Kelly A. **Parkes** Professor of Music and Music Education
- Patrick **Schmidt** Professor of Music and Music Education

**Lecturers**

- Drew Xavier **Coles** Lecturer - Music & Music Education
- Jeanne Corinne **Goffi-Fynn** Senior Lecturer

**Adjunct Faculty**

- Nicole Madeline **Becker** TC Community Choir Director
- Daniel J. **Brown** Adjunct Associate Professor
- James Thomas **Frankel** Adjunct Associate Professor
- Patricia A. **St. John** Adjunct Professor

**Instructors**

- Adriana **Diaz Donoso** Research Associate

## Courses

### **A&H 4003 - Inclusion and Participation in the Arts for Children with Disabilities**

(Pedagogy) The intent of this course is to provide an opportunity for students to develop a greater understanding of the unique developmental issues of children with special needs and how these issues affect learning in arts classrooms including visual arts, music, drama, movement settings. This course includes an introduction to disabilities and basic diagnosis used in school settings as well as adaptations necessary to provide a successful learning environment.

### **A&H 5001 - Research Methods in Arts and Humanities**

(Research) An examination of research studies and strategies for conducting research in the arts and humanities.

### **A&H 5002 - Assessment Strategies for the Arts**

(Research) An examination of traditional and alternative strategies for assessing art objects and artistic performances, knowledge of the arts, and attitudes toward the arts.

### **A&HM 4021 - Designing Musical Experiences for Children**

(Pedagogy) 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.

### **A&HM 4022 - The Artistic Lives of Young Children**

(Pedagogy) For pre-service and in-service teachers of young children interested in integrative pedagogy focused on children's engagement with music, art, movement, and dramatic play. Creative expression is explored within cultural, expressive, developmental, and curricular contexts through personal reflection, observation, and instructional design.

### **A&HM 4023 - Choral Pedagogy**

(Pedagogy) Everyone is welcome to explore their own singing as we study choral music and group singing in various ensemble settings. We will address healthy singing with an emphasis on the developing voice and the process of singing with vocal goals, creative repertoire choice and developmental musical goals, and a student-centered approach for rehearsals and planning with engagement goals.

### **A&HM 4029 - Introduction to New Technologies in Music Education**

(Pedagogy) Understanding the principles and practices of creating and teaching digitally with synthesizers, MIDI and computers, and emphasizing the application to music education, studios and K-12 classrooms.

### **A&HM 4033 - Approaches to Teaching Musical Instruments**

(Pedagogy) This course will examine teaching and learning in the context of instrumental music. It will serve as an overview of theoretical and philosophical constructs of instrumental music pedagogy. The resulting practices inform our knowledge of teaching through the process of learning instruments in a small group setting. Focus will be on the years students typically begin the learning of wind, brass, and percussion instruments in schools, around the age of 10, through intermediate and advanced levels in middle and high school. Fundamental to our approach will be the development of lesson planning that puts the student at the center of her learning experiences. Not content with the traditional master/apprentice model, we will seek opportunities to improvise and create, allowing students even in the early stages to assume some degree of control over how they make music and what they choose to play. Questioning techniques in the instrumental lesson setting will encourage reflection on action that results in a broadening, not just of skills, but of the kind of reflective thought that is at the heart of educative experiences. Activities and projects in class will center around developing appropriately sequenced lesson plans, understanding the unique characteristics of instruments of various families, and put all class members in the dual role of teacher and student.

### **A&HM 4050 - Conducting and Rehearsal Strategies**

(Pedagogy) Focus on conducting strategies, rehearsal techniques, and performance programming for instrumental and choral groups encountered in K-12 schooling. Emphasis on preparation for musical teaching through score study, development of non-verbal communicative skills, and attention to group engagement. Final projects may focus either on band, orchestra, choral, or K-6 repertoire.

### **A&HM 4056 - Chamber Music: Latin**

(Performance) For music majors only. The study and performance of chamber works from the Baroque through contemporary periods.

### **A&HM 4150 - Violin Instruction: Beginner / Advanced Beginner**

(Performance) For Beginner / Advanced Beginner students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email [musiced@tc.edu](mailto:musiced@tc.edu) for more information.

### **A&HM 4151 - High Brass Instruction: Beginner / Advanced Beginner**

(Performance) For Beginner / Advanced Beginner students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email [musiced@tc.edu](mailto:musiced@tc.edu) for more information.

**A&HM 4152 - Harp Instruction: Beginner / Advanced Beginner**

(Performance) For Beginner / Advanced Beginner students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email [musiced@tc.edu](mailto:musiced@tc.edu) for more information.

**A&HM 4153 - Cello Instruction: Beginner / Advanced Beginner**

(Performance) For Beginner / Advanced Beginner students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email [musiced@tc.edu](mailto:musiced@tc.edu) for more information.

**A&HM 4154 - Viola Instruction: Beginner / Advanced Beginner**

(Performance) For Beginner / Advanced Beginner students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email [musiced@tc.edu](mailto:musiced@tc.edu) for more information.

**A&HM 4155 - String Bass Instruction: Beginner / Advanced Beginner**

(Performance) For Beginner / Advanced Beginner students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email [musiced@tc.edu](mailto:musiced@tc.edu) for more information.

**A&HM 4156 - Percussion Instruction: Beginner / Advanced Beginner**

(Performance) For Beginner / Advanced Beginner students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email [musiced@tc.edu](mailto:musiced@tc.edu) for more information.

**A&HM 4159 - Low Brass Instruction: Beginner / Advanced Beginner**

(Performance) For Beginner / Advanced Beginner students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email [musiced@tc.edu](mailto:musiced@tc.edu) for more information.

**A&HM 4160 - Oboe Instruction: Beginner / Advanced Beginner**

(Performance) For Beginner / Advanced Beginner students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email [musiced@tc.edu](mailto:musiced@tc.edu) for more information.

**A&HM 4161 - Saxophone Instruction: Beginner / Advanced Beginner**



(Performance) For Beginner / Advanced Beginner students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email [musiced@tc.edu](mailto:musiced@tc.edu) for more information.

#### **A&HM 4162 - Flute Instruction: Beginner / Advanced Beginner**

(Performance) For Beginner / Advanced Beginner students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email [musiced@tc.edu](mailto:musiced@tc.edu) for more information.

#### **A&HM 4164 - Bassoon Instruction: Beginner / Advanced Beginner**

(Performance) For Beginner / Advanced Beginner students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email [musiced@tc.edu](mailto:musiced@tc.edu) for more information.

#### **A&HM 4165 - Conducting Inst: Beginner/Advanced Beginner**

(Performance) For Beginner / Advanced Beginner students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email [musiced@tc.edu](mailto:musiced@tc.edu) for more information.

#### **A&HM 4166 - Guitar Inst: Beginner/Advanced Beginner**

(Performance) For Beginner / Advanced Beginner students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email [musiced@tc.edu](mailto:musiced@tc.edu) for more information.

#### **A&HM 4167 - Digital Electronic Instruments: Beginner / Advanced Beg**

(Performance) For Beginner / Advanced Beginner students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email [musiced@tc.edu](mailto:musiced@tc.edu) for more information.

#### **A&HM 4168 - Composition Instruction: Beginner / Advanced Beginner**

(Performance) For Beginner / Advanced Beginner students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email [musiced@tc.edu](mailto:musiced@tc.edu) for more information.

#### **A&HM 4169 - Woodwinds Instruction: Beginner / Advanced Beginner**

(Performance) For Beginner / Advanced Beginner students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email [musiced@tc.edu](mailto:musiced@tc.edu) for more information.

### **A&HM 4171 - Period/World Instruments: Beginner / Advanced Beginner**

(Performance) For Beginner / Advanced Beginner students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email [musiced@tc.edu](mailto:musiced@tc.edu) for more information.

### **A&HM 4201 - Fieldwork in Music Education**

For Music majors only. Professional activities in the field under the supervision of a member of the Music Education Program faculty.

### **A&HM 4343 - Organ Instruction: Beginner / Advanced Beginner**

(Performance) For Beginner / Advanced Beginner students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email [musiced@tc.edu](mailto:musiced@tc.edu) for more information.

### **A&HM 4350 - Piano Instruction: Beginner/Advanced Beginner**

(Performance) For Beginner / Advanced Beginner students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email [musiced@tc.edu](mailto:musiced@tc.edu) for more information.

### **A&HM 4352 - Voice Instruction: Beginner / Advanced Beginner**

(Performance) For Beginner / Advanced Beginner students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email [musiced@tc.edu](mailto:musiced@tc.edu) for more information.

### **A&HM 4357 - Ensemble Performance: Music - Instrumental**

(Performance) 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 4358 - No Title Found in Banner**

(Performance) Open to all interested in singing. Public concert performances each semester. Repertoire determined by registration.

### **A&HM 4701 - Supervised Teaching in Music Education: Elementary**

M.A. candidates who are student teaching must complete a minimum of 30 points. A variety of supervised teaching experiences (preK-6), 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 State and other states.

### **A&HM 4711 - Supervised Teaching in Music Education: Secondary**

M.A. candidates who are student teaching must complete a minimum of 30 points. A variety of supervised teaching experiences (secondary), 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 State and other states.

### **A&HM 4901 - Research and Independent Study in Music Education**

(Research) For Music majors only. Research and independent study under the direction of a member of the Music and Music Education Program faculty.

### **A&HM 5020 - Foundations of Music Education**

(Pedagogy) 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 Experiences with Children**

(Pedagogy) 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.

### **A&HM 5022 - Children's Musical Development**

(Research) Prerequisite for: A&HM 4021. Overview of significant issues and current research regarding the development of musical skills and understandings in children through early adolescence. Includes observations of children's spontaneous music-making.

### **A&HM 5023 - Voice Pedagogy**

(Research) This course offers a complete study of the singing voice including investigation and application of recent research in voice production and pedagogy. We will examine research and address practical skills and special interests such as choral singing, the young voice, CCM styles of singing, and vocal health. A diagnosis of vocal condition will be followed by the design of a process for effective change. Those who are interested in the

research aspect of this topic must enroll for 3 points. Those who are interested in the more practical applications of the course can enroll for either 2 or 3 points.

### **A&HM 5025 - Creativity and Problem Solving in Music Education**

(Pedagogy) This course investigates the concept of student-centered learning, with emphasis on composition and improvisation. Students will design open-ended lesson plans and practice creative teaching. Portfolio assessment allows students to design projects that are personally meaningful and justify individual growth. Diversity is encountered through readings, blogs, discussion, and a broad range of musical texts. Collaborative and creative learning processes are explored as means to enlarge content knowledge and to reflect increasingly multicultural and anti-racist music classrooms.

### **A&HM 5026 - Composing Collaboratively Across Diverse Styles**

(Music Literacies) This course investigates a diverse range of musical styles across multiple histories and traditions. Musical analysis emphasizes both traditional and multimodal interpretations. Students compose collaboratively to demonstrate knowledge and explore new meanings. Song writing assignments are woven together to produce one-act operas. Course emphasizes the acquisition and application of diverse musical skills. Collaborative and creative learning processes are explored as means to enlarge content knowledge and curricular possibilities to reflect increasingly pluralistic and multicultural music classrooms.

### **A&HM 5027 - Philosophical Perspectives on Music Education**

(Pedagogy) This course is an exploration of the influential philosophical texts that inform music teaching and learning. Topics and activities involve the examination of educational and aesthetic philosophies and practice theories from critical and multicultural perspectives.

### **A&HM 5029 - Intermediate and Advanced Applications of New Technologies in Music Education**

(Pedagogy) Specific demonstrations with new music technology emphasizing the development of creative strategies for music education at various levels.

### **A&HM 5031 - Synthesizing Research in Music Education**

(Research) Prerequisite A&H 5001. Required for Ed.M. and Ed.D. students. This course develops students' ability to analyze research journals and to summarize research in music education. Students write a synthesis of research in an area of music education.

### **A&HM 5032 - Comprehensive Musicianship I**

(Musicianship) An exploration of musical diversity through cross-cultural readings, musical analysis, critical listening, composition, improvisation, and performance, with a focus on culturally-specific concepts and transmission.

### **A&HM 5043 - Music Entrepreneurship**

(Music literacies / musicianship) An examination of current practices in the music industry and music education, as well as the historical, psychological, and sociological bases of entrepreneurship, emphasizing the implications on the careers of K-12 music educators, performing artists, music artist managers, and music education advocates. Professional tools for developing teaching studios, business planning, and self-promotion will be used to create digital footprints tied individually toward career goals.

### **A&HM 5052 - Vocal Literature and Interpretation**

(Music Literacies) 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.

### **A&HM 5058 - Music Performance I**

For Music majors only. Co-requisite: simultaneous registration for applied music instruction or special permission. The student will create and perform a recital. Along with selection of repertoire chosen with advisor, the student will secure a date, design programs and flyers, and arrange for any advertising, personnel, and rehearsals. Group (chamber) works are accepted, as well as children's programs, or solo programs reflecting the individuality of performers. Suggested time-frame is 30-60 minutes.

### **A&HM 5150 - Violin Instruction: Intermediate / Advanced**

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email [musiced@tc.edu](mailto:musiced@tc.edu) for more information.

### **A&HM 5151 - High Brass Instruction: Intermediate / Advanced**

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email [musiced@tc.edu](mailto:musiced@tc.edu) for more information.

### **A&HM 5152 - Harp Instruction: Intermediate / Advanced**

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email [musiced@tc.edu](mailto:musiced@tc.edu) for more information.

### **A&HM 5153 - Cello Instruction: Intermediate / Advanced**

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email [musiced@tc.edu](mailto:musiced@tc.edu) for more information.

#### **A&HM 5154 - Viola Instruction: Intermediate / Advanced**

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email [musiced@tc.edu](mailto:musiced@tc.edu) for more information.

#### **A&HM 5155 - String Bass Instruction: Intermediate / Advanced**

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email [musiced@tc.edu](mailto:musiced@tc.edu) for more information.

#### **A&HM 5156 - Percussion Instruction: Intermediate/Advanced**

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email [musiced@tc.edu](mailto:musiced@tc.edu) for more information.

#### **A&HM 5159 - Low Brass Instruction: Intermediate / Advanced**

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email [musiced@tc.edu](mailto:musiced@tc.edu) for more information.

#### **A&HM 5160 - Oboe Instruction: Intermediate/Advanced**

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email [musiced@tc.edu](mailto:musiced@tc.edu) for more information.

#### **A&HM 5161 - Saxophone Instruction: Intermediate/Advanced**

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email [musiced@tc.edu](mailto:musiced@tc.edu) for more information.

#### **A&HM 5162 - Flute Instruction: Intermediate/Advanced**

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email [musiced@tc.edu](mailto:musiced@tc.edu) for more information.

#### **A&HM 5164 - Bassoon Instruction: Intermediate/Advanced**

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email [musiced@tc.edu](mailto:musiced@tc.edu) for more information.

#### **A&HM 5165 - Conducting Instruction: Intermediate / Advanced**

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email [musiced@tc.edu](mailto:musiced@tc.edu) for more information.

#### **A&HM 5166 - Guitar Instruction: Intermediate/Advanced**

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email [musiced@tc.edu](mailto:musiced@tc.edu) for more information.

#### **A&HM 5167 - Digital/Electronic Music Instruction: Intermediate/Advanced**

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email [musiced@tc.edu](mailto:musiced@tc.edu) for more information. Hours arranged at mutually convenient times between student and instructor. Goals will be decided at initial meeting for the term. Written permission from the Music and Music Education Program, Room 520A Horace Mann, required. For intermediate and advanced Music majors only. With permission of advisor, students may register continuously for this course up to five semesters total.

#### **A&HM 5168 - Composition Instruction: Intermediate / Advanced**

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email [musiced@tc.edu](mailto:musiced@tc.edu) for more information.

#### **A&HM 5169 - Woodwinds Instruction: Intermediate/Advanced**

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email [musiced@tc.edu](mailto:musiced@tc.edu) for more information.

**A&HM 5171 - Period/World Instruments: Intermediate / Advanced**

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email [musiced@tc.edu](mailto:musiced@tc.edu) for more information.

**A&HM 5201 - Fieldwork in Music Education**

For Music majors only. Professional activities in the field under the supervision of a member of the Music Education Program faculty.

**A&HM 5350 - Piano Instruction: Intermediate/Advanced**

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email [musiced@tc.edu](mailto:musiced@tc.edu) for more information.

**A&HM 5352 - Voice Instruction: Intermediate/Advanced**

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email [musiced@tc.edu](mailto:musiced@tc.edu) for more information.

**A&HM 5353 - Organ Instruction: Intermediate/Advanced**

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email [musiced@tc.edu](mailto:musiced@tc.edu) for more information.

**A&HM 5901 - Research and Independent Study in Music Education**

(Research) For Music majors only. Research and independent study under the direction of a member of the Music and Music Education Program faculty.

**A&HM 6001 - Teaching and Administration of Music in College**

(Pedagogy) Major issues relating to the curriculum, instruction, and administration of programs of Music and Music Education in colleges and universities.

**A&HM 6023 - Teaching of Applied Studio Music (Pedagogy)**

(Pedagogy) We will examine studio teaching (applied music) over the semester. We will review recent research in the field and address practical pedagogical skills including learning goals and outcomes, curriculum and



repertoire issues, and rapport and communication. We will look to define effective teaching in a student-centered environment, observing the tension that arises between the traditional master-apprentice model and a student-centered environment. As such, you will be reviewing your own teaching and your peers via a video platform.

### **A&HM 6041 - Interview Data and Analysis**

(Research) Meant to prepare and support doctoral research, the course involves reviewing and critiquing sample interview studies, designing and implementing data collection using various interview techniques, and coding and analyzing data.

### **A&HM 6058 - Music Performance II**

The student will create and perform a recital. Along with selection of repertoire chosen with advisor, the student will secure a date, designing programs and flyers, and arrange for any advertising, personnel, and rehearsals. Group (chamber) works are accepted, as are children's programs or solo programs reflecting the individuality of performers. Suggested time-frame is 30-60 minutes.

### **A&HM 6481 - Internship in the Teaching of College Music**

This course is designed to allow students who are either interested in teaching at the college level or those already doing so an opportunity to observe and reflect upon this practice. All students enrolled will be observing a teacher/mentor in the context of a weekly classroom OR examining your own teaching. Originally designed for new college teachers with limited classroom experience, this course may also accommodate the experienced teacher who wishes to further his/her insight into classroom teaching.

### **A&HM 6501 - Doctoral Seminar in Music Education**

Permission required from advisor and sign-up in the Music Education Program (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. An additional 40-50 hours of out-of-classroom work is required. Weekly approximation of 40 hours that is spent on: 20 hours of literature review including current literature searches of dissertations, and books, library investigations into articles of interest. Additionally, records must be kept of all resources and summaries of articles/books/dissertations. 10 hours of developing research questions, a problem statement, and methodologies. 10 hours of writing the document including background, introduction, and synthesis of all the above-mentioned details.

### **A&HM 6510 - Advanced Seminar in Music Education**

This advanced seminar is for students at the dissertation level. Emphasis is on areas of research concentration for the purpose of critiquing work while considering the implications for music education.

### **A&HM 6901 - Advanced Study in Music Education**

For Music majors only. Permission required from advisor and sign-up in the Music Education Program (520A Horace Mann) is also required. Research and independent study under the direction of a member of the Music Education faculty. Different sections will be offered for specific subject areas. Each section will require subject's specific prerequisites.

### **A&HM 6971 - Research and Independent Study in Music Education**

Permission required from advisor, and sign-up in the Music Education Program (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**

Permission required from advisor, and sign-up in the Music Education Program (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. Students may register for a maximum of two terms.

### **A&HM 8900 - Dissertation Advisement in Music Education**

Permission required from advisor, and sign-up in the Music Education Program (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.

# Philosophy and Education

Department of Arts & Humanities

## 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 multi-cultural 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 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 include studies of equity in access to education, Nietzsche's conception of education, the ethics of school choice, cosmopolitanism and education, the nature of authentic learning, Matthew Arnold's conception of liberal education, and human rights education in light of Kant's moral philosophy.

## Degrees

### Master of Arts

#### Philosophy and Education

Master of Arts

**Points/Credits:** 32

**Entry Terms:** Spring/Summer/Fall

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#### Degree Requirements

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, philosophical anthropology, etc.).

### Master of Education

#### Philosophy and Education

Master of Education

**Points/Credits:** 60

**Entry Terms:** Spring/Summer/Fall

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#### Degree Requirements

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, philosophical anthropology, etc.).

## Doctor of Education

### Philosophy and Education

Doctor of Education

**Points/Credits:** 90

**Entry Terms:** Fall Only

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### Degree Requirements

The Doctor of Education 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. Exact requirements vary for each doctoral program of study. 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.

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: 9 points of philosophy through the Columbia Philosophy Department or Inter-University Doctoral Consortium, 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.

## Doctor of Philosophy

### Philosophy and Education

Doctor of Philosophy

**Points/Credits:** 75

**Entry Terms:** Fall Only

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### Degree Requirements

The Doctor of Philosophy 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 Inter-University Doctoral Consortium, 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.

Students 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 may be approved in consultation with program faculty.

## Advanced Certificate

### Philosophy and Education

Advanced Certificate

**Points/Credits:** 15

**Entry Terms:** Spring/Summer/Fall

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### Degree Requirements

No catalog information available for this degree.

# Faculty

## Faculty

- David **Hansen** John L & Sue Ann Weinberg Professor in Historical & Philosophical Foundations of Education
- Megan **Laverty** Associate Professor of Philosophy and Education

## Lecturers

- Sara Elizabeth **Hardman** Lecturer - Philosophy

# Courses

## A&HF 4090 - Philosophies of Education

An introduction to primary 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

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

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

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.

## A&HF 4190 - Philosophies of Education: North America

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 4192 - Ethics and Education**

An introduction to influential philosophical perspectives on professional ethics. Attention to the roles, relations, and responsibilities of educators in the context of such ethical considerations as the good human life, practical wisdom, and virtue ethics.

### **A&HF 4193 - Africana Philosophies of Education**

A study of philosophies of education that derive from the experience of African-Americans, Africans, and people of African descent around the world. Reading of classics by figures such as W. E.B. Du Bois, Aimé Césaire, Anna Julia Cooper, Frantz Fanon, and Alain Locke, as well as contemporary thinkers.

### **A&HF 4194 - Dialogue and Difference in the Multicultural Classroom**

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**

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.

### **A&HF 4198 - Philosophies of Education in the Americas: Latin America**

An introduction to significant lines of philosophical inquiry about education across Latin America, from pre-conquest civilizations through the present time. Consideration of writings by Bartolomé de las Casas, Sor Juana Inés de la Cruz, Aimé Césaire, José Enrique Rodó, Gabriela Mistral, José Carlos Mariátegui, and others.

### **A&HF 4900 - Independent Study: Philosophy and Education**

Permission of instructor required. This course requires 40 hours per week of out of classroom work.

### **A&HF 5090 - The Philosophy of John Dewey**

An analysis of the principal educational works of John Dewey.

### **A&HF 5092 - Philosophy Goes to School**



An introduction to pre-college philosophy education. Analysis of children's philosophical thinking and of the philosophical dimensions of children's literature. Class participants will create a 'community of inquiry' by studying cognitive, social and philosophical aspects of classroom discussion.

### **A&HF 5093 - Ways of Knowing**

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 5190 - Critical Perspectives in Philosophy and Education**

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**

A master's thesis writing workshop for graduating students in the program of Philosophy and Education.

### **A&HF 5591 - Educational Debates in Philosophical Perspective**

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, standardization).

### **A&HF 5596 - Topics in Educational Ethics and Moral Philosophy**

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 5600 - Colloquium in Philosophy and Education**

A series of formal presentations and discussions with scholars in the field of Philosophy and Education.

### **A&HF 6000 - Doctoral Pro-seminar: Ancient Philosophy and Education**

Permission of instructor required. For first- and second-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 Pro-seminar: Modern Philosophy and Education**

Permission of instructor required. For first- and second-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**

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. Students develop research interests, hone philosophical skills, and draft dissertation proposals. Offered every Fall and Spring semester.

### **A&HF 6590 - Advanced Seminar in Philosophy & Education**

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, cosmopolitanism and education, and conceptions of teacher education.

### **A&HF 6900 - Advanced Research in Philosophy and Education**

Permission of instructor required. For doctoral students in Philosophy and Education only. This course requires 40 hours per week of out of classroom work.

### **A&HF 7500 - Dissertation Seminar in Philosophy and Education**

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**

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

# Teaching of Social Studies

Department of Arts & Humanities

## Program Description

The Social Studies Program is rooted in a diverse set of humanities and social sciences, from history and political science to geography and sociology, with a particular focus on making this subject matter resonant in the lives of young people. The program examines the many contexts in which social studies education is enacted and relies upon deep theorizing and engaged practice in the realms of curriculum and pedagogy. We recognize the importance of the urban context in which we are situated and work to serve this vibrant city, particularly historically marginalized students within it, as we recognize the globally interdependent nature of education.

Social studies educators must have a deep understanding of various fields and be thoughtfully engaged in teaching, cognizant of the diverse and fluid needs of students, and alive to the interplay of various contexts that shape and inform social studies education. The program prepares students for professional lives in schools, universities, and allied institutions. The faculty's experience as teachers and engagement as scholars in fields like history, civics, economics, geography, and social studies are well suited to that purpose. These strengths, along with the resources of Teachers College and Columbia University Graduate School of Arts and Sciences, are available to every student.

## Degrees

### Master of Arts

#### Teaching of Social Studies

Master of Arts | Initial Cert: Social Studies 7-12

**Points/Credits:** 38

**Entry Terms:** Summer/Fall

**Certification:**

- NY State Initial: Social Studies 7-12

**Degree Requirements**

This degree program requires a minimum of 38 points and an integrative project. It is designed for those with little or no experience teaching secondary social studies. 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, in the New York Metropolitan area. A committee of social studies faculty and cooperating professionals from the schools to which students are assigned to supervise and evaluate the student teacher's 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 (9 points):**

Required courses:

- A&HW 4036 The teaching of social studies
- A&HW 5037 Advanced methods of social studies curriculum
- A&HW 5030 Diversity and the social studies curriculum

**Social Studies Content Courses (10-12 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. Courses can also be taken at Columbia University.

**Professional Development Courses (6-9 points):**

To satisfy the college's breadth requirement students must take three Teachers College courses (for this purpose a course is defined as one in which 2 or 3 points are earned) outside the major Program. For the purposes of certification, students must take a course in psychology with an adolescent focus, a three-point literacy course, and a course in inclusive or special education. Selected with advisor approval.

**Student Teaching (10 points):**

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

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

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

**Further Requirements:**

Students must complete an integrative master's project. For additional requirements, please refer to the Teacher Education area of the Academic Resources section of this bulletin.

## Teaching of Social Studies

Master of Arts | Non-Certification

**Points/Credits:** 32

**Entry Terms:** Summer/Fall

**Certification:**

- Non-Certification Track

### Degree Requirements

This degree program is designed for experienced teachers who need an M.A. for professional certification and non-certified teachers engaged in private school teaching. It requires a minimum of 32 points and a master's integrative project. This degree program focuses on social studies teaching in middle and high schools and fulfills the requirements for New York State Professional Certification. Points are distributed as follows:

#### Social Studies Core Courses (11 points):

Required courses:

- A&HW 5031 Teacher education in social studies
- A&HW 5232 Fieldwork: Social studies teacher education
- A&HW 6530 Curriculum development, research, and supervision

#### Students should also take one of the following courses:

- A&HW 5011 Contemporary Literature in Social Studies Research and Education I
- A&HW 5021 Contemporary Literature in Social Studies Research and Education II
- A&HW 6011 The Citizen and Society
- A&HW 6521 History Of Inequality and Social Justice.

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

In consultation with an advisor, students should select courses to round out their knowledge of the social studies subject matters taught in secondary schools. Courses taken at Teachers College include attention to both content and pedagogy. Courses can also be taken at Columbia University.

#### Professional Development Courses (6-9 points):

Students must take at least 6 points outside of the Program in Social Studies. These courses should be chosen with an advisor to support professional growth.

#### Further Requirements:

Students must also complete a master's integrative project, selected with advisor approval.

## Teaching of Social Studies

Master of Arts | Professional Cert: Social Studies 7-12

**Points/Credits:** 32

**Entry Terms:** Summer/Fall

**Certification:**

- NY State Professional: Social Studies 7-12
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## Degree Requirements

The Master of Arts degree offers the following three tracks:

### **Master of Arts**

This program leads only to New York State professional certification for those teachers already holding New York State initial certification. Program faculty cannot advise students about certification in other states or alternative New York State pathways to certification.

The program is designed for experienced teachers and those engaged in private school teaching. It requires a minimum of 32 points and a master's integrative project. This degree program focuses on social studies teaching in middle and high schools and fulfills the requirements for New York State Professional Teacher Certification.

### **Master of Arts in Social Studies with Initial Teacher Certification**

This program leads only to New York State initial teacher certification. Program faculty cannot advise students about certification in other states or alternative New York State pathways to certification.

This program requires a minimum of 38 points and an integrative portfolio project. It is designed for those with little or no experience teaching secondary social studies. 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, in the New York Metropolitan area. A committee of social studies faculty and cooperating professionals from the schools to which students are assigned supervise and evaluate the student teacher's 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.

### **Master of Arts (Intensive Summer Master's Program-INSTEP)**

This program leads only to New York State Professional Teacher Certification for those teachers already holding New York State initial certification. Program faculty cannot advise students about certification in other states or alternative New York State pathways to certification.

InStep is a three-year, summer Master of Arts degree. It requires 32 points and a master's thesis. It is designed for teachers from both public and private schools.

For all programs leading to teacher certification, New York State Education Department (NYSED) mandates teacher certification requirements that are needed for program completion and graduation which are listed in the Office of Teacher Education section of the catalog.

## Teaching of Social Studies (INSTEP)

Master of Arts | Professional Cert: Social Studies 7-12

**Points/Credits:** 32

**Entry Terms:** Summer Only

**Certification:**

- NY State Professional: Social Studies 7-12

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## Degree Requirements

This program is designed for teachers from both public and private schools seeking further education. Most of the 32 points are taken during three-week intensive summer programs over three years. During the intensive residency each summer, students are embedded in integrated courses in teaching and social studies that take advantage of NYC and the diverse experiences of students. During the academic years, most students take 2-3 additional courses and work on their integrative project to complete their degree.

Please note that all students must take a minimum of 12 points in content/pedagogy and three out-of-program courses in professional development for a minimum of 2 credits each.

**Typical curriculum for INSTEP includes:**

**Summer #1:**

- Advanced methods of social studies curriculum (A&HW 5037)
- Social Studies Content w/Pedagogy Course
- Guided Investigations (A&HW 5931)
- Out-of-Program Course

**Summer #2:**

- Curriculum development, research, and supervision (A&HW 6530) or Out-of-Program Course
- Social Studies Content w/Pedagogy Course
- Guided Investigations (A&HW 5931)

**January Weekend Between Summers #2 and #3:**

- Action Research Mid-Year Seminar (A&HW 5232)

**Summer #3:**

- Diversity and Social Studies Curriculum (A&HW 5030)
- Out-of-Program Course
- Guided Investigations (A&HW 5931)
- Social Studies Content w/Pedagogy Course

**Graduation Requirement:**

## Teaching of Social Studies (Peace Corps Fellows)

Master of Arts | Transitional B Cert: Social Studies 7-12

**Points/Credits:** 32

**Entry Terms:** Spring/Summer

**Certification:**

- NY State Transitional B: Social Studies 7-12
- 

## Degree Requirements

This program requires a minimum of 32 points and an integrative project. The program is designed for Returned Peace Corps Fellows to transition into public school classrooms. Successful completion of this program of study leads to the M.A. degree and recommendation for New York State Initial Teacher Certification (grades 7-12). Students in this program balance full-time teaching in a NYCDOE school and graduate school coursework. They are supported in their program and teaching by the Program in Social Studies and the Peace Corps Fellows Program.

In order to complete all degree requirements successfully, this program typically demands two years. The first summer in the program is intensive coursework and fieldwork to prepare students for their first year of teaching

The 32 points should be distributed as follows:

### Social Studies Core Courses (9 points):

Required courses:

- A&HW 4036 The teaching of social studies
- A&HW 5037 Advanced methods of social studies curriculum
- C&T 4501 Teaching and Learning in a Multicultural, Multilingual Classroom
- A&HW 4530 Student Teaching Seminar - Fall
- A&HW 4530 Student Teaching Seminar - Spring

### Social Studies Content Courses (10+ points):

In consultation with an advisor, students should select courses to round out their knowledge of the social studies subject matters taught in secondary schools. Content courses taken at Teachers College include attention to both content and pedagogy. Courses can also be taken at Columbia University.

### Professional Development Courses (7+ points):

To satisfy the college's breadth requirement students must take three Teachers College courses (for this purpose a course is defined as one in which 2 or 3 points are earned) outside the major Program. For the purposes of certification, students must take a course in psychology with an adolescent focus, a three-point literacy course, and a course in inclusive or special education selected with advisor approval.

### Further Requirements:



Students must complete an integrative master's project. They must also satisfy the New York State certification requirement for social studies content. (For additional requirements, please refer to the Teacher Education area of the Academic Resources section of this bulletin.)

## Master of Education

### Teaching of Social Studies

Master of Education

**Points/Credits:** 60

**Entry Terms:** Spring/Summer/Fall

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### Degree Requirements

This Master of Education (Ed.M.) program requires a minimum of 60 points including an independent integrative research project. The degree is intended for experienced educators; it is aimed at developing leaders in social studies education for settings such as community colleges, high schools, curriculum agencies, publishing companies, foundations and 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 (27 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 the major field (15 points minimum):**

Required courses:

- A&HW 5011 Contemporary Literature in Social Studies Research and Education I
- A&HW 5021 Contemporary Literature in Social Studies Research and Education II
- A&HW 6011 The Citizen and Society
- A&HW 6521 History Of Inequality and Social Justice.

Electives:

- A&HW 5530 History of American social thought
- A&HH 4070 History of education in the United States
- A&HW 5037 Advanced methods of social studies curriculum
- A&HW 6935 Studies in history and in the teaching of history and social studies
- A&HW 5232 Fieldwork: Social studies teacher education

**Curriculum Study (12 points):**

Required courses:

- A&HW 6530 Curriculum development, research, and supervision
- A&HW 5030 Diversity and the social studies curriculum (or a comparable course in diversity)
- One course in media and technology
- One additional course in curriculum

**Social Studies Content Electives (12 points minimum):**

A wide variety of courses combining content and pedagogy is offered in the program. Content courses are also available at Columbia University but should be approved by a Program advisor before registration.

**Broad and Basic Areas of Professional Scholarship (15 points):**

All master's students at Teachers College must take at least three out-of-program courses. (For this requirement, a course is defined as one in which at least 2 points are earned). These courses should support students' interests and professional growth but should include at least one course on the nature of education, one on the nature of persons and learning, and one on methods of evaluation. Selected with advisor's approval.

**Independent Study for the Master's Integrative 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 master's integrative project will develop out of each student's particular program of study. A student will work with an advisor to conceptualize, prepare, and write the integrative 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. integrative project in close consultation with the advisor.

## Doctor of Education

### Teaching of Social Studies

Doctor of Education

**Points/Credits:** 90

**Entry Terms:** Fall Only

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### Degree Requirements

The Doctor of Education degree in Social Studies requires 90 points of graduate study and a dissertation. The Ed.D. program in Social Studies leads to a professional degree designed to meet the needs of individuals preparing for careers of leadership and applied research in schools, universities, and community educational programs.

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

Required courses:

- A&HW 5011 Contemporary Literature in Social Studies Research and Education I
- A&HW 5021 Contemporary Literature in Social Studies Research and Education II
- A&HW 6011 The Citizen and Society
- A&HW 6521 History Of Inequality and Social Justice.
- A course from Philosophy and Education

**Research courses, seminars, and individual work (23 points minimum):**

Required courses:

- A&HW 5503 Research paper in social studies (done in conjunction with the fourth round of doctoral seminar)
- A&HW 6503 Doctoral seminar in social studies (taken four times consecutively during the first two years of the program)
- A&HW 7503 Dissertation seminar in social studies (taken at the time of presentation of the doctoral proposal)

Other offerings:

- A&HW 6030 Research in social studies education
- A&HW 6203 Advanced fieldwork in social studies
- A&HW 6903 Research and independent study in social studies

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

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

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

**Content courses in the major field (21 points minimum):**

Soon after beginning this program, students should select an area of emphasis. These courses should be selected for their applicability to the student's area of dissertation research. Coursework in the area of emphasis normally includes attention to the subject matters themselves as well as to questions related to 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 Doctoral Students Handbook for Social Studies.

## Doctor of Philosophy

### Teaching of Social Studies

Doctor of Philosophy

**Points/Credits:** 75

**Entry Terms:** Fall Only

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### Degree Requirements

The Doctor of Philosophy degree in Social Studies requires 75 points of graduate study and a dissertation. The Ph.D. degree program in Social Studies leads to a strongly research-oriented degree designed for individuals preparing for a career in teaching, conducting research, and working in teacher education in a university setting, or a private or public policy organization.

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

- A&HW 5011 Contemporary Literature in Social Studies Research and Education I
- A&HW 5021 Contemporary Literature in Social Studies Research and Education II
- A&HW 6011 The Citizen and Society
- A&HW 6521 History of Inequality and Social Justice.
- A course from Philosophy and Education

#### Content courses in the major field (21 points minimum):

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

#### Research Courses (23 points minimum):

Required Courses:

- A&HW 5503 Research paper in social studies (done in conjunction with the fourth round of doctoral seminar)
- A&HW 6503 Doctoral seminar in social studies (taken four times consecutively during the first two years of the program)
- A&HW 7503 Dissertation seminar in social studies (taken at the time of presentation of the doctoral proposal)
- A&HW 8903 Dissertation advisement in the teaching of social studies

Other offerings:

- A&HW 6030 Research in social studies education
- A&HW 6203 Advanced fieldwork in social studies
- A&HW 6903 Research and independent study in social studies
- A&HW 6935 Studies in history and in the teaching of history and social studies

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

All students must pursue work in broad and basic areas of professional scholarship outside of the Program in Social Studies in order to help inform and contextualize their more specialized work in social studies. The selection of non-major courses will depend on the student's research interests and plans, as well as previous academic work in various areas of the education field. In consultation with advisors, students will select courses that contribute to their professional development by filling gaps in some areas and by securing greater depth in others (this may require additional study beyond the minimum point requirement).

**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 or Political Science, though courses should be selected that support the student's scholarly interest and in close consultation with an academic advisor. Students should read the Requirements for Doctor of Philosophy obtainable from the Office of Doctoral Studies at Teachers College.

## Faculty

**Faculty**

- Beth Cara **Rubin**
- Sandra **Schmidt** Associate Professor of Social Studies Education

**Visiting Faculty**

- Bradley Charles **Siegel** Adj/PTVisiting Prof/PTLecturer (SSTE)

**Lecturers**

- Elizabeth Jean **Craig** Lecturer of Social Studies & Education

**Adjunct Faculty**

- Thomas E. **Chandler** Adjunct Associate Professor

# Courses

## **A&HW 4005 - Sustainability and the Social Studies**

This course examines the ways in which such scientific issues can be incorporated into school curricula as issues of civic education. Particular attention will be paid to mitigation and adaptation efforts that are currently underway in classrooms across the U.S. as well as the interdisciplinary nature of sustainability education.

## **A&HW 4010 - Social Inquiry**

Engaging students in inquiry is the gold standard for content-based learning, yet one rarely achieved or regularly practiced. One reason for its relative absence in classrooms is the lack of experience teachers themselves have either doing or generating inquiries. This course invites all current Masters and Doctoral students to engage in a series of inquiries about Teachers College, exploring the question—What does Teachers College teach?—as a physical place, as an historical place, aesthetic space, as a narrative space, and finally, as an educational and pedagogical space.

## **A&HW 4032 - Teaching World History and Geography**

Critical examination of traditional Eurocentric models of World History curriculum. Particular attention to the problems of conceptualization and interpretation involved in organizing and teaching world history and geography. Satisfies the New York State requirement for world history and geography.

## **A&HW 4033 - History and Geography of Europe Since 1914: Selected Topics**

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. Satisfies the New York State requirement for U.S. history and geography.

## **A&HW 4035 - New York City as a Learning Laboratory**

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.

## **A&HW 4036 - Teaching Methods in the Social Studies**

Basic classroom methods for teaching social studies in secondary schools. Focus on equity in curriculum design, teaching resources and texts, assessment, and student-centered classrooms.

**A&HW 4037 - East Asia: Geographic Perspectives**

An overview of central themes in the modern history, geography, and culture of China, Japan, and Korea. Satisfies the New York State requirement for world history and geography.

**A&HW 4038 - Teaching U.S. History and Geography**

Critical examination of dominant themes and narratives in American history and geography for middle and high school. Particular attention to imagining an anti-colonial and anti-racist approach to teaching US history and geography. Satisfies the New York State requirement for US history and geography.

**A&HW 4039 - The United States Constitution: Civic Decision Making**

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. Emphasis on past and present struggles to enact democracy in a pluralistic society. Satisfies the New York State requirement for government.

**A&HW 4040 - Women of the World: Issues in Teaching**

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.

**A&HW 4041 - Teaching Economics as if People Matter**

Critical examination of equity and access through the economic decisions of individuals, groups, governments, and societies. Considers economic structures and decisions that center racial and class equity. Examines key economic concepts across the social studies. Satisfies the New York State requirement for economics.

**A&HW 4043 - Controversial Issues and the Secondary Classroom**

This course is about the inclusion of discussions of controversial public issues in secondary school classrooms. Satisfies the New York State requirement for government.

**A&HW 4530 - Seminar for Student Teachers in Social Studies**

Addendum: Restricted to majors. Discussion of contextual issues related to student teaching in New York City and support for developing teachers.

**A&HW 4729 - Observation in the Social Studies**

Restricted to majors. Preliminary experience in middle and high school social studies classrooms.

**A&HW 4730 - Supervised Student Teaching in Social Studies**

Addendum: Restricted to majors. Student teaching placement in middle and high school social studies classrooms.

**A&HW 4903 - Research and Independent Study in Social Studies**

Permission of instructor required. For qualified masters students. Student-proposed course to supplement student's program plan. Taken under the direction of a faculty member. Students work individually or with others.

**A&HW 5021 - Cont Lit Soc Stds Rsrc & Ed II**

This course introduces students to contemporary research and scholarship in social studies education. The course emphasizes theories used by social studies educational researchers in synthesizing meaning and making claims.

**A&HW 5022 - Spatial Theories & Methodologies**

This course examines theories of spatiality in critical discourse, drawing largely from feminist and postcolonial scholars. It explores the methods and practices we can use in researching and writing about the spatiality of curriculum, teaching, and/or social interaction.

**A&HW 5030 - Social Inequities and Schools: Rethinking Social Studies**

Examination of social, political, spatial, historical and economic inequities in the context of U.S. urban schools and schooling. Explores the integration of equity-driven curricular and pedagogical orientations to classrooms to redress social inequities.

**A&HW 5031 - Teacher Education in Social Studies**

Permission of instructor required. Introduction to research in teacher education in the social studies; examination of issues related to social studies teacher education.

**A&HW 5035 - History of the Social Studies since 1880**

A historical investigation of the development of the secondary school history/social studies curriculum, including questions related to objectives, content, and methods of instruction.

**A&HW 5037 - Advanced Teaching Methods in the Social Studies**

Examination of alternatives to conventional curricular arrangements in social studies, including attention to authentic assessment, interdisciplinary strategies, social justice education, and pedagogy in public.



**A&HW 5040 - Global Citizenship Education**

Explores the emergence of global citizenship discourse, particularly in the late 20th Century, and considers the philosophical underpinnings of this necessarily obtuse idea. The course considers institutions that enact global citizenship principles while examining how the problems that give rise to global citizenship manifest in the US and beyond during the early 21st Century. Satisfies the New York State requirement for government.

**A&HW 5043 - Critical Geography Education: Africa**

This course explores social theory from geography to develop questions and practices for the teaching of geography in the social studies. The unit of inquiry is Africa, a geographic concept we interrogate during the course. Satisfies the New York State requirement for geography.

**A&HW 5203 - Fieldwork in Social Studies**

Permission of instructor required. Opportunity for qualified masters 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 5232 - Fieldwork in Social Studies**

Supervised fieldwork, individual conferences and group seminar related to social studies research.

**A&HW 5430 - Internship in the Teaching of History and Social Sciences**

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

**A&HW 5503 - Research Paper in Social Studies**

Required for master's students submitting a final portfolio or thesis; required for doctoral students submitting their literature review.

**A&HW 5530 - History of American Social Thought**

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

**A&HW 5931 - Guided Investigations in the Teaching of Social Studies**

Seminar designed to support the preparation and writing a thesis for INSTEP students. Course is taken each summer to develop research plan, carry out research, analyze data and write the thesis.

### **A&HW 6011 - The Citizen & Society**

Using scholarship from history, philosophy, and sociology, the course will consider the utility of the word “citizen” and “citizenship” in our teaching and research and offers a variety of ways of rethinking these concepts and ideas

### **A&HW 6030 - Research in Social Studies Education**

Permission of instructor required. Supports advanced students working on a research project. Course explores epistemological frameworks, use of theory, research methods, and/or analysis of data. Emphasis determined by needs of students.

### **A&HW 6203 - Advanced Fieldwork in Social Studies**

Permission of instructor required. Opportunity for qualified doctoral 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 6403 - Internship in College Teaching in Social Studies**

Permission of instructor required. Occasional opportunities in college programs in areas represented by the program.

### **A&HW 6500 - Seminar in the History of the Social Studies**

This course is for doctoral students taking the History of Social Studies since 1880 (A&HW 5035) and runs concurrently with A&HW 5035. Course requirements are designed specifically for doctoral students.

### **A&HW 6503 - Doctoral Seminar in Social Studies**

Doctoral seminar focused on research paradigms, theory, scholarly identity, writing, and navigating life in academia. Beginning doctoral students take the seminar for four consecutive semesters.

### **A&HW 6530 - Curriculum Development, Research, and Supervision**

Aspects of curriculum; teaching and learning processes; attention to problems and techniques of supervision.

### **A&HW 6903 - Research and Independent Study**

Permission of instructor required. For qualified doctoral students. Student-proposed course to supplement student’s program plan. Taken under the direction of a faculty member. Students work individually or with others.

### **A&HW 6935 - Studies in History and in the Teaching of History and Social Studies**

Permission of instructor required. Individual research and advanced historical method ordinarily related to a doctoral dissertation.

### **A&HW 7503 - Dissertation Seminar in Social Studies**

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 committee review.

### **A&HW 8903 - Dissertation Advisement in Social Studies**

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.



**Teachers College**  
COLUMBIA UNIVERSITY

# Academic Catalog 2023-2024

## Biobehavioral Sciences

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# The Department of Biobehavioral Sciences

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## Our Mission

The Department of Biobehavioral Sciences offers programs that focus on the application of the biological, physiological, behavioral, and sociocultural sciences underlying human communication, movement, and their disorders to clinical, educational, and community settings. An understanding of the normal and abnormal 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 lifespan.

Graduates of our master's programs assume professional roles in educational, health-related, and community agency settings as speech-language pathologists, exercise physiologists, occupational therapists, physical therapists, and research coordinators. 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 and administrative positions in clinical, educational, and organizational field-based settings. They 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 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 Communication Sciences and Disorders is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA).

If you plan to work in a state other than New York, Teachers College has not made a determination if our programs meet the educational requirements for certification or professional licensure in any other state, Washington DC, or Puerto Rico. We recommend that you review the state's licensing board or teacher certification website for that state's qualifications. The Office of Teacher Education will complete any necessary forms and/or letters for out-of-state certification on the completion of your approved teacher preparation program.

# Communication Sciences and Disorders

Department of Biobehavioral Sciences

## Program Description

The master's degree program in Communication Sciences and Disorders is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association.

The program in Communication Sciences and Disorders offers advanced education and training in the processes of individual human communication (speech, hearing, language disorders of human communication and swallowing). Coursework and clinical training of assessment and treatment for such disorders is a major component of the program.

Emphases and interests of the program are reflected in the work of the faculty. Dr. Cate Crowley's work concentrates on culturally and linguistically appropriate disability evaluations; cleft palate speech and feeding assessment and treatment; appropriate and effective international practice. Dr. Carol Scheffner Hammer's research focuses on investigating cultural and environmental influences on young children's development; developing assessment instruments that target dual language learners' language and literacy skills; and developing and evaluating home and classroom-based interventions. Dr. Erika Levy's research interests include treatment efficacy for intelligibility in children with dysarthria due to cerebral palsy and in adults with Parkinson's Disease. Dysarthria speech characteristics and treatment outcomes are examined in English, French, Spanish, and Mandarin. In addition, her lab examines cross-language speech perception. Dr. Michelle Troche's research is aimed at improving health outcomes and quality of life associated with disorders of airway protection (i.e., swallowing and coughing); better understanding of the mechanisms underlying airway protection and its disorders; development of novel and robust evaluation and treatment techniques for dystussia (deficits of cough function) and dysphagia (deficits of swallowing function).

Programs leading to the M.S. degree in Communications Sciences and Disorders prepare 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, swallowing and their disorders and management, it has special interests in, and relations with, the fields of psychology, linguistics, bilingualism, anatomy and physiology, special education, and various health related professions including medicine, dentistry, physical therapy, occupational therapy, dental hygiene, nursing, and hospital administration.

## Degrees

### Master of Science

#### Communication Sciences and Disorders

Master of Science | Initial Cert: Speech & Language Disabilities K-12

**Points/Credits:** 55

**Entry Terms:** Fall Only

**Certification:**

- NY State Initial: Speech and Language Disabilities K-12; NY State License: Speech Language Pathology
- ASHA Certification: Speech Language Pathologist

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#### Degree Requirements

This degree program incorporates academic and clinical practicum requirements for the American Speech-Language-Hearing Association's Certification of Clinical Competence (ASHA CCC-SLP) and the New York State Education Department (NYSED) requirements as well as departmental and college requirements. Students who complete the degree program are also eligible for New York State licensing in speech and language pathology. Students may also elect to apply for the NYSED Teacher of Students with Speech and Language Disabilities Certificate (TSSLD). New York State Education Department (NYSED) mandates teacher certification requirements that are needed for program completion and graduation which are listed in the Office of Teacher Education section of the catalog.

Students are admitted to the program with undergraduate degrees in speech and language pathology or with all required prerequisite courses completed.

Completion of the program is typically accomplished within two calendar years (four semesters and one summer session) of full time study.

#### Bilingual-Multicultural Program Focus

The Bilingual-Bicultural Program Focus is for students who wish to develop expertise in working with culturally and linguistically diverse children and adolescents with communication disorders. Following the Bilingual-Multicultural Program Focus will satisfy the coursework and field placement requirements for the bilingual

extension to the New York State TSSLD. 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 New York State as well as providing bilingual therapy in a private practice where funding comes from the New York City Department of Education.

## Communication Sciences and Disorders

Master of Science | Initial Cert: Speech & Language Disabilities w/ Bilingual Option

**Points/Credits:** 58

**Entry Terms:** Fall Only

**Certification:**

- NY State Initial: Speech and Language Disabilities K-12 with Bilingual Option; NY State License: Speech Language Pathology
- ASHA Certification: Speech Language Pathologist

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## Degree Requirements

This degree program incorporates academic and clinical practicum requirements for the American Speech-Language-Hearing Association's Certification of Clinical Competence (ASHA CCC-SLP) and the New York State Education Department (NYSED) requirements as well as departmental and college requirements. Students who complete the degree program are also eligible for New York State licensing in speech and language pathology. Students may also elect to apply for the NYSED Teacher of Students with Speech and Language Disabilities Certificate (TSSLD) and the NYSED bilingual extension to the TSSLD. New York State Education Department (NYSED) mandates teacher certification requirements that are needed for program completion and graduation which are listed in the Office of Teacher Education section of the catalog.

Students are admitted to the program with undergraduate majors in speech and language pathology or with all required prerequisite courses completed.

Completion of the program is typically accomplished within two calendar years (four semesters and one summer session) of full time study.

### Bilingual-Multicultural Program Focus

The Bilingual-Bicultural Program Focus is for students who wish to develop expertise in working with culturally and linguistically diverse children and adolescents with communication disorders. Following the Bilingual-Multicultural Program Focus will satisfy the coursework and field placement requirements for the bilingual extension to the New York State TSSLD. 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 New York State as well as providing bilingual therapy in a private practice where funding comes from the New York City Department of Education.

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## Communication Sciences and Disorders



Master of Science

**Points/Credits:** 55

**Entry Terms:** N/A

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## Degree Requirements

This degree program incorporates academic and clinical practicum requirements for the American Speech-Language-Hearing Association's Certification of Clinical Competence (ASHA CCC-SLP) and the New York State Education Department (NYSED) as well as departmental and college requirements.

Students are admitted to the program with undergraduate degrees in speech and language pathology or with all required prerequisite courses completed.

Completion of the program is typically accomplished within two calendar years (four semesters and one summer session) of full time study.

## Communication Sciences and Disorders

Master of Science | Professional Cert: Speech & Language Disabilities K-12

**Points/Credits:** 55

**Entry Terms:** N/A

**Certification:**

- NY State Professional: Speech and Language Disabilities K-12; NY State License: Speech Language Pathology
  - ASHA Certification: Speech Language Pathologist
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## Degree Requirements

This degree program incorporates academic and clinical practicum requirements for the American Speech-Language-Hearing Association's Certification of Clinical Competence (ASHA CCC-SLP) and the New York State Education Department (NYSED) Professional Teacher Certification requirements as well as departmental and college requirements. Students who complete the degree program are also eligible for New York State licensing in speech and language pathology. Students may also elect to apply for the NYSED Teacher of Students with Speech and Language Disabilities Certificate (TSSLD). New York State Education Department (NYSED) mandates teacher certification requirements that are needed for program completion and graduation which are listed in the Office of Teacher Education section of the catalog.

Students are admitted to the program with undergraduate degrees in speech and language pathology or with all required prerequisite courses completed.

Completion of the program is typically accomplished within two calendar years (four semesters and one summer session) of full time study.

## Doctor of Philosophy

### Communication Sciences and Disorders

Doctor of Philosophy

**Points/Credits:** 75

**Entry Terms:** Fall Only

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### Degree Requirements

This program is designed for individuals primarily interested in research and teaching careers in speech and language pathology. A minimum of 75 points must be completed, though 30 points may potentially be transferred from a master's degree program. There is no foreign language requirement. All doctoral candidates must complete a dissertation. For general details concerning the doctoral programs, please consult the Office of Doctoral Studies website. For more information about our doctoral program, please go to our program website.

## Advanced Certificate

### Bilingual Extension Institute (Online) (Speech Language Pathology)

Advanced Certificate

**Points/Credits:** 6

**Entry Terms:** Summer Only

**Certification:**

- Bilingual SLP Extension
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### Degree Requirements

Online Curriculum Outline

#### **Weeks 1-12, 3-credit course. Foundations and Preschool assessment and treatment**

Unit 1 (weeks 1-4): Bilingual language development: Second language acquisition, social vs academic language, sociolinguistics (code-switching, dialect, etc.)

Unit 2 (weeks 5-9): Preschool bilingual speech-language assessment

Unit 3 (weeks 10-12): Preschool bilingual intervention

## **Weeks 13-24, 3-credit course. Bilingual motor speech disorders, cognitive disorders including TBI, school age assessment, school age intervention**

Unit 1 (weeks 13-14): Bilingual motor speech disorders assessment and treatment (weeks 15-16) Bilingual cognitive disorders and TBI

Unit 2 (weeks 17-20): School-age bilingual speech-language assessment (disorder vs difference, typical vs disordered language)

Unit 3 (weeks 21-24): School-age bilingual speech-language intervention (early bilingual literacy development, intervention for low incidence populations, functional IEP goals)

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### **Bilingual Extension Institute - In-Person (Speech Language Pathology)**

Advanced Certificate

**Points/Credits:** 6

**Entry Terms:** Summer Only

**Certification:**

- Bilingual SLP Extension

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### **Degree Requirements**

On Campus Curriculum Outline

#### **Weekend Content**

("Areas covered" sections correspond to NYSED requirements)

Weekend I (May). Bilingual/Bicultural Language Development. Theories and Models of Bilingual Education.

Compare normal language development to bilingual/bidialectal language development. Identify normal processes of second language acquisition. Introduce theories and models of bilingual education. Introduce sociolinguistic parameters of topic, participant, setting, and function, and home/school gap. Discuss dialect and language stigmatization and code-switching.

Areas covered. Sociolinguistics and psycholinguistics. Bilingualism. Theories of bilingual education and bilingualism. Impact of home/school mismatch in meeting the New York State Learning Standards. Multicultural perspectives in education.

Weekend II (June). Speech-language Assessment of Preschool Children.

Review current assessment materials and discuss how to use these materials effectively. Identify the "Critical Questions" for evaluations. Analyze the impact of home/school mismatch on the differential diagnosis of a language or speech disorder and a difference. Study the validity of current assessment materials and technology based upon current research, and technology. Analyze language differences and sociolinguistics on the assessment of culturally and linguistically diverse preschool children.

Areas covered: Methods of teaching Native Language Arts and English Language Arts to bilingual ELLs, including literacy and other content areas, for meeting the New York State Learning Standards. Sociolinguistics and Psycholinguistics. Bilingualism.

Weekend III (September). Speech-Language Assessment of School-Age Students.

Identify factors to distinguish differences from a disorder. Use of published tests, technology, and alternative and curriculum-based strategies in assessment. Impact of bilingualism and sociolinguistics on the assessment of culturally and linguistically diverse children. Role of speech language clinician in "early intervening services" and Response to Intervention. Implications of Hehir report findings. Impact of IDEA on assessments.

Areas Covered. Methods of teaching English Language Arts to bilingual English Language Learners, including literacy and other content areas and of using the native language and English, for meeting the New York State Learning Standards. Sociolinguistics and Psycholinguistics. Bilingualism.

Weekend IV (October). Speech-Language Intervention for Preschool Children.

Delivery of appropriate assessment to ensure optimal pre-academic success for ELLS and non-native speakers of General American English. Factors to consider when deciding the language of instruction, review of current research on impact of bilingualism on language development of children with language disorders. Effectiveness of education programs for ELLS including CALLA and ALERTA in the development of academic English.

Areas covered. Methods of teaching English Language Arts to bilingual English Language Learners, including literacy and other content areas, using the native language and English, for meeting the New York State Learning Standards. Multicultural perspectives in education.

Weekend V (November). Speech-language intervention for School-age Students.

Review and analysis of research of most effective methods for developing social and academic language to meet the curriculum standards. Analysis of impact on language acquisition, literacy development, and development of other content areas when an ELL has a communication disorder. Focus on developing collaborative relationships with parents and teachers of ELLS.

Areas covered. Methods of teaching English Language Arts to bilingual English Language Learners, including literacy and other content areas, using the native language and English, for meeting the New York State Learning Standards. Multicultural Perspectives in Education. Sociolinguistics.

Weekend VI (December). Ethical Considerations, Bilingual Phonology, Neuroscience of Bilingualism.

Analyze development of phonological awareness and its relationship to development of literacy in ELLS. Identify ethical concerns in the assessment and treatment of bilingual/bicultural children. Review current practice in assessment from birth through 21 based upon federal law, current research, and preferred practice. Review of current research on neurolinguistics of bilingualism and its clinical impact.

Areas covered. Methods of teaching English Language Arts to bilingual English Language Learners, including literacy, using the native language and English, for meeting the New York State Learning Standards for students. Sociolinguistics and psycholinguistics. Multicultural perspectives in education.

### **Institute Projects**

(May be done in groups)

(1) Contrastive linguistic analysis of English and the student's non-English language

(2) Speech-Language Evaluation. Submit one bilingual speech-language evaluation for a typically developing bilingual preschool child, between 2-4 years old.

(3) Speech-Language Evaluation. Submit one bilingual speech-language evaluation for a typically developing bilingual school-age child, preferably 9 yrs or older.

(4) Speech-Language Evaluation. Submit one bilingual speech-language evaluation for a bilingual child who is suspected (or it is known) of having a language disorder.

(5) College-supervised field experience/Collaborative journal. This journal maintains a record of the 50 hours of speech-language services for clients from 3 through 21 years including a description of the treatment plan and what was done in individual sessions.

(6) Inservice: Give an inservice presentation to colleagues about what the student learned in the Institute. Students may work together on the inservice project in the same school district.

## Faculty

### Faculty

- Catherine J **Crowley** Professor of Practice
- Lisa A **Edmonds** Associate Professor in Communication Sciences and Disorders
- Carol J **Hammer** Professor of Communication Sciences and Disorders, Vice Dean for Research
- Erika Shield **Levy** Professor in Communication Sciences and Disorders
- Gemma **Moya-Gale** Assistant Professor
- Elizabeth Anne **Rosenzweig** Assistant Professor of Practice/Director of the Edward D. Mysak Clinic for Communication Disorders
- Michelle Shevon **Troche** Associate Professor of Speech and Language Pathology

### Lecturers

- Panagiota Demetra **Tampakis** Lecturer in Communication Science and Disorders

### Instructors

- Bernadine Rae **Gagnon** Assistant Director of Edward D. Mysak Clinic for Communication Disorders and Placement Coordinator

# Courses

## **BBS 4032 - Neuroscience of Speech and Language**

This is a 2-credit course that provides an introductory overview of the neuroanatomical and neurophysiological correlates of aspects of speech, language, and cognition, with an introduction to disorders of communication related to neurologic impairments due to various etiologies. Students will learn through assigned reading, lectures, discussion, class participation, guided self-study, review sessions, discussion and case study review, with a focus on neurological underpinnings of communication disorders.

## **BBS 4035 - Clinical Practice in the Medical Setting**

Prerequisite: BBS 4032. This course introduces the student to principles and clinical practices of rehabilitation specialists within the medical setting. Students will be introduced to various types of healthcare settings and the healthcare professionals whom they will encounter within the medical practice. Medical terminology and documentation will be reviewed. Additionally, students will be exposed to basic clinical information on assessment and treatment of complex patients with communication and swallowing difficulties seen within medical environments. Success in this course requires a strong foundation in Neuroscience.

## **BBS 6042 - Grant Writing: From a Fundable Idea Through Review**

This course targets grant fundamentals from the beginning of the writing process through the review process. Focus is placed on funding mechanisms available through the National Institutes of Health, Institute of Education Sciences and National Science Foundation as well as private foundations. The course covers writing key areas of research proposals; developing biosketches, budgets and supplemental materials; and the review and resubmission process.

## **BBSQ 4010 - Grammar Fundamentals for a Pluralistic Society**

Pre-requisites: None. This course teaches fundamental features of American English grammar including those features several varieties of English.

## **BBSQ 4030 - Speech science**

Pre-requisites: No prerequisites, but knowledge of speech articulation and the International Phonetic Alphabet is helpful. This course examines the production, transmission, and perception of speech and discusses applications to communication disorders and to second-language speech communication.

## **BBSQ 4031 - Anatomy and physiology for speech, language, and hearing**

This course teaches the basic structures and functions of the articulatory, vocal, respiratory, and nervous systems and applies this information to the field of speech-language pathology and audiology.

**BBSQ 4042 - Audiology**

This course covers acoustics, anatomy, and physiology of the auditory system, pure tone and speech audiometry, types and communication effects of hearing loss, amplification, and immittance.

**BBSQ 4046 - Introduction to augmentative and alternative communication**

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.

**BBSQ 4047 - Early motor behaviors in children: Normal and abnormal**

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 from an early intervention perspective.

**BBSQ 5003 - Literacy Development and Disorders: Assessment and Intervention**

The course prepares students who are studying to become speech-language pathologists to support the literacy abilities of children who are at risk for or have reading disorders. The course covers key areas in the development, assessment, and intervention of children's reading abilities. Topics covered include emergent literacy, book reading, vocabulary, phonological sensitivity, reading comprehension, fluency, and decoding in monolingual and bilingual children.

**BBSQ 5009 - Cognitive disorders**

This class provides a comprehensive overview of traumatic brain injury, right hemisphere disorders, and dementia. Theoretical, practical, and evidence-based approaches to assessment and intervention will be presented.

**BBSQ 5041 - School speech-language-hearing programs**

Analyzes the impact of federal and state laws on service delivery in school setting. Develops skills to meet the needs of students with communication-disorders with the full range of disabilities, including working with other professionals to assist children in accessing the general curriculum.

**BBSQ 5111 - Assessment and evaluation**

Prerequisites: A course in normal language development and a course in Language Disorders in Children. Examines how to provide evidence-based and culturally and linguistically appropriate disability evaluations with a focus on birth through 21 disability evaluations under the federal law. Students acquire knowledge and skills in

standardized tests, alternative assessment approaches, and dynamic assessment, covering the full range of disabilities.

### **BBSQ 5112 - Articulation and Phonological Disorders**

Prerequisite: Phonetics course. Study of phonological rule disorders and disorders associated with functional and various structural problems in children. Critical analysis of research in assessment and treatment.

### **BBSQ 5113 - Voice disorders**

Study of voice disorders associated with functional, structural, endocrinological, and neurological problems. Analysis of recent research and evidence-based approaches to voice therapy. Prerequisite: BBSQ 4031 or equivalent.

### **BBSQ 5114 - Stuttering and Other Fluency Disorders**

This course examines the nature of stuttering and other fluency disorders across the lifespan. Emphasis is placed on assessment, intervention, and prevention.

### **BBSQ 5115 - Language disorders in children**

Prerequisite: 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 adolescence and includes impact of language disorders on language acquisition, literacy development, and uses of technology.

### **BBSQ 5116 - Language disorders in adults**

Prerequisite: BBS 4032 Neuroscience or equivalent. Theoretical and practical approaches to understanding the etiology, assessment, classification, and treatment of aphasia and other communication disorders in adulthood.

### **BBSQ 5118 - No Title Found in Banner**

Explores the role of the speech-language pathologist on the cleft palate team and in international practice. Develops knowledge and skills needed by the SLP to address communication and feeding issues associated with cleft palate and other craniofacial disorders.

### **BBSQ 5119 - No Title Found in Banner**

This course is designed to present specialized knowledge relevant to the understanding of speech communication. Through text, lecture, and a variety of multi-media sources, students will be introduced to the theoretic basis of how speech sounds are produced and perceived in human languages. In addition, this course will assist students in developing the clinical ability to discriminate the sounds used in standard American English and how these sounds are represented symbolically according to the International Phonetic Alphabet (IPA). This



course will also present information to assist students in discriminating and transcribing speech relevant to communication disorders. The course will also discuss cross linguistic considerations of phonetics including dialectal differences.

### **BBSQ 5120 - Communication disorders in bilingual/bicultural children**

Studies effect of bilingualism, bilingual education, sociolinguistics, psycholinguistics and multicultural perspectives in education on children and adolescents. Considers appropriate assessment and treatment to ensure optimal academic success for dual language learners and multidialectal students by providing culturally and linguistically appropriate services, covering the full range of disabilities.

### **BBSQ 5125 - Aural Habilitation**

Prerequisite: BBSQ 4042 Audiology or equivalent. This class examines 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 5130 - Assessment and intervention in dysphagia**

Prerequisite: BBSQ 4031 or equivalent, previous course addressing neurological bases of communication/upper airway dysfunction. This class examines clinical practice in swallowing and feeding disorders in children and adults. Normal and abnormal development and mature function assessment and treatment.

### **BBSQ 5210 - Practicum in school speech-language pathology**

Assessment and Intervention planning and implementation for school age clients across the full range of disabilities. Practice in speech and language pathology at related field facilities. Majors enroll until practicum requirements for the M.S. degree are completed.

### **BBSQ 5212 - Practicum in school speech-language pathology (Summer)**

Participation and student teaching in a school remedial speech and hearing program: survey, organization, remedial procedures. Special fee: \$150.

### **BBSQ 5312 - No Title Found in Banner**

Prerequisite: BBSQ 5111 Assessment and evaluation. Assessment planning and implementation for clients across the full range of disabilities and across the lifespan. Methods of assessing native English speakers and culturally and linguistically diverse clients.

### **BBSQ 5315 - Therapy Practicum**

Summer A: Assessment and intervention planning and implementation for clients across the full range of disabilities and across the lifespan. Observation and practice in speech and language pathology at the Edward D.

Mysak Clinic for Communication Disorders and at related field facilities. Majors enroll until practicum requirements for the M.S. degree are completed.

### **BBSQ 5316 - Therapy Practicum**

Summer B: Assessment and intervention planning and implementation for clients across the full range of disabilities and across the lifespan. Observation and practice in speech and language pathology at the Edward D. Mysak Clinic for Communication Disorders and at related field facilities. Majors enroll until practicum requirements for the M.S. degree are completed.

### **BBSQ 5331 - Introduction to Clinic Methods**

Assessment and intervention planning and implementation for clients across the full range of disabilities and across the lifespan. Practice in speech and language pathology at the Edward D. Mysak Clinic for Communication Disorders and/or related field facilities. Majors enroll until practicum requirements for the M.S. degree are completed.

### **BBSQ 5332 - Therapy Practicum: Regular clinic**

Assessment and intervention planning and implementation for clients across the full range of disabilities and across the lifespan. Observation and practice in speech and language pathology at the Edward D. Mysak Clinic for Communication Disorders and at related field facilities. Majors enroll until practicum requirements for the M.S. degree are completed. This course requires 27 out of classroom hours per week.

### **BBSQ 5335 - Therapy Practicum: Infant evaluation clinic**

Observation and participation in the evaluation of pre-speech and feeding behaviors in at-risk infants and in the development of individualized management programs.

### **BBSQ 5343 - Hearing measurement**

Practice in hearing screening, audiological evaluation, and aural rehabilitation issues across the lifespan.

### **BBSQ 5501 - Seminar in Transcultural SLP (Latin America)**

This course is required for students who go on the international trip to Latin America. It covers cultural, linguistic, and socioeconomic issues and how those relate to the provision of speech-language pathology services in the country and region.

### **BBSQ 5502 - International Transcultural Seminar**

This seminar is required for all students who travel for the International Practicum in Speech-Language Pathology.

**BBSQ 5815 - Pediatric dysphagia, birth to 21**

The course will cover dysphagia across pediatric ages, birth to 21, and as it is evaluated and treated in four pediatric settings--the neonatal intensive care unit, early intervention, pre-schools, and schools. This course cannot be used as a replacement for the program requirement, BBSQ 5130, Dysphagia Assessment and Management. It is a good elective for students interested in pediatrics, those who will be working in school settings, and those interested particularly in dysphagia.

**BBSQ 5820 - Bilingual SLP Extension Institute**

The Bilingual SLP Extension Institute is for non-matriculated students who are speech-language-pathologists or holders of the NYSED Teachers of Speech and Language Disabilities (TSSLD) or the Teachers of Speech and Hearing Handicapped (TSHH). It is comprised of two 3-credit courses that meet the academic and clinical requirements of the NYSED bilingual extension certificate. All students receive an "Advanced Certificate in Bilingual Speech-Language Pathology." Students acquire the knowledge and skills to provide culturally and linguistically appropriate services for all students with a focus on dual language learners. The institute is available both online and in-person.

**BBSQ 5940 - Evaluating Research in Speech-Language Pathology**

Evaluation of research methods and the interpretation of research leading to evidence-based practice approaches.

**BBSQ 6351 - Advanced practice: Clinical**

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 6352 - Advanced practice: Supervision**

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 6353 - Advanced practice: Teaching**

This course covers the teaching requirement for doctoral students. For this requirement, doctoral students take full or partial responsibility for teaching a course at Teachers College or elsewhere. They design or redesign the class syllabus and assignments and develop and teach at least half of the class sessions under the guidance of a faculty member.

**BBSQ 6354 - Advanced practice: Laboratory**

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 6355 - Advanced practice: Administration**

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 6514 - Language: Brain, biology and language acquisition**

For doctoral candidates and advanced master's degree students in speech-language pathology. Doctoral candidates are required to enroll in at least three sections of seminars in the BBSQ 6513-6517 series. Seminars involve intensive study and analysis of current research and issues in the particular topics.

### **BBSQ 6516 - Seminar on Fluency and its disorders**

For doctoral candidates and advanced master's degree students in speech-language pathology. Doctoral candidates are required to enroll in at least three sections of seminars in the BBSQ 6513-6517 series. Seminars involve intensive study and analysis of current research and issues in the particular topics.

### **BBSQ 6517 - Neuropathology of speech**

The purpose of this course is to provide a strong foundation in assessment and management of motor speech disorders in children and adults. We will explore acquired and progressive disorders of the motor speech system from neurological, theoretical, and clinical perspectives. Clinical research in the field will be reviewed and best assessment and management/treatment practices will be discussed. For doctoral students, the course will also address the development of their dissertation study (literature review, research questions, design). Doctoral students must ask the instructor for permission to be in the course. Success in this course requires a strong foundation in speech science (or equivalent, e.g., an acoustic phonetics class) and knowledge of neurological bases of speech production –Prerequisites: BBSQ 4030 or equivalent, and previous course on neurological bases of speech.

### **BBSQ 6940 - Supervised research in speech-language pathology and audiology**

Prerequisite: BBSQ 5941 Research methods. Doctoral candidates are required to enroll in their advisor's section for both semesters. Opportunity to design and conduct pilot studies and projects. This course requires a minimum of 27 hours per week of out of classroom work.

### **BBSQ 6941 - Supervised research in speech-language pathology and audiology**

Prerequisite: BBSQ 5941 Research methods. Doctoral candidates are required to enroll in their advisor's section for both semesters. Opportunity to design and conduct pilot studies and projects. This course requires a minimum of 27 hours per week of out of classroom work.

**BBSQ 7500 - Dissertation seminar in speech-language pathology and audiology**

Prerequisite BBSQ 6941 Supervised research. 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 fall term immediately following completion of BBSQ 6941.

**BBSQ 8900 - Dissertation-advisement in speech-language pathology and audiology**

Prerequisite: BBSQ 7500 Dissertation seminar. 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.

# Movement Science and Education

Department of Biobehavioral Sciences

## Program Description

The Program of Movement Sciences and Education at Teachers College, Columbia University excels in graduate education and research in the sub-disciplines of Kinesiology, including Applied (Exercise) Physiology, Motor Learning and Control, and Physical Education. The programs have a long tradition of excellence that have grown out of ground-breaking programs in physical education and health, applied physiology, motor learning, and kinesiology, as well as a long succession of highly recognized faculty and influential researchers. All programs are designed to allow flexibility in curriculum planning, and in consultation with an advisor, students may arrange a flexibly-designed program of study cutting across specializations in the movement sciences that will meet their professional needs and academic interests.

### Overview of Movement Science and Education and Kinesiology Program Sub-concentrations

- The Applied (Exercise) Physiology concentration involves the study of the integrative physiology of exercise, focusing on the acute and chronic adaptations to exercise across the lifespan. The effects of exercise training on physical fitness, sports performance and physical and mental health are emphasized. The program emphasizes the application of scientific evidence to the practice of exercise physiology and related fields, and the program offers ample opportunities for problem based learning and “hands-on” experiences
- The Motor Learning and Control concentration focuses on the behavioral, biomechanical, and neural bases of development, acquisition, and performance of functional movement skills across the lifespan 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. Our program has a long history of shaping the field of movement sciences, including promoting the application of motor learning principles to applied professions such as physical education, coaching, and physical rehabilitation.
- The Physical Education concentration is committed to the study of physical education, physical culture, physical activity, and health to understand the complex links between the body, identity, society, pedagogy, and social justice issues. Physical culture is the study of human physical movement performed in a wide range of domains such as PE, sport, health,

dance, and recreation from a critical perspective. Movement Science Doctoral Programs with concentration in Physical Therapy and Occupational Therapy (EdD). The Physical and Occupational Therapy tracks are programs designed for licensed physical and occupational therapists who are seeking post-professional doctoral-level education. The programs utilize the rich academic resources already available within the Movement Sciences Program at Teachers College, and provide students with additional knowledge on the application of movement sciences to content areas within physical and occupational therapy. These tracks provide an additional array of specialized clinical and field-based research courses within the specialization of physical and occupational therapy that are taught by the faculty in physical therapy at Columbia University Irving Medical Center.

- Kinesiology Doctor of Philosophy (Ph.D.) is awarded under an Agreement with Columbia University Graduate School of Arts and Sciences and has special requirements; students are referred to the doctoral degree requirements (See “Requirements for the Degree of Doctor of Philosophy” in the bulletin from the Office of Doctoral Studies). The Ph.D. program is a research-intensive degree, and students are expected to engage in full-time study, which includes a series of approximately three successively independent research projects or the equivalent (such as a large intervention or multi-year study) during their program of study. Preliminary studies may be published prior to graduation, but the final study may be published only after the awarding of the degree. Candidates for the Doctor of Philosophy are expected to have high-quality research experience in movement and exercise sciences, including a written document, such as a Master’s Thesis or research article as the primary author, prior to admission to the program. Students in the Ph.D. program can concentrate in Applied Physiology, Motor Learning and Control or Physical Education.

## Degrees

### Master of Arts

#### Applied Physiology

Master of Arts

**Points/Credits:** 32

**Entry Terms:** Spring/Summer/Fall

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#### Degree Requirements

The Applied (Exercise) Physiology concentration involves the study of the integrative physiology of exercise, focusing on the acute and chronic adaptations to exercise across the lifespan. The effects of exercise training on sports performance and physical and mental health are emphasized. The program emphasizes the application of scientific evidence to the practice of exercise physiology. Students in the applied physiology program study physical activity behavior, the physiological and psychological effects of acute and chronic exercise, how exercise influences physical and mental health, sports performance, and the promotion of physical activity in community, clinical, and public health settings. Students can apply their academic work to jobs that involve exercise testing and training, including programs designed to improve sports performance, health and physical fitness in healthy individuals, in people with or at risk for chronic illness or disability, movement arts, and in community, clinical, research, and public health settings. The program also may serve as a stepping-stone to medical studies, professional schools, and doctoral studies.

The Master of Arts (M.A.) program emphasizes bridging science and practice. The overarching objective of the program is to develop competence in practical skills and critical thinking skills that facilitate applying scientific knowledge to practice within the student's professional field. The program can be individualized to span the movement sciences and includes at least two Teachers College courses (for a total of 6 points) in programs outside of the movement sciences (i.e., non "BBSR" courses), such as neuroscience, nutrition education, health education, and other programs.

The Masters of Arts program in Applied Physiology requires a minimum of 32 points of graduate study, and it typically takes twelve months of full-time, or two years of part-time study. Full time students who wish to graduate in May--or who have no previous formal study in a Kinesiology/Movement Science-related field--are strongly advised to start the program in during a summer semester.

The Program has five components:

1. Substantive study of theory and scientific research as embodied in lecture and laboratory courses.
2. Development of clinical practice skills in laboratory and fieldwork courses.
3. Research training to enable students to read and interpret original research.
4. Elective courses to meet specific needs, which may be taken at Teachers College in an area of your choice.
5. A culminating examination or project integrating material from Applied Physiology coursework.

### **SPECIAL ADMISSION REQUIREMENTS/ACADEMIC PREREQUISITES**

While students have come from a variety of fields, the following backgrounds are most appropriate: kinesiology, movement sciences, exercise science, physical therapy, occupational therapy, physical education, athletic training, movement arts, biology, chemistry, nutrition, nursing, health sciences, public health, health education, and psychology. Students with strong academic records who have deficiencies in their science backgrounds, may be admitted on a provisional basis with the understanding that these deficiencies will be remedied with appropriate courses taken in addition to those required for the M.A. degree.

Prospective students should communicate with an academic advisor to discuss program plans prior to admission. Students are encouraged to make an appointment to visit the College to meet with faculty. If desired, it may be possible to audit a class or seminar session during your visit. Applicants are reviewed on an ongoing basis throughout the academic year. Prior to formal admission, enrollment in up to 8 points of study as a non-matriculated student is permitted.

### **PROGRAM REQUIREMENTS**



The Masters of Arts program in Applied Physiology requires a minimum of 32 points. These courses come from the required core courses, electives in movement sciences, and breadth elective courses taken outside of the academic program. In addition, students who enter the program without prior formal study in Kinesiology, Movement, or Exercise Sciences or a closely-related field may be required to take coursework in addition to these degree program requirements, and it is strongly recommended they start during a summer semester if at all possible. All students must complete a final comprehensive examination or integrative project. No transfer credit from other graduate schools is awarded for Master of Arts students. Students are expected to consult with the Registrar's Office or website for additional information about degree requirements, policies and procedures:

<https://www.tc.columbia.edu/registrar/students/degree-information--degree-audit/degree-requirements/>

The specific requirements for the M.A. program in Applied Physiology are described below:

### **Required Core Courses (minimum of 15 points)**

Students are required to complete all of the following courses with a grade of B or better. Students who earn grades of B- or below will need to retake those courses or an alternate course with approval of the program director and will incur additional tuition charges.

- BBSR 4095 Applied physiology I (3)
- BBSR 5594 Applied physiology II (3)
- BBSR 4195 Applied physiology laboratory I (3)
- BBSR 5194 Applied physiology laboratory II (3)
- BBSR 5582 Research Design in the Movement Sciences (3)

### **Electives in Movement Sciences and Education (BBSR) (9-12 points)**

Students are required to take at least three additional BBSR courses (for a minimum of 9 points) in addition to the core required courses. These electives may include, but are not limited to, the following BBSR courses:

- BBSR 4001 Qualitative Research Methods in Biobehavioral Sciences and Education (3)
- BBSR 4002 Visual Methods and Education (3)
- BBSR 4054 Anatomy and Physiology (3)
- BBSR 4005 Applied anatomy and biomechanics (3)
- BBSR 4050 Biomechanical Analysis of human movement (3)
- BBSR 4060 Motor learning (2-3)
- BBSR 4070 Introduction to Psychosocial Aspects of Sports/Exercise (2-3)
- BBSR 4900 Research and Independent Study in Movement Science and Education (1-3)
- BBSR 5028 Motor Development (2-3)
- BBSR 5055 Basis of Motor Control (3)
- BBSR 5057 Movement disorders (3)
- BBSR 5095 Exercise and health (3)
- BBSR 5096 Advanced Exercise and Physical Activity Prescription (3)
- BBSR 5101 Scientific Basis of Exercise and Weight Management (3)
- BBSR 5120 Critical issues in Physical Culture and Education (3 credits)
- BBSR 5151 Introduction to Programming for Signal Analysis of Biobehavioral Signals (2-3)
- BBSR 5200 Fieldwork in Movement Sciences and Education (1-3)
- BBSR 5195 Advanced Applied Physiology Laboratory (3)
- BBSR 5595 Research seminar in applied physiology (1-3)

## **Elective Courses for Those Planning for Health and Fitness Professional Certifications**

Any student considering taking a professional certification should discuss course selection with program faculty and also check the certification requirements posted by the certifying organization. Please note it is possible that you may need to take extra courses above the 32 point requirement to meet the requirements to sit for some professional certifications.

Students in MA programs in Applied Physiology can meet the curricular requirements for the American College of Sports Medicine (ACSM) Certified Exercise Physiologist (EP-C) and Certified Clinical Exercise Physiologist (CEP) certifications, as long as certain elective courses are taken in addition to the required core courses, or these courses were taken in previous study. The courses you elect will depend on the certification you select and your previous undergraduate study. For those interested in the Certified Strength and Conditioning Specialist (CSCS), there are currently no specific course requirements to take the examination beyond the core course requirements, however, there may be elective courses that will add to your preparation such as the courses listed below:

- BBSR 4005 Applied anatomy and biomechanics (3) OR BBSR 4050 Biomechanical Analysis of human movement (3)
- BBSR 4070 Introduction to Psychosocial Aspects of Sports/Exercise (2-3)
- BBS 5060 Neuromuscular responses and adaptation to exercise (2),
- BBSR 5096 Advanced Exercise and Physical Activity Prescription (3)

Further information about the CSCS certification can be found here: <https://www.nasca.com/cscs-exam-prerequisites/#bd>

American College of Sports Medicine (ACSM) certifications requirements can be found here: <http://certification.acsm.org>

## **Breadth Courses outside of Movement Sciences and Education (minimum of 6 points)**

Breadth elective courses must be taken in any academic program or department at Teachers College, except Movement Sciences (BBSR) courses. Please see the academic schedule and academic catalog for a full list of available courses. Popular breadth elective courses for students in Applied Physiology have included courses in Biobehavioral Sciences (BBS), Health Education (HBSS), Nutrition (HBSV), Diabetes Education (HBSD), Neuroscience and Education (BBSN), and Statistics (HUDM). Please note that courses taken at Columbia University schools outside of Teachers College cannot count toward the breadth elective requirement, but they may count toward your degree if approved by your advisor, as long as other degree requirements are met. It is recommended that you discuss your electives with your advisor or program faculty for assistance in selecting courses that may contribute toward your educational and career goals.

Here is a partial list of popular breadth courses in the Department of Biobehavioral Sciences to consider:

- BBS 5060 Neuromuscular responses and adaptation to exercise (2)
- BBS 5068 Brain and Behavior I Communication in the nervous system (1-2)
- BBS 5069 Brain and Behavior II (1-2)
- BBSN 4000 Cognitive Neuroscience (3)
- BBSN 4003 Foundations of Neuroscience (3)
- BBSN 5122 Psychoneuroimmunology and Education (3)

## **Research Seminar (minimum of 3 points)**

Registration and attendance at a research seminar is required for all who choose the Integrative Final Project option. Students should expect to register for seminar during all semesters when working on an Integrative project, with at least 3 points over one or more semesters. Students who have selected the Comprehensive Examination option and who are interested in research may elect to attend the research seminar; this course can count toward the Movement Science (BBSR) elective.

- BBSR 5595 Research seminar in applied physiology (1-3)

### **Recommended Background Courses for Students Entering without Prior Study in Kinesiology, Movement or Exercise Sciences**

It is recommended that students who come in without prior formal study in Kinesiology, Movement or Exercise Sciences take one or more of the following courses in addition to the program requirements outlined above. Some of these courses can be taken in the summer so a summer semester start may be advisable. Students should consult with their program advisor about taking additional courses. The courses that may be recommended can include one or more of the following:

- BBSR 4054 Anatomy and Physiology (3)
- BBSR 4005 Applied anatomy and biomechanics (3)
- BBSR 4060 Motor learning (3)
- BBSR 4090 Physical Fitness, Weight Control and Relaxation (2-3)

### **Comprehensive Examination or Integrative Final Project**

A comprehensive examination or Integrative Final Project is required for the M.A. degree in Applied Physiology. The comprehensive examination option is strongly recommended for most M.A. students. The decision to complete the integrative project should be made early in the program in consultation with your advisor or program faculty, as this takes at least two semesters to complete and requires registration in BBSR 5595 Research Seminar in Applied Physiology for at least one semester (ideally during the proposal development and writing phase on the project).

The comprehensive examination is given during Fall, Spring, and Summer A semesters. The examination covers the content of the required core courses and can be taken as soon as these required core courses are completed. Arrangements to sit for the examination can be made with the Applied Physiology Program Director the semester before you plan to take the examination.

The Integrative Final Project may consist of one of the following:

- A scholarly review of research in applied physiology and movement sciences within a topical area drawing application to practice
- An educational project including the development of an assessment instrument/method for clinical or educational practice or a presentation for a continuing education, health promotion, or physical activity program
- An applied research project under the mentorship of a doctoral student or program faculty member

## Curriculum and Teaching in Physical Education

Master of Arts

**Points/Credits:** 32

**Entry Terms:** Fall Only

### Degree Requirements

Part of the Movement Sciences academic program, the Physical Education Program is designed for individuals who wish to pursue careers in educational settings, including school PE, fitness gyms, physical activity and health community-based organizations, non-profit agencies for physical activity and health promotion, coaching, sports and recreational settings. Students develop a deep understanding of constructivist, sociocultural, and critical theories regarding teaching and learning for social justice and social change. Graduate students in this program are either committed to child-centered approaches to curriculum development in K–12 PE and/or wish to make a change in people’s lives by enhancing their wellbeing through physical activity.

The Physical Education Program prepares students to re-engage marginalized populations with contemporary, critical, and thoughtful pedagogical practices and culturally relevant curricula. The program’s emphasis on social change and social justice prepares students to teach and engage with new and diverse urban communities, placing school PE, health, fitness, and physical activity as crucial sites for social change. Throughout the program, graduate students learn about the most contemporary, culturally relevant, and progressive theory-based curriculum models to implement in “real world” school PE, fitness, health, sports, and recreational settings. Learning how to create and implement constructivist curricula that aim to engage the interests of a diverse population is essential in order to meet the sociocultural, emotional, and educational needs of all children and young people. Individuals in this program learn how to develop awareness and mindfulness of issues of diversity, stereotypes, and discrimination as well as sociocultural, economic, and political factors impacting children’s and young people’s physicality in detrimental ways. In particular, graduate students learn to interrogate, analyze, and construct knowledge of the moving body and inequalities from pedagogical, critical, and sociocultural perspectives.

Graduate students then learn to work and teach democratically with others to re-imagine the world of PE, health, and physical activity in the interest of all children’s and young people’s right to engage, develop, and express an active physicality in positive, culturally relevant, and meaningful ways. The program offers a wide range of research-based courses specifically designed to bring rigorous intellectual engagement, commitment to social change, and innovative curricula together for nurturing and promoting lifelong and meaningful active lifestyles. The program is designed to allow for considerable flexibility in selecting courses so that students can choose those experiences that best suit their needs, interests, and professional goals. A total of thirty-two (32) credits is required for the degree. To qualify for the degree, students must achieve an average of B- or above and complete an approved integrative paper.

Courses are selected from the following categories:

A minimum of thirty-two (32) credits is required for the degree. (\*R means Required)

COURSES	CREDITS
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PHYSICAL EDUCATION COURSES (15 credits required)	
BBSR 5040 Curriculum Designs in Physical Education *R	3
Fieldwork in Curriculum and Teaching in Physical Education *R	3
BBSR 4080 Teaching in Physical Education	3
BBSR 5041 Analysis of Teaching in Physical Education	3
Fieldwork in analysis of teaching Physical Education	3
BBSR 5120 Critical issues in Physical Culture and Education *R	3
BBSR 5543 Seminar in Physical Education *R	3
Total number of physical education credits (15 credits required)	
RESEARCH METHODS COURSE (3 credits required)	
BBSR 4001 Qualitative Research Methods in Biobehavioral Sciences *R	3
Total number of research methods credits (3 credits required)	
MOVEMENT SCIENCE AND EDUCATION COURSES (6-14 credits)	
BBSR 4090 Physical Fitness, Weight Control and Relaxation	3
BBSR 4005 Applied Anatomy and Biomechanics	3
BBSR 4095 Applied Physiology I	3
BBSR 5028 Motor Development	3
BBSR 4060 Motor learning *R	3
BBSR 5582 Research Design in Movement Science and Education	3
Total number of movement science and education credits (minimum 6 credits up to 14 credits)	
HEALTH EDUCATION COURSES (0-9 credits)	

HBSS 4100 Introduction to Health Education	3
HBSS 4000 Introduction to Nutrition	3
BBSR 5095 Exercise & Health	3
HBSS 4100 Introduction to Health Education	3
HBSS 4110 Health Promotion for Children & Adolescents	3
HBSS 4150 Sport Nutrition	3
Total number of health education credits (0-9 credits)	
ELECTIVES (0-9 credits)	
BBSR 4002 Visual Methods and Education	3
CCPJ 4180 LGBT(Q) Issues	3
HBSS 4016 Health Education for Teachers	3
ITSF 5008 Gender, Education & International Development	3
C&T 5563 Explore Gender and Sexuality in Practice	3
MSTU 5002 Culture, Media, and Education	3
C&T 4010 Immigration & Curriculum	3
C&T 4032 Gender Difference and Curriculum	3
C&T 4000 Disability, Exclusion, Schooling	3
Total number of electives credits (0-9 credits)	
TOTAL NUMBER OF CREDITS FROM ALL ABOVE (MINIMUM 32 CREDITS REQUIRED)	

### **Integrative Paper**

In addition to the satisfactory completion of the coursework, each student is required to complete an Integrative Paper. For the Integrative Paper, the research topic must be approved by the Program Director (required course: BBSR4001 Qualitative Research Methods in Biobehavioral Sciences). Prior to graduation, the Integrative Paper must be approved.

## Motor Learning

Master of Arts

**Points/Credits:** 32

**Entry Terms:** Spring/Summer/Fall

### Degree Requirements

The Master of Arts (M.A.) program in Motor Learning & Control (Major Code: MTLG) is designed to provide students with a broad background in movement sciences and related areas. This degree program is designed for students seeking broad study of motor learning and control. Students with any undergraduate major will be considered. The program provides content relevant to students from a range of applied areas, including dance, Pilates, yoga, movement practitioners (e.g., Feldenkrais Method, Alexander technique), physical and occupational therapists, coaches, and trainers. Students can use this degree as a stepping stone for subsequent application to medical, physical therapy, or occupational therapy schools; or doctoral study in kinesiology or rehabilitation sciences.

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 children and adults and individuals with movement disorders. Movement analysis is used to elucidate the neuromotor control processes underlying skilled performance in everyday functional behaviors. The teacher or therapist's role in facilitating skill learning and performance is emphasized.

The M.A. degree program emphasizes bridging between the movement sciences and clinical or educational 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 graduate study and includes:

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 departments at Teachers College in areas such as anatomy, biology, business, chemistry, computer science, health education, higher and adult education, neurosciences, nutrition, physiology, psychology and science education.

A final project is required for the M.A. degree and may involve one of three options:

1. A scholarly review of research and theory within a topical area drawing application to educational or clinical practice.
2. An educational project including the development of an assessment instrument/method for clinical or educational practice or a presentation for a continuing education program.
3. A basic or applied research study under the advisement of a faculty member or advanced doctoral student (note this option is required if considering doctoral study).

For the M.A. degree, students may also, in consultation with their faculty advisor, create a flexibly-designed program of study cutting across specialization areas (motor learning & control, applied exercise physiology, physical education) which will meet their professional needs and academic interests. The M.A. degree 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).

### **Special Admission Requirements/Academic Prerequisites**

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, dance, 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 additional courses.

Students are required to complete all of the following courses with a grade of B or better. Students who earn grades B- or below will need to retake those courses and will be charged tuition again. It is recommended that prospective students communicate with an academic advisor to discuss program plans prior to admission. Students are encouraged to make an appointment to visit the college for at least half a day to meet with faculty and current students, to audit a course or seminar, and to become acquainted with research areas and resources. Applicants are reviewed on an ongoing basis throughout the academic year. Prior to formal admission, enrollment in up to 8 points of study as a non-matriculated student is permitted.

### **Course Work Requirements**

#### **Core Coursework (23 Credits)**

BBS	5060	Neuromuscular response and adaptation to exercise (2 points)
BBSR	5068	Brain and Behavior I: Communication in the nervous system (2 points)
BBSR	5055	Bases of motor control systems (3)
BBSR	5582	Research design in the movement sciences (3 points).
BBSR	4060	Motor learning (3) *
BBSR	4161	Motor learning laboratory (2 with co-requisite BBSR 4060) Note: BBSR 4161 is a co-requisite of BBSR 4060 if taken for 2 points
BBSR	5028	Motor development across the lifespan (3 points)
BSR	4050	Biomechanical analysis of human movement (3 points)



BBSR	5504	Research Training Seminar (Section 02) (2 points)
		Note: Students will enroll in this competency-based course during their last year of study to immerse themselves in current research in motor learning and control, as well as receive advisement on their final project. Note that if all coursework is complete but the student has not completed the final project, students must continue to enroll for 1 point (above and beyond the 32 points) each semester until the project is complete.

### Substantive Study (minimum 3 credits)

BBS	4005	Applied anatomy and biomechanics (3)
BBSR	4055	Neuromotor processes (3)
BBSR	4090	Physical fitness, weight control and relaxation (3)
BBSR	4095	Applied physiology I (3)
BBSR	5050	Neurophysiology of motor control and electromyography (3)
BBSR	5057	Movement disorders (3)
BSRR	5095	Exercise and health (3)
BBSR	4070	Psychosocial aspects of sports and exercise (3)

### Laboratory Courses (minimum 3 credits)

BBSR	4151	Laboratory methods in biomechanics (3)
BBSR	4195	Applied physiology laboratory I (3)
BBSR	5151	Introduction to the analysis of biomechanical signals (3)
BBSR	5194	Applied physiology laboratory II (3)
BBSR	5195	Advanced applied physiology laboratory (3)

### Elective Courses (3 credits)

Students should take 2-3 credits outside the Movement Sciences Program (along with required courses BBS 5060 and BBS 5068) to meet the Teachers College breadth requirement. Please see the academic schedule and academic catalog for a full list of available courses. Popular breadth elective courses for students in Movement Sciences have included courses in Health and Behavioral Studies (HBSE), Human Development (HUDM), Neuroscience and Education (BBSN), Dance (A&HD), and Measurement and Statistics (HUDM). Please

note that courses taken at Columbia University outside of Teachers College cannot count toward the breadth elective requirement. It is recommended that you discuss your electives with your advisor or program faculty for assistance in selecting courses that may contribute toward your educational and career goals. Courses outside of Movement Sciences (BBSR) that you use to fulfill core degree requirements and/or research methods requirements can also count toward the breadth requirement.

## Physical Education

Master of Arts | Initial Cert: Physical Education K-12

**Points/Credits:** 36

**Entry Terms:** Fall Only

**Certification:**

- NY State Initial: Physical Education K-12

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## Degree Requirements

The Master of Arts degree in physical education is designed to provide students with an in-depth study of learning theories and research on curriculum development and pedagogy.

Students wishing to be eligible for New York State Department of Education certification as a K 12 physical education teacher must complete additional requirements as part of 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) or, if employed full-time as a physical education teacher, completion of an internship in teaching physical education (BBSR 4705, 3 credits); (d) completion of state-approved courses in Detection and Reporting of Child & Substance Abuse, Dignity for All Students Act (DASA) and in Violence Prevention; (e) satisfactory scores on the state administered Educating All Students (EAS) and the Physical Education Content Specialty Test (CST). The exact coursework needed to complete state teacher certification requirements will be determined by the Program Director, but will include all the courses on the next page.

### Prerequisite

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 physical education 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 and control; (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).

Each student's transcript will be evaluated to determine if she or he 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 Director, 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.

**A minimum of thirty-two (32) credits is required for the degree. (\*R means Required)**

<b>COURSES for PE TEACHER CERTIFICATION</b>	<b>CREDITS</b>
<b>PHYSICAL EDUCATION COURSES</b>	
BBSR 5040 Curriculum Designs in Physical Education *R	3
BBSR 5240 Fieldwork in Curriculum and Teaching in Physical Education *R	3
BBSR 4080 Constructivist Pedagogies in Physical Education *R	3
BBSR 5041 Analysis of Teaching in Physical Education *R	3
Fieldwork in analysis of teaching Physical Education *R	3
BBSR 5120 Critical issues in Physical Culture and Education *R	3
BBSR 5543 Seminar in Physical Education *R	3
BBSR 4700 Student Teaching in Physical Education or BBSR 4705 Internship in Teaching Physical Education	3 *R Either one or the other required
<b>RESEARCH METHODS COURSE</b>	
BBSR 4001 Qualitative Research Methods in Biobehavioral Sciences *R	3
<b>COURSE ON SPECIAL EDUCATION</b>	
HSSE 4000 Introduction to Special Education or C&T 4000 Disability, Exclusion, Schooling	3 *R Either one or the other required
<b>MOVEMENT SCIENCE AND EDUCATION COURSES (3-14 credits)</b>	
BBSR 4090 Physical Fitness, Weight Control and Relaxation	3

BBSR 4005 Applied Anatomy and Biomechanics	3
BBSR 4095 Applied Physiology I	3
BBSR 5028 Motor Development	3
BBSR 4060 Motor learning *R (or Motor Development)	3
BBSR 5582 Research Design in Movement Science and Education	3
<b>Total number of movement science and education credits (minimum 3 credits up to 14 credits)</b>	
<b>HEALTH EDUCATION COURSES (0-9 credits)</b>	
HBSS 4100 Introduction to Health Education	3
HBSS 4000 Introduction to Nutrition	3
BBSR 5095 Exercise & Health	3
HBSS 4100 Introduction to Health Education	3
HBSS 4110 Health Promotion for Children & Adolescents	3
HBSS 4150 Sport Nutrition	3
<b>Total number of health education credits (0-9 credits)</b>	
<b>ELECTIVES (0-9 credits)</b>	
BBSR 4002 Visual Methods and Education	3
A&HA 5005 Visual Arts Research Methods	3
A&HA 5086 Art in Visual Culture	3
A&HA 6003 Critical Perspectives and practices in the arts	3
A&H 4065 Media and gender	
CCPJ 4180 LGBT(Q) Issues	3
HBSS 4016 Health Education for Teachers	3
C&T 5199 Culturally Responsive Curriculum	3
ITSF 5008 Gender, Education & International Development	3

C&T 5563 Explore Gender and Sexuality in Practice	3
MSTU 5002 Culture, Media, and Education	3
C&T 4010 Immigration & Curriculum	3
C&T 4032 Gender Difference and Curriculum	3
<b>Total number of electives credits</b> <b>(0-9 credits)</b>	

### INTEGRATIVE PAPER

In addition to the satisfactory completion of the coursework, each student is required to complete an independent research project: the integrative paper. For the Integrative paper, the research topic must be approved by the Program Director. **(Required course: BBSR4001 Qualitative Research Methods in Biobehavioral Sciences). Prior to graduation, the integrative paper must be submitted to and approved by the Program Director.**

## Physical Education

Master of Arts

**Points/Credits:** 32

**Entry Terms:** Fall Only

**Certification:**

- Non-Certification Track

## Degree Requirements

**A minimum of thirty-two (32) credits is required for the degree. (\*R means Required)**

COURSES	CREDITS
<b>PHYSICAL EDUCATION COURSES (15 credits required)</b>	
BBSR 5040 Curriculum Theory in Physical Education *R	3
BBSR 5240 Fieldwork in Curriculum and Teaching in Physical Education *R	3
BBSR 4080 Constructivist Pedagogies in Physical Education	3

BBSR 5041 Analysis of Teaching in Physical Education	3
Fieldwork in analysis of teaching Physical Education	3
BBSR 5120 Critical issues in Physical Culture and Education *R	3
BBSR 5543 Seminar in Physical Education *R	3
<b>Total number of physical education &amp; physical culture credits (15 credits required)</b>	
<b>RESEARCH METHODS COURSE (3 credits required)</b>	
BBSR 4001 Qualitative Research Methods in Biobehavioral Sciences *R	3
<b>Total number of research methods credits (3 credits required)</b>	
<b>MOVEMENT SCIENCE AND EDUCATION COURSES (3-14 credits)</b>	
BBSR 4090 Physical Fitness, Weight Control and Relaxation	3
BBSR 4005 Applied Anatomy and Biomechanics	3
BBSR 4095 Applied Physiology I	3
BBSR 5028 Motor Development	3
BBSR 4060 Motor learning *R (or Motor Development)	3
BBSR 5582 Research Design in Movement Science and Education	3
<b>Total number of movement science and education credits (minimum 3 credits up to 14 credits)</b>	
<b>HEALTH EDUCATION COURSES (0-9 credits)</b>	
HBSS 4100 Introduction to Health Education	3
HBSS 4000 Introduction to Nutrition	3
BBSR 5095 Exercise & Health	3
HBSS 4100 Introduction to Health Education	3
HBSS 4110 Health Promotion for Children & Adolescents	3
HBSS 4150 Sport Nutrition	3

<b>Total number of health education credits</b>	
<b>(0-9 credits)</b>	
<b>ELECTIVES (0-9 credits)</b>	
BBSR 4002 Visual Methods and Education	3
A&HA 5005 Visual Arts Research Methods	3
A&HA 5086 Art in Visual Culture	3
A&HA 6003 Critical Perspectives and practices in the arts	3
A&H 4065 Media and gender	
CCPJ 4180 LGBT(Q) Issues	3
HBSS 4016 Health Education for Teachers	3
ITSF 5008 Gender, Education & International Development	3
C&T 5563 Explore Gender and Sexuality in Practice	3
MSTU 5002 Culture, Media, and Education	3
C&T 4010 Immigration & Curriculum	3
C&T 4032 Gender Difference and Curriculum	3
C&T 4000 Disability, Exclusion, Schooling	3
<b>Total number of electives credits</b>	
<b>(0-9 credits)</b>	
<b>TOTAL NUMBER OF CREDITS FROM ALL ABOVE</b>	
<b>(MINIMUM 32 CREDITS REQUIRED)</b>	

### AREA OF FOCUS IN PHYSICAL CULTURE AND EDUCATION

Suggested courses:

<b>ELECTIVES</b>	
BBSR 4002 Visual Methods and Education	3

A&H 4065 Media and Gender	3
MSTU 5002 Culture, Media, and Education	3
A&HA 5005 Visual Arts Research Methods	3
A&HA 5086 Art in Visual Culture	3
CCPJ 4180 LGBT(Q) Issues	3
ITSF 5008 Gender, Education, & International Development	3
C&T 5563 Exploring Gender and Sexuality in Everyday Curriculum Practice	3
MSTU 5002 Culture, Media, and Education	3
C&T 4010 Immigration & Curriculum	3
C&T 4032 Gender Difference and Curriculum	3
CCPJ 4000 Disability, Exclusion, Schooling *R	3

### **INTEGRATIVE PAPER**

In addition to the satisfactory completion of the coursework (minimum 32 credits), each student is required to complete an independent research project: the integrative paper. For the Integrative paper, the research topic must be approved by the Program Director. (Required course: BBSR4001 Qualitative Research Methods in Biobehavioral Sciences). Prior to graduation, the integrative paper must be submitted to and approved by the Program Director.

## **Physical Education**

Master of Arts | Prof Cert: Physical Education K-12

**Points/Credits:** 32

**Entry Terms:** Fall Only

**Certification:**

- NY State Professional: Physical Education K-12

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## **Degree Requirements**

The Master of Arts degree in physical education is designed to provide students with an in-depth study of learning theories and research on curriculum development and pedagogy.

### **Prerequisite**



NYSED requires a base initial teacher certification prior to professional teacher certification. 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 physical education 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 and control; (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).

Each student's transcript will be evaluated to determine if she or he 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 Director, 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.

**A minimum of thirty-two (32) credits is required for the degree. (\*R means Required)**

<b>COURSES for PE TEACHER CERTIFICATION</b>	<b>CREDITS</b>	<b>INDICATE PLANNED COURSES</b>
<b>PHYSICAL EDUCATION COURSES</b>		
BBSR 5040 Curriculum Designs in Physical Education *R	3	
BBSR 5240 Fieldwork in Curriculum and Teaching in Physical Education *R	3	
BBSR 4080 Constructivist Pedagogies in Physical Education *R	3	
BBSR 5041 Analysis of Teaching in Physical Education *R	3	
Fieldwork in analysis of teaching Physical Education *R	3	
BBSR 5120 Critical issues in Physical Culture and Education *R	3	
BBSR 5543 Seminar in Physical Education *R	3	
BBSR 4700 Student Teaching in Physical Education or BBSR 4705 Internship in Teaching Physical Education	3  *R  Either one  or the other required	

<b>RESEARCH METHODS COURSE</b>		
BBSR 4001 Qualitative Research Methods in Biobehavioral Sciences *R	3	
<b>COURSE ON SPECIAL EDUCATION</b>		
HSSE 4000 Introduction to Special Education	3	
or	*R	
C&T 4000 Disability, Exclusion, Schooling	Either one or the other required	
<b>MOVEMENT SCIENCE AND EDUCATION COURSES (3-14 credits)</b>		
BBSR 4090 Physical Fitness, Weight Control and Relaxation	3	
BBSR 4005 Applied Anatomy and Biomechanics	3	
BBSR 4095 Applied Physiology I	3	
BBSR 5028 Motor Development	3	
BBSR 4060 Motor learning *R (or Motor Development)	3	
BBSR 5582 Research Design in Movement Science and Education	3	
<b>Total number of movement science and education credits (minimum 3 credits up to 14 credits)</b>		
<b>HEALTH EDUCATION COURSES (0-9 credits)</b>		
HBSS 4100 Introduction to Health Education	3	
HBSS 4000 Introduction to Nutrition	3	
BBSR 5095 Exercise & Health	3	
HBSS 4100 Introduction to Health Education	3	
HBSS 4110 Health Promotion for Children & Adolescents	3	
HBSS 4150 Sport Nutrition	3	
<b>Total number of health education credits (0-9 credits)</b>		
<b>ELECTIVES (0-9 credits)</b>		

BBSR 4002 Visual Methods and Education	3	
A&HA 5005 Visual Arts Research Methods	3	
A&HA 5086 Art in Visual Culture	3	
A&HA 6003 Critical Perspectives and practices in the arts	3	
A&H 4065 Media and gender		
CCPJ 4180 LGBT(Q) Issues	3	
HBSS 4016 Health Education for Teachers	3	
C&T 5199 Culturally Responsive Curriculum	3	
ITSF 5008 Gender, Education & International Development	3	
C&T 5563 Explore Gender and Sexuality in Practice	3	
MSTU 5002 Culture, Media, and Education	3	
C&T 4010 Immigration & Curriculum	3	
C&T 4032 Gender Difference and Curriculum	3	
<b>Total number of electives credits</b> <b>(0-9 credits)</b>		

### INTEGRATIVE PAPER

In addition to the satisfactory completion of the coursework, each student is required to complete an independent research project: the integrative paper. For the Integrative paper, the research topic must be approved by the Program Director. **(Required course: BBSR4001 Qualitative Research Methods in Biobehavioral Sciences). Prior to graduation, the integrative paper must be submitted to and approved by the Program Director.**

## Master of Education

### Applied Physiology

Master of Education

**Points/Credits: 60**

## Degree Requirements

The Applied (Exercise) Physiology concentration involves the study of the integrative physiology of exercise, focusing on the acute and chronic adaptations to exercise across the lifespan. The effects of exercise training on sports performance and physical and mental health are emphasized. The program emphasizes the application of scientific evidence to the practice of exercise physiology. Students in the applied physiology program study physical activity behavior, the physiological and psychological effects of acute and chronic exercise, how exercise influences physical and mental health, sports performance, and the promotion of physical activity in community, clinical, and public health settings. Students can apply their academic work to jobs that involve exercise testing and training, including programs designed to improve sports performance, health and physical fitness in healthy individuals, in people with or at risk for chronic illness or disability, movement arts, and in community, clinical, research, and public health settings. The program also may serve as a stepping-stone to medical, professional schools, and doctoral studies.

The Master of Education program provides for advanced study in the movement sciences and for individually designed study to meet the student's professional needs and interests. This program is particularly recommended for students planning on future doctoral study and research careers and those planning to teach at the community college level. The Master of Education (Ed.M.) degree program emphasizes bridging science and practice and training in the conduct of research. The overarching objective of the program is to develop competence in practical skills and critical thinking skills that facilitate applying scientific knowledge to practice within the student's professional field. The program can be individualized to cross the Movement Sciences.

In the Ed.M. program, students can focus on:

- Preparation as a "scholar of practice," able to translate research and theory into appropriate clinical or educational strategies;
- Preparation as a clinical instructor, clinical or educational supervisor, or research coordinator;
- Preparation as for advanced practice of exercise physiology,
- Preparation for study towards the doctoral degree (e.g., Ph.D., Ed.D., D.Ph., or M.D.).

The Program has five components:

1. Substantive study of theory and research as embodied in lecture and laboratory courses.
2. Development of clinical practice skills in laboratory and fieldwork courses.
3. Research training to enable students to read, interpret, and conduct original research.
4. Elective courses to meet specific needs, which may be taken at Teachers College and Columbia University in an area of your choice.
5. A culminating project integrating material from your coursework.

### **SPECIAL ADMISSION REQUIREMENTS/ACADEMIC PREREQUISITES**

While students have come from a variety of fields, the following backgrounds are most appropriate: kinesiology, movement sciences, exercise science, movement arts, physical therapy, occupational therapy, physical education, athletic training, biology, chemistry, nutrition, nursing, health sciences, public health, health

education, and psychology. Students with strong academic records who have deficiencies in their science backgrounds, may be admitted on a provisional basis with the understanding that these deficiencies will be remedied with appropriate courses taken in addition to those required for the Ed.M. degree.

Prospective students should communicate with an academic advisor to discuss program plans prior to admission. Students are encouraged to make an appointment to visit the College to meet with faculty. If desired, it may be possible to audit a class or seminar session during your visit. Applicants are reviewed on an ongoing basis throughout the academic year. Prior to formal admission, enrollment in up to 8 points of study as a non-matriculated student is permitted.

### **PROGRAM REQUIREMENTS**

The Master of Education program in Applied Physiology requires a minimum of 60 points. These courses come from the required core courses, electives in movement sciences, research methods and statistics, and breadth elective courses taken outside of our academic program. In addition, students who enter the program without prior formal study in Kinesiology or in Movement or Exercise Sciences or closely-related fields may be required to take coursework in addition to these program requirements. All students must complete a final comprehensive integrative project. Students intending to continue study towards a doctoral degree or other professional program should arrange their Ed.M. program to include courses that may be required for doctoral or professional specialization. Some transfer credits from other graduate schools may be awarded for Master of Education students. Students are expected to consult the Registrar's Office website for additional information about degree requirements, policies and procedures (<http://www.tc.columbia.edu/registrar/pages/degree-information/degree-requirements/>).

The specific requirements for the Ed.M. program in Applied Physiology are described below:

#### **Required Core Courses (minimum of 15 points)**

Students are required to complete all of the following courses with a grade of B or better. Students who earn grades B- or below will need to retake those courses or an alternate course with approval of the program director and will incur additional tuition charges.

- BBSR 4095 Applied physiology I (3)
- BBSR 5594 Applied physiology II (3)
- BBSR 4195 Applied physiology laboratory I (3)
- BBSR 5194 Applied physiology laboratory II (3)
- BBSR 5582 Research Design in the Movement Sciences (3)

#### **Electives in Movement Sciences and Education (BBSR) (12-15 points)**

Students are required to take at least four additional BBSR courses (for a minimum of 12 points) in addition to the core required courses. These electives may include, but are not limited to, the following BBSR courses:

- BBSR 4054 Anatomy and Physiology (3)
- BBSR 4005 Applied anatomy and biomechanics (3)
- BBSR 4050 Biomechanical Analysis of human movement (3)
- BBSR 4060 Motor learning (2-3)
- BBSR 4070 Introduction to Psychosocial Aspects of Sports/Exercise (2-3)
- BBSR 4900 Research and Independent Study in Movement Science and Education (1-3)
- BBSR 5028 Motor Development (2-3)
- BBSR 5055 Basis of Motor Control (3)

- BBSR 5057 Movement disorders (3)
- BBSR 5095 Exercise and health (3)
- BBSR 5096 Advanced Exercise and Physical Activity Prescription (3)
- BBSR 5101 Scientific Basis of Exercise and Weight Management (3)
- BBSR 5120 Critical issues in Physical Culture and Education (3 credits)
- BBSR 5151 Introduction to Programming for Signal Analysis of Biobehavioral Signals (2-3)
- BBSR 5200 Fieldwork in Movement Sciences and Education (1-3)
- BBSR 5195 Advanced Applied Physiology Laboratory (3)
- BBSR 5595 Research seminar in applied physiology (1-3)

### **Elective Courses for Those Planning for Exercise Professional Certifications**

Any student considering pursuing a professional certification should discuss course selection with program faculty and also check the certification requirements posted by the certifying organization. Please note it is possible that you may need to take extra courses above the 60 point requirement to meet the requirements to sit for some professional certifications.

Students in the Ed.M. program in Applied Physiology can meet the curricular requirements for the American College of Sports Medicine (ACSM) Certified Exercise Physiologist (EP-C) and Certified Clinical Exercise Physiologist (CEP) certifications, as long as certain elective courses are taken in addition to the required core courses, or these courses were taken in previous study. The courses you elect will depend on the certification you select and your previous undergraduate study. For those interested in the Certified Strength and Conditioning Specialist (CSCS), there are currently no specific course requirements to take the examination beyond the core course requirements; however, there may be elective courses that will add to your preparation such as the courses listed below:

- BBSR 4005 Applied anatomy and biomechanics (3) OR BBSR 4050 Biomechanical Analysis of human movement (3)
- BBSR 4070 Introduction to Psychosocial Aspects of Sports/Exercise (2-3)
- BBS 5060 Neuromuscular responses and adaptation to exercise (2),
- BBSR 5096 Advanced Exercise and Physical Activity Prescription (3)

Further information about the CSCS certification can be found here: <https://www.nscs.com/cscs-exam-prerequisites/#bd>

American College of Sports Medicine (ACSM) certifications requirements can be found here: <http://certification.acsm.org>

### **Research Methods and Statistics (minimum of 9 points)**

These courses may include, but are not limited to the following:

- BBSR 5582 Research Design in the Movement Sciences (3)
- HUDM4120 Basic concepts in statistics (if no undergraduate statistics) (3)
- HUD 4120 Methods of Empirical Research (3)
- HUDM 4122 Probability and statistical inference (3)
- HUDM 4050 Introduction to Measurement (3)
- HUDM 5122 Applied Regression Analysis (3)
- HUDM 5123 Linear Models and Experimental Design (3)

- HUDM 5026 Introduction to Data Analysis in R (3)
- BBSR 4001 Qualitative Research Methods in Biobehavioral Sciences and Education (3)
- BBSR 4002 Visual Methods and Education (3)
- Other TC/CU graduate research methods/ statistics courses with approval of advisor

### **Research Seminar (minimum 4 points)**

Registration and attendance at a research seminar is required for all Ed.M. Students should expect to register in seminar during all semesters when working on Integrative Final Project, with at least two semesters required for a minimum of 4 points).

- BBSR 5595 Research seminar in applied physiology (1-3)

### **Breadth Courses outside of Movement Sciences and Education (a total 6 points)**

Breadth Elective Courses must be taken in any academic program or department at Teachers College, except Movement Sciences (BBSR) courses. Please see the academic schedule and academic catalog for a full list of available courses. Popular breadth elective courses for students in Applied Physiology have included courses in Health Education (HBSS), Nutrition (HBSV), Diabetes Education (HBSD), and Neuroscience and Education (BBSN). Please note that courses taken at Columbia University schools outside of Teachers College cannot count toward the breadth elective requirement, but they may count toward your degree if approved by your advisor, as long as other degree requirements are met. It is recommended that you discuss your electives with your advisor or program faculty for assistance in selecting courses that may contribute toward your educational and career goals. Courses outside of Movement Sciences (BBSR) that you use to fulfill core degree requirements and/or research methods requirements can also count toward the breadth requirement.

Here is a partial list of popular breadth courses in the Department of Biobehavioral Sciences to consider:

- BBS 5060 Neuromuscular responses and adaptation to exercise (2)
- BBS 5068 Brain and Behavior I Communication in the nervous system (1-2)
- BBS 5069 Brain and Behavior II (1-2)
- BBSN 4000 Cognitive Neuroscience (3)
- BBSN 4003 Foundations of Neuroscience (3)
- BBSN 5122 Psychoneuroimmunology and Education (3)

### **Recommended Background Courses for Students Entering without Prior Study in Kinesiology, Movement or Exercise Sciences**

It is recommended that students who come in without prior formal study in Kinesiology, Movement or Exercise Sciences take one or more of the following courses in addition to the program requirements outlined above. Some of these courses can be taken in the summer so a summer semester start may be advisable. Students should consult with their program advisor about taking additional courses. The courses that may be recommended can include one or more of the following:

- BBSR 4054 Anatomy and Physiology (3)
- BBSR 4005 Applied anatomy and biomechanics (3)
- BBSR 4060 Motor learning (3)
- BBSR 4090 Physical Fitness, Weight Control and Relaxation (2-3)

## **Integrative Final Project**

A year-long comprehensive Integrative Final Project is required for the Ed.M. degree in Applied Physiology. The planning to complete the integrative project should be made early in the program in consultation with your advisor or program faculty, as this takes at least two semesters to complete, and requires registration in BBSR 5595 Research seminar in applied physiology for at least 2 semesters (at least during the proposal development and writing phase on the project).

The Integrative Final Project may consist of one of the following:

- A scholarly systematic review of research in applied physiology and movement sciences
- An educational project including the development of an assessment instrument/method for clinical or educational practice or a presentation for a continuing education, health promotion or physical activity program
- An applied research project under the mentorship of a doctoral student or program faculty member

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## **Curriculum and Teaching in Physical Education**

Master of Education

**Points/Credits:** 60

**Entry Terms:** Fall Only

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### **Degree Requirements**

The specific career goals of the student are used in planning the graduate program of study. 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, 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 coursework. This experience may 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.

## **Motor Learning**

Master of Education

**Points/Credits:** 60

**Entry Terms:** Spring/Summer/Fall

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### **Degree Requirements**

The Master of Education (Ed.M.) program in Motor Learning (Code: MTLG) is designed to provide students with a broad background in movement sciences and related areas. 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.

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. Students can focus on preparation as a "scholar of practice" able to translate research and theory into appropriate clinical or educational strategies. Students considering application to doctoral programs can begin their course of study with the Ed.M. degree. Students intending to continue study towards the doctoral degree should arrange their Ed.M. program to include core courses required for doctoral specialization.

The program requires 60 points of graduate study and includes:

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 final project is required for the Ed.M. degree and may involve one of two options:

1. An applied research report which may focus on clinical or educational issues.
2. A laboratory research paper.

## Course Work Requirements

For the Ed.M. program, specific requirements for courses, or equivalents transferred from prior graduate study, are:

### Core Coursework (23 Credits)

BBS	5060	Neuromuscular response and adaptation to exercise (2 points)
BBSR	5068	Brain and Behavior I: Communication in the nervous system (2 points)
BBSR	5055	Bases of motor control systems (3)
BBSR	5582	Research design in the movement sciences (3 points).
BBSR	4060	Motor learning (3) *
BBSR	4161	Motor learning laboratory (2 with co-requisite BBSR 4060) Note: BBSR 4161 is a co-requisite of BBSR 4060 if taken for 2 points
BBSR	5028	Motor development across the lifespan (3 points)
BBSR	4050	Biomechanical analysis of human movement (3 points)
BBSR	5504	Research Training Seminar (Section 02) (2 points)  Note: Students will enroll in this competency based course during their last year of study to immerse themselves in current research in motor learning and control, as well as receive advisement on their final project. Note that if all coursework is complete but the student has not completed the final project, students must continue to enroll for 1 point (above and beyond the 60 points) each semester until the project is complete.

### Substantive Study (minimum 9 credits)

BBS	4005	Applied anatomy and biomechanics (3)
BBSR	4055	Neuromotor processes (3)
BBSR	4090	Physical fitness, weight control and relaxation (3)
BBSR	4095	Applied physiology I (3)
BBSR	5050	Neurophysiology of motor control and electromyography (3)
BBSR	5057	Movement disorders (3)
BSRR	5095	Exercise and health (3)
BBSR	4070	Psychosocial aspects of sports and exercise (3)

**Laboratory Courses (minimum 6 credits)**

BBSR	4151	Laboratory methods in biomechanics (3)
BBSR	4195	Applied physiology laboratory I (3)
BBSR	5151	Introduction to the analysis of biomechanical signals (3)
BBSR	5194	Applied physiology laboratory II (3)
BBSR	5195	Advanced applied physiology laboratory (3)

**Seminars, tutorials or conferences: minimally 6 credits in movement sciences (BBSR courses)**

BBS	5596	Topics in applied physiology (3)
BBSR	6563	Seminar in neuromotor processes (3)
BBSR	6564	Advanced topics in neuromotor processes (3)
BBSR	6565	Seminar in motor learning and motor control (3)
BBSR	6571	Research seminar in the psychosocial aspects of human movement (3)

**Elective Courses (2-3 credits)**

Students should take 2-3 credits outside the Movement Sciences Program (along with required courses BBS 5060 and BBS 5068) to meet the Teachers College breadth requirement. Please see the academic schedule and academic catalog for a full list of available courses. Popular breadth elective courses for students in Movement Sciences have included courses in Health and Behavioral Studies (HBSE), Human Development (HUDM), Neuroscience and Education (BBSN), Dance (A&HD), and Measurement and Statistics (HUDM). Please note that courses taken at Columbia University outside of Teachers College cannot count toward the breadth elective requirement. It is recommended that you discuss your electives with your advisor or program faculty for assistance in selecting courses that may contribute toward your educational and career goals. Courses outside of the Program in Movement Sciences (BBSR) that you use to fulfill core degree requirements and/or research methods requirements can also count toward the breadth requirement.

**Individual program (minimum 12 points)**

Minimally 12 points in movement sciences (additional BBSR courses in substantive, laboratory, fieldwork or seminar study) and/or related areas outside of the program in Movement Sciences and Education (non-BBSR courses, including graduate courses at Columbia University).

## Special Admission Requirements/Academic Prerequisites

While students have come from a variety of fields, the following backgrounds are most appropriate: movement sciences, kinesiology, physical therapy, occupational therapy, physical education, dance, 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.

It is recommended that prospective students communicate with an academic advisor to discuss program plans prior to admission. Students are encouraged to make an appointment to visit the college for at least half a day to meet with faculty and current students, to audit a course or seminar, and to become acquainted with research areas and resources. Applicants are reviewed on an ongoing basis throughout the academic year. Prior to formal admission, enrollment in up to 8 points of study as a non-matriculated student is permitted.

## Doctor of Education

### Applied Physiology

Doctor of Education

**Points/Credits:** 90

**Entry Terms:** Fall Only

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### Degree Requirements

The Applied (Exercise) Physiology concentration involves the study of the integrative physiology of exercise, focusing on the acute and chronic adaptations to exercise across the lifespan. The effects of exercise training on sports performance and physical and mental health are emphasized. The program emphasizes the application of scientific evidence to the practice of exercise physiology. Students in the applied physiology program study physical activity behavior, the physiological and psychological effects of acute and chronic exercise, how exercise influences physical and mental health, sports performance, and the promotion of physical activity in community, clinical, and public health settings. The Doctor of Education (Ed.D.) is a full- or part-time program that prepares leaders who are "scholars of practice," able to draw valid applications from research presently available in Movement Sciences and Education. Graduates of the Ed.D. program go on to have successful careers as educators in higher education settings, clinicians, researchers, and administrators.

### Doctor of Education in Applied Physiology

The goal of the Doctor of Education with specialization in Applied Physiology is to prepare doctoral students to pursue scholarly and scientific work. Students are expected to contribute significantly to the completion of at least one comprehensive 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 another 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 the advisement of Movement Science faculty. The preliminary work may be published prior to graduation, but the final study may only be published upon completion of the degree. All Ed.D. students are encouraged to write a grant to obtain pre-doctoral fellowship funding to support their research and to provide some training in grantsmanship.

## **ADMISSION**

Applicants are expected to satisfy the following requirements for admission:

1. Prior completion of both a bachelor's and master's degree program (with a major in movement sciences or closely related field at either or both levels). Students who have deficiencies may be required to take additional courses in addition to the points required for the degree or recommended to apply to the Ed.M. program to make up the deficiencies prior to applying for the doctoral program.
2. A record of superior academic achievement as evidenced by the grades received in undergraduate and graduate course work.
3. Letters of recommendation from persons familiar with the candidate's academic and professional achievements should attest to the applicant's capability for successful doctoral study.
4. The applicant's written personal statement (accompanying the application) should provide evidence of the ability to communicate effectively in writing and should provide an initial indication that the program is compatible with their professional goals. A key part of the admissions process is a research interest compatible with a faculty member in the Program in Movement Sciences.
5. Each applicant should submit one additional writing sample, such as a term paper, thesis, or published article, so that academic writing skills can be assessed. In cases where a thesis is in progress, a research proposal may be acceptable at the discretion of the faculty in the Program in Movement Sciences. The writing sample should be submitted directly to the Program Director.
6. In most cases, an interview will be required to clarify any unresolved issues related to the applicant's qualifications and interests; and to make certain that the area of study is compatible with the applicant's professional goals, and that the area of research interest can be supported by a faculty member in the Program in Movement Sciences. In instances where applicants are a long distance from campus, telephone interviews, videoconferences, or interviews at professional meetings may be scheduled.

Former Teachers College 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.

## **Advisement And Program Planning**

Prior to registration, newly admitted students meet individually with their faculty advisor to plan the initial phases of their programs of study. A tentative plan for the first year or two of study is developed—subject to change as the need arises. Part-time and full-time programs are arranged depending on the student's circumstances. At an early stage in the planning process, students develop a written "plan for meeting program objectives" that allows adequate time for graduate study during each semester of enrollment and provides for meeting all program requirements within a reasonable period of time. Individual advisement meetings are scheduled frequently throughout the student's tenure in the program and may be initiated by either the student or faculty member. These meetings may be used to plan programs, provide feedback, review past work, deal with school-related problems, discuss research, or discuss other issues.

## **Program of Study**

Doctoral study is a multifaceted undertaking. It includes: course work, field and/or laboratory projects, tutorial conferences, informal seminars and colloquia, apprentice research, peer analyses and review, independent library and laboratory research, and informal interchanges among students and faculty. The Ed.D. program in Movement Sciences/ Kinesiology is flexible, allowing students to develop skills that will help them reach their career goals. Each student develops competencies in Movement Sciences/Kinesiology and in research methods and includes Teachers College courses in programs outside of the movement sciences (such as nutrition education, health education, and other programs).

## **Ed.D. Program Requirements**

The following Doctor of Education in Applied Physiology program description concentrates on describing course requirements. It is important to recognize that these are only the more formal and identifiable features of the program. A minimum of 90 credits of relevant graduate coursework is required for the degree, 45 credits of which must be completed at Teachers College or Columbia University. Students who complete a master's degree at another university normally transfer approximately 20-30 credits and therefore enroll for approximately 60 credits of coursework at Teachers College during their doctoral program. Students should check with the Office of Doctoral Studies periodically to ensure they are meeting all College-wide requirements for the degree. In addition, students should be familiar with the most recent version of the document entitled, "Requirements for the Degree of Doctor of Education" for additional college-wide requirements (available at: <http://www.tc.columbia.edu/doctoral/requirements/>).

Courses are chosen in consultation with an advisor. Previously completed graduate course work may be substituted, as appropriate, for the recommended experiences listed below when approved by the advisor. Each student and the advisor develop a program that will help the student meet his or her goals and successfully complete the dissertation.

Students are required to be in continuous enrollment for a minimum of 3 points of Teachers College course credit or for dissertation advisement, in each fall 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. If registering for course work to meet the continuous registration requirement, students normally will register for the research seminar in applied physiology. Certification examinations are not given in the summer except in exceptional circumstances, and students who take the examination in the summer term are not usually evaluated by program faculty until the fall 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. The following is a list of the minimal requirements for the Ed.D. degree in Applied Physiology.

## **Required Core Courses (minimum of 15 points)**

Students are required to complete the core courses required of M.A. and Ed.M. students or the equivalent in previous graduate studies with a grade of B or better. Students who earn grades B- or below will need to retake those courses or an alternate course with approval of the program director and will incur additional tuition charges.

- BBSR 4095 Applied physiology I (3)
- BBSR 5594 Applied physiology II (3)
- BBSR 4195 Applied physiology laboratory I (3)
- BBSR 5194 Applied physiology laboratory II (3)
- BBSR 5582 Research Design in the Movement Sciences (3)

### **Electives in Movement Sciences and Education (BBSR) (minimum of 15 points)**

Students are required to take at least five additional BBSR courses (for a minimum of 15 points) in addition to the core required courses. These electives may include, but are not limited to, the following BBSR courses:

- BBSR 4054 Anatomy and Physiology (3)
- BBSR 4005 Applied anatomy and biomechanics (3)
- BBSR 4050 Biomechanical Analysis of human movement (3)
- BBSR 4060 Motor learning (2-3)
- BBSR 4070 Introduction to Psychosocial Aspects of Sports/Exercise (2-3)
- BBSR 4900 Research and Independent Study in Movement Science and Education (1-3)
- BBSR 5028 Motor Development (2-3)
- BBSR 5055 Basis of Motor Control (3)
- BBSR 5057 Movement disorders (3)
- BBSR 5095 Exercise and health (3)
- BBSR 5096 Advanced Exercise and Physical Activity Prescription (3)
- BBSR 5101 Scientific Basis of Exercise and Weight Management (3)
- BBSR 5120 Critical issues in Physical Culture and Education (3 credits)
- BBSR 5151 Introduction to Programming for Signal Analysis of Biobehavioral Signals (2-3)
- BBSR 5200 Fieldwork in Movement Sciences and Education (1-3)
- BBSR 5195 Advanced Applied Physiology Laboratory (3)

### **Research Methods and Statistics (minimum of 12 points)**

These courses may include, but are not limited to the following:

- HUDM4120 Basic concepts in statistics (if no undergraduate statistics) (3)
- HUD 4120 Methods of Empirical Research (3)
- HUDM 4122 Probability and statistical inference (3)
- HUDM 4050 Introduction to Measurement (3)
- HUDM 5122 Applied Regression Analysis (3)
- HUDM 5123 Linear Models and Experimental Design (3)
- HUDM 5026 Intro to Data Analysis in R (3)
- BBSR 4001 Qualitative Research Methods in Biobehavioral Sciences and Education (3)
- BBSR 4002 Visual Methods and Education (3)
- Other TC/CU graduate research methods/ statistics courses with approval of advisor

### **Research Seminar (1-3 points each semester)**

Registration and attendance at a research seminar is required for all Ed.D. students during all semesters of enrollment, unless there is an approved reason for non-enrollment, such as a course scheduling conflict, with a maximum of 18 points counted toward degree requirements. Students should expect to register in seminars during all semesters for 1-3 points, depending on the proposed work to be completed as agreed with the seminar instructor. Note that if this course is being used to satisfy continuous registration requirements, seminar may be taken for 3 points

- BBSR 5595 Research seminar in applied physiology (1-3)

### **Elective Cognate Courses at Teachers College, Columbia University or through the Inter-University Doctoral Consortium**

Students take elective courses in cognate areas to help them develop additional competencies that will help them reach career goals or gain deeper understanding of the theoretical and scientific bases for their dissertation research—there are many hundreds of courses from which to select at Teachers College and Columbia University. In addition, students may take graduate courses at other Universities through the Inter-University Doctoral Consortium (IUDC). IUDC registration is open to TC doctoral students who are beyond their first year of study. Popular elective courses for students in Applied Physiology have included courses Health Education (HBSS), Nutrition (HBSV), Diabetes Education (HBSD), and Neuroscience and Education (BBSN).

Further information about policies and procedures for cross registration Inter-University Doctoral Consortium (IUDC) are available at the Registrar's Office or website:

<https://www.tc.columbia.edu/registrar/students/registration/cross-registration-for-tc-students/>

### **CERTIFICATION**

When students have completed at least 60-65 of the total points required for the Ed.D. degree and have completed a pilot research study and literature review, they are evaluated for "certification," a stage of doctoral study which represents full candidacy for the degree. To achieve certification, the student must complete the certification examination, a literature review, and submit a program plan. A review committee assesses the student's entire record. The decision of the committee is then forwarded to the Office of Doctoral studies for the Teachers College Ed.D. Committee to take final action on the candidate's certification. (See "Requirements for the Degree of Doctor of Education" for more information: <http://www.tc.columbia.edu/doctoral/requirements/>).

### **DISSERTATION**

Each student completes a dissertation that focuses on a research question in applied physiology. Through coursework; the research seminar; working as an apprentice in the research of faculty and more advanced students; and pilot studies, students develop the skills to complete the dissertation. Many types of questions and methodologies, appropriate to applied physiology research, may be employed in completing the



dissertation. The dissertation research is expected to address a complex research problem and to be of sufficient quality to result in at least three publications to be published in a top journal, one of which may be a systematic review.

Throughout the process, the student works closely with his or her advisor on the design and conduct of the doctoral dissertation. Thereafter the student works under the supervision of a dissertation committee until the dissertation is completed. Once the dissertation is successfully defended, it is expected that students will share what they have learned by presenting at professional meetings and publishing one or more articles.

## **Curriculum and Teaching in Physical Education**

Doctor of Education

**Points/Credits:** 90

**Entry Terms:** Fall Only

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### **Degree Requirements**

The specific career goals of the student are used in planning the graduate program of study. 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, motor learning, and their applications to program designs and teaching strategies.

#### **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 of study to include coursework 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.

## Motor Learning

Doctor of Education

**Points/Credits:** 90

**Entry Terms:** Spring/Summer/Fall

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## Degree Requirements

Motor Learning & Control 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 children and adults and individuals with movement disorders. Movement analysis is used to elucidate the neuromotor control processes underlying skilled performance in everyday functional behaviors. The teacher or therapist's role in facilitating skill learning and performance is emphasized.

This specialty has five components:

- Substantive study of theory and research as embodied in lecture and laboratory courses.
- Development of clinical or educational skills in laboratory and fieldwork courses.
- Research training to enable students to read and interpret original research and to carry out educational, clinical, or laboratory research.
- Seminars to discuss theory and research, identification of research problems, and clinical/educational applications.
- 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.

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. The focus of the Ed.D. program is to prepare leaders of applied research for clinical and educational practice. Graduates often assume positions in clinical academic departments or teaching universities.

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 are required to be engaged in research at least three weekdays per week (on- or off-site) and be available for advisement at least two mornings or afternoons. Applicants are reviewed on an ongoing basis throughout the academic year. Prior to formal admission, enrollment in up to 8 points of study as a non-matriculated student is permitted.

### Core Coursework (23 Credits)

BBS	5060	Neuromuscular response and adaptation to exercise (2 points)
BBSR	5068	Brain and Behavior I: Communication in the nervous system (2 points)
BBSR	5055	Bases of motor control systems (3)
BBSR	5582	Research design in the movement sciences (3 points)
BBSR	4060	Motor learning (3) *
BBSR	4161	Motor learning laboratory (2 with co-requisite BBSR 4060) Note: BBSR 4161 is a co-requisite of BBSR 4060 if taken for 2 points
BBSR	5028	Motor development across the lifespan (3 points)
BSR	4050	Biomechanical analysis of human movement (3 points)
BBSR	5504	Research Training Seminar (Section 02) (2 points) Note: (2-3 points each semester, continuous enrollment required until completion of degree requirements, typically 18 points)

### Four courses (12 points) selected from:

BBSQ	4047	Early motor behaviors in children: normal and abnormal (3)
BBSR	4055	Neuromotor process (3)
BBSR	4070	Introduction to Psychosocial Aspects of Sport/Exercise (3)
BBSR	5050	Neurophysiology of motor control and electromyography (3)
BBSR	5057	Movement disorders (3)

BBSR	5251	Fieldwork seminar in motor learning motor control (1-2)
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### Three topical seminars (9)

BBS	5596	Topics in applied physiology (3)
BBSR	6563	Seminar in neuromotor processes (3)
BBSR	6564	Advanced topics in neuromotor processes (3)
BBSR	6565	Seminar in motor learning and motor control (3)
BBSR	6571	Research seminar in the psychosocial aspects of human movement (3)

### Statistics sequence minimum (9)

HUDM	4122	Probability and statistical inference (3)
HUDM	5122	Applied regression analysis (3)
HUDM	5123	Linear models and experimental design (3)

### Two courses in educationally-relevant areas must also be selected from the list below or substituted with advisor permission (6)

ORLD 4053 Facilitating Adult learning

ORLJ 5310 Preparation for Coaching

ORLD 5063 Online Teaching and Learning: Applying adult learning principles

ORLD 4055 How Adults Learn

ORLD 5057 Adult Learning and Education: Theory and Practice

ORLD 4815 Developing critical thinkers

### Individual program and electives (17)

**Part-time paid research or laboratory assistantships may be available for students in their middle to advanced stage of study.**

## Movement Sciences in Education (Occupational Therapy)

Doctor of Education

**Points/Credits:** 90

**Entry Terms:** Fall Only

## Degree Requirements

The Occupational Therapy track in Movement Sciences will prepare scholars to conduct research on critical issues related to movement habilitation and rehabilitation. The degree program track focuses on behavioral processes underlying the learning and control of movements, the neural processes underlying motor learning, motor development, and performance of functional motor action. The program also focuses on translating basic science information to design and evaluating interventions to target impairments of the motor system in order to prevent or improve activity limitations and participation restrictions.

This degree is directed toward preparing the current and the next generation of leaders in Occupational Therapy with interests in movement and daily function. These leaders will assume professorial roles in universities and colleges within departments of Occupational Therapy. The degree may lead to:

- Tenure-track faculty position in Occupational Therapy departments emphasizing teaching and applied research
- Research Coordinator (university, hospital, clinic)
- Director/Administrator (university, teaching hospital)

### Coursework

The Occupational Therapy track utilizes the rich academic resources already available within the Movement Sciences Program at Teachers College, and provides students with additional knowledge on the application of movement sciences to content areas within occupational therapy. The track provides an additional array of specialized clinical and field-based research courses within the specialization of occupational therapy that are taught by the faculty in Occupational Therapy at Columbia University Irving Medical Center.

The program consists of three major components:

1. **Didactic Coursework:** Students are expected to complete required and elective coursework in the following content areas: movement science foundations, biostatistics and research methods, movement science applications to occupational therapy, and elective courses in movement science, occupational therapy and related areas.
2. **Certification Exam and Pilot Study:** While completing didactic coursework, students will be expected to begin research training with a faculty member and enroll in research training seminar. During research training seminar students present their ongoing research to faculty and peers. Each student will be required to complete a pilot study in preparation for the dissertation. Each student will complete a certification exam in the content area pertaining to his/her research.
3. **Dissertation proposal and dissertation:** After completing a pilot study, each student will defend a dissertation proposal to a faculty committee consisting of at least three members. Following defense of the dissertation proposal, students will register for Dissertation Advisement (BBSR8900) for completing the dissertation.

The total number of credits required for the proposed program will be 90 credits of didactic courses and dissertation, post-baccalaureate. Teachers College accepts a maximum of 45 credits for transfer from a Masters degree. The coursework entails 45 credits at Teachers College/CUIMC and we expect students with a Masters degree in Occupational Therapy to transfer the remaining 45 credits.

### **Movement Sciences (Occupational Therapy) Coursework**

The required coursework includes the following:

- Movement science foundations (15 credits)
- BBSR 4060 Motor learning (2 credits)
- BBSR 4161 Motor learning laboratory (1 credit)
- BBSR 4050 Analysis of human movement (3 credits)
- BBSR 6564 Advanced topics in neuromotor processes (3 credits)
- BBSR 5860 Motor Learning Conference (1 credit)
- BBSR 6563 Movement sciences conference seminar (2 credits)
- BBSR 5504 Research Training in Motor Learning & Control (3 credits) (to be taken semester of dissertation defense for 3 credits in conjunction with zero credits of 8900).

### **Biostatistics and research methods (9 credits)**

- BBSR 5582 Research design in the movement sciences (3)
- HUDM 4122 Probability and statistical inference (3)
- HUDM 5122 Applied regression analysis (3)
- HUDM 5123 Linear Models and Experimental design (3)

### **Occupational Therapy (15 points to be taken in the OT program)**

#### **Required (9 points selected in consultation with advisor)**

- OTM8101 Advanced theories of intervention (3)
- Clinical Reasoning (3)
- Applied Clinical Reasoning Seminar (3)
- Advanced Evidenced Based Practice (3)

### **Electives at Teachers College in consultation with supervisor (6 credits)**

#### **Electives**

- OTM 8100 Theory in a Practice Profession (2)
- OTM8520 Administrative Practicum (3)
- OTM8520 Teaching Practicum (3)
- OTM8550 Advanced Theories of Pediatric Intervention (3)
- OTM 8140 Indirect Service (2)
- OTM8110 Thesis Seminar (1)
- Occupational Science (3)
- HP8530 Multidimensional assessment of older adults (3)
- PH6230 Overview of Geriatrics / Gerontology (3)
- PH6530 Principles of Admin. & Program Dev. (3)

### **Movement Sciences in Education (Physical Therapy)**

Doctor of Education

**Points/Credits:** 90

**Entry Terms:** Fall Only

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## Degree Requirements

The Physical Therapy track in Movement Sciences will prepare scholars to conduct research on critical issues related to movement habilitation and rehabilitation. The degree program focuses on behavioral processes underlying the learning and control of movements, the neural processes underlying motor learning, motor development, and performance of functional motor action. The degree program also focuses on translating basic science information to design and evaluate interventions to target impairments of the motor system, in order to prevent or improve activity limitations and participation restrictions.

On completion of the Doctoral Program the student will:

- Possess the theoretical and scientific knowledge to perform original basic and applied (clinical) research leading to scientific presentations, peer-reviewed publications, and compete for extramural funding through grant writing.
- Possess a breadth and depth of knowledge in the musculoskeletal or neuromuscular specialty areas as they relate to impairment, activity limitations, and participation restrictions.
- Possess theoretical and practical skills required to teach at the professional entry-level and post-professional levels within the academic community.

## Coursework

The Physical Therapy track utilizes the rich academic resources already available within the MovementSciences Program at Teachers College, and provides students with additional knowledge on the application of movement sciences to content areas within physical therapy. The track provides an additional array of specialized clinical and field-based research courses within the specialization of physical therapy that are taught by the faculty in physical therapy at Columbia University Irving Medical Center.

The program consists of three major components:

1. Didactic Coursework: Students are expected to complete required and elective coursework in the following content areas: movement science foundations, biostatistics and research methods, movement science applications to physical therapy, and elective courses in movement science, physical therapy and related areas.
2. Certification Exam and Pilot Study: While completing didactic coursework, students will be expected to begin research training with a faculty member and enroll in research training seminar. During research training seminar students present their ongoing research to faculty and peers. Each student will be required to complete a pilot study in preparation for the dissertation. Each student will complete a certification exam in the content area pertaining to his/her research.
3. Dissertation proposal and dissertation: After completing a pilot study, each student will defend a dissertation proposal to a faculty committee consisting of at least three members. Following defense of the dissertation proposal, students will register for Dissertation Advisement (BBSR8900) each term while completing the dissertation.

### **Movement Sciences (Physical Therapy) Coursework**

#### **The required course includes the following:**

Movement science foundations (12 credits)

Movement science applications to physical therapy (15 credits)

Biostatistics and research methods (9 credits)

Teaching and Learning (3 credits)

Physical Therapy Doctoral Seminar (minimum 6 credits)

The EdD in Movement Sciences (Physical Therapy) can be taken full-time or part-time to accommodate practicing physical therapists. The expected length of the full-time program is 4 years, and part-time 6 years.

## **Doctor of Philosophy**

### **Kinesiology**

Doctor of Philosophy

**Points/Credits:** 75

**Entry Terms:** Spring/Summer/Fall

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### **Degree Requirements**

We offer a full-time PhD in Kinesiology with students specializing either in motor learning and control, applied physiology, or physical education. The Ph.D. program requires a full-time commitment to graduate studies and students should not expect to hold outside employment during their studies. This commitment will ensure that advisement, research activities, and course work can be completed to the degree of competence that is expected in a research-intensive degree program. The degree of Doctor of Philosophy emphasizes research and intensive specialization in a field of scholarship.

The minimum requirements for the Ph.D. degree in Kinesiology are: satisfactory completion of a planned program of 75 graduate points beyond the Baccalaureate; submission of a statement of the 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 preparation and defense of a research dissertation. In addition, doctoral students in Kinesiology are expected to complete a sequence of three research studies, or the equivalent, to meet degree requirements. Relevant courses completed in other recognized graduate schools to a maximum of 30 points, or 45 points if completed in another College or School of Columbia University, may be accepted toward the minimum point requirement 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. Each student and his or her advisor develop a plan of study that will help the student meet his or her goals and successfully complete the series of studies that meets the research requirements of the program.

For more information about special application requirements, program description and degree program requirements for the Ph.D. program in Kinesiology, contact Professor Andrew Gordon at [kinesiology@tc.columbia.edu](mailto:kinesiology@tc.columbia.edu). For students electing the Applied Physiology concentration of the Kinesiology program, please contact Professor Carol Ewing Garber for more information at [ceg2140@tc.columbia.edu](mailto:ceg2140@tc.columbia.edu).

## Faculty

### Faculty

- Laura **Azzarito** Professor of Physical Culture and Education
- Carol Ewing **Garber** Professor of Movement Sciences
- Andrew Michael **Gordon** Professor of Movement Sciences
- Kevin Scott **Heffernan**
- Lori **Quinn** Professor of Movement Science and Kinesiology

### Emeriti

- Stephen **Silverman** Professor Emeritus of Education

### Adjunct Faculty

- Julie Beth **Fineman** Adjunct Assistant Professor
- Paul Michael **Gallo** Adjunct Associate Professor
- Richard **Magill** Adjunct Professor
- Sharon Rose **Phillips** Academic Supervisor
- Matthew A. **Stults-Kolehmainen** Adjunct Associate Professor

### Instructors

- Michael Anthony **Soupios** Part Time Instructor

# Courses

## **BBS 5060 - Neuromuscular responses and adaptation to exercise**

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. Prerequisite: BBS 5068

## **BBSR 4001 - Qualitative Research Methods**

The course provides students with techniques and strategies for collecting, analyzing, and reporting data from a qualitative perspective. Students will be able to consider various research issues when working with different populations in various contexts, such as schools, clinical settings, health contexts, families, communities, or other organizations.

## **BBSR 4002 - Visual Methods and Education**

This seminar-style course has been designed to help students develop a critical understanding and appreciation of the theory, methodology, and foundation of qualitative visual research methods in an applied context.

## **BBSR 4005 - Applied anatomy and biomechanics**

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.

## **BBSR 4050 - Biomechanical analysis of human movement**

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.

## **BBSR 4054 - Human Anatomy and Physiology**

This is an introductory survey course of the anatomy of major organ systems and their physiology. Suitable for a wide variety of professionals in fields that involve science, movement sciences, kinesiology, nursing, health, nutrition, and the arts.

## **BBSR 4060 - Motor learning**

This course is designed to acquaint the student with principles associated with the acquisition and motor control of functional movement skills. Principles and theories will provide the student with selected concepts of skill development and a framework for their application in clinical practice, coaching and teaching.

### **BBSR 4070 - Introduction to the psychosocial aspects of sport and exercise**

The purpose of this course is to provide the student with an in-depth and comprehensive understanding of the psychological and social processes in exercise, sport, and physical activity. The focus is on the key theoretical psychosocial principles that are well known to govern exercise and sport behavior, including the physical, affective, and cognitive aspects. The course explores theoretical, methodological, and applied approaches to a variety of topics including stress, cognition, mood, emotion, perceptions of the self, mental illness, exercise adherence, drug use and addiction, self-regulation and self-control, motivation, goal setting, arousal and performance, group dynamics, coaching, and burnout.

### **BBSR 4080 - Constructivist Pedagogies in Physical Education**

Constructivist pedagogies in Physical Education

### **BBSR 4090 - Physical fitness, weight control, and relaxation**

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**

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 4151 - Laboratory methods in biomechanics**

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: \$100.

### **BBSR 4161 - Motor learning laboratory**

An introduction to qualitative and quantitative analysis of movement and action during acquisition of functional skills. Corequisite: BBSR 4060.

### **BBSR 4700 - Student teaching in physical education**

Student teaching in both elementary and secondary schools for a full semester. Includes a required seminar.

### **BBSR 4861 - Workshop in motor learning and control**

Students carry out a case study of skill acquisition in a functional movement task and integrate qualitative and quantitative findings in a final essay, characterizing the learning process.

### **BBSR 5028 - Motor development across the lifespan**

Review and analysis of theoretical models and experimental research related to development and performance of motor skills throughout the lifespan.

### **BBSR 5040 - Curriculum Designs in Physical Education**

Review of existing curriculum designs, traditional and new. Systematic development of curriculum plans.

### **BBSR 5041 - Analysis of teaching in physical education**

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 5050 - Neurophysiology of motor control and electromyography**

Review and analysis of theoretical models and experimental research related to development and performance of motor skills throughout the lifespan. 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**

Study of control processes subserving the coordination of movement.

### **BBSR 5095 - Exercise and health**

The role of exercise in diagnosis, prevention, and rehabilitation of health problems such as cardiovascular disease, pulmonary disease, diabetes, obesity, and stress. Scientific evidence from both epidemiological and applied practice perspectives are emphasized.

### **BBSR 5096 - Advanced Exercise and Physical Activity Prescription for Health**

This blended online and in-person course will review the scientific literature on exercise prescription for physical activity and exercise in people with chronic diseases, conditions such as pregnancy, and in special populations such as older adults and people with disabilities. Through readings and discussion of recent scientific and clinical

literature, students will become familiar with the current recommendations for exercise prescription and the application of these recommendations to individuals with complex conditions. The translation of the science to practice will be a focus of this course.

### **BBSR 5101 - Scientific Basis of Exercise for Weight Management**

Obesity is a problem of energy balance: caloric intake versus expenditure. In this introductory course, students will learn the fundamentals of the role of exercise and physical activity in weight management. This course will discuss the practice and science of using exercise and physical activity for the purpose of managing and maintaining body weight, particularly as part of an integrated multi-disciplinary program. Sometimes, gaining weight is needed (or desired); therefore, there will be some emphasis on gaining lean mass. It is also important to note that exercise is extremely beneficial for health, even when no weight is lost.

### **BBSR 5120 - Critical Issues in Physical Culture & Education**

This course broadly looks at socio-historical and educational issues of social justice in sports, exercise, fitness, and physical education. It offers a sociological, pedagogical, and critical inquiry into the study of human movement.

### **BBSR 5151 - Introduction to the analysis of biomechanical signals**

Introduction to MATLAB programming with a focus on variables, conditional statements, loops, data visualization, basic algorithm development, and Graphical User Interfaces (GUIs). Concepts and techniques used in the analysis of biomechanical/biological signals will be applied to kinematic/physiological data (e.g., electromyographic, kinetic, accelerometer, heart rate data, etc.) using MATLAB. Applications of MATLAB extend to the analysis of all types of quantitative data. Thus, students with data from other sources are welcome to use their own data for course assignments. Interactive lectures and weekly labs are intended for students across disciplines to develop the skills required to use MATLAB in their own research.

### **BBSR 5194 - Applied physiology laboratory II**

The discussion and practice of techniques for collection and analysis of physiologic data (e.g., cardiorespiratory, body composition, muscular fitness) use in the practice of exercise physiology.

### **BBSR 5195 - Advanced applied physiology laboratory**

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 5200 - Fieldwork in movement science and education**

Permission required. For advanced students prepared to investigate problems.

**BBSR 5240 - Fieldwork in Curriculum and Teaching in Physical Education**

Field projects in program evaluation, curriculum development, analysis of teaching, and the application of teaching strategies.

**BBSR 5251 - Fieldwork seminar in motor learning and motor control**

Applications of theory/research to therapeutic or educational practice for students in field-based settings.

**BBSR 5504 - Research training in motor learning**

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. Students are expected to be conducting research outside of class in partial fulfillment of their degree requirements for at least 2.5 days (20 hours) per week. Students must meet individually with their advisor(s) within the first three weeks of the semester to discuss written goals to be achieved during the semester.

**BBSR 5543 - Seminar in Physical Education**

Examination of current issues in curriculum and teaching in physical education relative to diverse student populations and associations with other disciplines.

**BBSR 5582 - Research design in movement science and education**

Basic concepts of research design and statistical analysis. Students learn to interpret articles and design projects.

**BBSR 5595 - Research seminar in applied physiology**

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 6201 - Supervision of educational or clinical practice in the movement sciences**

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.

**BBSR 6900 - No Title Found in Banner**

Advanced masters and doctoral students in Movement Sciences or Kinesiology will register for this class while working on their Master's level integrative project or dissertation research. Requires a minimum of 27 hours per week of out-of-classroom work. Instructor's approval required.

**BBSR 7500 - Dissertation seminar in movement science and education**

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 science and education**

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.

# Neuroscience and Education

Department of Biobehavioral Sciences

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## Program Description

The Master's Program in Neuroscience and Education at Teachers College, Columbia University was the first graduate program in the country to focus on the educational and clinical implications of recent advances in understanding brain-behavior relationships.

Our program is aimed at bridging the gap between research into the neural underpinnings of cognition and behavior, and the problems encountered in schools and other applied settings. We provide rigorous training and relevant experiences that allow students to further their knowledge and make links between neuroscience, cognition, education, and clinical practice. Program graduates follow diverse career paths: some continue as dually-prepared specialists in their respective areas of professional expertise, while others develop careers in research settings or industry; still others go on to medical or research doctoral programs for further study.

The core competencies addressed in the program are as follows:

1. Foundational knowledge of neuroscience at several different levels of analysis: cellular and molecular neuroscience, systems neuroscience, and cognitive / psychological neuroscience.
2. Training in the scientific method, and an understanding of the scientific foundations that underpin educational applications of neuroscience research. You will become familiar with the critical evaluation of the primary literature in neuroscience and will develop the skills to understand and critically evaluate experimental research.
3. Professional development, and what it means to be a responsible steward of science and a member of the field. You will receive instruction and training in the ways in which scientific research is disseminated in different arenas of engagement, from journal articles to conference presentations and outreach activities.



4. Applications of neuroscientific research in different professional domains. As multidisciplinary practitioners, our students come from a variety of different backgrounds and move into a wide range of fields. The program offers individualized approaches to tailor your training to your goals, through electives and breadth courses as well as through the Thesis experience.

## Degrees

### Master of Science

#### Neuroscience and Education

Master of Science

**Points/Credits:** 32

**Entry Terms:** Spring/Summer/Fall

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#### Degree Requirements

Program Director: Professor Karen Froud

Core Program Faculty: Professors Peter Gordon, Karen Froud, Kimberly Noble, Lisa Levinson, Anlys Olivera, Andrew Gordon, Stephen Sands

Program Support: Kellie Walker (Program Secretary), Maria Lamadrid (Director of Academic Administration)

Program Advisors: You should already have received your assignment to a faculty member who will be your primary advisor throughout your time with us. If you are not sure, please contact the Program Director.

This document provides an outline of the Program Plan for the Masters in Neuroscience and Education. Each student will take a slightly different path through the program, under the supervision of your advisor. This document explains the basic requirements, and shows some of the possibilities for different pathways to the M.Sc. in Neuroscience and Education.

#### **IMPORTANT DATES FOR AY 23-24:**

<https://www.tc.columbia.edu/academics/academic-calendar/>

The Masters Program in Neuroscience and Education at Teachers College, Columbia University was the first graduate program in the country to focus on the educational and clinical implications of recent advances in understanding brain-behavior relationships.

We aim to prepare a new kind of specialist: professionals with dual preparation able to bridge the gap between research underlying brain, cognition and behavior, and the problems encountered in schools and other applied settings. We do so by providing rigorous training and relevant experiences that allow students to further their knowledge and make links between neuroscience, cognition, education, and clinical practice. Some graduates from the program continue in their respective areas of professional specialization, while others develop careers in research settings or apply to doctoral programs for further study.

The core competencies addressed in the program are as follows:

1. Foundational knowledge of neuroscience at several different levels of analysis: cellular and molecular neuroscience, systems neuroscience, and cognitive / psychological neuroscience.
2. Training in the scientific method, and an understanding of the scientific foundations that underpin educational applications of neuroscience research. You will become familiar with the critical evaluation of the primary literature in neuroscience and will develop the skills to understand and critically evaluate experimental research.
3. Professional development, and what it means to be a responsible steward of science and a member of the field. You will receive instruction and training in the ways in which scientific research is disseminated in different arenas of engagement, from journal articles to conference presentations and outreach activities.
4. Applications of neuroscientific research in different professional domains. As multidisciplinary practitioners, our students come from a variety of different backgrounds and move into a wide range of fields. The program offers individualized approaches to tailor your training to your goals, through electives and breadth courses as well as through the Thesis experience.

## PROGRAM STRUCTURE

### College Requirements

- To be awarded the degree, you must complete A MINIMUM OF 32 graduate degree credits at Columbia University, of which AT LEAST 20 must be taken at Teachers College. Undergraduate degree credits may not count towards this requirement.
- At least 6 of your credits must come from outside your home academic program, but within Teachers College more broadly. These are referred to as "breadth credits".

### Program Requirements

- You must take at least 20 credits within the Neuroscience and Education program (BBSN courses).
- Of the 20 courses, you MUST take the CORE COURSES listed below:

COURSE NUMBER	COURSE TITLE	CREDITS	SEMESTERS OFFERED	NOTES

BBSN 4001	Foundations of Neuroscience 1: Anatomy & Physiology**	3	Fall	You may test out of the Foundations sequence if you have substantial neuroscience background. Please see the Foundations instructor for information.
BBSN 4002	Foundations of Neuroscience 2: Systems**	3	Spring	
BBSN 4005	Research Methods in Neuroscience**	3	Fall	You may pass out of Research Methods if you already took a suitable similar course and achieved a grade of B or higher. Please provide a syllabus and your grade to the instructor for a decision.
BBSN 4007	Neuroscience Applications to Education	3	Fall and spring	Take this course AFTER you finish the Foundations sequence (or test out)
BBSN 5500	Thesis and Professional Development	3	Fall and Spring	Take this course in your last full semester (if you plan to graduate during the summer, take it in your last spring).

\*\* To remain in good standing, you must achieve a grade of B or higher in these courses.

- You must take AT LEAST 3 CREDITS from the Cognitive and Psychological Neuroscience Cluster, which includes the courses below:

COURSE NUMBER	COURSE TITLE	CREDITS	SEMESTERS OFFERED	NOTES
BBSN 5003	Cognitive Neuroscience	3	Spring	
BBSN 5070	Developmental Cognitive Neuroscience	3	Spring	
BBSN 5080	Social and Affective Neuroscience	3	Spring	
BBSN 5005	Evaluation of Neuropsychological Instruments for Research	3	Fall	

- You must take AT LEAST 6 elective credits within the program. Our current elective offerings are listed below; these may change from time to time. Also note that any of the courses in the Cognitive / Psychological Cluster above could count as in-program electives, too.

COURSE NUMBER	COURSE TITLE	CREDITS	SEMESTERS OFFERED	NOTES
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BBSN 5000	EEG Lab Methods	3	Spring, Summer	Requires in-person
BBSN 5010	Neuroscience of Reading	3	Fall	
BBSN 5022	Eye Tracking Lab Methods	3	Summer	
BBSN 5122	Psychoneuroimmunology & Ed	3	Spring	
BBSN 5152	Neuroscience, Ethics and the Law	3	Fall	
BBSN 5193	Neuroscience of Adversity	3	Fall	
BBSN 5199	Careers in Neuroscience	3	Summer	
BBSN 5199	Neuroscience of Adolescence	3	Spring	

For most students, the Foundations sequence, plus the cognitive neuroscience cluster minimum, plus the electives minimum will add up to 24 (thus exceeding the required minimum within BBSN).

- You must take at least 6 breadth credits. These are within Teachers College, but outside of BBSN.

For students who do not have substantial background in psychology, statistics or data handling, we recommend that the breadth courses are taken in those areas. Suggested breadth courses are listed below, but in practice you may take almost any course outside of the BBSN listings to satisfy this requirement. Consult with your advisor first, and remember that in some cases instructor permission is also required. Some courses are limited to students in clinical course progressions and may not be open to all applicants.

COURSE NUMBER	COURSE TITLE	CREDITS	SEMESTERS OFFERED	NOTES
STATISTICS AND DATA HANDLING				
HUDM 4120	Basic Concepts in Statistics	3	Fall and Spring	
HUDM 4122	Probability and Statistical Inference	3	Fall and Spring	
HUDM 5026	Intro to Data Analysis in R	3	Fall	Pre-req: HUDM 4122 or equivalent. Contact instructor.
HUDM 5122	Applied Regression Analysis (Advanced)	3	Spring	Pre-req: HUDM 4120 or 4122.

HUDM 5123	Linear Models and Experimental Design (Advanced)	3	Spring	Pre-req: HUDM 5122 or 5126.
HUDM 5126	Linear models and regression analysis	3	Fall	
PSYCHOLOGY AND RELATED AREAS				
HUDK 5024	Language Development	3	Fall	Taught by Dr. Gordon
HUDK 4023	Developmental Psychology: Adolescence	3	Fall	
HUDK 5023	Cognitive Development	3	Spring	Usually runs two sections
HUDK 4027	Development of Mathematical Thinking	3	Spring	
HUDK 4020	Theories of Human Development	3	Fall	
HUDK 4022	Developmental Psychology: Childhood	2 or 3	Spring	
HUDK 4035	Technology and Human Development	3	Fall	
HUDK 5121	Children's Social and Emotional Development in Context	3	Spring	
HUDK 5037	Psych of Children's TV	3	Spring	
HUDK 5040	Developmental Psychopathology: Atypical Contexts	2 or 3	Spring	
HUDK 5029	Personal and Social Development across the lifespan	3	Spring	
HUDK 5120	Development of Creativity: Case Study Methods	2 or 3	Spring	
HUDK 4015	Psychology of Thinking	3	Spring	

HUDK 4029	Human Cognition & Learning	2 or 3	Spring	
HUDK 5011	Cognition of Social and Emotional Learning	2 or 3	Spring	
HBSK 5096	Psychology of Memory	3	Fall	
HUDK 5025	Spatial Thinking	3	Fall	
HUDK 5030	Visual Explanations	3	Spring	
HUDK 4080	Educational Psychology	3	Spring	
HUDK 5035	Psychology of Media	3	Spring	
HUDK 5125	Cross Cultural Psychology	3	Fall	

NOTE: although we check all listings each year, course offerings do change. Please always check current availability through the current course calendar, and consult with your advisor if considering an elective or breadth course not listed here.

- For most students, the Foundations sequence plus electives and breadth credits adds up to 30 credits. This leaves a minimum of 2 more credits to meet the minimum for the degree. These credits can be additional courses from the cog/psych cluster, additional electives, additional breadth courses, or practicum credits (see # 7 below).
- Practicum, BBSN 4904, 0-3 credits. This course allocation is for students who undertake a significant practical learning component during their program. For example, if you volunteer in a lab, or if you attend external trainings such as the fMRI training at the Martinos Center, you may wish to have this reflected on your transcript as a practicum experience. This should be discussed with your advisor.
  - If you are working in a lab within the Neuroscience Program (the labs directed by Dr. Froud, Dr. Gordon, and Dr. Noble), the relevant lab director may agree to supervise you for Practicum credits. The number of credits associated with the Practicum registration will reflect the hours you are working in that laboratory and/or your needs for registration, at the discretion of the lab director. This should be discussed with the lab director and communicated to your advisor.
  - If you are working in a lab elsewhere in the College, or external to Teachers College, you will need to obtain a letter of support from the lab director or from someone who is directly supervising you (a postdoc, lab manager or similar). The number of credits associated with the Practicum registration will reflect the hours you are working in that laboratory and/or your needs for registration, at the discretion of your academic advisor and in consultation with your supervisor in the lab. Please see your advisor for further information about this requirement.
  - If you are undertaking the Martinos Center fMRI training (see # 9 below), you may register for 0 or 1 credit of BBSN 4904, under the section operated by your academic advisor. Please see your advisor if you wish to add this registration to your transcript.
  - The Thesis. The Thesis is required for graduation. It constitutes a summative assessment, and should be an APA-formatted document that provides a comprehensive review of the literature in a selected field of neuroscience.

The Thesis and Professional Development course (BBSN 5500, 3 credits) must be taken by every student in their last regular (fall or spring) semester before graduation.

The thesis course instructor will be the first reader for all theses, and will provide your feedback and request any needed edits or changes before the submission deadline. After submission, your thesis will be reviewed by a second faculty member, who will confirm that the thesis meets acceptable standards.

- fMRI training. For students interested in gaining some experience in the application of fMRI for neuroscience research, we recommend the excellent functional MRI Visiting Fellowship training experience offered as a five day, residential course at Massachusetts General Hospital, by the Martinos Center. Further information, including course fees and registration deadlines, is available here: <https://www.nmr.mgh.harvard.edu/training/fmri>

If you register for the fMRI training, you may wish to also register for BBSN 4904 Practicum so that this experience is reflected on your transcript. Please discuss with your advisor if you wish to do this.

Please note that Teachers College cannot offer financial support to attend the Martinos fMRI fellowship, as this is completely external to our institution.

- Students entering the program in the Spring or Summer Terms should take breadth and statistics courses, and then begin the foundational sequence in their first Fall Term (though Neuroscience Research Methods is offered some summers). Please discuss with your advisor.
- Excluded courses:
  - Do not register for Brain and Behavior I or II (BBS 5068, 5069) for intro courses, since these are not tailored for neuroscience students.
- Previous undergraduate or graduate coursework in various areas may be petitioned to fulfill program requirements (discuss with your advisor), but credits cannot be transferred from other institutions. In order to have a course from another institution "count" towards a program requirement, you must provide an original syllabus and evidence of your grade. A copy-paste of a catalog or web entry is not sufficient.
- Courses that offer non-traditional or alternative approaches to neuroscience may not be allowed to count toward your degree if they are not considered by program faculty to be scientifically rigorous. Always consult with your advisor before taking an elective or breadth course that is not listed in this document.

#### Websites For Registration and Course Selection:

Teachers College Biobehavioral Sciences, Human Development & Other Departments	<a href="https://www.tc.columbia.edu/catalog/academics/programs-a-z/">https://www.tc.columbia.edu/catalog/academics/programs-a-z/</a>
Columbia University Directory of Classes	<a href="http://www.columbia.edu/cu/bulletin/uwb/">http://www.columbia.edu/cu/bulletin/uwb/</a>

Columbia University GSAS	<a href="http://www.columbia.edu/cu/psychology/dept/curriculum/index.html">http://www.columbia.edu/cu/psychology/dept/curriculum/index.html</a>
Graduate Program in Psychology	Note: Only 4000 level (graduate) classes and above can count towards program requirements.

### Academic Progress Audit

The College maintains an online Degree Audit system that gives you a way to monitor your progress towards the degree. Please check this regularly through the myTC Portal.

### 2023-2024 Neuroscience and Education Graduation Checklist

	# of credits	Semester Taken (or substitution info) and grade
Foundational Courses (must take or substitute all of the following)		
BBSN 4001 Foundations of Neuroscience 1: Anatomy & Physiology	3	
BBSN 4002 Foundations of Neuroscience 2: Systems	3	
BBSN 4005 Research Methods in Neuroscience	3	
BBSN 4007 Neuroscience Applications to Education	3	
BBSN 5500 Thesis	3	
Cognitive & Psychological Neuroscience Cluster (minimum 3 credits, 1 course)		
BBSN 5003 Cognitive Neuroscience	3	
BBSN 5070 Developmental Cognitive Neuroscience	3	
BBSN 5080 Social and Affective Neuroscience	3	
BBSN 5005 Evaluation of Neuropsychological Instruments for Research	3	
Neuroscience Electives (minimum 6 credits, 2 courses)		



BBSN 4904 Practicum  (if taken)		
TOTAL BBSN CREDITS (must add up to at least 20)		
Breadth Courses (minimum 6 credits, 2 courses)		
TOTAL CREDITS (must add up to at least 32)		

Thesis submitted (date): \_\_\_\_\_

Requirements completed and approved by advisor:

Advisor Signature \_\_\_\_\_ Date \_\_\_\_\_

## Faculty

### Faculty

- Karen **Froud** Associate Professor of Neuroscience and Education
- Andrew Michael **Gordon** Professor of Movement Sciences
- Peter **Gordon** Associate Professor of Neuroscience and Education
- Kimberly G **Noble** Professor of Neuroscience and Education

### Lecturers

- Lisa Merideth **Levinson** Lecturer

## Adjunct Faculty

- Anlys **Olivera** Adjunct Associate Professor
- Stephen Alan **Sands** Adjunct Professor

## Instructors

- Adriel LeRon **Brown**

# Courses

### **BBS 5068 - Brain & Behavior I (synchronous and/or asynchronous learning)**

An introduction to communication within the nervous system and functional brain neuroanatomy. Examination of chemical circuits in the 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**

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. This course is offered after Spring Break following on from BBS 5068 (Brain and Behavior I: Anatomy and Physiology). Students normally take the two courses in sequence for a total of 3 points, which are distributed across the two courses (2+1 or 1+2). The same main textbook is used across the two courses.

### **BBSN 4001 - Foundations in Neuroscience I: Anatomy & Physiology**

This course is an introduction to the mammalian nervous system, emphasizing the structure and function of the human brain. It provides foundational knowledge for students with little or no background in neuroscience and an essential review for students with limited course work in neuroscience. Topics to be covered include the history of neuroscience, the function of brain cells, intra- and intercellular communication, and the anatomy of the human nervous system. This course takes a Flipped Learning approach to introduce the mammalian nervous system, emphasizing the structure and function of the human brain. It provides foundational knowledge for students with little or no background in neuroscience and an essential review for students with coursework in neuroscience. Topics to be covered include the history of neuroscience, the function of brain cells, intra- and intercellular communication, and the anatomy of the human nervous system. This course incorporates online lectures to emphasize essential topics from the text, weekly quizzes to support students' consolidation of material and gauge comprehension, in-class discussions to extend topics covered, discussion follow-up work, and group projects. You should expect to spend 7 to 10 hours each week outside of class engaging with course content.

## **BBSN 4002 - Foundations in Neuroscience II: Systems Neuroscience**

This course is a continuation of the Foundations in Neuroscience series, and is intended for students who have completed Foundations I: Neuroanatomy & Physiology. The topics to be covered include the visual system, the auditory system, the somatosensory system, motor movement, chemical control of brain & behavior, and memory. This course takes a flipped learning approach, incorporating a weekly online lecture that emphasizes essential topics from the textbook alongside weekly quizzes to support students' consolidation of material and gauge comprehension. In-class discussions and activities extend topics covered and involve follow-up discussion work. Group projects are assigned to support collaborative learning. You should expect to spend 7 to 10 hours each week outside of class engaging with course content.

## **BBSN 4005 - Research Methods in Neuroscience**

This course is intended to provide an overview of the scientific methods used in the field of neuroscience. We will be discussing the basic tenets of experimental design and statistical analysis as they are used by all behavioral and cognitive scientists. We also will work to apply those design and analysis concepts to the specific methodologies used by neuroscientists.

## **BBSN 4904 - Research practicum and independent study: Neuroscience and Education**

Students may register for this course if they are involved in a practicum experience such as working in a lab, an educational setting, or clinical treatment setting doing research independently, such as research toward writing the thesis. The course also covers students who are taking external workshops such as the functional MRI training at MGH's Martinos Center. Registration is for 0 to 3 credits depending on the level of commitment and/or financial constraints; registering for zero credits is at no tuition cost to the student. Students should consult with their advisor prior to registration.

## **BBSN 5000 - Electroencephalography (EEG) Lab Methods**

This course provides basic understanding of electroencephalography (EEG) and event-related potential (ERP) methods as they are used in investigations of language and cognitive processes. The course covers the neurophysiology of EEG, principles of experiment design, and some methods for preliminary data processing.

## **BBSN 5003 - Cognitive Neuroscience**

This course reviews the history of cognitive neuroscience, provides an overview of the structure & function of the nervous system, and delves into the methods used to investigate the cognitive and neural processes that support visual object recognition, attention, language, memory, and cognitive control. We will consider evidence from healthy study participants as well as patients with neurological disorders. Students will be introduced to relevant theoretical perspectives and converging evidence for each covered topic. Students will work both independently and collaboratively to gain a deeper understanding of the topics covered by synthesizing the extant literature.

## **BBSN 5005 - Evaluation of Neuropsychological Instruments for Research**

This course will examine various neuropsychological testing instruments and their role in research and the evaluation of neuropsychological disorders in children and adults. The course will focus on the basic theoretical and clinical foundations of neuropsychological testing.

### **BBSN 5007 - Neuroscience Applications to Education**

This course will survey the application of current neuroscience research to educational practice. We will discuss how neuroscience can (and cannot) inform current pedagogical methodologies, including neuroethical issues as they pertain to education, as well as educational “neuromyths.” We will cover the neural bases of selected cognitive and academic systems (including literacy, math, and self-regulation), as well as the current science of intervention in these domains. We discuss experience-based brain plasticity across a variety of contexts (sleep, physical activity, stress, bilingualism, socioeconomic status, music exposure). Finally, we will discuss the future of neuroeducational research and policy. Throughout the course, we focus on the ability to evaluate, critique, and interpret scientific evidence as it relates to educational practice and policy.

### **BBSN 5010 - Neuroscience of Reading**

This course is an introduction to the neuroscience of reading, its development, and disorders. We will contemplate questions about the reading brain, including: What is reading? How do we make meaning of marks on a page? How does language development support reading development? What is the significance of this technology to society? How do we study the reading brain? What goes on in the brain when learning to read and in skilled readers? What is or isn't happening in the brains of children who struggle to read? We will consider theoretical frameworks and how they provide a foundation for discussing the neurological underpinnings of sub-processes supporting reading. Experimental findings from neuroscience and cognitive neuroscience will be reviewed and evaluated. The insights gathered from this work will help build an understanding of the sub-processes supporting reading across a lifespan and among linguistic communities. We will also review how developmental and acquired reading disorders have contributed to our understanding of the reading brain and its implications for instruction.

### **BBSN 5019 - Human Functional Neuroanatomy**

This course will review neuroanatomical terminology and identify structure and function of major landmarks and pathways in the human brain, peripheral nervous system, and spinal cord using clinical cases, MRI images, brain models, and preserved human brain specimens. We will also discuss neurological disorders and pathology as is relevant to each structure.

### **BBSN 5022 - Eye Tracking Methods**

This course aims to explore the applications, methods, neurophysiology, and psychometrics associated with the use of eye tracking in cognitive, linguistic, developmental and clinical research. Students will learn to use TOBII eye trackers and will explore the use of other head mounted systems as well. Students will design, run and analyze an experiment employing these technologies. In addition, we will learn to use other dynamic event recording systems, including ELAN, MACSHAPA/DATAVYU, PRAAT and CHILDES. These systems are designed for coding video, sound, speech, language and other event based data sets. We will also explore the contents of the shared datasets on CHILDES and DATABERY (as it comes on line).

### **BBSN 5044 - Current Issues in Neuroscience and Education**

This course features a series of synchronous Zoom talks by visiting speakers presenting their cutting-edge neuroscientific research. The course introduces graduate students to a range of topics and researchers. The format provides an opportunity for students to engage directly with scientists in a professional arena. For each talk, students will be required to read background papers that describe aspects of the work presented by a visiting speaker. Assigned groups will submit questions/topics of interest for discussion after the talks. Every couple of weeks, the class will meet via Zoom for a "live" discussion. Lecture topics seek to expand student exposure to a diversity of neuroscientific research. Assignments encourage reflection on the topics presented and how the material covered contributes to a deeper understanding of neuroscience more generally.

### **BBSN 5070 - Developmental Cognitive Neuroscience**

This course examines neurophysical development from conception through adulthood and its relation to changes in cognitive and linguistic functioning. Topics include visual development, attention, development of action/motor systems, language and reading development, executive function, and social cognition. In addition, the course covers developmental disorders related to specific cognitive, linguistic, and social functions, and theoretical approaches to mental representation and the emergence of cognitive functions.

### **BBSN 5080 - Social and Affective Neuroscience**

Emotion and cognition have traditionally been studied in isolation from one another, but these processes typically interact with each other in interesting and unique ways. Understanding these interactions is critical to understanding human behavior: affect can modulate our attention, guide our decision making, bias our perception, and influence our memories. Affective neuroscience utilizes the tools typically used to study cognitive neuroscience to better understand how emotion interacts with these and other aspects of cognition.

### **BBSN 5122 - Psychoneuroimmunology**

Psychoneuroimmunology (PNI) is a field that integrates behavioral sciences, cellular neuroscience, endocrinology, and immunology to explain how immune-brain interactions can affect health and behaviors. The course will begin by introducing the principles of neuroscience, immunology, endocrinology, and research methods in PNI. We will then survey foundational work and current research related to brain-immune interactions and how they influence health and disease including topics that are relevant to cognitive neuroscience and education such as learning, memory, and cognitive disorders.

### **BBSN 5152 - Neuroscience, Ethics, and the Law**

As our ability to measure and understand the functioning of the human brain has rapidly advanced, so too has our need to grapple with the ethical and legal implications of these neuroscientific tools and discoveries. This seminar will introduce students to the emerging fields of Neuroethics and Neurolaw and create a forum for discussion and debate about a range of timely topics. Topics will include brain development in adolescence (related to issues of driving laws, school start times, and adolescents being tried as adults in courts of law); the use of neuroimaging as "brain reading" technology (and its applicability in court); the neurobiology of memory and its legal application; the use of neuropharmacological agents and brain stimulation for cognitive

enhancement; the neurobiology of addiction (and implications for the voluntary control of behavior); and death, unconsciousness, and the law. Throughout the course, we focus on the ability to evaluate, critique and interpret scientific evidence as it relates to ethical and legal practice and policy. With each topic we consider, our goal will not be to achieve consensus on what's right and what's wrong but rather to understand the ethical quandaries and to think critically about ways that the field could go about addressing them. Students should leave this course with an enhanced appreciation of the many ways in which our work impacts society and a heightened commitment to public engagement.

### **BBSN 5193 - Neuroscience of Adversity**

This course will survey the state-of-the-art research into what happens to our brains following the experience of adversity. We will consider adversity broadly defined, including common forms of adversity such as poverty, as well as more extreme forms of adversity, such as abuse and institutionalization. We will consider adversity across the lifespan and will also focus on plasticity and resilience. Throughout this course, we focus on the ability to evaluate, critique, and interpret scientific evidence as it relates to the neuroscience of adversity.

### **BBSN 5500 - Neuroscience & Ed Thesis & Professional Development**

The goal of BBSN 5500 is to provide a structured approach to writing the thesis. Class meetings involve lectures on selecting and refining thesis topics, writing different sections of an academic paper, APA format and stylistic conventions, and grammar. Students make several presentations on their work over the course of the semester and provide substantive feedback to their peers. Once thesis drafts are completed, the course focuses on best practices for designing poster and professional presentations based on thesis work. This course requires a minimum of 36 hours per week of out of classroom work.

### **BBSN 6904 - Research and independent study: Neuroscience and Education**

Research and independent study.



**Teachers College**  
COLUMBIA UNIVERSITY

# Academic Catalog 2023-2024

## Counseling & Clinical Psychology

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# The Department of Counseling & Clinical Psychology

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## Our Mission

The Department of Counseling and Clinical Psychology prepares students to investigate and address the psychological needs of individuals, families, groups, organizations/institutions, and communities. The Program in Counseling Psychology focuses on normal and optimal development across the lifespan, with particular attention to expanding knowledge and skills in occupational choice and transitions and multicultural and group counseling.

The Program in 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.

If you plan to work in a state other than New York, Teachers College has not made a determination if our programs meet the educational requirements for certification or professional licensure in any other state, Washington DC or Puerto Rico. We recommend that you review the state's licensing board or teacher certification website for that state's qualifications. The Office of Teacher Education will complete any necessary forms and/or letters for out-of-state certification on the completion of your approved teacher preparation program at Teachers College.



# Clinical Psychology

Department of Counseling & Clinical Psychology

## Program Description

### Master's Program

The Master of Arts degree in Psychology in Education is designed to provide students with a foundational knowledge of psychopathology, treatment theories, and research methods. The degree program also provides focused engagement with specific content areas in clinical psychology in the form of areas of focus, which are suites of 4 courses that students may take to deepen their understanding of a specific content area.

The degree program is appropriate both for students who have obtained undergraduate degrees in Psychology and for those with a more limited background in the field. Students will have the opportunity to develop the critical thinking skills needed to interpret scientific knowledge, to review traditional and contemporary treatment models, to engage in innovative research, and to seek out fieldwork and research opportunities throughout New York City.

During their tenure, students are closely guided by the master's degree program advisors. Advisors are doctoral-level students who provide guidance and support to M.A. students in course selection, the development of their integrative projects, clarifying students' academic goals, the application process for doctoral programs, and professional development.

It is important to know that graduates of this academic M.A. degree program are not trained for the independent practice of psychotherapy or psychological assessment. For this, a doctoral degree is typically required. Our graduates are very successful in gaining admission to Ph.D. and Psy.D. programs across the United States, and often find employment in research centers, social service agencies, non-profits, community colleges, and hospitals.

While areas of focus are not mandatory, they are helpful for streamlining the academic experience. Students may take the majority of their courses in the following areas of interest:

- Child and Family
- Community Psychology and Mental Health Services
- Forensic Psychology
- Global Mental Health and Trauma

- Health Psychology
- Neuropsychology and Neuroscience
- Psychotherapy and Psychoanalytic Perspectives
- Research Methods
- Sexuality, Women and Gender
- Spirituality Mind Body Practices
- Technology and Clinical Psychology

For a complete listing of degree requirements, please continue on to this program's "Degrees" section in this document.

### **Doctoral Program**

The Clinical Psychology Program offers a course of scientist-practitioner 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.

Graduates from this program seek positions in teaching, research, policy, administration, and psychotherapy. Completing a 95-point doctoral degree, including an internship, typically takes five to seven years. Practicum work is done in the Teachers College Dean Hope Center for Psychological and Educational Services (Director: Dr. Dinelia Rosa).

Our scientist-practitioner model means that we are dedicated to training students to generate empirically-based knowledge in clinical psychology and to perform clinical work that is constantly informed by traditional and emerging scholarship in the field. We fully expect our students to learn to expertly produce, analyze, and present scientific material. We also expect our students to become proficient at providing clinical services to a diverse population. Furthermore, we expect our students to learn to integrate these goals. Finally, 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 that form the basis and context of clinical research and practice.

Thus, the primary 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 clinical intervention in diverse sociocultural and geographic contexts; religious and spiritual development; altruism and caregiving; emotion and coping with trauma; suicidality; adolescence; and psychotherapy process and outcome (see individual faculty web pages). Our on-site clinic, The Dean Hope Center, now functions as both a research and clinical training center. The Center is currently participating in a nationwide study of client demographics, risk factors, and mental and physical health status.

Our clinical training has an ongoing psychodynamic tradition with increasing opportunities for additional specialization in the areas of CBT and IPT therapies, child and adolescent therapy, family systems, and neuropsychological assessment. This training emphasizes intervention and assessment across the lifespan 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 are available throughout the New York area, and our doctoral 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.

All Clinical Psychology doctoral students are staff members in the Dean Hope Center after their first semester in the Program and carry a regular caseload of clients. The Center sponsors case conferences, 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.

## Degrees

### Master of Arts

#### Psychology in Education: General Psychology

Master of Arts

**Points/Credits:** 36

**Entry Terms:** Fall Only

#### Degree Requirements

The program for the Master of Arts (M.A.) degree in Psychology in Education requires 36 points of coursework and the Integrative Project. The program has a simple structure, in which 18 credits (6 classes) must be completed within the Psychology in Education program (CCPX). An additional 9 credits (3 classes) of Breadth Requirement must be taken at Teachers College in other Programs or Departments (e.g., Statistics in HUDM). Nine additional credits of Electives (3 classes) may be taken anywhere at Columbia University, including the Psychology in Education Program. Students typically take 3 classes per semester, over a period of 4

semesters. Although the degree can be completed in less time (e.g., 2 semesters, and 2 summer periods) it is advisable for students to allow themselves time to focus on independent research. Students may take up to five years to finish the degree program.

Transfer credits from courses taken outside of Teachers College are not accepted toward any M.A. degree program at Teachers College. Some CCPX classes may be restricted to doctoral students only. Please refer to the course schedule to determine which courses are open to M.A. students.

All students matriculating in the M.A. degree program are given a copy of the Student Handbook for the specific academic year in which they matriculate. The Handbook outlines these requirements in detail.

### **The Curriculum:**

18 credits in Psychology in Education (within CCPX) 9 credits of Breadth (outside CCPX)

9 credits of Electives (Any graduate program at Columbia University)

Integrative Project (Independent research project)

### **The Integrative Project**

The Integrative Project is intended to be the culmination of a student's development in the Master's degree program and represents a substantial contribution to the field. Students are encouraged to meet with the Program Director as early as possible in the development of their project to review their proposal and to identify an appropriate Sponsor, who will be the person primarily responsible for evaluation of the finished work. For more information on the Integrative Project, please see the Student Handbook.

\*The Program Director or the M.A. Program Assistants are available for consultation about course selection and about the Integrative Project.

\*Please note: Clinical required and elective 'topics' courses (CCPX 4199) change each year. Information about these courses can be found in the M.A. Handbook but not in the Teachers College Catalog.

## **Psychology in Education: Spirituality Mind Body**

Master of Arts

**Points/Credits:** 36

**Entry Terms:** Summer Only

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### **Degree Requirements**

The Spirituality Mind Body Institute (SMBI) at Teachers College, Columbia University explores the intersection of science and spirituality through the framework of psychology. SMBI consists of external programming to the public, grant-funded research projects, an initiative in spirituality in education, and a graduate degree program. On campus, we are located in Horace Mann 238 (HM 238).

The Institute offers an SMB Area of Focus within the **Master of Arts Degree Program in Psychology in Education**. Upon completion, students will be awarded a Master of Arts degree with a major in Psychology in Education. The Psychology in Education major is housed in the Department of Clinical and Counseling Psychology. Students may also receive an Award of Completion issued by the Spirituality Mind Body Institute (SMBI).

The SMB Area of Focus is at the forefront of SMBI's pioneering mission: individual inner work, in service of collective outer change. The coursework and programming has been designed to foster academic exploration of spirituality in order to graduate an international community of inspiring thought leaders, mind-body healers, spiritual activists and visionaries.

The Master of Arts in Psychology in Education is a 36-credit degree program. It is typically completed within 1-1.5 years. The SMB Area of Focus 19-credit requirement is completed in the Incoming Year. Students will receive the SMB Award of Completion upon fulfillment of requirements and graduation of their cohort.

### **SMB Area of Focus**

Requirement: The SMB Award of Completion requires the 19 SMB course credits as delineated below.

SMB SUMMER INTENSIVE SEMINAR 6

SMB WINTER INTENSIVE SEMINAR 3

PRACTICUM REQUIREMENT 3-6

PROFESSIONAL INTEGRATION IN SMB ISSUES (Spirit Mind-Body Medicine) 3

SMB ELECTIVE OF CHOICE\* 3

TOTAL 19

\*Students may request to delay their elective of choice with written rationale and approval in the event another preferred course is being offered at a later date. All other requirements must be completed in the Incoming Year without exceptions.

### **NEW YORK STATE**

Requirement: A minimum of 19 points must be taken in face-to-face courses. Students should keep in mind the potential opportunities and challenges if they choose to be a hybrid learner.

- Distance Learners must enroll in at least 19 credits in Face-to-Face courses located in New York State.
- Online courses that do not have an In-person NY State immersion component (hybrid classes) DO NOT count.
- Students may use non-SMB courses to fulfill this requirement.

## **Doctor of Philosophy**

### **Clinical Psychology**

Doctor of Philosophy

**Points/Credits:** 95

**Entry Terms:** Fall Only

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## Degree Requirements

### The Program requires the following:

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 Clinical case presentation as well as a research presentation, during the third year, each demonstrating the student's ability to integrate theory, research, and practice.
6. A doctoral dissertation, which must be completed no later than the seventh year after matriculation.

### First Year

During the first year of study, in addition to participating in a research lab, doctoral students typically take the following didactic courses: Ethical and professional issues in clinical psychology (CCPX 5030); Psychological measurement (HUDM 5059); courses on statistics and modeling; Research methods in social psychology (ORLJ 5040); Child psychopathology (CCPX 5034); Adult psychopathology (CCPX 5032); History and systems of psychology (CCPX 6020); and Dynamic psychotherapies (CCPX 5037). Students also take two semesters of psychological testing and diagnostic assessment (CCPX 5330, CCPX 5333) and a course in clinical interviewing (CCPX 5539).

### Second Year

During their second year, students' didactic courses include Brain and behavior (BBS 5068, 5069); Cognition, emotion, and culture (CCPX 5020); Psychotherapy with children (CCPX 5531); Cognitive, behavioral, and interpersonal therapies (CCPX 5038); Clinical work with diverse populations (CCPX 5036); and Seminar on life course development (HUDK 6520). In addition, students sign up for a full year of research practicum with a faculty member (culminating in an empirical second-year project), a full-year adult psychodynamic psychotherapy practicum (CCPX 6335), and an additional elective full-year clinical rotation (e.g., on child and adolescent psychotherapy; on neuropsychological assessment).

### Third Year

Third-year didactic courses include Group dynamics: A systems perspective (ORL 5362); and Dissertation seminar (CCPX 7500). There is also a full-year advanced psychodynamic clinical practicum (CCPX 6336) and a one-semester supervision and consultation practicum (CCPX 6333). Most students also elect a full-year family therapy practicum (CCPJ 6363).

### Fourth and Fifth Year

The fourth year is typically focused on clinical externship (CCPX 5230) and extensive work on the dissertation. A full-year fourth year psychotherapy practicum (CCPX 6338) is recommended, though not required. Year five is usually spent on a full-year clinical internship (CCPX 6430).

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.

## Advanced Certificate

### Sexuality, Women and Gender in Psychology in Education

Advanced Certificate

**Points/Credits:** 12

**Entry Terms:** Spring/Summer/Fall

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### Degree Requirements

Visit the Project Web Site

#### Overview

The Sexuality, Women, and Gender Certificate is the first program of its kind approved by New York State. The certificate combines 12 points of specialized curricular requirements, a research project, and a semester-long volunteer/service experience to help you increase your competencies.

Join educators, researchers, practitioners, and activists dedicated to enhancing the well-being of LGBTQ individuals and women.

#### Program Tracks and Courses

Starting this semester, students can either opt for the general certificate program or a more specialized curriculum by having a focused plan of study. The different foci of the certificate are:

##### A. General Focus

The certificate's required classes are CCPJ 4180 LGBTQ Issues in Psychology and Education and CCPX 4125 Women and Mental Health (original program of study as approved by NY State).

##### B. Reproductive And Maternal Well-being Focus

The certificate's core classes are CCPX 4125 Women and Mental Health and CCPX 4126 Mother Child Matrix.

##### C. LGBTQ Focus

The certificate's core classes are CCPJ 4180 LGBTQ Issues in Psychology and Education and CCPJ 4130 Transgender Issues in Counseling and Psychology.

Students must take nine points (e.g., three classes) within Counseling and Clinical Psychology (CCP) and six points (e.g., two classes) outside of the Counseling and Clinical Psychology Department. Additionally students should register for zero points of independent study for their semester-long practicum/fieldwork (see below).

The following are a list of approved courses that may be used for the certificate program.

### **Counseling and Clinical Psychology (nine points, e.g., three classes)**

- CCPJ 4050 Microaggressions in Institutional Climates
- CCPJ 4180 LGBT(Q) Issues in Psychology\*
- CCPJ 4030 Transgender Issues in Counseling and Psychology
- CCPJ 4165 Consultation in Community Agencies and Resources
- CCPJ 5164 Multicultural Perspective in Counseling and Psychology
- CCPJ 4068 Counseling Women
- CCPX 4125 Women and Mental Health\*
- CCPX 4126 The Mother-Child Matrix: Developmental and Clinical Implications
- CCPX 4036 Psychology of Human Intimacy

\* Denotes that this course is available in an online format.

### **Courses Outside CCP (six points, e.g., two classes)**

The following list is not comprehensive and continues to expand and grow each semester. Be sure to check the course catalogue for updates.

- HUDK 5123 Psychological Development of Women
- HBSS 4122 Women's Health
- HBSS 4133 Human Sexuality Education\*
- HBSV 4011 Women and weight, eating problems and body image
- C&T 4032 Gender Difference and Curriculum
- ITSF 5008 Gender, education and international development
- A&HB 4140 Latina Narratives
- A&HF 4130 Gender & Violence (3)

Students should register for zero points of independent study, via either of these course codes, when they complete their semester long practicum/fieldwork volunteer:

- CCPJ 6902 Independent Study (along with semester long practice/volunteer)
- CCPX 4900 Independent Study (along with semester long practice/volunteer)

### **Research Project**

Students completing the certificate program will also be required to complete a research project that increases their knowledge and awareness of a chosen domain of interest (as it pertains to sexuality, women and gender). Some examples of appropriate research project topics include: understanding the relationship between minority stress and attachment satisfaction of sexual minorities; the impact of gender discrimination on career satisfaction of women in male dominated professions; understanding the link between first generation female college students and academic self-efficacy; understanding marginalization faced by partners of transgender individuals.

### **Semester Long Volunteer/Service Experience**



The certificate program in Sexuality, Women and Gender is strongly committed to social justice and multiculturalism as it pertains to issues of equity and access for sexual and gender minorities and women. In the spirit of this commitment, all candidates for the certificate program will be expected to complete a semester long volunteer/service experience in an agency that serves the aforementioned populations.

## Faculty

### Faculty

- George A. **Bonanno** Professor of Clinical Psychology
- Christine Boram **Cha** Associate Professor of Clinical Psychology
- Barry A. **Farber** Professor of Psychology and Education
- Douglas **Mennin** Professor of Clinical Psychology
- Lisa Jane **Miller** Professor of Psychology and Education
- Helen **Verdeli** Associate Professor of Psychology and Education

### Lecturers

- Matthew Paul **Blanchard**
- Daniel Joseph **Tomasulo** Lecturer

### Adjunct Faculty

- Richard **Angle** Adjunct Assistant Professor
- Susan Ann **Bodnar** Adjunct Associate Professor
- Allison Casta **Branch** Adjunct Assistant Professor
- Bj **Cling** Adjunct Associate Professor
- Jeffrey Raymond **Cole** Adjunct Professor
- Jesse **Geller** Instructional Staff
- Joseph Carl **Geraci** Adjunct Assistant Professor
- David Eastman **Greenan** Adjunct Prof.
- Deborah F **Joffe** Adjunct Assistant Professor
- Mark **Kuras** Adjunct Assistant Professor
- Judith **Kuriansky** Adjunct Professor
- Christa Dawn **Labouliere Edwards** Adjunct Assistant Professor
- Jonathan **Lam** Adjunct Assistant Professor
- David **Livert** Adjunct Assistant Professor
- Sari **Locker** Adjunct Associate Professor

- Vinus **Mahmoodi** Adjunct Assistant Professor
- David M. **Mantell** Adjunct Assistant Professor
- Nancy E. **Nereo** Adjunct Associate Professor
- George Coolidge **Nitzburg** Adjunct Assistant Professor
- Elizabeth Ann **Owen** Adjunct Associate Professor
- Dinelia **Rosa** Director
- Traci Anne **Stein** Adjunct Assistant Professor
- Derek H **Suite** Adjunct Professor
- Richard **Waxman** Adjunct Associate Professor

### Instructors

- Simone **Hoermann**

## Courses

### **BBS 5068 - Brain & Behavior I (synchronous and/or asynchronous learning)**

An introduction to communication within the nervous system and functional brain neuroanatomy. Examination of chemical circuits in the 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**

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. This course is offered after Spring Break following on from BBS 5068 (Brain and Behavior I: Anatomy and Physiology). Students normally take the two courses in sequence for a total of 3 points, which are distributed across the two courses (2+1 or 1+2). The same main textbook is used across the two courses.

### **CCPJ 6363 - Advanced group and family systems practicum**

Permission required. Prerequisites: CCPJ 5025. (Year Course). Advanced group supervision to provide service to clients in the Dean Hope Center and/or outside agencies.

### **CCPX 4000 - Introduction to applied psychology**

This course is designed to provide an introduction to multidisciplinary approaches to mental health including clinical psychology, school psychology, and pediatric psychology.

**CCPX 4010 - Social problems for clinical psychologists**

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**

Healthy and pathological adjustment throughout the lifespan: stress, defense mechanisms, and coping.

**CCPX 4032 - Assessment and treatment of alcohol and chemical dependency**

Overview of the clinical principles governing assessment and treatment of addictive disorders; stages of addiction; issues of comorbidity; resistances to treatment.

**CCPX 4035 - Personality and behavior change**

Seminar covering the major theories of personality; mechanisms of behavioral change. This course will provide an introduction to the classic psychological theories of personality by considering the contributions of some of the great creative thinkers in this field including Freud, Jung, Horney, Maslow, Rogers, Erikson, Allport, Cattell, and Skinner.

**CCPX 4036 - Psychology of human sexuality**

This course teaches issues related to human sexuality, emphasizing the psychological perspective, while including biological, social, and cultural factors. We will address how to apply information about human sexuality to education, counseling, and therapy. Some topics include sexual development from childhood to adulthood, sexual orientation, gender identity, sexual health, reproduction, sexual behaviors and lifestyles, sexual dysfunction, sexual victimization, and more.

**CCPX 4037 - Introduction to cognitive behavior therapy (CBT)**

Overview of the essential principles and techniques of CBT for mood and anxiety disorders.

**CCPX 4038 - Comparative psychotherapies**

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 Non-Traditional Psychotherapies**

Overview and evaluation of nontraditional treatment approaches including existential, Jungian, spiritually-oriented, holistic, and transpersonal psychotherapies, Ericksonian hypnosis, and Eastern-oriented models.

**CCPX 4060 - The psychology of loss and trauma**

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**

Psychotherapy, the therapist, and psychopathology as reflected in current fiction and film.

**CCPX 4125 - Women and mental health**

Examination of a range of theories of women's psychological development, interpersonal experience and social roles, as well as the intersection of women's biology and health with psychological status.

**CCPX 4126 - The mother-child matrix: Developmental and clinical implications**

The mother-child relationship: Implications for development and influence on clinical theory and practice, focus on theories of parenting, ruptures in the relationship and therapy with mothers and children.

**CCPX 4150 - Introduction to forensic psychology**

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**

Supervised practice in field placements for M.A. students in applied or general psychology.

**CCPX 4542 - Introduction to contemporary psychoanalytic thought**

Examination of current psycho-dynamic ideas, including object relations theory, self-psychology, theories of narcissism, borderline pathology, and the nature of the therapeutic relationship.

**CCPX 4900 - Research & Independent Study: Clinical Psychology**

Permission required.

**CCPX 5020 - Cognition, Emotion, and Culture**

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**

Limited to doctoral students in clinical psychology. Orientation to program and field; ethical and professional issues.

### **CCPX 5032 - Adult psychopathology**

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**

Intensive examination of selected psychological works of Sigmund Freud from 1892 to 1940, focusing on theoretical innovations, modifications, and elaborations.

### **CCPX 5034 - Child psychopathology**

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**

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**

Limited to doctoral candidates in clinical psychology. Theories of psychodynamic psychotherapy, including ego psychology, object relations, self psychology, and relational. Emphasis on the interplay between theory and clinical practice.

### **CCPX 5038 - Cognitive, behavioral, and interpersonal therapies**

Open to doctoral candidates in psychology, others 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**

Open to doctoral candidates in psychology; others by permission. (Prerequisite: CCPX 4038). 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 5040 - Development and psychopathology: Atypical contexts and populations**

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.

**CCPX 5045 - Psychotherapy, religious diversity, and spirituality**

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 5102 - Research and clinical applications of DSM-IV**

Diagnostic, clinical, and research applications of the DSM-IV; ethical, cultural, and gender issues in the diagnostic process.

**CCPX 5110 - Research apprenticeship**

Permission required. Involvement as a research extern in community agencies or as a research assistant to departmental faculty.

**CCPX 5230 - Fieldwork in clinical psychology**

Limited to doctoral candidates in clinical psychology. Supervised practice in field placements. This course requires a minimum of 27 hours per week of out of classroom work.

**CCPX 5330 - Principles and techniques of clinical assessment**

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 Supervision and Consultation Design, methodology, and artifact in research. Development of research proposals. Critical review of journal articles.

**CCPX 5333 - Practicum: Psychological Testing and Assessment**

Limited to doctoral candidates in clinical, counseling, and school psychology. Theory and practice of psychological testing; focus on cognitive assessment.

**CCPX 5334 - Practicum: Clinical work with children and adolescents**

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**

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**

Focus on current research on risk and resiliency factors developed from within epidemiological, social, and intrapsychic perspectives. Research findings are considered within the context of theories of development.

### **CCPX 5533 - Research methods in clinical psychology**

Design, methodology, and artifact in research. Development of research proposals. Critical review of journal articles.

### **CCPX 5534 - Research Methods in Clinical Psychology**

Design, methodology, and artifact in research. Development of research proposals. Critical review of journal articles.

### **CCPX 5535 - Research practicum in clinical psychology**

Permission required. Supervised research in clinical psychology.

### **CCPX 5539 - Clinical assessment: The interview**

Open ONLY to Doctoral students in Clinical Psychology providing intake services at the Dean Hope Center. Introductory didactic and practice seminar in clinical interviewing.

### **CCPX 5544 - Cross-cultural issues in psychopathology, resilience and coping**

Examination of pathology and resilience in the context of cultural patterns of coping with developmental lifetasks and reactions to stress.

### **CCPX 5546 - Research perspectives on critical social problems**

Open to master's and doctoral students. Exploration of research based upon the interface of social and clinical psychology and development projects. Topics include eating disorders across the lifespan, altruism and mental

health, coping with the aftermath of genocide, terror, personal growth in the wake of trauma, and effects of disability on the individual and family.

### **CCPX 5610 - Clinical psychology colloquium**

Clinical faculty and guest speakers. Permission required.

### **CCPX 5630 - Case conference**

Permission required. Corequisite: CCPX 5333, CCPX 6335, CCPX 6336, CCPJ 5360, CCPJ 6360, or CCPJ 6364. For practicum students in the Dean Hope Center. All trainees must attend at least five conferences each term.

### **CCPX 6020 - History and systems of psychology**

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 6333 - Practicum in clinical supervision**

Permission required. Seminar and supervised practice in the teaching and supervision of clinical assessment and intake.

### **CCPX 6335 - Practicum: Clinical Intervention**

Permission required. For second-year doctoral students in clinical psychology, two semesters (3; 0-1 during summer). Supervised practice in psychotherapy as staff members of the Dean Hope Center.

### **CCPX 6336 - Advanced practicum in clinical intervention**

Permission required. Prerequisite: CCPX 6335. For third-year doctoral students in Clinical Psychology.

### **CCPX 6338 - Fourth-year practicum in clinical intervention**

Permission required. Prerequisite: CCPX 6336. For fourth-year students in clinical psychology, two semesters, (0 or 1 points each semester).

### **CCPX 6430 - Internship in clinical psychology**

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 - Experiential and short-term dynamic psycho-therapy**



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**

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 6900 - Advanced research and independent study**

Permission required.

### **CCPX 7500 - Dissertation seminar**

Permission required. Development of doctoral dissertations and presentation of plans for approval. Registration limited to two terms.

### **CCPX 8900 - Dissertation advisement**

Individual advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate of each term.

### **HUDK 6520 - Development Over the Lifespan: Doctoral Seminar**

Permission required. How people become socialized and how psychology deals with the process in terms of developmental concepts.

### **HUDM 5122 - Applied regression analysis**

Least squares estimation theory. Traditional simple and multiple regression models and polynomial regression models, including use of categorical predictors. Logistic regression for dichotomous outcome variables is also covered. Class time includes lab time devoted to applications with IBM SPSS. Prerequisite: HUDM 4120 or HUDM 4122 or HUDM 4125.

### **HUDM 5123 - Linear models and experimental design**

Prerequisite: HUDM 5122 or HUDM 5126. This course provides an overview of experimental design and analysis from the perspective of the general linear modeling framework. Topics include the incremental F test for model comparisons, dummy and effect coding, single and multiple factor ANOVA and ANCOVA, analysis of categorical outcome data via generalized linear models, and repeated measures. The course includes lab time devoted to computer applications.

**ORLJ 5040 - Research methods in social psychology**

Open only to qualified doctoral students in the behavioral or social sciences. Representative approaches to practice in the design, conduct, and analysis of research. Fall: Experimental and quasi-experimental design. Spring: Field and survey methods; policy and evaluation research.

# Counseling Psychology

Department of Counseling & Clinical Psychology

## Program Description

The Ph.D. Program in Counseling Psychology reflects a scientist-practitioner training model whereby emphasis is placed on preparing professional psychologists who:

- (a) are competent in addressing problems associated with the adaptive functioning of human beings,
- (b) can successfully apply relevant research literature to client concerns, and
- (c) can contribute to the research knowledge base.

Our philosophy is consistent with many of the historical traditions in the field of counseling psychology, including (a) the optimal development and functioning of individuals, groups, and other systems (e.g., institutions, communities); (b) an appreciation of the strengths and uniqueness of individuals; (c) a belief in the unbounded potential of human beings; and (d) a respect for the integrity of all people. Our training philosophy strongly encourages students to adopt approaches to client treatment that consider the various contexts in which clients develop and operate. The Program also stresses the critical roles of self-exploration and personal reflection as components of professional development.

Central to our training model is the belief that academic scholarship and research are inseparable from professional practice. Hence, the Counseling Psychology Program recognizes the importance of preparing graduates who manifest the highest standards of excellence in academic or service delivery settings. Throughout our degree programs, we emphasize the integration of scientific psychology and professional practice through attention to didactic and experiential learning, synthesizing skill acquisition with effective use of self, and clarifying personal and professional identities. This integrative perspective implies the following assumptions:

1. Learning is an ongoing process and, as a result, students are responsible for being cognizant of issues and trends within the profession;
2. Learning occurs in a context that requires active consideration of individual differences and systemic factors; and
3. Professional development is often inseparable from personal growth.

Thus, students are continuously exposed to opportunities to examine the connection between scientific knowledge and professional practice. To highlight the importance of this integration, education and training in theory, inquiry, and practice occur concurrently throughout the program.

The academic curriculum of the degree programs provide students with numerous opportunities to develop professional and personal competencies associated with becoming counseling psychologists. In particular, extensive coursework, practical experiences, and other learning opportunities allow students to identify their strengths and assets with regard to their personal and professional development and to take risks to develop new competencies in various professional roles. The academic curriculum also reflects the importance of students (a) developing professional identities as ethical counseling psychologists, (b) being socialized into the profession of counseling psychology, and (c) contributing to counseling psychology as a specialty discipline as well as to the broader field of applied psychology.

The Counseling Psychology Program is also firmly committed to issues pertaining to multicultural diversity and seeks faculty members, staff, and students who reflect such diversity, including, but not limited to, race, ethnicity, gender, age, sexual orientation, socioeconomic status, religious/spiritual orientation, disability status, and national origin. Moreover, issues of human diversity are largely integrated throughout the entire curriculum and, indeed, throughout the entire program in that students are actively exposed to numerous opportunities to develop competence in addressing issues pertaining to cultural and identity group membership with various populations. The program also seeks to create a milieu of growth, collaboration, and collegiality among faculty, staff, and students with regard to respecting and affirming various dimensions of cultural diversity.

Thus the specific goals of the program and their associated competencies prepare students to work in a variety of settings with emphasis on education (e.g., colleges and universities), health (e.g., outpatient clinics, hospitals, nursing homes, etc.) and related agencies. With the help of a Faculty Advisor, students register for required and elective courses, which in light of their previous preparation, special needs, and career objectives, will prepare them appropriately. Depending on their area of concentration and level of training, graduates have found employment in universities, colleges, medical schools, elementary and secondary schools, adult basic education centers, employment and training centers, rehabilitation centers, hospitals, mental health centers, industry, senior citizens centers, and community and government agencies.

Regardless of the eventual work setting, students in the Program are expected by the end of their training to have achieved the following objectives:

1. Be capable of engaging in culturally-relevant and psychologically appropriate psychotherapeutic interventions that
  - (a) emphasize normal personal and interpersonal functioning,
  - (b) address dysfunction from a strengths-based perspective,
  - (c) consider developmental issues across the lifespan, and

- (d) consider the role of environmental and contextual issues in individuals' lives.
2. Be competent in conducting research and effectively applying research to their professional work.
  3. Possess the requisite foundations in core areas of professional psychology.
  4. Be ethical scientist-practitioners.
  5. Be socialized into the profession and able to contribute to counseling psychology as a specialty discipline, as well as to the broader field of applied psychology, through research, scholarship, conference presentations, and service.
  6. Demonstrate an understanding of persons, groups, and organizations in their environmental contexts, including cultural, social, economic, educational, occupational, and institutional contexts.
  7. Demonstrate multicultural competence in research and practice.
  8. Be able to work in a variety of professional practice settings.

## Degrees

### Master of Education

#### Psychological Counseling: Mental Health Counseling

Master of Education | Licensure: Mental Health Counselor

**Points/Credits:** 60

**Entry Terms:** Fall Only

**Certification:**

- Mental Health Counselor

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#### Degree Requirements

The Ed.M.degree in Mental Health Counseling is granted after successful completion of a comprehensive examination, a special project, and 60 points of planned, sequential study beyond the bachelor's degree, of which at least 42 points must be taken at Teachers College. Approval of transfer credits to the Ed.M. degree 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 12 points with no more than 8 points in the major if accepted as a matriculated degree student. Students who complete the Ed.M. degree are also welcome to apply for the M.A. en passant degree in Psychological Counseling which requires a minimum of 32 points along with the successful completion of the Comprehensive Examination. Additional information may be found in the Psychological Counseling Program Handbook.

The Ed.M. Program in Mental Health Counseling is designed to prepare students for the position of psychological counselor in social agencies and organizations, schools, colleges, career counseling, rehabilitation, and mental health centers, hospitals, and other community and government agencies. The Program is dedicated to preparing counselors who facilitate normal and optimal development for individuals, groups, and organizations. Students are also trained in the assessment, evaluation, amelioration and treatment of socio-emotional disorders and dysfunctions. The objectives of the Program are to train counselors who:

1. focus on the personal, racial/cultural, and career development of individuals and groups;
2. focus on clients' strengths and assets, and the importance of person-environment interactions;
3. provide mental health services to client and client systems;
4. are competent in providing consultation, workshops and psycho-education to individuals, groups, and organizations;
5. are self-aware and reflective about social and cultural constructions, and issues related to identity and group membership;
6. are competent in evaluation and problem-solving research (e.g., surveys, follow-up studies);
7. practice as ethical counselors.

All students in the Mental Health Counseling Ed.M. program (COUM) must take specific required courses in the following content areas:

- Human growth and development: HUDK 4024, Developmental psychology: Adulthood and the lifespan (3); or HUDK 5029, Personality development and socialization across the lifespan (3)
- Social cultural foundations of counseling: CCPJ 4873, The Winter Roundtable on Cultural Psychology and Education (1), CCPJ 5164, Multicultural Counseling and Psychology and one of the following: CCPJ 5165, Racial-Cultural Counseling Laboratory (4); CCPJ 5020, Racism and Racial Identity in Psychology and Education (3) CCPJ 5164, Multicultural Counseling and Psychology (3); CCPJ 4050 Microaggressions in Institutional Climates (3); CCPJ 4180 LGBT (Q) Issues in Psychology (3); CCPJ 4070 Counseling Linguistically Diverse Populations: Latina/o Psychology (3); CCPJ 4068 Counseling and Gender (3); Reconstructing Gender: Exploring Transgender Experiences (3) or IND 5020 Participatory Methods(3).
- Counseling theory and practice: CCPJ 4064, Theories of counseling (3) and CCPJ 5371, Foundations of counseling (3)
- Psychopathology: CCPJ 4000, Multicultural psychopathology (3) or CCPX 5032, Adult psychopathology (3);
- Group counseling: CCPJ 5025, Group counseling (3)
- Lifestyle and career development: CCPJ 5062, Career counseling and development (3)

- Assessment and appraisal: CCPJ 5060, Assessment in counseling psychology (3), and one of the following: HUDM 5059, Psychological measurement (3); HUDM 4050, Introduction to measurement (3); CCPJ 4066, Foundations of testing and accountability (3); or HUDM 4120 Basic Concepts of Statistics (3)
- Research and program evaluation: CCPJ 5070 Evaluation and research methods in counseling psychology (3)
- Professional orientation and ethics: CCPJ 4560, Professional and ethical issues in psychological counseling (3)
- Foundations of mental health counseling and consultation: CCPJ 5371, Foundations of counseling (3) (also listed under Counseling Theory and Practice) and CCPJ 4165, Consultation in community agencies and resources (3)
- Clinical instruction: CCPJ 5360, Practicum in career and personal counseling (1)
- One year of supervised fieldwork: CCPJ 5260, Fieldwork in psychological counseling and rehabilitation (6 points total spread over two or three semesters);

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; however, it should be noted that at times, required courses may be offered during the day and students must be prepared to make needed accommodations. Full-time students generally complete the program in about five semesters. 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. Consult the Mental Health Counseling Student Handbook for further information about Ed.M. program requirements.

A special project is required in addition to the 60 points of coursework. 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. and the Ed.M., is generally taken in the semester in which 45 credits are completed.

## Psychological Counseling: School Counselor

Master of Education | Provisional Certification: School Counselor

**Points/Credits:** 60

**Entry Terms:** Fall Only

**Certification:**

- School Counselor

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## Degree Requirements

The Ed.M. in School Counselor is granted after successful completion of a comprehensive examination, a special project, and 60 points of planned, sequential study beyond the bachelor's degree, of which at least 42 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 12 points if accepted as a matriculated degree student. Students who complete the Ed.M. degree are also welcome to apply for the M.A. en passant degree in Psychological Counseling which is earned with a minimum of 32 points along with the successful completion of the Comprehensive Examination. Additional information may be found in the School Counseling Program Handbook.

School counseling is one of several areas of specialization within the Ed.M. program in Psychological Counseling (COUS). 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 certification as a School Counselor in New York State after completing the program, including a series of specified courses. Consult the School Counseling Program Handbook for more information about the School Counselor specialization..

All students in the School Counseling Ed.M. degree program must take specific required courses in the following content areas:

- Human growth and development: HUDK 4022, Developmental psychology: Childhood (3); HUDK 4023, Developmental psychology: Adolescence (3); HUDK 4024, Developmental psychology: Adulthood and the lifespan (3); or HUDK 5029, Personality development and socialization across the lifespan (3)
- Social cultural foundations of counseling: CCPJ 4873, The Winter Roundtable on Cultural Psychology and Education(1), CCPJ 5164, Multicultural Counseling and Psychology and one of the following: CCPJ 5165, Racial-Cultural Counseling Laboratory (4); CCPJ 5020, Racism and Racial Identity in Psychology and Education () CCPJ 4050 Microaggressions in Institutional Climates (3); CCPJ 4180 LGBT (Q) Issues in Psychology (3);CCPJ 4070 Counseling Linguistically Diverse Populations: Latina/o Psychology (3); CCPJ 4068 Counseling and Gender (3); Reconstructing Gender: Exploring Transgender Experiences (3) or IND 5020 Participatory Methods(3). Counseling theory and practice: CCPJ 4064, Theories of counseling (3) and CCPJ 5371,Foundations of counseling (3)
- Psychopathology: CCPJ 4000, Multicultural psychopathology (3) or CCPX 5034, Child psychopathology (3)
- Group counseling: CCPJ 5025, Group counseling (3)
- Fundamentals of School Counseling: CCPJ 4160 School Counseling for Children and Adolescents (3) and CCPJ 4170 College Admissions Counseling For School Counselors
- Lifestyle and career development: CCPJ 5062, Career counseling and development (3)
- Assessment and appraisal: CCPJ 5060, Assessment in counseling psychology (3), and one of the following: HUDM 5059, Psychological measurement (3); HUDM 4050, Introduction to measurement (3); CCPJ 4066, Foundations of testing and accountability (3) or or HUDM 4120 Basic Concepts of Statistics (3)
- Research and program evaluation: CCPJ 5070 Evaluation and research methods in counseling psychology (3)
- Professional orientation and ethics: CCPJ 4560, Professional and ethical issues in psychological counseling (3)
- Foundations of mental health counseling and consultation: CCPJ 5371, Foundations of counseling (3) (also listed under Counseling Theory and Practice) and CCPJ 4165, Consultation in community agencies and resources (3)



- Clinical instruction: CCPJ 5360, Practicum in career and personal counseling (1)
- One year of supervised fieldwork: CCPJ 5263, Supervised fieldwork in elementary school counseling (6 points total spread over two or three semesters); or CCPJ 5265, Supervised fieldwork in secondary school counseling (6 points total spread over two or three semesters).

School counselor students (COUS) also are also required to:

- Complete two workshops, one on school violence prevention and one on child abuse reporting. The workshops can be found online at <http://www.violenceworkshop.com> and [www.childabuseworkshop.com](http://www.childabuseworkshop.com)
- Complete a special project in addition to the 60 points of coursework. Students should plan to complete their project in the same semester that they apply for the Ed.M. degree.
- Complete the comprehensive exam, which is a mandatory requirement for obtaining the en passant M.A. and the Ed.M., is generally taken in the semester in which 45 credits are completed.

Required courses often are during the day , so it might be difficult for some students to attend on a part-time basis and complete the program; however, it should be noted that at times, required courses may be offered during the evening and students must be prepared to make needed accommodations. Full-time students generally complete the program in about five semesters. 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. Consult the School Counseling Handbook for further information on elective coursework .

New York State Education Department (NYSED) mandates teacher and counselor certification requirements that are needed for program completion and graduation which are listed in the Office of Teacher Education section of the catalog.

## Psychological Counseling: School Counselor (Online)

Master of Education | Provisional Certification: School Counselor

**Points/Credits:** 60

**Entry Terms:** Summer Only

**Certification:**

- School Counselor

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## Degree Requirements

The Ed.M. in School Counselor (Online Track; COUB program code) is granted after successful completion of a comprehensive examination, a special project, and 60 points of planned, sequential study beyond the bachelor's degree, of which at least 42 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 12 points if accepted as a matriculated degree student. Students who complete the Ed.M. degree are also welcome to apply for the M.A. en passant degree in Psychological Counseling which is earned at 32 points along with the successful completion of the Comprehensive Examination. Additional information may be found in the School Counselor Program Handbook.

School counseling is one of several areas of specialization within the Ed.M. program in Psychological Counseling (COUS). 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. Consult the School Counseling Program Master's Student Handbook for more information about the School Counselor specialization.

All students in the School Counselor Ed.M. program (COUB) must take specific required courses in the following content areas:

- Human growth and development: HUDK 4022, Developmental psychology: Childhood (3); HUDK 4023, Developmental psychology: Adolescence (3); HUDK 4024, Developmental psychology: Adulthood and the lifespan (3); or HUDK 5029, Personality development and socialization across the lifespan (3)
- Social cultural foundations of counseling: CCPJ 4873, The Winter Roundtable on Cultural Psychology and Education (1), CCPJ 5164, Multicultural Counseling and Psychology and one of two of the following: CCPJ 5165, Racial-Cultural Counseling Laboratory (4); CCPJ 5020, Racism and Racial Identity in Psychology and Education (3) CCPJ 5164, Multicultural Counseling and Psychology (3); CCPJ 4050 Microaggressions in Institutional Institutional Climates (3); CCPJ 4180 LGBT (Q) Issues in Psychology (3); CCPJ 4070 Counseling Linguistically Diverse Populations: Latina/o Psychology (3); CCPJ 4068 Counseling and Gender (3); Reconstructing Gender: Exploring Transgender Experiences (3) or IND 5020 Participatory Methods(3).
- Counseling theory and practice: CCPJ 4064, Theories of counseling (3) and CCPJ 5371, Foundations of counseling (3)
- Psychopathology: CCPJ 4000, Multicultural psychopathology (3); CCPX 5032, Adult psychopathology (3); or CCPX 5034, Child psychopathology (3)
- Group counseling: CCPJ 5025, Group counseling (3)
- Fundamentals of School Counseling: CCPJ 4160 School Counseling for Children and Adolescents (3) and CCPJ 4170 College Admissions Counseling For School Counselors
- Lifestyle and career development: CCPJ 5062, Career counseling and development (3)
- Assessment and appraisal: CCPJ 5060, Assessment in counseling psychology (3), and one of the following: HUDM 5059, Psychological measurement (3); HUDM 4050, Introduction to measurement (3); CCPJ 4066, Foundations of testing and accountability (3) or HUDM 4120 Basic Concepts of Statistics (3).
- Research and program evaluation: CCPJ 5070 Evaluation and research methods in counseling psychology (3)
- Professional orientation and ethics: CCPJ 4560, Professional and ethical issues in psychological counseling (3)
- Foundations of mental health counseling and consultation: CCPJ 5371, Foundations of counseling (3) (also listed under Counseling Theory and Practice) and CCPJ 4165, Consultation in community agencies and resources (3)
- Clinical instruction: CCPJ 5360, Practicum in career and personal counseling (1)

- One year of supervised fieldwork (maybe completed outside New York state upon consultation with the Program Director): CCPJ 52630, Fieldwork in psychological counseling and rehabilitation (6 points total spread over two or three semesters); CCPJ 5263, Supervised fieldwork in elementary school counseling (6 points total spread over two or three semesters); or CCPJ 5265, Supervised fieldwork in secondary school counseling (6 points total spread over two or three semesters).

School counselor students (COUB) also are also required to:

- Complete two workshops, one on school violence prevention and one on child abuse reporting. The workshops can be found online at <http://www.violenceworkshop.com> and [www.childabuseworkshop.com](http://www.childabuseworkshop.com)
- Complete a special project in addition to the 60 points of coursework. Students should plan to complete their project in the same semester that they apply for the Ed.M. degree.
- Complete the comprehensive exam, which is a mandatory requirement for obtaining the en passant M.A. and the Ed.M., is generally taken in the semester in which 45 credits are completed.

The School Counselor (online) program is offered in a distance learning format with courses being offered online in a synchronous and asynchronous modality. Teachers College uses the Canvas Learning Management System (LMS) for the online course environment. information about the course, and complete course assignments. Required courses often are scheduled in the afternoon and evening, so it might be difficult for some students to attend on a part-time basis and complete the program; however, it should be noted that at times, required courses may be offered during the evening and students must be prepared to make needed accommodations. Full-time students generally complete the program in about five semesters. 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. Consult the School Counselor (online) Student Handbook for further information on elective coursework.

New York State Education Department (NYSED) mandates teacher and counselor certification requirements that are needed for program completion and graduation which are listed in the Office of Teacher Education section of the catalog.

## Doctor of Philosophy

### Counseling Psychology

Doctor of Philosophy

**Points/Credits:** 90

## 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. However, 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 degree 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 in Counseling Psychology, students will receive a Doctoral Student Handbook for the Ph.D. program in Counseling Psychology which will provide updated policy, program features, and requirements. (The most recent handbook is available on the Program website). 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 and 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, she or 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 degree program is defined as no incomplete grades and no courses in which the grade earned is lower than B. Academic dishonesty and unethical behavior may be grounds for immediate dismissal from the program (master's or doctoral). Specific information regarding curriculum requirements are contained in the Doctoral Student Handbook. In addition to coursework, a number of other academic experiences are required.

### 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 have passed: 1) a College-Wide Psychology Research Methods Exam, and 2) a Program Comprehensive exam which includes both a written exam and the submission of a Research Competence project paper. The written exam covers several areas in Counseling Psychology, including: (1) theoretical concepts; (2) core psychology course work; (3) clinical interventions; (4) assessment in career work and personal/social counseling; (5) professional issues such as ethics, professional trends, and developments in counseling psychology. Cultural issues will be infused into the content questions in the exam. In addition, they must satisfy all other requirements for certification prescribed by the Office of Doctoral Studies (ODS). Students who fail to take the certification examination at the appropriate point in their studies are subject to certain penalties. Also there are evaluations done annually to facilitate students' timely completion of the Ph.D. degree (See Doctoral Student Handbook for more information).

### **Practicum and Externship**

Practicum placements are available both on-campus and off-campus. The Dean Hope Center for Educational and Psychological Services (CEPS) is an in-house training clinic located at 657 528 Building. Students may petition program faculty to complete practicum placements off-campus and should contact the Fieldwork Coordinator for further information. A year-long externship placement may be required of students who do not obtain sufficient clinical hours during their practicum rotations.

### **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 an internship. Students must have completed all coursework during the academic year in which they are applying for an 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 usually less easily managed. Unless carefully planned in advance, it can prove a difficult hurdle. Accordingly, the degree 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 research competence project, the Dissertation Seminar course, and a Review of Research course.

## **Advanced Certificate**

### **College Advising**

Advanced Certificate

**Points/Credits:** 12

**Entry Terms:** Spring/Summer/Fall

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## Degree Requirements

As one of five programs focused on training college advisors nationwide, the Teachers College Advanced Certificate in College Advising equips dedicated counselors, educators, and other stakeholders to demystify the college admissions process. The Advanced Certificate program, offered online or in-person at Teachers College's New York City campus, features a specialized college-advising curriculum that trains culturally competent, diverse, and reflective college counselors who serve as agents of change and social advocates for reducing disparities in higher education.

Both the online and in-person degree program options provide the same curriculum and opportunities to study with exemplar faculty at Teachers College who are leaders in the field. The online program includes the added flexibility of an asynchronous format.

### Program Coursework

The Advanced Certificate is non-degree and credit-bearing, meaning that students earn 12 graduate-level credits from Teachers College, Columbia University. To earn the certificate, participants must complete:

- 12 points of specialized curricular requirements which includes 3 required courses (College Admissions Counseling, Career Counseling, The American College Student)
- For their fourth course, students are welcome to take an elective course from a wide offering of courses in the college.

### Core Courses

The Advanced Certificate has 4 core courses designed to provide students with a robust, in-depth, and experiential understanding of college advisement. These include:

CCPJ 4170: College Admissions Counseling

CCPJ 5062: Career Counseling and Development

Program Approved Elective

ORLH 4040: The American College Student

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## College Advising Online

Advanced Certificate

**Points/Credits:** 12

**Entry Terms:** Spring/Summer/Fall

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## Degree Requirements

As one of five programs focused on training college advisors nationwide, the Teachers College Advanced Certificate in College Advising equips dedicated counselors, educators, and other stakeholders to demystify the college admissions process. The Advanced Certificate program, offered online or in-person at Teachers College's New York City campus, features a specialized college-advising curriculum that trains culturally competent, diverse, and reflective college counselors who serve as agents of change and social advocates for reducing disparities in higher education.

Both the online and in-person program options provide the same curriculum and opportunities to study with exemplar faculty at Teachers College who are leaders in the field. The online program includes the added flexibility of an asynchronous format.

### **Program Coursework**

The Advanced Certificate is non-degree and credit-bearing, meaning that students earn 12 graduate-level credits from Teachers College, Columbia University. To earn the certificate, participants must complete:

- 12 points of specialized curricular requirements which includes 3 required courses (College Admissions Counseling, Career Counseling, The American College Student)
- For their fourth course, students are welcome to take an elective course from a wide offering of courses in the college.

### **Core Courses**

The Advanced Certificate has 4 core courses designed to provide students with a robust, in-depth, and experiential understanding of college advisement. These include:

CCPJ 4170: College Admissions Counseling

CCPJ 5062: Career Counseling and Development

Program Approved Elective

ORLH 4040: The American College Student

## **Sexuality, Women and Gender in Psychology in Education**

Advanced Certificate

**Points/Credits:** 12

**Entry Terms:** Spring/Summer/Fall

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### **Degree Requirements**

Visit the Project Web Site

#### **Overview**

The Sexuality, Women, and Gender Certificate is the first program of its kind approved by New York State. The certificate combines 12 points of specialized curricular requirements, a research project, and a semester-long volunteer/service experience to help you increase your competencies.

Join educators, researchers, practitioners, and activists dedicated to enhancing the well-being of LGBTQ individuals and women.

### **Program Tracks and Courses**

Starting this semester, students can either opt for the general certificate program or a more specialized curriculum by having a focused plan of study. The different foci of the certificate are:

### A. General Focus

The certificate's required classes are CCPJ 4180 LGBTQ Issues in Psychology and Education and CCPX 4125 Women and Mental Health (original program of study as approved by NY State).

### B. Reproductive And Maternal Well-being Focus

The certificate's core classes are CCPX 4125 Women and Mental Health and CCPX 4126 Mother Child Matrix.

### C. LGBTQ Focus

The certificate's core classes are CCPJ 4180 LGBTQ Issues in Psychology and Education and CCPJ 4130 Transgender Issues in Counseling and Psychology.

Students must take nine points (e.g., three classes) within Counseling and Clinical Psychology (CCP) and six points (e.g., two classes) outside of the Counseling and Clinical Psychology Department. Additionally students should register for zero points of independent study for their semester-long practicum/fieldwork (see below).

The following are a list of approved courses that may be used for the certificate program.

#### **Counseling and Clinical Psychology (nine points, e.g., three classes)**

- CCPJ 4050 Microaggressions in Institutional Climates
- CCPJ 4180 LGBT(Q) Issues in Psychology\*
- CCPJ 4030 Transgender Issues in Counseling and Psychology
- CCPJ 4165 Consultation in Community Agencies and Resources
- CCPJ 5164 Multicultural Perspective in Counseling and Psychology
- CCPJ 4068 Counseling Women
- CCPX 4125 Women and Mental Health\*
- CCPX 4126 The Mother-Child Matrix: Developmental and Clinical Implications
- CCPX 4036 Psychology of Human Intimacy

\* Denotes that this course is available in an online format.

#### **Courses Outside CCP (six points, e.g., two classes)**

The following list is not comprehensive and continues to expand and grow each semester. Be sure to check the course catalogue for updates.

- HUDK 5123 Psychological Development of Women
- HBSS 4122 Women's Health
- HBSS 4133 Human Sexuality Education\*
- HBSV 4011 Women and weight, eating problems and body image
- C&T 4032 Gender Difference and Curriculum
- ITSF 5008 Gender, education and international development
- A&HB 4140 Latina Narratives
- A&HF 4130 Gender & Violence (3)

Students should register for zero points of independent study, via either of these course codes, when they complete their semester long practicum/fieldwork volunteer:

- CCPJ 6902 Independent Study (along with semester long practice/volunteer)
- CCPX 4900 Independent Study (along with semester long practice/volunteer)



### Research Project

Students completing the certificate program will also be required to complete a research project that increases their knowledge and awareness of a chosen domain of interest (as it pertains to sexuality, women and gender). Some examples of appropriate research project topics include: understanding the relationship between minority stress and attachment satisfaction of sexual minorities; the impact of gender discrimination on career satisfaction of women in male dominated professions; understanding the link between first generation female college students and academic self-efficacy; understanding marginalization faced by partners of transgender individuals.

### Semester Long Volunteer/Service Experience

The certificate program in Sexuality, Women and Gender is strongly committed to social justice and multiculturalism as it pertains to issues of equity and access for sexual and gender minorities and women. In the spirit of this commitment, all candidates for the certificate program will be expected to complete a semester long volunteer/service experience in an agency that serves the aforementioned populations.

## Faculty

### Faculty

- Melanie Elyse **Brewster** Associate Professor of Counseling Psychology
- Whitney Jamelle **Erby**
- George Vincent **Gushue** Professor of Psychology and Education
- Cindy Yi-Shan **Huang** Assistant Professor of Counseling Psychology
- Marie L **Miville** Prof. of Psychology and Education, Vice Dean for Faculty Affairs
- Riddhi **Sandil** Associate Professor of Practice
- Laura **Smith** Professor of Psychology and Education
- Derald W **Sue** Professor of Psychology and Education
- Brandon L. **Velez** Associate Professor of Counseling Psychology

### Emeriti

- Robert T **Carter** Professor Emeritus of Psychology and Education

### Lecturers

- Jennifer **Chang** Full Time Lecturer
- Amanda **Donlon** Full Time Lecturer
- Tiesha Lashel **Finley** Lecturer
- Kiara Sharina **Manosalvas**

- Rebecca Frances **Reed** Lecturer

### Adjunct Faculty

- David Eastman **Greenan** Adjunct Prof.
- Michael Jerome **Koski** Instructional Staff
- Andrea Beth **Safirstein** Adjunct Associate Professor
- Gilbert B **Tunnell** Adjunct Associate Professor

## Courses

### CCPJ 4062 - Medical aspects of disabilities and rehabilitation

Limiting aspects of the major physical and emotional disabilities. Understanding and using medical knowledge in rehabilitation counseling.

### CCPJ 4064 - Theories of Counseling

Approaches to counseling; theories and research findings; educational, vocational, and personal counseling; typical problems; illustrative cases.

### CCPJ 4066 - Foundations of testing and accountability

Introduces students to foundational concepts/skills in testing, emphasizing the principles of design, selection, validation, and appropriate use of formal and informal assessment tools for classroom instruction and various other practice-based, research, clinical, and/or accountability contexts. The course is particularly geared towards educational practitioners and other professionals who use data from assessments to inform their day-to-day practices or for research.

### CCPJ 4068 - Counseling and Gender

The class incorporates an inclusive liberatory approach for understanding gender and mental health related topics, including education and career, relationships, identity development, and affirmative therapy frameworks. Intersections of gender with race, ethnicity, gender identity, and socioeconomic status will be addressed throughout the course.

### CCPJ 4070 - Counseling Linguistically Diverse Populations: Latina/o Psychology

This course will focus on gaining knowledge of the diverse demographic make-up of Latinos, including multiple races, ethnicities, cultures, values, beliefs, traditions, social classes, and reasons for immigration. Students will

learn the psychosocial issues impacting Latinos in the US and culturally linked factors known to influence the therapeutic treatment process, including immigration, racism, poverty, and acculturation. The course will also cover the recent counseling research on culturally relevant psychological assessment instruments and empirically supported treatments for Latinos.

### **CCPJ 4160 - School counseling for children and adolescents**

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 community 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 - Consultation in community agencies and resources**

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 4560 - Professional and ethical issues in psychological counseling**

Professional orientation for Ed.M. students in psychological counseling. Ethics and professional issues; employment opportunities and work settings (masters only).

### **CCPJ 4873 - No Title Found in Banner**

An annual national conference where top leaders in education and psychology share their expertise.

### **CCPJ 4902 - Research and Independent Study in Psychological Counseling**

No Description Found in Banner

### **CCPJ 5020 - Racism and racial identity in psychology and education**

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**

Prerequisite: Admission into the Ed.M. program in Psychological Counseling or Ph.D. program in Counseling Psychology. 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**

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.

**CCPJ 5061 - Assessment in Counseling Psychology**

Open only to doctoral students in Counseling Psychology. 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.

**CCPJ 5062 - Career Counseling and Development**

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.

**CCPJ 5063 - Psychological and cultural aspects of disability and rehabilitation**

Personality theory and physical disabilities. Personality and environmental variables in the adjustment and rehabilitation process.

**CCPJ 5064 - Marriage and family therapy: Theory and practice**

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**

Theory and research on the psychological development of women and men. 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 5164 - Multicultural counseling and psychology**

Introduces students to a range of approaches used in psychology and other disciplines for developing therapeutic interventions across diverse racial, cultural, and linguistic 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**

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 either 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.

### **CCPJ 5260 - Fieldwork in psychological counseling and rehabilitation**

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 fall and permission of the instructor. 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. Pre-reqs: CCPJ 4064, CCPJ 5371 and CCPJ 4560.

### **CCPJ 5263 - Supervised fieldwork in elementary school counseling**

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 fall 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**

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 fall and permission of the instructor. 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. Pre-reqs: CCPJ 4064, CCPJ 5371 and CCPJ 4560.

### **CCPJ 5360 - Practicum in career and personal counseling**

Limited enrollment. Required: Written application by April 15 and permission of the instructor. Pre-reqs: CCPJ 4064 and CCPJ 5371 and CCPJ 4560. Limited to second-year students (30 or more points) admitted to the Ed.M. program in Psychological Counseling. Supervised practice in vocational appraisal and short-term educational and personal/career counseling.

### **CCPJ 5368 - Supervision and teaching of counseling**

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**

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.

### **CCPJ 5372 - Foundations of counseling skills II**

Permission required. Limited Enrollment. Continuing laboratory experience for helping professionals in further development of basic counseling skills with emphasis on increasing one's self-awareness and self-reflective ability. Practice and experience in attending, influencing and helping skills through in-class discussions, experiential activities, weekly journals, and counseling/clinical integration. Exploring assets and defenses that may facilitate or hinder therapeutic transactions.

### **CCPJ 5560 - Review of research and professional issues in counseling psychology**

Required of and limited to doctoral candidates in counseling psychology. Exploration of theoretical and methodological approaches in counseling psychology.

### **CCPJ 6260 - Advanced fieldwork**

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 6330 - Basic Doctoral Practicum 1**

Open only to doctoral students in counseling psychology. Permission required and enrollment limited. Exposure to discussion of individual work with clients under supervision on a range of issues and problems and Case Conference attendance. Personal, social, relationship, educational, and vocational adjustment and developmental focus. Students seeing clients should register for 2 credits in Fall and 2 credits in Spring -- those without clients register for 0 credits in Fall and 0 in Spring.

### **CCPJ 6350 - No Title Found in Banner**

Year-long placement in a field-setting for clinical experience. (Required for doctoral students). Students petition to be placed into a supervised two-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 coursework. For students to be eligible for externship they need to have completed at least two years of coursework and three years of practicum. Externships involve students applying to affiliated programs (i.e., institutions and organizations with which we have established affiliation agreements). We require students to be on site for at least two days a week for eight to ten months, that the students be supervised by a licensed psychologist, and that the students be trained in individual and group modes of service delivery. This course requires a minimum of 27 hours per week of out of classroom work.

### **CCPJ 6360 - Advanced Doctoral Practicums 2 &**

Open only to doctoral students in counseling psychology. Permission required and enrollment limited. For advanced doctoral candidates in counseling psychology. Course involves a weekly seminar, case conference presentation and attendance, client assignments with individual supervision, and exposure to a range of theoretical approaches to the clinical/counseling interview. Students register for 2 credits in Fall and 2 credits in Spring unless enrolled in an approved concurrent practicum experience (in which they may enroll for 1 credit per semester).

### **CCPJ 6362 - Group practicum**

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**

Permission required. Prerequisites: CCPJ 5025. (Year Course). Advanced group supervision to provide service to clients in the Dean Hope Center and/or outside agencies.

### **CCPJ 6368 - Advanced supervision and teaching of counseling**

Permission required. Supervision and related teaching activities for advanced doctoral students under the guidance of a faculty member. Registration not limited to one term.

### **CCPJ 6460 - Internship in Counseling Psychology**

Permission required. For doctoral students in counseling psychology only. Super-vised 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. Students would have to have passed all certification and comprehensive examinations as well as to have an approved dissertation proposal.

### **CCPJ 6560 - Advanced Professional Issues**

Students will familiarize themselves with a range of professional issues that affect their learning and development as counseling psychologists and will have 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**

Ethics and standards of psychological practice and research. Limited to doctoral students in psychology. Others by special permission.

### **CCPJ 6572 - Research Practicum in Counseling Psychology: Multicultural Competencies**

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. Doctoral students register for this course for zero credits every semester (except internship year) unless granted special permission by their advisor.

### **CCPJ 6573 - Race, Class and Inclusion**

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. Doctoral students register for this course for zero credits every semester (except internship year) unless granted special permission by their advisor.

### **CCPJ 6574 - Multicultural Perspectives on Social Attitudes, Identity, and Development**

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. Doctoral students register for this course for zero credits every semester (except internship year) unless granted special permission by their advisor.

### **CCPJ 6575 - Research models and procedures with racial/cultural emphases**

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 6576 - Prevention, multicultural training, spirituality and counseling**

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 6577 - Psychological interventions with older persons**



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 6578 - Research practicum psychology undergrad major**

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 6902 - Advanced Research and Independent Study in Counseling Psychology**

No Description Found in Banner

### **CCPJ 7502 - Dissertation seminar**

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**

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.

### **CCPJ 8900 - Dissertation Advisement**

Individual advisement on doctoral dissertation. Fee to equal 3 points at current tuition rate for each term.



**Teachers College**  
COLUMBIA UNIVERSITY

# Academic Catalog 2023-2024

## Curriculum & Teaching

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# The Department of Curriculum & Teaching

## Our Mission

The Department of Curriculum and Teaching, established in 1938, was the first college department in the U.S. devoted to the scholarly study of problems of curriculum and teaching across all subjects and all levels of schooling, from early childhood through the education of teachers and supervisors. Broad questions about the nature, purpose, and design of curriculum and about the theory and practice of teaching remain at the core of all Department programs. Addressing these questions in contemporary times calls for critical analyses of the ways in which curriculum, teaching, and schooling contribute to social inequalities and a commitment to educating for social justice. Our location in New York City compels us to focus intensely on the lives of children and youth who attend under-resourced schools and face complex challenges in urban centers, but this focus does not exclude attention to problems of teaching and curriculum in suburban and rural settings as well as international contexts. Across all our Academic Programs, the preparation of teachers, educational leaders, teacher educators, and educational researchers is designed to provide them with the intellectual tools needed to re-imagine schools and other educational settings. We aim to prepare the next generation of outstanding educators who have broad repertoires of knowledge, practices, and dispositions that enable all children, including those who have acquired labels, to gain access to and succeed with the kind of education that historically has been reserved for children of privilege. Teacher inquiry, critical perspectives, knowledge of content and pedagogy, a curricular stance, and the interrelationship of theory and practice are also woven throughout our certification and our advanced programs.

Typical positions for which students are prepared include teacher or supervisor of:

- infancy or early childhood education
- early childhood special education
- elementary education
- secondary education
- students with disabilities
- gifted education
- literacy

Director of:

- child-care center
- community or government-based organization or agency
- infant and parent center
- early childhood program

- literacy

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
- teaching students with disabilities
- gifted education
- curriculum development
- curriculum studies
- literacy education
- educational leadership and school change
- teacher education
- urban and multicultural education

Administrator (such as assistant superintendent, consultant, coordinator, director) in charge of:

- curriculum and instruction
- curriculum research
- professional development
- gifted education
- language arts

Teacher-leader in programs for learners from infancy to adulthood

Consultant or educational specialist in a school or non-school agency

Regarding students who plan to work in a state other than New York, Teachers College has not made a determination if our programs meet the educational requirements for certification or professional licensure in any other state, Washington DC or Puerto Rico. We recommend that applicants review the state's licensing board or teacher certification website for that state's qualifications. The Office of Teacher Education will complete any necessary forms and/or letters for out-of-state certification on the completion of your approved teacher preparation program.

# Curriculum and Teaching

Department of Curriculum & Teaching

## Program Description

The Program in Curriculum and Teaching is designed for teachers, administrators, and other educators who: (1) have received formal professional preparation in preschool through grade twelve teaching at an accredited college or university, and/or; (2) hold, or are eligible to receive, teacher certification.

Students will have opportunities to become experts 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 in New York should apply for the preservice, or initial certification, M.A. degree program in Early Childhood Education or Elementary/ Inclusive Elementary Education.

## Degrees

### Master of Arts

#### Curriculum and Teaching

Master of Arts

**Points/Credits:** 32

**Entry Terms:** Summer/Fall

#### Degree Requirements

## Overview

The M.A. degree in Curriculum and Teaching (MA-CURR) is a flexible but structured 32 point program. It provides students with a core of common experiences, driving questions, and shared challenges in conjunction with the opportunity to shape a course of study reflective of their individual needs, interests, and purposes.

The MA-CURR (as it is referred to for shorthand) is designed for educators practicing and/or aspiring to practice in a diversity of contexts, including but not limited to formal school and school district settings (whether as teachers, building leaders, coaches, mentors, cooperating teachers, and the like). Museum educators, community-based educators, activists, and many others also find the program a good fit. Some prior experience is recommended, but not required. A commitment to public education is welcome (but not required). In short, the program is for educators and the educationally minded who wish to deepen their knowledge, skill, and vision as teachers, educational leaders, and developers and designers of curriculum, broadly understood. The degree program is well-suited both to those who are at a highly exploratory point in their work and those who have very clear ideas of where they want to bear down in their studies. Either way, we seek students who are intellectually curious and who want to play an active role in shaping their own course of study.

Core tenets of the program:

- Teachers are necessarily and rightly adapters and designers of curriculum;
- Curriculum specialists are properly grounded in and informed by first-hand understanding of teaching and learning and real contexts;
- Inquiry is central to the tasks of education at every point;
- Educators in all contexts have the responsibility to orient their work to, and assess it in light of, ever-present, variously manifested, needs for and goals of social justice.

Structurally, the degree program is organized around a core of common coursework, and associated field experience, dealing with principles, history, and skills of curriculum design and of pedagogy, in context of an alert and critical attention to social, ethical, professional and other challenges facing educators and children/young people in schools. Beyond these common requirements, M.A. degree students, working closely with an advisor, design a course of study reflecting their particular interests, needs, and desired area(s) of professional expertise. As a source of continuity, and a culminating activity, all students conduct an “Integrative Project,” focused on an issue, problem, and/or question identified by the student.

Students in the MA-CURR degree program take some courses, and engage in some joint activities, with students in other Curriculum and Teaching degree programs, in particular, the Master of Education (Ed.M) in C&T (60 points) and the MA in Curriculum and Teaching with Professional Certification, Elementary (MA-CUED) or Secondary (MA-CUSD). Faculty, as well as students, work together across all of these programs—all of which are devoted equally to the critical study and improvement of pedagogy, curriculum, and society.

Please see “MA in Curriculum & Teaching Program Guide” for further information about degree program purposes, structure and expectations; and for answers to Frequently Asked Questions.

## Advising

All students are assigned an advisor upon admission. It is essential that students begin working with their advisor well before commencing their studies at Teachers College. Advisors can help students decide what program timeline makes best sense for them; students and advisors work together to develop the Program Plan; students are required to consult with their advisor prior to initial course selection and registration.

Please see “MA in Curriculum & Teaching Program Guide” for further information about advising.

## Courses

Requirements and schedule notes are correct as of publication. Please check the online schedule for the most current scheduling information: <https://www.tc.columbia.edu/courses/>. In case of confusion, consult with your advisor. Students are responsible for meeting all degree program requirements. Please plan accordingly.

### **Common (core) courses. All students in the M.A. in Curriculum & Teaching are required to take the following (14 points):**

C&T 4005 Principles of Teaching and Learning (4 credits)

Fall only (includes a required 50 hour field experience component: see below) To be taken concurrently with C&T 4502 semester 1

C&T 4002 Curriculum Theory and History (3 cr) Fall, Spring, Summer

C&T 4052 Designing Curriculum and Instruction (3 cr) Fall, Spring, & Summer; Consult with advisor to assure proper section

One of the following age/level specific courses:

C&T 4130 Critical Perspectives in Elementary Education (K - 6) (3 cr) Fall only; OR

C&T 4145 Critical Perspectives in Secondary Education (3 cr) Fall only;

OR If teaching focus is in Early Childhood or Higher Education, consult with advisor

C&T 4502.002 Integrative Project seminar (0-1 cr) Fall only

Pre- or co-requisite: C&T 4005

Register for section designated for MA-CURR students

Consult with advisor regarding credit allotment

C&T 4502.002 Integrative Project seminar (0-1 cr) Spring only

To be taken immediately following first semester of C&T 4502

### **Field Experience (in conjunction with C&T 4005)**

Students who are, while in the program, working in a school or other setting organized for teaching and learning may (but are not obliged to) do their field experience in that setting, although mostly not in their own classroom or comparable space, with Program approval. In other cases, Program staff work with students to find placements in New York City schools or informal educational spaces for 50 hours of observation and reflection on instructional practices, interactions between and among students and teachers, critical issues, curricular enactments, and design activities. The field placement typically spans ten weeks and averages five hours per week.

Elective courses (18 points)

In addition to the core courses, students create their own degree program plans in consultation with, and subject to approval of, the advisor. Advisors may recommend coherent sets of courses or course possibilities aligned with particular student interests and departmental strengths; for example, early childhood, literacy, diversity, equity, urban education, inclusive education (elementary), gifted and talented education, further depth in curriculum theory and design. Advisors may also recommend or approve courses reflective of student interests that do not fit neatly into these categories but that cohere around other desires, needs, and purposes. Elective courses may be taken in the Department of Curriculum & Teaching, in other Departments of Teachers College, and at Columbia University.

### **Breadth Requirement**

In order to assure breadth of study, the College requires students to earn at least six credits at Teachers College (which may mean two or three courses) outside of their home Department (i.e., outside of the Department of Curriculum and Teaching). MA-CURR degree students frequently take more than six credits outside of the Department.

Please note that a minimum of 20 credits (of the minimum of 32 required for the degree) must be earned in the Department of Curriculum and Teaching.

### **The Integrative Project**

The Integrative Project is an opportunity for MA-CURR degree students to design and conduct a disciplined and substantial inquiry into an issue, problem, and/or question of particular interest, germane to the student's curricular and/or pedagogical investments, educational and social values, and professional contexts and aims. Students' inquiries may take multiple forms, for example, practice-based action research, design study, or academic paper synthesizing and critiquing prior research. In all cases, an end goal is for students to arrive at a well-grounded, articulated perspective and/or a set of recommendations for their own practice and continuing thought. Students present their projects to colleagues, faculty, friends and family at an "Academic Showcase" at the end of the spring term.

Only 1 credit is earned for the Integrative Project (in CT 4502, see next), but the work is substantial, and spans two semesters/a full academic year. The two semester seminar sequence, CT 4502 fall and CT 4502 spring is the primary site for support in conceptualizing, designing, and carrying out the project. Full time students ordinarily take the seminar sequence beginning in their first fall semester. Part time students who will be enrolled for two fall and spring semesters ordinarily take the seminar sequence in their second fall and spring. (In other words, to whatever extent it may be possible, the seminar sequence is taken towards the end of a student's studies.) Please note that the seminar may only be taken in consecutive fall and spring semesters. The Integrative Project is also supported in CT 4005 (Principles of Teaching and Learning), which must be taken prior to or concurrent with the fall semester of CT 4502. The critical observation and reflection on customs and practices of teaching, learning, curriculum, and assessment that play a big part in CT 4005, in conjunction with course readings and discussions, typically prompt new or deepened thoughts, curiosities, and interests, and often lead to inquiry questions that may catalyze the Integrative Project.

As noted, the Integrative Project is a substantial undertaking, one that demands significant independent effort on the student's part.

### **New Student Advising and Online Registration**

Please see note above and in the M.A. in Curriculum and Teaching Program Guide: Newly admitted students need promptly to seek advising with the assigned advisor or Associate Professor of Practice Roosevelt and begin to draft their Program Plan. A PIN (Personal Identification Number) will be assigned after consultation and agreement about first semester courses. The student will then be able to register for courses online. The



Office of Admission may provide further information to assist students in the registration process (<https://www.tc.columbia.edu/admission/>; 212-678-3710; [admission@tc.columbia.edu](mailto:admission@tc.columbia.edu)). Those have not been notified of their advisor, please seek guidance from the Program Director.

### Graduation Deadlines

Teachers College students must apply (i.e., declare their intent) to graduate by a specified date well in advance of each of the College's three annual graduation dates: <https://www.tc.columbia.edu/registrar/students/degree-information--degree-audit/>

Please note there is only one commencement ceremony each academic year, at the end of the spring term. Participation in this ceremony presumes successful completion of all degree requirements as of the end of the spring term. Under certain limited circumstances specified by the College, students in good standing who have not yet completed all degree requirements may also participate ("walk") in the May ceremony. Please consult the Registrar's Office and/or advisor about criteria and procedures for "walking" (taking part in the ceremony without yet being awarded the diploma).

Graduation application due	Degree awarded
August 1	October
November 1	February
February 1	May

Please also see: <https://www.tc.columbia.edu/registrar/students/degree-information--degree-audit/>

## Master of Education

### Curriculum and Teaching

Master of Education

**Points/Credits:** 60

**Entry Terms:** Summer/Fall

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### Degree Requirements

The Ed.M. degree is an advanced master's degree (between an M.A. degree and an Ed.D. degree) that offers a flexible program of study focusing on leadership in curriculum and teaching in a range of educational settings. This degree program offers students the opportunity to develop specialized understandings and a capacity for leadership in curriculum and pedagogy. Leadership is interpreted broadly in this program to include developing curricula, studying teaching, designing professional development, and engaging in action research, all with a focus on challenging inequalities and imagining new possibilities for education.

The Ed.M. is a 60-point degree program, with the possibility of transferring in 30 points from previous relevant graduate study. It does not lead to New York State certification as a teacher or building administrator. Two years of teaching experience or the equivalent is a prerequisite for admission. Many students hold a master's degree with initial teacher certification.

The program of study for Ed.M. students is as follows:

### **Curriculum & Teaching Courses**

A minimum of 15 points (including 9 points for core courses and 6 points for social context courses) must be taken in the Department of Curriculum and Teaching.

#### Core Courses (9 points)

- C&T 4002 Curriculum theory and history (3)
- C&T 4005 Principles of teaching and learning (3-point option only)
- C&T 4052 Designing curriculum and instruction (3-point option only)

#### Social Context Courses (at least 6 points selected from the following list of suggested courses)

- C&T 4000 Disability in contexts
- C&T 4001 Differentiating instruction in inclusive classrooms
- C&T 4010 Immigration and curriculum
- C&T 4078 Curriculum and teaching in urban areas
- C&T 4114 Multicultural approaches to teaching young children
- C&T 4145 Critical perspectives in secondary education
- C&T 5037 Literacy, culture, and the teaching of reading
- C&T 4004 School change
- C&T 4023 Differentiated curriculum for gifted students
- C&T 4032 Gender, difference, and curriculum
- C&T 4121 Early childhood teaching strategies within a social context
- C&T 4161 The teacher: Socio-historical, cultural contexts of teaching
- C&T 4615 Young children and social policy: Issues and problems
- C&T 5074 Curriculum and teaching policy
- C&T 4199/5199 (Topics vary; consult course schedule)

### **Out-of-Department Courses**

Students must also complete the College's breadth requirement, which consists of a minimum of 6 points of Teachers College courses taken outside of the Curriculum and Teaching Department.

#### Breadth Courses (6 points)

- Teachers College courses taken out of the C&T Department
- See the course schedule for a sample of TC courses.

### **Integrative Project**

An Integrative Project allows students to focus their studies on particular issues related to their professional background and aspirations in the field. Students begin conceptualizing this project in the EdM Project Seminar.

C&T 5500: Ed.M. Project Seminar (1 point)

An initiating seminar is usually taken in the fall semester of the first or second year of the program depending on the student's individual timeline for program completion. The purpose of this seminar is to initiate a project that will integrate each student's learning experiences and expand her/his knowledge and practice of leadership. The project may take a number of forms, including an article for publication, curriculum development and analysis, or action research. Students have a total of four semesters (not including summer semesters) to complete the integrative project.

### **Additional Courses**

The Ed.M. degree program allows students considerable latitude to design a program of study in consultation with their advisor. Program advisors draw on knowledge of the many Teachers College programs and professors to help students construct a program of high interest, interdisciplinary coursework, and educational relevance. This flexibility allows Ed.M. students to select additional courses that support their unique professional goals for curriculum leadership.

### **Internships | Research**

The degree program does not require an internship, but students may arrange an experience as part of their program plan. Research positions are available at the discretion of faculty. Search the TC Next Career Resources Portal for opportunities.

## **Doctor of Education**

### **Curriculum and Teaching**

Doctor of Education

**Points/Credits:** 90

**Entry Terms:** Fall Only

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### **Degree Requirements**

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 program.

Applicants interested in the Ed.D. degree 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
- Early Childhood Policy
- Educational Leadership and School Change

- Gifted Education
- Literacy Education
- Urban and Multicultural Education

Doctoral students in all concentrations may also take coursework to prepare themselves as teacher educators.

### **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 (6 points) and the spring (3 points) semesters of his or her first year.

C&T 5000 meets for a double class session once per week in the fall and for a single class session once per week in the spring. A student may enroll for more than this minimum, but C&T 5000 must be part of his or her first-year course of study.

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.

This 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.

The basic curriculum for Ed.D. students includes:

Core Courses:

- C&T 5000 Theory and inquiry in curriculum and teaching (6 points fall and 3 points spring, of the first year)

Research Core:

- HUDM 4122 Probability and statistical inference (3)

Two (2) research methodology courses relevant to the student's research interests. Students must complete at least two of the required research core courses prior to enrolling in Dissertation Seminar. The third course may be taken concurrently with Dissertation Seminar.

At least one semester of a research seminar taught by a member of the department faculty is also required.

Research Requirements:

- C&T 7500 Dissertation seminar in curriculum and teaching (3) Other courses are selected in consultation with an advisor.

# Faculty

## Faculty

- James H **Borland** Professor of Education
- Lucy M **Calkins** Robinson Professor in Children's Literature
- Limarys **Caraballo** Associate Professor of English Education
- Ezekiel Juma **Dixon-Roman** Professor of Critical Race, Media, and Educational Studies
- Daniel **Friedrich** Associate Professor of Curriculum
- Maria Paula **Ghiso** Associate Professor of Literacy Education
- Thomas **Hatch** Professor of Education
- Michelle Georgia **Knight-Manuel** Professor of Education
- Nancy Louise **Lesko** Executive Editor for the TC Record
- Bettina L **Love** William F. Russell Professor
- Celia **Oyler** Vice Dean for Teacher Education
- Mariana V. **Souto-Manning** Professor of Early Childhood Education
- Haeny S. **Yoon** Associate Professor of Early Childhood Education

## Emeriti

- Celia S. **Genishi** Professor Emerita of Education
- Anne Lin **Goodwin** Evenden Professor Emerita of Education
- Susan **Recchia**
- Marjorie Gail **Siegel** Professor Emerita of Education
- Karen **Zumwalt** Professor Emerita of Education

## Lecturers

- Stephanie Dawn **McCall** Lecturer, Curriculum Studies Program
- Jacqueline Ann **Simmons** Senior Lecturer

## Adjunct Faculty

- Monica A. **White** Adjunct Professor

## Instructors

- Samuel **Shreyar**

# Courses

## **C&T 4002 - Curriculum theory and history**

The nature and design of educational activities: theory, research, and practice of curriculum design.

## **C&T 4005 - Principles of teaching and learning**

Examination of the relationships among teaching, learning, and assessment; teaching as a profession; and schools as complex social organizations.

## **C&T 4021 - Nature and needs of gifted students**

This introductory course in gifted education explores a number of issues related to the psychology and education of gifted students, including conceptions of giftedness, educational provisions for gifted students, creativity, and economically disadvantaged gifted students. Issues of race, class, gender, and disability status as they interact with the construct of giftedness are examined.

## **C&T 4022 - Instructional models in the education of gifted students**

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 course 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. Issues of defining giftedness and of defensible differentiated curriculum will also be explored.

## **C&T 4023 - Differentiated curriculum for gifted students**

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 4024 - Planning and implementing programs for gifted students**

In this course, we examine factors affecting the planning and implementation of programs for students identified as gifted, components of gifted programs, and a systems approach to program planning. Students develop written program plans for specific settings. Issues of race, class, gender, and disability status as they affect the planning of gifted programs are examined. No prior experience with or knowledge of gifted education is required.

## **C&T 4026 - Giftedness and Intelligence**

In this course, we explore theories of intelligence, which have served as a theoretical basis for the field of gifted education from its beginning. Starting with the work of Francis Galton in the 19th century and following through to the present day, we will critically examine and problematize such constructs as intelligence, creativity, and giftedness as well as such related topics as mental measurements.

### **C&T 4027 - Differentiated instruction of gifted students in the heterogeneous classroom**

Gifted students are present in almost every elementary, middle school, and high school classroom. The educational needs of these students can and must be met within this context. This workshop will provide an overview of curricular and instructional strategies designed to enhance the optimal development of gifted learners (and all learners) in the regular classroom. Topics will include general curricular modifications, management techniques, instructional strategies, individual learning opportunities, and outcomes and assessments. Special consideration will be given to those methods of differentiation that can be integrated readily into the learning environment of mixed-ability classrooms.

### **C&T 4032 - Gender, difference, and curriculum**

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.

### **C&T 4052 - Designing curriculum and instruction**

Application of models for designing curriculum and instruction. Students design curriculum in collaborative groups.

### **C&T 4121 - Early childhood teaching strategies within a social context**

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 4130 - Critical perspectives in elementary education**

Critical examination of issues bearing on lived experiences, practices, and purposes of elementary teachers and students in the US today. Includes child study with focus on two questions of educational justice: What does this child have a right to, in her/his education, today, here, now? Where does or can, this child contribute to and be recognized in this classroom? Readings include classroom studies, critical interventions in current events, and foundational texts for democratic, public education. Open to all; required for CUED students. Preferably students have opportunity concurrent with course to observe children at least one hour/week.

### **C&T 4138 - Teaching literacy in the early years**

Examination of theory, research, and practice of literacy learning and teaching in the early years, including children who are English language learners and children experiencing difficulty with school literacy. Emphasis on alternative models of designing literacy curricula, selection and use of materials (including technologies), and methods of assessing and teaching decoding, spelling, fluency, text use, and comprehension.

### **C&T 4140 - Literature for younger children**

Critical study of literary trends and materials for children in prekindergarten, kindergarten, and early grades. Consideration of developmental issues and reader response theory relating to young children.

### **C&T 4141 - No Title Found in Banner**

This course is a collaborative investigation of children's literature for older readers. It provides opportunities to develop and deepen your familiarity with contemporary texts, and to explore ways of facilitating enjoyable, effective, and critical literary experiences in grades 3-8. We will consider works from a variety of genres, as well as issues and practices in children's literature and children's responses to text.

### **C&T 4145 - Critical perspectives in secondary education**

A comprehensive examination of adolescent development and learning as they relate to issues of curriculum, teaching, and learning.

### **C&T 4151 - Teaching of writing**

The course integrates theory and practice for teachers. Topics include writing development, research on writing, curriculum development, methods of teaching writing, models for responding to and evaluating student writing, and classroom methods for teaching the writing process in elementary classrooms.

### **C&T 4501 - Teaching and learning in the multicultural, multilingual classroom**

Student diversity (characterized by gender, race, ethnicity, language, special needs, and sexual orientation) is examined in relation to decisions about methodology, curriculum, instructional materials, student grouping, home-school-community relationships, and teachers' professional growth and development.

### **C&T 4502 - Master's Project**

Students work to develop proposals to initiate required Master's integrative research projects. This course requires at least 30 hours of out-of-classroom work

### **C&T 4615 - Young children and social policy: Issues and problems**

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 5004 - School change**

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 5024 - Planning and Implementing Gifted Programs**

In this course, we examine factors affecting the planning and implementation of programs for students identified as gifted, components of gifted programs, and a systems approach to program planning. Students develop written program plans for specific settings. Issues of race, class, gender, and disability status as they affect the planning of gifted programs are examined. No prior experience with or knowledge of gifted education is required.

### **C&T 5037 - Literacy, Culture and the Teaching of Reading**

This 2-3 variable point course is a collaborative investigation into literacy as a social, cultural, and political practice. It provides opportunities for participants to unpack and re-imagine literacy learning and teaching for all students, but especially for those labeled “at risk” due to race/ethnicity, social class, nationality/language, gender, dis/ability, and sexuality. Rooted in the assumption that power circulates in culture, literacy, and education, this course looks closely at the role of power in reading texts, whether print-based, multimodal, digital, filmic, or embodied.

### **C&T 5042 - Special topics in children's literature**

Study of specific genres or curriculum issues in children's literature. Topics are announced in course schedules distributed each semester. Registration not limited to one term.

### **C&T 5074 - Curriculum and teaching policy**

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 5095 - Memory, History and Curriculum**

This seminar will explore the role that readings of the past have in contemporary life, by historicizing history itself. We will examine issues of collective memory as it relates to the assumption of a collective in the processes of constituting identities, and we will look at schooling as a central location in the production of those identities and the dissemination of particular notions linked to the past and our ability to draw lessons from it.

### **C&T 5506 - Seminar in gifted education**

This is a topical seminar that examines such issues as identification of gifted students in New York City schools, equity in gifted education, the effects of No Child Left Behind and Race to the Top, and whether gifted students are necessary for gifted education. Discussions by Skype with leading scholars in the field of gifted education will

expose students to contemporary concerns in this field. No prior experience with or knowledge of gifted education is required.

### **C&T 5800 - Institute: Teaching of writing**

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 our 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 teachers. Attention! Online application required, you must submit an application on the Reading & Writing Project website <https://readingandwritingproject.org/summer-institute-offerings> to be registered for sessions and to receive a grade and course materials. Contact MaryAnn Mustac, [mustac@tc.edu](mailto:mustac@tc.edu), for more information. Course is pass/fail.

### **C&T 6100 - Theory and Inquiry in Curriculum and Teaching I**

Required of and limited to first-year Ed.D students in the Department of Curriculum and Teaching; must be taken in the fall semester in conjunction with C&T 6101; C&T 6102 is required for all first-year Ed.D students in the following spring semester. 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 6532 - Seminar in reading/language arts and related research**

Permission required. Open only to advanced master's and doctoral students with a specialization in literacy or a related area who have completed recent methods courses in literacy. In-depth study and discussion of trends and issues in literacy development and instruction.

### **C&T 7500 - Dissertation seminar in curriculum and teaching**

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 proposals for approval.

### **HBSK 4072 - Theory and Techniques of Assessment and Intervention in Reading**

Provides an overview of theories and research pertaining to reading acquisition and assessment and intervention techniques for reading across the lifespan. Content is organized according to four major themes: the psychology of reading development, language structures, assessment, and intervention.

### **HBSK 4074 - Development of Reading Comprehension**

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 5373 - Practicum in literacy assessment and intervention I**

Prerequisite or corequisite: HBSK 4072, grade of B or better. This course prepares students to assess, analyze, and remediate literacy difficulties using research and theory. In class sessions, students learn to understand assessment and instruction across a broad spectrum of skill areas reflecting the most common areas of difficulty for struggling readers and writers. Students apply those skills in their work in the Dean-Hope Center for Educational and Psychological Services (CEPS) with an individual who has literacy difficulties. The practicum counts for 50 clock hours of field experience.

**HBSK 5376 - Practicum in literacy assessment and intervention II**

Prerequisites: HBSK 4072, HBSK 5373 with grade of B+ or better. This course is the second of three practica that prepare students to assess and remediate literacy difficulties. HBSK 5376 utilizes a more advanced learning model in which a student works to assess and tutor a client at the Dean-Hope Center for Educational and Psychological Services (CEPS). In class sessions, students continue to learn techniques, skills, and materials for assessment and intervention for use with those who struggle with reading and writing. Students are expected to apply class content in clinical sessions with an individual with literacy difficulties. Each practicum counts for 50 clock hours weekly of field experience. Attendance at supervision sessions is also mandatory.

**HUDK 5024 - Language Development**

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.

**HUDM 4122 - Probability and statistical inference**

An introduction to statistical theory, including elementary probability theory; random variables and probability distributions; sampling distributions; estimation theory and hypothesis testing using binomial, normal, T, chi square, and F distributions. Calculus not required.

**HUDM 5122 - Applied regression analysis**

Least squares estimation theory. Traditional simple and multiple regression models and polynomial regression models, including use of categorical predictors. Logistic regression for dichotomous outcome variables is also covered. Class time includes lab time devoted to applications with IBM SPSS. Prerequisite: HUDM 4120 or HUDM 4122 or HUDM 4125.

# Curriculum and Teaching Professional Certification

Department of Curriculum & Teaching

## Program Description

The Program in Curriculum and Teaching is designed for teachers, administrators, and other educators who: (1) have received formal professional preparation in preschool through grade twelve teaching at an accredited college or university, and/or; (2) hold, or are eligible to receive, teacher certification.

Students will have opportunities to become experts 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. degree program in Early Childhood Education or Elementary/ Inclusive Elementary Education.

## Degrees

### Master of Arts

#### Curriculum and Teaching Elementary Education-Professional Certification

Master of Arts | Professional Cert: 1-6

**Points/Credits:** 32

**Entry Terms:** Summer/Fall

**Certification:**

- NY State Professional: 1-6

**Degree Requirements****Overview**

The M.A. degree program in Curriculum and Teaching leading to Professional Teacher Certification from NYSED at the Elementary level (MA-CUED), provides students with a core of common courses and experiences in critical study of pedagogy and curriculum in combination with systematic study of disciplinary foundations of school subject matters (“content”) and subject-specific pedagogies (“pedagogy”) in the area of licensure.

This 32 point degree program is designed for early career educators currently practicing in, or intending to practice in, New York State. A basic criterion for admission is possession of a valid initial license to teach in New York, or eligibility to acquire such a license (e.g., by virtue of holding a comparable license from another jurisdiction). Some prior experience (beyond student teaching or equivalent) is desirable, but not required. A commitment to public education is welcome (but not required). In conjunction with satisfaction of all other requirements determined by the New York State Department of Education (NYSED), successful completers of the program are eligible for Professional Teacher Certification in New York State in Childhood Education (grades 1 – 6). Detailed and current information about licensure requirements and procedures may be found at TC’s Office of Teacher Education, OTE, <https://www.tc.columbia.edu/office-of-teacher-education/>

Prospective students whose professional interests center around teaching in school settings, regardless of licensure status or future plans are urged to consult with the Office of Admissions and/or the Program Director early in their matriculation. We have several different degree program pathways students may want to consider (including some that do not lead to teacher certification), and we may have suggestions with respect to subjects/licensure areas in addition to those listed above. Also, licensure requirements are complex, and they differ from state to state. We can give preliminary advice on these, and can refer students to the licensure/certification experts at Teachers College as needed though we have not made an official determination if the program leads to certification in other states.

The M.A. degree leading to Professional Teacher Certification, Elementary (MA-CUED for short) helps educators who bring imagination, critical spirit, respect for the capacities of all children and young people, and love of teaching and learning to their work. We seek to prepare educators who will increasingly exert leadership (informally and/or formally) with their colleagues, in their school settings, and in the field more broadly. The degree program revolves around three core tenets:

- teaching as inquiry,
- teaching as curriculum making, and
- teaching for social justice.

Structurally, the degree program is organized around a core of common coursework, and associated field experience, dealing with principles, history, and skills of curriculum design and of pedagogy, in context of an alert and critical attention to social, ethical, professional and other challenges facing educators and children in schools today. Simultaneously, CUED students, working closely with an advisor, select from an array of “content pedagogy” courses, from within the Department of Curriculum and Teaching and across the College, appropriate to their teaching level, individual interests, and licensure requirements. As a connecting and culminating activity, all students complete an “Integrative Project,” focused on an issue, problem, and/or question identified by the student.

With careful planning and advising, this 32 point degree program may be completed in twelve months for full-time students starting in the fall or summer semesters. However, program faculty believe that students get more out of the experiences if the program is done at a slower pace. Students have five years to complete their degree program.

Students in the MA-CUED take some courses, and engage in some joint activities, with students in other Curriculum and Teaching programs, in particular, the M.A. in C&T leading to Professional Teacher Certification at the Secondary level (MA-CUSD), the Master of Education (Ed.M) in C&T (60 points) and the M.A. in Curriculum and Teaching (MA-CURR). Faculty, as well as students, work together across all of these programs—all of which are devoted equally to the critical study and improvement of pedagogy, curriculum, and society.

Please see “M.A. in Curriculum & Teaching Leading to Professional Teacher Certification (MA-CUED, MA-CUSD) Program Guide” for further information about program purposes, structure and expectations; and for answers to Frequently Asked Questions.

### **Advising**

All students are assigned an advisor upon admission. It is essential that students begin working with their advisor well before commencing their studies at Teachers College. Advisors can help students decide what program timeline makes best sense for them; students and advisors work together to develop the Program Plan; students are required to consult with their advisor prior to initial course selection and registration.

Please see “M.A. in Curriculum & Teaching Leading to Professional Teacher Certification (MA-CUED, MA-CUSD) Program Guide” for further information about advising.

### **Courses**

Requirements and schedule notes are correct as of publication. Please check the online schedule for most current scheduling information: <https://www.tc.columbia.edu/courses/>. In case of confusion, consult with the assigned advisor. Students are responsible for meeting all program requirements. Please plan accordingly.

**Core (SHARED) Courses. All students in the M.A. in Curriculum & Teaching leading to Professional Teacher Certification (CUED, CUSD) are required to take the following (14 points):**

C&T 4002 Curriculum Theory and History (3) Fall, Spring, Summer

C&T 4005 Principles of Teaching and Learning (4) Fall only (includes a required 50 hour field experience component: see below) To be taken prior to or concurrently with C&T 4502 semester 1

C&T 4052 Designing Curriculum and Instruction (3) Fall, Spring, & Summer; Consult with advisor to assure proper section. Note: One section per year focuses on design for social studies at the elementary level, and may be preferred by CUED students.

One of the following age/grade level specific courses:

C&T 4130 Critical Perspectives in Elementary Education (K – 6) (3) Fall only. CUED; OR

C&T 4145 Critical Perspectives in Secondary Education (3) Fall only. CUSD

C&T 4502.001 Integrative Project seminar (0 - 1) Fall only

Pre- or co-requisite: C&T 4005

Register for section designated for MA-CUED and CUSD students

Consult with advisor regarding credit allotment

C&T 4502.001 Integrative Project (0 - 1) Spring only

To be taken immediately following first semester of C&T 4502

### **FIELD EXPERIENCE (IN CONJUNCTION WITH C&T 4005)**

Students who are teaching while in the degree program generally do their field experience in their own school, although for the most part not in their own classroom. In other cases, Program staff work with students to find placements in New York City schools for 50 hours of independent observation and reflection on instructional practices, interactions between and among students and teachers, critical issues, curricular enactments, and design activities. The field placement typically spans ten weeks and averages five hours per week.

#### **Social Context selective courses: Diversity. (One course/2 - 3 points)**

Note re: Special Education. NYSED requires that Professional Teacher Certification candidates have in their record a 3 credit stand-alone special education course aimed at developing “the skills necessary to provide instruction that will promote the participation and progress of students with disabilities in the general education curriculum.”

- If you do not have such a course in your record (e.g., undergraduate transcript), you should take CT 4001, Differentiating Instruction in Inclusive Classrooms. This will satisfy the “Social Context: Diversity” requirement.
- If you do have such a course in your record, you may take any approved elective in fulfillment of the “Social Context: Diversity” requirement. To determine if you have already taken an acceptable Special Education course, consult with your advisor or with the Office of Teacher Education (OTE).

Following are examples of courses that will satisfy the “Diversity” requirement. (Information is correct as of publication.) There are numerous other possibilities (within and beyond C&T) that would satisfy this requirement. Ask around, keep an eye on your email, ask your advisor... Just remember to get advisor approval—in advance, please—to use a course not on this list in fulfillment of this requirement.

C&T 4000 Disability, Exclusion, and Schooling (3 cr) Fall, Spring, & Summer

C&T 4001 Differentiating Instruction in Inclusive Classrooms (2-3 cr) Fall, Spring, & Summer

C&T 4078 Curriculum and Teaching in Urban Areas (2-3) Check course schedule

C&T 4010 Immigration and Curriculum (2-3) Check course schedule

C&T 4114 Multicultural Approaches to Teaching Young Children (2-3) Fall, Spring, & Summer

C&T 5037 Literacy, Culture and the Teaching of Reading (2-3) Spring

EDP 4023 Reimagining Education (2-3) Spring (or/and, Summer Institute)

#### **Social Context selective courses: General . (One course/2 - 3 points)**

Following are examples of courses that will satisfy the “General” requirement. (Information is correct as of publication.) There are numerous other possibilities (within and beyond C&T) that would satisfy this requirement. Ask around, keep an eye on your email, ask your advisor... Just remember to get advisor approval—in advance, please—to use a course not on this list in fulfillment of this requirement.

C&T 4021 Nature and Needs of Gifted Students (2 – 3) Fall

C&T 4023 Differentiated Curriculum for Gifted Students (2-3) Check course schedule

C&T 4032 Gender, Difference, and Curriculum (2-3) Fall, Spring?, Summer?

C&T 4161 The Teacher: Socio-Historical, Cultural Contexts of Teaching (2-3) Spring

C&T 4615 Young Children and Social Policy (2-3) Spring, Summer, Fall

C&T 5004 School Change (3) Fall

C&T 5033 Globalization, Democracy & Curriculum (2-3) Spring

### **Content Pedagogy courses (12 points).**

Students in the MA-CUED degree program take 3 points (typically, a single class) in each of the four “core” elementary subject areas. Selection is made from a wide array of courses, some within Curriculum and Teaching, most from other departments. Following are examples of suitable courses in each area. Students are encouraged to search out and propose other courses to their advisor. The basic criterion for such courses is that they will extend the student’s understanding of both the content and of pedagogies appropriate to that content.

#### 1. Mathematics

MSTM 5010 Mathematics in the Elementary School (3) Fall

MSTM 5019 Mathematics in Popular Culture and Media (3) Spring

MSTM 5020 Mathematics and Multicultural Education (3) Fall

#### 2. Science or Technology:

- Science

MSTC 4007 Urban and Multicultural Science Education (1 -3) Fall

MSTC 4040 Science in Childhood Education (3) Fall

MSTC 4852 Informal Science Education (3) Spring

MSTC 5040 Curriculum Improvement in Science Education (3) Spring

- Technology

MSTU 4052 Computers, Problem Solving, and Cooperative Learning Fall

MSTU 4088 Introduction to Educational Technology and Learning Science Spring

MSTU 4133 Cognition and Computers

#### 3. Social Studies



C&T 4052 Designing Curriculum and Instruction (3) Elementary Social Studies section, Check course schedule

C&T 4143 Multicultural Social Studies in the Elementary and Middle School (3) Fall

A&HW 4032 World History and Geography (2-3) Fall

A&HW 4038 American History and Geography (2-3) Fall

A&HW 5050 Global Citizenship Education (2-3) Fall

#### 4. Literacy

C&T 4136 Methods & Materials for Reading Instruction Fall, Check course catalog

C&T 4138 Teaching Literacy in the Early Years Fall

C&T 4139 Constructing Critical Readers Spring

C&T 4140 Literature for Younger Children Fall, Spring, Summer

C&T 4141 Literature for Older Children Check course catalog

C&T 4151 Teaching of Writing Fall

C&T 4858 Institute: Teaching of Reading Summer

C&T 5800 Institute: Teaching of Writing Summer

C&T 5850 Advanced Institute: Reading and Writing Connections Summer

### **New Student Advising and Online Registration**

Please see note above and in the “M.A. in Curriculum & Teaching leading to Professional Teacher Certification (MA-CUED, MA-CUSD) Program Guide”. Newly admitted students need promptly to seek advising with the assigned advisor or Associate Professor of Practice Roosevelt and begin to draft their Program Plan. A PIN (Personal Identification Number) will be assigned after consultation and agreement about first semester courses. The student will then be able to register for courses online. The Office of Admission may provide further information to assist you in the registration process (<https://www.tc.columbia.edu/admission/>; 212-678-3710; [admission@tc.columbia.edu](mailto:admission@tc.columbia.edu)). If you have not been notified of your advisor, please seek guidance from the Program Director.

### **Graduation Deadlines**

Teachers College students must apply (i.e., declare their intent) to graduate by a specified date well in advance of each of the College’s three annual graduation dates: <https://www.tc.columbia.edu/registrar/students/degree-information--degree-audit/>

Please note there is only one commencement ceremony each academic year, at the end of the Spring Term. Participation in this ceremony presumes successful completion of all degree requirements as of the end of the spring term. Under certain limited circumstances specified by the College, students in good standing who have not yet completed all degree requirements may also participate (“walk”) in the May ceremony. Please consult the Registrar’s Office and/or your advisor about criteria and procedures for “walking” (taking part in the ceremony without yet being awarded the diploma).

Graduation application due	Degree awarded
August 1	October
November 1	February
February 1	May

Please also see: <https://www.tc.columbia.edu/registrar/students/degree-information--degree-audit/>

## Curriculum and Teaching Elementary Education-Professional Certification (Peace Corps)

Master of Arts | Professional Cert: 1-6 (Peace Corps)

**Points/Credits:** 32

**Entry Terms:** Spring/Summer

**Certification:**

- NY State Professional: 1-6 (Peace Corps Fellows)

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## Degree Requirements

### Overview

The M.A. degree program in Curriculum and Teaching leading to Professional Teacher Certification at the Elementary level (MA-CUED), provides students with a core of common courses and experiences in critical study of pedagogy and curriculum in combination with systematic study of disciplinary foundations of school subject matters (“content”) and subject-specific pedagogies (“pedagogy”) in the area of licensure.

This 32 point program is designed for early career educators currently practicing in, or intending to practice in, New York State. A basic criterion for admission is possession of a valid initial license to teach in New York, or eligibility to acquire such a license (e.g., by virtue of holding a comparable license from another jurisdiction). Some prior experience (beyond student teaching or equivalent) is desirable, but not required. A commitment to public education is welcome (but not required). In conjunction with satisfaction of all other requirements determined by the New York State Department of Education (NYSED), successful completers of the program are eligible for professional certification in New York State in Childhood Education (grades 1 – 6). Detailed and up-to-date information about licensure requirements and procedures may be found at TC’s Office of Teacher Education, OTE, <https://www.tc.columbia.edu/office-of-teacher-education/>

Prospective students whose professional interests center around teaching in school settings, regardless of licensure status or future plans are urged to consult with Admissions and/or the Program Director early in your process. We have several different program pathways you may want to consider (including some that do not lead to certification), and we may have suggestions with respect to subjects/licensure areas in addition to those listed above. Also, licensure requirements are complex, and they differ from state to state. We can give preliminary advice on these, and can refer you to the licensure/certification experts at Teachers College as needed though we have not made an official determination if the program leads to certification in other states.

The MA with Professional Certification, Elementary (MA-CUED for short) helps educators who bring imagination, critical spirit, respect for the capacities of all children and young people, and love of teaching and learning to their work. We seek to prepare educators who will increasingly exert leadership (informally and/or formally) with their colleagues, in their school settings, and in the field more broadly. The program revolves around three core tenets:

- teaching as inquiry,
- teaching as curriculum making, and
- teaching for social justice.

Structurally, the program is organized around a core of common coursework, and associated field experience, dealing with principles, history, and skills of curriculum design and of pedagogy, in context of an alert and critical attention to social, ethical, professional and other challenges facing educators and children in schools today. Simultaneously, CUED students, working closely with an advisor, select from an array of “content pedagogy” courses, from within the Department of Curriculum and Teaching and across the College, appropriate to their teaching level, individual interests, and licensure requirements. As a connecting and culminating activity, all students conduct an “Integrative Project,” focused on an issue, problem, and/or question identified by the student.

With careful planning and advising, this 32 point program can be completed in twelve months for full-time students starting in the fall or summer semesters. However, program faculty believe that students get more out of the experiences if the program is done at a slower pace. Students have five years to complete their program.

Students in the MA-CUED take some courses, and engage in some joint activities, with students in other Curriculum and Teaching programs, in particular, the MA in C&T with Professional Certification at the Secondary level (MA-CUSD), the Master of Education (Ed.M) in C&T (60 points) and the MA in Curriculum and Teaching (MA-CURR). Faculty, as well as students, work together across all of these programs—all of which are devoted equally to the critical study and improvement of pedagogy, curriculum, and society.

Please see “MA in Curriculum & Teaching with Professional Certification (MA-CUED, MA-CUSD) Program Guide” for further information about program purposes, structure and expectations; and for answers to Frequently Asked Questions.

### **Advising**

All students are assigned an advisor upon admission. It is essential that students begin working with their advisor well before commencing their studies and arriving at Teachers College. Advisors can help students decide what program timeline makes best sense for them; students and advisors work together to develop the Program Plan; students are required to consult with their advisor prior to initial course selection and registration.

Please see “MA in Curriculum & Teaching with Professional Certification (MA-CUED, MA-CUSD) Program Guide” for further information about advising.

### **Courses**

Requirements and schedule notes are correct as of publication. Please check the online schedule for most current scheduling information: <https://www.tc.columbia.edu/courses/>. In case of confusion, consult with your advisor. Students are responsible for meeting all program requirements. Please plan accordingly.

**Core (SHARED) Courses. All students in the MAs in Curriculum & Teaching with Professional Certification (CUED, CUSD) are required to take the following (14 points):**

C&T 4002 Curriculum Theory and History (3) Fall, Spring, Summer

C&T 4005 Principles of Teaching and Learning (4) Fall only (includes a required 50 hour field experience component: see below) to be taken prior to or concurrently with C&T 4502 semester 1

C&T 4052 Designing Curriculum and Instruction (3) Fall, Spring, & Summer; Consult with advisor to assure proper section. Note: One section per year focuses on design for social studies at the elementary level, and may be preferred by CUED students.

One of the following age/grade level specific courses:

C&T 4130 Critical Perspectives in Elementary Education (K – 6) (3) Fall only. CUED; OR

C&T 4145 Critical Perspectives in Secondary Education (3) Fall only. CUSD

C&T 4502.001 Integrative Project seminar (0 - 1) Fall only

Pre- or co-requisite: C&T 4005

Register for section designated for MA-CUED and CUSD students

Consult with advisor regarding credit allotment

C&T 4502.001 Integrative Project (0 - 1) Spring only

To be taken immediately following first semester of C&T 4502

**FIELD EXPERIENCE (IN CONJUNCTION WITH C&T 4005)**

Students who are teaching, while in the program, generally do their field experience in their own school, although for the most part not in their own classroom. In other cases, program staff work with students to find placements in New York City schools for 50 hours of independent observation and reflection on instructional practices, interactions between and among students and teachers, critical issues, curricular enactments, and design activities. The field placement typically spans ten weeks and averages five hours per week.

**Social Context selective courses:** Diversity. (One course/2 - 3 points)

Note re: Special Education. NYSED requires that Professional Certification candidates have in their record a 3 credit stand-alone special education course aimed at developing “the skills necessary to provide instruction that will promote the participation and progress of students with disabilities in the general education curriculum.”

- If you do not have such a course in your record (e.g., undergraduate transcript), you should take CT 4001, Differentiating Instruction in Inclusive Classrooms. This will satisfy the “Social Context: Diversity” requirement.

- If you do have such a course in your record, you may take any approved selective in fulfillment of the “Social Context: Diversity” requirement. To determine if you have already taken an acceptable Special Education course, consult with your advisor or with the Office of Teacher Education (OTE).

Following are examples of courses that will satisfy the “Diversity” requirement. (Information is correct as of publication.) There are numerous other possibilities (within and beyond C&T) that would satisfy this requirement. Just remember to get advisor approval—in advance, please—to use a course not on this list in fulfillment of this requirement.

C&T 4000 Disability, Exclusion, and Schooling (3 cr) Fall, Spring, & Summer

C&T 4001 Differentiating Instruction in Inclusive Classrooms (2-3 cr) Fall, Spring, & Summer

C&T 4078 Curriculum and Teaching in Urban Areas (2-3) Check course schedule

C&T 4010 Immigration and Curriculum (2-3) Check course schedule

C&T 4114 Multicultural Approaches to Teaching Young Children (2-3) Fall, Spring, & Summer

C&T 5037 Literacy, Culture and the Teaching of Reading (2-3) Spring

EDP 4023 Reimagining Education (2-3) Spring (or/and, Summer Institute)

**Social Context selective courses:** General . (One course/2 - 3 points)

Following are examples of courses that will satisfy the “General” requirement. (Information is correct as of publication.) There are numerous other possibilities (within and beyond C&T) that would satisfy this requirement. Just remember to get advisor approval—in advance, please—to use a course not on this list in fulfillment of this requirement.

C&T 4021 Nature and Needs of Gifted Students (2 – 3) Fall

C&T 4023 Differentiated Curriculum for Gifted Students (2-3) Check course schedule

C&T 4032 Gender, Difference, and Curriculum (2-3) Fall, Spring?, Summer?

C&T 4161 The Teacher: Socio-Historical, Cultural Contexts of Teaching (2-3) Spring

C&T 4615 Young Children and Social Policy (2-3) Spring, Summer, Fall

C&T 5004 School Change (3) Fall

C&T 5033 Globalization, Democracy & Curriculum (2-3) Spring

**Content Pedagogy courses (12 points).**

Students in the MA-CUED program take 3 points (typically, a single class) in each of the four “core” elementary subject areas. Selection is made from a wide array of courses, some within Curriculum and Teaching, most from other departments. Following are examples of suitable courses in each area. Again, there are generally a good number of other possibilities. Students are encouraged to search out and propose other courses to their advisor. The basic criterion for such courses is that they will extend the student’s understanding of both the content and of pedagogies appropriate to that content.

#### 1. Mathematics

MSTM 5010 Mathematics in the Elementary School (3) Fall

MSTM 5019 Mathematics in Popular Culture and Media (3) Spring

MSTM 5020 Mathematics and Multicultural Education (3) Fall

2. Science or Technology:

- Science

MSTC 4007 Urban and Multicultural Science Education (1 -3) Fall

MSTC 4040 Science in Childhood Education (3) Fall

MSTC 4852 Informal Science Education (3) Spring

MSTC 5040 Curriculum Improvement in Science Education (3) Spring

- Technology

MSTU 4052 Computers, Problem Solving, and Cooperative Learning Fall

MSTU 4088 Introduction to Educational Technology and Learning Science Spring

MSTU 4133 Cognition and Computers Check course schedule

3. Social Studies

C&T 4052 Designing Curriculum and Instruction (3) Elementary Social Studies section, Check course schedule

C&T 4143 Multicultural Social Studies in the Elementary and Middle School (3) Fall

A&HW 4032 World History and Geography (2-3) Fall

A&HW 4038 American History and Geography (2-3) Fall

A&HW 5050 Global Citizenship Education (2-3) Fall

4. Literacy

C&T 4136 Methods & Materials for Reading Instruction Fall, Check course catalog

C&T 4138 Teaching Literacy in the Early Years Fall

C&T 4139 Constructing Critical Readers Spring

C&T 4140 Literature for Younger Children Fall, Spring, Summer

C&T 4141 Literature for Older Children Check course catalog

C&T 4151 Teaching of Writing Fall

C&T 4858 Institute: Teaching of Reading Summer

C&T 5800 Institute: Teaching of Writing Summer

C&T 5850 Advanced Institute: Reading and Writing Connections Summer

## New Student Advising and Online Registration

Please see note above and in the “MA in Curriculum & Teaching with Professional Certification (MA-CUED, MA-CUSD) Program Guide”. Newly admitted students need promptly to seek advising with the assigned advisor or Professor Roosevelt and begin to draft their Program Plan. A PIN (Personal Identification Number) will be assigned after consultation and agreement about first semester courses. The student will then be able to register for courses online. The Office of Admission may provide further information to assist you in the registration process (<https://www.tc.columbia.edu/admission/>; 212-678-3710; [admission@tc.columbia.edu](mailto:admission@tc.columbia.edu)). If you have not been notified of your advisor, please seek guidance from the Program Director.

### Graduation Deadlines

Teachers College students must apply (i.e., declare their intent) to graduate by a specified date well in advance of each of the College’s three annual graduation dates: <https://www.tc.columbia.edu/registrar/students/degree-information--degree-audit/>

Please note there is only one commencement ceremony each academic year, at the end of the Spring Term . Participation in this ceremony presumes successful completion of all degree requirements as of the end of the spring term. Under certain limited circumstances specified by the College, students in good standing who have not yet completed all degree requirements may also participate (“walk”) in the May ceremony. Please consult the Registrar’s Office and/or your advisor about criteria and procedures for “walking” (taking part in the ceremony without yet being awarded the diploma).

Graduation application due	Degree awarded
August 1	October
November 1	February
February 1	May

Please also see: <https://www.tc.columbia.edu/registrar/students/degree-information--degree-audit/>

## Curriculum and Teaching Secondary Education-Professional Certification

Master of Arts | Professional Cert: 7-12

**Points/Credits:** 32

**Entry Terms:** Summer/Fall

**Certification:**

- NY State Professional: 7-12

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## Degree Requirements

### Overview

The MA Program in Curriculum and Teaching with Professional Certification at the Secondary level (MA-CUSD), provides students with a core of common courses and experiences in critical study of pedagogy and curriculum in combination with systematic study of disciplinary foundations of school subject matters (“content”) and subject-specific pedagogies (“pedagogy”) in the area of licensure.

This 32 point program is designed for early career educators currently practicing in, or intending to practice in, New York State. A basic criterion for admission is possession of a valid initial license to teach in New York, or eligibility to acquire such a license (e.g., by virtue of holding a comparable license from another jurisdiction). Some prior experience (beyond student teaching or equivalent) is desirable, but not required. A commitment to public education is welcome (but not required). In conjunction with satisfaction of all other requirements determined by the New York State Department of Education (NYSED), successful completers of the program are eligible for professional certification in New York State in Secondary Education, subject specific (grades 7 – 12; currently, English, Social Studies, Science, Technology, or Mathematics). Detailed and up-to-date information about licensure requirements and procedures may be found at TC’s Office of Teacher Education, OTE, <https://www.tc.columbia.edu/office-of-teacher-education/>

Prospective students whose professional interests center around teaching in school settings, regardless of licensure status or future plans are urged to consult with Admissions and/or the Program Director early in your process. We have several different program pathways you may want to consider (including some that do not lead to certification), and we may have suggestions with respect to subjects/licensure areas in addition to those listed above. Also, licensure requirements are complex, and they differ from state to state. We can give preliminary advice on these, and can refer you to the licensure/certification experts at Teachers College as needed. though Teachers College has not made an official determination if the program leads to certification in any other state.

The MA with Professional Certification, Secondary (MA-CUSD for short) helps educators who bring imagination, critical spirit, respect for the capacities of all children and young people, and love of teaching and learning to their work. We seek to prepare educators who will increasingly exert leadership (informally and/or formally) with their colleagues, in their school settings, and in the field more broadly. The program revolves round three core tenets:

- teaching as inquiry,
- teaching as curriculum making, and
- teaching for social justice.

Structurally, the program is organized around a core of common coursework, and associated field experience, dealing with principles, history, and skills of curriculum design and of pedagogy, in context of an alert and critical attention to social, ethical, professional and other challenges facing educators and children in schools today. Simultaneously, CUSD students, working closely with an advisor, select from an array of “content pedagogy” courses, from within the Department of Curriculum and Teaching and across the College, appropriate to their specialty, individual interests, and licensure requirements. As a connecting and culminating activity, all students conduct an “Integrative Project,” focused on an issue, problem, and/or question identified by the student.

With careful planning and advising, this 32 point program can be completed in twelve months for full-time students starting in the fall or summer semesters. However, program faculty believe that students get more out of the experiences if the program is done at a slower pace. Students have five years to complete their program.



Students in the MA-CUSD take some courses, and engage in some joint activities, with students in other Curriculum and Teaching programs, in particular, the MA in C&T with Professional Certification at the Elementary level (MA-CUED), the Master of Education (Ed.M) in C&T (60 points) and the MA in Curriculum and Teaching (MA-CURR). Faculty, as well as students, work together across all of these programs—all of which are devoted equally to the critical study and improvement of pedagogy, curriculum, and society.

Please see “MA in Curriculum & Teaching with Professional Certification (MA-CUED, MA-CUSD) Program Guide” for further information about program purposes, structure and expectations; and for answers to Frequently Asked Questions.

### **Advising**

All students are assigned an advisor upon admission. It is essential that students begin working with their advisor well before commencing their studies arriving at Teachers College. Advisors can help students decide what program timeline makes best sense for them; students and advisors work together to develop the Program Plan; students are required to consult with their advisor prior to initial course selection and registration.

Please see “MA in Curriculum & Teaching with Professional Certification (MA-CUED, MA-CUSD) Program Guide” for further information about advising.

### **Courses**

Requirements and schedule notes are correct as of publication. Please check the online schedule for most current scheduling information: <https://www.tc.columbia.edu/courses/>. In case of confusion, consult with your advisor. Students are responsible for meeting all program requirements. Please plan accordingly.

### **Core (shared) courses. All students in the MAs in Curriculum & Teaching with Professional Certification (CUED, CUSD) are required to take the following (14 points):**

C&T 4002 Curriculum Theory and History (3) Fall, Spring, Summer

C&T 4005 Principles of Teaching and Learning (4) Fall only (includes a required 50 hour field experience component: see below) To be taken prior to or concurrently with C&T 4502 semester 1

C&T 4052 Designing Curriculum and Instruction (3) Fall, Spring, & Summer

Consult with advisor to assure proper section. Note: One section per year focuses on design for social studies at the elementary level, and may be preferred by CUED students.

One of the following age/grade level specific courses:

C&T 4130 Critical Perspectives in Elementary Education (K – 6) (3) Fall only. CUED; OR

C&T 4145 Critical Perspectives in Secondary Education (3) Fall only. CUSD

C&T 4502.001 Integrative Project seminar (0 - 1) Fall only

Pre- or co-requisite: C&T 4005

Register for section designated for MA-CUED and CUSD students

Consult with advisor regarding credit allotment

C&T 4502.001 Integrative Project (0 – 1) Spring only

To be taken immediately following first semester of C&T 4502

### **Field Experience (in conjunction with C&T 4005)**

Students who are teaching, while in the program, generally do their field experience in their own school, although for the most part not in their own classroom. In other cases, program staff work with students to find placements in New York City schools for 50 hours of independent observation and reflection on instructional practices, interactions between and among students and teachers, critical issues, curricular enactments, and design activities. The field placement typically spans ten weeks and averages five hours per week.

### **Social Context selective courses: Diversity. (One course/2 - 3 points)**

Note re: Special Education. NYSED requires that Professional Certification candidates have in their record a 3 credit stand-alone special education course aimed at developing “the skills necessary to provide instruction that will promote the participation and progress of students with disabilities in the general education curriculum.”

- If you do not have such a course in your record (e.g., undergraduate transcript), you should take CT 4001, Differentiating Instruction in Inclusive Classrooms. This will satisfy the “Social Context: Diversity” requirement.
- If you do have such a course in your record, you may take any approved selective in fulfillment of the “Social Context: Diversity” requirement. To determine if you have already taken an acceptable Special Education course, consult with your advisor or with the Office of Teacher Education (OTE).

Following are examples of courses that will satisfy the “Diversity” requirement. (Information is correct as of publication.) There are numerous other possibilities (within and beyond C&T) that would satisfy this requirement. Ask around, keep an eye on your email, ask your advisor... Just remember to get advisor approval—in advance, please—to use a course not on this list in fulfillment of this requirement.

C&T 4000 Disability, Exclusion, and Schooling (3 cr) Fall, Spring, & Summer

C&T 4001 Differentiating Instruction in Inclusive Classrooms (2-3 cr) Fall, Spring, & Summer

C&T 4078 Curriculum and Teaching in Urban Areas (2-3) Check course schedule

C&T 4010 Immigration and Curriculum (2-3) Check course schedule

C&T 4114 Multicultural Approaches to Teaching Young Children (2-3) Fall, Spring, & Summer

C&T 5037 Literacy, Culture and the Teaching of Reading (2-3) Spring

EDP 4023 Reimagining Education (2-3) Spring (or/and, Summer Institute)

### **Social Context selective courses: General. (One course/2 - 3 points)**

Following are examples of courses that will satisfy the “General” requirement. (Information is correct as of publication.) There are numerous other possibilities (within and beyond C&T) that would satisfy this requirement. Ask around, keep an eye on your email, ask your advisor... Just remember to get advisor approval—in advance, please—to use a course not on this list in fulfillment of this requirement.

C&T 4021 Nature and Needs of Gifted Students (2 - 3) Fall

C&T 4023 Differentiated Curriculum for Gifted Students (2-3) Check course schedule

C&T 4032 Gender, Difference, and Curriculum (2-3) Fall, Spring?, Summer?

C&T 4161 The Teacher: Socio-Historical, Cultural Contexts of Teaching (2-3) Spring

C&T 4615 Young Children and Social Policy (2-3) Spring, Summer, Fall

C&T 5004 School Change (3) Fall

C&T 5033 Globalization, Democracy & Curriculum (2-3) Spring

**Content Pedagogy courses (12 points).** Students in the MA-CUSD program take 12 points (typically, four classes) in their specialty area (area of initial licensure), from appropriate TC programs and departments, e.g. Social Studies Education, Science Education, Mathematics Education, or English Education. Following are examples of suitable courses, offered regularly, in each area. Each program develops new courses, too: again, there are generally a good number of other possibilities. Students are encouraged to search out and propose other courses to their advisor. The basic criterion for such courses is that they will extend the student's understanding of both the content and of pedagogies appropriate to that content.

#### 1. Social Studies

A&HW 4032 The Study of World History & Geography

A&HW 4033 History & Geography of Europe since 1914: Selected topics

A&HW 4035 New York City as a Learning Laboratory

A&HW 4037 East Asia: Geographic Perspectives

A&HW 4038 The Study of American History & Geography

A&HW 4039 The United States Constitution: Civic Decision Making

A&HW 4040 Women of the World: Issues in Teaching

A&HW 4041 Economic Decision Making in Citizenship Education

#### 2. Mathematics:

MSTM 4019 Mathematics Teaching and Learning I

MSTM 4031 Number Theory

MSTM 4034 Exploring Secondary Mathematics

MSTM 5011 Mathematics in the Secondary School

MSTM 5019 Mathematics in Popular Culture & Media

MSTM 5020 Mathematics and Multicultural Education

MSTM 5022 Mathematics Curriculum Development

MSTM 5023 Problem Solving

MSTM 5031 Topics in the Foundations of Mathematics

MSTM 5032 Topics in Geometry/Topology

MSTM 5035 Topics in Mathematical Modeling

MSTM 5037 History of Mathematics

MSTM 5038 Topics in Mathematical Logic

MSTM 6030 Advanced Topics in Probability Theory

MSTM 6033 Advanced Topics in Algebra

MSTM 6034 Advanced Topics in Analysis

### 3. Science :

MSTC 4007 Urban & Multicultural Science Education

MSTC 4044 Biology Methods and Curriculum Laboratory

MSTC 4045 Earth Science Methods and Curriculum Laboratory

MSTC 4047 Physical Science Curriculum & Methods Laboratory

MSTC 4049 Middle School Living Environment Methods Laboratory

MSTC 4055 Concepts of Biology

MSTC 4056 Concepts of Earth Science

MSTC 4059 Concepts in Chemistry I

MSTC 4060 Concepts in Chemistry II

MSTC 4075 Concepts in Physics I

MSTC 4076 Concepts in Physics II

MSTC 4151 Modern Principles of Evolution

MSTC 5042 Science, Technology & Society

MSTC 5048 Curriculum and Pedagogy in Science Education

### 4. Technology :

MSTU 4024 Television and the Development of Youth

MSTU 4133 Cognitions and Computers

MSTU 5002 Culture, Media & Education

MSTU 5027 Tools and Toys for Knowledge Construction

MSTU 5555 Technology and Emerging Global Curriculum

### 5. English Education:

A&HE 4057 English Methods

A&HE 4058 Teaching of Reading

### New Student Advising and Online Registration

Please see note above and in the “MA in Curriculum & Teaching with Professional Certification (MA-CUED, MA-CUSD) Program Guide”: Newly admitted students need promptly to seek advising with the assigned advisor or Professor Roosevelt and begin to draft their Program Plan. A PIN (Personal Identification Number) will be assigned after consultation and agreement about first semester courses. The student will then be able to register for courses online. The Office of Admission may provide further information to assist you in the registration process (<https://www.tc.columbia.edu/admission/>; 212-678-3710; [admission@tc.columbia.edu](mailto:admission@tc.columbia.edu)). If you have not been notified of your advisor, please seek guidance from the Program Director.

### Graduation Deadlines

Teachers College students must apply (i.e., declare their intent) to graduate by a specified date well in advance of each of the College’s three annual graduation dates: <http://www.tc.columbia.edu/registrar/pages/degree-information/how-to-file-for-a-masters-degree/>

Please note there is only one commencement ceremony each academic year, at the end of the Spring Term . Participation in this ceremony presumes successful completion of all degree requirements as of the end of the spring term. Under certain limited circumstances specified by the College, students in good standing who have not yet completed all degree requirements may also participate (“walk”) in the May ceremony. Please consult the Registrar’s Office and/or your advisor about criteria and procedures for “walking” (taking part in the ceremony without yet being awarded the diploma).

Graduation application due	Degree awarded
August 1	October
November 1	February
February 1	May

Please also see: <http://www.tc.columbia.edu/registrar/pages/degree-information/how-to-file-for-a-masters-degree/>

## Curriculum and Teaching Secondary Education-Professional Certification (Peace Corps)

Master of Arts | Professional Cert: 7-12 (Peace Corps)

**Points/Credits:** 32

**Entry Terms:** Spring/Summer

**Certification:**

- NY State Professional: 7-12 (Peace Corps Fellows)

## Degree Requirements

### Overview

The MA Program in Curriculum and Teaching with Professional Certification at the Secondary level (MA-CUSD), provides students with a core of common courses and experiences in critical study of pedagogy and curriculum in combination with systematic study of disciplinary foundations of school subject matters (“content”) and subject-specific pedagogies (“pedagogy”) in the area of licensure.

This 32 point program is designed for early career educators currently practicing in, or intending to practice in, New York State. A basic criterion for admission is possession of a valid initial license to teach in New York, or eligibility to acquire such a license (e.g., by virtue of holding a comparable license from another jurisdiction). Some prior experience (beyond student teaching or equivalent) is desirable, but not required. A commitment to public education is welcome (but not required). In conjunction with satisfaction of all other requirements determined by the New York State Department of Education (NYSED), successful completers of the program are eligible for professional certification in New York State in Secondary Education, subject specific (grades 7 – 12; currently, English, Social Studies, Science, Technology, or Mathematics). Detailed and up-to-date information about licensure requirements and procedures may be found at TC’s Office of Teacher Education, OTE, <https://www.tc.columbia.edu/office-of-teacher-education/>

Prospective students whose professional interests center around teaching in school settings, regardless of licensure status or future plans are urged to consult with Admissions and/or the Program Director early in your process. We have several different program pathways you may want to consider (including some that do not lead to certification), and we may have suggestions with respect to subjects/licensure areas in addition to those listed above. Also, licensure requirements are complex, and they differ from state to state. We can give preliminary advice on these, and can refer you to the licensure/certification experts at Teachers College as needed. though Teachers College has not made an official determination if the program leads to certification in any other state.

The MA with Professional Certification, Secondary (MA-CUSD for short) helps educators who bring imagination, critical spirit, respect for the capacities of all children and young people, and love of teaching and learning to their work. We seek to prepare educators who will increasingly exert leadership (informally and/or formally) with their colleagues, in their school settings, and in the field more broadly. The program revolves round three core tenets:

- teaching as inquiry,
- teaching as curriculum making, and
- teaching for social justice.

Structurally, the program is organized around a core of common coursework, and associated field experience, dealing with principles, history, and skills of curriculum design and of pedagogy, in context of an alert and critical attention to social, ethical, professional and other challenges facing educators and children in schools today. Simultaneously, CUSD students, working closely with an advisor, select from an array of “content pedagogy” courses, from within the Department of Curriculum and Teaching and across the College, appropriate to their specialty, individual interests, and licensure requirements. As a connecting and culminating activity, all students conduct an “Integrative Project,” focused on an issue, problem, and/or question identified by the student.

With careful planning and advising, this 32 point program can be completed in twelve months for full-time students starting in the fall or summer semesters. However, program faculty believe that students get more out of the experiences if the program is done at a slower pace. Students have five years to complete their program.

Students in the MA-CUSD take some courses, and engage in some joint activities, with students in other Curriculum and Teaching programs, in particular, the MA in C&T with Professional Certification at the Elementary level (MA-CUED), the Master of Education (Ed.M) in C&T (60 points) and the MA in Curriculum and Teaching (MA-CURR). Faculty, as well as students, work together across all of these programs—all of which are devoted equally to the critical study and improvement of pedagogy, curriculum, and society.

Please see “MA in Curriculum & Teaching with Professional Certification (MA-CUED, MA-CUSD) Program Guide” for further information about program purposes, structure and expectations; and for answers to Frequently Asked Questions.

### **Advising**

All students are assigned an advisor upon admission. It is essential that students begin working with their advisor well before commencing their studies and arriving at Teachers College. Advisors can help students decide what program timeline makes best sense for them; students and advisors work together to develop the Program Plan; students are required to consult with their advisor prior to initial course selection and registration.

Please see “MA in Curriculum & Teaching with Professional Certification (MA-CUED, MA-CUSD) Program Guide” for further information about advising.

### **Courses**

Requirements and schedule notes are correct as of publication. Please check the online schedule for most current scheduling information: <https://www.tc.columbia.edu/courses/>. In case of confusion, consult with your advisor. Students are responsible for meeting all program requirements. Please plan accordingly.

**Core (shared) courses. All students in the MAs in Curriculum & Teaching with Professional Certification (CUED, CUSD) are required to take the following (14 points):**

C&T 4002 Curriculum Theory and History (3) Fall, Spring, Summer

C&T 4005 Principles of Teaching and Learning (4) Fall only (includes a required 50 hour field experience component: see below) to be taken prior to or concurrently with C&T 4502 semester 1

C&T 4052 Designing Curriculum and Instruction (3) Fall, Spring, & Summer

Consult with advisor to assure proper section. Note: One section per year focuses on design for social studies at the elementary level, and may be preferred by CUED students.

One of the following age/grade level specific courses:

C&T 4130 Critical Perspectives in Elementary Education (K – 6) (3) Fall only. CUED; OR

C&T 4145 Critical Perspectives in Secondary Education (3) Fall only. CUSD

C&T 4502.001 Integrative Project seminar (0 - 1) Fall only

Pre- or co-requisite: C&T 4005

Register for section designated for MA-CUED and CUSD students

Consult with advisor regarding credit allotment

C&T 4502.001 Integrative Project (0 – 1) Spring only

To be taken immediately following first semester of C&T 4502

### **Field Experience (in conjunction with C&T 4005)**

Students who are teaching, while in the program, generally do their field experience in their own school, although for the most part not in their own classroom. In other cases, program staff work with students to find placements in New York City schools for 50 hours of independent observation and reflection on instructional practices, interactions between and among students and teachers, critical issues, curricular enactments, and design activities. The field placement typically spans ten weeks and averages five hours per week.

### **Social Context selective courses: Diversity. (One course/2 - 3 points)**

Note re: Special Education. NYSED requires that Professional Certification candidates have in their record a 3 credit stand-alone special education course aimed at developing “the skills necessary to provide instruction that will promote the participation and progress of students with disabilities in the general education curriculum.”

If you do not have such a course in your record (e.g., undergraduate transcript), you should take CT 4001, Differentiating Instruction in Inclusive Classrooms. This will satisfy the “Social Context: Diversity” requirement.

If you do have such a course in your record, you may take any approved selective in fulfillment of the “Social Context: Diversity” requirement. To determine if you have already taken an acceptable Special Education course, consult with your advisor or with the Office of Teacher Education (OTE).

Following are examples of courses that will satisfy the “Diversity” requirement. (Information is correct as of publication.) There are numerous other possibilities (within and beyond C&T) that would satisfy this requirement. Just remember to get advisor approval—in advance, please—to use a course not on this list in fulfillment of this requirement.

C&T 4000 Disability, Exclusion, and Schooling (3 cr) Fall, Spring, & Summer

C&T 4001 Differentiating Instruction in Inclusive Classrooms (2-3 cr) Fall, Spring, & Summer

C&T 4078 Curriculum and Teaching in Urban Areas (2-3) Check course schedule

C&T 4010 Immigration and Curriculum (2-3) Check course schedule

C&T 4114 Multicultural Approaches to Teaching Young Children (2-3) Fall, Spring, & Summer

C&T 5037 Literacy, Culture and the Teaching of Reading (2-3) Spring

EDP 4023 Reimagining Education (2-3) Spring (or/and, Summer Institute)

### **Social Context selective courses: General. (One course/2 - 3 points)**



Following are examples of courses that will satisfy the “General” requirement. (Information is correct as of publication.) There are numerous other possibilities (within and beyond C&T) that would satisfy this requirement. Just remember to get advisor approval—in advance, please—to use a course not on this list in fulfillment of this requirement.

C&T 4021 Nature and Needs of Gifted Students (2 – 3) Fall

C&T 4023 Differentiated Curriculum for Gifted Students (2-3) Check course schedule

C&T 4032 Gender, Difference, and Curriculum (2-3) Fall, Spring?, Summer?

C&T 4161 The Teacher: Socio-Historical, Cultural Contexts of Teaching (2-3) Spring

C&T 4615 Young Children and Social Policy (2-3) Spring, Summer, Fall

C&T 5004 School Change (3) Fall

C&T 5033 Globalization, Democracy & Curriculum (2-3) Spring

**Content Pedagogy courses (12 points).** Students in the MA-CUSD program take 12 points (typically, four classes) in their specialty area (area of initial licensure), from appropriate TC programs and departments, e.g., Social Studies Education, Science Education, Mathematics Education, or English Education. Following are examples of suitable courses, offered regularly, in each area. Each program develops new courses, too: again, there are generally a good number of other possibilities. Students are encouraged to search out and propose other courses to their advisor. The basic criterion for such courses is that they will extend the student’s understanding of both the content and of pedagogies appropriate to that content.

#### 1. Social Studies

A&HW 4032 The Study of World History & Geography

A&HW 4033 History & Geography of Europe since 1914: Selected topics

A&HW 4035 New York City as a Learning Laboratory

A&HW 4037 East Asia: Geographic Perspectives

A&HW 4038 The Study of American History & Geography

A&HW 4039 The United States Constitution: Civic Decision Making

A&HW 4040 Women of the World: Issues in Teaching

A&HW 4041 Economic Decision Making in Citizenship Education

#### 2. Mathematics:

MSTM 4019 Mathematics Teaching and Learning I

MSTM 4031 Number Theory

MSTM 4034 Exploring Secondary Mathematics

MSTM 5011 Mathematics in the Secondary School

MSTM 5019 Mathematics in Popular Culture & Media

MSTM 5020 Mathematics and Multicultural Education

MSTM 5022 Mathematics Curriculum Development

MSTM 5023 Problem Solving

MSTM 5031 Topics in the Foundations of Mathematics

MSTM 5032 Topics in Geometry/Topology

MSTM 5035 Topics in Mathematical Modeling

MSTM 5037 History of Mathematics

MSTM 5038 Topics in Mathematical Logic

MSTM 6030 Advanced Topics in Probability Theory

MSTM 6033 Advanced Topics in Algebra

MSTM 6034 Advanced Topics in Analysis

### 3. Science :

MSTC 4007 Urban & Multicultural Science Education

MSTC 4044 Biology Methods and Curriculum Laboratory

MSTC 4045 Earth Science Methods and Curriculum Laboratory

MSTC 4047 Physical Science Curriculum & Methods Laboratory

MSTC 4049 Middle School Living Environment Methods Laboratory

MSTC 4055 Concepts of Biology

MSTC 4056 Concepts of Earth Science

MSTC 4059 Concepts in Chemistry I

MSTC 4060 Concepts in Chemistry II

MSTC 4075 Concepts in Physics I

MSTC 4076 Concepts in Physics II

MSTC 4151 Modern Principles of Evolution

MSTC 5042 Science, Technology & Society

MSTC 5048 Curriculum and Pedagogy in Science Education

### 4. Technology :

MSTU 4024 Television and the Development of Youth

MSTU 4133 Cognitions and Computers

MSTU 5002 Culture, Media & Education

MSTU 5027 Tools and Toys for Knowledge Construction

MSTU 5555 Technology and Emerging Global Curriculum

#### 5. English Education:

A&HE 4057 English Methods

A&HE 4058 Teaching of Reading

A&HE 4151 Teaching of Writing (Co-requisite with A&HE 4156 Writing: non-fiction)

### **New Student Advising and Online Registration**

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### **Graduation Deadlines**

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Graduation application due	Degree awarded
August 1	October
November 1	February
February 1	May

Please also see: <https://www.tc.columbia.edu/registrar/students/degree-information--degree-audit/>

# Faculty

## Faculty

- James H **Borland** Professor of Education
- Lucy M **Calkins** Robinson Professor in Children's Literature
- Limarys **Caraballo** Associate Professor of English Education
- Daniel **Friedrich** Associate Professor of Curriculum
- Maria Paula **Ghiso** Associate Professor of Literacy Education
- Thomas **Hatch** Professor of Education
- Michelle Georgia **Knight-Manuel** Professor of Education
- Nancy Louise **Lesko** Executive Editor for the TC Record
- Celia **Oyler** Vice Dean for Teacher Education
- Mariana V. **Souto-Manning** Professor of Early Childhood Education
- Haeny S. **Yoon** Associate Professor of Early Childhood Education

## Emeriti

- Celia S. **Genishi** Professor Emerita of Education
- Anne Lin **Goodwin** Evenden Professor Emerita of Education
- Susan **Recchia**
- Marjorie Gail **Siegel** Professor Emerita of Education
- Karen **Zumwalt** Professor Emerita of Education

## Lecturers

- Stephanie Dawn **McCall** Lecturer, Curriculum Studies Program
- Jacqueline Ann **Simmons** Senior Lecturer

## Adjunct Faculty

- Monica A. **White** Adjunct Professor

## Instructors

- Samuel **Shreyar**

# Courses

## **C&T 4002 - Curriculum theory and history**

The nature and design of educational activities: theory, research, and practice of curriculum design.

## **C&T 4005 - Principles of teaching and learning**

Examination of the relationships among teaching, learning, and assessment; teaching as a profession; and schools as complex social organizations.

## **C&T 4021 - Nature and needs of gifted students**

This introductory course in gifted education explores a number of issues related to the psychology and education of gifted students, including conceptions of giftedness, educational provisions for gifted students, creativity, and economically disadvantaged gifted students. Issues of race, class, gender, and disability status as they interact with the construct of giftedness are examined.

## **C&T 4022 - Instructional models in the education of gifted students**

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 course 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. Issues of defining giftedness and of defensible differentiated curriculum will also be explored.

## **C&T 4023 - Differentiated curriculum for gifted students**

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 4024 - Planning and implementing programs for gifted students**

In this course, we examine factors affecting the planning and implementation of programs for students identified as gifted, components of gifted programs, and a systems approach to program planning. Students develop written program plans for specific settings. Issues of race, class, gender, and disability status as they affect the planning of gifted programs are examined. No prior experience with or knowledge of gifted education is required.

## **C&T 4026 - Giftedness and Intelligence**

In this course, we explore theories of intelligence, which have served as a theoretical basis for the field of gifted education from its beginning. Starting with the work of Francis Galton in the 19th century and following through to the present day, we will critically examine and problematize such constructs as intelligence, creativity, and giftedness as well as such related topics as mental measurements.

### **C&T 4027 - Differentiated instruction of gifted students in the heterogeneous classroom**

Gifted students are present in almost every elementary, middle school, and high school classroom. The educational needs of these students can and must be met within this context. This workshop will provide an overview of curricular and instructional strategies designed to enhance the optimal development of gifted learners (and all learners) in the regular classroom. Topics will include general curricular modifications, management techniques, instructional strategies, individual learning opportunities, and outcomes and assessments. Special consideration will be given to those methods of differentiation that can be integrated readily into the learning environment of mixed-ability classrooms.

### **C&T 4032 - Gender, difference, and curriculum**

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.

### **C&T 4052 - Designing curriculum and instruction**

Application of models for designing curriculum and instruction. Students design curriculum in collaborative groups.

### **C&T 4121 - Early childhood teaching strategies within a social context**

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 4130 - Critical perspectives in elementary education**

Critical examination of issues bearing on lived experiences, practices, and purposes of elementary teachers and students in the US today. Includes child study with focus on two questions of educational justice: What does this child have a right to, in her/his education, today, here, now? Where does or can, this child contribute to and be recognized in this classroom? Readings include classroom studies, critical interventions in current events, and foundational texts for democratic, public education. Open to all; required for CUED students. Preferably students have opportunity concurrent with course to observe children at least one hour/week.

### **C&T 4138 - Teaching literacy in the early years**

Examination of theory, research, and practice of literacy learning and teaching in the early years, including children who are English language learners and children experiencing difficulty with school literacy. Emphasis on alternative models of designing literacy curricula, selection and use of materials (including technologies), and methods of assessing and teaching decoding, spelling, fluency, text use, and comprehension.

### **C&T 4140 - Literature for younger children**

Critical study of literary trends and materials for children in prekindergarten, kindergarten, and early grades. Consideration of developmental issues and reader response theory relating to young children.

### **C&T 4141 - No Title Found in Banner**

This course is a collaborative investigation of children's literature for older readers. It provides opportunities to develop and deepen your familiarity with contemporary texts, and to explore ways of facilitating enjoyable, effective, and critical literary experiences in grades 3-8. We will consider works from a variety of genres, as well as issues and practices in children's literature and children's responses to text.

### **C&T 4145 - Critical perspectives in secondary education**

A comprehensive examination of adolescent development and learning as they relate to issues of curriculum, teaching, and learning.

### **C&T 4151 - Teaching of writing**

The course integrates theory and practice for teachers. Topics include writing development, research on writing, curriculum development, methods of teaching writing, models for responding to and evaluating student writing, and classroom methods for teaching the writing process in elementary classrooms.

### **C&T 4501 - Teaching and learning in the multicultural, multilingual classroom**

Student diversity (characterized by gender, race, ethnicity, language, special needs, and sexual orientation) is examined in relation to decisions about methodology, curriculum, instructional materials, student grouping, home-school-community relationships, and teachers' professional growth and development.

### **C&T 4502 - Master's Project**

Students work to develop proposals to initiate required Master's integrative research projects. This course requires at least 30 hours of out-of-classroom work

### **C&T 4615 - Young children and social policy: Issues and problems**

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 5004 - School change**

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 5024 - Planning and Implementing Gifted Programs**

In this course, we examine factors affecting the planning and implementation of programs for students identified as gifted, components of gifted programs, and a systems approach to program planning. Students develop written program plans for specific settings. Issues of race, class, gender, and disability status as they affect the planning of gifted programs are examined. No prior experience with or knowledge of gifted education is required.

### **C&T 5037 - Literacy, Culture and the Teaching of Reading**

This 2-3 variable point course is a collaborative investigation into literacy as a social, cultural, and political practice. It provides opportunities for participants to unpack and re-imagine literacy learning and teaching for all students, but especially for those labeled “at risk” due to race/ethnicity, social class, nationality/language, gender, dis/ability, and sexuality. Rooted in the assumption that power circulates in culture, literacy, and education, this course looks closely at the role of power in reading texts, whether print-based, multimodal, digital, filmic, or embodied.

### **C&T 5042 - Special topics in children's literature**

Study of specific genres or curriculum issues in children's literature. Topics are announced in course schedules distributed each semester. Registration not limited to one term.

### **C&T 5074 - Curriculum and teaching policy**

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 5095 - Memory, History and Curriculum**

This seminar will explore the role that readings of the past have in contemporary life, by historicizing history itself. We will examine issues of collective memory as it relates to the assumption of a collective in the processes of constituting identities, and we will look at schooling as a central location in the production of those identities and the dissemination of particular notions linked to the past and our ability to draw lessons from it.

### **C&T 5506 - Seminar in gifted education**

This is a topical seminar that examines such issues as identification of gifted students in New York City schools, equity in gifted education, the effects of No Child Left Behind and Race to the Top, and whether gifted students are necessary for gifted education. Discussions by Skype with leading scholars in the field of gifted education will



expose students to contemporary concerns in this field. No prior experience with or knowledge of gifted education is required.

### **C&T 5800 - Institute: Teaching of writing**

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 our 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 teachers. Attention! Online application required, you must submit an application on the Reading & Writing Project website <https://readingandwritingproject.org/summer-institute-offerings> to be registered for sessions and to receive a grade and course materials. Contact MaryAnn Mustac, [mustac@tc.edu](mailto:mustac@tc.edu), for more information. Course is pass/fail.

### **C&T 6100 - Theory and Inquiry in Curriculum and Teaching I**

Required of and limited to first-year Ed.D students in the Department of Curriculum and Teaching; must be taken in the fall semester in conjunction with C&T 6101; C&T 6102 is required for all first-year Ed.D students in the following spring semester. 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 6532 - Seminar in reading/language arts and related research**

Permission required. Open only to advanced master's and doctoral students with a specialization in literacy or a related area who have completed recent methods courses in literacy. In-depth study and discussion of trends and issues in literacy development and instruction.

### **C&T 7500 - Dissertation seminar in curriculum and teaching**

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 proposals for approval.

### **HBSK 4072 - Theory and Techniques of Assessment and Intervention in Reading**

Provides an overview of theories and research pertaining to reading acquisition and assessment and intervention techniques for reading across the lifespan. Content is organized according to four major themes: the psychology of reading development, language structures, assessment, and intervention.

### **HBSK 4074 - Development of Reading Comprehension**

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 5373 - Practicum in literacy assessment and intervention I**

Prerequisite or corequisite: HBSK 4072, grade of B or better. This course prepares students to assess, analyze, and remediate literacy difficulties using research and theory. In class sessions, students learn to understand assessment and instruction across a broad spectrum of skill areas reflecting the most common areas of difficulty for struggling readers and writers. Students apply those skills in their work in the Dean-Hope Center for Educational and Psychological Services (CEPS) with an individual who has literacy difficulties. The practicum counts for 50 clock hours of field experience.

**HBSK 5376 - Practicum in literacy assessment and intervention II**

Prerequisites: HBSK 4072, HBSK 5373 with grade of B+ or better. This course is the second of three practica that prepare students to assess and remediate literacy difficulties. HBSK 5376 utilizes a more advanced learning model in which a student works to assess and tutor a client at the Dean-Hope Center for Educational and Psychological Services (CEPS). In class sessions, students continue to learn techniques, skills, and materials for assessment and intervention for use with those who struggle with reading and writing. Students are expected to apply class content in clinical sessions with an individual with literacy difficulties. Each practicum counts for 50 clock hours weekly of field experience. Attendance at supervision sessions is also mandatory.

**HUDK 5024 - Language Development**

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.

**HUDM 4122 - Probability and statistical inference**

An introduction to statistical theory, including elementary probability theory; random variables and probability distributions; sampling distributions; estimation theory and hypothesis testing using binomial, normal, T, chi square, and F distributions. Calculus not required.

**HUDM 5122 - Applied regression analysis**

Least squares estimation theory. Traditional simple and multiple regression models and polynomial regression models, including use of categorical predictors. Logistic regression for dichotomous outcome variables is also covered. Class time includes lab time devoted to applications with IBM SPSS. Prerequisite: HUDM 4120 or HUDM 4122 or HUDM 4125.

# Early Childhood Education

Department of Curriculum & Teaching

## Program Description

### Master of Arts

There are two degree programs which can lead to initial teacher certification from NYSED in Early Childhood Education:

The course of study for the M.A. degree in Early Childhood Education (ECED-INIT) leads to initial certification in Early Childhood Education (birth-Grade 2). Students must complete at least 36 points in order to obtain the Master of Arts degree and the department's recommendation for initial teacher certification.

The course of study leading to Dual Teacher Certification: Early Childhood Education/Early Childhood/Special Education (ECSE-DUAL) leads to initial certification as both an Early Childhood Education teacher and a Teacher of Students with Disabilities in Early Childhood (birth-Grade 2). Students must complete at least 39 points in order to obtain this Master of Arts degree and the department's recommendation for initial dual certification.

The Bilingual Extension may be added to the ECED-Initial and ECSE-Dual programs.

These degree programs prepare future teachers, policymakers, and educational leaders to actively lead in matters of justice related to curriculum-making, pedagogy, and institutional change. Offering degree programs that are eligible to lead to early childhood teacher certification from Birth-Grade 2, we center children's innate capacities to interact with materials, each other, the world, and adults in creative and imaginative ways. Foundational to this idea is understanding childhood from the youngest to the oldest as integral to teaching, learning, and development. Join our network of educational leaders, curriculum designers, teachers, and creatives nationally and internationally.

### Doctor of Education (Early Childhood Education)

Ed.D. in Early Childhood Education, Early Childhood Special Education or Early Childhood Policy (90 credits)

### Early Childhood Education

At the doctoral level, the specialization in Early Childhood Education prepares candidates for college teaching, research, policy, and other leadership positions in early childhood education. The degree program is highly selective, aiming to identify and train individuals whose prior education and experience, whether or not it has specifically been in the field of early childhood, gives promise of the ability to develop modes of inquiry suitable to the field's complexities.

### **Early Childhood Policy**

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 specifically been 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 degree 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.

### **Early Childhood Special Education**

The Department of Curriculum and Teaching offers a doctoral degree concentration in Early Childhood Special Education, within the Early Childhood Education specialization. This degree 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.

## **Degrees**

### **Master of Arts**

#### **Early Childhood Education**

Master of Arts | Initial Cert: Early Childhood

**Points/Credits:** 40

**Entry Terms:** Summer/Fall

**Certification:**

- NY State Initial: Birth-2

## Degree Requirements

Course requirements for M.A. degree students seeking initial teacher certification as early childhood teachers (birth–Grade 2):

### Practicum

C&T 4308 Introduction to diverse early childhood classrooms (3)

C&T 4708 Student teaching in early childhood setting (4)

C&T 5118 Infant and toddler development and practice (3)

### Foundations and Methods Courses

C&T 4003 Differentiation and inclusion in early childhood classrooms (3)

C&T 4080 Child development and intersectional identities (3)

C&T 4083 Home/school/community partnerships (3)

C&T 4112 Integrated curriculum in early childhood education: curricular inquiry and design (3)

C&T 4114 Integrated curriculum in early childhood education: diversity, equity, and technologies (3)

C&T 4131 Play, language, and early childhood curriculum (3)

C&T 4132 Language and teaching in the primary reading/writing classroom (3) or selected alternative

A&HM 4022 The artistic Lives of young children (2) or selected alternative

Out of Department Elective (3)

### Breadth Requirement

TC master's degree programs require that students take course work outside of their major programs. This is also known as the Foundations Requirement. All M.A., M.S., and Ed.M. students must complete a minimum of 6 points out of their Academic Program at TC. The advisor and student will determine how the points can be reached.

### Culminating Project:

Students complete an integrative portfolio over the course of the degree program reflecting their growth as an early childhood teacher.

New York State Education Department (NYSED) mandates teacher certification requirements that are needed for program completion and graduation which are listed in the Office of Teacher section of the catalog.

## Early Childhood Education

Master of Arts | Initial Cert: Early Childhood w/ Bilingual Ext.

**Points/Credits:** 40

**Entry Terms:** Summer/Fall

**Certification:**

- NY State Initial: Birth-2
- Bilingual Extension

## Degree Requirements

Course requirements for M.A. degree students seeking initial teacher certification as early childhood teachers (birth–Grade 2)with bilingual extension

### Practicum

C&T 4308 Introduction to diverse early childhood classrooms (3)

C&T 4708 Student teaching in early childhood setting (4)

C&T 5118 Infant and toddler development and practice (3)

### Foundations and Methods Courses

C&T 4003 Differentiation and inclusion in early childhood classrooms (3)

C&T 4080 Child development and intersectional identities (3)

C&T 4083 Home/school/community partnerships (3)

C&T 4112 Integrated curriculum in early childhood education: curricular inquiry and design (3)

C&T 4114 Integrated curriculum in early childhood education: diversity, equity, and technologies (3)

C&T 4131 Play, language, and early childhood curriculum (3)

C&T 4132 Language and teaching in the primary reading/writing classroom (3) or selected alternative

A&HM 4022 The artistic Lives of young children (2) or selected alternative

A&HB 4021 Foundations of bilingual/bicultural education (3)

Out of Department Elective (3)

### Culminating Project:

Students complete an integrative portfolio over the course of the degree program reflecting their growth as an early childhood teacher.

New York State Education Department (NYSED) mandates teacher certification requirements that are needed for program completion and graduation which are listed in the Office of Teacher Education section of the catalog.

## Early Childhood Education

Master of Arts | Non-Certification

**Points/Credits:** 32

**Entry Terms:** Fall Only

**Certification:**

- Non-Certification Track

### Degree Requirements

#### Language and Literacy Methods

C&T 4131 Language and Literacy in the Early Childhood Curriculum (3) OR

C&T 4132 Reading and Writing in the Primary Classroom (3)

#### Child Development

C&T 4080 Risk and Resilience in Early Development (3) OR

C&T 4615 Young Children, Families, and Social Policy (3)

Equity in Early Childhood Education

C&T 4114 Multicultural Approaches to Early childhood Ed (3)

#### Additional Courses

- a minimum of 12 additional points within the Department
- at least 6 Teachers College points outside of the Department
- a minimum of 32 points total

Beyond the required courses (identified above), all other courses will be comprised of electives; that is, in consultation with and approval by the advisor. Students will undertake courses that help them develop an area of expertise.

This degree requires a thesis. C&T 5308 (for non-certification students) is highly recommended for students admitted in 2018-2019 and is required for students entering the program after spring 2019, as it supports the development of thesis components.

## Early Childhood Education: Special Education

Master of Arts | Dual Cert: Early Childhood and Students w/ Disabilities

**Points/Credits:** 48

**Entry Terms:** Summer/Fall

**Certification:**

- NY State Initial: Birth-2
- NY State Initial: Students with Disabilities Birth-2

### Degree Requirements

Course requirements for M.A. degree students seeking initial dual teacher certification as both early childhood teachers and teachers of students with disabilities in early childhood (birth–Grade 2):

#### Practicum

C&T 4302 Supervised practicum in the educational assessment of young children with disabilities (3)

C&T 4308 Introduction to diverse early childhood classrooms (3)

C&T 4708 Student teaching in early childhood setting (4)

C&T 5118 Infant and toddler development and practice (3)

#### Foundations and Methods Courses

C&T 4003 Differentiation and inclusion in early childhood classrooms (3)

C&T 4080 Child development and intersectional identities (3)

C&T 4083 Home/school/community partnerships (3)

C&T 4112 Integrated curriculum in early childhood education: curricular inquiry and design (3)

C&T 4114 Integrated curriculum in early childhood education: diversity, equity, and technologies (3)

C&T 4131 Play, language, and early childhood curriculum (3)

C&T 4132 Language and teaching in the primary reading/writing classroom (3) or selected alternative

A&HM 4022 The artistic Lives of young children (2) or selected alternative

#### Out of Department Elective (6)

Elective (3)

Elective in special education (3)

#### Culminating Project:

Students complete an integrative portfolio over the course of the degree program reflecting their growth as an early childhood teacher.



New York State Education Department (NYSED) mandates teacher certification requirements that are needed for program completion and graduation which are listed in the Office of Teacher Education section of the catalog.

## Early Childhood Education: Special Education

Master of Arts | Dual Cert: Early Childhood and Students w/ Disabilities w/ Bilingual Ext.

**Points/Credits:** 48

**Entry Terms:** Summer/Fall

**Certification:**

- NY State Initial: Birth-2
- NY State Initial: Students with Disabilities Birth-2
- Bilingual Extension

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## Degree Requirements

Course requirements for M.A. degree students seeking initial dual certification as both early childhood teachers and teachers of students with disabilities in early childhood (birth–Grade 2) plus bilingual....

### Practicum

C&T 4302 Supervised practicum in the educational assessment of young children with disabilities (3)

C&T 4308 Introduction to diverse early childhood classrooms (3)

C&T 4708 Student teaching in early childhood setting (4)

C&T 5118 Infant and toddler development and practice (3)

### Foundations and Methods Courses

C&T 4003 Differentiation and inclusion in early childhood classrooms (3)

C&T 4080 Child development and intersectional identities (3)

C&T 4083 Home/school/community partnerships (3)

C&T 4112 Integrated curriculum in early childhood education: curricular inquiry and design (3)

C&T 4114 Integrated curriculum in early childhood education: diversity, equity, and technologies (3)

C&T 4131 Play, language, and early childhood curriculum (3)

C&T 4132 Language and teaching in the primary reading/writing classroom (3) or selected alternative

A&HB 4021 Foundations of Bilingual/Bicultural Education (3)

A&HM 4022 The artistic Lives of young children (2) or selected alternative

### Out of Department Elective (6)

Elective (3)

Elective in special education (3)

**Culminating Project:**

Students complete an integrative portfolio over the course of the degree program reflecting their growth as an early childhood teacher.

New York State Education Department (NYSED) mandates teacher certification requirements that are needed for program completion and graduation which are listed in the Office of Teacher Education section of the catalog.

## Doctor of Education

### Early Childhood Education

Doctor of Education

**Points/Credits:** 90

**Entry Terms:** Fall Only

### Degree Requirements

#### Early Childhood Education

At the doctoral level, the specialization in Early Childhood Education prepares candidates for college teaching, research, policy, and other leadership positions in early childhood education. The degree program is highly selective, aiming to identify and train individuals whose prior education and experience, whether or not it has specifically been in the field of early childhood, gives promise of the ability to develop modes of inquiry suitable to the field's complexities.

#### Early Childhood Policy

The Doctor of Education (Ed.D.) degree concentration in Early Childhood Policy prepares candidates for leadership positions, college teaching, and research in early childhood policy. The degree concentration is highly selective, aiming to identify and train individuals whose prior education and experience, whether or not it has specifically been 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 degree 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.

# Faculty

## Faculty

- Mariana V. **Souto-Manning** Professor of Early Childhood Education
- Tran Nguyen **Templeton** Assistant Professor
- Haeny S. **Yoon** Associate Professor of Early Childhood Education

## Lecturers

- Amanda Reeves **Fellner** Lecturer, Early Childhood Education Program & the Rita Gold Center
- Lara Steensland **Mullarkey** Lecturer, Early Childhood Education Program

# Courses

## C&T 4080 - Child Development & Intersectional Identities

A first course examining child development, pre-birth through age 8, within a critical childhoods framework. Primary focus is on the social, cultural, and political contexts and factors that impact the well-being of families and children. The confluence of race, class, gender, language, disability will be central to discussions on well-being and resilience. The course reframes notions that children are "at-risk" by addressing inequitable structures and policies that place young children and families at risk.

## C&T 4083 - Home/School/Community Partnerships

This course offers current and historical perspectives on the role of families within historically marginalized communities, including but not limited to families that are multilingual, multiethnic/multiracial, non-traditional, refugees/immigrants, and/or identify as disabled. Students will consider how to facilitate collaborative partnerships between families and professionals that support the developmental and educational capacities of young children across the spectrum of intersection identities.

## C&T 4112 - Integrated Curriculum in Early Childhood Education: Curricular Inquiry and Design

This course focuses on integrated theories and methods in early childhood education and brings together content areas (e.g. social studies, science, math) with developmental skills (e.g. reading, writing, communication) relevant to diverse early childhood contexts. The course interrogates curriculum from historical, sociocultural, and political perspectives while emphasizing the material, interpersonal, and environmental factors that extend knowledge and curriculum-making. Students will construct and design curriculum that centers play and critical

inquiry, bearing in mind the range of perspectives, cultures, and learners within classrooms. C&T 4112 and C&T 4114 are recommended as a sequence.

### **C&T 4114 - Integrated Curriculum in Early Childhood Education: Diversity, Equity, and Technologies**

This course extends curricular design from a play-based, inquiry stance. The course specifically addresses equity and representation in the selection of curricular material, implementation of multimodal teaching and learning through integration of media and low/high technology, and research-based design of classroom environments. Students will learn to construct, adapt, and reimagine curricula that are inclusive of multicultural identities and experiences. Emphasis will be placed on addressing issues of equity related to race, gender, language, disability, class, etc. with young children.

### **C&T 4131 - Play, Language, and Early Childhood Curriculum**

This course examines multilingualism, language variations, language/literacy theories, and linguistic diversity, with an emphasis on birth-age 5. Encompassing the utilitarian and social purpose of language/literacy use, the course explores the intersection of play and early language development. In examining the nature and scope of language arts, we will attend to the role of the early childhood teacher, specifically how teachers can create meaningful curricular experiences that encompass children's interests and culture through inquiry and observations. Students will facilitate and design literacy experiences, resources, and assessments that build on a sociocultural literacy framework that honors and builds from children's linguistic repertoires (3 credits toward State literacy requirements).

### **C&T 4132 - Language and teaching in the primary reading/writing classroom**

Examines principles of literacy learning in young children and introduces theories, practices, and materials for teaching reading/writing in primary grades in diverse settings.

### **C&T 4302 - Supervised practicum in the educational assessment of young children with exceptionalities**

Permission required. Prerequisite: C&T 4080. The course approaches assessments from a social, historical, and political approach, taking time to consider for whom, how, when, and why tests and evaluations are utilized. Approaching assessments with critical theories, students will interrogate the utility of assessments in addressing the capacities of diverse learners, particularly children who are neurodiverse and/or labeled with disabilities/exceptionalities. With an introduction to formal and informal assessment strategies, students will implement, adapt, and redesign equitable and strengths-based assessments. Analysis of observational and test data will be used to design culturally sustaining educational interventions.

### **C&T 4308 - Introduction to Diverse Early Childhood Classrooms**

This course is an introductory practicum for students in the Early Childhood initial certification program. Field experiences will relate to work in other courses and be paired with an ongoing seminar designed to respond directly to issues as they arise in classrooms. The course will provide students with observation hours and guided

field experiences in a range of PK to Grade 2 early childhood settings, encouraging a critical examination of the underlying assumptions about teaching and learning in each.

### **C&T 4708 - Student teaching in Early Childhood Setting**

Permission required. This intensive student teaching experience includes 4 full-days in an educational setting coupled with a weekly seminar on campus. The course aims to support students' abilities to articulate the theoretical basis for their pedagogical and curricular decisions. Emphasis is on developing and implementing learning experiences that build on children's assets and address the range of learners in the setting. As the semester progresses, students are expected to gradually assume full teaching responsibilities at their site.

### **C&T 5118 - Infant and Toddler Development and Practice**

This practicum course includes 2 days of hands-on practice in an infant or toddler classroom, alongside a weekly seminar on campus. The course covers topics related to child development, theories of care and early learning, as well as curriculum and environmental design. Classroom discussions connect theory and current research on infants/toddlers/families to hands-on experiences in infant/toddler classrooms. Practicum learning focuses on relational caregiving and environmental design as key components of infant/toddler curriculum.

# Elementary Inclusive Education

Department of Curriculum & Teaching

## Program Description

The Preservice Program in Elementary Inclusive Education prepares teachers to teach all children, particularly in urban contexts. The course of study emphasizes curriculum development for heterogeneous classrooms, critical multiculturalism, teaching for equity and social justice, and an inquiry approach to teaching and learning. The program reflects the pluralism at Teachers College; our students study a wide variety of approaches to education rather than a single one. In keeping with this philosophy, the emphasis is on leadership, inquiry, and practice-based and moral decision making. Our stance is that there is no single truth in education. Teachers must be expert "kid-watchers": searching for the best way to teach each child and group of children. Such teaching lacks the safety and predictability of the "tried and true" approach and requires individuals who understand the limitations of fixed formulas and who enjoy reaching out into the unpredictable world created by the diversity and the uniqueness of each child and each group of children. We seek prospective teachers who have a deep commitment to learning from and with children, about their passions and habits, interests and needs. We prepare teachers to draw upon community and family assets and consciously build a capacity approach to working in low-income neighborhoods. Above all, we wish to prepare educators who put developing relationships with children, their families, and community members well ahead of obtaining high scores on standardized tests.

The Program in Elementary Inclusive Education is both a graduate program and a professional course of study. This rigorous Academic Program is designed primarily for those who have no (or minimal) formal preparation or coursework in education and are beginning their study of teaching. The degree programs lead to an M.A. degree and New York State teacher certifications. U.S. students may also apply for certification in other states according to state-specific processes and requirements and inter-state reciprocal agreements, and many secure teaching positions elsewhere in the U.S. as well as internationally. There are two main components to the program: course work and student teaching. All M.A. degree students have a five-year candidacy period in which to complete their degree program.

### **44-CREDIT PROGRAM—Elementary Education and Teaching Students with Disabilities**

This program is designed to prepare student teachers to work with all children particularly those from marginalized communities who experience forms of exclusion in schools. All students in the program will earn an M.A. degree and pursue teacher certifications in both Childhood Education (Grades 1-6) and Teaching Students with Disabilities (Grades 1-6).

### **56-CREDIT PROGRAM—Elementary Education with Gifted Extension**

The Gifted Extension option allows students in the Elementary Inclusive Education Program to receive the New York State extension in gifted education along with dual certifications in Elementary Education and Teaching Students with Disabilities by including 12 credits in gifted education in their course of study.

## Degrees

### Master of Arts

#### Elementary Inclusive Education

Master of Arts | Dual Cert: Childhood Education and Students w/ Disabilities

**Points/Credits:** 44

**Entry Terms:** Spring/Summer/Fall

**Certification:**

- NY State Initial: 1-6
- NY State Initial: Students with Disabilities 1-6

#### Degree Requirements

Students in this Elementary Inclusive Education Program will earn an M.A. degree and pursue New York State certifications in both Childhood Education (Grades 1-6) and Teaching Students with Disabilities (Grades 1-6).

#### Course Requirements for the 44-Credit Program (MA-ELEM-DUAL)

M.A. Elementary Inclusive Education and Teaching Students with Disabilities

#### Student Teaching Semesters - Restricted to Student Teachers

Course #, Course Name, and Credits

- C&T 4123 Student Teaching Methods: Inclusive Teaching Seminar I (Spring) 3
- C&T 4124 Student Teaching Methods: Inclusive Teaching Seminar II (Fall) 3

- C&T 4726 Professional Laboratory Experiences/Student Teaching in Elementary Education (year-long course) 8
- C&T 4132 Learning and Teaching in the Primary Reading/Writing Classroom 3
- C&T 4019 Literacy Supports 3

### Foundations and Methods Courses

Course #, Course Name, and Credits

- C&T 4000 Disability, Exclusion, and Schooling 3
- C&T 4320 Practicum for Disability, Exclusion, and Schooling 0
- C&T 4143 Multicultural Social Studies in the Elementary and Middle School 3
- MSTC 4040 Science in Childhood Education 3
- MSTM 5010 Mathematics in the Elementary School 3
- HBSS 4116 Health Education for Teachers 1
- Various Educational Foundations \* (Philosophy/Social Science in Education or Child Development) 3
- C&T 4037 Relational Approaches to Challenging Behavior 2
- C&T 5081 Collaborative Communication in Cultural Contexts 1
- C&T 4060 Literacy for Students with Significant Disabilities 2
- C&T 4321 Practicum for Literacy for Students with Significant Disabilities 0
- C&T 4301 Educational Assessment of Students with Disabilities 2

\*An appropriate undergraduate course may be substituted for this requirement; please consult with Program Faculty.

New York State Education Department (NYSED) mandates teacher certification requirements that are needed for program completion and graduation which are listed in the Office of Teacher Education section of the catalog.

## Elementary Inclusive Education with Gifted Extension

Master of Arts | Dual Cert: Childhood Education and Gifted Ext.

**Points/Credits:** 56

**Entry Terms:** Spring/Summer/Fall

**Certification:**

- NY State Initial: 1-6
- NY State Initial: Students with Disabilities 1-6
- NY State Gifted Ed. Extension GRE General Test or MAT

## Degree Requirements

The Gifted Extension option allows students in the Elementary Inclusive Education Program to pursue the New York State extension in gifted education along with dual certification in Childhood Education (Grades 1-6) and Teaching Students with Disabilities (Grades 1-6) by including 12 credits in gifted education in their course study.

### Course Requirements for the 56-Credit Program (MA-GFEX-DUAL)

M.A. Elementary Inclusive Education and Teaching Students with Disabilities with Gifted Extension



### **Student Teaching Semesters - Restricted to Student Teachers**

Course #, Course Name, and Credits

- C&T 4123 Student Teaching Methods: Inclusive Teaching Seminar (Spring) 3
- C&T 4124 Student Teaching Methods: Inclusive Teaching Seminar II (Fall) 3
- C&T 4726 Professional Laboratory Experiences/Student Teaching in Elementary Education (year-long course) 8
- C&T 4132 Learning and Teaching in the Primary Reading/Writing Classroom 3
- C&T 4019 Literacy Supports 3

### **Foundations and Methods Courses**

Course #, Course Name, and Credits

- C&T 4000 Disability, Exclusion, and Schooling 3
- C&T 4320 Practicum for Disability, Exclusion, and Schooling 0
- C&T 4143 Multicultural Social Studies in the Elementary and Middle School 3
- MSTC 4040 Science in Childhood Education 3
- MSTM 5010 Mathematics in the Elementary School 3
- HBSS 4116 Health Education for Teachers 1
- Various Educational Foundations \* (Philosophy/Social Science in Education or Child Development) 3
- C&T 4037 Relational Approaches to Challenging Behavior 2
- C&T 4060 Literacy for Students with Significant Disabilities 2
- C&T 4321 Practicum for Literacy for Students with Significant Disabilities 0
- C&T 4301 Educational Assessment of Students with Disabilities 2
- C&T 5080 Access to Full Participation in Schools 3
- C&T 5081 Collaborative Communication in Cultural Contexts 1

### **Gifted Education Extension**

Possibilities include, but not limited to:

Course #, Course Name, and Credits

- C&T 4021 Nature and Needs of Gifted Students 3
- C&T 4022 Instructional Models in the Education of Gifted Students 3
- C&T 4023 Differentiated Curriculum for Gifted Students 3
- C&T 4025 Nurturing Talents & Gifts during the Early Childhood Years 2-3
- C&T 4026 Giftedness and Intelligence 2-3
- C&T 4702 Student Teaching: Gifted 3
- C&T 5024 Planning and Implementing Programs for Gifted Students 3

\*An appropriate undergraduate course may be substituted for this requirement; please consult with Program Faculty.

New York State Education Department (NYSED) mandates teacher certification requirements that are needed for program completion and graduation which are listed in the Office of Teacher Education section of the catalog.

## Faculty

### Faculty

- Srikala **Naraian** Professor of Education

### Lecturers

- Britt Kjerstin **Hamre** Lecturer
- Kara G. **Hollins** Lecturer
- Jean YiChin **Wong** Lecturer

## Courses

### C&T 4000 - Disability, Exclusion, and Schooling

This course focuses on the cultural and historical bases of ableism in the U.S., in particular the ways in which ableism operates in schools. We will examine current legal and bureaucratic structures, discourses, and practices of education and learn about the pedagogical supports necessary to provide students access to equitable education in U.S. schools. We will also consider the ways in which disability status intersects with other facets of identity (such as one's race, ethnicity, class, language background, gender, sexuality, religious [non]affiliation, etc.) to understand how intersections work in tandem in the cultural processes of exclusion in schools.

### C&T 4019 - Literacy Supports

This course prepares preservice teachers to teach elementary-aged students to read. The course explores the teaching and assessing of literacy for developing readers with an emphasis on providing multiple pathways for students to access and interact with texts and learn to make meaning as they read. Throughout the course, we will investigate teaching practices that build students' knowledge and flexible use of key dimensions of reading, including alphabeticity (concepts of print; phonological awareness; alphabetic principle; phonograms; multisyllabic words), word learning (strategic word learning and high-frequency words), and meaning construction (fluency; vocabulary and oral language development; comprehension and general knowledge). As a part of this, we will also consider how technological tools can support developing readers of all ages. The course

is designed to prepare teachers for individual and small group instruction with monolingual and emergent bilingual students.

### **C&T 4037 - Relational Approaches to Challenging Behavior**

This one week workshop style course explores the possibilities for social emotional support and growth in the K-12 classroom when students' behaviors are understood as communication rather than defiance, and when behavioral interventions and supports are understood as relational rather than punitive. The course highlights the problems associated with punishment and reward systems, reviews the history of behavior modification, introduces concepts and processes associated with replacement behaviors, restorative justice, and conscious discipline. We explore the research on trauma-informed schooling, as well as examine approaches to classroom management that are culturally sustaining.

### **C&T 4060 - Instruction for Students with Complex Support Needs**

This course offers an in-depth understanding of pedagogic strategies to support the literacy development of students with complex support needs. Students will critically examine current conceptions of literacy development as well as models of literacy instruction that inform the education of students with significant disabilities. Students will explore multiliteracies and multimodalities as a way of understanding literacy as a complex set of social practices. Particular attention is paid to older emergent readers, assessment, and integration of a wide range of assistive technology (AT), including the use of augmentative and alternative communication systems within the literacy curriculum and instruction.

### **C&T 4123 - Curriculum and Instruction in Elementary Inclusive Education**

Curriculum and Instruction in Elementary Inclusive Education is an introduction to teaching, learning, and curriculum in elementary classrooms. In keeping with the conceptual framework that undergirds teacher education at Teachers College, the course emphasizes inquiry about children and classrooms, planning curriculum and instruction, and preparing to be social justice-oriented educators. Throughout the semester, we use reflection on our own cultural identities to inventory and analyze our own funds of knowledge and then prioritize our next steps as lifelong learners.

### **C&T 4124 - Curriculum and Instruction in Elementary Inclusive Education**

Curriculum and Instruction in Elementary Inclusive Education is an introduction to teaching, learning, and curriculum in elementary classrooms. In keeping with the conceptual framework that undergirds teacher education at Teachers College, the course emphasizes inquiry about children and classrooms, planning curriculum and instruction, and preparing to be social justice-oriented educators. Throughout the semester, we use reflection on our own cultural identities to inventory and analyze our own funds of knowledge and then prioritize our next steps as lifelong learners.

### **C&T 4132 - Language and teaching in the primary reading/writing classroom**

Examines principles of literacy learning in young children and introduces theories, practices, and materials for teaching reading/writing in primary grades in diverse settings.

### **C&T 4143 - Multicultural Social Studies for Elementary & Middle Schools**

A critical study of the social world begins with an examination of our social locations, how we have come to be, and the various forms of expression social life may take. Therefore, in developing and analyzing social studies curriculum, one must be enriched by a multiplicity of perspectives and likewise critical of cultural and social exclusion. In this course, students will engage in work that gives recognition to divergent viewpoints on curriculum; deconstruction of archetypes and stereotypes; power, politics, and the critique of media; controversial subjects; the arts; social action; and future visions for social studies teaching and learning. Course readings, class discussions, reflective assignments, and the culminating project will offer students opportunities to approach teaching as an intellectual and moral endeavor. As the foundation of teaching is believed to emerge principally from the values, beliefs, and thoughts of the teacher, this course is designed to embrace the teacher as both a social being and a professional educator.

### **C&T 4301 - Educational Assessment of Students with Disabilities**

This course is designed to acquaint graduate students with the methods of assessment used to identify and program for students with disabilities. The function of a response to intervention model within a multi-tiered system of supports will be explored. Graduate students will reflect on best practices in the early identification and support of learning needs. Students will develop the ability to recognize and respond to the need for individualized intervention within the general education classroom. Students will also learn about the process of evaluation in order to consider eligibility for special education. Individualized Education Program development and progress monitoring will be explored. Issues around the overidentification of students with disabilities and the least restrictive environment will be considered.

### **C&T 4320 - Practicum for Disability, Exclusion, and Schooling**

This practicum is designed to support students' learning of course concepts in C&T 4000, Disability, Exclusion, and Schooling. The field component is intended to integrate theory with practice as students examine the cultural, historical, and ideological constructions of disability. The focus is on the New York City Department of Education special education system and practices.

### **C&T 4321 - Practicum for Literacy for Students with Significant Disabilities**

This practicum is designed to support students' learning of pedagogic strategies and the overall literacy development of students with significant disabilities (grades 1-6). This practicum is offered in conjunction with students' participation in C&T 5080, Access to Full Participation in Schools. This field component is intended to integrate theory with practice as students examine structural frameworks/models of instruction that regulate the education of students with significant disabilities. Students will work directly with students who have complex support needs. Students are required to spend a minimum of 2 hours each week engaged with this practicum. Students will observe, participate in, and lead classroom activities for a small group and/or for individual students.

### **C&T 4726 - Prof Lab Exp-Stu Tchg:Elm Schl**

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. Students spend a minimum of 3.5 days in the classroom each week. Classrooms provide experience with younger and older children in various urban settings.

**C&T 4729 - Professional laboratory experiences/student teaching (year-long) in elementary education**

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. Students spend a minimum of 3.5 days in the classroom each week. Classrooms provide experience with younger and older children in various urban settings.

**C&T 5081 - Collaborative Comm Cult Cntxts**

This course explores, from a disability studies perspective, strategies for developing effective communication and interpersonal interaction skills appropriate for both collaborative and consultative relationships in schools. Focus is on the development of these skills in interactions with both school professionals and family members of students. Particular attention is paid to the development of these skills in ways that are responsive and relevant to people from marginalized groups.

# Gifted Education

Department of Curriculum & Teaching

## Program Description

The program in Gifted Education at Teachers College, Columbia University, takes a critical approach to the education of students typically identified as gifted. Although students leave the program well-grounded in the traditional theories and practices of the field to the point where they are qualified to teach in programs for gifted students in the public and independent schools, our program positions gifted education in the nexus of race, ethnicity, social class, gender, and other sociopolitical factors that have influenced and continue to influence the field in profound ways.

Students who are interested in gifted education have two options on the M.A. level at Teachers College.

Those with no background in education can obtain the extension in gifted education as well as certification as an elementary school teacher through the Elementary Inclusive Education Program with the gifted extension (ELGF-DUAL). This option allows students in the Elementary Inclusive Education Program to receive the New York State certificate extension in gifted education along with their initial elementary education certification by including 12 credits in gifted education in their course of study. Students who choose this option complete an additional semester of student teaching (4 credits) in a gifted education setting, which can be an inclusive setting, along with three courses in gifted education. See program description below.

The M.A. certification program in the Education of Gifted Students (GIFT-EXT) is designed for students who have graduated from an accredited teacher education program and who hold an initial teaching certificate. Graduates of the program are recommended for the New York State certificate extension in Gifted Education. Thus, completion of this program provides students with both certification in gifted education and knowledge relating to the nature, needs, and pedagogy of gifted students that contributes to greater effectiveness as a teacher in a variety of situations.

# Degrees

## Master of Arts

### Gifted Education

Master of Arts | Gifted Extension

**Points/Credits:** 32

**Entry Terms:** Spring/Summer/Fall

**Certification:**

- NY State Gifted Ed. Extension

### Degree Requirements

#### *The Nature of Giftedness (7-12)*

**Required Courses:**

- C&T 4021 Nature and needs of gifted students (2-3)
- C&T 4026 Exceptionality and intelligence (2-3)
- C&T 5506 Seminar in gifted education (3)

**Elective Course:**

- C&T 4025 Educating young potentially gifted children (2-3)

#### *Teaching Gifted Students (6-8)*

**Required Courses:**

- C&T 4023 Differentiated curriculum for gifted students (2-3)
- C&T 4022 Instructional models in the education of gifted students (1-2)
- C&T 4024 Planning and implementing programs for gifted students (3)

#### **Out-of-Program Requirements (6 credits minimum)**

Additional courses to be determined in consultation with your advisor.

#### **Field Placement (3)**

- C&T 4702 Student teaching-giftedness (3)
- C&T 5302 Advanced practicum-giftedness (3)

#### **Culminating Project (0)**

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.

New York State Education Department (NYSED) has teacher certification requirements that are needed for program completion and graduation which are listed in the Office of Teacher Education section of the catalog.

## Gifted Education

Master of Arts

**Points/Credits:** 32

**Entry Terms:** Spring/Summer/Fall

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### Degree Requirements

#### The Nature of Giftedness (7-12)

##### Required Courses:

- C&T 4021 Nature and needs of gifted students (2-3)
- C&T 4026 Exceptionality and intelligence (2-3)
- C&T 5506 Seminar in gifted education (3)

##### Elective Course:

- C&T 4025 Educating young potentially gifted children (2-3)

#### Teaching Gifted Students (6-8)

##### Required Courses:

- C&T 4023 Differentiated curriculum for gifted students (2-3)
- C&T 4022 Instructional models in the education of gifted students (1-2)
- C&T 4024 Planning and implementing programs for gifted students (3)

#### Out-of-Program Requirements (6 credits minimum)

Additional courses to be determined in consultation with your advisor.

#### Field Placement (3)

- C&T 4702 Student teaching-giftedness (3)
- C&T 5302 Advanced practicum-giftedness (3)

#### Culminating Project (0)

A culminating project is arranged in consultation with the student's advisor, that demonstrates ability to integrate theoretical knowledge with practical problems and issues in gifted education.



# Faculty

## Faculty

- James H **Borland** Professor of Education

## Adjunct Faculty

- Lisa Ruth **Wright** Director, Hollingworth Center

# Courses

## **C&T 4021 - Nature and needs of gifted students**

This introductory course in gifted education explores a number of issues related to the psychology and education of gifted students, including conceptions of giftedness, educational provisions for gifted students, creativity, and economically disadvantaged gifted students. Issues of race, class, gender, and disability status as they interact with the construct of giftedness are examined.

## **C&T 4022 - Instructional models in the education of gifted students**

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 course 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. Issues of defining giftedness and of defensible differentiated curriculum will also be explored.

## **C&T 4023 - Differentiated curriculum for gifted students**

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 - Nurturing Gifts and Talents in the Early Childhood Years**

The theme of this course centers on the potential and promise of all young children ages three through eight. Through workshop style sessions, visits to our early childhood lab school on campus, and guests talks from practitioners, we will grapple with how best to support each child's interests, passions, and over all development.

We will take a critical stance as we examine the "deficit" perspective that disregards each child's full and unique profile. In our time together we will sample a variety of topics and ponder the best ways to support and celebrate the development of the full potential of our youngest learners.

### **C&T 4026 - Giftedness and Intelligence**

In this course, we explore theories of intelligence, which have served as a theoretical basis for the field of gifted education from its beginning. Starting with the work of Francis Galton in the 19th century and following through to the present day, we will critically examine and problematize such constructs as intelligence, creativity, and giftedness as well as such related topics as mental measurements.

### **C&T 4027 - Differentiated instruction of gifted students in the heterogeneous classroom**

Gifted students are present in almost every elementary, middle school, and high school classroom. The educational needs of these students can and must be met within this context. This workshop will provide an overview of curricular and instructional strategies designed to enhance the optimal development of gifted learners (and all learners) in the regular classroom. Topics will include general curricular modifications, management techniques, instructional strategies, individual learning opportunities, and outcomes and assessments. Special consideration will be given to those methods of differentiation that can be integrated readily into the learning environment of mixed-ability classrooms.

### **C&T 4029 - Creativity: Its nature and nurture**

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 5024 - Planning and Implementing Gifted Programs**

In this course, we examine factors affecting the planning and implementation of programs for students identified as gifted, components of gifted programs, and a systems approach to program planning. Students develop written program plans for specific settings. Issues of race, class, gender, and disability status as they affect the planning of gifted programs are examined. No prior experience with or knowledge of gifted education is required.

### **C&T 5302 - Advanced practicum-giftedness**

Permission required. Guided experiences for advanced students in Giftedness. Supervised group field visits. Initial internships arranged. Students submit reports analyzing experiences.

### **C&T 5506 - Seminar in gifted education**

This is a topical seminar that examines such issues as identification of gifted students in New York City schools, equity in gifted education, the effects of No Child Left Behind and Race to the Top, and whether gifted students are necessary for gifted education. Discussions by Skype with leading scholars in the field of gifted education will

expose students to contemporary concerns in this field. No prior experience with or knowledge of gifted education is required.

### **C&T 5902 - Independent study--giftedness**

Permission required. Qualified students work under guidance on practical research problems. Proposed work must be outlined prior to registration; final written report required.

# Literacy Specialist

Department of Curriculum & Teaching

## Program Description

The Literacy Specialist Program offers the M.A. degree in literacy education—a 32-point program leading to New York State teacher certification as a Literacy Specialist. This Program is designed to immerse the literacy educator in an intense study of practice, theory, and research. The eventual goal is to equip each participant to assume a leadership role in literacy education. The Program regards the teaching of reading and writing as complex undertakings, and strives to equip its students to teach well. Students investigate individual literacy learning, group literacy learning, teacher development, community partnerships, institutional change and other contemporary and political issues facing literacy education. The Program assumes that teachers' own literacy work will be a source of knowledge and inspiration in their teaching. Students write creatively as well as professionally, participate in their own reading clubs, and keep portfolios of their own reading and writing development. The TC faculty in literacy has a long history of social action with areas of special interest that include content area literacies, curriculum development in reading and writing, children's literature, school reform, ethnographic studies of literacy, teacher development, process approaches to reading and writing, and the impact of class, race, and gender on literacy learning. Students participate in challenging courses, engage in readings, learn from mentorships, and conduct their own action-research projects in which they demonstrate their abilities to synthesize theory and practice and to weave the two throughout their individual work.

Teachers College students enrolled in the Literacy Specialist Program have the opportunity to collaborate with Advancing Literacy within the College's Continuing Professional Studies area, collaborating in field-based ways with schools throughout New York City and the nation. Students can apprentice with mentor teachers, research staff development and school reform, and participate in any of more than 100 full-day conferences offered each year.

Candidates who wish to research and improve their own literacy teaching or serve in leadership positions to help others do the same are encouraged to apply, as are those who intend to engage in scholarly work and continue their education through the doctoral level.

# Degrees

## Master of Arts

### Literacy Specialist

Master of Arts | Initial Cert: Literacy (Birth-6)

**Points/Credits:** 32

**Entry Terms:** Spring/Summer/Fall

**Certification:**

- NY State Initial: Literacy Specialist Birth-6

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### Degree Requirements

Students may enroll in this degree program full-time or part-time. The basic curriculum for M.A. degree students includes:

Core: Required of all students (23 points)

- C&T 4138 Teaching literacy in the early years (2-3)
- C&T 4139 Constructing critical readers (2-3)
- C&T 4151 Teaching of writing (2-3)
- C&T 4200 Fieldwork in curriculum and teaching (6) 3 credits fall; 3 credits spring
- HBSK 4072 Theory and techniques of reading assessment and intervention (3)
- C&T 4140 Literature for younger children (2-3) or
- C&T 4141 Literature for older children (2-3)
- C&T 5037 Literacy, culture, and the teaching of reading (2-3)

Master's Action Research Project: Required of all students (1 point)

- C&T 4502 Master's project (1)

Completion of Master's Action Research Project

Out of Program electives: Required of all students (4-6 points). To satisfy the college breadth requirement, students must complete two Teachers College courses in addition to HBSK 4072, which is part of the core. (A course for this purpose is defined as one in which a minimum of 2 points is earned outside the program).

- A&HE 4052 Adolescents and literature (3)
- A&HL 4001 Sociolinguistics and education (3)
- A&HT 4077 TESOL classroom practices (3)
- ITSF 4013 Literacy and development (2-3)
- ITSF 4015 Introduction to computers, language, and literacy (2-3)
- ITSF 4028 Teaching literacy in bilingual settings (3)
- MSTU 4049 Technologies and literacies (2-3)

Within-Department electives: Required of all students (4 points) Students must select at least two courses from the following list:

- C&T 4858 Institute: Teaching of reading (3)
- C&T 5800 Institute: Teaching of writing (1, 3, 6) Either:
- C&T 4137 Literacy and learning in the content areas (2-3) or
- C&T 4842 Institute: Content area literacies (2-3)

New York State Education Department (NYSED) mandates teacher certification requirements that are needed for program completion and graduation which are listed in the Office of Teacher Education section of the catalog.

## Faculty

### Faculty

- Lucy M **Calkins** Robinson Professor in Children's Literature
- Maria Paula **Ghiso** Associate Professor of Literacy Education

### Emeriti

- Marjorie Gail **Siegel** Professor Emerita of Education

## Courses

### C&T 4137 - Literacy and learning in the content areas

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

Examination of theory, research, and practice of literacy learning and teaching in the early years, including children who are English language learners and children experiencing difficulty with school literacy. Emphasis on alternative models of designing literacy curricula, selection and use of materials (including technologies), and methods of assessing and teaching decoding, spelling, fluency, text use, and comprehension.

**C&T 4139 - Constructing critical readers**

Prerequisite: C&T 4138. Examination of theory and practice on teaching reading in intermediate grade classrooms. Consideration of curriculum design, assessment practices, teaching methods and children's literature. Emphasis on curricular structures and strategies for teaching comprehension and critical analysis of fiction and nonfiction texts.

**C&T 4140 - Literature for younger children**

Critical study of literary trends and materials for children in prekindergarten, kindergarten, and early grades. Consideration of developmental issues and reader response theory relating to young children.

**C&T 4141 - No Title Found in Banner**

This course is a collaborative investigation of children's literature for older readers. It provides opportunities to develop and deepen your familiarity with contemporary texts, and to explore ways of facilitating enjoyable, effective, and critical literary experiences in grades 3-8. We will consider works from a variety of genres, as well as issues and practices in children's literature and children's responses to text.

**C&T 4151 - Teaching of writing**

The course integrates theory and practice for teachers. Topics include writing development, research on writing, curriculum development, methods of teaching writing, models for responding to and evaluating student writing, and classroom methods for teaching the writing process in elementary classrooms.

**C&T 4200 - Fieldwork in curriculum and teaching**

Permission required. Majors work under guidance. Students should have had previous coursework with their supervising staff member and should select a problem relating to this work.

**C&T 4502 - Master's Project**

Students work to develop proposals to initiate required Master's integrative research projects. This course requires at least 30 hours of out-of-classroom work

**C&T 4842 - Institute: Content area literacies**

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.

**C&T 4858 - Institute: Teaching of Reading**

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. Attention! Online application required, you must submit an application on the Reading & Writing Project website <https://readingandwritingproject.org/summer-institute-offerings> to be registered for sessions and to receive a grade and course materials. Contact MaryAnn Mustac, [mustac@tc.edu](mailto:mustac@tc.edu), for more information. Course is pass/fail.

### **C&T 5037 - Literacy, Culture and the Teaching of Reading**

This 2-3 variable point course is a collaborative investigation into literacy as a social, cultural, and political practice. It provides opportunities for participants to unpack and re-imagine literacy learning and teaching for all students, but especially for those labeled "at risk" due to race/ethnicity, social class, nationality/language, gender, dis/ability, and sexuality. Rooted in the assumption that power circulates in culture, literacy, and education, this course looks closely at the role of power in reading texts, whether print-based, multimodal, digital, filmic, or embodied.

### **C&T 5800 - Institute: Teaching of writing**

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 our 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 teachers. Attention! Online application required, you must submit an application on the Reading & Writing Project website <https://readingandwritingproject.org/summer-institute-offerings> to be registered for sessions and to receive a grade and course materials. Contact MaryAnn Mustac, [mustac@tc.edu](mailto:mustac@tc.edu), for more information. Course is pass/fail.



# Secondary Inclusive Education

Department of Curriculum & Teaching

## Program Description

Steeped in the philosophy of John Dewey and framed by a progressive tradition, the Preservice Program in Secondary Inclusive Education emphasizes student-centered practices and the social construction of knowledge, and conceives of teaching as complex professional activity necessarily embedded in particular moral, political, historical, economic, and cultural contexts. The philosophy of the program is simultaneously driven by the larger institutional conceptual framework for teacher education programs at Teachers College, which emphasize inquiry, curriculum, and social justice. We aim, therefore, to prepare teachers:

- To understand teaching as a recursive process of learning/inquiry,
- To conceive of themselves as curriculum developers and each of their decisions as curriculum, and
- To conceive of their work as vital to working toward socially just schooling in a diverse, pluralistic, democratic society.

We believe that inclusive education is not just about students with labeled disabilities but rather is fundamentally about all students and more significantly, about the cultural practices of schooling. Consequently, the full spectrum of challenges of contemporary schooling must be attended to in order to generate transformative action.

We, therefore, necessarily interrogate and work to actively challenge the many sociocultural, institutional, bureaucratic, and interpersonal ways in which children and their families experience marginalization and exclusion (e.g., on the basis of race, ethnicity, social class, dis/ability, gender, nationality, sexuality, language, religious [non] affiliation, etc.). We simultaneously inquire into how such resistance can be translated into meaningful engagement with existing systems and schooling practices in order to effect change.

We also inquire into and seek to imagine creative alternatives to current schooling practices that frame poor, disabled, or other marginalized children as deserving of test-prep curricula and disciplinary practices based on behavioral control, rather than rich engagement with an exploration of the world. Such techno-rational approaches to education that aim to sort students into educational categories and apply received wisdom about best practices are obviously

inadequate to the complexity of the challenges that face the inclusive educator. For this reason, we aim to support our preservice teachers to embrace the inherent ambiguities of teacher work; to fashion their inclusive pedagogies through their own commitments (as advocates for all children and youth) to curriculum inquiry, reflective practice, and the pursuit of social justice; and to conceptualize the work of inclusive educators as the complex intellectual, moral, theoretical, and political work that it is.

## TEACHING RESIDENTS AT TEACHERS COLLEGE

The Teaching Residents at Teachers College (TR@TC) program is a multifaceted 14-month graduate-level program that enables TC students to apprentice with experienced mentor teachers in secondary classrooms within high-need New York City schools for one year while earning a Master's degree in one of three programs (Teaching English to Speakers of Other Languages K-12, Secondary Inclusive Education, or Intellectual Disabilities Autism). In addition to the graduate degree, the TR@TC program leads to New York State initial certification in either Teaching English to Speakers of Other Languages K-12 or Teaching Students with Disabilities 7-12 Generalist.

Like the Secondary Inclusive Education philosophy described above, TR@TC is guided by the larger Teachers College conceptual framework for teacher education programs. TR@TC embraces a philosophy of inclusive education, seeking to prepare teachers of all students in schools.

## Faculty

### Faculty

- Srikala **Naraian** Professor of Education
- Celia **Oyler** Vice Dean for Teacher Education

## Courses

### C&T 4000 - Disability, Exclusion, and Schooling

This course focuses on the cultural and historical bases of ableism in the U.S., in particular the ways in which ableism operates in schools. We will examine current legal and bureaucratic structures, discourses, and practices of education and learn about the pedagogical supports necessary to provide students access to equitable education in U.S. schools. We will also consider the ways in which disability status intersects with other facets of identity (such as one's race, ethnicity, class, language background, gender, sexuality, religious [non]affiliation, etc.) to understand how intersections work in tandem in the cultural processes of exclusion in schools.

### **C&T 4037 - Relational Approaches to Challenging Behavior**

This one week workshop style course explores the possibilities for social emotional support and growth in the K-12 classroom when students' behaviors are understood as communication rather than defiance, and when behavioral interventions and supports are understood as relational rather than punitive. The course highlights the problems associated with punishment and reward systems, reviews the history of behavior modification, introduces concepts and processes associated with replacement behaviors, restorative justice, and conscious discipline. We explore the research on trauma-informed schooling, as well as examine approaches to classroom management that are culturally sustaining.

### **C&T 4046 - No Title Found in Banner**

An introduction to teaching, learning, and curriculum in secondary classrooms including: development and learning processes; instructional planning; observation and assessment; classroom management and environments; integrating instructional technologies and digital media; 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 in pedagogical contexts.

### **C&T 4047 - No Title Found in Banner**

Continuation and extension of C&T 4046, with an emphasis on curriculum design issues, state learning standards, Common Core standards, differentiation and assessment. Emphasis on inquiry-based procedures for teaching in secondary content areas to students with substantial academic and/or behavioral difficulties and on monitoring that instruction in a range of school environments. Students work collaboratively to plan and develop multi-level curriculum.

### **C&T 4200 - Fieldwork in curriculum and teaching**

Permission required. Majors work under guidance. Students should have had previous coursework with their supervising staff member and should select a problem relating to this work.

### **C&T 4301 - Educational Assessment of Students with Disabilities**

This course is designed to acquaint graduate students with the methods of assessment used to identify and program for students with disabilities. The function of a response to intervention model within a multi-tiered system of supports will be explored. Graduate students will reflect on best practices in the early identification and support of learning needs. Students will develop the ability to recognize and respond to the need for

individualized intervention within the general education classroom. Students will also learn about the process of evaluation in order to consider eligibility for special education. Individualized Education Program development and progress monitoring will be explored. Issues around the overidentification of students with disabilities and the least restrictive environment will be considered.

### **C&T 4501 - Teaching and learning in the multicultural, multilingual classroom**

Student diversity (characterized by gender, race, ethnicity, language, special needs, and sexual orientation) is examined in relation to decisions about methodology, curriculum, instructional materials, student grouping, home-school-community relationships, and teachers' professional growth and development.

### **C&T 4705 - Observation and student teaching: Learning disabilities**

Students complete three full days per week at their residency placement in the fall and 4 full days per week at their residency placement in the spring. Students must follow the NYC DOE academic calendar.

### **C&T 5080 - Access to Full Partpatn Schls**

This course is designed to offer an in-depth understanding of issues that frame the participation of students with disabilities in various educational settings. It critically examines the legal and structural framework that regulates the education of students with disabilities. This course explores current pedagogical practices within the field of special education, while it simultaneously seeks to build the tool-kit of teachers to meet the needs of students with varying kinds and degrees of educational needs. This involves a critical examination of classroom structures for participation that have traditionally been made available to students with disabilities as well as the exploration of alternate ones that can facilitate the learning and development of a diverse student body.

### **C&T 5081 - Collaborative Comm Cult Cntxts**

This course explores, from a disability studies perspective, strategies for developing effective communication and interpersonal interaction skills appropriate for both collaborative and consultative relationships in schools. Focus is on the development of these skills in interactions with both school professionals and family members of students. Particular attention is paid to the development of these skills in ways that are responsive and relevant to people from marginalized groups.



**Teachers College**  
COLUMBIA UNIVERSITY

# Academic Catalog 2023-2024

## Education Policy & Social Analysis

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# The Department of Education Policy & Social Analysis

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## Our Mission

The mission of The Department of Education Policy and Social Analysis is to engage in cutting-edge research and teaching to address critical problems affecting education and to contribute to informed analysis and action to promote educational achievement and equity.

EPSA starts out with a broad and inclusive view of the kinds of issues that its faculty and students might consider important to address. Explicitly, we are interested in both formal institutions of schooling and the political, bureaucratic, organizational, economic, and social factors that profoundly affect both schools and the broader educational enterprise. We are interested in the role that families, communities, and civil society can play in promoting education outside the school building walls. We have a special interest and capability in addressing issues from pre-K through higher education, in identifying ways in which laws and institutions affect education, and in understanding the growing role of private for-profit and nonprofit organizations in delivering education technologies and services. Issues relating to racial and socioeconomic equity are central to the research and teaching interests of many of our faculty members and students.

Students in this Department will develop general skills of policy research and analysis, along with general perspectives on policy development and implementation that are widely applicable to other domains of public policy. We do hope to link education policy with other social issues and domains such as health policy. Social analysis grounded in disciplinary studies in sociology, political science, and economics should inform applied policy studies and vice versa.

# History and Education

Department of Education Policy & Social Analysis

## 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, 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: Students interested in becoming a certified public school teacher, please see the Program in Teaching of Social Studies in the Arts and Humanities Department. The Program in History and Education does not offer degree programs leading to public school teacher certification.

# Degrees

## Master of Arts

### History and Education

Master of Arts

**Points/Credits:** 30/32 (depending on course selection)

**Entry Terms:** Spring/Fall

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### Degree Requirements

The Master of Arts degree program 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

### History and Education

Master of Education

**Points/Credits:** 60

**Entry Terms:** Spring/Fall

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### Degree Requirements

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 Philosophy

### History and Education

Doctor of Philosophy

**Points/Credits:** 75

**Entry Terms:** Fall Only

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### Degree Requirements

The Doctor of Philosophy degree requires 75 points, including demonstrated proficiency in two foreign languages. The Ph.D. degree program emphasizes 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.

## Faculty

### Faculty

- Ansley T. **Erickson** Associate Professor of History and Education Policy
- Thomas **James** Professor of History and Education

### Instructors

- Rachel Tamar **Klepper**

## Courses

### EDP 5063 - US Education Policy in Historical Perspective

This course takes a historical approach to examining educational policy in the U.S., focusing particularly on the interaction between federal policy and local and state contexts, to help students explore and answer these key questions: why and how did schooling become a public, state function in the U.S.? how have U.S. citizens answered the question of who governs schools, and at what scale? How has education policy interacted with and

been shaped by racism, sexism, classism, and heterosexism? Part I of the course focuses on cross-cutting historical questions about the idea and evolution of education policy and governance in the U.S. Part II examines examples of federal policy in education – including those that have attempted to address poverty through and within education, to address segregation by racial category, to support bilingual education, to meet the needs of students with disabilities, to establish standards for academic achievement, and to foster school choice.

### **EDP 7501 - Dissertation Seminar**

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

### **EDPH 4060 - History of Education in NYC**

An examination of the city's educational institutions from the perspective of the different school populations who attended them over the course of the 19th and 20th centuries.

### **EDPH 4070 - History of Education in the US**

Considers the development of American education in the context of American social and intellectual history.

### **EDPH 4076 - History of Urban Education**

Understanding the development of schooling in US cities, with an emphasis on social, economic, and spatial changes in the metropolitan environment and their interactions with schools.

### **EDPH 4901 - Research and Independent Study: History and Education**

Permission of instructor required.

### **EDPH 5070 - History and Theory of Higher Education**

What is the purpose of higher education, and how has its purpose changed over time? In this course, we will investigate this fundamental question by contextualizing how religious, cultural, political, and international dynamics have contoured American higher education since the origins of the first colonial colleges to its present-day policies and issues.

### **EDPH 5076 - History of African-American Education**

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

### **EDPH 5190 - Old and New Histories of Higher Education Institutions**

This research seminar, open to students from any program, supports research on the history of Teachers College as an academic institution. The last history of TC was published in 1954. New histories are vitally needed now. Fresh evidence, more recently published scholarship, and alternative perspectives make this endeavor an excellent opportunity for students to engage in historical research.

### **EDPH 5195 - Experience, Education and Histories**

This seminar takes a historical perspective to explore learning through experience changed with the rise of mass schooling, increasing urbanization and industrialization, and the revolution in technology and communications. Special attention will be given to initiatives aiming to promote learning through experience amidst the ever-expanding built world and the standardization and regimentation of formal education. The seminar examines the history of efforts to foster learning settings that integrate direct experience, spontaneity, creativity, adventure and play more fully into the education of children and young adults.

### **EDPH 5670 - Colloquium in History and Education**

Discussion of research and teaching topics in history and education. Permission of instructor required.

### **EDPH 6041 - History & Education Historical Method**

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

### **EDPH 6901 - Research Independent Study: History and Education**

Permission of instructor required.

### **EDPH 8901 - Dissertation Advisement: History & Education**

Faculty. 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.

# Economics and Education

Department of Education Policy & Social Analysis

## Program Description

### Why Economics & Education?

Economic concepts and analytic methods are increasingly influential in education policy and administration, and graduates who can combine quantitative skills with substantive expertise are in high demand. Our program prepares students to apply the economic approach, as well as its methodological tools, to contemporary education policy issues both domestically and globally.

### Why Teachers College, Columbia University?

If you want examples of how economic concepts and methods can be applied to real-world education research and policy, check out some of the work highlighted in our faculty profiles. Our faculty includes renowned scholars studying higher education, K-12 educational institutions, educational markets and privatization, and international education and economic development, among other areas. Our scholars play prominent roles in their respective areas of specialization and their work is featured regularly not only in academic publications but also in policy conversations around the world.

Our program is situated in a dynamic intellectual environment: a world-class institution in a world-class city. Students in the Economics & Education program benefit from the rich, multidisciplinary environment within TC's Department of Education Policy and Social Analysis (EPSA), which also includes academic programs in Education Policy, Politics and Education, and Sociology and Education. Students and faculty across the four Programs interact around shared research and policy interests, and students in the Economics and Education Program are encouraged to take advantage of the broader resources in EPSA. These broader resources include not just relevant course offerings, but also policy events, seminars, student-led "pop-up" conversations on current topics, job networking events, and social gatherings. And of course, the infinite social, cultural, and intellectual opportunities of New York City are all right outside your doorstep.

### What will I do in the program?

Students in our M.AEd.M. and Ph.D. degree programs take courses in core areas including applied microeconomics, the economics of education, education and economic development, econometrics, statistical analysis, and benefit-cost analysis. Beyond required coursework,

students in each degree program can choose from a range of elective courses to individualize their experience and 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.

### **What do graduates do with their degrees?**

Our M.A. and Ed.M. graduates have gone on to work in policy, administration, and data analysis roles within government agencies, schools, education research and advocacy organizations, foundations, and educational technology companies, as well as to pursue further study in related fields.

Our Ph.D. graduates have gone on to research, leadership, and academic teaching positions in a range of settings. Recent Ph.D. graduates are currently employed as tenure-track faculty members at both domestic and international postsecondary institutions, as research associates at leading policy research organizations, and as institutional researchers for large urban school districts and colleges and universities.

Please note that our Program is a preferred partner Program for the Joint Japan/World Bank Graduate Scholarship Program. The Program has several eligibility requirements, however. You can find more information about this scholarship program on the TC Financial Aid website, under Merit-Based Aid/External Scholarships, and on the Japan/World Bank Graduate Scholarship program website.

## **Degrees**

### **Master of Arts**

#### **Economics and Education**

Master of Arts

**Points/Credits:** 33

**Entry Terms:** Fall Only

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#### **Degree Requirements**

The objective of the 33-point M.A. Program in Economics and Education is to equip education professionals and policy-makers with the skills required to interpret and synthesize education-related research, to design and implement effective educational policy, and to assess the consequences of education policy, both domestically and in international settings.

The degree program begins in the Fall term and can be completed within one calendar year with enrollment during the summer and careful course planning, although many students choose to take longer (for example, by taking the summer to work in a related area and returning to complete coursework in the subsequent fall term). Some students are able to work full-time while pursuing their degree, although this requires a flexible schedule since many courses are only held in the afternoon.

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. Please click on the course planning worksheet link below for specific course offerings and requirements. <https://www.tc.columbia.edu/education-policy-and-social-analysis/economics-and-education/degrees--requirements/economics-and-education-ma/>

In addition to completing required coursework, all M.A. students must complete an Integrative Project (I.P.) on a topic of their choice, under the guidance of a faculty advisor. The I.P. may take the form of original research and data analysis on a topic of interest or may entail a review and synthesis of the theory and evidence around a specific education-policy question. The goal of the I.P. is for the student to apply concepts and methodologies from the Economics and Education curriculum to a real-world issue in education.

All applications to enter the program are evaluated on an individual and holistic basis. However, the curriculum of the program assumes that students have some previous coursework (at least at the undergraduate level) in economics and basic statistics, possess intellectual maturity, and demonstrate an interest in education policy and practice. Compelling applications for admission demonstrate the applicant's capacity for success and also clearly explain how the Economics and Education curriculum fits with the applicant's past experiences and future goals.

## Master of Education

### Economics and Education

Master of Education

**Points/Credits:** 60

**Entry Terms:** Fall Only

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### Degree Requirements

This 60-point degree program is intended for individuals who already have a graduate degree in a related field, and who would like to build upon that foundation with additional training in Economics and Education. Required coursework mirrors the requirements for the M.A. degree but gives students room to take more advanced courses in the economics and education concentration and related degree Programs (including the other

Programs in EPSA as well as relevant courses in other Departments/Programs). <https://www.tc.columbia.edu/education-policy-and-social-analysis/economics-and-education/degrees/master-of-education-in-economics-and-education-econ/>

All applications to enter the degree program are evaluated on an individual and holistic basis. However, the curriculum of the program assumes that students have some previous coursework (at least at the undergraduate level) in economics and basic statistics, possess intellectual maturity, and demonstrate an interest in education policy and practice. Compelling applications for admission demonstrate the applicant's capacity for success and also clearly explain how the Economics and Education curriculum fits with the applicant's past experiences and future goals.

## Doctor of Philosophy

### Economics and Education

Doctor of Philosophy

**Points/Credits:** 75

**Entry Terms:** Fall Only

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### Degree Requirements

This 75-point degree 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 highly 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, such as higher education, early childhood education, field experimentation, or a regional focus. Students work on their dissertation under the guidance of faculty advisors within the program; additional members of the dissertation committee may be drawn from other TC Departments, and at least one committee member must be from Columbia University's Graduate School of Arts and Sciences. All degrees are conferred by Columbia University. <https://www.tc.columbia.edu/education-policy-and-social-analysis/economics-and-education/degrees/doctor-of-philosophy-in-economics-and-education-econ/>

Admission to the Ph.D. program is highly selective. All applications to enter the program are evaluated on an individual and holistic basis. However, the curriculum of the degree program assumes that students have some previous coursework in economics and statistics, possess intellectual maturity, and demonstrate an interest in education policy and practice. Compelling applications for admission demonstrate the applicant's capacity for success and also clearly explain how the Economics and Education curriculum fits with the applicant's past experiences and future goals.

# Faculty

## Faculty

- Thomas R **Bailey** President; George and Abby O'Neill Professor of Economics and Education
- Alexander James **Eble** Assistant Professor of Economics and Education
- Jordan Dmitri **Matsudaira** Associate Professor of Economics and Education
- Judith E. **Scott-Clayton** Professor of Economics and Education

## Emeriti

- Henry M. **Levin** William Heard Kilpatrick Professor Emeritus of Economics and Education
- Mun **Tsang** Professor Emeritus of Economics and Education Policy

## Lecturers

- Aparna **Anand** Lecturer, Economics & Education

## Adjunct Faculty

- Samuel Eli **Abrams** Adjunct Assistant Professor of Education (POLC)
- Brittany Jean **Kenyon** Adjunct Assistant Professor
- Joydeep **Roy** Adjunct Professor

## Instructors

- Sarah R. **Cohodes**
- Veronica Milagros **Minaya Lazarte** Senior Research Associate and Program Lead

# Courses

## EDPE 4050 - Economics of Education

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 education; and outcomes, school reform, and school choice. Offered annually in the fall.



### **EDPE 4051 - Education and Economic Development**

This course teaches students key perspectives on development and economic growth; the theoretical and empirical arguments linking education to economic growth; the main economic issues behind persistently low education levels in the developing world; the progress in raising these education levels being made through deliberate intervention and market responses; how students can become professionally involved in this progress; and a core set of empirical and theoretical skills useful in parsing these topics. Offered annually in the spring.

### **EDPE 4055 - Resource Allocation in Education**

Methods of economic evaluation are a critical component of evidence for policymaking. Economic evaluations, mainly cost-effectiveness and benefit-cost analysis, contribute information about costs relative to impacts. Rigorous evidence on effects, and the resources used to produce them, aids in selecting between policy alternatives. This course is designed to provide a strong foundation to prepare researchers to apply the “ingredients method,” a method of evaluating the costs of educational programs. Students will also become familiar with statistical approaches to educational resource use and the use of cost-effectiveness and cost-benefit techniques in education.

### **EDPE 4056 - Microeconomic Theory Applications to Education**

The purpose of the course is to provide students with the main theoretical tools and concepts for microeconomic analysis in the field of education and elsewhere, and to make students conversant in their application to real world issues and in the debates surrounding their strengths and weaknesses. These are powerful, yet controversial, tools, and are at the heart of much of today’s education and social policy debate. Topics covered include supply, demand, consumer optimization, expected value, uncertainty, insurance, producer optimization, equilibrium, perfect competition, monopoly, imperfect competition, externalities, and public goods. Offered annually in the Fall.

### **EDPE 4058 - Economics of Higher Education**

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. Offered regularly, typically in the fall.

### **EDPE 4097 - International and Comparative Studies in Educational Finance**

This course introduces students to key concepts and methodological tools in international comparative analysis of education finance. It examines fundamental and diverse perspectives in global school finance, focusing on the theory and policies of how nations in different parts of the world mobilize and allocate resources for education, and use these resources to address pressing issues in educational attainment and equity. Intended for both U.S. and international graduate students in education who may subsequently work as policy makers, education administrators and academic researchers in a variety of educational organizations and institutions, nationally and internationally.

### **EDPE 4155 - Evaluating Educational Privatization and School Choice**

Educational privatization and school choice raise fundamental questions about the purposes of education, the nature of community, the meaning of freedom, the boundaries of the market, and the definition of the public good and of public goods. Through close reading of court decisions and legislative acts as well as works in economics, sociology, history, political science, pedagogy, and investigative journalism, we will explore these questions.

### **EDPE 4500 - Research, Writing and Professional Seminar in Economics of Education**

This seminar is intended to develop students' research and writing skills as applied to an in-depth independent project in the Economics of Education, to develop professional skills, and to promote a supportive scholarly and professional community among Econ & Ed students. The course will examine the stages of research development and provide structured guidance to students as they develop an independent project and prepare for their careers after graduation. Since the course will be run as a seminar, students are expected to contribute to class discussions as well as to provide critical and thoughtful feedback on their classmates' work in progress. Priority will be given to master's students in Economics & Education, but the course is open to EPSA students as well. Offered annually.

### **EDPE 5430 - Internship in Economics and Education**

Permission of advisor required. Supervised training in diverse settings designed to gain work experience and/or research skills related to economics of education.

### **EDPE 5550 - Workshop in Economics and Education**

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. Offered annually.

### **EDPE 6000 - Advanced Analysis in Economics of Education**

The course focuses on the evaluation of state-of-the-art research papers in the economics of education. The purpose is to provide critical readings and reviews of articles and papers across many different methods. Offered occasionally.

### **EDPE 6022 - Econometric Methods for Policy Research and Program Evaluation**

This course is essentially one in applied econometrics, but is well suited to anyone in policy, sociology, political science, etc. looking to do empirical research about the causal effects of some X on some Y. The goal of this class is for students to learn a set of statistical tools and research designs that are useful in conducting good empirical research on public policy topics. The course will emphasize the importance of research design (relative to statistical technique) for the identification of causal effects, as well as the limitations in the applicability of many commonly used techniques. The pedagogical philosophy behind the class is guided by the maxim "show,

don't tell." While we will learn the statistical properties of a variety of common estimators using some black/white-board math, the formal requirements of the class will consist primarily of problem sets requiring students to analyze real data and replicate results from published papers in the hope that doing applied work will help you to learn the theory behind it. Learning Objectives Students who successfully complete this course will:

- Be familiar with the most common econometric research designs, and have a firm grasp on the conditions under which each can produce valid causal inferences.
- Have a grounded understanding of the theoretical properties of common econometric estimators.
- Understand how to critique the empirical methodologies of papers that use the most popular research designs.

### **EDPE 6023 - Advanced Causal Methods: Use and Interpretation**

This doctoral course covers the design, implementation, and interpretation of econometric methods used for evaluating causal relationships in education research, reading and discussing applied methodological texts as well as journal articles using advanced causal methods. The course covers randomized experiments, natural experiments, differences-in-differences, instrumental variables, regression discontinuity, and propensity score matching. Offered occasionally.

### **EDPE 6025 - Conducting Field Experiments: Design and Implementation**

The purpose of this course is to introduce students familiar with causal methods to the design and implementation of field experiments in economics and education. In the first part of the course, students will study experimental design. In the second part of the course, students will focus on the practical aspects of running an experiment. The course assignments will lead up to a completed proposal outlining the theory, design, and implementation of a field experiment. In addition, students will complete an IRB application for human-subjects approval and present their proposals. Offered occasionally.

### **EDPE 6050 - Education and Economic Development: Advanced Topics**

This course provides an advanced discussion of the links between education and economic development, including both theoretical frameworks and a review of frontier empirical research, with a focus on how such studies are conceived and executed. Offered occasionally.

### **EDPE 6052 - Labor Economics**

This course covers important concepts in labor economics, with a focus on how those concepts can be applied and tested in practice. The course will provide an overview of labor market topics such as the returns to education and training, non-monetary forms of compensation, models of labor migration, and models of imperfect or asymmetric information about skills. For each topic, we will examine influential papers and the empirical methods they use. The course is intended for doctoral students and will count towards the Labor Economics requirement for the Economics of Education Ph.D. program. Offered occasionally.

### **EDPE 6151 - Advanced Microeconomics with Applications to Education**

A doctoral-level survey of microeconomic theory with applications of relevance to the economics of education. Includes the theory of the firm and its implications regarding factor demands, educational production functions,

and the demand for education. Consumer theory and the theory of labor supply, human capital externalities, inter-temporal decision-making, public finance and local public goods will also be covered. Offered every other year.

### **EDPE 6590 - Doctoral Research Seminar on Economics of Education**

Through presentation and discussion of their research studies, students learn research skills and improve their understanding of various issues in the research process from the initial stage to dissemination.

### **EDPE 8900 - Dissertation Advisement in Economics and Education**

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.

# Education Policy

Department of Education Policy & Social Analysis

## Program Description

The Education Policy Program at Teachers College aims to prepare policy experts whose substantive grounding in a range of educational issues is matched by their broad understanding of the policy process and their skills using the tools of policy analysis and research. We focus largely on education policy in the United States.

### **What is the field of education policy?**

Governmental policies at federal, state, and local levels have growing influence over how education is organized in the United States and what happens with teachers and students inside schools. Policies are wide-ranging in focus. For elementary and secondary education, they cover matters such as how school systems are funded; whether charter schools can be established in a community and whether families and students can choose their schools; teacher workforce development and standards for licensing, evaluation, compensation, and tenure; instructional frameworks guiding what and how students will be taught; testing and accountability requirements for monitoring student and school performance; whether schools will offer wraparound services for students; desegregation and integration by academic achievement, race and social class in schools and classrooms; how students are disciplined; how students with special needs are served; and more. Many other policies govern the provision of early childhood education as well as post-secondary and higher education.

Policies are supposedly intended to help make the educational system excellent, equitable, and efficient. But stakeholders do not always agree on what constitutes excellence, equity, and efficiency. Therefore, it is often unclear whether, and how, policies advance or impede progress toward these objectives in different contexts. For example, some view particular education policies as meritocratic and fair, while others see them as preserving privilege and the status quo for powerful constituents while denying opportunity to others.

Moreover, education policy in the United States is developed and enacted through fragmented systems that are both centralized and decentralized. Policies often are framed and adopted by one set of actors, implemented by others, and then have their impact on still others. None of this happens in a simple or straightforward manner. Thus, education policy is a complex and often contested domain.

The academic field of education policy is devoted to the scholarly study of the history and current status of federal, state, and local education policy, the processes by which policies are developed and enacted, and their intended and unintended outcomes and impact on individuals, communities, and society as a whole. The field encompasses policies related to education from early childhood through higher education and links this focus to other domains of public policy such as housing, employment, social welfare, and criminal justice. The field is interdisciplinary, drawing on the traditions, perspectives, concepts, and methods of sociology, political science, history, economics, and legal studies to develop theoretical analyses and empirical evidence that advance our understanding of how education policy works, and how it can be improved.

### **Why study education policy?**

People decide to study education policy for many different reasons. Teachers and school leaders often want to understand more fully the origins and intentions of the policies that govern much of their professional work, and they want to be able to intervene to help make policies more sensible and impactful. Some educators find themselves ready to leave school settings and want to influence the education system by working in policy development and implementation at the district, state, or federal level. Others seek to have an impact by evaluating and reporting the effects of policy, through work as policy analysts with foundations, think tanks, school districts, or other government agencies. Still others want to become policy advocates, helping interest groups or community-based organizations effectively press for policies they believe will advance equity and excellence. And some want to develop their capacities and build careers as policy teachers and researchers in academic settings.

### **Education policy at Teachers College**

The degree programs in Education Policy were formally instituted in 2011 when the Department of Education Policy and Social Analysis was established. In earlier years, students studied policy as part of programs such as education leadership or comparative and international education, and many students in other degree programs continue to share an interest in education policy. Policy researchers and analysts are dispersed throughout the TC faculty. Teachers College has a remarkable history of impact on many aspects of education policy, both in the United States and around the world. TC professors have been pioneers in researching and promoting policies regarding state funding of education, education for the disadvantaged and marginalized, gifted and talented education, policies around choice and the privatization of education, and more. Professors who are currently affiliated with the Education Policy Program are leading researchers and advocates in areas such as comprehensive educational opportunity, school effects on student cognitive development, international early childhood development, education finance and resource allocation, teacher workforce policies, the impact of pedagogical and curricular reforms, civil rights legislation and educational equity, higher education effectiveness, school choice, school desegregation, and organizational effectiveness in education.

The Program develops students' ability to engage in the political, economic, social, and legal analysis of education policy issues, drawing on important conceptual frameworks to develop insights that can inform further policy activity. Students learn to gather and analyze empirical

evidence about policies and their impact, using field research methods for interviews and observations and statistical techniques that can be applied to administrative data, nationally representative federal datasets, and other sources of quantitative data. Coursework includes courses on the policy process, courses in the social science disciplines that inform policy studies, and research methods courses. Master's degree students select a substantive specialization tied to their professional and academic goals; options include specializations in Data Analysis and Research Methods, Early Childhood Education Policy, K-12 Education Policy, Higher Education Policy, and Law and Education Policy. Doctoral students complete the master's-level core courses, a two-part advancement to candidacy process, and a research dissertation.

Our graduates join a lively community of practice in the field of education policy. They are prepared to serve in such positions as policy analyst, policy advocate, education researcher, and faculty member. The knowledge and skills they acquire through our program enhance their effectiveness as teachers and leaders at the school level, and as program directors and evaluators at the school district level. (The degree program does not lead to certification for public school teaching or administrative positions, however.)

For more information, contact the Program Manager for the Education Policy program, Gosia Kolb, at kolb@tc.columbia.edu. For information about applications and degree requirements, and for profiles of program faculty, students, and alumni, visit <https://www.tc.columbia.edu/education-policy-and-social-analysis/education-policy/>.

## Degrees

### Master of Arts

#### Education Policy

Master of Arts

**Points/Credits:** 33

**Entry Terms:** Fall Only

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#### Degree Requirements

The 33-credit Master of Arts (M.A.) degree offered by the Education Policy Program is focused on the preparation of policy analysts, policy advocates, and education researchers. The degree program develops students' knowledge and skills by drawing on interdisciplinary policy studies, the social science disciplines of economics, history, law, politics, and sociology, and substantive content on policies and practice in early

childhood education, K-12 education, higher education, law and education, and data analysis and research methods. The M.A. degree program is commonly accepted as preparation for entry-level positions in the education policy field.

**Culminating Requirement:**

Students will write a reflective essay on what they have learned through their Education Policy M.A. degree program. The reflective essay represents an opportunity for students to consolidate what they have done in separate classes and present a comprehensive and critical assessment of the core ideas and skills they have encountered; the intellectual, professional, and personal changes they have experienced; and their ideas and plans for the future. The reflective essay will be assessed as Pass or Fail by the student's advisor, and students may be asked to revise the essay until it is acceptable. Criteria for the assessment will be: evidence of substantive engagement with program content and efforts to synthesize important ideas; evidence of describing and reflecting on specific experiences and insights from the degree program in the essay (rather than simply describing general impressions or ideas); evidence of a thoughtful comparison of current thinking with perspectives held at the beginning of the degree program; and evidence of careful attention to writing quality.

## Master of Education

### Education Policy

Master of Education

**Points/Credits:** 60

**Entry Terms:** Fall Only

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### Degree Requirements

The 60-point Ed.M. degree is intended for educators and non-educators seeking careers in education policy in either the private or public sector. This advanced master's degree program is appropriate for students who have already earned an M.A. with at least some coursework related to education policy. The program of study builds on the basic M.A. course sequence and draws on interdisciplinary policy studies, the social science disciplines of economics, history, law, politics, and sociology, courses with substantive content regarding policies and practice in early childhood education, K-12, higher education, law and education, and courses in research design and data analysis methods. Students consult with their advisors to select additional courses in a policy area relevant to their interests. Up to 30 points of eligible coursework from another graduate institution or program may be applied to the Ed.M. degree.

**Culminating Requirement:**

Students will write a reflective essay on what they have learned through their Education Policy Ed.M. degree program. The reflective essay represents an opportunity for students to consolidate what they have done in separate classes and present a comprehensive and critical assessment of the core ideas and skills they have encountered; the intellectual, professional, and personal changes they have experienced; and their ideas and plans for the future. The reflective essay will be assessed as Pass or Fail by the student's advisor, and students



may be asked to revise the essay until it is acceptable. Criteria for the assessment will be: evidence of substantive engagement with program content and efforts to synthesize important ideas; evidence of describing and reflecting on specific experiences and insights from the degree program in the essay (rather than simply describing general impressions or ideas); evidence of a thoughtful comparison of current thinking with perspectives held at the beginning of the degree program; and evidence of careful attention to academic writing quality.

## Doctor of Philosophy

### Education Policy

Doctor of Philosophy

**Points/Credits:** 75

**Entry Terms:** Fall Only

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### Degree Requirements

In the rapidly changing and increasingly complex world of education, a crucial need exists for better knowledge about how policies can support early childhood education, elementary and secondary education, and higher education while advancing the goals of efficiency, excellence, and equity. The school-year Ph.D. degree in Education Policy responds to these knowledge demands by focusing on the scholarly study of education policy. This degree program provides the opportunity to develop expertise in many interconnected subject areas as preparation for careers in academic research and teaching or in applied policy development and research.

The degree program may be completed in a minimum of 75 points. Up to 30 points of eligible coursework may be transferred from another accredited graduate institution. In addition to study in education policy, the degree program requires extensive preparation in quantitative and qualitative research methods and in one or more of the social science disciplines, including economics, history, law, political science, and sociology. Students must complete a doctoral certification process and a research dissertation.

## Faculty

### Faculty

- Thomas Wayne **Brock** Director, Community College Research Center
- Ansley T. **Erickson** Associate Professor of History and Education Policy
- Luis A **Huerta** Associate Professor of Education and Public Policy

- Sharon L. **Kagan** Virginia and Leonard Marx Professor of Early Childhood and Family Policy and Co-Director of the National Center for Children and Families
- Douglas David **Ready** Professor of Education and Public Policy
- Michael A. **Rebell** Professor of Law and Educational Practice
- Carolyn J. **Riehl** Associate Professor of Sociology & Education Policy

### Adjunct Faculty

- Dennis David **Parker** Adjunct Professor
- Jennifer **Sallman**
- Eric Y. **Shieh** Adjunct Assistant Professor
- Elana W. **Sigall** Adjunct Associate Professor of Education

### Instructors

- Sarah R. **Cohodes**

## Courses

### EDPA 4002 - Data Analysis for Policy and Decision Making I

This is an introductory course in quantitative research methods that focus on non-experimental designs and the analysis of large-scale longitudinal datasets, especially those related to education policy. Students become familiar with the logic of inferential statistics and the application of basic analytic techniques. No prior knowledge of statistics or quantitative methods is required.

### EDPA 4013 - Education Policy and the Management of Instruction

This course uses a backward-mapping approach to examine how federal, state, and local education policies affect the learning environments of schools and classrooms, teacher quality and pedagogy, and ultimately student learning in schools. We review important milestones in instructional policy in the United States and consider their impact on educational equity. The course is intended to help students develop and articulate ambitious theories of action for school improvement and the management of instruction that can be useful in their work as education policy makers or analysts, academic researchers, and practitioners in schools and districts.

### EDPA 4017 - Higher Education and the Law

This multidisciplinary survey course explores significant recent developments in public and private higher-education law, policy, and practice. Designed for practicing and aspiring higher-education administrators, policy

analysts, advocates, and researchers, it covers many issues that are now the subject of spirited, polarized national debates in the U.S., including access to higher education; student and faculty free speech and academic freedom; DACA, immigration and English learners; using race, ethnicity and gender to promote diversity; HBCUs and single-sex education; and harassment, cyber-bullying, and discrimination based on race, national origin, religion, gender, sexual orientation, gender identity, and disability. Other topics include aspects of safety and order: institutional authority to regulate on- and off-campus student and staff misconduct; tort liability (for suicide, hazing, drug and alcohol abuse); search and seizure; and due process. Current administrators at Columbia and other universities are welcome.

### **EDPA 4025 - Higher Education Policy**

This course provides an introduction to major policy enactments in higher education both in the United States and abroad. The policies reviewed include provision of different types of colleges including community colleges and private higher education, tuition and student financial aid, affirmative action, higher education finance, and quality assurance and performance accountability. The course examines the forms, political origins, implementation, and impacts of these policies. The aim is to help students develop a broad and deep understanding of the main directions of – but also limitations to – higher educational policymaking in the United States and abroad.

### **EDPA 4033 - Comprehensive Educational Opportunity**

The course will provide students an overview of the concept of comprehensive educational opportunity, which seeks to provide meaningful educational opportunities for children from poverty backgrounds and will analyze the feasibility of its implementation. Topics will include the impact of poverty on children's opportunities to succeed in school, the role of early childhood learning, out-of-school time, health factors, and family and community support on school success; the history of past attempts to overcome socioeconomic disadvantages; the current attempts of large-scale "collective impact" initiatives to deal with these issues, and the economic, political, administrative, educational, and legal issues that must be considered to advance this concept on a large scale.

### **EDPA 4046 - School Finance: Policy and Practice**

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.

### **EDPA 4047 - Politics and Public Policy**

What are the various stages of the policy process, from the recognition of certain problems as public issues to the adoption of policies to address those problems and the implementation and evaluation of those policies? This course touches on all these stages but focuses on policy origins: problem recognition and agenda setting, consideration of possible policy solutions, and policy adoption. The course examines policy origins through the lenses of various theoretical perspectives drawn from political science, sociology, economics, and law, including policy entrepreneurship theory, the advocacy coalition framework, punctuated equilibrium theory, diffusion theory, institutional theory, and the theory of the state. These perspectives are grounded by looking at the origins of particular policies concerning early childhood, K-12, and higher education.

### **EDPA 4048 - Education Policy Analysis and Implementation**

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 implementation issues in bottom-up and top-down policy change are explored.

### **EDPA 4050 - Logic & Design of Research**

This course is an introduction to understanding, designing, and writing about empirical research in education. We will explore the philosophical foundations of the positivist, interpretive, and critical knowledge paradigms for research and the relationship between theory and evidence in research. Students will learn about different genres of research and will explore strategies for sampling, data collection, and analysis in quantitative, qualitative, and mixed methods research. The final project will be a literature review of research on a topic of interest to the student. The course will help students make choices for the kind of research they want to pursue; it will also help students be able to synthesize and write about published bodies of research.

### **EDPA 4086 - Education & the Law: Speech, Religion, Regulation**

This multidisciplinary survey course explores significant recent developments in K-12 public and private education law, policy, and practice. It covers many issues that are now the focus of polarized national debates. The class will include students from Teachers College, Columbia Law School, and other Columbia University graduate schools. public- and private-school practitioners, current and aspiring, are welcome, as are policy analysts, researchers, and policy makers. Topics include limits on public regulation and funding of private schools; charter schools and voucher programs; religious conflicts in public schools over public funding, prayer, and curriculum; and free-speech rights of students and teachers. The course will also focus on school safety: bullying and cyberbullying; child abuse; the schools' authority to make and enforce rules governing on- and off-campus student and staff misconduct, including drug/alcohol abuse, hazing, and sexual misconduct; tort liability; and educational malpractice; search & seizure/drug testing; racially disproportionate school discipline; the school-to-prison pipeline; and due process rights of students and staff. The course will be multidisciplinary, drawing on sources in law, social science, policy, and education practice. We will consider how to avoid unnecessary litigation and, equally important, how to use the law to advance important educational values and objectives.

### **EDPA 4503 - Schools, Courts, and Civic Participation**

Although historically, America's public school system was established primarily to prepare young people to become citizens capable of maintaining a democratic society, in recent decades, most schools have done a poor job of preparing students for effective civic participation. This course will consider the reasons for the decline in the schools' traditional civic preparation role, and how schools can prepare students to be effective civic participants in the 21st century. Based on the instructor's belief that civic preparation will not actually become a priority of American schools unless the courts declare that students have a constitutional right to an adequate education for capable citizenship, the course will also will examine the legal and policy justifications for the courts' role in reforming public education institutions, briefly consider the history of judicial intervention in other areas of educational policy like desegregation, bilingual education and fiscal equity reform and then closely

analyze *Cook v. Raimondo*, a pending federal case that seeks to establish such a federal right, and in which the instructor is lead counsel for the plaintiffs.

### **EDPA 4899 - Federal Policy Institute**

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.

### **EDPA 4900 - EDPA 4900: Research and Independent Study in Education Policy**

For master's students wishing to pursue independent study and/or research on topics not covered in regular courses. Requires faculty member's approval of a study plan, reading list, and final paper or other products or projects. Permission required from individual faculty.

### **EDPA 5002 - Data Analysis for Policy and Decision Making II**

This is an intermediate-level course in non-experimental quantitative research methods, especially those related to education policy. The class examines such topics as residual analysis, modeling non-linear relationships and interactions using regression, logistic regression, missing data analyses, multilevel models, and principal components analysis. Prerequisite: Students should have completed at least one graduate-level course in applied statistics or data analysis (e.g., EDPA 4002) and have experience with Stata software.

### **EDPA 5016 - Education & the Law: Equity Issues**

This course will explore the role of the courts in dealing with issues of equity and education beginning with *Brown v. Board of Education*. Topics will include school desegregation, gender equity, fiscal equity and educational adequacy, rights of English Learners and of students with disabilities, testing, and school discipline. The course will consider the role of the courts in educational policy-making and the impact of judicial intervention on school culture and educational practices. We will also analyze the meaning of "equal educational opportunity," and "equity" in the contemporary context and confront such questions as: how deeply rooted are racism and inequity in school systems, to what extent can racism and inequities be eliminated or ameliorated in school systems if they persist in society at large, and to what extent can anti-racist curricula make a difference within systems that are structurally inequitable??

### **EDPA 5023 - Policymaking for Effective High School to College Transition**

The course examines policymaking efforts by the federal and state governments to facilitate the movement of students from high school to college and their effective preparation to meet college requirements. The policies reviewed include student financial aid, student outreach programs such as GEAR UP, state Common Core curriculum standards, and guided student pathways through college. The course examines the content of these policies, their political origins and implementation, and their impacts. The aim is to help students develop a broad

and deep understanding of the main directions of – but also limitations to – national and state policymaking with respect to high school to college transition.

### **EDPA 5645 - Craft of Policy Analysis**

The purpose of this course is to help students learn more about the techniques of policy analysis --identifying a public problem, researching solutions to the problem, weighing costs and benefits of various alternatives, and developing a policy recommendation aimed at addressing the problem. The emphasis is on how policy analysts think and do, rather than the study of the policy process in general. The course is organized to help students understand and become more informed about the nature of education policy in the United States.

### **EDPA 6002 - Quantitative Methods for Evaluating Education Policies and Programs**

This advanced master's course addresses a key issue in evaluating education programs and policies: determining whether a policy causes an impact on student trajectories that would not have occurred in absence of the policy. The course will cover experimental and quasi-experimental techniques used to attribute causal relationships between educational programs and student outcomes. Students will become sophisticated consumers of quantitative educational research and will practice statistical techniques in problems sets. There will be an exam and a final project. Prerequisites: Successful completion of 4002 and 5002 or equivalent and familiarity with the Stata statistical software package. No prior exposure to causal inference methods is expected.

### **EDPA 6027 - International Perspectives on Early Childhood Policy**

This course looks at early childhood education policy through an international lens, addressing often neglected—but highly salient—policy questions, including: What have been the real effects of the Millennium Development Goals and the Education for All goals on education systems in general and on early childhood education in particular? How have poverty, gender, and the needs of marginalized populations/cultures shaped early childhood policy in diverse countries? What are the unique policy properties that must be considered when developing policies for young children and their families? To what extent do the policy contexts of nations differ, and how do these differences impact early childhood policies directly? To what extent can lessons learned in one context be faithfully transported across national boundaries? Based on readings and discussions of these issues, students will demonstrate their understanding of the role of policy in shaping early childhood education in a given country through the final paper, a situation analysis. Building on sequenced assignments, this paper will provide the platform for students to use policy tools and make recommendations for concrete early childhood policy improvements.

### **EDPA 6030 - Institutional Theory: Sociological Perspectives on Institutional Change in Education**

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.

### **EDPA 6542 - Education Policy Foundations Seminar**

(Required for all Education Policy program students and restricted to Education Policy students) This course is the introductory seminar for all students enrolled in degree programs in Education Policy. It provides an overview of the education policy system and history of landmark education policies in the United States, an introduction to the tools and approaches of policy research and analysis, an introduction to the intellectual disciplines that contribute foundational perspectives for policy research (especially sociology, economics, history, politics, and legal studies), and exploration of selected current topics in education policy, especially those pertaining to opportunity and equity.

### **EDPA 6900 - Research and Independent Study in Education Policy**

For doctoral students wishing to pursue independent study or original research as they prepare for their doctoral certification examination and/or dissertation proposal. Permission required from individual faculty.

### **EDPA 8900 - Dissertation Advisement in Education Policy**

Individual advisement on the doctoral dissertation, via ongoing consultation between the student and dissertation sponsor. Ph.D. students who have passed the certification exam and are not enrolled in other courses must register for dissertation advisement each term until they finish their dissertation. The fee equals three points at the current tuition rate for each term. Permission required from individual faculty.

# Politics and Education

Department of Education Policy & Social Analysis

## Program Description

The Politics and Education Program serves students who wish to study how 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, investment, social ties, and cultural transmission in many communities. How do societies handle conflicting visions of what schools should and should not be doing, how has this changed over time, and what are the specific changes in political and governance processes that might facilitate better decision-making and policy implementation?

The politics of education are negotiated in the context of, and in connection with, historical and present-day inequalities by race, wealth and income, gender, sexuality, nationality, language, ability, and more. Students will study the ways power and politics have affected and have been affected in venues of education policy including reform and innovation, centralization and decentralization within systems of educational governance, privatization and school choice, professionalization and bureaucratization, and 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, in both historical and contemporary context. 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 Education Policy and Social Analysis, Teachers College and the Department of Political Science and the School of International and Public Affairs at Columbia University are all resources available to students as they develop their programs of study. Ph.D. students are expected to master the discipline of political science in addition to the specialty of politics in education. 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; or hold public office or other leadership positions in educational settings as diverse as private and public schools, corporations, citizen groups, and foundations. Doctoral graduates of



the Politics and Education Program teach in colleges and universities, conduct research in think-tanks and research centers, and advise public officials. Although students from all of the degree programs in politics and education are prepared to assume positions in educational institutions, the Program does not offer teacher certification. Degree programs leading to teacher certification are available in other Departments at Teachers College. For profiles of some recent alumni please visit our website at <https://www.tc.columbia.edu/education-policy-and-social-analysis/politics-and-education/about/alumni/>.

## Degrees

### Master of Arts

#### Politics and Education

Master of Arts

**Points/Credits:** 33

**Entry Terms:** Fall/Spring

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#### Degree Requirements

Students follow a core program of coursework and other learning experiences developed by the Politics & Education program faculty and individually adjusted in consultation with an assigned advisor. Under College policy, no transfer credits are accepted for M.A. students. Most students in the program enroll in the M.A., but the Ed.M. sometimes is appropriate for applicants who already have a relevant graduate degree.

For further information on specific program requirements, consult the program website at <https://www.tc.columbia.edu/education-policy-and-social-analysis/politics-and-education/>.

Newly admitted students are asked to participate in a set of core political science and general foundation courses in education and public policy. 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 policy debates in education or a particular political arena.

## Master of Education

### Politics and Education

Master of Education

**Points/Credits:** 60

**Entry Terms:** Fall/Spring

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### Degree Requirements

Students follow a core program of coursework and other learning experiences developed by the Politics & Education Program faculty and individually adjusted in consultation with an assigned advisor. Up to 30 points of transfer credits are accepted towards an Ed.M. degree but only upon approval of an assigned faculty advisor after the student is admitted. Most students in the program enroll in the M.A., but the Ed.M. sometimes is appropriate for applicants who already have a relevant graduate degree.

For further information on specific program requirements, consult the program website at <https://www.tc.columbia.edu/education-policy-and-social-analysis/politics-and-education/>.

Newly admitted students are asked to participate in a set of core political science and general foundation courses in education and public policy. Each student will also complete methodological requirements including but not limited to statistics, qualitative, and quantitative methods. After completing the core courses, each student is expected to focus his or her studies on a set of policy debates in education or a particular political arena.

## Doctor of Philosophy

### Politics and Education

Doctor of Philosophy

**Points/Credits:** 75

**Entry Terms:** Fall Only

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### Degree Requirements

Students are asked to participate in a set of core political science and general foundation courses in education policy. These are selected with the approval of the faculty advisor in order to best meet each individual student's interests and professional goals. Students may be required to take as many as 12 points of coursework at Columbia University in the Political Science Department.

Ph.D. students must 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 advanced multivariate statistics, 5) a comparable level of proficiency in a research tool approved by the College. Using a foreign language to satisfy the research tool is appropriate only if the student's dissertation or future research will be enhanced by developing such knowledge.

For further information on specific program requirements consult the program website at <https://www.tc.columbia.edu/education-policy-and-social-analysis/politics-and-education/> and The Ph.D. Requirements Bulletin is available for download via the Office of Doctoral Students' website.

\* Satisfied by meeting 6-point statistics requirement.

## Faculty

### Faculty

- Ansley T. **Erickson** Associate Professor of History and Education Policy
- Jeffrey **Henig** Professor of Political Science and Education
- Luis A **Huerta** Associate Professor of Education and Public Policy
- Aaron M **Pallas** Arthur I. Gates Professor of Sociology and Education
- Douglas David **Ready** Professor of Education and Public Policy
- Michael A. **Rebell** Professor of Law and Educational Practice
- Amra **Sabic-El-Rayess** Associate Professor of Practice
- Amy Stuart **Wells** Professor of Sociology and Education

### Emeriti

- Kevin J. **Dougherty** Professor Emeritus of Higher Education and Education Policy

### Adjunct Faculty

- Samuel Eli **Abrams** Adjunct Assistant Professor of Education (POLC)
- Catherine **Guerriero** Assoc. Adjunct professor

### Instructors

- Cameron Joseph **Arnzen** Research Assistant: 546893
- Sarah R. **Cohodes**

# Courses

## **EDPP 4040 - American Politics and Education**

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.

## **EDPP 4900 - Research & Independent Study: Politics & Education**

For masters students who wish to pursue an independent study or original research with a specific research focus (the topic of the study must be approved by the academic advisor for the student's program of studies.) Instructor's permission is required.

## **EDPP 5041 - Politics of Centralization and Decentralization**

Analyzes the political underpinnings and consequences of centralization versus decentralization at various levels of governance with special but not exclusive attention to educational decision-making.

## **EDPP 5042 - Urban Politics and Education**

Politics in the nation's largest cities with a particular focus on educational politics and policy.

## **EDPP 5045 - Race, Ethnicity, and U.S. Educational Policy**

Examination of the impact of race and ethnicity on the formation and implementation of policies such as desegregation, affirmative action, bilingual education, and choice.

## **EDPP 5500 - Educational Activism in New York City Since the 1930s**

What have New Yorkers wanted from their schools, and how have they sought to achieve these goals? How have different communities – from Black mothers to Puerto Rican activists to queer youth to interracial coalitions of leftist teachers and many others – sought to make change in New York City schools? How did they understand the nature and operation of the city school system, and what can we learn from their perspectives? This course explores the forces that shaped inequality in the New York City public schools by focusing on the experiences, knowledges, and visions of those who criticized the system and sought to remake it to better serve their schools and their community's needs.

## **EDPP 6540 - Seminar in Politics of Education**

Selected topics in the politics of education.

**EDPP 6900 - Research and Independent Study in Politics and Education**

For doctoral students wishing to pursue independent study or original research as they prepare for their doctoral certification examination and/or dissertation proposal. Permission required.

**EDPP 8900 - Dissertation Advisement in Politics and Education**

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.

# Sociology and Education

Department of Education Policy & Social Analysis

## Program Description

The sociological examination of education has a long tradition at Teachers College, a graduate school with a strong commitment to social justice. Our Sociology and Education Program, one of the oldest and most revered such programs in the nation, provides a curriculum that supports students in developing and fostering their “sociological imagination” – or an understanding of the relationship between micro-level day-to-day experiences and the larger, macro-level structures in which we all live, between our biography and the arc of history. Many students come to our Program after having experienced first-hand the impact of inequality in their lives and/or the lives of students they teach. They seek answers to their questions about the larger educational system, the policies that perpetuate inequality, and the disparate impact on students across place, race and gender identity, and socio-economic status. They want to know how things came to be the way they are today. Through this micro-macro lens, our Program enables students to understand educational and social inequality through the careful analysis of evidence. Our coursework and the research opportunities prepare change agents to challenge the inequality within our schools through a deep understanding of its social, political and economic causes.

Our curriculum features a set of Core Requirements in the Foundation of Social Analysis of Education, Education and Social Inequality, Education and Social Organization, and Education and Social Change. The Program also requires students to learn both quantitative and qualitative research methods for all of our degree programs. Our students can also opt to complete the Policy Concentration requirements. Our Master’s degree students choose between taking a Comprehensive Exam or completing an Integrative Project, or a Master’s Thesis, as their Culminating Experience. Doctoral students will complete a Certification Exam and research and write a dissertation.

The curriculum emphasizes the social context of schools in both cities and suburbs; the organization and structure of schooling; and the intersection of race, ethnicity, social class and gender with educational policies and practices. Students are trained in both quantitative and qualitative research methods. Hands-on research opportunities are available on a wide range of projects, including those examining racial segregation, urban gentrification, conditions of New York City Department of Education, suburban demographic change and its impact on schools, and school organization.

The program faculty for the Sociology and Education Program includes sociologists from several other programs at the College as well as other nearby academic institutions. Faculty strengths are in sociology of education generally, but also in organizational studies, the sociology of teachers and teaching, stratification, racial inequality, critical race theory and urban sociology. They 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 an optional Policy Concentration that overlaps with many of our degree requirements. For more information on this concentration, which is open to students throughout Teachers College, please contact Professor Aaron Pallas.

### **Degree Programs**

The Program in Sociology and Education offers four degree programs: the M.A., the Ed.M., the Ed.D., and the Ph.D. Each degree 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. degree programs may be completed on a part-time basis, and most of our classes are offered in the evening hours. The Ph.D. degree program requires full-time study. Although students from all of the degree programs in sociology and education are prepared to assume positions in education institutions, the program does not offer professional certification for teaching or school/district leadership. Degree programs leading to teacher/leader certification are available in other Departments at Teachers College.

### **Master of Arts**

The Master of Arts degree program in Sociology and Education provides an introduction to the application of sociological perspectives to contemporary education issues. The program provides coverage of the core principles and methods of sociology as they are applied to research and analysis. An optional Policy Concentration enables students to focus more closely on the design and effects of education policies. 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 degree program in Sociology and Education is an advanced master's degree typically 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 education issues. Through an optional Policy Concentration, students may examine a variety of education policy questions in more depth. Current substantive areas that may be combined with study in sociology and policy include evaluation and institutional analysis, human development, technology, curriculum,

administration, and foundations. Students completing this degree 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.) degree program in Sociology and Education is designed for students with a strong background and interest in the discipline of sociology and its application to education. The Ph.D. is a highly specialized degree that requires full-time study and substantial coursework to be done at Teachers College, the Graduate School of Arts and Sciences at Columbia University, or through the Inter-University Doctoral Consortium, which provides for cross-registration among member institutions, including NYU, CUNY Graduate Center, and Princeton University. Students completing this degree 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.) degree program in Sociology and Education is designed to provide broad training in the social sciences, education, and education policy. The degree 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 degree 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 education research, policy making, advocacy, consulting, and management of educational activities.

## **Degrees**

### **Master of Arts**

#### **Sociology and Education**

Master of Arts

**Points/Credits:** 33

**Entry Terms:** Summer/Fall

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#### **Degree Requirements**

**Master of Arts Degree in the Program in Sociology and Education – minimum of 33 points**



**Requirements for the M.A. program without the education policy option:****I. Core Courses (minimum 15 points)****A. Foundational Coursework in Social Analysis of Education (6 points)**

- EDPS 4021 Sociology of Education (3)
- EDPS 4620 Introductory Colloquium in Sociology and Education (3)
- EDPS 5503 Classical Social Theory (3)
- EDPS 5504 Contemporary Social Theory (3)

**B. Education and Social Inequality (minimum 3 points)**

- EDPS 4022 Sociology of Urban Education (3)
- EDPP 5045 Race, Ethnicity and US Educational Policy (3)
- EDPS 4024 Social Stratification and Education (3)
- EDPS 4032 Gender, Difference and Curriculum (3)
- C&T 4032 Gender, Difference and Curriculum (3)
- EDPS 5053 Race, Gender and Education (3)
- ITSF 4060 Latinos in Urban Schools (3)
- EDP 4023 Reimagining Education (3) (may be used either for Education and Social Inequality or Education and Social Change, but not both)

**C. Education and Social Organization (minimum 3 points)**

- EDPS 4029 Sociology of Schools (3)
- EDPS 4030 Sociology of Organizations (3)
- EDPS 5022 Sociology of Education Systems (3)
- EDPS 4034 Organizing Schools for Diversity (3)
- EDPA 6030 Institutional Theory: Sociological Perspectives on Institutional Change in Education (3)
- EDPS 5005 Sociology of Teaching and Learning in Education (3)
- ITSF 5023 Family as Educator (3)
- ITSF 5026 Family and Television (3)
- ITSF 5120 Education in Community Settings (3)
- ITSF 5035 Social Analysis of International Large-Scale Assessments (3)
- HUDK 4031 Sociology of Evaluation (3)
- C&T 5004: School Change (3)

**D. Education and Social Change (minimum 3 points)**

- EDPS 4000 Education and Public Policy (3)
- EDPS 4028 Sociology of the Life Course (3)
- EDPS 5050 Ideology, Racial Politics, and Public Policy: Sociology of Knowledge (3)
- HUDK 4011 Sociology of Online Learning (3)
- HUDK 5621 Technology and Society (3)
- ITSF 5031 Education and Sustainable Development (3)
- EDP 4023 Reimagining Education (3) (may be used either for Education and Social Inequality or Education and Social Change, but not both)

**II. Research Methods (9 points)**

A. Quantitative Research Methods (3 points)

- EDPA 4002 Data Analysis for Policy & Decision Making I (3)
- HUDM 4122 Probability and Statistical Inference (3)

B. Qualitative Research Methods (3 points)

- EDPS 5057 Qualitative Methods for Education Policy and Social Analysis (3)
- ITSF 5000 Methods of Inquiry: Ethnography and Participant Observation (3)
- C&T 5502 Introduction to Qualitative Research in Curriculum and Teaching (3)
- ITSF 4092 Qualitative Research and Evaluation in International Education (3)

C. Advanced Research Methods (3 points)

- EDPA 5002 Data Analysis for Policy & Decision Making II (3)
- HUDM 5122 Applied Regression Analysis (3)
- EDPA 4050 Logic & Design of Research in Educational Policy & Social Analysis (3)
- EDPS 5646 Evaluation of Educational and Social Programs (3)
- ORL 5522 Evaluation Methods I (3)
- HBSS 6100 Program Evaluation (3)
- CUSSW T6416 Program Evaluation in Social Services (at Columbia School of Social Work) (3)
- EDPS 5020 Survey Research Methods (3)
- EDPE 6022 Econometric Methods for Policy Research and Program Evaluation (3)
- EDPA 6002 Quantitative Methods for Evaluating Education Policies and Programs (3)
- A&HL 4014 Discourse Analysis (3)
- ITSF 5040 Mixed Methods for Disciplined Inquiry (3)
- ITSF 5001 Ethnography and Participant Observation (3)

**III. Electives/Concentration (6-9 points)**

**IV. Culminating Integrative Experience (0-3 points)**

Master's comprehensive examination (0), or

Master's integrative project and EDPS 6021 Master's Integrative Project in Sociology and Education (1 point in the fall and 2 points in the spring, for a total of 3 points)

**Additional requirements for the M.A. program with the policy concentration:**

Choose one course from each of the following four categories:

I. Foundational Studies in Education Policy

- EDPS 4000 Education and Public Policy
- EDP 5063 Seminar: U.S. Education Policy in Historic Perspective

II. Policy Analysis

- EDPA 5645 Craft of Policy Analysis

- EDPA 4047 Politics and Public Policy
- EDPA 4048 Education Policy Analysis & Implementation
- EDPE 4050 Economics of Education

### III. Program Evaluation

- ITSF 4038 Monitoring and Evaluation
- EDPS 5646 Evaluation of Educational and Social Programs
- ORL 5522 Evaluation Methods I
- HBSS 6100 Program Evaluation
- CUSSW T6416 Program Evaluation in Social Services (at Columbia School of Social Work)
- EDPE 6022 Econometric Methods for Policy Research and Program Evaluation
- EDPA 6002 Quantitative Methods for Evaluating Education Policies and Programs

### IV. Topics in Education and Social Policy

- EDP 4023 Reimagining Education
- EDP 4036 Anti-Racist Curriculum, Pedagogy and Leadership Practices
- EDPA 4013 Education Policy and the Management of Instruction
- EDPA 4017 Topics in Higher Education Law
- EDPA 4025 Higher Education Policy
- EDPA 4033 Comprehensive Educational Opportunity
- EDPA 4046 School Finance Policy and Practice
- EDPA 4086 Law and Education: Regulation, Religion, Free Speech and Safety
- EDPA 4199 Higher Education and Social Change
- EDPA 4899 Federal Policy Institute
- EDPA 5016 Educational Equality: The Rule of Law
- EDPA 5023 Policymaking for Effective High School to College Transition
- EDPA 5086 Educational Policymaking and the Courts
- EDPA 5880 School Law Institute
- EDPA 6013 Early Childhood Development and Education
- EDPA 6027 International Perspectives on Early Childhood Policy
- EDPA 4503 Schools, Courts, and Civic Participation
- EDPE 4055 Resource Allocation in Education
- EDPE 4058 Economics of Higher Education
- EDPE 4155 Evaluating Educational Privatization and School Choice
- EDPE 4051 Education and Economic Development
- EDPP 5041 Politics of Centralization and Decentralization
- EDPP 5045 Race, Ethnicity and US Educational Policy
- C&T 4615 Young Children, Families and Social Policy
- C&T 5050 Education Policy: Prologue to the Future
- C&T 5074 Curriculum and Teaching Policy
- HBSS 4112 Social Policy and Prevention
- ITSF 4060 Latinos in Urban Schools
- ITSF 4098 Education Development Policies in China
- ITSF 4160 Human Rights Education in Africa: Politics, Policies and Pedagogies
- ITSF 5006 International Education Policy Studies
- ITSF 5035 Social Analysis of International Large-Scale Assessments
- ITSF 5031 Education and Sustainable Development

\*Please note that all master's students must complete a culminating experience (See IV above).

## Master of Education

### Sociology and Education

Master of Education

**Points/Credits:** 60

**Entry Terms:** Summer/Fall

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### Degree Requirements

**Ed.M. Degree in the Program in Sociology and Education – minimum of 60 points**

**Requirements for the Ed.M. program without the education policy option:**

#### I. Core Courses (Minimum of 15 points)

A. Foundational Coursework in Social Analysis of Education (minimum 6 points)

- EDPS 4021 Sociology of Education (3)
- EDPS 4620 Introductory Colloquium in Sociology and Education (3)
- EDPS 5503 Classical Social Theory (3)
- EDPS 5504 Contemporary Social Theory (3)

B. Education and Social Inequality (minimum 3 points)

- EDPS 4022 Sociology of Urban Education (3)
- EDPP 5045 Race, Ethnicity and US Educational Policy (3)
- EDPS 4024 Social Stratification and Education (3)
- EDPS 4032 Gender, Difference and Curriculum (3)
- C&T 4032 Gender, Difference and Curriculum (3)
- EDPS 5053 Race, Gender, and Education (3)
- ITSF 4060 Latinos in Urban Schools (3)
- EDP 4023 Reimagining Education (may be used either for Education and Social Inequality or Education and Social Change, but not both) (3)

C. Education and Social Organization (minimum 3 points)

- EDPS 4029 Sociology of Schools (3)
- EDPS 4030 Sociology of Organizations (3)
- EDPS 5022 Sociology of Education Systems (3)
- EDPS 4034 Organizing Schools for Diversity (3)
- EDPA 6030 Institutional Theory: Sociological Perspectives on Institutional Change in Education (3)
- EDPS 5005 Sociology of Teaching and Learning in Education (3)
- ITSF 5023 Family as Educator (3)
- ITSF 5026 Family and Television (3)
- ITSF 5120 Education in Community Settings (3)
- ITSF 5035 Social Analysis of International Large-Scale Assessments (3)
- HUDK 4031 Sociology of Evaluation (3)

- C&T 5004: School Change (3)

#### D. Education and Social Change (minimum 3 points)

- EDPS 4000 Education and Public Policy (3)
- EDPS 4028 Sociology of the Life Course (3)
- EDPS 5050 Sociology of Knowledge (3)
- HUDK 4011 Sociology of Online Learning (3)
- HUDK 5621 Technology and Society (3)
- ITSF 5031 Education and Sustainable Development (3)
- EDP 4023 Reimagining Education (may be used either for Education and Social Inequality or Education and Social Change, but not both) (3)

## II. Research Methods (12 points)

### A. Quantitative Research Methods (6 points)

- EDPA 4002 Data Analysis for Policy & Decision Making I (3)
- HUDM 4122 Probability and Statistical Inference (3)
- EDPA 5002 Data Analysis for Policy & Decision Making II (3)
- HUDM 5122 Applied Regression Analysis (3)

### B. Qualitative Research Methods (3 points)

- EDPS 5057 Qualitative Methods for Education Policy and Social Analysis (3)
- ITSF 5000 Methods of Inquiry: Ethnography and Participant Observation (3)
- C&T 5502 Introduction to Qualitative Research in Curriculum and Teaching (3)
- ITSF 4092 Qualitative Research and Evaluation in International Education (3)

### C. Advanced Research Methods (3 points)

- EDPA 4050 Logic & Design of Research in Educational Policy & Social Analysis (3)
- EDPS 5646 Evaluation of Educational and Social Programs (3)
- ORL 5522 Evaluation Methods I (3)
- HBSS 6100 Program Evaluation (3)
- EDPE 6022 Econometric Methods for Policy Research and Program Evaluation (3)
- EDPA 6002 Quantitative Methods for Evaluating Education Policies and Programs (3)
- CUSSW T6416 Program Evaluation in Social Services (at Columbia School of Social Work) (3)
- EDPS 5020 Survey Research Methods (3)
- ITSF 5001 Ethnography and Participant Observation (3)

## III. Electives/Concentration (30-33 points)

## IV. Culminating Integrative Experience (0-3 points)

Master's comprehensive examination (0), or

Master's integrative project and EDPS 6021 Master's Integrative Project in Sociology and Education (1 point in the fall and 2 points in the spring, for a total of 3 points)

**Additional requirements for the Ed.M. program with the policy concentration:**

Choose one course from each of the following four categories:

I. Foundational Studies in Education Policy

- EDPS 4000 Education and Public Policy
- EDP 5063 Seminar: U.S. Education Policy in Historic Perspective

II. Policy Analysis

- EDPA 5645 Craft of Policy Analysis
- EDPA 4047 Politics and Public Policy
- EDPA 4048 Education Policy Analysis & Implementation
- EDPE 4050 Economics of Education

III. Program Evaluation

- ITSF 4038 Monitoring and Evaluation
- EDPS 5646 Evaluation of Educational and Social Programs
- ORL 5522 Evaluation Methods I
- HBSS 6100 Program Evaluation
- CUSSW T6416 Program Evaluation in Social Services (at Columbia School of Social Work)
- EDPE 6022 Econometric Methods for Policy Research and Program Evaluation
- EPDA 6002 Quantitative Methods for Evaluating Policies and Programs

IV. Topics in Education and Social Policy

- EDP 4023 Reimagining Education
- EDP 4036 Anti-Racist Curriculum, Pedagogy and Leadership Practices
- EDPA 4013 Education Policy and the Management of Instruction
- EDPA 4017 Topics in Higher Education Law
- EDPA 4025 Higher Education Policy
- EDPA 4033 Comprehensive Educational Opportunity
- EDPA 4046 School Finance Policy and Practice
- EDPA 4086 Law and Education: Regulation, Religion, Free Speech and Safety
- EDPA 4899 Federal Policy Institute
- EDPA 5016 Educational Equality: The Rule of Law
- EDPA 5023 Policymaking for Effective High School to College Transition
- EDPA 5086 Educational Policymaking and the Courts
- EDPA 5880 School Law Institute
- EDPA 6013 Early Childhood Development and Education
- EDPA 6027 International Perspectives on Early Childhood Policy
- EDPA 4503 Schools, Courts, and Civic Participation
- EDPE 4055 Resource Allocation in Education
- EDPE 4058 Economics of Higher Education
- EDPE 4155 Evaluating Educational Privatization and School Choice
- EDPE 4051 Education and Economic Development
- EDPP 5041 Politics of Centralization and Decentralization
- EDPP 5045 Race, Ethnicity and US Educational Policy

- C&T 4615 Young Children, Families and Social Policy
- C&T 5050 Education Policy: Prologue to the Future
- C&T 5074 Curriculum and Teaching Policy
- HBSS 4112 Social Policy and Prevention
- ITSF 4060 Latinos in Urban Schools
- ITSF 4098 Education Development Policies in China
- ITSF 4160 Human Rights Education in Africa: Politics, Policies and Pedagogies
- ITSF 5006 International Education Policy Studies
- ITSF 5031 Education and Sustainable Development
- ITSF 5035 Social Analysis of International Large-Scale Assessments

\*Please note that all master's students must complete a culminating experience (IV above).

## Doctor of Education

### Sociology and Education

Doctor of Education

**Points/Credits:** 90

**Entry Terms:** Fall Only

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### Degree Requirements

The coursework for the Ed.D. degree, which totals a minimum of 90 points, has seven components: basic social research design and methods, advanced social research design and methods, social theory, core coursework in the sociology of education, seminars and colloquia, coursework in the social context of teaching and learning, and elective courses. All of the required coursework is offered at Teachers College.

Basic social research design and methods (12 points) involves coursework in research design, probability and statistics, applied regression analysis, and qualitative research methods. Courses in advanced social research design and methods (minimum 6 points) build on these basic courses in the quantitative and/ or qualitative domains. Social theory courses (3 points) draw from sociology and other social sciences. Ed.D. students also pursue a minimum of 15 points in core classes in the sociology of education and 3 points in seminars and colloquia designed to prepare students for dissertation research. The balance of the 90-point minimum is earned through elective courses selected in collaboration with the student's advisor.

Policy Studies Concentration in the Sociology and Education Program is available.

## Doctor of Philosophy

### Sociology and Education

Doctor of Philosophy

**Points/Credits:** 75

**Entry Terms:** Fall Only

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### Degree Requirements

The coursework for the Ph.D., which totals a minimum of 75 points, has seven components: social theory, basic social research design and methods, advanced social research design and methods, foundational coursework in sociology, core coursework in the sociology of education, seminars and colloquia, and elective courses. The required coursework is offered at Teachers College and in the Sociology Department in Columbia University's Graduate School of Arts and Sciences. With advisor permission, students may pursue courses in other professional schools at the University or through the Inter-University Doctoral Consortium.

(Please refer to the Inter-University Doctoral Consortium section of this bulletin for participating schools.)

Social theory (6 points) includes coursework in classical and contemporary sociological theory.

Basic social research design and methods (12 points) involves coursework in research design, probability and statistics, applied regression analysis, and qualitative research methods. Courses in advanced social research design and methods (minimum 6 points) build on these basic courses in the quantitative and/or qualitative domains. Students also enroll in at least one 3-point course offered by the Graduate School of Arts and Sciences at Columbia or a Consortium institution in each of the areas of social stratification/inequality, social organization, and social change.

Ph.D. students also pursue a minimum of 12 points in core classes in the sociology of education and 6 points in seminars and colloquia designed to prepare students for dissertation research. The balance of the 75-point minimum is earned through elective courses selected in collaboration with the student's advisor.

Policy Studies Concentration in the Sociology and Education Program is available.

## Advanced Certificate

### Reimagining Education

Advanced Certificate

**Points/Credits:** 10

**Entry Terms:** Summer Only

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## Degree Requirements

The Teachers College, Columbia University Reimagining Education for a Racially Just Society Advanced Certificate Program provides foundational skills and strategies for educators, policy makers and advocates to foster racial equality in schools. This 10-credit certificate program provides flexible professional development while serving as a bridge to further graduate education, including a Master of Education or a doctoral degree program. The coursework is designed and taught by Teachers College faculty—leading experts on a wide array of issues related to racism within the field of education—from multiple Departments who will share their unique multidisciplinary expertise.

### Program Coursework

#### Summer Course

Three Credits: In person, as part of the four-day Reimagining Education Summer Institute (choose one)

- Reimagining Education for Teaching and Learning in Diverse Schools
- Reimagining Education: Equity, Race, and Pedagogical Practices
- Reimagining Education for Social Change: Public Pedagogy in the Digital Age

#### Fall Course

Three Credits: Online

- Understanding Race Education: From Racial Hierarchy to Racial Literacy

#### Spring Course

Three Credits: Online

- Anti-Racist Curriculum, Pedagogy, Leadership and Policy

#### Summer Course

One Credit: Online or in person

- Capstone Project\*

\*Upon completion, participants are encouraged to attend and present their work at the Reimagining Education Summer Institute at no cost.

## Faculty

### Faculty

- Na **Lor** Assistant Professor, Education Policy & Social Analysis
- Aaron **M Pallas** Arthur I. Gates Professor of Sociology and Education
- Carolyn J. **Riehl** Associate Professor of Sociology & Education Policy

- Amy Stuart **Wells** Professor of Sociology and Education

### Adjunct Faculty

- Diana K **Cordova-Cobo** Adjunct Assistant Professor: EDPS 4199
- Eleni Demos **Natsiopoulou** Adjunct Assistant Professor
- Joseph Derrick **Nelson** Adjunct Professor
- Basil Anthony **Smikle** Adjunct Assistant Professor
- Joan Kass **Stamler** PT Instructor

### Instructors

- Jose Luis **Vilson** Interim Hourly

## Courses

### EDPS 4000 - Education and Public Policy

Examination of the federal role in K-12 education policy over the course of the 20th century and its impact on states and districts.

### EDPS 4021 - Sociology of Education

A broad analysis of education using basic sociological concepts, including schools as organizations, socialization, stratification, and ethnic relations.

### EDPS 4022 - Sociology of Urban Education

This course encourages students to think critically about the social, economic and political context of urban education. Topics include housing policies, gentrification, racial and socio-economic segregation, school closures, privatization and school choice

### EDPS 4024 - Social Stratification and Education

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.

### **EDPS 4027 - Sociology of Classrooms**

An examination of sociological research on the structure and operation of classrooms. Particular attention to the processes of stratification, socialization, legitimation, and social organization.

### **EDPS 4028 - Sociology of the Life Course**

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.

### **EDPS 4029 - Sociology of Schools**

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.

### **EDPS 4030 - Sociology of Organizations**

Introduction to concepts, theories, and research in the sociology of organizations and the related interdisciplinary field of organization studies, as they apply to schools and other organizational settings in education. Topics covered will include internal organizational dynamics, organizations and their environments, organizations as contexts for human identity and agency, and organizational learning and improvement.

### **EDPS 4034 - Organizing Schools for Diversity**

This course provides a basic introduction to the sociology of organizations and then places organization theory in conversation with the sociological literature on race, diversity, and equity to address the question of how schools can be organized to be humane, effective, equitable, and just contexts for adults (teachers, administrators, etc.) and students who are diverse, and often marginalized, along characteristics such as race/ethnicity, social class, gender identity and sexual orientation, culture and religion, language, indigenous or immigration status, residential mobility and homelessness, and dis/ability.

### **EDPS 4620 - Introductory Colloquium in Sociology of Education**

Intensive readings and discussions of basic literature in sociology of education, with attention to common issues and research strategies.

### **EDPS 4903 - Research and Independent Study**

Permission required.

### **EDPS 5005 - Sociology of Teaching and Learning in Education**

Despite the conventional wisdom that teaching and learning are the bread and butter of schooling, neither the meanings of those words nor their main contextualization in schools can be taken as universally obvious. By applying a range of sociological theories to a grounding educational case study, we will work to uncover societal mechanisms behind how we collectively give meaning to the ideas of “learning” and “teaching.” We will then mobilize those understandings to think about a variety of contemporary issues around teaching and learning, and discuss how a sociological perspective on these issues can inform creative paths forward. Alongside the concrete discussion of teaching and learning, this course will provide sociology students (and any others who are interested) with practice in how to meaningfully bring together theoretical frameworks and empirical observations to develop empowering understandings about society.

### **EDPS 5020 - Survey Research Methods**

Relationship between research problem and study design, choice of population, sampling methods, instrument construction, interviewing, data processing, and analysis.

### **EDPS 5022 - Sociology of Education Systems**

Analysis of local and national education systems through application of sociological perspectives and organization theory, with special attention to problems of equity, effectiveness, and the embeddedness of education systems in their larger contexts.

### **EDPS 5050 - Ideology, Racial Politics, and Public Policy: Sociology of Knowledge**

The sociology of knowledge analyzes the process by which “reality” becomes constructed within a social context. With a focus on education and social welfare policies, this class will explore the “reality” of public policies with real material consequences and how this reality has been constructed around a set of assumptions defining the “problems” that need to be solved. This course helps students step back from a focus on “implementing” educational reform and examine instead how such a reform movement became the focus.

### **EDPS 5053 - Race, Gender and Education**

This course examines how racial discrimination in American education intersects with gender norms and stereotypes in ways that shape everyday school life, particularly how educational policies at the school, district, and federal level either perpetuate or transform these dynamic intersections. After exploring personal histories of race, gender, and schooling through memoir, the course begins with a theoretical and conceptual overview of race, gender, and sex, and the history of race and patriarchy in the U.S. context. Popular culture and discourse, as well as key issues and debates in the field are taken up thereafter, with a focus on race and gender equality/access in urban school settings, and gender dynamics in relation to racial bias, class privilege, and sexuality (e.g., LGBTQIA issues). The goal of the course is to reconsider what constitutes effective schooling for all students across social and cultural contexts.

### **EDPS 5057 - Introduction to Qualitative Methods for Education Policy and Social Analysis**

This 3-credit course is designed to introduce students to qualitative inquiry and data analysis. As a class we will aim to better understand the following: When is a qualitative methodology approach appropriate? What types of qualitative methods are out there and under what conditions is one analytic approach optimal over another? What are effective strategies for interview data collection? How do researchers code, analyze, and interpret qualitative data? What ethical dilemmas emerge in qualitative research? How do we know if qualitative research findings are valid, trustworthy, and reliable? Students will be guided to participate in the qualitative research process, encompassing: identification of a research question, development of an interview protocol and participant consent forms, (mock) approval of the Institutional Review Board, interview practice (e.g., conducting interviews and recording the interviews), interview data transcriptions, generation of qualitative codes and themes, synthesis of qualitative research findings, clarification of study significance and contribution to policy, practice, and/or theory.

### **EDPS 5199 - No Title Found in Banner**

No Description Found in Banner

### **EDPS 5503 - Classical Social Theory**

This class is an introduction to classical sociological theory. The epistemological foundations of sociological inquiry as well as its core concepts and methods will be examined. Problems and concepts to be covered will include alienation, class, legitimation, power, anomie, exploitation, culture, ideology, development, and individuation. The texts to be examined will be mainly from the three 'founders' of sociology: Karl Marx, Emile Durkheim and Max Weber. In addition, theorists who worked within the classical sociological tradition and who have played a significant role in shaping contemporary social theory will also be studied; such theorists may include: Friedrich Engels, Marcel Mauss, George Simmel, Sigmund Freud, and Norbert Elias.

### **EDPS 5504 - Contemporary Social Theory**

This class will examine how the classical works of Weber, Durkheim and Marx have been augmented and revised by contemporary social thinkers. The readings will cover the American traditions of functionalism, pragmatism, and behaviorism as well as competing traditions such as neo-Marxism, structuralism, and discourse analysis. The readings will also address substantive issues such as globalization, digitization, consumerism, suburbanization, identity politics, racial formation theory and social control. The class will give students a broad overview of contemporary social theory as well as an understanding of how theory has addressed current social problems.

### **EDPS 5646 - Evaluation of Educational and Social Programs**

An introduction to the evaluation of social and educational programs. Topics include evaluation to inform program conceptualization and design; measuring program implementation; impact assessment, including randomized experiments; cost-effectiveness analysis; and the social and political context of program evaluation.

### **EDPS 6021 - Master's Integrative Project in Sociology and Education**

Students wishing to complete a master's integrative project instead of taking the master's exam will design a study, provide a relevant literature review of theory and research, collect and analyze data, and write a comprehensive report of their work.

**EDPS 6903 - No Title Found in Banner**

Permission required.

**EDPS 8903 - No Title Found in Banner**

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



**Teachers College**  
COLUMBIA UNIVERSITY

# Academic Catalog 2023-2024

## Health Studies & Applied Educational Psychology

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# The Department of Health Studies & Applied Educational Psychology

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## Our Mission

The mission of the Department of Health Studies & Applied Educational Psychology is to improve health, learning, and social well-being in schools and other settings and throughout the lifespan. This mission is achieved by:

Generating the applied research on the behavioral and social determinants of health and learning that provides the evidence base to inform the design, implementation, and evaluation of interventions in schools and other community settings that can improve health and mitigate learning and other disabilities.

Preparing practitioners, scholars, and leaders who can help people to realize their full potential, make informed decisions, and attain the best possible quality of life.

Thus, the department is committed to the professional preparation of those who will serve diverse at-risk or high-needs populations by conducting socially consequential and policy-relevant research and fostering interdisciplinary collaboration in practice to address problems in society that no single disciplinary approach can achieve.

### **Students in teacher education programs:**

If you plan to work in a state other than New York, Teachers College has not made a determination if our programs meet the educational requirements for certification or professional licensure in any other state, Washington DC or Puerto Rico. We recommend that you review the state's licensing board or teacher certification website for that state's qualifications. The Office of Teacher Education will complete any necessary forms and/or letters for out-of-state certification on the completion of your approved teacher preparation program.



# Applied Behavior Analysis

Department of Health Studies & Applied Educational Psychology

## Program Description

Our programs (M.A., Ph.D., and Certificate) are recognized for their excellence in preparing teachers, teacher trainers, and clinicians to use scientific tools and effective instructional practices to accelerate all children's educational progress, including measurable increases in enjoying learning and schooling, academic literacy, problem solving, and self-management.

We believe that education should be first driven by the needs of students and families in terms of their contribution and access to habilitative lifestyles through the application of the basic and applied sciences of behavior.

## Degrees

### Master of Arts

#### Applied Behavior Analysis

Master of Arts | Dual Cert: Early Childhood/Childhood and Students with Disabilities

**Points/Credits:** 47

**Entry Terms:** Fall Only

**Certification:**

- Dual Certification: NY State Initial: Students with Disabilities Birth-2
- Students with Disabilities 1-6
- Early Childhood Birth-Grade 2/Childhood 1-6

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#### Degree Requirements

Our program is recognized for its excellence in training teachers in using scientific tools to bridge the educational gap and accelerate learning for all children (Greer, 2007). It is also internationally recognized for training teachers, researchers, and leaders in early educational and language developmental interventions for children with autism spectrum disorders (ages 2-5) and effective inclusion practices. Our graduates are expert in identifying missing verbal developmental stages (Greer & Du, 2015; Greer & Keohane, 2007, 2009; Greer & Ross, 2008—see [www.cabasschools.org](http://www.cabasschools.org) for a list of publications) and providing interventions that result in children attaining developmental stages when they are missing.

We encourage students in the M.A. program to also enroll in the Certificate in Applied Behavior Analysis program. This includes no additional coursework, but adding the Certificate allows one to meet the education requirements for the New York State License in Behavior Analysis.

The objective of our M.A. program is to prepare teachers, teacher trainers, and clinicians to use measurably effective instructional practices to accelerate all children's educational progress, including measurable increases in enjoying learning and schooling, academic literacy, problem solving, and self-management. A key to doing this is the acceleration of children's language development, which appears to be the root problem faced by English language learners, minority children from economically disenfranchised families, and children with autism spectrum diagnoses. Recent research findings provide exciting new ways to do this. Moreover, accelerated instruction is needed for children from well-to-do-families, if we are to assume international leadership in education. In order to meet these objectives, we provide instructional experiences to teach our graduate-student teacher trainees the following aspects of effective teaching:

- Utilize research-based procedures for all aspects and subject areas of teaching preschool and elementary-age children.
- Manage classrooms and schools such that children are well behaved and motivated to learn, using positive and non-coercive practices.
- Master the existing science of learning and teaching as it is applied to the varied needs of children.
- Master protocols to identify and induce missing language developmental cusps and capabilities that result in children learning to learn material they could not learn before and how to learn in new ways (e.g., by observation and incidental experiences).
- Master how to use key educational standards and how to match existing tested curricula and tested teaching practices to categories of students and individual students in order to ensure that the standards are achieved.
- Master how to continuously and directly measure all students' progress in achieving standards and new developmental stages and use that measurement to drive instructional practice, including the selection of alternative scientific practices when initial best practices are not successful with children.
- Master how to scientifically analyze the source of student learning problems and inadequate teaching.
- Learn to draw on evidence from cognitive learning, developmental research, and reading/writing literacy research implemented through procedures from teaching as applied behavior analysis.
- Master how to teach children to be self-learners.

The Teaching as Applied Behavior Analysis Program is an approach to teacher training in which all instruction used by teachers is based on scientific evidence and the use of scientific procedures to fit the appropriate science-based practices to individual students' varied learning and language developmental needs. The program prepares graduates to be dually certified to teach students from birth to Grade 6 in New York State.

Students may also apply for certification in other states according to state-specific processes and requirements, and inter-state reciprocal agreements. The program is an Association for Behavior Analysis International Verified Course Sequence (VCS) member. Students who wish to obtain New York State Licensure for Behavior Analysis must be dually enrolled in the Advanced Certificate Applied Behavior Analysis program.

The M.A. program includes all of the coursework required for the advanced certificate ABA program. In addition

to coursework, both BCBA and LBA requirements include completion of supervised fieldwork hours, many or all of which can be gained while in the program, and passage of the NYSLBA and Board Certified Behavior Analyst (BCBA) exams upon successful completion of the program. During the two-year MA program, students complete student teaching requirements during internships in schools and classrooms that practice teaching as applied behavior analysis, under the mentorship of PhD students or graduates who are certified teachers. Students need to work at internship sites for 20-40 hours per week and during twosemesters students have to work full time in order to meet teacher certification requirements. Students also receive supervision from appropriately credentialed BCBAs/LBAs. The training of teachers is also based on scientifically-tested procedures (i.e., we teach our graduate students until they demonstrate mastery of using scientific practices). Teacher trainees are taught until they master the science and its application with all children from 2 years to upper elementary as specified in the CABAS® Teacher Ranks.

All of the training is done in classrooms that practice the CABAS® or CABAS® Accelerated Independent Learner Model (AIL) ([www.cabasschools.org](http://www.cabasschools.org)). Students are trained in paid internship positions, under the supervision of experienced scientist-practitioners in school placements and attend classes in the evening. What is done with the children in the classrooms is the content of the ten core graduate courses-- scientific findings and teaching procedures. What is taught in the core courses and the related courses is placed into practice daily. The effectiveness of the numerous procedures is well documented in the literature. Recent evidence concerning the outcomes for the children in the classes in which our trainees are taught show that the children demonstrate 4 to 7 times more learning than comparable peers in non-CABAS® settings. Children in our CABAS® AIL classes (general education) perform from two to four levels above their current grade level on standardized tests across reading, language, and mathematics. These children include those who receive free or reduced-price lunch, minority children, English language learners, children with learning delay diagnoses, and upper middle-class children. Teachers and teacher assistants collect direct measures of all the children's responses to instruction and the achievement of state standards. The model classrooms where our M.A. and Ph.D. graduate students are trained include the Fred S. Keller Preschool (children with and without diagnoses from 18 months to age 5), the Morristown AIL classes Pre-K to 6, and Rockland BOCES elementary district-based classes. Our full-time and adjunct faculty members are onsite in the schools on a regular basis and are accountable for outcomes for our teacher trainees and the children they teach.

All of the work in the classroom and school settings is tied to the ten core courses in the M.A. program that are devoted to classroom management, curriculum design, effective pedagogical practices, and the advancement of a science of teaching. The other classes in the program are devoted to various scientific approaches to instruction, learning, and development. M.A. students rotate placements across different types of students and ages until they achieve minimal mastery of the relevant scientifically based teaching repertoires.

Research is an important component of the M.A. program. Several courses require research tied to improving the educational attainment of children our students work with. This work culminates in an Integrative Project that functions as a thesis.

Successful applicants will present evidence of excellent undergraduate academic performance in liberal arts degrees or degrees with strong liberal arts requirements, strong recommendations, and a passion for working with children whose future prognosis depends on highly effective instructional interventions. The program is academically rigorous, and the applied component is demanding. Graduates of the program are highly sought after by public schools and graduate programs. Between 15 and 25 applicants are accepted annually.

There are other approaches to teaching and the training of teachers, and some who wish to become teachers will find those approaches more in keeping with their goals. But for those who are interested in a measurably effective and scientific approach and who are committed to bridging the educational gap and high-quality education for all children, we invite applicants to join us in what we find to be exceptionally exciting and rewarding work.

### Specialization Requirements, Applied Behavior Analysis:

- HBSE 4015 ABA I: Concepts and Principles in Pedagogy, Curriculum, and Management
- HBSE 4016 ABA II: Foundational Concepts and Epistemology of Basic and Applied Behavior Analysis
- HBSE 4017 ABA III: Verbal Development, Curriculum, and Pedagogy
- HBSE 4044 Methods 1: Research Methods in Pedagogy, Curriculum, and Management
- HBSE 4045 Methods 2: Curricular and Pedagogical Operations for Teaching the Foundations of Functional Academic Literacy
- HBSE 4046 Methods 3: Curricular and Pedagogical Operations for Teaching Advanced Functional Academic Literacy
- HBSE 4047 Record-Keeping in Applied Behavior Analysis (required for NYS licensure in ABA)
- HBSE 4048 Working with Families of Children with Autism
- HBSE 4049 Professional and ethical issues in behavior analysis
- HBSE 4704 Observation and student teaching in special education: Applied behavioral analysis and behavioral disorders (4 terms)
- IND 4000 Master's Candidate (Integrative Project, i.e., thesis) (0 credits)

### Breadth Requirement and Reading/Math Requirement:

For the list of required cognate courses that provide breadth scholarship and practice, contact the program coordinator or the special education secretary. In order to broaden the student's background in education, two Teachers College courses outside the Teachers College major program must be completed. Independent of this, students are required to complete two reading courses and one mathematics course. This means two math/reading courses have to come from outside the program and one course can come from within the program, or outside the program. Examples of acceptable courses (faculty approval required for alternative courses):

- HBSK 4072: Theory and Techniques of Assessment and Intervention in Reading
- MSTM 5010, Mathematics in the Elementary School
- HUDK 4027: Development of Mathematical Thinking
- HBSK 4074: Reading and Comprehension Strategies and Study Skills

(Alternatively, students may take HBSK 5099: Writing Interventions Theory and Practice in lieu of one of the reading courses if scheduling conflicts exist.)

The New York State Education Department (NYSED) mandates teacher certification requirements that are needed for program completion and graduation which are listed in the Office of Teacher Education section of the catalog.

## Doctor of Philosophy

### Applied Behavior Analysis

Doctor of Philosophy

**Points/Credits:** 75

**Entry Terms:** Summer/Fall

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### Degree Requirements

#### 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.

#### Ph.D. in Special Education: Applied Behavior Analysis

The Teaching as Applied Behavior Analysis M.A. and Ph.D. programs incorporate an approach to teacher training in which all instruction used by teachers is based on scientific evidence and the use of scientific procedures to fit the appropriate science-based practices to individual students' varied learning and language developmental needs. Students accepted into the program are placed in paid teacher assistant positions (M.A. students and Ph.D. students taking the M.A. core) or paid teacher positions (Ph.D. students who have completed at least 3 semesters of the M.A. core) in schools and classrooms that practice teaching as applied behavior analysis. The training of teachers is also based on scientifically tested procedures. Teacher trainees are taught until they master the science and its application with all children from 2 years through grade 6.

Research is a central component of the training—both the applications of research using science-based tactics and measurement, and the generation of new research. Ph.D. students engage in research throughout their program, building on their research training in the M.A. and culminating in a dissertation that identifies and investigates a topic related to our mission. Dissertations must make contributions to both applied, and basic science. The faculty and the students generate a substantial body of research leading to publications and presentations at international scientific conferences each year, and this is a key component of the Ph.D. training. Programmatic research is conducted in the following areas: effective classroom practices, language/verbal development interventions that result in children learning to learn in different ways, observational learning, and systems-wide scientific approaches to education.

Students who already hold M.A. degrees from other institutions must take the ten M.A. core courses, because the core prepares them with the means to be successful in completing milestone Ph.D. requirements. Ph.D. students also need to be dually certified in New York State for teaching children from birth to grade 2, and grades 1-6. The teaching placement is a critical part of the program, because it provides the opportunities to train M.A. students and to be involved in cutting-edge research. In that role Ph.D. students are critical

instructors for the first- and second year M.A. students, an experience that prepares the doctoral candidate to teach and mentor graduate-level students. Our Ph.D. candidate teachers play a significant role in our record of providing measurably superior instruction and bridging the educational gap.

Program objectives:

- Use single-subject and group-design research to evaluate all aspects of an educational system, including educational interventions for children, staff and parent training, and teacher training.
- Train and supervise classrooms and schools such that children are well-behaved and motivated to learn, using positive and non-coercive practices.
- Master the existing science of learning as applied to the varied needs of children, master teaching others to implement the science of learning independently, and empirically evaluate the effects of such training.
- Master protocols to identify and induce missing language developmental cusps and capabilities, and master teaching of others to implement these protocols and empirically evaluate the effects of protocols and a child's development.
- Master how to use key educational standards and how to match existing tested curricula and tested teaching practices to categories of students and individual students, and master how to teach others to implement these competencies and empirically evaluate the effects of such training.
- Teach others how to measure all students' progress continuously and directly in achieving standards and new developmental stages and empirically evaluate such training.
- Empirically evaluate teaching practices when initial best practices are not successful with children.
- Teach others to scientifically analyze the source of student learning problems and empirically evaluate such training.
- Draw on evidence from behavior analysis, cognitive learning, developmental research, special education research, reading/writing literacy research and implement procedures in accordance with Applied Behavior Analysis and teaching as a science.
- Teach others to teach children to be self-learners and empirically evaluate such interventions.
- Design functional curricula building on the theory and science of verbal behavior, radical behaviorism, and the foundations of pragmatism. Teach others to design functional curricula and empirically examine the effectiveness of functional curricula.

#### **Department Courses Required for All Student Majors in Degree Program Core Requirements for all Ph.D. Majors in the Applied Sciences of Learning and Special Education Cluster**

- HBSE 5010 Study of the philosophic foundations of special education
- HBSE 6001 Research in special education: Research/experimental design
- HBSE 6010 Advanced study of problems and issues in special education
- HBSE 603105 Research in special education: Single-case design
- HBSE 7500 Dissertation seminar in special education
- HBSE 8900-8910 Dissertation advisement 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

#### **Specialization Requirements, Applied Behavior Analysis:**

- HBSE 5304 Advanced practica in special education: Behavioral disorders

- HBSE 6404 Advanced internship: Behavior disorders
- HBSE 5904 Problems in special education: Behavioral disorders (supervision) HBSE 6008 Behaviorism
- HBSE 6015 The verbal behavior model: Individual educational programming
- HBSE 6504 Advanced seminar in special education: Applied behavior analysis and behavioral disorders

## Advanced Certificate

### Applied Behavior Analysis

Advanced Certificate

**Points/Credits:** 24

**Entry Terms:** Spring/Summer/Fall

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### Degree Requirements

#### Advanced Certificate in Applied Behavior Analysis

This certificate program will satisfy the coursework requirements for licensure in New York State as a Behavior Analyst (LBA) as well as the requirements for certification as a Board Certified Behavior Analyst (BCBA). Both the NYS licensure and BCBA requirements include a graduate degree in education or psychology, specified coursework in behavior analysis, supervised experience, and exam(s). We offer the practicum experience in conjunction with the coursework, for a more comprehensive, integrated program.

The 23-credit program can be completed in as little as one calendar year and students may begin the program at any point during the academic year (Fall, Spring, or Summer). During the semester when students are enrolled in practicum, a minimum of 2 days per week (10-15 hours per week for a minimum of 150 hours over the 15-week semester) in an approved practicum site is required. Outside of that, students can continue to gain the necessary 2000 supervised experience hours in approved settings under the supervision of appropriately qualified individuals (e.g., LBA/BCBAs). Such training opportunities will depend upon availability in university-approved settings, as well as commitment on the part of the student to adhere to all policies and expectations of the training site. Students will be responsible for keeping accurate and ongoing records of their experience hours, including supervision hours, as per LBA and BCBA requirements.

#### Required Courses

**HBSE 4015** ABA I: Concepts and Principles in Pedagogy, Curriculum, and Management (3 credits)

**HBSE 4016** ABA II: Foundational Concepts and Epistemology of Basic and Applied Behavior Analysis (3 credits)

**HBSE 4044** Methods 1: Research Methods in Pedagogy, Curriculum, and Management (3 credits)

**HBSE 4045** Methods 2: Curricular and Pedagogical Operations for Teaching the Foundations of Functional Academic Literacy (3 credits)

**HBSE 4047** Record-Keeping in Applied Behavior Analysis (2 credits)

**HBSE 4048** Working with Families of Children with ASD (3 credits)

**HBSE 4049** Professional and Ethical Issues in Teaching as Applied Behavior Analysis (3 credits)

**HBSE 4304\*** Practicum in Applied Behavior Analysis (3 credits)

**OR**

**HBSE 4704** Student Teaching Practicum (for students enrolled in the ABA MA program only) (3 credits)

\*Students must take HBSE 4304 for 3 credits in the first semester; they may continue to register for sections of HBSE 4304 for 0 credits for subsequent semesters to indicate that they are completing experience hours if necessary.

**OR—FOR SCHOOL PSYCHOLOGY EdM STUDENTS ONLY:**

**HBSE 4304\*\*** Practicum in Applied Behavior Analysis (1 credit in the first semester, 0 credits for all semesters after that).

**AND**

**HBSK 5050** Cognitive and Behavioral Interventions (3 credits)

\*\*Students must take HBSE 4304 for a minimum of 1 credit in the first semester; they may continue to register for sections of HBSE 4304 for 0 credits for subsequent semesters to indicate that they are completing experience hours if necessary.

Students are encouraged to review all requirements and regulations for both the LBA (<https://www.op.nysed.gov/licensed-behavior-analysts>) and BCBA (<https://www.bacb.com/bcba/>), particularly as they relate to the necessary supervised experience.

## Faculty

### Faculty

- Daniel **Fienup** Associate Professor of Psychology and Education
- R Douglas **Greer** Professor of Psychology and Education

### Lecturers

- Jo Ann Pereira **Delgado** Lecturer



## Adjunct Faculty

- Claire S **Cahill** Adjunct Assistant Professor
- Katharine Loomis **Cameron** Adjunct Assistant Professor
- Lin **Du** Adjunct Assistant Professor
- Jessica Lee **Dudek** Honorary Adjunct Assistant Professor
- Jennifer Maria **Longano** Adjunct Assistant Professor
- Georgette Alicia **Morgan** Adjunct Assistant Professor
- JeanneMarie **Speckman** Adjunct Assistant Professor

## Instructors

- Maithri **Sivaraman**

# Courses

### **HBSE 4015 - ABA I: Concepts and Principles in Pedagogy, Curriculum, and Management**

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, and measurably effective instructional practices.

### **HBSE 4016 - ABA II: Foundational Concepts and Epistemology of Basic and Applied Behavior Analysis**

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.

### **HBSE 4017 - ABA III: Verbal Development, Curriculum, and Pedagogy**

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 4044 - Methods 1: Research Methods in Pedagogy, Curriculum, and Management**

Pedagogical and curricular design repertoires for realizing state educational objectives for children from pre-listener to early reader skills (NYSED Standards, English Excellence in Education Standards, and CABAS® Standards Preschool through Kindergarten).

### **HBSE 4045 - Methods 2: Curricular and Pedagogical Operations for Teaching the Foundations of Functional Academic Literacy**

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 4046 - Methods 3: Curricular and Pedagogical Operations for Teaching Advanced Functional Academic Literacy**

Pedagogical and curricular repertoires for realizing state educational objectives for children with early to advanced self-editing and self-management repertoires (grades 4 through middle school).

### **HBSE 4047 - Record-Keeping in Applied Behavior Analysis**

This course is required for NYS licensure in behavior analysis. It will cover not just the maintenance of the client's record, but the meaning of that record and the additional parts of the record that must be maintained for each child, including all corollary materials. It is offered online to all students pursuing NYS licensure in ABA.

### **HBSE 4048 - Wrk w Fam of Chldrn w ASD**

The purpose of this course is to provide an overview of the components related to successful partnerships between parents and professionals as realized through increasing positive and effective parenting skills within families of children with autism.

### **HBSE 4049 - Professional and Ethical Issues in Teaching as Applied Behavior Analysis**

This course will focus on the ethical, professional, and legal issues impacting those who apply the science of behavior to vulnerable populations (e.g., young children or children with disabilities), including those who work in clinical, home, and school settings.

### **HBSE 4304 - ABA Practicum Course: Children with Autism and Related Disorders**

This course fulfills the 150 (minimum) practicum hours working with children with autism required for licensure as a Behavior Analyst in NYS and may also satisfy supervised experience hours required by the Behavior Analyst Certification Board. This course also carries 3 credits (45 credit hours) worth of content; thus, students will be responsible for completing coursework and attending class at the university on a weekly basis.

### **HBSE 4704 - Observation and student teaching in special education: Applied behavioral analysis and behavioral disorders**

Permission required. Course requires 3-5 days a week for participation in community, school, and agency programs and a weekly seminar on campus.

### **HBSE 5010 - Study of the philosophic foundations of special education**

Permission required. Required of all doctoral students in the Applied Sciences of Learning and Special Education programs in the Department of Health and Behavior Studies. Overview of major theoretical and methodological orientation within social sciences and special education.

### **HBSE 5904 - Problems in special education: Applied behavioral analysis and behavioral disorders**

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 6001 - Research in special education**

Permission required. Prerequisites: HUDM 4122 and HUDM 5122. Instruction in the development, conduct, and reporting of research. Student research studies. Required of all doctoral students in Applied Sciences of Learning and Special Education programs in the department of Health and Behavior Studies.

### **HBSE 6008 - Behaviorism and the science of behavior**

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 and natural selection in the Scottish enlightenment.

### **HBSE 6010 - No Title Found in Banner**

Permission required. Required of all doctoral students in Applied Sciences of Learning and Special Education programs in the department of Health and Behavior Studies. Instruction in the current practices and policies in the education of exceptional children with emphases on language and literacy development.

### **HBSE 6015 - The verbal behavior model: Individual educational programming**

Prerequisites: HBSE 4015 and HBSE 4043. Students will master Skinner's model of communicative behavior, the associated literature, and major theoretical papers. Research and data-based schooling applications of the model will be made to pedagogy and curriculum.

### **HBSE 6031 - Research methods in special education: single-subject design II**

Permission required. Course covers inter-subject and intrasubject designs, repeated measurement, generality, direct and systematic replication, and selection of group or single-case designs.

### **HBSE 6404 - Advanced internships in special education: Behavioral disorders**

Permission required. Post-masters level. Intensive in-service internship requires 3-5 days per week in approved settings. Internship allows for practical applications of scientific methods and principles taught in coursework to the education and treatment of children with and without disabilities.

### **HBSE 6504 - Advanced seminars in special education: Applied behavior analysis and behavioral disorders**

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 7500 - Dissertation Seminar in Special Education**

Permission required. Only advanced doctoral students in special education programs are eligible. Prerequisites: HBSE 5010, 6001, 6003, 6005 and 6010. Development of doctoral dissertations and presentation of plans for approval.

### **HBSE 8901 - Dissertation advisement in special education: Intellectual disability/autism**

Advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For requirements, see catalog on continuous registration for Ph.D. degrees.

### **HBSK 4072 - Theory and Techniques of Assessment and Intervention in Reading**

Provides an overview of theories and research pertaining to reading acquisition and assessment and intervention techniques for reading across the lifespan. Content is organized according to four major themes: the psychology of reading development, language structures, assessment, and intervention.

### **HBSK 4074 - Development of Reading Comprehension**

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 5050 - Cognitive and Behavioral Interventions for Youth**

This course is intended to provide graduate students in psychology with an introduction to the application of cognitive behavioral interventions for the treatment of childhood disorders. The theoretical foundations of major

cognitive-behavioral therapies for the treatment of psychological disorders will be studied. Treatment skills, including clinical interviewing and basic therapeutic skills, will be presented. Further, empirically supported therapeutic interventions for some of the most common psychological disorders experienced by school age children will be discussed. An introduction to cognitive behavioral case formulation and individual treatment planning will be integrated throughout the class. Empirical data pertaining to the use and efficacy of cognitive behavioral interventions with diverse populations will be reviewed. Ethical considerations will be presented and highlighted.

### **HBSK 5099 - Writing Interventions Theory and Practice**

This is a literacy course that applies research on cognitive, linguistic, affective, social, and cultural processes underlying writing performance to the development of writing interventions. Writing is discussed within the context of language and literacy development. Students learn to evaluate evidence-based writing interventions for both typically developing and special-needs populations of differing ages and in various educational settings.

### **HUDK 4027 - How Children Learn Math**

The development of informal and formal mathematical thinking from infancy through childhood with implications for education.

### **HUDM 4122 - Probability and statistical inference**

An introduction to statistical theory, including elementary probability theory; random variables and probability distributions; sampling distributions; estimation theory and hypothesis testing using binomial, normal, T, chi square, and F distributions. Calculus not required.

### **HUDM 5122 - Applied regression analysis**

Least squares estimation theory. Traditional simple and multiple regression models and polynomial regression models, including use of categorical predictors. Logistic regression for dichotomous outcome variables is also covered. Class time includes lab time devoted to applications with IBM SPSS. Prerequisite: HUDM 4120 or HUDM 4122 or HUDM 4125.

# Deaf and Hard of Hearing

Department of Health Studies & Applied Educational Psychology

## Program Description

Founded in 1906, the Deaf & Hard of Hearing Education Program at Teachers College is one of the oldest deaf education programs in the country. Based on the belief that communication is a human right, our program prepares educators to partner with families in building a strong language foundation—whether spoken or signed—for children who are deaf and hard of hearing. Through interdisciplinary study in speech and hearing science, literacy, psychology, linguistics, and child development, our graduates are trained to meet the language and academic needs of deaf and hard of hearing children in a wide range of settings. Our comprehensive program provides advanced study across the continuum of language and communication modalities, including American Sign Language, listening and spoken language, and Cued Speech/Language.

## Degrees

### Master of Arts

#### Deaf and Hard of Hearing

Master of Arts | Initial Cert: Deaf/Hard of Hearing (Pre-K-12)

**Points/Credits:** 40

**Entry Terms:** Spring/Summer/Fall

**Certification:**

- NY State Initial: Deaf/Hard of Hearing Pre-K-12

#### Degree Requirements

The Master of Arts (M.A.) with certification is a 40-credit program leading to New York State (NYS) initial certification as Teacher of the Deaf and Hard of Hearing.

This program leads to Council on the Education of the Deaf (CED) certification.

**Specialization Requirements, Deaf and Hard of Hearing:**

- HBSE 4070 Psychosocial and Cultural Aspects of People who are Deaf or Hard of Hearing
- HBSE 4071 Language and Literacy for the Deaf and Hard of Hearing and Children with Language Learning Disabilities (two terms)
- HBSE 4072 Language Development for the Deaf or Hard of Hearing
- HBSE 4073 Teaching Speech, Language, and Communication Skills/Educational Audiology (two academic terms)
- HBSE 4079 Language Development and Habilitation: Auditory Verbal Practice
- HBSE 4300–007 Practicum in Assessment and Evaluation of Individuals with Exceptionalities: DHH
- HBSE 4707 Observation and Student Teaching in Special Education - Deaf and Hard of Hearing (two academic terms)
- HBSE 4863 Cued Speech/Language and Multisensory Reading
- HBSE 4871 American Sign Language I
- HBSE 4872 American Sign Language II

**Breadth Requirements:**

In order to broaden the student’s background in education, Teachers College courses outside the Teachers College major department must be completed. These courses will be selected based on transcript review and advisement.

New York State Education Department (NYSED) mandates teacher certification requirements that are needed for program completion and graduation. These are listed in the Office of Teacher Education section of the catalog.

## Deaf and Hard of Hearing

Master of Arts | Non-Certification

**Points/Credits:** 32-36

**Entry Terms:** Spring/Summer/Fall

**Certification:**

- Non-Certification Track

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## Degree Requirements

The Master of Arts (M.A.) without certification is a 32- to 36-credit program leading to a Master’s Degree in Education of the Deaf and Hard of Hearing. This program does not lead to New York State (NYS) certification as Teacher of the Deaf and Hard of Hearing.

**Program Requirements, Deaf and Hard of Hearing:**

- HBSE 4070 Psychosocial and Cultural Aspects Of People Who are Deaf or Hard of Hearing
- HBSE 4071 Language and Literacy for the Deaf and Hard of Hearing and Children with Language Learning Disabilities (two academic terms)
- HBSE 4072 Language Development for the Deaf or Hard of hearing
- HBSE 4073 Teaching Speech, Language, and Communication Skills/Educational Audiology (two academic terms)
- HBSE 4079 Language Development and Habilitation: Auditory-Verbal Practice
- HBSE 4300-007 Practicum in Assessment and Evaluation of Individuals with Exceptionalities: DHH
- HBSE 4863 Cued Speech/Language and Multisensory Reading
- HBSE 4871 American Sign Language I
- HBSE 4872 American Sign Language II

**Breadth Requirements:**

In order to broaden the student's background in education, Teachers College courses outside the Teachers College major department must be completed. These courses will be selected based on transcript review and advisement.

## Master of Education

### Deaf and Hard of Hearing

Master of Education | Dual Cert: Deaf/Hard of Hearing and Adolescence Education (7-12)

**Points/Credits:** 60

**Entry Terms:** Spring/Summer/Fall

**Certification:**

- Dual Certification with Adolescence Education: NY State Initial: Deaf/Hard Hearing Pre-K-12
- NY State Initial: Choice of Biology
- Chemistry
- Earth Science
- Physics
- Mathematics
- Social Studies
- or English 7-12

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### Degree Requirements



The Master of Education (Ed.M.) is a 60-credit program leading to dual New York State (NYS) initial certification as Teacher of the Deaf and Hard of Hearing as well as certification in one of the following areas: Early Childhood Teacher (birth-grade 2), Elementary Education Teacher (grade 1-6), Secondary Teacher (grades 7-12) in a particular subject area (English, Math, Science, or Social Studies) or Reading Specialist.

This program leads to Council on the Education of the Deaf (CED) certification.

### **Specialization Requirements, Deaf and Hard of Hearing:**

- HBSE 4070 Psychosocial and Cultural Aspects of People who are Deaf or Hard of Hearing
- HBSE 4071 Language and Literacy for the Deaf and Hard of Hearing (two academic terms)
- HBSE 4072 Language Development for the Deaf and Hard of Hearing and Children with Language Learning Disabilities
- HBSE 4073 Teaching Speech, Language, and Communication/Educational Audiology (two terms)
- HBSE 4079 Language Development and Habilitation: Auditory Verbal Practice
- HBSE 4300-007 Practicum in Assessment and Evaluation of Individuals with Exceptionalities: DHH
- HBSE 4707 Observation and Student Teaching Deaf and Hard of Hearing (two academic terms)
- HBSE 4863 Cued Speech/Language and Multisensory Reading
- HBSE 4871 American Sign Language I
- HBSE 4872 American Sign Language II
- Area specialization courses Adolescence, Content Area (15+ points)

### **Breadth Requirements:**

In order to broaden the student's background in education, Teachers College courses outside the Teachers College major department must be completed. The courses will be selected based on transcript review and advisement.

New York State Education Department (NYSED) mandates teacher certification requirements that are needed for program completion and graduation. These requirements are listed in the Office of Teacher Education section of the catalog.

## **Deaf and Hard of Hearing**

Master of Education | Dual Cert: Deaf/Hard of Hearing and Childhood Education

**Points/Credits:** 60

**Entry Terms:** Spring/Summer/Fall

### **Certification:**

- Dual Certification with Childhood Education: NYS Initial: Deaf/Hard Hearing Pre-K-12
- NY State Initial: Childhood 1-6

## **Degree Requirements**

The Master of Education (Ed.M.) is a 60-credit program leading to dual New York State (NYS) initial certification as Teacher of the Deaf and Hard of Hearing as well as certification in one of the following areas: Early Childhood Teacher (birth-grade 2), Elementary Education Teacher (grades 1-6), Secondary Teacher (grades 7-12) in a particular subject area (English, Math, Science, or Social Studies) or Reading Specialist.

This program leads to Council on the Education of the Deaf (CED) certification.

### **Specialization Requirements, Deaf and Hard of Hearing:**

- HBSE 4070 Psychosocial and Cultural Aspects of People who are Deaf or Hard of Hearing
- HBSE 4071 Language and Literacy for the Deaf and Hard of Hearing (two academic terms)
- HBSE 4072 Language Development for the Deaf and Hard of Hearing and Children with Language Learning Disabilities
- HBSE 4073 Teaching Speech, Language, and Communication/Educational Audiology (two terms)
- HBSE 4079 Language Development and Habilitation: Auditory Verbal Practice
- HBSE 4300-007 Practicum in Assessment and Evaluation of Individuals with Exceptionalities: DHH
- HBSE 4707 Observation and Student Teaching Deaf and Hard of Hearing (two academic terms)
- HBSE 4863 Cued Speech/Language and Multisensory Reading
- HBSE 4871 American Sign Language I
- HBSE 4872 American Sign Language II
- Area specialization courses in Childhood Education (15+ points)

### **Breadth Requirements:**

In order to broaden the student's background in education, Teachers College courses outside the Teachers College major department must be completed. These courses will be selected based on transcript review and advisement.

New York State Education Department (NYSED) mandates teacher certification requirements that are needed for program completion and graduation. These requirements are listed in the Office of Teacher Education section of the catalog.

## **Deaf and Hard of Hearing**

Master of Education | Dual Cert: Deaf/Hard of Hearing and Early Childhood Education

**Points/Credits:** 60

**Entry Terms:** Spring/Summer/Fall

### **Certification:**

- Dual Certification with Early Childhood Education: NY State Initial: Deaf/Hard Hearing Pre-K-12
- NY State Initial: Early Childhood Birth-Grade 2

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## **Degree Requirements**

The Master of Education (Ed.M.) is a 60-credit program leading to dual New York State (NYS) initial certification as Teacher of the Deaf and Hard of Hearing as well as certification in one of the following areas: Early Childhood Teacher (birth-grade 2), Elementary Education Teacher (grades 1-6), Secondary Teacher (grades 7-12) in a particular subject area (English, Math, Science, or Social Studies) or Reading Specialist.

All programs noted above also lead to Council on the Education of the Deaf (CED) certification.

### **Specialization Requirements, Deaf and Hard of Hearing:**

- HBSE 4070 Psychosocial and Cultural Aspects of People who are Deaf or Hard of Hearing

- HBSE 4071 Language and Literacy for the Deaf and Hard of Hearing (two academic terms)
- HBSE 4072 Language Development for the Deaf and Hard of Hearing and Children with Language Learning Disabilities
- HBSE 4073 Teaching Speech, Language, and Communication/Educational Audiology (two terms)
- HBSE 4079 Language Development and Habilitation: Auditory Verbal Practice
- HBSE 4300-007 Practicum in Assessment and Evaluation of Individuals with Exceptionalities: DHH
- HBSE 4707 Observation and Student Teaching Deaf and Hard of Hearing (two academic terms)
- HBSE 4863 Cued Speech/Language and Multisensory Reading
- HBSE 4871 American Sign Language I
- HBSE 4872 American Sign Language II
- Area specialization courses in Early Childhood Education (15+ points)

### **Breadth Requirements:**

In order to broaden the student's background in education, Teachers College courses outside the Teachers College major department must be completed. These courses will be selected based on transcript review and advisement.

New York State Education Department (NYSED) mandates teacher certification requirements that are needed for program completion and graduation. These requirements are listed in the Office of Teacher Education section of the catalog.

## **Deaf and Hard of Hearing**

Master of Education | Dual Cert: Deaf/Hard of Hearing and Literacy (Pre-K-12)

**Points/Credits:** 60

**Entry Terms:** Spring/Summer/Fall

### **Certification:**

- Dual Certification with Reading Specialist: NY State Initial: Deaf/Hard Hearing Pre-K-12
- NY State Initial: Literacy Birth-6; NY State Initial: Literacy 5-12

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## **Degree Requirements**

The Master of Education (Ed.M.) is a 60-credit program leading to dual New York State (NYS) initial certification as Teacher of the Deaf and Hard of Hearing as well as certification in one of the following areas: Early Childhood Teacher (birth-grade 2), Elementary Education Teacher (grades 1-6), Secondary Teacher (grades 7-12) in a particular subject area (English, Math, Science, or Social Studies) or Reading Specialist.

All programs noted above also lead to Council on the Education of the Deaf (CED) certification.

### **Specialization Requirements, Deaf and Hard of Hearing:**

- HBSE 4070 Psychosocial and Cultural Aspects of People who are Deaf or Hard of Hearing
- HBSE 4071 Language and Literacy for the Deaf and Hard of Hearing (two academic terms)
- HBSE 4072 Language Development for the Deaf and Hard of Hearing and Children with Language Learning Disabilities
- HBSE 4073 Teaching Speech, Language, and Communication/Educational Audiology (two terms)
- HBSE 4079 Language Development and Habilitation: Auditory Verbal Practice

- HBSE 4300-007 Practicum in Assessment and Evaluation of Individuals with Exceptionalities: DHH
- HBSE 4707 Observation and Student Teaching Deaf and Hard of Hearing (two academic terms)
- HBSE 4863 Cued Speech/Language and Multisensory Reading
- HBSE 4871 American Sign Language I
- HBSE 4872 American Sign Language II
- Area specialization courses in Reading Specialist (15+ points)

**Breadth Requirements:**

In order to broaden the student's background in education, Teachers College courses outside the Teachers College major department must be completed. These courses will be selected based on transcript review and advisement. New York State Education Department (NYSED) mandates teacher certification requirements that are needed for program completion and graduation. These requirements are listed in the Office of Teacher Education section of the catalog.

## Doctor of Philosophy

### Deaf and Hard of Hearing

Doctor of Philosophy

**Points/Credits:** 84

**Entry Terms:** Fall Only

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### Degree Requirements

**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.

**Ph.D. in Special Education: Deaf and Hard of Hearing**

The Ph.D. doctoral program is divided into several areas of study including 1) advanced study in general special education, the philosophy of science, and theory building; 2) advanced study in a minimum of two paradigms of research; 3) advanced study in the education of the deaf and hard of hearing, including advanced study in linguistics, psycholinguistics, and developmental psycholinguistics; and 4) a professional specialization.

The Ph.D. in Special Education: Deaf and Hard of Hearing is administered and awarded through the Graduate School of Arts and Sciences at Columbia University and requires the equivalent of an undergraduate liberal arts degree. The degree requires a minimum of 54 credits beyond the master's degree and presumes a background in, and/or direct professional experience in, working with individuals who are deaf or Hard of Hearing.

**Core Requirements for all Ph.D. Special Education majors (15):**

- HBSE 5010 Study of the Philosophic Foundations of Special Education (3)
- HBSE 6001 Research in Special Education: Group Design (3)
- HBSE 6010 Advanced Study of Problems and Issues in Special Education (3)
- HBSE 6031 Research in Special Education: Single Case Design (3)
- HBSE 7500 Dissertation Seminar in Special Education (3)
- HBSE 8907 Dissertation Advisement in Special Education: Deaf and Hard of Hearing (0)

**Research Requirement (15)**

- HUDM 4122 Probability and Statistical Inference (3)
- HUDM 5122 Applied Regression Analysis (3)
- HUDM 5123 Linear Models (3)

**Advanced Statistics/Research/Evaluation/Measurements Courses (examples listed below)**

- HUDM 5059 Psychological Measurement (3)
- HUDM 6122 Multivariate Analysis I (3)

**Area of Concentration: Deaf and Hard of Hearing (18):**

Deaf and Hard of Hearing (6)

- HBSE 5907 Problems in Special Education: Deaf and Hard of Hearing (3)
- HBSE 6507 Advanced Seminar in Special Education: Deaf and Hard of Hearing (3)

Depending upon the student's background and research interest, the student is expected to choose 12 credit hours of study in a specialization area determined through advisement.

## Faculty

### Faculty

- Elizabeth Anne **Rosenzweig** Assistant Professor of Practice/Director of the Edward D. Mysak Clinic for Communication Disorders

## Visiting Faculty

- Elaine Rebecca **Smolen** Visiting Assistant Professor

## Lecturers

- Maria C. **Hartman** Lecturer

## Adjunct Faculty

- Stephanie **Levine** Adjunct Assistant Professor
- Jennifer Lynn **Montgomery** Adjunct Assistant Professor

# Courses

### **HBSE 4000 - Intro to Special Education**

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 lifespan 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.

### **HBSE 4001 - Teaching students with disabilities in the general education classroom**

This course addresses problems of educational assessment, curriculum and teaching, organization, and guidance of students with physical, cognitive, affective, and sensory disabilities.

### **HBSE 4005 - Computer Applications in Special Education**

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.

### **HBSE 4006 - Working with families of children with disabilities**

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.

### **HBSE 4070 - Psychosocial and cultural aspects of people who are d/Deaf or hard of hearing**

This course introduces the fundamentals of general, special, and bilingual education and how they are infused into Deaf education. It will also acquaint students with current trends, issues, and research in the education of Deaf and hard of hearing learners of all ages, including historic and current objectives, techniques, and results. The cultural, historical, philosophical, psychological, linguistic and social aspects of the Deaf community will also be addressed from the educational perspective. Students are challenged to rethink their conceptualization of "Deaf education" as well as "general education" based on their perceptions of their own cultural dimensions.

### **HBSE 4071 - Language and Literacy for the DHH**

Fall course: This course introduces the theoretical and scientific foundations of literacy and explores how reading, writing and cognitive processes are developed in early grades, particularly with deaf and hard of hearing students with language delays. Special emphasis is placed on foundational skills during the 'learning to read' stage with particular emphasis on the five major elements of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension.

### **HBSE 4072 - Language development for the DHH**

This course provides a review of the functions of language and communication, the nature and characteristics of language acquisition of typical language learners, the characteristics of language development in individuals who are d/Deaf or hard of hearing, and assessment, curricular and intervention issues. Students will learn to use the Cottage Acquisition Scales for Listening, Language and Speech (CASLLS).

### **HBSE 4073 - Educational Audiology/Teaching Speech, Language, and Communication**

Course addresses audiological principles necessary to enable teachers of deaf and hard of hearing students to best support these students in their educational settings. Course topics include the identification, assessment, and management of hearing loss related to the educational setting, basic knowledge of audiograms, including type and degree of hearing loss, tympanometry, educational options, classroom acoustics, and auditory processing as well as hands-on experiences with the most current audiological equipment.

### **HBSE 4079 - Language Development and Habilitation: Auditory Verbal Practice**

This course covers listening and spoken language intervention for children with hearing loss with an emphasis on family-centered, culturally-responsive auditory verbal intervention. Domains include history and professional issues, hearing technology, auditory, speech, and language development, inclusive education, caregiver coaching, and literacy for children with hearing loss.

### **HBSE 4300 - Prc Assmt Eval Excptnl Learner**

Deaf and Hard of Hearing: This class provides a comprehensive overview of assessment and evaluation of children with hearing loss, including those who have additional learning needs and those who are linguistically and culturally diverse. Developmental, academic, social-emotional, and language assessments will be covered, with opportunities for hands-on, applied learning. ID/Autism: Students will gain practical knowledge of interdisciplinary, psychoeducational assessments of students with disabilities. Analysis of observational and test data; formulation of educational programs for students with disabilities.

### **HBSE 4707 - No Title Found in Banner**

Permission required. Course requires 5 days a week for participation in community, school, and agency programs and a weekly seminar on campus.

### **HBSE 4871 - American Sign Language I**

The purpose of this course is to build conversational competency in American Sign Language by activating visual-spatial communication skills; mastering basic vocabulary, grammar and compositional structures; and developing awareness of the history of gestural languages and deaf people in society. Courses are structured into four units: culture, communication, narration and literature. These units are designed to guide students from a conceptual understanding of American Sign Language through real-life conversational structures toward independence in practical dialogue and compositions.

### **HBSE 4901 - No Title Found in Banner**

Permission required.

### **HBSE 5010 - Study of the philosophic foundations of special education**

Permission required. Required of all doctoral students in the Applied Sciences of Learning and Special Education programs in the Department of Health and Behavior Studies. Overview of major theoretical and methodological orientation within social sciences and special education.

### **HBSE 5307 - Advanced practica in special education: Deaf and hard of hearing**

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 5907 - Problems in special education: Deaf and hard of hearing**

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 6001 - Research in special education**



Permission required. Prerequisites: HUDM 4122 and HUDM 5122. Instruction in the development, conduct, and reporting of research. Student research studies. Required of all doctoral students in Applied Sciences of Learning and Special Education programs in the department of Health and Behavior Studies.

### **HBSE 6005 - Research in special education: single-subject design I**

Permission required. Prerequisites: HUDM 4122 and other statistics course work. Instruction in the development, conduct, and reporting of single-case design research. Student research studies. Required of all doctoral students in the Applied Sciences of Learning and Special Education programs in the department of Health and Behavior Studies.

### **HBSE 6010 - No Title Found in Banner**

Permission required. Required of all doctoral students in Applied Sciences of Learning and Special Education programs in the department of Health and Behavior Studies. Instruction in the current practices and policies in the education of exceptional children with emphases on language and literacy development.

### **HBSE 6031 - Research methods in special education: single-subject design II**

Permission required. Course covers inter-subject and intrasubject designs, repeated measurement, generality, direct and systematic replication, and selection of group or single-case designs.

### **HBSE 6504 - Advanced seminars in special education: Applied behavior analysis and behavioral disorders**

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 7500 - Dissertation Seminar in Special Education**

Permission required. Only advanced doctoral students in special education programs are eligible. Prerequisites: HBSE 5010, 6001, 6003, 6005 and 6010. Development of doctoral dissertations and presentation of plans for approval.

### **HBSE 8901 - Dissertation advisement in special education: Intellectual disability/autism**

Advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For requirements, see catalog on continuous registration for Ph.D. degrees.

### **HBSE 8904 - Dissertation advisement in special education: Applied Behavior Analysis**

Advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For requirements, see catalog on continuous registration for Ph.D. degrees.

**HBSE 8907 - Dissertation advisement in special education: Deaf and hard of hearing**

Advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For requirements, see catalog on continuous registration for Ph.D. degrees.

**HBSK 4072 - Theory and Techniques of Assessment and Intervention in Reading**

Provides an overview of theories and research pertaining to reading acquisition and assessment and intervention techniques for reading across the lifespan. Content is organized according to four major themes: the psychology of reading development, language structures, assessment, and intervention.

# Diabetes Education and Management

Department of Health Studies & Applied Educational Psychology

## Program Description

The solely online and asynchronous Diabetes Education and Management Program is an interprofessional 36-credit Master of Science degree—the first of its kind. We equip clinicians and care managers with a greater understanding of how diabetes develops and evolves across different age groups and populations; how to assess the whole person and help them manage treatment of their disease; how to develop, implement, and evaluate diabetes self-care education and management programs; and how to conduct advocacy. Program requirements include coursework and a culminating project in which students demonstrate their integration of the content they have learned. In addition to courses with content specific to diabetes, the program includes courses currently offered through the Health Education, Nutrition Education, Exercise, Nursing Education, Human Development, and Adult Learning and Leadership programs of Teachers College.

The solely online and asynchronous Certificate in Advanced Diabetes Topics is an 18-credit academic certificate for those holding a master's degree or higher in a clinical discipline. Those with a graduate degree who have been working in diabetes for two years or more are also eligible to apply. The certificate program includes the six core diabetes courses.

# Degrees

## Master of Science

### Diabetes Education and Management

Master of Science

**Points/Credits:** 36

**Entry Terms:** Spring/Summer/Fall

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### Degree Requirements

The solely online and asynchronous Master of Science in Diabetes Education and Management requires satisfactory completion of 36 credit points and a master's degree integrative project. The program may be pursued full-time or part-time. Part-time students are encouraged to take at least 6 credits per semester to ensure timely completion of the program.

#### Required Diabetes-Related Core Courses (18 points):

- HBSD 4110 Behavior change strategies for diabetes prevention and management (3)
- HBSD 4120 Pathophysiology of diabetes and its related complications (3)
- HBSD 4130 Assessment of the person with diabetes (3)
- HBSD 4140 Preventive and therapeutic interventions in diabetes management (3)
- HBSD 4150 Diabetes self-management education and support (DSMES) programs: development, implementation, and evaluation (3)
- HBSD 4160 Pharmacology of Diabetes (3)

#### Additional Required Core Courses

- HBSS 5110 Determinants of health behavior (3)
- HBSS 5040 Research methods in health and behavior studies I (3)

#### Multicultural Requirement (3 Credits):

- HBSS 4114 Competency in multicultural populations (3)
- A similar course (with permission from the student's advisor) can be taken for the multicultural requirement.

#### Elective Courses (for a total of 9 points):

##### Health (3-6 credits):

Choose at least one from the following:

- HBSS 4001 Health provider communications (3)
- HBSS 4118 Principles of health-related behavioral and social change (3)
- HBSS 5116 Social relations, emotions, and health (3)

- HBSV 4000 Introduction to nutrition: facts, fallacies, and trends (3)
- BBSR 5095 Exercise and health (3)

### **Education and Human Development (3-6 credits):**

Choose at least one from the following:

- ORLD 4050 Introduction to adult and continuing education (3)
- ORLD 4051 How adults learn (3)
- ORLD 4827 Fostering transformative learning (3)
- ORLD 5063 Online Teaching & Learning (3)
- HUDK 4029 Human cognition and learning (3)
- HUDK 4023 Developmental psychology: Adolescence (3)
- HBSD 5900 Independent Study (3)

## **Advanced Certificate**

### **Advanced Diabetes Topics**

Advanced Certificate

**Points/Credits:** 18

**Entry Terms:** Spring/Summer/Fall

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### **Degree Requirements**

The solely online and asynchronous Certificate in Advanced Diabetes Topics requires satisfactory completion of the six core diabetes courses (18 points). The program is completed in six academic terms (2 years). One core diabetes course is offered each academic term.

Required diabetes-related core courses:

- HBSD 4110 Behavior change strategies for diabetes prevention and management (3)
- HBSD 4120 Pathophysiology of diabetes and its related complications (3)
- HBSD 4130 Assessment of the person with diabetes (3)
- HBSD 4140 Preventive and therapeutic interventions in diabetes management (3)
- HBSD 4150 Diabetes self-management education and support (DSMES) programs: development, implementation, and evaluation (3)
- HBSD 4160 Pharmacology of diabetes (3)

# Faculty

## Emeriti

- Kathleen Ann **O'Connell** Isabel Maitland Stewart Professor Emerita of Nursing Education

## Lecturers

- Jane K **Dickinson** Senior Lecturer

# Courses

## **HBSD 4110 - Behavior Change Strategies for Diabetes Prevention and Management**

This course explores person-centered and strengths-based approaches to working with people who have diabetes. Students will discuss the role of language/messaging in various approaches to working with people that can help them successfully manage and live well with diabetes. Students will also explore the role of age-related generations in behavior change.

## **HBSD 4120 - Pathophysiology of Diabetes and its Related Complications**

This course covers the physiology of normal energy metabolism and the related pathophysiology of energy metabolism as seen in metabolic syndrome, the progression to type 2 diabetes, overt type 2 diabetes, as well as type 1, gestational, and drug-induced diabetes. Comorbid conditions and acute and chronic complications related to diabetes and hyperglycemia are also addressed.

## **HBSD 4130 - Assessment of the Person with Diabetes**

This course teaches the clinician how to conduct a diabetes-focused assessment of the person with diabetes, with consideration for family dynamics, culture, and support. Emphasis is placed on cognitive, behavioral, and affective assessments, as well as select elements of the clinical assessment, i.e., the assessment of the "whole" person with diabetes. The findings from the assessment are then used as the basis for goal-setting.

## **HBSD 4140 - Preventive & Therapeutic Interventions in Diabetes Management**

This course covers the specific components of multimodal therapies used to treat diabetes and associated comorbidities, as well as to reduce the risk of acute and chronic complications, referencing evidence-informed

clinical practice guidelines and landmark trials whenever possible. The major elements of, indications for, rationale for, and complications of current therapeutic approaches are explored.

### **HBSD 4150 - Diabetes Self-Management Education and Support (DSMES) Programs: Development, Implementation, & Evaluation**

This course provides specific guidance regarding implementation of the National Standards for Diabetes Self-Management Education and Support (Beck, et al., 2017) to create Diabetes Self-Management Education and Support (DSMES) programs that will fulfill ADA recognition or ADCES accreditation requirements.

### **HBSD 4160 - Pharmacology of Diabetes**

This course offers an in-depth exploration of the medications used to treat and reduce the risk for diabetes, as well as the drugs used to treat its related comorbidities and complications. It also covers over-the-counter treatments, supplements, and medical foods used by people with diabetes. Drug classes, names, mechanisms of action, pharmacokinetics and pharmacodynamics will be discussed, as well as drugs currently being investigated. This course includes a discussion of the FDA approval process, major drug trials, considerations for special populations, and adverse effects.

# Health Education

Department of Health Studies & Applied Educational Psychology

## Program Description

The Program in Health Education includes three degree programs:

M.A. in Health Education (32 points)

M.S. in Community Health Education (42 points)

Ed.D. in Health Education (90 points, 45 of which may be transfer credits)

All of these degree programs focus on a common theme of reducing health disparities through public health education for individuals, families and communities, and environmental changes that prevent disease and improve health and well-being. Our approach to professional preparation is predicated on informed decision making, self-determination, and environmental changes that bolster population health. Students learn about twenty-first century evidence-based approaches as well as practice-based evidence to help ensure that educational approaches are acceptable to their intended audience, feasible to implement, and effective in helping people make informed decisions. Rooted in the social and behavioral sciences, the Health Education faculty have trained generations of local, national, and global leaders working in governmental, public and community based organizations; research institutions and centers; academia; school systems; hospital and health care service delivery systems; and policy institutes.

The Program in Health Education specializes in preparing the leaders needed to address contemporary health care challenges, health disparities, and epidemics (e.g., obesity, diabetes, bullying/violence, HIV/AIDS, and other sexually transmitted diseases, etc.), as well as the links between health and academic achievement. The majority of our advanced graduate seminars feature small class sizes with accessible faculty. Ongoing academic support helps ensure high rates of timely degree completion. Our program features faculty with a consistent record of research grant funding, publications in leading peer-reviewed scientific journals, and providing national and global leadership in their respective fields.

### **Mission and Vision**

The mission of the Program is to address the health of the public through the preparation of specialists in health education who focus on the community as the setting for needs assessment, program planning, evaluation, and research. This mission includes promoting health, preventing



disease, and advancing health equity by preparing exceptional leaders. Varied structures, institutions, organizations, and agencies in New York City and the surrounding region—including schools, hospitals, clinics, worksites, and nonprofits—collaborate in fulfilling the mission.

The vision of the Program is to create a world-class learning environment that attracts, retains, and graduates leaders who share, with faculty, a deep commitment to health promotion, disease prevention, and health equity for diverse regional, national and international communities; and, work collaboratively with both faculty and community members through educational, service, and research endeavors, in order to advance and disseminate the behavioral and social science serving as the foundation for effective community health education.

### **Guiding Values**

The Program in Health Education values:

- **Excellence.** In order to magnify excellence as a Program, we value the importance of attracting and retaining graduate students who have demonstrated the capacity and/or potential for leadership, achieving at the highest levels academically, and successfully working collaboratively with program peers, faculty, other professionals, and community representatives.
- **Well-Rounded Preparation.** In order to ensure that our graduate students have received well-rounded preparation for professional careers as health education specialists in varied community settings, we value the process of mentoring graduate students toward realization of their highest academic and professional potential through actively engaging students in instructional, colloquia, internship, practicum, service, and research endeavors.
- **Establishing the Evidence Base.** We see great merit in training the next generation of professionals so they are capable of advancing and disseminating the behavioral and social sciences that establishes health education as evidence-based, doing so by ensuring involvement in relevant programs of research. At the same time, faculty embrace broad definitions of what constitutes evidence and support adapting evidence-based approaches so they are linguistically and culturally appropriate, being tailored for specific populations and individual clients.
- **Diversity, Health Equity, and Multicultural Competence.** We value training that prepares professionals to function in diverse regional, national, and international communities, while advancing health equity, necessitating grounding in multicultural competency principles and practices that guide professional conduct as a health education specialist (i.e., working collaboratively with communities so they actively determine their own health, advancing the right to equity in health, ensuring empowerment, advocating for equal access to opportunities that support health, delivering education and interventions so they reflect cultural appropriateness, and co-producing knowledge with community members' input to ensure research designs are culturally appropriate and produce findings of cultural relevance).

## Goals for Achieving Our Program Mission

In order to achieve our mission, the Program has identified goals that fall within the broader categories of education, research, service, and diversity.

### Educational Goals

One of the fundamental purposes of the Program is to deliver education that provides a firm foundation rooted in knowledge of the behavioral and social sciences that guide effective community-based education—including methods of analysis, assessment, program planning, evaluation, and research. We provide classroom instruction, advanced seminars, colloquia and statistical laboratory instruction that ensure training in core competencies essential for addressing public health through community health education.

#### The Program's educational goals are:

1. Prepare competent community health practitioners equipped with foundational knowledge and practical skills in core public and community health areas.
2. Provide students with an intellectually stimulating learning environment.
3. Provide students with adequate support to complete their studies in a timely fashion.

### Research Goals

The Program strives to advance and disseminate the evidence-base for behavioral and social science serving as the foundation for community health education. We foster exposure to rich and varied programs of research that emphasize establishing the evidence base for community health education practices, using multiple types of evidence and varied research designs (e.g. efficacy, effectiveness, epidemiological, public health, ethnographic, naturalistic, case-studies, process-outcome studies, meta-analyses).

#### The Program's research goals are:

1. Advance and disseminate evidence-based research that addresses public health in diverse regional, national, and international communities.
2. Engage students in the advancement and dissemination of evidence-based research that addresses public health in diverse regional, national, and international communities.

### Service Goals

The Program provides opportunities for engagement in internship, practice, and service activities that reflect collaboration with varied institutions, organizations, and agencies in the community setting—including schools, hospitals, clinics, work-sites, and non-profits—thereby providing a firm grounding in the practical application of knowledge in the real-world, as well as reinforcing and extending the knowledge base gained through education. We promote the sharing of expertise,

learning, and working collaboratively with program peers, faculty, other professionals, community stakeholders, and community members—whether via service on advisory boards, institutional committees, advocacy groups, trans-disciplinary groups, or other organizational groups.

**The Program’s service goals are:**

1. Engage in collaborative work with varied institutions, organizations and agencies to promote public health.
2. Provide continuing education and workforce development opportunities to a national and global audience of public and community health practitioners.

**Diversity Goals**

Finally, our Program seeks to recruit and retain a diverse student body, faculty and staff as the multicultural setting for accomplishing educational goals—ensuring the representation of racial/ethnic minorities and other under-represented groups such as immigrants and people with disabilities. Students have the option of engaging in a confidential disclosure of their disability status to our Office of Access and Services for Students with Disabilities. We provide an education that prepares students for engagement with diverse populations in regional, national, and international communities. The education we provide also prepares students to engage in health equity research aimed at reducing and eliminating health disparities and addressing the most vulnerable populations.

**The Program’s diversity goals are:**

1. Recruit and retain a diverse student body, faculty and staff as a multicultural setting for accomplishing educational goals.
2. Prepare students for engagement with diverse populations in regional, national, and international communities.
3. Engage in health equity research aimed at reducing and eliminating health disparities and addressing the most vulnerable populations.

**Course Flexibility**

To accommodate our talented, growing, and diverse body of students, our program offers numerous courses in an online or “hybrid” format. (A hybrid course is offered both online and in-person, permitting distance learning and accommodating the schedules of busy professionals, as well as severe weather, and absences related to illness, etc); in other words and for some courses, students have the option of attending in-person or online.

In addition, our courses are offered with sufficient frequency (e.g., fall, spring and summer sessions, or 2-3 times per year) to support timely degree completion.

# Degrees

## Master of Arts

### Health Education

Master of Arts

**Points/Credits:** 32

**Entry Terms:** Spring/Summer/Fall

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### Degree Requirements

The program of study leading to the degree of Master of Arts (M.A.) in Health Education is a 32-credit program of study designed for those who wish to develop the skills necessary to plan and implement health education programs for a variety of populations and in a range of practice settings. Successful completion of the program provides students with comprehensive understanding of the theory and practice of health education and health promotion. Students develop the critical thinking skills that are necessary to apply the principles of behavioral and social sciences that are the foundation of health education and health promotion to program development and implementation.

The program of study enables students to prepare for professional practice as a health education specialist in community, hospital, higher education, government agency, or other workplace settings. The M.A. degree may serve as an entry-level professional credential for a career in health education or may serve to prepare qualified students to go on for more advanced professional study in health education or other health-related fields.

Completion of the degree program currently makes graduates eligible to qualify for certification as a Certified Health Education Specialist (CHES) through the National Commission for Health Education Credentialing, Inc. The credit hours available through this degree program may also be utilized to make one eligible to sit for the examination for the Master Certified Health Education Specialist (MCHES)—also available through the National Commission for Health Education Credentialing, Inc.

No transfer credit is granted for work completed at other institutions. Major courses (21 points) provide a firm foundation in Health Education. There are also 6 points of courses addressing Broad and Basic Areas of Professional Practice; the purpose is to broaden the student's background in education. These courses must be taken outside of the Program in Health Education, Department of Health Studies & Applied Educational Psychology. One course is taken within the domain of Research, Scholarship and Inquiry for 3 points; the selected course may cover research methods, evaluation, measurement, or statistics. There is also a Capstone Project for Research, Scholarship and Inquiry (2 points); the goal is to provide the opportunity for students to work closely with their advisor and to integrate what they have learned through a final culminating Capstone Project. The Capstone Project for Research, Scholarship, and Inquiry may involve any of the following: completion of a major research paper; development of a curriculum potentially implemented and evaluated in a school or other setting; participation in a practice setting via an internship where students work with a population specific to that setting (e.g., schools and children, hospitals and chronically ill adults, community-

based organization and community members, or workplaces and well adults interested in prevention or health promotion). Students' Research, Scholarship and Inquiry may include engagement in any aspect of program planning, development, implementation, and evaluation.

Students must receive advisement from their advisor before registering for classes each semester in order to ensure the proper selection of courses. The selection of courses is guided by the individual needs of the student, and is not limited to those courses listed below.

## **Courses and Requirements**

### **MAJOR (21 Points)**

#### **Required Core Courses (18 Points)**

- HBSS 4100 Behavioral and Social Science Foundations of Health Education (3)
- HBSS 4102 Principles of Epidemiology in Health Promotion (3)
- HBSS 4118 Principles of Health-Related Behavioral & Social Change: Initiation to Maintenance (3)
- HBSS 5110 Determinants of Health Behavior (3)
- HBSS 5111 Planning Health Education Programs (3)
- HBSS 5112 Social Marketing and Health Communications (3)

#### **Elective Courses (3 points)**

(Select 1 course for 3 points from among the options listed below. There is variability with regard to the courses actually being offered within an academic year.)

- HBSS 4001 Health Provider Communications and Health Promotion (3)
- HBSS 4110 Children and Adolescents: School Health Issues (3)
- HBSS 4111 Addictions and Dependencies (3)
- HBSS 4112 Social Policy and Prevention (3)
- HBSS 4113 Human Sexuality Education (3)
- HBSS 4114 Competency with Multicultural Populations: Research & Practice (3)
- HBSS 4115 Health Promotion for Aging Adults (3)
- HBSS 4116 Health Education for Teachers (3)
- HBSS 4117 HIV/AIDS Epidemiology and Education (3)
- Various topics in Health Education (See the course schedule for topics covered) (3)
- HBSS 4121 Death Education (3)
- HBSS 4122 Women's Health (3)
- HBSS 4123 Violence and "All Hazards" Preparation (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 5113 Community Health Analysis (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 5551 Bioethics (3)
- HBSS 5800 Health Disparities Research Conference (1)
- HBSS 6100 Program Evaluation (3)
- HBSS 6145 Health Psychology (3)
- HBSS 6500 Grant Writing (3)

**BROAD AND BASIC AREAS OF PROFESSIONAL SCHOLARSHIP AND PRACTICE (6 Points)**

Nature of Education, Persons, and Learning Processes (3 Points required): Students should take one course approved by their advisor in learning theory, human development, or counseling pertaining to a population group of interest, such as the child, adolescent, adult, or older adult.

Recommended courses include, but are not limited to, those offered by the Departments of:

- Organization & Leadership (e.g., Program in Adult Learning and Leadership)
- Counseling & Clinical Psychology (e.g., Program in Counseling Psychology)
- Human Development (e.g., Developmental Psychology Programs)

Communications, Computing and Instructional Technology and Media (3 Points required) Students should take one course approved by their advisor in communications, computing or instructional technology and media.

Recommended courses include, but are not limited to, those offered by the Department of:

- Mathematics, Science & Technology (e.g., Programs in: Communication, Computing, and Technology in Education; or Computing in Education; or Instructional Technology and Media)

Note on Options: Depending upon an individual student's needs, the student's advisor may approve a course selection from another Department.

Potential Departments include:

- Education Policy & Social Analysis
- International & Transcultural Studies

**RESEARCH, SCHOLARSHIP AND INQUIRY (3 points)**

One required course in research methods, evaluation, measurement, or statistics. The recommended course is listed below, while another course may be approved by the student's advisor if deemed an acceptable substitution:

- HBSS 5040 Research Methods in Health and Behavior Studies I (3)

**CAPSTONE PROJECT FOR RESEARCH, SCHOLARSHIP AND INQUIRY (2 points)**

One required course for 2 points that permits close supervision by the student's advisor of the Capstone Project for Research, Scholarship and Inquiry.

The recommended courses to be taken for 2 points include:

- HBSS 4901 Research and Independent Study in Health Education (2) (up to 4 points is possible)
- HBSS 5410 Practicum in Health Education

**Master of Science****Community Health Education**

Master of Science

**Points/Credits:** 42

**Entry Terms:** Spring/Summer/Fall

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## Degree Requirements

The mission of the 42-point M.S. degree program in Community Health Education is to address the health of the public through the preparation of specialists trained to focus on the health of community members in varied community settings. Our graduates will be able to engage in the tasks of addressing community and public health via analysis, assessment, program planning, program implementation, intervention, evaluation, and research. This mission includes promoting health, preventing disease, and advancing health equity, while training exceptional leaders for the delivery of outstanding contributions to diverse regional, national, and international communities through teaching, research and service. Varied structures, institutions, organizations, and agencies in the community setting -- including schools, hospitals, clinics, work-sites, and non-profits -- are engaged in collaborative relationships for purposes of fulfilling the mission. The vision of the M.S. degree program in Community Health Education is to advance a world-class learning environment that attracts, retains, and graduates diverse leaders who share with faculty a deep commitment to health education, health promotion, disease prevention, and health equity for diverse regional, national and international communities; and, work collaboratively with both faculty and community members through educational, service, and research endeavors. We also value and emphasize the acquisition of cultural competence with multicultural populations, as well as a focus on health disparity reduction and elimination. Our collective work advances and disseminates the behavioral and social science serving as the foundation for effective community health education.

Completion of the M.S. degree program makes graduates eligible to qualify for certification as a Certified Health Education Specialist through the National Commission for Health Education Credentialing, Inc. The credit hours available through this degree program may also be utilized to make one eligible to sit for the examination for the Master Certified Health Education Specialist (MCHES) -- also available through the National Commission for Health Education Credentialing, Inc.

### The Progression of Courses & Requirements for the 42 Point M.S. Degree

Public Health Core Knowledge (21 Points):

- HBSS 4100 Behavioral and Social Science Foundations of Health Education (3)
- HBSS 4102 Principles of Epidemiology in Health Promotion (3)
- HBSS 4112 Social Policy and Prevention (3)
- HBSS 4118 Principles of Health-Related Behavioral & Social Change: Initiation to Maintenance (3)
- HBSS 4160 Introduction to Biostatistics for Community Health Educators (3)
- HBSS 4161 Environmental Health (3)
- HBSS 6100 Program Evaluation (3)

Community Health Core Knowledge (9 Points):

- HBSS 4114 Competency with Multicultural Populations: Research & Practice (3)
- HBSS 5111 Planning Health Education Programs (3)
- HBSS 5112 Social Marketing and Health Communications (3)

Broad and Basic Areas of Professional Scholarship and Practice (6 Points):

Students should take two 3-point courses approved by their advisor, while selecting courses offered by another department (i.e. Non-HBSS) at the college.

#### Elective Course (3 Points):

Students should take one HBSS Elective Course: Select one from the List of Options, above, under the M.A. degree description. There is variability with regard to the courses actually being offered within an academic year, so check the current semester's course offerings.

#### PRACTICAL SKILLS [FIELDWORK] (3 Points):

- HBSS 5410 – Practicum in Health Education (3)

#### Culminating Project for Research, Scholarship and Inquiry (0 Points)

The Culminating Project for Research Scholarship and Inquiry (0 points) involves an opportunity for students to work closely with their advisor and to integrate what they have learned throughout the program (e.g., major research paper; community health education curriculum; design a health promotion, disease prevention, or health education program; research project; grant application; or, an approved alternative). Students are expected to meet with their advisor and receive approval, in advance, for various types of projects.

#### CAPSTONE PORTFOLIO (0 Points):

The Capstone Portfolio is a requirement for graduation (0 points). Students are expected to meet with their advisor and receive instructions and approval for the plan to compile this portfolio, as a collection of items (e.g., papers, etc.) reflecting their work in the degree program.

## Doctor of Education

### Health Education

Doctor of Education

**Points/Credits:** 90

**Entry Terms:** Spring/Summer/Fall

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### Degree Requirements

The degree of Doctor of Education (Ed.D.) in Health Education at Teachers College 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 program of study and research leading to the Ed.D. degree in Health Education is designed to prepare graduates who will assume positions of leadership as program development and evaluation specialists in health education in various educational, governmental, and human-service delivery settings.



The program emphasizes the development of advanced competencies in: (1) assessing the cultural, psychological, social, economic, and political determinants of health and health-related behaviors; (2) developing and implementing educational and other interventions based on ecological models of health behavior and behavioral change that are appropriate to various educational practice settings (communities, health care settings, schools, governmental agencies, and workplaces) and which have the potential to result in voluntary health-related behavioral and social change among individuals, groups, and populations, and their communities; and (3) conducting program evaluation and applied research in health education and health promotion.

The Doctor of Education degree program requires a minimum of 90 post-baccalaureate graduate 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 for courses in which the grade of “B” or better has been obtained. Of note, many students who excel in M.A. or M.S. degree programs have enjoyed admission into the doctoral program; indeed, all of the courses in the 32-point M.A. and 42-point M.S. can be applied toward the 90-point Ed.D. degree. In addition to completing coursework, 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, coursework 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. A total of 90 points is required for the degree. Selection of courses that fulfill an area requirement in the program of study listed below is guided by the individual needs of the student and is not limited to those courses that are listed. A student who presents evidence of proficiency in those required courses or in an area of coursework required for the program may, at the discretion of the major advisor and upon approval of the department chair, 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.

## **Courses and Requirements**

### **MAJOR (45 Points)**

#### **Introductory Core Courses (Required 15 Points)**

- HBSS 4100 Behavioral and Social Science Foundations of Health Education (3)
- HBSS 4102 Principles of Epidemiology in Health Promotion (3)
- HBSS 4118 Principles of Health-Related Behavioral and Social Change: Initiation to Maintenance (3)
- HBSS 4114 Competency with Multicultural Populations: Research & Practice (3)
- HBSS 4160 Introduction to Biostatistics for Community Health Educators (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 Program Evaluation (3)
- HBSS 6145 Health Psychology (3)

**Elective Courses (21 Points) to be selected from among:**

Select seven courses from the List of Options, above, under the M.A. degree description. However, note that for this degree HBSS 6100 and HBSS 6145 are required courses and not electives. There is variability with regard to the courses actually being offered within an academic year, so check the current semester's course offerings.

**Broad and Basic Areas of Professional Scholarship and Practice (9 Points)**

Nature of Education, Persons, and Learning Processes (6 points required): Students should take two courses approved by their advisor in learning theory, human development, or counseling pertaining to a population group of interest, such as the child, adolescent, adult, or older adult.

Recommended courses include, but are not limited to, those offered by the Departments of:

- Organization & Leadership (e.g., Program in Adult Learning and Leadership)
- Counseling & Clinical Psychology (e.g., Program in Counseling Psychology)
- Human Development (e.g., Developmental Psychology Programs)

Communications, Computing and Instructional Technology and Media (3 points required): Students should take one course approved by their advisor in communications, computing or instructional technology and media.

Recommended courses include, but are not limited to, those offered by the Department of:

- Mathematics, Science & Technology (e.g., Program in Communication, Media, and Learning Technologies)

Note on Options: Depending upon an individual student's needs, the student's advisor may approve a course selection from another Department.

Potential Departments include:

- Education Policy & Social Analysis
- International & Transcultural Studies

**RESEARCH, SCHOLARSHIP AND INQUIRY: METHODS OF EVALUATION, STATISTICS, DISSERTATION PREPARATION (26 Points)**

**General Research Methods (9 points required)**

Students should take courses selected in consultation with their advisor.

Recommended courses include, but are not limited to:

- HBSS 5040 Research Methods in Health and Behavior Studies I (3)
- HUD 4120 Methods of Empirical Research (3)
- ORLJ 4009 Understanding Behavioral Research (3)
- ORLJ 5040 Research Methods in Social Psychology I (3)
- ORLJ 5041 Research Methods in Social Psychology II (3)

**Measurement and Evaluation (6 points required)**

Students should take courses selected in consultation with their advisor.

Recommended courses include, but are not limited to:

- HUDM 4050 Introduction to Measurement (3)
- ORL 5522 Evaluation Methods I (3)
- ORL 5523 Evaluation Methods II--Seminar (3)
- ORL 5524 Instrument Design and Validation (3)

### **Statistics (6 Points required)**

Students should take courses selected in consultation with their advisor.

Recommended courses include, but are not limited to:

- 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)

### **Research Seminar and Preparation of the Dissertation (5 Points required)**

- HBSS 6510 Research Seminar in Health Education (3)
- HBSS 7501 Dissertation Seminar in Health Education (2)
- HBSS 8900 Dissertation Advisement in Health Education (0)

### **Preparation for the Oral Defense of the Dissertation**

- HBSS 6520 Advanced Seminar for Doctoral Dissertation Data Analysis in Health Education (3)

### **ELECTIVE COURSES, ADDITIONAL RESEARCH, OR INDEPENDENT STUDY (10 Points)**

Elective courses or additional research and independent study enable the student to develop a specialization in an area of interest pertaining to a practice setting and the populations specific to that setting (e.g., schools and children, hospitals and chronically ill adults, or workplaces and well adults), or may be used to develop additional preparation in a related professional area or one of the behavioral or social sciences underlying the practice of health education. Course work or other learning experiences are selected by the student in consultation with the major academic advisor, and may be taken in other departments at Teachers College or in other divisions of Columbia University with permission of the academic advisor.

Recommended courses include, but are not limited to:

- HBSS 6901 Research and independent study in health education (1-4)

### **Note on Total Points/Credits for the Ed.D. Degree: Variability**

There may be variability in the total number of points/credits accumulated in each of the requisite categories shown above: i.e., 1) Major; 2) Broad and Basic Areas of Professional Scholarship and Practice; 3) Research, Scholarship and Inquiry: Methods of Evaluation, Statistics, Dissertation Preparation; and 4) Elective Courses, Additional Research, or Independent Study. This variability in points/credits in each of the requisite categories usually becomes apparent when the student and their advisor review and approve the student's degree program plan, including approving any variability in the number of points/credits taken. The degree program plan is completed before the student takes the last 20 credits in the program and the Certification Examination. At the time of completion, the program plan will list all courses already taken at Teachers College, any credits transferred (up to 45 credits), and all courses to be taken (projecting into the future and up to the

last semester of matriculation). Also, while the present document has listed (above) 45 points for the Major, on the program plan this number may vary (e.g. 50 credits) for Major, as well as for the other areas. For example, a student might accumulate 18, 22, 26 or more points for the category Research, Scholarship and Inquiry: Methods of Evaluation, Statistics, Dissertation Preparation. Thus, please consider the points indicated on the prior pages as a guide, given this variability.

### **Additional Requirements**

In addition to the above minimum program requirements, students enrolled in the Program in Health Education are expected to fulfill requirements and achieve goals that transcend the completion of the requisite course work and other formal requirements for a degree. Although these additional requirements are difficult to precisely define, and the extent to which a student has fulfilled them equally difficult to evaluate, they are nevertheless recognized as being important in enabling the student to grow and develop both intellectually and professionally during the period of graduate study and afterward. These additional requirements include but are not limited to:

- Demonstrating a willingness to attend and become actively involved in the breadth of departmental, college, and university functions (e.g., conferences, colloquia, centers, etc, which facilitate interaction with faculty and other students, and which have the potential to enrich the student’s intellectual and professional growth
  - For example, students may participate in the Center for Health Equity and Urban Science Education (CHEUSE). CHEUSE is co-directed by Professor Barbara Wallace, Director of the Program in Health Education and Dr. Christopher Emdin, Professor of Science Education (on leave). The CHEUSE is pioneering “HEALTH + HIP HOP”—as a new twenty-first century approach to school health, community health, and preparing youth for careers in the health sciences. CHEUSE advances multimedia education to foster health equity and academic achievement, including the dissemination of evidence-based curriculum content for purposes of disease prevention and health promotion, as well as to reduce/eliminate health disparities;
- Developing the capacity to undertake the complex and challenging tasks associated with graduate study and other related learning experiences in such a manner that demonstrates the student’s intellectual discipline, including integrity, creativity, and innovativeness, 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;
- Demonstrating the ability to appreciate, relate to, and communicate with ethnically, racially, and linguistically diverse individuals and groups of people who possess different personal, social, and cultural histories than one’s own;
- Developing a strong sense of professional identity and commitment to professional affairs in or related to health education which are demonstrated through active membership in appropriate national, regional, or local professional organizations, and through participation in such activities as attending a professional meeting, presenting an abstract or a paper at professional meeting, or serving on a professional committee.

# Faculty

## Faculty

- John P **Allegrante** Charles Irwin Lambert Professor of Health Education & Applied Educational Psychology
- Charles E **Basch** Richard March Hoe Professor of Health and Education
- Sonali **Rajan** Associate Professor of Health Education
- Barbara C. **Wallace** Professor of Health Education

## Emeriti

- Kathleen Ann **O'Connell** Isabel Maitland Stewart Professor Emerita of Nursing Education

## Lecturers

- Ray **Marks** Lecturer

## Adjunct Faculty

- Ellyce Michelle **Dipaola** Adjunct Assistant Professor
- Robert E **Fullilove** Adjunct Full Professor
- Michelle Lisa **Odlum** Adjunct Assistant Professor
- Katherine Jean **Roberts** Adjunct Full Professor

# Courses

## HBSS 4100 - Behavior & Social Science Foundations of Health Education

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 - Princip Epidemiology Hlth Prom

Principles and methods of epidemiologic investigation; application of epidemiologic to prevention and control of disease, using health education.

**HBSS 4110 - Children and Adolescent Health Issues**

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**

Social-Psychological, cultural, clinical, and pharmacological factors associated with the use of psychoactive drugs and other compulsive behaviors.

**HBSS 4112 - Social policy and prevention**

Analysis of current national health policy, its social, economic, and political determinants, and implications for health education.

**HBSS 4113 - Human sexuality education**

Explore human sexuality from a variety of perspectives; explore students' own attitudes about human sexuality and how they affect them personally and professionally; examine methods of teaching and designing sexuality education programs.

**HBSS 4114 - Competence with Multicultural Populations: Research & Practice**

Health status, needs, and problems of multicultural populations in urban environments and sensitivity to these issues in effective programs.

**HBSS 4116 - Health Education for Teachers**

This course reviews the critical health issues that affect the well-being of youths today, emphasizing the practical aspects of child health that are mandated for teaching certification, including the following: reporting child abuse; preventing school violence; and promoting respect and dignity for all students. Students who take an online section of this course must also take an additional three-hour in-person workshop to meet the Dignity For All Students Act (DASA) requirement for teacher certification.

**HBSS 4117 - HIV/AIDS epidemiology and education**

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 - Principles of Health Related Behavioral and Social Change: Initiation to Maintenance**

The course covers numerous principles to guide health related behavioral change, as well as social change-- including on the individual, organizational, national and global levels. Introductory principles are covered that are rooted in theory and techniques for initiating and maintaining change for a variety of addictive and problem behaviors, including a focus on the stages of change, motivational interviewing, and relapse prevention. Additional principles are key to guiding social change, for designing leadership, resolving conflicts, and collaborating with partners on strategies for change.

### **HBSS 4121 - Death education**

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**

Explore biologic and environmental influences on women's health risks and disease. Additionally, students will acquire knowledge to evaluate clinical studies in the literature and gain basic understanding of the process of planning and developing women's health promotion programs.

### **HBSS 4123 - Violence Prevention and "All Hazards" Preparedness**

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 4160 - Introduction to Biostatistics For Community Health Education**

This course provides an introduction to the field of biostatistics and the application of statistics to health education and community health data. This course covers the collection, storage, retrieval, analysis, and interpretation of health data; design and analysis of health-related surveys and experiments; concepts essential to statistical data analysis; and the practice of statistical data analysis. Details on hypothesis testing, normality, and types of error are incorporated into several of the lessons. Research methodology (i.e., study design, data collection) and data management skills are also taught. Applications of these concepts to health education and community health data are used throughout the course. The overall goals of this course are to foster a comprehensive understanding of basic data collection and analysis methods used in health education and community health research and to help students become more comfortable working with and managing data in SPSS.

### **HBSS 4161 - Environmental Health**

This course provides an introduction to the field of environmental health, while focusing upon those environmental factors that affect the health of communities - including biological, physical, and chemical factors. The relationship between the natural and built environments on human health are focused upon. In addition, the course incorporates the use of case studies and current peer-reviewed literature in the field of environmental

health to promote knowledge acquisition. Health education curriculum and program development processes are incorporated into the course as well.

### **HBSS 4901 - Research and independent study in health education**

Permission required. Research and independent study under faculty direction. Proposals must have prior approval of a faculty member.

### **HBSS 5000 - Health promotion in higher education**

This course will explore the complex issues and challenges facing those working to enhance the quality of student health and student learning at college and universities.

### **HBSS 5040 - Research methods in health and behavior studies I**

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.

### **HBSS 5110 - Determinants of health behavior**

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**

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**

This course provides a detailed study of social marketing and health communication efforts and their role at facilitating behavior changes at both an individual and community-wide level. Students in this course will learn how to use peer-reviewed research and key social marketing principles to develop a comprehensive and effective social marketing campaign; learn how to target health communication efforts towards specific audiences and via varied channels of distribution; understand the role of social media and technology in facilitating/influencing behavior changes; study current examples of successful social marketing initiatives; use data analytic tools to inform changes to a campaign; discuss the ethics surrounding health communication and social marketing efforts. The course incorporates reviews of current research being conducted on social marketing and health communication efforts on a range of health issues and across different communities.

### **HBSS 5113 - Community health analysis and intervention**



Survey and analysis of concepts, issues, strategies, and methods relevant to community health analysis and intervention.

### **HBSS 5408 - Practicum in individual health advisement**

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**

The course meets requirements of the Council on Education for Public Health (CEPH) by providing an opportunity for students to gain practical skills via field work or internships. This practicum course provides students with a culminating experience that is central to our mission. More specifically, the mission of the M.S. Degree Program in Community Health Education is to address the health of the public through the preparation of specialists in health education who focus on the community as the setting for analysis, assessment, program planning, intervention, evaluation, and research. Varied structures, institutions, organizations, and agencies in the community setting--including schools, hospitals, clinics, worksites, and non-profits--are engaged in collaborative relationships for the purposes of fulfilling the mission. Thus, the practicum course specifically ensures that students have a supervised experience in a community setting where they are engaged in a collaborative relationship with a supervisor, staff, and selected consumers within that setting. The intention is to ensure that M.S. degree students have received well rounded preparation for professional careers as health education specialists through a supervised experience across 180 hours within a setting of their choice; this may be a setting aligned with their goals for professional development and future employment. Of note, M.A. degree students are also welcome to participate in optional fieldwork vis this course.

### **HBSS 5710 - Supervised teaching in health education**

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 5800 - Health Disparities Research Conference**

This two day, spring semester, weekend conference event exposes participants to 1) potentially new knowledge with regard to the variety of evidence-based approaches to reducing health disparities; 2) attitudes/beliefs so multicultural sensitivity/competence begins to replace socially conditioned stereotypes that threaten interpersonal communication/interaction during service delivery/research/teaching; and, 3) skills for deployment of culturally appropriate behaviors that aim to reduce disparities.

### **HBSS 6100 - Program Evaluation**

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**

Topics include social learning theory, attribution, and attitudes as they apply to health promotion, disease prevention, reactions to illness, and adherence to treatment regimens.

**HBSS 6500 - Doctoral Certification Preparation**

No Description Found in Banner

**HBSS 6510 - Research seminar in health education**

Permission required. Review of research literature, methods, and problems in health education.

**HBSS 6901 - Research and independent study in health education**

Permission required. Open to matriculated doctoral students. Research and independent study under faculty direction. Proposals must have prior approval of a faculty member.

**HBSS 7501 - Dissertation seminar in health education**

Permission required. Open to certified doctoral candidates only. Development and presentation of doctoral dissertation proposals.

**HBSS 8900 - Dissertation advisement in health education**

Permission required. Doctoral candidates only. Individual advisement on doctoral dissertations.

# Intellectual Disability/Autism

Department of Health Studies & Applied Educational Psychology

## Program Description

The Programs in Intellectual Disability/Autism at Teachers College prepare students to work with individuals with disabilities across a range of contexts. Our teacher certification programs lead to Students with Disabilities (special education) Certification at the early childhood (birth-grade 2), childhood (grades 1-6), and adolescence level (grades 7-12). These programs leading to certification prepare graduates to teach students with and without disabilities in a variety of public and private classroom settings—inclusive classrooms, integrated co-teaching (ICT) classrooms, self-contained classrooms, and special schools. The Severe or Multiple Disabilities Annotation program is designed for students who already have initial certification for teaching students with disabilities. Our Developmental Disabilities programs are designed for students who do not seek teacher certification and who are interested in pursuing interdisciplinary graduate preparation that bridges the field of special education with other disciplines.

## Degrees

### Master of Arts

#### Developmental Disabilities

Master of Arts

**Points/Credits:** 32

**Entry Terms:** Fall Only

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#### Degree Requirements

The M.A. in Developmental Disabilities on-campus program does not lead to New York State teacher certification and is available to interested students with a broad range of career goals. This program is designed to provide multidisciplinary training in the study of individuals with developmental disabilities. Students will engage in multidisciplinary coursework in special education and across other disciplines (e.g., psychology, health, and/or leadership), gain specialized preparation for working with individuals with developmental disabilities (such as Autism Spectrum Disorder and/or Intellectual Disabilities), and gain expertise in designing effective programming for individuals with the full range of learning and behavior characteristics.

**Required Department Courses:**

- HBSE 4000 Introduction to special education
- HBSE 4002 Instruction and curriculum for students with and without disabilities
- HBSE 4006 Working with families of children with disabilities
- HBSE 4010 Nature and needs of persons with intellectual disability/autism
- HBSE 4011 Education of persons with intellectual disability/autism
- HBSE 4082 Assessment and evaluation of infants, children, and youth with exceptionalities
- HBSE 4300 Practicum in assessment and evaluation of exceptional learners
- HBSE 4880 Opportunities and outcomes for people with disabilities

**Breadth Requirements:**

In addition to required courses, students will select a sub-specialization area in which they will take interdisciplinary coursework outside of special education (e.g., psychology, health, policy, and/or leadership). The sub-specialization area will be selected, in consultation with the academic advisor, from a rich array of offerings at Teachers College in light of the student's background and career goals.

## Developmental Disabilities (Online)

Master of Arts

**Points/Credits:** 32

**Entry Terms:** Summer/Fall

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### Degree Requirements

The M.A. in Developmental Disabilities online program does not lead to New York State teacher certification and is available to interested students with a broad range of career goals. This program is designed to provide multidisciplinary training in the study of individuals with developmental disabilities. Students will engage in multidisciplinary coursework in special education and across other disciplines (e.g., psychology, health, and/or leadership), gain specialized preparation for working with individuals with developmental disabilities (such as Autism Spectrum Disorder and/or Intellectual Disabilities), and gain expertise in designing effective programming for individuals with the full range of learning and behavior characteristics.

**Required Department Courses:**

- HBSE 4000 Introduction to special education
- HBSE 4002 Instruction and curriculum for students with and without disabilities
- HBSE 4006 Working with families of children with disabilities

- HBSE 4010 Nature and needs of persons with intellectual disability/autism
- HBSE 4011 Education of persons with intellectual disability/autism
- HBSE 4082 Assessment and evaluation of infants, children, and youth with exceptionalities
- HBSE 4300 Practicum in assessment and evaluation of exceptional learners
- HBSE 4880 Opportunities and outcomes for people with disabilities

### **Breadth Requirements:**

In addition to required courses, students will select a sub-specialization area in which they will take interdisciplinary coursework outside of special education (e.g., psychology, health, policy, and/or leadership). The sub-specialization area will be selected, in consultation with the academic advisor, from a rich array of offerings at Teachers College in light of the student's background and career goals.

## **Intellectual Disability/Autism**

Master of Arts | Dual Cert: Students w/ Disabilities (1-6) and Childhood Education

**Points/Credits:** 43

**Entry Terms:** Fall Only

### **Certification:**

- Dual Certification: NY State Initial: Students with Disabilities 1-6
- NY State Initial: Childhood 1-6

## **Degree Requirements**

These programs are designed for individuals who do not already hold New York State (NYS) initial or professional certification as a teacher of students with disabilities. All programs prepare pre-service teachers to work with students with 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 Intellectual Disability and/or Autism Spectrum Disorder at specific age levels. This is accomplished through required coursework in general education content areas and psychology as well as a special education core including coursework and a variety of fieldwork experiences. In addition, specialized coursework and practicum experiences are provided that focus on students with Intellectual Disability and Autism Spectrum Disorder. The programs are fully aligned with the NYS Learning Standards.

- **Master of Arts (MA) Degree Program in Intellectual Disability/Autism: Childhood (grades 1-6) (ITDS-DUAL):** For individuals who seek NYS dual certification in Childhood and Students with Disabilities (grades 1-6). This 43-point full-time program typically requires one-and-a-half years to complete.

### **Specialization Requirements, Intellectual Disability/Autism:**

- HBSE 4000 Introduction to special education
- HBSE 4002 Instruction and curriculum for students with and without disabilities
- HBSE 4006 Working with families of children with disabilities
- HBSE 4010 Nature and needs of persons with intellectual disability/autism
- HBSE 4011 Education of persons with intellectual disability/autism

- HBSE 4015 Applied behavior analysis I
- HBSE 4071 Language and Literacy for the DHH
- HBSE 4082 Assessment and evaluation of infants, children, and youth with exceptionalities
- HBSE 4300 Practicum in assessment and evaluation of individuals with exceptionalities
- HBSE 4700 Field observation in special education: Pre-student teaching
- HBSE 4701 Observation and student teaching in special education: Intellectual disability/autism (two academic terms)
- HBSE 4880 Opportunities and outcomes for people with disabilities

## Intellectual Disability/Autism

Master of Arts | Initial Cert: Students w/ Disabilities (7-12)

**Points/Credits:** 38

**Entry Terms:** Fall Only

**Certification:**

- NY State Initial: Students with Disabilities 7-12

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## Degree Requirements

This program is designed for individuals who do not already hold New York State (NYS) initial or professional certification as a teacher of students with disabilities. It prepares pre-service teachers to work with adolescent students with disabilities in inclusive and specialized settings. Through coursework and practicum experiences, the program fosters 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 program provides specialized preparation in working with children with Intellectual Disability and/or Autism Spectrum Disorder at adolescent ages (grades 7-12). This is accomplished through required coursework in general education content areas and psychology as well as a special education core including coursework and a variety of fieldwork experiences. In addition, specialized coursework and practicum experiences are provided that focus on adolescent students with Intellectual Disability and Autism Spectrum Disorder. The program is fully aligned with the NYS Learning Standards.

- **Master of Arts (MA) Degree in Teaching Students with Intellectual Disability/Autism: Adolescent Generalist (grades 7-12) (ITDA-INIT):** For individuals who seek NYS initial certification in Students with Disabilities - generalist (grades 7-12). This 38-point full-time program typically requires one-and-a-half years to complete.

### Specialization Requirements, Intellectual Disability/Autism:

- HBSE 4000 Introduction to special education
- HBSE 4002 Instruction and curriculum for students with and without disabilities
- HBSE 4006 Working with families of children with disabilities
- HBSE 4010 Nature and needs of persons with intellectual disability/autism
- HBSE 4011 Education of persons with intellectual disability/autism
- HBSE 4015 Applied behavior analysis I
- HBSE 4082 Assessment and evaluation of infants, children, and youth with exceptionalities
- HBSE 4300 Practicum in assessment and evaluation of individuals with exceptionalities

- HBSE 4700 Field observation in special education: Pre-student teaching
- HBSE 4701 Observation and student teaching in special education: Intellectual disability/autism (two academic terms)
- HBSE 4880 Opportunities and outcomes for people with disabilities

## Intellectual Disability/Autism (Peace Corps Fellows)

Master of Arts | Transitional B: Students w/ Disabilities (1-6) and Childhood Education

**Points/Credits:** 36

**Entry Terms:** Spring/Summer

**Certification:**

- Peace Corps Fellows Cohort: NY State Transitional B: Students with Disabilities 1-6 NY State Transitional B: Childhood 1-6

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## Degree Requirements

These programs are designed for individuals who do not already hold New York State (NYS) initial or professional certification as a teacher of students with disabilities. All programs prepare pre-service teachers to work with students with 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 Intellectual Disability and/or Autism Spectrum Disorder at specific age levels. This is accomplished through required coursework in general education content areas and psychology as well as a special education core including coursework and a variety of fieldwork experiences. In addition, specialized coursework and practicum experiences are provided that focus on students with Intellectual Disability and Autism Spectrum Disorder. The programs are fully aligned with the NYS Learning Standards.

- **Master of Arts (MA) in Intellectual Disability/Autism (grades 1-6) (ITDC- TRAN - Peace Corps Fellow Program):** This MA program is restricted to students who have been admitted to the Peace Corps Fellows Program and requires participation in the pre-service summer component and other activities associated with that program. The program leads to NYS transitional-B certification at the childhood (grades 1-6) level. This 36-point program typically requires two years to complete.

### Specialization Requirements, Intellectual Disability/Autism:

- HBSE 4000 Introduction to special education
- HBSE 4002 Instruction and curriculum for students with and without disabilities
- HBSE 4006 Working with families of children with disabilities
- HBSE 4010 Nature and needs of persons with intellectual disability/autism
- HBSE 4011 Education of persons with intellectual disability/autism
- HBSE 4015 Applied behavior analysis I
- HBSE 4079 Language development and habilitation (or A&HL 4001)
- HBSE 4082 Assessment and evaluation of infants, children, and youth with exceptionalities
- HBSE 4300 Practicum in assessment and evaluation of individuals with exceptionalities
- HBSE 4700 Field observation in special education: Pre-student teaching

- HBSE 4701 Observation and student teaching in special education: Intellectual disability/autism (two terms)
- HBSE 4880 Opportunities and outcomes for people with disabilities

## Intellectual Disability/Autism (Teaching Residents)

Master of Arts | Initial Cert: Students w/ Disabilities (7-12) (TR@TC)

**Points/Credits:** 44

**Entry Terms:** Spring/Summer

**Certification:**

- NY State Initial: Students with Disabilities 7-12

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## Degree Requirements

These programs are designed for individuals who do not already hold New York State (NYS) initial or professional certification as a teacher of students with disabilities. All programs prepare pre-service teachers to work with students with 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 Intellectual Disability and/or Autism Spectrum Disorder at specific age levels. This is accomplished through required coursework in general education content areas and psychology as well as a special education core including coursework and a variety of fieldwork experiences. In addition, specialized coursework and practicum experiences are provided that focus on students with Intellectual Disability and Autism Spectrum Disorder. The programs are fully aligned with the NYS Learning Standards.

- **Master of Arts (MA) Degree in Teaching Students with Intellectual Disability/Autism: Adolescent Generalist (grades 7-12) (ITDA-INIT):** For individuals who seek NYS initial certification in Students with Disabilities - generalist (grades 7-12). This 38-point full-time program typically requires one and a half years to complete.

**The TR@TC Program combines specialization in Intellectual Disabilities/Autism with several subject areas in secondary teaching. The specialization requirements in Intellectual Disability/Autism include:**

- HBSE 4000 Introduction to special education
- HBSE 4002 Instruction and curriculum for students with and without disabilities
- HBSE 4011 Education of persons with intellectual disability/autism
- HBSE 4082 Assessment and evaluation of infants, children, and youth with exceptionalities
- HBSE 4701 Observation and student teaching in special education: Intellectual disability/autism (two terms)

## Severe or Multiple Disabilities

Master of Arts | NYS Annotation: Severe and Multiple Disabilities

**Points/Credits:** 32



**Entry Terms:** Fall Only

**Certification:**

- NY State Annotation: Severe and Multiple Disabilities

## Degree Requirements

The MA Degree Program in Teaching Students with Multiple or Severe Disabilities, New York State (NYS) approved teacher preparation program, is designed for individuals who already hold (or are eligible to acquire through reciprocity) a valid New York State base teaching certificate in any of the following titles: Students with Disabilities, Deaf and Hard of Hearing, Speech and Language Disabilities, and Blind and Visually Impaired. Graduates who meet all requirements of the program and complete all state requirements will be recommended to the New York State Education Department (NYSED) for an Annotation in the Teaching of Students with Multiple/Severe Disabilities in recognition of additional pedagogical knowledge, skills, and experiences in the teaching of students with severe/multiple disabilities. The Severe or Multiple Annotation certificate type will depend on the aforementioned valid NYSED certificate title and certificate type that the candidate holds at the time of the institutional recommendation for certification, as the Annotation is an extension to an existing base certificate.

This program prepares teachers to work with students with severe or multiple disabilities in inclusive and specialized settings. Through coursework and practicum experiences, the program fosters the acquisition of the specialized knowledge, skills, and dispositions needed to provide effective educational programs for students with severe and multiple disabilities. This 32-point program typically takes one year to complete (fall through summer).

**Required Department Courses:**

- HBSE 4006 Working with families of children with disabilities
- HBSE 4010 Nature and needs of persons with intellectual disability/autism
- HBSE 4011 Education of persons with intellectual disability/autism
- HBSE 4015 Applied behavior analysis I
- HBSE 4071 Language and Literacy for Deaf/Hard of Hearing
- HBSE 4082 Assessment and evaluation of infants, children, and youth with exceptionalities
- HBSE 4701 Observation and student teaching in special education: Intellectual disability/autism
- HBSE 4880 Opportunities and outcomes for people with disabilities

## Master of Education

### Intellectual Disability/Autism

Master of Education | Dual Cert: Students w/ Disabilities (Birth-2) and Early Childhood Education

**Points/Credits:** 60

**Entry Terms:** Fall Only

**Certification:**

- Dual Certification w/ Early Childhood: NY State Initial: Students with Disabilities Birth-2
- NY State Initial: Early Childhood Birth-2

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**Degree Requirements**

These programs are designed for individuals who do not already hold New York State (NYS) initial or professional certification as a teacher of students with disabilities. All programs prepare pre-service teachers to work with students with 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 Intellectual Disability and/or Autism Spectrum Disorder at specific age levels. This is accomplished through required coursework in general education content areas and psychology as well as a special education core including coursework and a variety of fieldwork experiences. In addition, specialized coursework and practicum experiences are provided that focus on students with Intellectual Disability and Autism Spectrum Disorder. The programs are fully aligned with the NYS Learning Standards.

- **Master of Education (M.Ed.) Degree Program in Intellectual Disability/ Autism: Early Childhood (ITDE-DUAL):** For individuals who seek NYS dual certification in Early Childhood and Students with Disabilities (birth through grade 2). This 60-point full-time program typically requires two years to complete.

**Specialization Requirements, Intellectual Disability/Autism:**

- HBSE 4000 Introduction to special education
- HBSE 4002 Instruction and curriculum for students with and without disabilities
- HBSE 4006 Working with families of children with disabilities
- HBSE 4010 Nature and needs of persons with intellectual disability/autism
- HBSE 4011 Education of persons with intellectual disability/autism
- HBSE 4015 Applied behavior analysis I
- HBSE 4071 Language and Literacy for the DHH
- HBSE 4082 Assessment and evaluation of infants, children, and youth with exceptionalities
- HBSE 4300 Practicum in assessment and evaluation of individuals with exceptionalities
- HBSE 4700 Field observation in special education: Pre-student teaching
- HBSE 4701 Observation and student teaching in special education: Intellectual disability/autism (two terms)
- HBSE 4880 Opportunities and outcomes for people with disabilities

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**Doctor of Education**
**Intellectual Disability/Autism**

Doctor of Education

**Points/Credits:** 90

**Entry Terms:** Fall Only

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### **Degree Requirements**

Students who apply for the Ed.D. will be considered for the Ph.D. program. Please review Ph.D. program requirements for more information.

## **Doctor of Philosophy**

### **Intellectual Disability/Autism**

Doctor of Philosophy

**Points/Credits:** 84

**Entry Terms:** Fall Only

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### **Degree Requirements**

#### **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.

#### **Ph.D. in Special Education: Intellectual Disability/Autism**

Intellectual Disability/Autism is one of the exceptionality focus areas that may be selected by applicants to the Ph.D. Programs in Special Education. Individuals who are interested in careers as researchers and scholars in the field of developmental disabilities or special education, inclusive education, and related social sciences may apply for the Ph.D. degree program (84 credits).

The doctoral program in Intellectual Disability/Autism is a research-intensive program designed to prepare graduates for a variety of academic and professional roles in the field of developmental disabilities. Given our program's strong research emphasis, all doctoral students will take rigorous statistics and research methods coursework. In addition, we practice a research-apprenticeship model of student mentorship and training, thus all students will engage in research activities with faculty members. Doctoral students may orient their preparation towards careers as college and university professors, researchers, program directors, or curriculum and instructional evaluators.

Successful doctoral candidates will pass a doctoral certification examination in general special education, and will complete a doctoral certification project in their area of specialization. Upon achieving official status as a doctoral candidate, students will be eligible to select a faculty advisory committee and begin work on their doctoral dissertation research.

Procedures for admission to the Ph.D. program in Special Education in the Department of Health Studies & Applied Educational Psychology at Teachers College are administered jointly by the Office of Admission and the Department. Applicants are evaluated according to the following criteria:

1. Strong academic record and potential,
2. GRE scores,
3. Two to three years of successful teaching experience in special education and/or evidence of strong applied or basic research experience in a related field (e.g., empirical Master's thesis, conference presentations, and/or peer-reviewed publications),
4. Scholarly and professional promise,
5. Appropriate fit with faculty research,
6. Appropriate career objectives,
7. English proficiency (TOEFL score of at least 600), if applicable,
8. Non-academic attributes that demonstrate ability to meet the challenges of working with people with developmental disabilities and conducting research with this population,
9. Academic or professional writing sample.

Course requirements in each of the following categories must be satisfied in order to complete the 84-credit Ph.D. program:

#### **Master's-level courses in Intellectual Disability/Autism (30 credits total)**

##### **Core Coursework in Special Education (24)**

- HBSE 5010 Study of the philosophic foundations of special education (3)
- HBSE 6010 Advanced study of problems and issues in special education (3)
- HBSE 5901 Problems in special education – Intellectual Disability/Autism (3)
- HBSE 6501-I Advanced seminar in Intellectual Disability/Autism (3)
- HBSE 6501-II Advanced seminar in Intellectual Disability/Autism or seminar in Deaf/Hard of Hearing or Seminar in School Psychology (3)
- HBSE 6001 Research in special education: Group Design (3)
- HBSE 6005 or HBSE 6031 Research in special education: Single Case Design (3)
- HBSE 7500 Dissertation seminar (3)

##### **Coursework in Statistics and Research Methodology (15)**

- HUDM 4122 Probability & statistical inference (3)
- HUDM 5122 Applied regression analysis (3)
- HUDM 5123 Linear models and experimental design (3)
- Advanced statistics, research methods, evaluation, or measurement course (3)
- Advanced statistics, research methods, evaluation, or measurement course (3)

##### **Specialization Electives (15)**

- Elective coursework (15)

##### **Areas of specialization include:**

Health, Neuroscience, Movement, or Communication Sciences Developmental, Counseling, or School Psychology, Educational Policy or Organization & Leadership, Diversity & Multicultural Studies Research Methodology

## Faculty

### Faculty

- Laudan B. **Jahromi** Professor of Psychology and Education
- Matthew Carl **Zajic** Assistant Professor of Intellectual Disability/Autism

### Lecturers

- Amanda Levin **Mazin** Lecturer

### Adjunct Faculty

- Lauren Elizabeth **Andersen** Adjunct Assistant Professor
- Jocelyn Ann **Hinman** Adjunct Assistant Professor
- MaryEllen **Rooney** Adjunct Associate Professor
- Christine Ann **Sullivan** Adjunct Assistant Professor
- Helene Laurie **Yankowitz** Adjunct Assistant Professor

## Courses

### HBSE 4000 - Intro to Special Education

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 lifespan 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.

### HBSE 4002 - Instr/Curric-Students w/Disabl

Curriculum developed and research-validated methods of instructing students with & without disabilities from early childhood through adolescence. The course will focus on the use of data to make individualized decisions on academic & behavioral interventions.

### **HBSE 4006 - Working with families of children with disabilities**

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.

### **HBSE 4010 - Nature and needs of persons with intellectual disability/autism**

Characteristics of persons manifesting different degrees of intellectual disability, Autism Spectrum Disorders, and other developmental disabilities from early childhood through adolescence. The course emphasizes human developmental processes and variations including the impact of socio-contextual factors in the home, school, and community on students' readiness to learn.

### **HBSE 4011 - Education of persons with intellectual disability/autism**

Curriculum development and research-validated methods of instructing students with intellectual disability/autism and other developmental disabilities from early childhood through adolescence across ability levels.

### **HBSE 4015 - ABA I: Concepts and Principles in Pedagogy, Curriculum, and Management**

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, and measurably effective instructional practices.

### **HBSE 4071 - Language and Literacy for the DHH**

Fall course: This course introduces the theoretical and scientific foundations of literacy and explores how reading, writing and cognitive processes are developed in early grades, particularly with deaf and hard of hearing students with language delays. Special emphasis is placed on foundational skills during the 'learning to read' stage with particular emphasis on the five major elements of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension.

### **HBSE 4082 - Assessment and evaluation of infants, children, and youth with exceptionalities**

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.

**HBSE 4300 - Prc Assmt Eval Excptnl Learner**

Deaf and Hard of Hearing: This class provides a comprehensive overview of assessment and evaluation of children with hearing loss, including those who have additional learning needs and those who are linguistically and culturally diverse. Developmental, academic, social-emotional, and language assessments will be covered, with opportunities for hands-on, applied learning. ID/Autism: Students will gain practical knowledge of interdisciplinary, psychoeducational assessments of students with disabilities. Analysis of observational and test data; formulation of educational programs for students with disabilities.

**HBSE 4700 - Observation and student teaching in special education: Pre-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.

**HBSE 4701 - Obs & Stu Tchng-ID/Autism**

Permission required. Course requires 3-5 days a week for participation in community, school, and agency programs and a weekly seminar on campus.

**HBSE 4880 - Opportunities and outcomes for people with disabilities**

Transition planning and opportunities after K-12 school. The course covers the planning, instruction, and organization of community-based opportunities for individuals with intellectual and developmental disabilities and autism. The full range of opportunities including college, employment, and increased independence to provide the supports for best outcomes for individuals with disabilities are covered in the course.

# Nursing Education

Department of Health Studies & Applied Educational Psychology

## 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. The newly revised curriculum for the Ed.D. in nursing education was designed by a group of nursing education experts and is delivered entirely online.

The Program in Nursing Education at Teachers College, Columbia University is committed to the development of nurse educators into researchers who will then become scholars, leaders, and visionaries in the education of nurses across the spectrum of nursing education programs.

In addition to the online EdD Program, the Nursing Education program offers an Advanced Certificate in Nursing Education. The purpose of the Advanced Certificate in Nursing Education is to offer doctorally-prepared students, currently working in or interested in nursing education, an opportunity to gain academic preparation in the role of nurse educators.

## Degrees

### Doctor of Education

#### Nursing Education (Online)

Doctor of Education

**Points/Credits:** 90

**Entry Terms:** Fall Only

#### Degree Requirements



The Doctor of Education in Nursing Education is designed for nurses with master's degrees who want to become nurse educators in either academic or staff development settings. Although all courses are online, the program fosters deep collaboration among students and faculty to maximize preparation for educator roles and to facilitate efficient progress through the program. The program encourages a unique collaborative approach to dissertation design and development.

### **Outcomes of Program**

1. Integrate knowledge from nursing and higher education that supports the development of innovative teaching strategies that address diverse learning needs.
2. Apply theories from nursing, higher education, and related disciplines as a foundation for enacting the nurse educator role in academic and health care settings.
3. Demonstrate expertise as an advanced nurse educator that models the pursuit of lifelong learning and that reflects trends in nursing and higher education, inter-professional education, health care, and nursing practice.
4. Pursue intellectual inquiry and scholarly endeavors individually and collaboratively to advance knowledge in nursing education.
5. Serve as a scholar, leader, and advocate in nursing, nursing education, and higher education.

### **Degree Requirements**

Nursing education courses have been designed to merge knowledge of the role of nursing faculty with the role nursing programs play in higher education. Courses have a theoretical foundation, along with a research underpinning so that best practices in didactic and clinical practice areas are taught, used, and tested. Ed.D. students learn how to actively engage their students in the learning process and how to be facilitators of learning, not just givers of knowledge. The program requires that students take a specific complement of courses in Nursing Education, Research Methods and Statistics, and Broad and Basic Courses and meet other requirements as outlined below.

### **Course Requirements**

Nursing Education: All courses count for 3 credits; 24 credits are required.

- HBSN 6000 Nursing Knowledge in Nursing Education
- HBSN 6030 Curriculum Development in Nursing Education
- HBSN 6040 Teaching and Learning Strategies in Nursing Education HBSN 6043 Innovations in Nursing Education
- HBSN 6044 Assessment and Evaluation in Nursing Education
- HBSN 6045 Simulation in Nursing Education
- HBSN 6310 Practicum I: The Nurse Educator Role
- HBSN 6320 Practicum II: Leadership in Nursing Education

Research Methods: 12 credits are required.

- HBSS 5040 Research Methods in Health and Behavior Studies
- HBSN 5044 Advanced Research Methods: Literature Review and Critique
- HBSN 6540 Dissertation Design and Development
- HBSN 7500 Dissertation Seminar

Statistics: 6 credits are required

- HUDM 4120 Basic Concepts in Statistics OR
- HUDM 4122 Probability and Statistical Inference

- HUDM 5122 Applied Regression Analysis

Broad and Basic Courses 9 credits required

9 credits in electives taken at Teachers College that are outside Nursing Education Adult Learning and Higher Education

- Cognitive studies
- Communication, Media, and Learning Technologies Design Health education
- Diabetes education

### **Total: 51 Credits**

It is expected that students will transfer between 39 and 45 credits from their master's degree programs if those credits are determined to be acceptable by the Teachers College registrar and program faculty.

### **Other Requirements**

The Ed.D. requires the completion of 90 credits of graduate study (including transfer credits), certification as a doctoral candidate, which involves taking a certification examination in person at the College, a dissertation proposal approved as a result of a proposal hearing, successful oral defense, and acceptance of a research-based doctoral dissertation.

Enrolled students begin their doctoral student experience with a five-day in-person orientation to the program that occurs in August prior to the beginning of the Fall semester. All admitted students are required to attend this orientation on campus. During the orientation, students will be guided to plan their entire program of study. They plan the types of experiences they want to include in their courses and practica. They are apprised of the courses where they will be required to find a suitable nursing education setting in which to complete some of the course objectives (e.g., Simulation in Nursing Education), and they are instructed on the need to identify preceptors for Practicum I and Practicum II early in the program so that the credentials of the preceptors can be vetted, the preceptors can receive information about what will be required, and appropriate agreements can be executed.

## **Advanced Certificate**

### **Nursing Education**

Advanced Certificate

**Points/Credits:** 15

**Entry Terms:** Spring/Summer/Fall

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### **Degree Requirements**

The purpose of the Academic Certificate in Nursing Education is to improve Nursing Education and to improve the teaching skills of those nurses who already have doctoral degrees. The goal of the program is to offer doctorally-prepared nurses, who are currently working in or interested in nursing education, an opportunity to

gain academic preparation as nurse educators. There are currently 1,200 nursing faculty vacancies across the U.S., and this number is expected to climb sharply over the next few years as current faculty begin to retire. An Academic Certificate in Nursing Education prepares those seeking to extend or advance their teaching skills to improve nursing education generally.

### Outcomes of Program

1. Integrate knowledge from nursing and higher education that supports the development of innovative teaching strategies that address diverse learning needs.
2. Apply theories from nursing, higher education, and related disciplines as a foundation for enacting the nurse educator role in academic and health care settings.
3. Demonstrate expertise as an advanced nurse educator that models the pursuit of lifelong learning and that reflects trends in nursing and higher education, inter-professional education, health care, and nursing practice.

### Courses

The program consists of five core courses designed to help nurses with doctorates to deploy their advanced clinical or research expertise to enhance the education of new nurses and advanced practitioners.

- HBSN 6030 Curriculum Development in Nursing Education - 3 credits
- HBSN 6040 Teaching and Learning in Nursing Education - 3 credits
- HBSN 6043 Innovations in Nursing Education - 3 credits
- HBSN 6044 Assessment and Evaluation in Nursing Education - 3 credits
- HBSN 6045 Simulation in Nursing Education - 3 credits

The program can be completed in two years if students take one course per semester for five consecutive semesters. Classes are taken with current doctoral students in the Nursing Education Ed.D. program, assuring a high-quality program.

## Faculty

### Lecturers

- Jane K **Dickinson** Senior Lecturer

### Adjunct Faculty

- Colleen **Manzetti** Adjunct Assistant Professor

# Courses

## **HBSN 5044 - Advanced Research Methods: Literature Review and Critique**

This course builds on introductory research methods courses to enhance the students' abilities to design research, to interpret research findings, to critique research reports, and to write the review of literature for their dissertation proposals. Issues affecting the design of research and interpretation of research findings in Nursing Education studies are the specific focus of the course. The literature review will be done in consultation with students' dissertation advisors.

## **HBSN 6000 - Nursing Knowledge in Nursing Education**

This course introduces students to major theoretical perspectives on nursing education/practice/research and how nursing theory can be used to guide nursing education that promotes nursing disciplinary knowledge. Students are introduced to definitions, philosophies, and patterns of knowing in nursing. Discussions focus on what makes nursing actions nursing, and how that can be taught effectively at the various levels of nursing education. Students also learn how to identify problems, research questions, and theories to guide their dissertation research.

## **HBSN 6030 - Curriculum Development in Nursing Education**

This course explores the essential structures, components, and factors of curriculum development pertaining to nursing education. Concentration will be on the curriculum development process.

## **HBSN 6040 - Teaching and Learning Strategies in Nursing Education**

This course explores associations of key aspects of learning development to educational interventions in higher education.

## **HBSN 6043 - Innovations in Nursing Education**

This course examines innovations in education that support and promote a culture of active teaching and learning. Use of technologies in nursing education will be a focus. Evidence-based teaching strategies will be identified for use in the classroom and clinical settings.

## **HBSN 6044 - Assessment and Evaluation in Nursing Education**

This course examines evaluation methods in nursing within the classroom, laboratory, and clinical setting. Current issues, trends, and research related to educational testing instruments, alternatives to standardized evaluation methods, and outcome measurement in nursing education will be discussed. Students will develop reliable and valid evaluation measures for use in nursing education.

**HBSN 6045 - Simulation in Nursing Education**

This course explores the teaching strategy of role play, focusing specifically on simulation and its application for both classroom and clinical practice within nursing education. Evidence-based simulation strategies will be explored using active teaching strategies.

**HBSN 6053 - Clinical Teaching in Nursing Education**

This course investigates best practices in nursing education for planning and developing student-centered clinical activities. A preferred specialty area of nursing practice will be the focus for planning and developing these activities.

**HBSN 6310 - Practicum I: The Nurse Educator Role**

In this course students will examine and implement the role of the nurse educator in higher education and/or health care organizations

**HBSN 6320 - Practicum II: Leadership in Nursing Education**

In this course students will examine the role of the nurse educator in relation to broader perspectives of selected higher education and/or health care agencies. Further, students will implement aspects of the nurse educator role in selected academic units, institutions, and in the profession of nursing.

**HBSN 6540 - Dissertation Design and Development**

Permission required. 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 fall/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**

Focus on advanced aspects of research design and method.

**HBSN 6930 - Independent study in nursing education**

Permission required. Individual guided learning experience at the doctoral level in a selected aspect of nursing education. Topic agreed upon between student and faculty.

**HBSN 6940 - Research in Nursing Education**

Permission required. Allows student to contract with individual faculty member for research-related work in a defined area of study.

### **HBSN 7500 - Dissertation Seminar - Nursing Education**

Permission required. 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 Education**

Individual advisement on doctoral dissertation following completion of all course-work. Fee to equal 3 points at current tuition rate for each term. See catalog on continuous registration requirements for Ed.D. degree.

### **HBSS 5040 - Research methods in health and behavior studies I**

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.

### **HUDM 4122 - Probability and statistical inference**

An introduction to statistical theory, including elementary probability theory; random variables and probability distributions; sampling distributions; estimation theory and hypothesis testing using binomial, normal, T, chi square, and F distributions. Calculus not required.

### **HUDM 5122 - Applied regression analysis**

Least squares estimation theory. Traditional simple and multiple regression models and polynomial regression models, including use of categorical predictors. Logistic regression for dichotomous outcome variables is also covered. Class time includes lab time devoted to applications with IBM SPSS. Prerequisite: HUDM 4120 or HUDM 4122 or HUDM 4125.

# Nutrition

Department of Health Studies & Applied Educational Psychology

## Program Description

The Program in Nutrition is a vibrant forward-looking program that builds on its rich past. Since its founding in 1909, the Program in Nutrition at Teachers College has been a leader in developing strategies for promoting health through encouraging dietary change.

Building on its rich history, the Teachers College Program in Nutrition aims to prepare graduates to take positions of leadership and service in nutrition counseling and education in health promotion and disease prevention. The Program is committed to attracting and supporting students who have the drive and motivation to persist and succeed in their careers, especially members of groups historically underrepresented in higher education. Our graduates work in a variety of settings that include health agencies, hospitals, private practice, athletic departments and organizations, media organizations, food advocacy organizations, nutrition education organizations and governments at the local, state, national and international level. Our graduates work as dietitians in clinical and community capacities and serve as teachers, faculty, or resource specialists in schools and universities. They conduct individual counseling, provide group education, and promote policy and systems change. Many of our graduates are researchers, working in a variety of areas related to behavioral aspects of diet, nutrition education, nutritional epidemiology, public health nutrition, nutrition and exercise, and sustainability of the food system.

The mission of our Program is to provide comprehensive academic education and experiences in order for our graduates to have successful careers across the field of nutrition.

To fulfill this mission, our Program:

- Educates the next generation of nutrition and dietetics professionals to fulfill a variety of entry-level and leadership roles;
- Generates new knowledge, policy, and models for nutrition practice through research, scholarship and demonstration projects;
- Contributes to the enrichment of the community and the profession by service to the field.

The Program offers through its integrated MS-RDN track master's degrees in Nutrition Education (NE), Nutrition and Public Health (NPH), and Nutrition and Exercise Physiology (NEP). These M.S. degrees include the supervised experiential learning previously completed through a Dietetic

Internship Program. Therefore, upon completion of one of the M.S. degrees, students are eligible to sit for the exam to become a registered dietitian-nutritionist (RDN). The Program also offers an advanced Ed.M.. degree in Community Nutrition Education, and a Ph.D. in Behavioral Nutrition.

Through these degree programs, students gain a thorough grounding in nutrition science, medical nutrition therapy, nutrition education, counseling, community nutrition, as well as in food systems and food justice. Students pursuing the NEP master's degree also gain a grounding in exercise science.

In addition, students who complete one of the M.S. degrees will be able to:

- **Integrate** knowledge from the fields of nutrition science, (exercise science where appropriate), foods, the behavioral sciences, medical nutrition therapy, community nutrition, and nutritional ecology to design and implement interventions for diverse individuals, groups and communities locally, nationally and around the world;
- Critically **evaluate** the scientific, policy and lay literature about food, food systems and nutrition-related issues;
- **Facilitate** healthful, just, and sustainable food choices, dietary practices, and active lives through direct education along with addressing structural inequities through policy, system, and environmental change;
- **Design and implement** public health nutrition assessments and programs;
- **Apply** sports nutrition principles to recreational and competitive athletes (for appropriate degree students);
- **Think** critically and independently;
- **Act** collaboratively and effectively with others in organizations and communities on important issues related to food, nutrition, and sustainability of the food system;
- **Conduct** food and nutrition-related research.

Due to the breadth of our aims, we admit students who have undergraduate degrees in a wide variety of fields, students who are career changers, and students who wish to combat health disparities facing low-resource communities. Such students bring valuable knowledge, skills and attitudes to our Program and to the field 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 field experiences 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 online computer activities. Advanced practicums provide experiences at various clinical and community nutrition, as well as foodservice, sites. Supervised practicum in sports nutrition is included in the Nutrition and Exercise Physiology degree. The faculty of the Program in Nutrition are actively engaged in cutting-edge and transformative research, evaluation, policy, and other scholarly activities, and write articles for peer-reviewed journals, books, and reports. Students are an integral part of these activities. Students are welcome to participate in research and demonstration projects within the Program in Nutrition. Faculty research focuses on the promotion of childhood obesity prevention,



fruit and vegetable consumption in urban communities, healthy scratch-cooked school lunches, diet adherence and quality of life for those with celiac disease, parenting practices to improve children's diet and oral health, nutrition education policy, and more. 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.

Students may enroll for all degree programs on a full-time or part-time basis. For the M.S. degrees, students can complete the degree, and gain eligibility for taking the RDN exam, in two, three, or four years.

All three of our M.S. degrees and our Ph.D. are STEM degrees.

## Degrees

### Master of Science

#### Nutrition Education

Master of Science

**Points/Credits:** 50

**Entry Terms:** Fall Only

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#### Degree Requirements

#### Addendum

\* Last Updated: April 2024

**Points/Credits:** 50

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#### Original Catalog Entry

**Points/Credits:** 57

**Course Requirements**

**Integrated Master of Science: General Requirements**

The major program emphases are in the fields of Nutrition Education, Nutrition and Public Health, and Nutrition and Exercise Physiology. All three integrated MS-RDN degrees require the following core didactic courses and practicum courses:

- HBSV 4010 Food, Nutrition, and Behavior (3 credits)
- HBSV 4013 Nutritional Ecology (3 credits)
- HBSV 4014 Community Nutrition (3 credits)
- HBSV 5010 Advanced Nutrition 1 (3 credits)
- HBSV 5011 Advanced Nutrition 2 (3 credits)
- HBSV 5013 Strategies for Nutrition Education and Health Behavior Change (3 credits)
- HBSV 5014 Analysis of Current Literature and Research in Nutrition (3 credits)
- HBSV 5015 Nutritional Epidemiology and Assessment (3 credits)
- HBSV 5016 Food Service Operations and Management (3 credits)
- HBSV 5018 Nutrition and Human Development (3 credits)
- HBSV 5033 Nutrition Care Process and Medical Nutrition Therapy 1 (3 credits)
- HBSV 5034 Nutrition Care Process and Medical Nutrition Therapy 2 (3 credits)
- HBSV 5036 Nutrition Counseling (2 credits)
- HBSV 5350 Global Foods Practicum (1 credit)
- HBSV 5351 Community Nutrition Education Practicum (1 credit)
- HBSV 5352 Medical Nutrition Therapy Practicum 1 (1 credit)
- HBSV 5353 Medical Nutrition Therapy Practicum 2 (1 credit)
- HBSV 5354 Advanced Practicum 1 (1 credit)
- HBSV 5355 Advanced Practicum 2 (1 credit)

All three Master of Science degrees require a substantial integrative departmental project or thesis.

### **Master of Science: Nutrition Education**

Students working toward the 50-credit integrated MS-RDN degree in Nutrition Education will also complete a course titled HBSS 4012 Eating Disorders: Awareness, Prevention, and Treatment (3 credits) along with a 3-credit elective course focusing on counseling, psychology, or individual and group nutrition education in communities, schools, work sites, health care, and/or mass media settings.

The integrated MS-RDN degree in Nutrition Education conforms to the guidelines for the Nutrition Education Competencies for Promoting Healthy Individuals, Communities, and Food Systems set forth by the Society for Nutrition Education and Behavior.

### **Tuition & Fees for integrated MS-RDN degree in Nutrition Education**

The full-time integrated MS-RDN degree in Nutrition Education consists of 50 credits distributed over two 12-month years as follows:

#### **Year #1:**

Fall semester (16 credits)\*

January session (1 credit)

Spring semester (12 credits)

Summer session #1 (7 credits)\*\*

Summer session #2 (3 credits)\*\*

**Year #2:**

Fall semester (13 credits)

Spring semester (4 credits)\*\*

Summer session #1 (1 credit)\*\*

\*Two 3.5-credit graduate courses will be completed at Lehman College of the City University of New York. These courses are Ethnic and Therapeutic Meal Patterns and Food Science. These 7 credits are in addition to the 50 credits completed at Teachers College.

\*\*For students who need full-time status, several courses carry additional contact hours for substantial out-of-classroom activities. Despite a low credit total for a few of the semesters, the associated supervised experiential learning hours as part of the practicum courses at various work sites equate to full-time status.

Visit the TC Academic Calendar

In addition to the cost of the Teachers College courses\*\*, students should budget for the following:

- College fee per semester\*\*
- Course fees (\$35 per course)
- Two 3.5-credit courses at Lehman College (about \$650 per credit)
- Comprehensive physical examination (may include drug testing)\*\*
- Background check (about \$20)
- Lab coat (about \$25)
- Books and supplies\*\*
- Academy of Nutrition and Dietetics student membership (about \$65)
- Liability insurance (about \$35 per year, issued by Mercer Consumers, Proliability at <https://www.proliability.com/>)
- Travel/transportation to work sites, especially during the spring and summer of year #2 (Metro Card, Metro North Railroad, PATH train, Uber/Lyft)\*\*
- Food and personal expenses\*\*
- Living expenses (room and board)\*\*

\*\*Information regarding tuition and fees (updated annually) can be found at: <https://www.tc.columbia.edu/admission/tuition-and-fees/>

Information about financial aid, scholarships, stipends can be found at: <https://www.tc.columbia.edu/admission/financial-aid/>

## Nutrition and Exercise Physiology

Master of Science

**Points/Credits:** 57

**Entry Terms:** Fall Only

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## Degree Requirements

## Addendum

\* Last Updated: April 2024

**Points/Credits: 57**

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### Original Catalog Entry

**Points/Credits: 57 + 13**

#### Course Requirements

##### Integrated Master of Science: General Requirements

The major program emphases are in the fields of Nutrition Education, Nutrition and Public Health, and Nutrition and Exercise Physiology. All three integrated MS-RDN degrees require the following core didactic courses and practicum courses:

- HBSV 4010 Food, Nutrition, and Behavior (3 credits)
- HBSV 4013 Nutritional Ecology (3 credits)
- HBSV 4014 Community Nutrition (3 credits)
- HBSV 5010 Advanced Nutrition 1 (3 credits)
- HBSV 5011 Advanced Nutrition 2 (3 credits)
- HBSV 5013 Strategies for Nutrition Education and Health Behavior Change (3 credits)
- HBSV 5014 Analysis of Current Literature and Research in Nutrition (3 credits)
- HBSV 5015 Nutritional Epidemiology and Assessment (3 credits)
- HBSV 5016 Food Service Operations and Management (3 credits)
- HBSV 5018 Nutrition and Human Development (3 credits)
- HBSV 5033 Nutrition Care Process and Medical Nutrition Therapy 1 (3 credits)
- HBSV 5034 Nutrition Care Process and Medical Nutrition Therapy 2 (3 credits)
- HBSV 5036 Nutrition Counseling (2 credits)
- HBSV 5350 Global Foods Practicum (1 credit)
- HBSV 5351 Community Nutrition Education Practicum (1 credit)
- HBSV 5352 Medical Nutrition Therapy Practicum 1 (1 credit)
- HBSV 5353 Medical Nutrition Therapy Practicum 2 (1 credit)
- HBSV 5354 Advanced Practicum 1 (1 credit)
- HBSV 5355 Advanced Practicum 2 (1 credit)

All three Master of Science degrees require a substantial integrative departmental project or thesis.

##### Master of Science: Nutrition and Exercise Physiology

Students working toward the 57-credit Master of Science degree in Nutrition and Exercise Physiology will also complete five additional courses (13 credits):

- BBSR 5593 Nutrition in Exercise and Sport (3 credits)
- BBSR 4095 Applied Physiology I (3 credits)
- BBSR 5594 Applied Physiology II (3 credits)
- BBSR 5096 Advanced Exercise Prescription (3 credits)
- HBSV 5096 Practicum in Sports Nutrition (1 credit)

## Tuition & Fees for integrated MS-RDN degree in Nutrition and Exercise Physiology

The full-time integrated MS-RDN degree in Nutrition and Exercise Physiology consists of 57 credits distributed over two 12-month years as follows:

### Year #1:

Fall semester (16 credits)\*

January session (1 credit)

Spring semester (12 credits)

Summer session #1 (4 credits)\*\*

Summer session #2 (3 credits)\*\*

### Year #2:

Fall semester (13 credits)

January session (3 credits)

Spring semester (8 credits)\*\*

Summer session #1 (4 credit)\*\*

\*Two 3.5-credit graduate courses will be completed at Lehman College of the City University of New York. These courses are Ethnic and Therapeutic Meal Patterns and Food Science. These 7 credits are in addition to the 57 credits completed at Teachers College.

\*\*For students who need full-time status, several courses carry additional contact hours for substantial out-of-classroom activities. Despite a low credit total for a few of the semesters, the associated supervised experiential learning hours at various work sites equate to full-time status.

Visit the TC Academic Calendar

In addition to the cost of the Teachers College courses\*\*, students should budget for the following:

- College fee per semester\*\*
- Course fees (\$35 per course)
- Two 3.5-credit courses at Lehman College (about \$650 per credit)
- Comprehensive physical examination (may include drug testing)\*\*
- Background check (about \$20)
- Lab coat (about \$25)
- Books and supplies\*\*
- Academy of Nutrition and Dietetics student membership (about \$65)
- Liability insurance (about \$35 per year, issued by Mercer Consumers, Proliability at <https://www.proliability.com/>)
- Travel/transportation to work sites, especially during the spring and summer of year #2 (Metro Card, Metro North Railroad, PATH train, Uber/Lyft)\*\*
- Food and personal expenses\*\*
- Living expenses (room and board)\*\*

\*\*Information regarding tuition and fees (updated annually) can be found at: <https://www.tc.columbia.edu/admissions/tuition-and-fees>

Information about financial aid, scholarships, stipends can be found at: <https://www.tc.columbia.edu/admission/financial-aid/>

## Nutrition and Public Health

Master of Science

**Points/Credits:** 50

**Entry Terms:** Fall Only

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### Degree Requirements

#### Addendum

\* Last Updated: April 2024

**Points/Credits: 50**

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### Original Catalog Entry

**Points/Credits: 57**

#### Course Requirements

##### Integrated Master of Science: General Requirements

The major program emphases are in the fields of Nutrition Education, Nutrition and Public Health, and Nutrition and Exercise Physiology. All three integrated MS-RDN degrees require the following core didactic courses and practicum courses (44 credits):

- HBSV 4010 Food, Nutrition, and Behavior (3 credits)
- HBSV 4013 Nutritional Ecology (3 credits)
- HBSV 4014 Community Nutrition (3 credits)
- HBSV 5010 Advanced Nutrition 1 (3 credits)
- HBSV 5011 Advanced Nutrition 2 (3 credits)
- HBSV 5013 Strategies for Nutrition Education and Health Behavior Change (3 credits)
- HBSV 5014 Analysis of Current Literature and Research in Nutrition (3 credits)
- HBSV 5015 Nutritional Epidemiology and Assessment (3 credits)
- HBSV 5016 Food Service Operations and Management (3 credits)
- HBSV 5018 Nutrition and Human Development (3 credits)
- HBSV 5033 Nutrition Care Process and Medical Nutrition Therapy 1 (3 credits)
- HBSV 5034 Nutrition Care Process and Medical Nutrition Therapy 2 (3 credits)
- HBSV 5036 Nutrition Counseling (2 credits)
- HBSV 5350 Global Foods Practicum (1 credit)
- HBSV 5351 Community Nutrition Education Practicum (1 credit)

- HBSV 5352 Medical Nutrition Therapy Practicum 1 (1 credit)
- HBSV 5353 Medical Nutrition Therapy Practicum 2 (1 credit)
- HBSV 5354 Advanced Practicum 1 (1 credit)
- HBSV 5355 Advanced Practicum 2 (1 credit)

All three Master of Science degrees require a substantial integrative departmental project or thesis.

### **Master of Science: Nutrition and Public Health**

Students working toward the 57-credit MS-RDN degree in Nutrition and Public Health will also complete two additional courses: Principles of Epidemiology in Health Promotion (3 credits) and Social Policy and Prevention (3 credits).

The M.S. in Nutrition and Public Health is an approved program of the Association of Faculties of Graduate Programs in Public Health Nutrition. Coursework for the integrated 50-credit MS-RDN degree conforms to the recommendations of that association, so that the degree is equivalent to one offered by a school of public health.

The MS in Nutrition and Public Health 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 teams to provide programs to meet public health needs or improve the sustainability of food systems.

### **Tuition & Fees for integrated MS-RDN degree in Nutrition and Public Health**

The full-time integrated MS-RDN degree in Nutrition and Public Health consists of 50 credits distributed over two 12-month years as follows:

#### **Year #1:**

Fall semester (16 credits)\*

January session (1 credit)

Spring semester (12 credits)

Summer session #1 (7 credits)\*\*

Summer session #2 (3 credits)\*\*

#### **Year #2:**

Fall semester (13 credits)

Spring semester (4 credits)\*\*

Summer session #1 (1 credit)\*\*

\*Two 3.5-credit graduate courses will be completed at Lehman College of the City University of New York. These courses are Ethnic and Therapeutic Meal Patterns and Food Science. These 7 credits are in addition to the 50 credits completed at Teachers College.

\*\*For students who need full-time status, several courses carry additional contact hours for substantial out-of-classroom activities. Despite a low credit total for a few of the semesters, the associated supervised experiential learning hours at various work sites equate to full-time status.

Visit the TC Academic Calendar

In addition to the cost of the Teachers College courses\*\*, students should budget for the following:

- College fee per semester\*\*
- Course fees (\$35 per course)
- Two 3.5-credit courses at Lehman College (about \$650 per credit)
- Comprehensive physical examination (may include drug testing)\*\*
- Background check (about \$20)
- Lab coat (about \$25)
- Books and supplies\*\*
- Academy of Nutrition and Dietetics student membership (about \$65)
- Liability insurance (about \$35 per year, issued by Mercer Consumers, Proliability at <https://www.proliability.com/>)
- Travel/transportation to work sites, especially during the spring and summer of year #2 (Metro Card, Metro North Railroad, PATH train, Uber/Lyft)\*\*
- Food and personal expenses\*\*
- Living expenses (room and board)\*\*

\*\*Information regarding tuition and fees (updated annually) can be found at: <https://www.tc.columbia.edu/admission/tuition-and-fees/>

Information about financial aid, scholarships, stipends can be found at: <https://www.tc.columbia.edu/admission/financial-aid/>

## Master of Education

### Community Nutrition Education

Master of Education

**Points/Credits:** 60

**Entry Terms:** Spring/Summer/Fall

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### Degree Requirements

#### Master of Education: Community Nutrition Education

The program of study for the 60-point Master of Education degree in Community Nutrition Education includes coursework 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.

In consultation with an academic advisor, students entering the Ed.M. program should consult the various curricula suggested for the integrated MS-RDN track in Nutrition and Public Health, Nutrition Education, or Nutrition and Exercise Physiology for guidance in planning the majority of Ed.M. credits.



**In addition to the M.S. General Requirements below**, students in the Master of Education in Community Nutrition Education program are also required to take:

- HBSV 6550 and 6551 Research Seminar in Nutrition
- A Qualitative Research Methods course
- Additional electives specific to their integrative project

### **Master of Science: General Core Requirements**

The major program emphases are in the fields of Nutrition Education, Nutrition and Public Health, and Nutrition and Exercise Physiology. All three M.S. Nutrition degrees require the following core didactic courses and practicum courses which may be tailored depending on whether the RDN credential is also desired:

- HBSV 4010 Food, Nutrition, and Behavior
- HBSV 4013 Nutritional Ecology
- HBSV 4014 Community Nutrition
- HBSV 5010 Advanced Nutrition1
- HBSV 5011 Advanced Nutrition 2
- HBSV 5013 Strategies for Nutrition Education and Health Behavior Change
- HBSV 5014 Analysis of Current Literature and Research in Nutrition
- HBSV 5015 Nutritional Epidemiology and Assessment
- HBSV 5016 Food Service Operations and Management
- HBSV 5018 Nutrition and Human Development
- HBSV 5033 Nutrition Care Process and Medical Nutrition Therapy 1
- HBSV 5034 Nutrition Care Process and Medical Nutrition Therapy 2
- HBSV 5036 Nutrition Counseling
- HBSV 5350 Global Foods Practicum
- HBSV 5351 Community Nutrition Education Practicum
- HBSV 5352 Medical Nutrition Therapy Practicum 1
- HBSV 5353 Medical Nutrition Therapy Practicum 2
- HBSV 5354 Advanced Practicum 1
- HBSV 5355 Advanced Practicum 2

A substantial integrative departmental project or thesis is also required.

## **Doctor of Education**

### **Nutrition Education**

Doctor of Education

**Points/Credits:** 90

**Entry Terms:** Spring/Summer/Fall

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### **Degree Requirements**

## Doctor of Education (Ed.D.)

**Note: The Program in Nutrition is no longer admitting students into the Ed.D. degree unless with special permission. Students are encouraged to consider our Ph.D. program.**

The Doctor of Education offers two areas of specialization: Nutrition Education and Nutrition and Public Health.

With the importance of nutrition for health promotion and disease prevention and the widespread interest in the safety and sustainability of the food system, there is a need for highly qualified nutrition professionals who are able to develop appropriate policies and programs.

The Nutrition Education specialization focuses on leadership roles in many settings, such as colleges and universities, health promotion and disease prevention programs, voluntary health agencies, government and international agencies, businesses, hospitals, and food advocacy organizations, where they work with individuals, groups and communities, and serve as faculty members, program developers, and evaluation and research specialists.

### Program of Study

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 also be expected to pass a certification examination, usually after the completion of 60 points and Research Seminar in Nutrition (HBSV 6550-6551), and to conduct original research that culminates in the production of a dissertation.

Students will be expected to take courses in the following categories:

1. Major field and specialization: 50-60 points
2. Research and evaluation: 12-18 points
3. 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. (Visit the website for the Program in Nutrition for more detailed descriptions of the doctoral degree requirements.)

## Nutrition and Public Health

Doctor of Education

**Points/Credits:** 90

**Entry Terms:** Spring/Summer/Fall

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## Degree Requirements

### Doctor of Education (Ed.D.)

**Note: The Program in Nutrition is no longer admitting students into the Ed.D. degree unless with special permission. Students are encouraged to consider our Ph.D. program.**

The Doctor of Education is offered in two areas of specialization: Nutrition Education and Nutrition and Public Health.

With the importance of nutrition for health promotion and disease prevention and the widespread interest in the safety and sustainability of the food system, there is a need for highly qualified nutrition professionals who are able to develop appropriate policies and programs. The Nutrition and Public Health specialization focuses on leadership roles in colleges and universities and in government, community, health care, and public health agencies, carrying out a variety of tasks related to health promotion and disease prevention. These include community and individual nutritional assessment and evaluation; program planning and management; coalition building; participation in multidisciplinary health teams to provide programs to meet public needs; and conducting research and evaluation studies.

### **Program of Study**

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 also be expected to pass a certification examination, usually after the completion of 60 points and Research Seminar in Nutrition (HBSV 6550-6551), and to conduct original research that culminates in the production of a dissertation.

Students will be expected to take courses in the following categories:

1. Major field and specialization: 50-60 points
2. Research and evaluation: 12-18 points
3. 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. (Visit the website for the Program in Nutrition for more detailed descriptions of the doctoral degree requirements.)

## **Doctor of Philosophy**

### **Behavioral Nutrition**

Doctor of Philosophy

**Points/Credits:** 75

**Entry Terms:** Spring/Summer/Fall

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## Degree Requirements

### Doctor of Philosophy (Ph.D.)

With the increasing appreciation of the importance of nutrition for health promotion and disease prevention and the widespread interest in the sustainability and social equity of food systems, there is a need for highly qualified nutrition professionals who understand the complex interaction of biology, environment, and personal behavior, and who are skilled in conducting research and in the development and evaluation of interventions, programs, and policies in a variety of settings.

The program prepares scholars to conduct research on the critical issues related to:

- determinants of health behaviors (biological, personal, social, and environmental) related to nutrition and to physical activity;
- relationships among food- and nutrition-related behaviors and health outcomes using techniques of behavioral epidemiology;
- design, implementation, and evaluation of theory-based behavioral nutrition and physical activity interventions
- methodological considerations in the design and evaluation of interventions. There are three specializations:
  1. Behavioral Nutrition
  2. Nutritional Epidemiology
  3. Nutrition and Physical Activity

The graduates from this program become leaders who assume professorial and research roles in universities and colleges within departments of nutrition epidemiology, foods and nutrition, and physical activity, as well as assume research roles in centers for research on behavioral aspects of obesity, chronic disease prevention, and health promotion. Thus, the program aims to prepare researchers with basic and applied behavioral skills within an educational context.

### Admission Requirements

Admission to the Ph.D. program involves completing the application form available online and submitting all regular admission materials, such as transcripts from all institutions attended, three letters of recommendation, and a writing sample, which can be a thesis, substantial paper, or published article.

The applicantt should have a master's degree in nutrition or a closely related discipline from an accredited institution, along with the necessary prerequisite undergraduate courses in general chemistry, organic chemistry, biochemistry, microbiology, human physiology, nutrition, and statistics. Admissions will be based on grades, GRE scores, letters of recommendation, personal statement, and an appropriate match between the applicant's interests, the research work of the faculty, and funding availability. The student will generally be expected to be full-time and to work on ongoing research projects of the faculty.

### Program of Study

The general requirements for the Doctor of Philosophy include a minimum of 75 graduate credits, of which at least 45 must be taken under Teachers College registration.

The Ph.D. has 21-27 credits in advanced topical seminars, research seminar and dissertation advisement, specifically devoted to research-related courses and activities. Students will also be expected to pass a certification examination. Students will conduct original research as part of their dissertation and will need to pass a proposal hearing, an advanced seminar (specifically on their data) and dissertation oral defense on their full dissertation.

Students will be expected to take courses in the following categories:

1. Core courses: 29 points
2. Courses to develop depth within each specialization: 19-29 points
3. Research preparation: 21-27 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.

### **Research Training and Apprenticeship**

The primary modality for training for Ph.D. students is working with their sponsor on some ongoing research project. Students will work closely with one faculty member on an ongoing research project to gain practical experience in the development of study instruments, intervention protocols, data collection, data management and analysis, manuscript preparation and submission, and presentation of results at relevant scientific meetings. During their first year after completing basic core coursework, students will also participate in two semester-long part-time internships with other research labs, at Columbia or other academic institutions, to gain additional research perspectives. Visit the website for the Program in Nutrition for more detailed descriptions of the Ph.D. requirements.

## **Faculty**

### **Faculty**

- Jennifer W. **Cadenhead** Executive Director/ Assistant Research Professor
- Pamela Ann **Koch** Mary Swartz Rose Associate Professor of Nutrition and Education
- Randi L. **Wolf** Associate Professor of Human Nutrition on the Ella McCollum Vahlteich Endowment

### **Emeriti**

- Isobel Ruth **Contento** Mary Swartz Rose Emerita Professor of Nutrition
- Joan Dye **Gussow** Mary Swartz Rose Professor Emerita of Nutrition and Education

## Lecturers

- Lora Ann **Sporny** Senior Lecturer

## Adjunct Faculty

- Karen Reznik **Dolins** Adjunct Assistant Professor
- John **Pinto** Adjunct Full Professor
- Janet **Schebendach** Adjunct Associate Professor

## Instructors

- Tyffanie Rae-Anne **Ammeter** Instructor
- Jennifer Catherine **Hildner** Dietetic Internship Program Director & Integrated MS-RDN Program Director
- Nicole **Scarangelo** Instructor

# Courses

### HBSV 4000 - Introduction to nutrition

(Course is offered to non-majors and to those desiring admission to the Program in Nutrition.) The course provides an overview of the science of nutrition and its relationship to health promotion and disease prevention. The primary focus is on the essential macronutrients and micronutrients, including their chemical structures, food sources, digestion and absorption, metabolism, storage, and excretion. Students analyze the nutritional quality of their own food intake and develop the knowledge and skills to estimate their daily caloric requirements and nutrient needs using tools such as Dietary Reference Intakes, My Plate, and Dietary Guidelines for Americans. This online course can be completed synchronously or asynchronously.

### HBSV 4010 - Food, nutrition and behavior

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 and why we like sweet, salt, and fat; self-regulation of what and how much we eat; effect of early experiences with food; food, mind, and behavior; interaction of food and culture through history; cooking and time use trends; meat meanings; psychosocial and cultural factors, and the impact of today's food environment on food choices.

### HBSV 4013 - No Title Found in Banner

A course for non-majors 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 - No Title Found in Banner**

This course examines and evaluates food assistance and safety net programs in the United States and explores the policies, history, and context that lead to unequal access to healthy food. The course includes broad thought-provoking readings as well as working "on the ground": assessing supermarkets and opportunities for safe walking and biking; volunteering at a food pantry; and visiting an urban agriculture site. Students outside the Program in Nutrition are welcome, with permission from the instructor.

### **HBSV 4150 - Sports nutrition**

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, hydration, and weight issues for exercising individuals and athletes.

### **HBSV 4902 - Research and independent study in nutrition education**

Permission required. Master's degree students undertake research and independent study under the direction of a faculty member.

### **HBSV 5010 - Advanced nutrition I**

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**

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**

Understanding and application of theoretical frameworks from the behavioral sciences and education to design and deliver food and nutrition education and physical activity 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**

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 and assessment**

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 5016 - Food Service Operations and Management**

Nutrition professionals play an important role in food systems, food service, and management in a wide variety of settings, such as hospitals, post-acute care facilities, universities, and nongovernmental organizations. In the areas of both food service and clinical nutrition, dietitians are responsible for planning, organizing, leading, staffing, and controlling. Through Food Service Operations and Management students will gain knowledge and skills required to effectively manage food, equipment, facilities, and human resources in order to provide high quality products and services to customers. Through assignments and role playing, students will also develop important leadership and managerial skills.

### **HBSV 5018 - Nutrition and human development**

This course examines the physiologic changes and nutritional needs during pregnancy, fetal development, infancy, childhood, and adolescence. Special attention is paid to promoting positive pregnancy outcomes for both mother and baby, fetal metabolic programming, breast feeding versus formula feeding, introduction of solid foods to infants, preventing and managing food allergies, coping with picky eating, maintaining a healthy feeding relationship between caregiver and child, promoting nutritional health in children and adolescents, and preventing health and dietary problems (including eating disorders) in children and adolescents.

### **HBSV 5033 - Nutrition care process and medical nutrition therapy I**

Through this 2-course sequence, students gain the knowledge, professional attitudes and skills required to effectively assess and manage the nutritional needs of acutely, critically, and chronically ill individuals. Pathophysiology of disease and nutritional implications are examined through a variety of case studies. The Nutrition Care Process, which includes nutrition screening, assessment, diagnosis, intervention, monitoring, and evaluation, is the tool through which students learn evidence-based adaptation of diets and lifestyles in the therapeutic management of disease. All the while, the course provides a medical vocabulary that enables students to communicate with members of a healthcare team.

### **HBSV 5034 - Nutrition Care Process and Medical Nutrition Therapy II**

Through this 2-course sequence, students gain the knowledge, professional attitudes and skills required to effectively assess and manage the nutritional needs of acutely, critically, and chronically ill individuals. Pathophysiology of disease and resultant nutritional implications are examined through a variety of case studies.



The Nutrition Care Process, which includes nutrition screening, assessment, diagnosis, intervention, monitoring and evaluation, is the tool through which students learn evidence-based adaptation of diets and lifestyles in the therapeutic management of disease. All the while, the course provides a medical vocabulary that enables students to communicate with members of a healthcare team.

### **HBSV 5036 - Nutrition counseling**

This course focuses on providing students with an understanding of client-centered counseling models and practicing a variety of essential skills: nonverbal, active listening, goal assessment, motivational interviewing, and group counseling.

### **HBSV 5231 - Extended Fieldwork in Nutrition and Public Health**

A block of supervised field experience required of those pursuing an MS in nutrition and public health. Fieldwork is taken near completion of coursework. This course requires a minimum of 27 hours per week of out-of-classroom work.

### **HBSV 5241 - Dietetic Internship - Module I**

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 1200 hours. Malpractice/personal liability insurance, health insurance, lab coat, and physical exam required. Special fee: \$150

### **HBSV 5242 - Dietetic internship in nutrition: Module II**

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 1200 hours. Malpractice/personal liability insurance, health insurance, lab coat, and physical exam required. Special fee: \$150

### **HBSV 5243 - No Title Found in Banner**

Internship in service settings in metropolitan New York, Rockland and Westchester counties, and Southern Connecticut. It includes experiences in research in dietetics, clinical nutrition, community nutrition, and food service management. Cumulative experience totals 1200 hours. Malpractice/personal liability insurance, health insurance, lab coat, and physical exam required.

### **HBSV 5244 - No Title Found in Banner**

Internship in service settings in metropolitan New York, Rockland and Westchester counties, and Southern Connecticut. It includes experiences in food service management. Cumulative experience totals 200 hours. Malpractice/personal liability insurance, health insurance, lab coat, and physical exam required.

**HBSV 5314 - Practicum in sports nutrition**

This course will provide a practical venue for students to apply the knowledge gained through their academic coursework to the real-life situation of individuals and teams in various sports.

**HBSV 5333 - Practicum Community Service**

Practical experiences in community, food, and nutrition programs.

**HBSV 5350 - Global Foods Practicum**

In Ethnic Foods Practicum students will examine the values, practices, and beliefs of different ethnicities/ cultures with regard to food. They will also explore the ways in which dietitians can better understand the cultures and food preferences/habits of their patients. Through experiences in and outside of class, students will gain skills to effectively work with patients from different backgrounds.

**HBSV 5351 - Community Nutrition Education Practicum**

In Community Nutrition Education Practicum students examine the different roles food and nutrition professionals play on the community level including their efforts to reduce food insecurity, increase food access, enhance knowledge of how to create healthy meals, and provide nutrition education. Students will discuss inequities with regard to access to healthy foods and evaluate resources created to help reduce such disparities. Students will explore how to strengthen communities and bring about change on local, national, and international levels through their coursework and experiences within different communities.

**HBSV 5352 - Medical Nutrition Therapy Practicum I**

In MNT Practicum I students gain the knowledge and skills required to effectively engage in each step of the Nutrition Care Process, which includes nutrition screening, assessment, diagnosis, intervention, monitoring and evaluation. Through role playing and coursework, students also develop and strengthen practical skills necessary to effectively work in clinical settings, such as skills related to counseling patients, writing consult notes for medical records, presenting patient case studies during rounds and at clinical conferences, and creating patient education materials. The course objective is to be able to effectively engage in each step of the Nutrition Care Process, which includes nutrition screening, assessment, diagnosis, intervention, monitoring and evaluation, and also develop and strengthen practical skills necessary to effectively work in clinical settings. As part of the course, students spend at least 37.5 hours during the 6-week session reviewing medical records, preparing for and engaging in role playing/simulations of nutrition counseling sessions, completing nutrition focused physical exams, writing consult notes, preparing and presenting patient case studies, and creating patient education materials.

**HBSV 5353 - No Title Found in Banner**

In Medical Nutrition Therapy Practicum 2 students gain the knowledge and skills required to effectively utilize the Nutrition Care Process and provide nutrition counseling to acutely, critically, and chronically ill individuals.

Students will also develop and strengthen their skills with regard to writing medical notes and presenting case studies.

### **HBSV 5354 - No Title Found in Banner**

In Medical Nutrition Therapy Practicum 3 students will have the opportunity to utilize and build upon the knowledge and skills they gained in Nutrition Care Process & Medical Nutrition Therapy I and 2, and the related practicums, through experiential learning activities at a variety of worksites. Students will strengthen their ability to effectively apply the Nutrition Care Process while working with patients/clients of different ages and backgrounds and with a wide range of medical conditions. Furthermore, students will hone their research skills. They will critically examine current research and evidence-informed practices to determine the appropriate medical nutrition therapy for complex medical conditions and they will engage in quality improvement projects to help inform best practices at their worksites. All the while, students will have multiple opportunities to hone their presentation skills. This course requires an additional 28 hours per week of out of classroom work.

### **HBSV 5355 - No Title Found in Banner**

In Foods, Community, and Management Practicum, students will have the opportunity to utilize and build upon the knowledge and skills they gained in prior courses through experiential learning activities at a variety of community nutrition and food service worksites. Students will also learn how to provide high quality products, services, and programs through effective management. In addition, students will learn important skills related to preparing for a job interview so that after graduation, when starting out and looking for employment or when doing the hiring themselves, they know how to be and identify a strong job candidate. This course requires an additional 28 hours per week or more of out of classroom work.

### **HBSV 5513 - Seminar in nutrition education: Theory and applications**

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. Students may register for more than one semester.

### **HBSV 5593 - Nutrition in exercise and sport**

Discussions of interactions between exercise and nutrition as applied to health and fitness. Controversial topics emphasized. Majors in nutrition are eligible to enroll during their second year of study.

### **HBSV 5902 - Guided study in nutrition**

Permission required. Opportunity for advanced students to investigate areas of special interest in nutrition.

### **HBSV 6550 - Research seminar in nutrition**

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. This course requires at least 18 hours per week of out-of-classroom work.

### **HBSV 6551 - Research seminar in nutrition**

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.

### **HBSV 6902 - Research and independent study in nutrition**

Permission required. Open to matriculated doctoral students. Research and independent study under faculty direction.

### **HBSV 7502 - Dissertation seminar in nutrition**

Development of doctoral dissertations and presentation of plans for approval.

### **HBSV 8900 - Dissertation advisement in nutrition**

Advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For requirements, see catalog on continuous registration for Ed.D. degree.

# Reading Specialist

Department of Health Studies & Applied Educational Psychology

## Program Description

### Advanced Certificate in Literacy

#### Program Description:

The Advanced Certificate Program in Literacy has its foundation in theory and research in applied educational psychology as they relate to the cognitive, linguistic, and sociocultural factors that contribute to the acquisition of reading and writing skills in typically developing and struggling readers. The Program uses this core foundation to offer coursework that provides:

- seminal theory and research on reading acquisition and its development in core reading and writing processes and skills within a developmental framework
- the nature of both reading and writing difficulties and disability, and the effects of intrinsic/extrinsic factors as well as socio-cultural and linguistic influences on literacy development
- the roles of both formal and informal assessment in delivering reading and writing instruction
- pedagogical methods to deliver effective, evidenced-based instructional strategies and techniques in both reading and writing to children and adolescents, and by extension to adults.

Successful completion of the Certificate Program leads to New York State initial certification in Literacy (All Grades).

#### Target Population:

The Advanced Certificate is appropriate for the following professionals:

- Individuals who already possess a master's degrees and certification in a teaching area who wish to gain NYS Literacy (All Grades) certification and additional expertise working with struggling readers and writers in their own schools and related professional contexts.

- Teaching and educational professionals who have a minimum of two years' experience in their chosen field who are not interested in pursuing literacy certification but who wish to broaden their understanding of literacy assessment and intervention for struggling readers and writers (e.g., school principals and others in school leadership positions).

### **Reading Specialist M.A. degree program**

#### **This program is not currently admitting students.**

The Reading Specialist M.A. degree program provides students with a broad foundation in applied educational psychology as it relates to literacy acquisition and concentrated preparation in assessment and intervention in reading and writing difficulties. The program provides experience in working with child, adolescent, and adult learners.

Key program characteristics include the following:

- Accredited by the International Dyslexia Association
- Preparation for two New York State teacher certifications: Teacher of Literacy, Birth-6 and Teacher of Literacy, 5-12.
- Individualized and small group focus: Students are prepared to teach reading and writing to struggling readers both individually and in small groups. This prepares them to provide literacy instruction in pull-out programs, inclusion classrooms, and regular classrooms.
- Balanced literacy focus: Integration of rigorous, evidence-based word study training with authentic literacy, encompassing phonemic awareness, decoding, word recognition, reading comprehension, fluency, vocabulary development, spelling, and expressive writing.
- Assessment and intervention focus: Students learn to administer a battery of classroom-based and standardized assessment measures to identify strengths and weaknesses of individual students and groups and then to develop an intervention plan based on the assessment findings.
- Preparation to diagnose dyslexia: Students analyze a battery of standardized tests and formulate a diagnosis.
- Psychology focus: Understanding of typically developing and delayed literacy development from the vantage point of cognitive processes and their relation to race, ethnicity, language proficiency, and socio-economic status.

- Research focus: Emphasis on evidence-based (scientifically sound) intervention strategies for struggling readers.
- Lifespan perspective: Students learn to deliver assessment and intervention to individuals from preschool emergent literacy through adolescence and adulthood. Adults include adult literacy students and college dyslexics.
- Clinical experience: Students take practica in a clinic at Teachers College where they deliver services to struggling readers of all ages who come from low-income households.
- School experience: The advanced practicum may be taken at the student's own school or another selected school.
- Professional development focus: Preparation for professional development in an advanced seminar.
- Full-time students (four courses in each academic semester and summer courses) can be in-residence for one calendar year and complete the final, advanced practicum via distance learning option where feasible.

## Degrees

### Advanced Certificate

#### Literacy

Advanced Certificate

**Points/Credits:** 15

**Entry Terms:** Spring/Summer/Fall

**Certification:**

- None

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#### Degree Requirements

**Course Requirements:** 15 points

**Fall/Spring/Summer Entry**

The Advanced Certificate Program can be completed within one academic year if needed with students taking two courses in the Fall term and three courses in the Spring. It can also be readily completed over two years. Students should know that the practicum course offered in the spring requires an additional 3 hours per week direct contact with school-aged individuals who are not meeting grade level expectations in reading and writing because of literacy difficulty, even if not formally diagnosed with a reading/learning disability. These hours are in addition to class and supervision time. Note that NYS requires practicum work with both the lower level (Pre-K to Grade 4) and upper level (Grades 5-12) of the literacy grade span.

#### HBSK 4072 (3) – Theory and Techniques of Assessment and Intervention in Reading

Provides an overview of theories and research pertaining to reading acquisition and assessment and intervention techniques for reading across the lifespan. Content is organized according to four major themes: the psychology of reading development, language structures, assessment, and intervention.

This course is offered in the Fall, Spring and Summer terms.

#### HBSK 5098 (3) – Diagnosis of Reading and Writing Disabilities

This course discusses theory and research pertaining to reading and writing disabilities, and students learn to formulate a diagnosis based on standardized, norm-referenced tests. Students obtain experience in administering, scoring and interpreting a battery of measures. The course takes a lifespan perspective in its examination of reading and writing disabilities in children, adolescents, and adults. Pre-requisite: Grade of B or better in HBSK 4072.

This course is offered in the Spring term only.

#### HBSK 5099 (3) – Writing Interventions Theory and Practice

This is a literacy course that applies research on cognitive, linguistic, affective, social, and cultural processes underlying writing performance to the development of writing interventions. Writing is discussed within the context of language and literacy development. Students learn to evaluate evidence-based writing interventions for both typically developing and special-needs populations of differing ages and in various educational settings.

This course is offered in the Fall term only.

#### HBSK 5373 (3) – Practicum in Literacy Assessment and Intervention I

This is a practicum course that prepares students to assess, analyze, and remediate literacy difficulties using research-based practices and resources. In class sessions, students learn to understand assessment and instruction across a broad spectrum of skill areas reflecting the most common areas of difficulty for struggling readers and writers. Students apply those skills in their work in the Dean-Hope Center for Educational and Psychological Services (CEPS) with individuals who have literacy difficulties. The course includes training in a structured literacy program. Pre-requisite: Grade of B or better in HBSK 4072.

This course is offered in the Spring term only.



### HBSE 4071 (3) – Language and Literacy in Literature and the Content Areas for the DHH and Students with Language Delay/Language Based Reading Disabilities

This course addresses the ‘reading to learn’ stage and explores the relationship between literacy instruction and content area study (literature, science, math, social studies). Particular emphasis is given to the reading, language mediation and study of expository materials at all levels of the curriculum. Specific teaching and learning strategies for deaf, hard of hearing and students with language delays and/or language-based reading disabilities will be covered.

This course is offered in the Spring term only.

## Faculty

### Emeriti

- Dolores **Perin** Professor Emerita of Psychology and Education

### Lecturers

- Susan Garni **Masullo** Senior Lecturer

## Courses

### HBSE 4001 - Teaching students with disabilities in the general education classroom

This course addresses problems of educational assessment, curriculum and teaching, organization, and guidance of students with physical, cognitive, affective, and sensory disabilities.

### HBSK 4072 - Theory and Techniques of Assessment and Intervention in Reading

Provides an overview of theories and research pertaining to reading acquisition and assessment and intervention techniques for reading across the lifespan. Content is organized according to four major themes: the psychology of reading development, language structures, assessment, and intervention.

### HBSK 4074 - Development of Reading Comprehension

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 5077 - Adult Literacy and Developmental/Remedial Education**

Online. This course provides an examination of the learning of reading and writing by adults who have not achieved full literacy. Populations discussed include students in programs including adult basic education, vocational/ career & technical education, continuing education, and developmental/ remedial education; adults with dyslexia and other learning disabilities; 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 5098 - Diagnosis of Reading and Writing Disabilities**

Prerequisite: HBSK 4072. Presents theory and research pertaining to reading and writing disabilities. Students obtain experience in administering, scoring, and interpreting a battery of measures and learn to formulate a diagnosis based on standardized, norm-referenced tests. The course takes a lifespan perspective in its examination of reading and writing disabilities. Materials fee: \$50.

### **HBSK 5099 - Writing Interventions Theory and Practice**

This is a literacy course that applies research on cognitive, linguistic, affective, social, and cultural processes underlying writing performance to the development of writing interventions. Writing is discussed within the context of language and literacy development. Students learn to evaluate evidence-based writing interventions for both typically developing and special-needs populations of differing ages and in various educational settings.

### **HBSK 5373 - Practicum in literacy assessment and intervention I**

Prerequisite or corequisite: HBSK 4072, grade of B or better. This course prepares students to assess, analyze, and remediate literacy difficulties using research and theory. In class sessions, students learn to understand assessment and instruction across a broad spectrum of skill areas reflecting the most common areas of difficulty for struggling readers and writers. Students apply those skills in their work in the Dean-Hope Center for Educational and Psychological Services (CEPS) with an individual who has literacy difficulties. The practicum counts for 50 clock hours of field experience.

### **HBSK 5376 - Practicum in literacy assessment and intervention II**

Prerequisites: HBSK 4072, HBSK 5373 with grade of B+ or better. This course is the second of three practica that prepare students to assess and remediate literacy difficulties. HBSK 5376 utilizes a more advanced learning model in which a student works to assess and tutor a client at the Dean-Hope Center for Educational and Psychological Services (CEPS). In class sessions, students continue to learn techniques, skills, and materials for assessment and intervention for use with those who struggle with reading and writing. Students are expected to apply class content in clinical sessions with an individual with literacy difficulties. Each practicum counts for 50 clock hours weekly of field experience. Attendance at supervision sessions is also mandatory.

**HBSK 5377 - Practicum in literacy assessment and intervention III**

Prerequisites: HBSK 4072, HBSK 5376 with grade of B+ or better. This course is the third of three practica that prepare students to assess and remediate literacy difficulties. HBSK 5377 utilizes an independent learning model in which the student works to assess and tutor a small group of individuals in a school setting. The focus in this practicum is on differentiating instruction for students who are reading and writing below grade-level expectations. Students work collaboratively with classroom teachers and other school personnel while continuing to adhere to professional and ethical guidelines and standards in their assessment, teaching and preparation of documentation and reports. Materials fee: \$100.

**HBSK 5580 - Seminar in consultation and evaluation in reading**

The purpose of this seminar is to consider the implications of recent research in literacy assessment and intervention for the consultation, evaluation and professional development roles of Reading and Learning Specialists and Coaches. Materials Fee: \$50.

# School Psychology

Department of Health Studies & Applied Educational Psychology

## Program Description

The College has two programs in school psychology: (a) the Ph.D. program, which is accredited by the American Psychological Association (APA) and the National Association of School Psychologists (NASP), and (b) the Ed.M. program, which is approved by NASP. The theoretical model of our programs involves the application of psychological science to the promotion of learning and mental health in schools and other educational and mental health contexts.

The goal of the doctoral program is to train beginning-level school psychologists to work in schools, universities, research centers, testing companies and clinics that serve children, youth, and their families. Our scientist-practitioner training model consists of formal instruction and apprenticeship. Course work provides students with a strong foundation in psychological theory and research as well as its application to (a) the instruction and learning of school-related subjects, and (b) the understanding, promotion, and treatment of mental health problems. Practicum 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 the Dean Hope Center (our College clinic) in the first year, collaborating schools in the second year (we provide school psychological services to children and youth in schools that serve children from ethnically and linguistically diverse low- and middle-income environments), organized externships in public schools, hospitals, and clinics in the New York City area in the third and fourth years, and a formal internship in the 5th year. Under close supervision by faculty, doctoral students apprentice in teaching (labs, modules for assessment courses) and clinical supervision of first-year students with practicum clients in the Dean Hope Center.

Students also take on leadership roles in research labs, admissions, faculty searches, and in mentoring younger Ph.D. students. Faculty research, all of which is cognitively, behaviorally, and/or developmentally oriented, provides yet another vehicle for students to develop and apply their knowledge.

In addition to the Ph.D. degree program, the Program in School Psychology also has a New York State Department of Education registered Ed.D option. However, this degree is not accredited by APA, and the Program has not accepted applications or admitted students to it in many years.

The goal of the Ed.M. program is to train beginning-level certified school psychologists to work in public schools. Course work provides students with a strong foundation in psychological theory and research as well as its application to (a) instruction and learning of school-related subjects, particularly reading, and (b) the understanding, promotion, and treatment of mental health in school settings. Practica and internship experiences provide students with the opportunity to apply this knowledge directly to their work with clients who are seen in the Dean Hope Center in the first year, our collaborating schools in the second year, and internships in schools in the New York City area or other parts of the country in the third year.

Specifically, we prepare school psychologists who:

- Goal 1: Demonstrate a sound theoretical foundation in psychological science and use this knowledge as scientists/practitioners to plan, conduct, and evaluate psychological and educational research
- Goal 2: Demonstrate knowledge and skills concerning fundamentals of measurement and assessment and the use of psychological and educational assessment measures in a non-biased, reliable and valid manner. Demonstrate knowledge and skills concerning the theories and tactics used to guide the design, implementation, and evaluation of effective interventions for children and adolescents and their families.
- Goal 3: Demonstrate the ability to apply theoretical knowledge and skills when consulting with teachers, parents, and other professionals.
- Goal 4: Demonstrate the ability to apply knowledge of individual cultural differences (e.g., race/ethnicity, gender, language, socioeconomic status, religion, sexual orientation, etc.) to effective professional practice in multicultural social contexts.
- Goal 5: Demonstrate (a) active involvement in the profession, (b) commitment to professional ethics and standards, and (c) commitment to lifelong learning.

## Degrees

### Master of Education

#### School Psychology: Applied Developmental and Learning Psychology

Master of Education | NY State Provisional: School Psychology

**Points/Credits:** 69

**Entry Terms:** Fall Only

**Certification:**

- NY State Provisional: School Psychology

**Degree Requirements****Master of Education (Ed.M., 69 points)****Master of Education-Regular Track (Ed.M., 69 points)**

Our National Association of School Psychologists (NASP)-accredited Master of Education program requires 69 points of coursework. 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.

(The fieldwork sequence conforms to the calendar of our cooperating schools, NOT to the Teachers College academic calendar.)

Suggested sequence of courses by year and semester:

**First Year**

Fall (15 credits)

- HBSK 4025 3 Professional and Ethical Functions of School Psychologists
- HBSK 5320 3 Individual Psychological Testing I
- HBSK 4074 3 Development of Reading Comprehension
- HBSK 5378 3 Psychoeducational Assessment of School Subject Differences
- HBSK 4073 3 Childhood Disorders

Spring (15 credits)

- HBSK 5321 3 Individual Psychological Testing II
- HBSK 6380 3 Psychoeducational Assessment of Culturally Diverse Students
- HBSK 5096 3 Psychology of Memory: Cognitive and Affective Bases
- HBSK 5050 3 Cognitive and Behavioral Interventions
- BBS 5068(9) 3 Brain and Behavior I

Summer (6 credits)

Session A

- HBSS 6100 3 Measurement and Program Evaluation

Session B

- ORL 5362 3 Group Dynamics: A Systems Perspective

**Second Year**

## Fall (13 credits)

- HBSK 5280 4 Fieldwork
- HBSK 6382 3 Psychoeducational Interventions in the Schools
- HBSK 6584 3 Seminar: School Psychology Consultation
- HBSK 5031 3 Families as a Context for Child Development
- HBSE 4015 3 Applied Behavior Analysis I

## Spring (13 credits)

- HBSK 5280 4 Fieldwork
- HBSK 6362 3 Group Practicum
- HBSK 4030 3 Multicultural Issues in School Psychology
- HUDM 4122 3 Probability and Statistical Inference

**Third Year**

## Fall &amp; Spring (4 credits)

- HBSK 5480 2 Internship Supervision (2 credits per semester)

**Master of Education-ABA Track (82 points)**

In addition to our regular track, the Applied Behavior Analysis (ABA) track offers students the opportunity to obtain certification as a school psychologist and a license as a Behavior Analyst (LBA) in New York State, plus meet the requirements for certification as a Board Certified Behavior Analyst (BCBA) by earning a Certificate in Applied Behavior Analysis.

Suggested sequence of courses by year and semester:

**First Year**

## Fall (16 credits)

- HBSK 4025 3 Professional and Ethical Functions of School Psychologists
- HBSK 5320 3 Individual Psychological Testing I
- HBSE 4015 3 Applied Behavior Analysis I
- HBSE 4034 1 Practicum in ABA (1 credit)
- HBSK 4073 3 Childhood Disorders
- HBSK 5378 3 Psychoeducational Assessment of School Subject Differences

## Spring (12 credits)

- HBSK 5321 3 Individual Psychological Testing II
- HBSK 6380 3 Psychoeducational Assessment of Culturally Diverse Students
- HBSK 5050 3 Cognitive and Behavioral Interventions
- HBSE 4034 0 Practicum in ABA (0 credits)
- HBSE 4044 3 Methods I: Research Methods in Pedagogy, Curriculum, and management

## Summer (14 credits)

## Session A (6 credits)

- HBSE 4049 3 Professional and Ethical Issues in ABA
- HBSS 6100 3 Measurement and Program Evaluation

## Session B (8 credits)

- ORL 5362 3 Group Dynamics: A Systems Perspective (one week)
- HBSE 4048 3 Working with Families with Autism
- BBS 5068 2 Brain & Behavior I

**Second Year**

## Fall (17 credits)

- BBS 5069 1 Brain and Behavior II
- HBSK 5280 4 Fieldwork
- HBSK 6382 3 Psychoeducational Interventions in the Schools
- HBSK 6584 3 Seminar: School Psychology Consultation
- HBSK 5031 3 Families as a Context for Child Development
- HBSE 4045 3 Methods 2: Curr/Ped Operations for Teaching

## Spring (16 credits)

- HBSK 5280 4 Fieldwork
- HBSK 6362 3 Group Practicum
- HBSE 4016 3 ABA II
- HBSK 4030 3 Multicultural Issues in School Psychology
- HBSK 5096 3 Psychology of Memory: Cognitive and Affective Bases

## Summer (5 credits)

## Session A

- HUDM 4122 3 Probability and Statistical Inference

## Session B

- HBSE 4047 2 Record Keeping in ABA (online)

**Third Year**

## Fall and Spring (2 credits)

- HBSK 5480 2 Internship Supervision (1 credit per semester)

**Doctor of Philosophy****School Psychology**



Doctor of Philosophy | NY State Provisional: School Psychology

**Points/Credits:** 90

**Entry Terms:** Fall Only

**Certification:**

- NY State Provisional: School Psychology

## Degree Requirements

### Doctor of Philosophy (Ph.D., 90 points)

Our American Psychological Association (APA)- and National Association of School Psychologists (NASP)- accredited doctoral program (Ph.D.) requires a minimum of 90 points. Students may have to complete courses in addition to those included in the curriculum if their advisor deems it necessary (e.g., an extra statistics course). Attainment of the doctoral degree prepares students for certification as a school psychologist and licensure as a psychologist. On average, doctoral students should plan on five years of full-time attendance, including summers. This includes three years of coursework, 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 (12 credits)

- HBSK5320(3) Individual Psychological Testing I\*
- HBSK4025(3) Professional and Ethical Functions of School Psychologists
- HBSK4073(3) Childhood Disorders\*
- HUDM4122(3) Probability and Statistical Inference (most semesters)
- HBSK657\_(0) Research Practicum

Spring (15 credits)

- HBSK5321(3) Individual Psychological Testing II\*
- HBSK5378(3) Practicum in Psychoeducational Assessment of School Subject Difficulties\*
- HBSK5050(3) Cognitive and Behavioral Interventions for Youth
- HBSK6380(3) Practicum in Psychoeducational Assessment with Culturally Diverse Students
- HBSE 4015(3) Applied Behavior Analysis I
- HBSK657\_(0) Research Practicum

Summer (6 credits)

- HUDM5122(3) Applied Regression Analysis (most semesters)
- ORL5362(3) Group Dynamics: A Systems Perspective (most semesters)

#### Second Year

Fall (13 credits)

- ORLJ5040(3) Research Methods in Social Psychology
- HBSK5280(4) Fieldwork in School Psychological Services
- HBSK6584(3) Seminar: School Psychology Consultation

- HBSK6382(3) Advanced Practicum in Psychoeducational Interventions in Schools
- HBSK657\_(0) Research Practicum

#### Spring (18 credits)

- HBSK5031(3) Family as the Context for Child Development
- HBSK657\_(0) Research Practicum
- HBSK5280(4) Fieldwork in School Psychological Services
- HBSK 6362(3) Group Work with Children & Adolescents
- HBSK 4030 (3) Multicultural Issues in School Psychology
- BBS 5069 (2) Brain and behavior I

#### Summer (8 credits)

- HUDM5059(3) Psychological Measurement
- HUDM5123(3) Linear Models and Experimental Design
- BBS 5069 (1) Brain and behavior II

### Third Year

#### Fall (5 credits)

- HBSK5271(2) Supervised Externship in Psychoeducational Practice (Section 1)
- HBSK657\_(0) Research Practicum
- HUDK6520(3) Seminar in Lifespan Developmental Psychology (offered every other year)
- HBSK4074(3) Development of Reading Comprehension

#### Spring (6 credits)

- HBSK5096(3) Psychology of Memory: Cognitive and Affective Bases
- HBSK5271(2) Supervised Externship in Psychoeducational Practice (Section 1)
- HBSK5273(1) Supervised Experience in Supervision
- HBSK 6383 (3) Neuropsychological Assessment of Children and Adults
- HBSK657\_(0) Research Practicum:

#### Summer (3 credits)

- CCPX6020(3) History and Systems of Psychology

### Fourth Year

#### Fall (4 credits)

- ORLJ5540 (3) Pro-seminar in Social Psychology
- HBSK7503(1) Dissertation Seminar\*\*
- HBSK5271(0) Supervised Externship in Psychoeducational Practice (Section 2)

#### Spring (0 credits)

- HBSK5271(0) Supervised Externship in Psychoeducational Practice (Section 2)
- HBSK8902(0) Dissertation Advisement

### Fifth Year

- HBSK6480(0) School Psychology Internship

**PLEASE NOTE**

**The following courses, which are included in a fall or spring semester in the suggested sequence can be taken in the summer. However, before deciding to take any of the following in the summer, please consult with your advisor.**

1. HUDM4122, Probability and Statistical Inference (most semesters)
2. HBSK4074, Development of Reading Comprehension

## Faculty

### Faculty

- Prerna **Arora** Associate Professor of Psychology and Education
- Melissa **Collier-Meek** Associate Professor of Psychology and Education
- Benjamin **Lovett** Associate Professor of Psychology and Education

### Emeriti

- Ann E **Boehm** Professor Emerita of Psychology and Education
- Marla Ruth **Brassard** Professor Emerita of Psychology and Education
- Dolores **Perin** Professor Emerita of Psychology and Education
- Stephen T **Peverly** Professor Emeritus of Psychology and Education
- Philip A **Saigh** Professor Emeritus of Psychology and Education

### Lecturers

- Roseanne Christine **Gotterbarn** Lecturer
- Helen **Stevens** Lecturer

### Adjunct Faculty

- Kristene Anne **Doyle** Adjunct Full Professor
- Jennifer **Hope** Adjunct Assistant Professor
- Kamauru **Johnson** Adjunct Assistant Professor
- Michael Jerome **Koski** Instructional Staff
- Amy **Margolis** Adjunct Associate Professor

- Erica M. **Miller** Adjunct Assistant Professor

## Instructors

- Katherine L **Durham**
- James Francis **Sumowski**

# Courses

## **HBSK 4025 - Professional and ethical functions of school psychologists**

Permission required. Overview of issues associated with the school psychologist's roles within educational settings including assessment, intervention, and consultation. Education and disability law and ethics are stressed.

## **HBSK 4072 - Theory and Techniques of Assessment and Intervention in Reading**

Provides an overview of theories and research pertaining to reading acquisition and assessment and intervention techniques for reading across the lifespan. Content is organized according to four major themes: the psychology of reading development, language structures, assessment, and intervention.

## **HBSK 4073 - Childhood Disorders**

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. This course considers psycho-educational assessment, diagnosis, and treatment of child and adolescent disorders. A testing lab is included.

## **HBSK 4074 - Development of Reading Comprehension**

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 5031 - Family as a context for child development**

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.

**HBSK 5050 - Cognitive and Behavioral Interventions for Youth**

This course is intended to provide graduate students in psychology with an introduction to the application of cognitive behavioral interventions for the treatment of childhood disorders. The theoretical foundations of major cognitive-behavioral therapies for the treatment of psychological disorders will be studied. Treatment skills, including clinical interviewing and basic therapeutic skills, will be presented. Further, empirically supported therapeutic interventions for some of the most common psychological disorders experienced by school age children will be discussed. An introduction to cognitive behavioral case formulation and individual treatment planning will be integrated throughout the class. Empirical data pertaining to the use and efficacy of cognitive behavioral interventions with diverse populations will be reviewed. Ethical considerations will be presented and highlighted.

**HBSK 5085 - Observing and assessing preschool children**

Overview of assessment procedures used with preschool and kindergarten-age 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: Cognitive and affective bases**

The course focuses on several themes related to cognition and affect: historical and philosophical foundations, the effects of context. An analysis of perspectives on human memory with particular attention to knowledge, attention, strategic processes, meta-cognition, transfer, and context. The application of this information to practice is stressed.

**HBSK 5271 - No Title Found in Banner**

Supervised experience in a school, hospital, or community clinic focusing on psychoeducational assessment, counseling, remediation, and consultation. Prerequisite: HBSK 5280. Students can register for this course up to six times.

**HBSK 5273 - Supervised fieldwork in remedial reading and school difficulties: Supervised experience in supervision**

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.

**HBSK 5280 - Fieldwork in school psychological services**

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.

**HBSK 5320 - Individual Psychological Testing I**

Permission required. This is a year-long 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 5321 - Individual Psychological Testing II**

Permission required. This is a year-long 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: \$100 per term.

**HBSK 5378 - Practicum in Psychoeducational Assessment of School Subject Differences of Monolingual and Culturally and Linguistically Diverse Students**

Covers the assessment of academic skills, especially reading and cognitive functioning. The administration, scoring, and meaningful interpretation of test performance are addressed. Students work in pairs with client.

**HBSK 5480 - School Psychology Internship (Ed.M.)**

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 6362 - Group Work Children & Adolescents**

The course, through lectures, experiential activities and in-class supervision, prepares school psychologists in training to plan for and lead counseling and psychoeducation groups for children and adolescents in schools.

**HBSK 6380 - Practicum in psycho-educational assessment with culturally diverse students**

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 Dean Hope Center. Additional supervisory session required. Supervisory fee: \$100. Materials fee: \$50.

**HBSK 6382 - Advanced practicum in psycho-educational interventions in schools**

Permission required. Concurrent registration in HBSK 5280 required for all School Psychology students. Cognitive-behavioral interventions with children, adolescents, and their families. Special fee: \$75.

**HBSK 6383 - Neuropsychological Assessment of Children and Adults**

Permission required. Prerequisites: HBSK 5320 and either BBSN 5033 or BBSN 5070. Analysis, administration, and interpretation of special procedures used to assess brain damage/dysfunction in adults and children. Special fee: \$35.

**HBSK 6480 - School Psychology Internship (Ph.D.)**

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 - Research in applied educational psychology: Neurosciences and Education**

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 6571 - Research in applied educational psychology: Family Well-being and Developmental Disabilities**

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 6572 - Research in Applied Educational Psychology: Minoritized Youth and School Mental Health**

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 6574 - Research in applied educational psychology: Cognitive processes related to studying**

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 6576 - Research in applied educational psychology: Acquisition of reading and writing ability**

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 6577 - Research in applied educational psychology: Psychoeducational aspects of deafness**

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 6578 - Research: School Psychology**

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 6584 - Seminar: school psychology consultation**

In this course, students develop and practice basic skills in school consultation and counseling. Through readings, discussions, presentations, and role plays, students demonstrate an understanding of counseling theories and approaches, approaches to consultation, as well as practices consistent with professional ethics and legal standards. Students reflect on their own cultural background and acquire knowledge relevant to cross-cultural consultations.

### **HBSK 7503 - Dissertation Seminar**

Permission required.

### **HBSK 8902 - Dissertation Advisement**

Permission required. Individual advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For more information please see section on continuous registration for Ed.D. degree.





**Teachers College**  
COLUMBIA UNIVERSITY

# Academic Catalog 2023-2024

## Human Development

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### Department Information:

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# The Department of Human Development

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## Our Mission

The Department of Human Development is devoted to promoting an understanding of human development in families, schools, and institutions across the lifespan. The department provides social scientists and educators with theories, empirical methods, and analytical tools for understanding and conducting research in human development and cognition and for helping solve educational and psychological problems.

# Cognitive Science in Education

Department of Human Development

## Program Description

In the Cognitive Science in Education Program, 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, as well as 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 degree program requirements are designed to prepare graduates for careers in several possible settings. For the master's degree programs, these settings include

- school systems seeking instructional technology coordinators and teachers who are knowledgeable about cognitive and developmental theories and research.
- 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, reading, and learning analytics.

Students in the Cognitive Science in Education Program begin by taking a set of core background courses, then pursue one of three areas of focus: Foundations of Cognition and Learning, Applications, and Intelligent Technologies.

# Degrees

## Master of Education

### Educational Psychology: Cognitive, Behavioral, and Developmental Analysis

Master of Education

**Points/Credits:** 60

**Entry Terms:** Spring/Summer/Fall

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### Degree Requirements

#### Core Courses (9 points):

Three courses selected from the following:

- HUDK 4015 Psychology of thinking (3)
- HUDK 4029 Human cognition and learning (3)
- HUDK 4080 Educational psychology (3)
- HUDK 5023 Cognitive development (3)
- HUDK 5042 Motivation in education (3)
- HUDK 5125 Cross-Cultural psychology (3)

#### Statistics/Research Design (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)

#### Research Practicum (6 points):

- HUDK 5324 Research work practicum (3) by permission,
- HUD 6500 Proseminar in Human Development (1), and
- HUDK 5324 Research work practicum (2) by permission

(The Integrative Project is done in conjunction with these courses)

#### Specialized Courses (24-27 points):

Selected in consultation with an advisor and focusing on one of the following areas of focus:

1. Foundations of Cognition and Learning
  - HUDK 4015 Psychology of thinking (3)
  - HUDK 4027 Development of mathematical thinking (3)
  - HUDK 4050 Core methods in educational data mining (3)
  - HUDK 4051 Learning analytics: process and theory (3)

- HUDK 4052 Data, Learning, and Society (3)
- HUDK 4054 Managing education data (3)
- HUDK 5020 Development of creativity (3)
- HUDK 5024 Language development (2-3)
- HUDK 5025 Spatial thinking (3)
- HUDK 5029 Personality development and socialization across the lifespan (3)
- HUDK 5030 Visual explanations (3)
- HUDM 5058 Choice and decision making (3)
- HBSK 5096 Psychology of memory (3)
- HUDK 5042 Motivation in education (3)
- HUDK 5053 Feature engineering studio (3)
- HUDK 5063 Cognitive development beyond childhood (3)
- HUDK 5120 Development of creativity: the case study method (3)
- HUDK 5125 Cross-cultural psychology (3)

#### 19. Applications

- HUDK 4015 Psychology of thinking (3)
- HUDK 4027 Development of mathematical thinking (3)
- HUDK 4035 Technology and human development (3)
- HUDK 5024 Language development (3)
- HUDK 5035 Psychology of media (3)
- HUDK 5042 Motivation in education (3)
- HUDK 5063 Cognitive development beyond childhood (3)
- HUDK 5090 Psychology of language and reading (3)
- HUDK 5100 Supervised research and practice (1-6)
- HBSK 4074 Development of reading comprehension strategies and study skills (3)
- EDPS 4021 Sociology of education (3)
- HBSK 4074 Reading comprehension strategies and study skills (3)
- ORL 5522 Evaluation methods I (3)

#### 14. Intelligent Technologies:

- HUDK 4015 Psychology of thinking (3)
- HUDK 4021 Developmental psychology – infancy (2-3)
- HUDK 4022 Developmental psychology – childhood (2-3)
- HUDK 4023 Developmental psychology – adolescence (2-3)
- HUDK 4025 Cognition of handheld devices (3)
- HUDK 4029 Cognition and learning (3)
- HUDK 4035 Technology and human development (3)
- HUDK 4040 Social media and users (3)
- HUDK 4050 Core methods in educational data mining (3)
- HUDK 4051 Learning analytics: Process and theory (3)
- HUDK 5025 Spatial thinking (3)
- HUDK 5030 Visual explanations (3)
- HUDK 5035 Psychology of media (3)
- HUDK 5036 Psychology of children’s television (3)
- HUDK 5063 Cognitive development beyond childhood (3)
- HUDK 5120 Development of creativity: the case study method (3)
- HUDK 5197 Psychology of eLearning in business and industry (3)
- HUDK 5037 Psychology of children’s television (3)
- HUDK 5063 Cognitive development beyond childhood (3)
- MSTU 4039 Video games in education (3)

- MSTU 5000 Possibility of virtual worlds (3)
- ORLD 4015 How adults learn (3)
- ORLJ 4005 Organizational psychology (3)

#### **Non-departmental Courses (minimum of 6 points):**

At least 2 Teachers College courses outside the Department selected in consultation with an advisor.

#### **Integrative Project:**

One of the following

- Empirical Research Paper
- Design (and perhaps Implementation) Project Paper
- Research Literature Review Paper

#### **Program of Study**

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 accredited institutions. Candidates who have completed an M.A. or M.S. degree through Teachers College must register for a minimum of 45 points of the required 60 through Teachers College.

#### **Satisfactory Progress**

Students are expected to make satisfactory progress toward the completion of degree requirements. If satisfactory progress is not maintained, a student may be dismissed from the program. Program faculty annually review each student's progress. Where there are concerns about satisfactory progress, students will be informed by the program faculty. If a student is performing below expectations, remedial work within an appropriate timeline may be required. If satisfactory progress is not maintained, a student may be dismissed from the program.

## Faculty

### Faculty

- John B **Black** Cleveland E. Dodge Professor of Telecommunications & Ed.
- James E **Cortner** Professor of Statistics and Education
- Karen **Froud** Associate Professor of Neuroscience and Education
- Peter **Gordon** Associate Professor of Neuroscience and Education
- Xiaodong D **Lin** Professor of Cognitive Studies
- Gary J **Natriello** Ruth L. Gottesman Professor in Educational Research
- Robert Stuart **Siegler** Jacob H. Schiff Foundations Professor of Psychology and Education
- Renzhe **Yu** Assistant Professor, Learning Analytics / Educational Data Mining

## Emeriti

- Deanna **Kuhn** Research Professor Emerita of Psychology and Education

## Adjunct Faculty

- Jie **Gao** Adjunct Assistant Professor

# Courses

## HUDK 4011 - Networked and Online Learning

The course explores the social dimensions of online learning. The course begins by reviewing the uniquely social dimensions of learning in general and then turns to an examination of the transition to the information age that has made online or networked learning possible. The course next covers how traditional social forms such as classrooms, schools, professions, and libraries have been represented in online learning venues followed by consideration of new and emerging social forms such as digital publishing, social networks and social media, adaptive learning technologies, and immersive and interactive environments. The course concludes by examining macro-level factors that shape the opportunities for online learning.

## HUDK 4015 - Psychology of thinking

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 - How Children Learn Math

The development of informal and formal mathematical thinking from infancy through childhood with implications for education.

## HUDK 4029 - Human cognition and learning

Cognitive and information-processing approaches to attention, learning, language, memory, and reasoning.

## HUDK 4035 - Technology and human development

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**

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 4902 - Research and independent study**

Permission required.

### **HUDK 5020 - The development of creativity**

Major theories and contemporary research in creative work, emphasizing case studies of exceptional and historically influential individuals.

### **HUDK 5023 - Cognitive development**

Theory and research on the development of cognitive processes across the lifespan.

### **HUDK 5025 - Spatial thinking**

Analyzes research on how people learn, mentally represent, mentally transform, describe, and act on the spaces they encounter. Mental models of and transformations of space underlie the way people think about abstract domains, so thought about space has implications for thought in general. Implications for education and HCI are considered.

### **HUDK 5030 - Visual explanations**

Surveys production and comprehension of visualizations ranging from ancient cave paintings and petroglyphs to diagrams, charts, graphs, comics, picture books, photographs, gesture, and film to extract and apply techniques for conveying objects, actions, forces relations, and emotions, meanings that are both inherently visible and non-visible. Implications for education, art, media, and HCI are drawn.

### **HUDK 5035 - Psychology of media**

Covers psychological theories and research that relate to various media and what people learn directly and indirectly from them.

### **HUDK 5063 - Cognitive development beyond childhood**



Examination of all aspects of cognitive functioning over the major portion of the life cycle that occurs beyond childhood, addressing both common patterns and individual and cultural variations. A particular focus will be critical examination of the research methods by which such knowledge is gained.

### **HUDK 5090 - Psychology of language and reading**

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 5197 - The Psychology of E-learning in Business and Industry**

This course will focus on the design of online learning experiences in workplace environments, from a perspective that looks to put academic research into practice. Real-world cases, including numerous demonstrations of real-life courses and systems, will be used to explore uses of online learning in the workplace for both training and “just-in-time” performance support purposes. This course will cover a variety of online learning methods, including simulations, games, mobile learning, social learning, uses of artificial intelligence, and learning in virtual reality environments. The methods and case studies will be examined with an eye toward relevant research in the areas of education, software usability, and cognitive psychology. Potential career paths for someone interested in the field of workplace e-learning will also be discussed. This course does not have a pre-requisite.

### **HUDK 5324 - Research Practicum**

Students learn research skills by participating actively in an ongoing faculty research project.

### **HUDK 6523 - Seminar in cognitive development**

Permission required. Advanced topics in research and theory in cognitive development.

### **HUDK 6539 - Research practicum in educational psychology, cognition, and learning**

Permission required. Limited to doctoral candidates in psychology.

### **HUDK 6902 - Advanced research and independent study**

Permission required.

### **HUDK 7502 - Dissertation seminar**

Permission required. Development of doctoral dissertation and presentation of plans for approval. Registration limited to two terms.

**HUDK 8901 - Dissertation Advisement - Human Cognition/Learning**

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.

# Developmental Psychology

Department of Human Development

## Program Description

The Program in Developmental Psychology focuses on the development of individuals across their lifespan; at Teachers College, our focus is on the infant, preschool, school, and early adulthood life phases/years. Development occurs within contexts; at Teachers College, our focus is on the family, the preschool and school, the neighborhood, and the media. We are interested in both how development unfolds and how trajectories may be altered by interventions and programs. Development involves interactions between the individual and environments; at Teachers College, our focus is on how biological characteristics and vulnerabilities are expressed in various contexts and on how genes by environmental interactions are expressed (and may be altered).

### **Master of Arts (M.A.)**

The Master of Arts degree in Developmental Psychology minimally requires completion of 32 points. 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 pursue 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 may be applicable if the student is later admitted to one of the more advanced master's or doctoral programs in those 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.

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 capstone.
- Electives in developmental psychology plus relevant electives offered by other Teachers College 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 they go on to pursue more advanced degrees in particular areas of specialization.

### **Doctor of Philosophy (Ph.D.)**

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 nons-profit organizations. 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 dissertation.

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 that 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. Coursework 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 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.

## Degrees

### Master of Arts

#### Developmental Psychology

Master of Arts

**Points/Credits:** 32

**Entry Terms:** Summer/Fall

#### Degree Requirements

1. Five CORE courses taken for 3 points each.
  - The following three courses:
    - HUD 4120 Methods of Empirical Research
    - HUDK 5023 Cognitive Development
    - HUDK 5040 Development and Psychopathology: Atypical Contexts and Populations
  - One of the following two courses on Social-Emotional Development:
    - HUDK 5029 Personality Development and Socialization across the Lifespan
    - HUDK 5121 Children's Social and Emotional Development in Context
  - A fifth course selected from among the following options:
    - BBS 5068 - 5069 Brain and Behavior I and II (taken for a total of 3 points)
    - BBSN 5193 - Neuroscience of Adversity
    - HUDK 4027 Development of Mathematical Thinking
    - HUDK 4029 Human Cognition and Learning
    - HUDK 4080 Educational Psychology
    - HUDK 5024 Language Development
    - HUDK 5025 Spatial Thinking
    - HUDK 5030 Visual Explanations
    - BBSN 5007 Neuroscience Applications to Education
2. One of the following three STATISTICS courses taken for 3 points:
  - HUDM 4120 Basic Concepts in Statistics (if no undergraduate statistics)
  - HUDM 4122 Probability/Statistical Inference
  - HUDM 5122 Applied Regression Analysis
4. Two SPECIALIZED Courses in the Developmental Psychology Program taken for 3 points each.
  - HUDK 5500 Capstone

- One additional course in the Developmental Psychology Program
  - Each student shall complete a Departmental Special Project.
  - The practicum will be the course in which students are mentored on this special project. The special project is intended to be a "culminating experience" that allows the student to integrate in one paper various aspects of what has been learned at Teachers College. The project does not have to be an empirical study, it may be a literature review or theoretical paper. If the special project involves an empirical study, it does not have to be a complete investigation; it may be a report of a pilot study. Students should aim to generate an organized, scholarly document, reporting thoughtful, careful and rigorous work
5. Additional COURSES OUTSIDE the Developmental Psychology Program taken for 1-3 points each. (To meet the College breadth requirement, students must take a total of six points in Teachers College courses outside the Program, by any combination of courses).
  6. One ELECTIVE COURSE selected in consultation with an advisor. Note: Students doing a field-based internship should enroll in HUDK5100.
  7. In consultation with an advisor and with permission of the supervising faculty member, a relevant independent study may be taken, but is not required.
  8. Special Project (completed as part of the HUDK 5500 course): The special project is intended to be a "culminating experience" that allows students to integrate in one paper various aspects of what has been learned at Teachers College. The project does not have to be an empirical study; it may be a literature review, theoretical paper, evaluation of an educational program, or a research proposal. If the special project involves an empirical study, it does not have to be a complete investigation; it may be a report of a pilot study. Students should aim to generate an organized, scholarly document, reporting thoughtful, careful, and rigorous work.

#### Transfer Credit

For the M.A. degree, no transfer credit is granted for work completed at other universities.

#### Satisfactory Progress

Students are expected to make satisfactory progress toward the completion of degree requirements. If satisfactory progress is not maintained, a student may be dismissed from the program. Where there are concerns about satisfactory progress, students will be informed by the program faculty. If a student is performing below expectations, remedial work within an appropriate timeline may be required.

FOR MORE INFORMATION PLEASE CONTACT:

HUD Staff

P: 212-678-4190

## Doctor of Philosophy

### Developmental Psychology

Doctor of Philosophy

**Points/Credits:** 75

**Entry Terms:** Summer/Fall

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## Degree Requirements

### Courses and Requirements

#### Core Courses:

Students are generally advised to take the following four courses in developmental psychology in their first year of doctoral studies.

- HUDK 5040 Developmental and psychopathology: Atypical contexts
  - HUDK 6520 Seminar on lifespan development
  - HUDK 5023 Cognitive Development
  - HUD 4120 Methods of Empirical Research
- OR
- ORLJ 5040 Research methods in social psychology I

#### Statistics Sequence:

The following four statistics courses are required, and students are advised to begin enrollment during the first semester of study. HUDM 4122 may be waived for students who have taken appropriate coursework in statistics at the undergraduate/graduate level or who have passed an equivalency examination. Please contact HUD Staff at [hud1@tc.columbia.edu](mailto:hud1@tc.columbia.edu) for more information.

- HUDM 4122 Probability and statistical inference
  - HUDM 5122 Applied regression analysis
- OR
- EDPA5002 - Data Analysis for Policy Decision Making
  - HUDM 5123 Linear models and experimental Design
- OR
- EDPE6023 - Advanced Causal Methods
  - HUDM 6122 Multivariate analysis

Once this sequence is finished, students may find it helpful to take one or more of the following courses, which provide instruction on more advanced topics:

- HUDM 6030 Multilevel and longitudinal data analysis
- HUDM 6055 Latent structure analysis
- HUDM 5133 Casual Inference Program Evaluation

#### Breadth Requirement:

All doctoral students must take at least one course for a minimum of 3 points in each of the following four areas listed below. The courses must be other than courses required as part of the degree program core. Students should consult with their advisors about whether specific courses meet program requirements. Examples of suitable courses are included below. Students may also consult the TC course catalog for other examples. Note that courses used to fill the Breadth/Foundation course requirements may not be used to fulfill requirements in another area.

**Biological Basis of Behavior:**

- BBS 5068 Brain & behavior I and BBS 5069 Brain and behavior II (total 3 points)
- MSTC 5000 Neurocognitive Models of Information Processing
- BBSN 5007 Neuroscience Applications to Education

**Cognitive Basis of Behavior:**

- CCPX 5020 Cognition, emotion, and culture
- HBSK 5096 Psychology of memory
- HUDK 4015 Psychology of thinking
- HUDK 4029 Human cognition and learning
- HUDK 5024 Language development
- HUDK 5025 Spatial thinking
- HUDK 5030 Visual explanations
- HUDK 5090 Psychology of language and reading

**Social Cultural Factors & Individual Differences:**

- BBSN 5152 Neuroscience, Ethics and the Law
- BBSN 5193 Neuroscience of Adversity
- HBSK 5031 Family as context for child development
- HUDK 5029 Personality development and socialization across the lifespan
- HUDK 5121 Children's social and emotional development in context
- HUDK 5125 Cross cultural psychology
- HUDK 6036 Child and family policy I
- ORLJ 5017 Small group intervention: Theory and method
- ORLJ 5106 Psychological aspects of organizations
- ORLJ 5540 Proseminar in social and organizational psychology

**Measurement:**

- HUDM 5059 Psychological measurement
- HUDM 6051 Psychometric theory
- HUDM 6055 Latent structure analysis

**Proseminar Requirement:**

Doctoral Students are required to enroll in proseminar during the fall and spring of their first year. The course is taken for 3 credits per semester, totaling 6 credits for the year. This course covers various topics integral to the doctoral experience and is a great way for students to present their work amongst peers and gain feedback.

HUD 6500 Doctoral Proseminar (2 semesters)

**Out-of-Department Requirement:**

Doctoral students must take at least three courses outside the Department.

**Course Assistantship Requirement:**

Doctoral students must be a course assistant for two master's-level courses, which may include HUDK 5324, the Master's Practica. For more information, please visit the Department of Human Development located in Grace Dodge Hall, room 453.



**Certification Papers:**

The two advanced requirements that are met prior to presenting a dissertation proposal are an original theoretical paper and an original empirical research paper in the student's area of specialization. For more information, please visit the Department of Human Development located in Grace Dodge Hall, room 453.

**Certification Examination:**

As part of their certification requirements, all students must take a three-hour examination in research methods.

**Post-Certification Requirement:**

Ph.D. candidates must take a minimum of 15 additional points after meeting certification requirements, including the points enrolled during the semester in which certification occurs.

**Dissertation Seminar:**

For a dissertation proposal to be approved, the student must enroll in Dissertation Seminar (HUDK 7501). Dissertation Seminar is typically taken for one semester--the semester in which the student wishes to finish the dissertation proposal and have it approved. It can be taken for a maximum of two semesters. If the proposal is not approved in the first semester, the student must register for a second semester. After the approval of the proposal or the completion of the second semester, whichever comes first, the student proceeds automatically into registration for Dissertation Advisement.

**Dissertation Proposal Hearing:**

When the student and the advisor have agreed on a proposal for dissertation research, a proposal hearing will be scheduled.

**Advanced Seminar:**

After completing the collection of data, the student will request that an Advanced Seminar be scheduled. The purpose of the Advanced Seminar is for the committee to review data and their analysis before the final Dissertation Defense.

**Dissertation Defense:**

Requirements for the scheduling of the dissertation defense and composition of the dissertation committee can be found in the requirements bulletin for the Degree of Doctor of Philosophy (obtainable from the Office of Doctoral Studies).

**M.Phil. Degree:**

The M. Phil. is an en passant degree awarded to those nearing the completion of the Ph.D. degree. The student contacts the Office of Doctoral Studies to file for the award of the degree.

To receive the M. Phil., the student must satisfactorily complete the following requirements:

1. File an approved "Program Plan of Study" with the Office of Doctoral Studies
2. Complete at least six courses with evaluative grades under Teachers College registration
3. Pass the Certification Examination
4. Complete an approved empirical research paper
5. Complete an approved theoretical research paper
6. Complete all 75 points of coursework required for the degree.

Please note: Students must submit a copy of their Program Plan of Study and both research papers to the Department of Human Development for record keeping purposes.

**Transfer Credit:**

Relevant graduate courses with earned grades of B or higher taken in other accredited 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 requirement for the Ph.D. degree. For more information, please contact the Transfer Credit Coordinator in the Registrar's Office.

**Satisfactory Progress:**

Students are expected to make satisfactory progress toward the completion of degree requirements. If satisfactory progress is not maintained, a student may be dismissed from the program. Where there are concerns about satisfactory progress, students will be informed by the program faculty.

## Faculty

### Faculty

- Jeanne **Brooks-Gunn** Virginia and Leonard Marx Professor of Child and Parent Development and Education
- Kimberly G **Noble** Professor of Neuroscience and Education
- Tyler Wayne **Watts** Assistant Professor in Developmental Psychology

### Lecturers

- Laura Mielcarek **DeRose** Lecturer

## Courses

### HUD 4120 - Methods of empirical research

An introduction to the methods of scientific inquiry, research planning, and techniques of making observations and analyzing and presenting data.

### HUDK 4021 - Developmental psychology: Infancy

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**

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**

Theoretical and empirical studies of classic and current theories of how adolescents construct their identity and develop physically, cognitively, morally, emotionally, and socially.

### **HUDK 4027 - How Children Learn Math**

The development of informal and formal mathematical thinking from infancy through childhood with implications for education.

### **HUDK 4901 - Research and independent study**

Permission required.

### **HUDK 5020 - The development of creativity**

Major theories and contemporary research in creative work, emphasizing case studies of exceptional and historically influential individuals.

### **HUDK 5023 - Cognitive development**

Theory and research on the development of cognitive processes across the lifespan.

### **HUDK 5024 - Language Development**

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 5029 - Development and socialization across the lifespan**

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**

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 - Children's Social and Emotional Development in Context**

Contemporary theory and research on children 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 5125 - Cross-cultural psychology**

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 Practicum**

Students learn research skills by participating actively in an ongoing faculty research project.

### **HUDK 6036 - Child and Family Policy I**

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 - Development Over the Lifespan: Doctoral Seminar**

Permission required. How people become socialized and how psychology deals with the process in terms of developmental concepts.

### **HUDK 6901 - Advanced research and independent study**

Permission required.

### **HUDK 7501 - Dissertation seminar**

Permission required. Development of doctoral dissertations and presentation of plans for approval. Registration limited to two terms.

### **HUDK 8900 - Dissertation advisement - Developmental Psychology**

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.

# Learning Analytics

Department of Human Development

## Program Description

The Program in Learning Analytics prepares students to understand and use emerging quantitative methods, drawn from computer science, statistics, and cognitive science, for handling the vast amounts of data generated by online and digital learning environments.

Students complete coursework in learning analytics and educational data mining methods, tools, and theory over the course of a year of full-time study beginning in the fall semester and concluding in the summer. Part-time study for those working in related fields is also available.

In addition to learning about relevant policy, legal, and ethical issues involved in conducting analytics on educational data, students will be challenged to use learning analytics methods to improve learning opportunities for a range of student populations.

Studying with a faculty of internationally recognized experts, students in the Learning Analytics Program work with real-world data collected from online and digital learning environments in the K-12 and post-secondary sectors.

The Program includes face-to-face and online components and opportunities for individual instruction and advice. The Program has strong industry connections, which can result in internship opportunities and other experiential learning opportunities.

## Degrees

### Master of Science

#### Learning Analytics

Master of Science

**Points/Credits:** 32

**Entry Terms:** Fall Only

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## Degree Requirements

### Required Program Core Courses: (minimum of 5 courses for 15 points/credits)

- HUDK 4050: Core Methods in Educational Data Mining
- HUDK 4051: Learning Analytics: Process and Theory
- HUDK 4052: Data, Learning, and Society OR HUDK 4011 Networked and Online Learning
- HUDK 4054: Managing Educational Data OR HUDK 4031 Evaluation: Individuals, Groups, Institutions
- HUDK 5053: Feature Engineering Studio OR HUDK 5324 Research Work Practicum

### Additional Courses in Learning (HUDK): (minimum of 3 courses for 9 points/credits)

Three courses with the HUDK prefix selected in consultation with your advisor:

- HUDK 4015 Psychology of thinking (3)
- HUDK 4029 Human Cognition and Learning (3)
- HUDK 4080 Educational psychology (3)
- HUDK 5023 Cognitive development (3)
- HUDK 5042 Motivation in education (3)
- HUDK 5125 Cross-Cultural psychology (3)
- HUDK 5100 Supervised Research and Practice (1-6)

### Courses in Statistics (minimum of 2 courses for 6 points/credits) Also satisfies the College Breadth Requirement

- HUDM 4122 Probability and statistical inference OR HUDM 4125 Statistical inference
- HUDM 5122 Applied regression analysis

### Students with prior coursework in statistics may place out of one or more statistics courses and consider these additional options:

- HUDM 5026 Introduction to data analysis in R
- HUDM 5123 Linear models and experimental design
- HUDM 5124 Multidimensional scaling and clustering
- HUDM 5133 Causal inference for program evaluation

### Capstone Project:

Students will complete an integrative capstone project, involving analysis with educational data to address a real-world problem or question.

For the M.S. degree, no transfer credit is granted for work completed at other universities.

### Satisfactory Progress

Students are expected to make satisfactory progress toward the completion of degree requirements. If satisfactory progress is not maintained, a student may be dismissed from the program. Program faculty annually review each student's progress. Where there are concerns about satisfactory progress, students will

be informed by the program faculty. If a student is performing below expectations, remedial work within an appropriate timeline may be required. If satisfactory progress is not maintained, a student may be dismissed from the program. Further policy details can be found in the Teachers College Student Handbook: <https://www.tc.columbia.edu/student-handbook/>

### **Full-time Program**

Students can apply for and be admitted to the full-time program in the fall semester only. This program takes up to 3 semesters of study.

**For International Students on Visas:** Each semester international students must maintain 9 points for full time status. In the last semester, they will need a “Reduced Course load” form signed by the Program Director.

**For all students:** In their last semester, students will need to submit an “Intent to Graduate” form early in the semester.

## Faculty

### Faculty

- John B **Black** Cleveland E. Dodge Professor of Telecommunications & Ed.
- James E **Cortner** Professor of Statistics and Education
- Bryan Sean **Keller** Associate Professor of Practice in Applied Statistics
- Gary J **Natriello** Ruth L. Gottesman Professor in Educational Research
- Renzhe **Yu** Assistant Professor, Learning Analytics / Educational Data Mining

### Visiting Faculty

- Yasemin **Gulbahar Guven** Visiting Assistant or Associate Professor - Learning Analytics Program

## Courses

### **HUDK 4011 - Networked and Online Learning**

The course explores the social dimensions of online learning. The course begins by reviewing the uniquely social dimensions of learning in general and then turns to an examination of the transition to the information age that has made online or networked learning possible. The course next covers how traditional social forms such as classrooms, schools, professions, and libraries have been represented in online learning venues followed by consideration of new and emerging social forms such as digital publishing, social networks and social media,



adaptive learning technologies, and immersive and interactive environments. The course concludes by examining macro-level factors that shape the opportunities for online learning.

### **HUDK 4029 - Human cognition and learning**

Cognitive and information-processing approaches to attention, learning, language, memory, and reasoning.

### **HUDK 4050 - Core methods in Educational Data Mining**

The Internet and mobile computing are changing our relationship to data. Data can be collected from more people, across longer periods of time, and a greater number of variables, at a lower cost and with less effort than ever before. This has brought opportunities and challenges to many domains, but the full impact on education is only beginning to be felt. Core Methods in Educational Data Mining provides an overview of the use of new data sources in education with the aim of developing students' ability to perform analyses and critically evaluate their application in this emerging field. It covers methods and technologies associated with Data Science, Educational Data Mining and Learning Analytics, as well as discusses the opportunities for education that these methods present and the problems that they may create. The overarching goal of this course is for students to acquire the knowledge and skills to be intelligent producers and consumers of data mining in education. By the end of the course students should be able to systematically develop a line of inquiry utilizing data to make an argument about learning and be able to evaluate the implications of data science for educational research, policy, and practice.

### **HUDK 4051 - Learning Analytics: Process and theory**

Learning Analytics, Theory & Practice builds on HUDK 4050 Core Methods in Educational Data Mining to provide advanced techniques in the use of new data sources in education with the aim of developing students' ability to perform analyses and critically evaluate their application in this emerging field. It covers methods and technologies associated with data science, machine learning and learning analytics, as well as discusses the opportunities for education that these methods present and the problems that they may create.

### **HUDK 4052 - Data, Learning, and Society**

Introduction to multiple perspectives on activities connected to progress in our capacity to examine learning and learners, represented by the rise of learning analytics. Students develop strategies for framing and responding to the ranges of values-laden opportunities and dilemmas presented to research, policy, and practice communities as a result of the increasing capacity to monitor learning and learners.

### **HUDK 4054 - Managing education data**

Attaining, compiling, analyzing, and reporting data for academic research. Includes data definitions, forms, and descriptions; data and the research lifecycle; data and public policies; and data preservation practices, policies, and costs.

### **HUDK 5030 - Visual explanations**

Surveys production and comprehension of visualizations ranging from ancient cave paintings and petroglyphs to diagrams, charts, graphs, comics, picture books, photographs, gesture, and film to extract and apply techniques for conveying objects, actions, forces relations, and emotions, meanings that are both inherently visible and non-visible. Implications for education, art, media, and HCI are drawn.

### **HUDK 5053 - Feature engineering studio**

Feature Engineering Studio is a core course of the Learning Analytics Program and preference is given to students within this course of study. FES is a design studio style course that tackles real world data problems associated with technology use in education. Students will work in groups with outside organizations on data projects pertinent to educational problems. They will be required to respond to briefs supplied by the organizations and perform all parts of the workflow to generate data solutions for those organizations including, data cleaning and access, feature engineering and distillation, visualization, and final deliverables.

# Measurement, Evaluation, and Statistics

Department of Human Development

## Program Description

The Measurement, Evaluation and Statistics Program includes degree programs in Applied Statistics; and Measurement and Evaluation.

The **M.S. in Applied Statistics** (32 points) requires three semesters of full-time study, and students may complete the program in 3 semesters (fall/spring/summer). This master's degree program provides training for a number of positions in applied research settings, testing organizations, and business organizations. In addition to the satisfactory completion of coursework, an integrative project is required.

The **Ed.M. in Measurement and Evaluation** (60 points) is a two-year master's degree program. It provides training for a number of positions in educational research bureaus and testing organizations. In addition to the satisfactory completion of coursework, an integrative project is required for the master's degree.

The **Ed.D. and Ph.D. degree 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 university/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 evaluation, research design, and statistics in contrast research firms, as well as health care and business settings.

A **Doctor of Philosophy (Pd.D.)** degree is required for most college teaching positions and for positions of professional responsibility in testing organizations, departments of education, and licensure and certification boards. The Ph.D. (75 points) 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.** (90 points) 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.

## Degrees

### Master of Science

#### Applied Statistics

Master of Science

**Points/Credits:** 32

**Entry Terms:** Fall Only

#### Degree Requirements

##### Applied Statistics Core Courses (18 points):

The following courses are required (in special circumstances, substitute courses may be approved by an advisor.):

- HUDM 4125 Statistical inference (3)
- HUDM 5126 Linear models and regression analysis (3)\*
- HUDM 6026 Computational statistics (3)
- HUDM 5150 Statistical Careers, Communications and Capstone (3)

##### and at least one of:

- HUDM 5123 Linear models and experimental design (3)
- HUDM 6030 Multilevel and longitudinal data analysis (3)

##### and at least one of:

- HUDM 6055 Latent structure analysis (3)
- HUDM 6122 Multivariate analysis (3)

\*Under special circumstances HUDM 5122 may be substituted for HUDM 5126; advisor approval is required.

##### Statistics Electives (8 points):

Other advanced statistics courses offered by the Program or by other Departments/ Schools of Columbia University may be selected, in consultation with an advisor, to complete the 18-point requirement. Examples of candidate courses include: HUDM 5059, HUDM 5124, HUDM 5130, and HUDM 5133.

**Breadth Requirement (6 points):**

At least 6 points must be taken at Teachers College from outside the Program in Measurement, Evaluation, and Applied Statistics.

**Culminating Experience:**

A special project that is conducted in consultation with an advisor.

**Transfer Credit:**

For the M.S. degree program, no transfer credit is granted for work completed at other universities.

**Satisfactory Progress in MSAS Program Policy**

Under College policy, no more than 3 points of C- may be credited toward any degree, certificate or diploma. Students who accumulate 8 points or more with grades of C- or lower may not continue study at the College and will not receive a degree or diploma.

The College also has a policy on Satisfactory Academic Progress (SAP), available at <https://www.tc.columbia.edu/admission/financial-aid/resources/sap-policy/>, which spells out the academic standards necessary to maintain eligibility for federal financial aid. In addition to College policies, the MSAS program requires that students pass (with grades of A through C) all 6 required courses (i.e., HUDM 4125, 5126, 6026, 6122/6055, 6030/5123, 5150). A grade of C- or below in any of these core courses results in dismissal from the program. For statistics elective courses and breadth courses the College policy applies.

Satisfactory Progress for the M.S. degree program is a B or above.

## Master of Education

### Measurement and Evaluation

Master of Education

**Points/Credits:** 60

**Entry Terms:** Spring/Summer/Fall

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### Degree Requirements

**Measurement and Evaluation Core Courses (12 points):**

- HUDM 5059 Psychological measurement (3)
- HUDM 6051-6052 Psychometric theory I and II (3 each)
- HUDM 6055 Latent structure analysis (3)

**And at least 6 points selected from the following:**

- T6416 Program evaluation in social services (3) at School of Social Work
- P8582 Program evaluation design for health policy and management (3) at Mailman School of Public Health
- P8640 Methods in program evaluation (3) at Mailman School of Public Health
- P8705 Evaluation of health programs (3) at Mailman School of Public Health

**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 (3)

\*HUDM 4125 may be substituted for HUDM 4122 and HUDM 5126 may be substituted for HUDM 5122.

**Psychology (12 points):**

Courses are 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):**

One course in foundations of education and two courses in curriculum and teaching and/or educational leadership, chosen in consultation with an advisor.

**Electives:**

Chosen in consultation with an advisor and designed to strengthen and broaden the student's professional preparation.

**Culminating Experience:**

A project that is conducted in consultation with an advisor.

**Transfer Credit:**

For the Ed.M. degree, 30 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 accredited institutions. Only completed graduate courses with earned grades of B or higher will be considered for transfer credit. For more information, please speak with the Transfer Credit Coordinator in the Office of the Registrar.

The student files a "Request for an Allocation of Graduate Credit" with the Office of the Registrar. Once the Registrar's Office determines the eligibility of courses for transfer, final determination of transfer credit is awarded at the discretion of the Program Director after evaluation of the courses for content and relevance to program requirements. The Office of the Registrar notifies the student of the results.

**Satisfactory Progress:**

Students are expected to make satisfactory progress towards the completion of degree requirements. If satisfactory progress is not maintained, a student may be dismissed from the program. Where there are concerns about satisfactory progress, students will be informed by the program faculty.

Satisfactory progress in the Ed.M. degree program is a B or above.

## Doctor of Education

### Measurement and Evaluation

Doctor of Education

**Points/Credits:** 90

**Entry Terms:** Fall Only

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### Degree Requirements

#### Measurement Core (15 points):

- HUDM 5059 Psychological measurement (3)
- HUDM 5124 Multidimensional scaling and clustering (3)
- HUDM 6051 Psychometric theory I (3)
- HUDM 6052 Psychometric theory II (3)
- HUDM 6055 Latent structure analysis (3)

#### Evaluation Core (12 points):

- HUDM 5130 Meta-analysis (3)
- HUDM 5133 Causal inference for program evaluation (3)
- ORLJ 5040 Research methods in social psychology (3)

#### with at least one Evaluation course selected from the following:

- HP8640 Methods in program evaluation (3) (at Mailman School of Public Health)
- P8705 Evaluation of health programs (3) (at Mailman School of Public Health)

#### Quantitative Methods Core (18 points):

- HUDM 4122\* Probability and statistical inference (3)
- HUDM 5122\* Applied regression analysis (3)
- HUDM 5123 Linear models and experimental design (3)
- HUDM 6026 Computational statistics (3)
- HUDM 6030 Multilevel and longitudinal data analysis (3)
- HUDM 6122 Multivariate analysis I (3)

\*HUDM 4125 may be substituted for HUDM 4122 and HUDM 5126 may be substituted for HUDM 5122.

**Measurement, Evaluation, and Statistics Electives (18 points):**

In consultation with an advisor, students choose 18 points of courses from the below list, or from advanced courses offered at Columbia University Statistics Department, Mailman School of Public Health, and Programs across Teachers College. The following are suggested but not required:

1. HUDM 5058 Choice and decision making (3)
2. P8120 Analysis of categorical data (3) (at Mailman School of Public Health)
3. P8121 Generalized linear models (3) (at Mailman School of Public Health)
4. W4640 Bayesian statistics (3) (at the Columbia Statistics Program)
5. HUDM 5250 Research practicum in measurement and evaluation (0-4)

**Psychology (18 points):**

In consultation with an advisor, a group of courses aimed at substantive preparation in the field of psychology.

**Related Courses (6 points):**

Selected from the areas of curriculum development, guidance, applied human development, supervision, and administration, and in consultation with an advisor.

**Dissertation Advisement and Seminar (minimum of 3 points):**

HUDM 7500\* Dissertation seminar (1-3 credits each for two semesters) required

HUDM 8900 Dissertation advisement (0)

**Special Requirements:**

The first two years require full-time study. In addition to the above coursework, an approved certification paper, successful performance on the certification examination, and completion of an approved doctoral dissertation are also required.

**Transfer Credit**

Of a planned program of 90 points, at least 45 points must be taken through Teachers College registration. A maximum of 45 points may be transferred from another university for the Ed.D. degree. Only completed graduate courses with earned grades of B or higher that appear on the student's transcript from a regionally accredited institution may be considered for transfer credit.

The student files a "Request for an Allocation of Graduate Credit" with the Office of the Registrar. Once the Registrar's Office determines the eligibility of courses for transfer, final determination of transfer credit is awarded at the discretion of the faculty advisor after evaluation of the courses for content and relevance to program requirements. The Office of the Registrar notifies the student of the results.

**Satisfactory Progress**

Students are expected to make satisfactory progress toward the completion of degree requirements. Program faculty annually review each student's progress. Where there are concerns about satisfactory progress, students will be informed by the program faculty. If a student is performing below expectations, remedial work within an appropriate timeline may be required. If satisfactory progress is not maintained, a student may be dismissed from the program.

Satisfactory Progress for the Ed.D. degree is a B+ or above.



Satisfactory progress for a doctoral research fellow scholarship is a B+ or above.

## Doctor of Philosophy

### Measurement and Evaluation

Doctor of Philosophy

**Points/Credits:** 75

**Entry Terms:** Fall Only

### Degree Requirements

#### Measurement Core (15 points):

- HUDM 5059 Psychological measurement (3)
- HUDM 5124 Multidimensional scaling and clustering (3)
- HUDM 6051 Psychometric theory I (3)
- HUDM 6052 Psychometric theory II (3)
- HUDM 6055 Latent structure analysis (3)

#### Evaluation Core (9 points):

- HUDM 5130 Meta-analysis (3)
- HUDM 5133 Causal inference for program evaluation (3)
- ORLJ 5040 Research methods in social psychology (3)

#### Quantitative Methods Core (21 points):

- MSTM 5030 Topics in probability theory (3)
- HUDM 4125 Statistical inference (3)
- HUDM 5123 Linear models and experimental design (3)
- HUDM 5126 Linear models and regression analysis (3)
- HUDM 6026 Computational Statistics (3)
- HUDM 6030 Multilevel and longitudinal data analysis (3)
- HUDM 6122 Multivariate analysis I (3)

#### Measurement, Evaluation, and Statistics Electives (18 points):

In consultation with an advisor, students select courses from the following list, as well as more generally from courses offered at other Departments and Schools at Columbia University:

- HUDM 5058 Choice and decision making (3)
- P8120 Analysis of categorical data (3) (at Mailman School of Public Health)
- P8121 Generalized linear models (3) (at Mailman School of Public Health)
- W4640 Bayesian statistics (3) (at the Columbia Statistics Program)
- HUDM 5250 Research practicum in measurement and evaluation (0-4)

**Psychology (minimum of 9 points):**

In consultation with an advisor, a group of courses aimed at substantive preparation in the field of psychology.

**Dissertation Advisement and Seminar (minimum of 3 points):**

HUDM 7500\* Dissertation seminar (1-3 credits each for two semesters) HUDM 8900 Dissertation advisement (0)

**Special Requirements:**

The first two years require full-time study. In addition to the above coursework, an approved empirical paper, an approved theoretical research paper, successful performance on the certification examination, and completion of an approved doctoral dissertation are required for the Ph.D degree.

**M.Phil. Degree**

The M.Phil. is an en passant degree awarded to those nearing the completion of the Ph.D. degree. Students contact the Office of Doctoral Studies (ODS) to file for the award of the degree.

To receive the M.Phil., the student must satisfactorily complete the following requirements:

1. Register for courses through Teachers College and maintain continuous registration.
2. File, in the Office of Doctoral Studies, an approved Program Plan of Study, including transfer credit.
3. Complete not less than six courses with evaluative grades, under Teachers College registration, with a minimum composite grade decile of 6.
4. Pass the Departmental Certification Examination (i.e., Research Methods Examination).
5. Complete an approved empirical research paper and an approved theoretical research paper.
6. Satisfactorily complete a minimum of 75 points of graduate credit, as indicated on the Program Plan, and all program requirements for the Master of Philosophy degree.
7. Be recommended by the Program Advisor and Department Chair for the award of the M.Phil. degree, which signifies certification as a Ph.D. degree candidate who may continue the dissertation requirement under the auspices of the Teachers College faculty.

Candidates should provide copies of the Program Plan and both research papers to the Department of Human Development for inclusion in the student's records.

**Transfer Credit**

Relevant courses completed in other accredited 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 requirement for the degree.

Only completed graduate courses with earned grades of B or higher that appear on the student's transcript from a regionally accredited institution may be considered for transfer credit.

The student files a "Request for an Allocation of Graduate Credit" with the Office of the Registrar. Once the Registrar's Office determines the eligibility of courses for transfer, final determination of transfer credit is awarded at the discretion of the faculty advisor after evaluation of the courses for content and relevance to program requirements. The Office of the Registrar notifies the student of the results.

**Satisfactory Progress**

Students are expected to make satisfactory progress toward the completion of degree requirements. Program faculty annually review each student's progress. Where there are concerns about satisfactory progress, students will be informed by the program faculty. If a student is performing below expectations, remedial work within an appropriate timeline may be required. If satisfactory progress is not maintained, a student may be dismissed from the program.

Satisfactory Progress for the Ph.D. degree is a B+ or above.

Satisfactory progress for a doctoral research fellow scholarship is a B+ or above.

## Faculty

### Faculty

- James E **Cort** Professor of Statistics and Education
- Lawrence T **DeCarlo** Professor of Psychology and Education
- Bryan Sean **Keller** Associate Professor of Practice in Applied Statistics
- Young-Sun **Lee** Associate Professor of Psychology and Education
- Youmi **Suk** Assistant Professor of Applied Statistics
- Renzhe **Yu** Assistant Professor, Learning Analytics / Educational Data Mining

### Lecturers

- Giovanni **Motta** Full Time Lecturer - Applied Statistics

### Adjunct Faculty

- Jie **Gao** Adjunct Assistant Professor

## Courses

### HUD 4120 - Methods of empirical research

An introduction to the methods of scientific inquiry, research planning, and techniques of making observations and analyzing and presenting data.

**HUDM 4050 - Introduction to measurement**

An introduction to basic concepts and issues in measurement. Descriptive statistics, scales of measurement, norms, reliability, validity. Advantages and limitations of measurement techniques are discussed and illustrated.

**HUDM 4120 - Basic concepts in statistics**

Designed as a one-semester introduction to statistical concepts and methods. An overview of data analysis techniques, including organizing, graphing, analyzing, reporting, and interpreting data. Both descriptive and inferential techniques will be introduced. Use of statistical software is discussed.

**HUDM 4122 - Probability and statistical inference**

An introduction to statistical theory, including elementary probability theory; random variables and probability distributions; sampling distributions; estimation theory and hypothesis testing using binomial, normal, T, chi square, and F distributions. Calculus not required.

**HUDM 4125 - Statistical inference**

Prerequisite: Course in Calculus. Calculus-based introduction to mathematical statistics. Topics include an introduction to calculus-based probability; continuous and discrete distributions; point estimation; method of moments and maximum likelihood estimation; properties of estimators including bias and mean squared error; large sample properties of estimators; hypothesis testing including the likelihood ratio test; and interval estimation.

**HUDM 4901 - Research and independent study: Measurement and evaluation**

Permission required.

**HUDM 4902 - Research and independent study: Applied statistics**

Permission required.

**HUDM 5000 - Statistics Lab**

Students in this lab must also be enrolled in HUDM 5122 or HUDM 5123.

**HUDM 5026 - Intro to Data Analysis in R**

Prerequisite: HUDM 4122 or HUDM 4125. This course provides an introduction to the R language and environment for statistical computing with an emphasis on the application of fundamental graphical and statistical techniques. While some theory will be presented (for example, when discussing regression models),

the focus will be on implementation and interpretation as opposed to study of the statistical properties of the methods.

### **HUDM 5058 - Choice and decision making**

Prerequisite: HUDM 4122 or equivalent. Surveys research on psychological judgment and decision making, including historical and modern versions of utility theory, Tversky and Kahneman's influential Prospect Theory, emotion and decision making, decisions from experience, and decisions in a social context. The focus is on psychological or descriptive models of how people make decisions, although methods for decision analysis are briefly discussed.

### **HUDM 5059 - Psychological measurement**

A previous course in statistics or measurement is recommended. An in-depth examination of measurement and associated techniques, norms, classical test theory, reliability, validity, item response theory, issues, and applications.

### **HUDM 5122 - Applied regression analysis**

Least squares estimation theory. Traditional simple and multiple regression models and polynomial regression models, including use of categorical predictors. Logistic regression for dichotomous outcome variables is also covered. Class time includes lab time devoted to applications with IBM SPSS. Prerequisite: HUDM 4120 or HUDM 4122 or HUDM 4125.

### **HUDM 5123 - Linear models and experimental design**

Prerequisite: HUDM 5122 or HUDM 5126. This course provides an overview of experimental design and analysis from the perspective of the general linear modeling framework. Topics include the incremental F test for model comparisons, dummy and effect coding, single and multiple factor ANOVA and ANCOVA, analysis of categorical outcome data via generalized linear models, and repeated measures. The course includes lab time devoted to computer applications.

### **HUDM 5124 - Multidimensional scaling and clustering**

Prerequisites: HUDM 4122 and HUDM 5122 or equivalent. Familiarity with R recommended. 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. Graph and network models will also be discussed.

### **HUDM 5126 - Linear models and regression analysis**

Introduction to the theory and application of linear regression using calculus and matrix algebra. Focus on multiple regression models including dummy variables and polynomial models, regression diagnostics, and

advanced methods such as weighted least squares, multilevel models, and an introduction to the generalized linear model.

### **HUDM 5150 - Statistical Careers, Communication, and Capstone**

Prerequisite: 24 points completed towards MS Applied Statistics degree. This is a capstone course to the M.S. in Applied Statistics degree. In it students will discuss best practices in statistical analyses, including the role of a consultant and ethical issues encountered in analyses. Students will also study best practices for effective communication of statistics, including verbal, written, and graphical. Students will produce a capstone paper integrating the methods and skills they have learned across the M.S. degree.

### **HUDM 5250 - Research practicum in measurement and evaluation**

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 6026 - Computational statistics**

Prerequisite: HUDM 4125 and either HUDM 5122 or HUDM 5126. Provides an introduction to computationally intense methods in applied statistics, taught in R. Topics include methods of evaluating statistical estimators; design, implementation, and reporting of Monte Carlo simulation studies; resampling and reordering methods; and nonparametric and data mining approaches to regression.

### **HUDM 6030 - Multilevel longitudinal data analysis**

Prerequisite: HUDM 5122. Multilevel models include a broad range of models called by various names, such as random effects models, multi-level models, and growth curve models. This course introduces the background and computer skills needed to understand and utilize these models.

### **HUDM 6051 - Psychometric Theory I**

Permission required. Prerequisites: Both HUDM 5059 and HUDM 5122 or 5126. Classical test theory, and test/instrument development and validation.

### **HUDM 6052 - Psychometric theory II**

Permission required. Prerequisites: HUDM 6051 or equivalents. Item response theory & applications, and cognitive diagnostic models.

### **HUDM 6055 - Latent structure analysis**

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 6122 - Multivariate analysis I**

Prerequisite: HUDM 5122 or HUDM 5126; 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 6900 - Advanced research and independent study**

Permission required.

### **HUDM 7500 - Dissertation seminar**

Permission required. Development of doctoral dissertations and presentation of plans for approval. Registration limited to two terms. Ph.D & Ed.D students must complete 3 points over 2 semesters prior to proposing their dissertation.

### **HUDM 8900 - Dissertation advisement**

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. Ed.D & Ph.D students must register for this every semester while completing their dissertation.



**Teachers College**  
COLUMBIA UNIVERSITY

# Academic Catalog 2023-2024

## International & Transcultural Studies

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# The Department of International & Transcultural Studies

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## Our Mission

In recognition of the interconnectedness of all human beings around the globe, Teachers College has a long-standing commitment to the international arena.

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, and Comparative and International Education emphasize research on the social, cultural, economic, and political aspects of global processes. The program in International Educational Development prepares 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, and language and literacy. Students can concentrate within the department in such areas as African education, family and community education, international humanitarian issues, international educational policy studies, language, literacy, technology, and peace

education. We work with other departments at the College to provide our students additional concentrations in areas such 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 (e.g., economics, sociology, political science, history, or philosophy) also work closely with faculty outside the department. Degrees are offered by academic programs only, not in concentrations.

# Anthropology and Education

Department of International & Transcultural Studies

## Program Description

Within Columbia University, Teachers College has been a pioneer in exploring how anthropology can be engaged in public conversations about practical matters. This has led to the creation of two academic programs, one in Anthropology and Education and the other in Applied Anthropology. These two programs function as one entity and provide a unique research and training experience for a very select group of students. This highly personal academic environment within the larger university 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, health, the environment, and other fields to which anthropology may contribute. 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. The program combines systematic theoretical training with courses on qualitative research methods, including participant observation, advanced ethnographic methods, and discourse analysis. We encourage students to conduct "on-the-ground" research, applying their emerging methodological expertise to situations across the globe. Many of our students also use their training to better social inequality around the world.

The faculty has a distinguished record of publications and research projects, most of which have been conducted in the United States, the Caribbean, South America, and Europe.

### **Anthropology and Education**

The Program in Anthropology and Education prepares professionals and researchers to analyze and understand 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 International & Transcultural Studies Department houses the largest group of anthropologists of education to be found in any university in the world. It has been, for decades, one of the prominent places to study the anthropology of education.

### **Applied Anthropology (a joint program)**

In 1968, Teachers College and the Graduate School of Arts and Sciences of Columbia University implemented a joint Program of Applied Anthropology. This joint venture is open to 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 at global, national, and local levels. Students work in a variety of areas, including education, international development, businesses and corporations, the environment, and health.

### **Resources**

Both the Anthropology and Education and the Applied Anthropology Programs are conducted in collaboration with the Department of Anthropology at Columbia University, Graduate School of Arts and Sciences, Barnard College, the School of International and Public Affairs, and other professional schools and institutions within the University. Students have access to courses across the university.

In addition, our location in New York City allows students easy access to a myriad of prestigious academic and research institutions. Doctoral students may take courses through the Inter-University Doctoral Consortium (for participating institutions, see the Inter-University Doctoral Consortium section in this catalog). They frequently become involved in the plethora of international organizations in New York, and they collaborate with the diverse individuals who call New York home.

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.

## **Degrees**

### **Master of Arts**

#### **Anthropology and Education**

Master of Arts

**Points/Credits:** 32

**Entry Terms:** Spring/Summer/Fall

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### Degree Requirements

The Master of Arts degree program in Anthropology and Education offers a disciplinary approach that carefully explores and contributes to the analysis and understanding of educational processes in all settings where education may proceed.

Administrators, counselors, evaluators, and research associates can improve their work through learning how anthropological methods are applied to educational problems, policy, and practice. Students should choose an area of emphasis from Urban Education or Ethnographic Methods for Education Analysis.

The program requires at least five courses (15 points minimum) in anthropology; courses (9 points) in Complementary/Other Concentration Courses (International & Comparative Education, applied linguistics, philosophy, psychology, sociology); and four other courses (8-9 points) that directly contribute to the emerging professional interest of the candidate or practical courses relative to future professional settings. The M.A. program requires an integrative project in addition to the 32-point program. M.A. students are also required to attend a bi-weekly one-hour MA Advising and Career Workshop, also to assist with the IP, for noncredit.

To satisfy program breadth requirements, master's students must complete two Teachers College courses (for this purpose a course is defined as one in which at least 3 points are earned) outside the major program.

## Master of Education

### Anthropology and Education

Master of Education

**Points/Credits:** 60

**Entry Terms:** Spring/Summer/Fall

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### Degree Requirements

The Master of Education degree program is flexible, allowing students to address various professional concerns, satisfy diverse academic needs, and enhance professional skills.

Minimally, candidates for the Ed.M. degree in Anthropology and Education take 40 points in courses related to the main fields of the discipline, including at least 24 points in anthropology. A minimum of five courses (15 points) must be taken in Complementary/Other Concentration Courses (International & Comparative Education, history, applied linguistics, philosophy, psychology, sociology). An additional 21 points must also be taken that directly contribute to the emerging professional interest of the candidate or practical courses

relative to future professional settings. Students are also required to conduct an integrative project in addition to the 60 points of coursework. Ed.M. students are also required to attend a bi-weekly one-hour MA/Ed.M. Advising and Career Workshop, also to assist with the IP, for noncredit.

To satisfy program breadth requirements, master's students must complete two Teachers College courses (for this purpose a course is defined as one in which at least 3 points are earned) outside the major program. 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 coursework to the extent that they fulfill some of the requirements listed above.

## Doctor of Education

### Anthropology and Education

Doctor of Education

**Points/Credits:** 90

**Entry Terms:** Summer/Fall

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### Degree Requirements

The Doctor of Education degree is 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.

A minimum of 90 points of acceptable graduate credit is required for the Doctor of Education (Ed.D.). A minimum of 45 points 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).

### 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.

## **Doctor of Philosophy**

### **Anthropology and Education**

Doctor of Philosophy

**Points/Credits:** 75

**Entry Terms:** Summer/Fall

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### **Degree Requirements**

The Doctor of Philosophy degree program in Anthropology and Education is 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.

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 30 points may be transferred in courses from other accredited graduate schools. Forty-five points of Anthropology courses are required overall. Of these, up to 15 points in anthropology courses may be taken at other graduate institutions which are members of the Inter-University Doctoral Consortium.

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.

Within the major course requirements, 30 points in required courses must be taken: the four-semester sequence of colloquia and summer field research, which represents the core training module of the program (a minimum of 12 points); two additional research methods courses outside of the first semester colloquium (6 points); and two area courses, one within and one complementary to one's focus (6 points); and two sub-discipline courses outside of sociocultural anthropology (6 points), in linguistic anthropology, linguistics, or sociolinguistics.

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.

### **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 or 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.

### **Foreign Language Requirement**

Each candidate must satisfy the foreign language requirement by demonstrating a high level of proficiency in one language other than English.

## **Applied Anthropology**

Doctor of Philosophy

**Points/Credits:** 75

**Entry Terms:** Summer/Fall

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## **Degree Requirements**

The Doctor of Philosophy degree program in Applied Anthropology is 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.

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 30 points may be transferred in courses from other accredited graduate schools. Forty-five points of Anthropology courses are required overall. Of these, up to 15 points in anthropology courses may be taken at other graduate institutions which are members of the Inter-University Doctoral Consortium.

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.



Within the major course requirements, 30 points in required courses must be taken: the four-semester sequence of colloquia and summer field research, which represents the core training module of the program; (a minimum of 12 points); two additional research methods courses outside of the first year colloquium (6 points); two area courses, one within and one complementary to one's focus (6 points); and two sub-field courses outside of sociocultural anthropology (6 points), the two courses may be chosen from the same subfield or from two different subfields. 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.

### **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 or 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.

### **Foreign Language Requirement**

Each candidate must satisfy the foreign language requirement by demonstrating a high level of proficiency in one language other than English.

## Faculty

### **Faculty**

- Nicholas **Limerick** Associate Professor of Anthropology and Education
- Herve H **Varenne** Gardner Cowles Professor of Anthropology and Education

### **Lecturers**

- Ellen Grey **Gundaker** Senior Lecturer in Anthropology
- Amina UmAmir **Tawasil** Lecturer

# Courses

## **ITSF 4010 - Cultural & Social Bases of Education**

This course is designed as an introduction to cultural anthropology for educators and education researchers.

## **ITSF 4011 - Contexts of education**

Review of fundamental anthropological concepts for the analysis of educational institutions and processes around the world.

## **ITSF 4012 - Cross-cultural studies of learning**

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**

An introduction to the anthropological study of cities and how larger-scale urban relationships affect schooling. Emphasis is placed on understanding urban inequality.

## **ITSF 4016 - Culture and society in Africa**

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 4018 - Anthropology and development in Africa**

This seminar considers issues and problems of development in sub-Saharan Africa. It examines specific development projects from different theoretical and empirical perspectives.

## **ITSF 4026 - Technology and culture**

An exploration of technologies, broadly defined, and the contexts of their development, use, and politics of distribution locally and globally, drawing on research in anthropology and related disciplines.

## **ITSF 4034 - Dynamics of family interaction**

This course has been developed with practitioners of anthropology, educators, health professionals and globalization in mind. This course focuses on family as an agentive space where people construct with what they have around them. This focus is organized on two anthropological positions for their applied utility. One, culture is understood as all-encompassing situated in context and history, and is also a politicized concept. Two, the course is developed from the comparative Boasian approach to understanding human phenomenon, that different causes produce like effects or like causes produce different effects. The course will begin with an overview of anthropological research on kinship and relatedness by exploring the various possibilities in the composition of a typical family, how the family is formed, and how belongingness is maintained in different parts of the world. The second portion of the course will be devoted to what impacts the family and vice versa. Finally, this course will engage categories such as biological and social bases of family, honor, sexuality, love, wealth, religion, and institutions such as schools, the humanitarian/development/human rights regimes, and the nation-state. Ethnographic examples throughout the semester will focus on the socio-historical context, concreteness of actions, and use of resources.

### **ITSF 4900 - Internship, Research, Independent Study in Anthropology & Education**

Advanced masters students may register for internships, research projects related to the IP, or 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. Advisor Approval Required.

### **ITSF 5000 - Introductory methods of ethnography and participant observation**

This course provides training in knowledge-production through ethnographic research using participant-observation. Students will be able to gain an understanding of ethnography as a way of knowing how people do what they do. Part one of the course will be devoted to research design, which includes developing different types of research questions, selecting sites and anthropological methods suitable for answering these questions, and examining anthropological approaches for applied purposes. Part two of the semester consists of looking at the difficulties of conducting research driven by established categories like culture, as well as the challenges inherent in ethnography such as objectivity, representation, and ethical dilemmas. This half of the semester will be dedicated to helping students produce a research study proposal that they will present to their cohort. Throughout the course, students will be reading examples of ethnographic research relevant to policy-making in order to understand how approaches to ethnography have developed. The peer-review process will be heavily implemented in this course, where students are given the opportunity to evaluate and comment on each other's work. Students will be expected to study and read the assigned readings, and be able to participate in class discussions on the course readings. This course is foundational for students who are doing ethnographic fieldwork for their master's IP or doctoral dissertation. There are no prerequisites.

### **ITSF 5001 - Ethnography and Participant-Observation**

In an age in which big data is purported to solve contemporary human problems, Ethnography and Participant-observation have much to contribute. One contribution is that these make it possible to call into question the solutions put forth by way of representing human beings and their interactions with numbers. This course asks students to reflect more deeply upon what ethnographic research is and its role in scholarly and practical knowledge production. In the first of this series of courses (ITSF 5000: Introductory Methods of Ethnography and Participant-Observation), the emphasis is on operationalizing and designing a research project and writing a

proposal that tightly integrates the general problem to be addressed and the method to be used. In this second course in the series, the emphasis is on the actual hands-on process of conducting fieldwork, recording of observations (field notes, mechanical recording and transcription), analysis, and on the writing of the final report. Readings and hands-on activities will be assigned. The semester will be divided into three modules; participant-observation, participant-observation with audiovisual, and virtual ethnography. Each module will involve data analysis and a write-up. This course will take place every Tuesday for 1 hour and 40 minutes. However, there will be a component that requires students and the instructor meet outside for 2-3 Saturdays for 1 hour and 40 minutes for participant-observation work in place of the Tuesday meetings. This is the more advanced of the two courses on ethnography offered in the department. Beginners in participant-observation research should enroll in ITSF 5000. It is possible to enroll in both simultaneously.

### **ITSF 5003 - Communication and culture**

This course covers theories and ethnographies from linguistic anthropology, or the study of how communication shapes and is shaped by social life. It considers examples from different educational contexts, such as literacy, exams, and teaching, and how they intersect with major categories of inequality such as race, class, and gender. Students are encouraged to think critically about communicative norms in institutions like schools and to apply the themes of the course to their own interests and backgrounds.

### **ITSF 5007 - Race, class and schooling: Ethnographic approaches**

This course asks how "race" and "class" shape and are shaped by schooling in the United States and other regions around the globe, privileging ethnography as the best way to find out how these broad concepts play out for diverse participants in diverse contexts, on the ground.

### **ITSF 5012 - The anthropology of the Caribbean and postcolonial society**

Caribbean experiences have been central to the development of postcolonial theory. This course draws on this work as well as research in anthropology and related fields to investigate how peoples in one of the most culturally and linguistically diverse regions on earth make sense of the past, flourish or just get by in the present, and envision workable futures in a globalizing and media saturated world.

### **ITSF 5015 - Political anthropology: Labor, race, and belief**

This course considers the theories and concepts used by anthropologists and other social scientists in the analysis of political behavior and institutions. It analyzes contemporary theories for the study of power and their use in ethnographies of education. It also considers political topics, such as social movements and the state.

### **ITSF 5016 - Anthropology and Education**

Introduction to the anthropological investigation of educative institutions (villages, neighborhoods, families, peer groups, schools, etc.) and of the policy issues anthropology addresses.

### **ITSF 5018 - Drugs and Society**

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**

For anthropologists and non-anthropologists contemplating independent, qualitative research, this course provides hands-on experience in basic techniques for generating, recording, and managing anthropological data in the field.

### **ITSF 5037 - Global Literacies**

This course draws upon the anthropology of literacy, sociology of language, sociolinguistics, and critical, interdisciplinary studies of reading and writing to address basic questions about the nature of writing, reading, and graphic/material communication; the politics and processes of access to various systems; and the significance of various literacies around the world.

### **ITSF 5045 - Globalization, Mobility & Education**

Drawing on the anthropology of globalization and sociology of immigration, the course reviews major theories of immigrant incorporation and exclusion processes, examines case studies of im/migrants, refugees, and displaced persons and their adaptation processes inherent in the process of migration, and considers educational practices and policies that develop in order to address mobility in diverse contexts. The course asks how cultural, social, political, and economic factors influence im/migrant incorporation, and how educators can facilitate im/migrant students' opportunities for learning through changes in policies, pedagogies, and curricula.

### **ITSF 5610 - First-year colloquium in applied anthropology**

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 - Advanced Ethnographic Methods and Analysis: From Fieldwork to Text**

How do you analyze field notes, discourse, and social media and contribute to larger theoretical questions and practical solutions? How do you write a paper based on qualitative and ethnographic research? This course asks students to reflect upon what qualitative research is and its role in scholarly and practical knowledge production. Topics include: relationships between evidence and theory; storing, transcribing, analyzing, and portraying ethnographic evidence; writing about people while shifting away from anthropology's colonial history; and authoring an above average draft of an article-length paper. It is required for second-year anthropology doctoral students, who will report on their completed summer fieldwork. This course is also open to doctoral students in

other programs, as well as advanced anthropology master's students. Students are required to have already carried out pilot research that they will analyze during the class.

### **ITSF 6510 - Education and cultural production**

Education intersects cultural production in myriad ways involving large scale planning, environmental interventions, institutions like museums and parks, heritage initiatives, media old and new, and individual and local projects. This course investigates these and other modes of cultural production through the lenses of semiotic theories, anthropology, and related fields.

### **ITSF 6900 - Research independent study anthropology and education**

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.

# International and Comparative Education

Department of International & Transcultural Studies

## Program Description

The International and Comparative Education Program brings together faculty committed to the improvement of education policies and practices around the world. We approach education (broadly defined) from critical interdisciplinary and multidisciplinary perspectives, and we draw on multiple ways of knowing with sensitivity to social contexts. In our collective work, faculty, students, and alumni engage with multiple stakeholders across national and international contexts, including government institutions such as education ministries, bi- and multilateral donors, United Nations agencies, non-governmental organizations, private organizations, community organizations, families, and social movements. Our scholarship is responsive to current developments in the field, including education in conflict and post-conflict regions, sustainable development, and multilingual education for inclusiveness.

The Program prepares scholars, practitioners, and policymakers for leadership positions in the field of international and comparative education. Our teaching framework emphasizes theory, content knowledge specific to clusters and related sub-fields, research methods (quantitative analysis, qualitative inquiry, and mixed methods), and applied skills (e.g., program design, strategic planning, curriculum development, program monitoring and evaluation). Our Master's students typically aim to work in support of educational practices and programs upon graduation, while our doctoral students are poised to enter academia and/or assume leadership positions in various international organizations.

### **Description of the Program:**

In 1899, Teachers College became the first graduate institution in the United States to develop a Program in Comparative Education. In 1956, its faculty members co-founded the Comparative and International Education Society and created one of the field's most prominent peer-reviewed journals, *Comparative Education Review*.

By the 1960s, Teachers College became instrumental in the study of the international development of education as well and founded the Program in International Educational Development. The Program's faculty plays prominently in research and other education-related initiatives around the world.

Since the early 2000s, the two Programs – Comparative and International Education (CIE), and International Educational Development (IED) – operate as two degree-programs under one academic unit International Comparative Education. Both Programs offer M.A. and Ed.M. degrees; CIE offers a Doctor of Philosophy degree (Ph.D.) and IED offers a Doctor of Education degree (Ed.D.).

The primary distinction between the degree programs is the area of specialization. Students applying to the Comparative and International Education track select a discipline focus (Anthropology, Economics, History, Philosophy, Political Science, or Sociology), whereas students applying to the International Educational Development track select a cluster within the field of education (Global Governance, Policy, and Planning; Human Rights, Emergencies and Peacebuilding; Multilingual and Decolonial Dimensions of Education). The courses offered in these clusters vary each academic year.

Students in the International and Comparative Education Program are encouraged to select a geographical area of specialty. Geographical areas currently represented by faculty in the Department of International and Transcultural Studies are Africa, the Caribbean, Central Asia, East Asia, Europe, Latin America, the Middle East, South Asia, and the U.S. (for a transcultural/immigration focus). Area studies courses are available within our program and through various departments at Teachers College and Columbia University, and our students in International and Comparative Education have access to those offerings.

Applications are reviewed once a year for matriculation in the fall semester only. The deadlines for applications are in December or January depending on the degree program.

### **Degree Program: Comparative and International Education**

Up to 30 graduate-level credits may be transferred into the Ed.M. and Ph.D. degree programs.

Areas of specialization offered inside the Department of International and Transcultural Studies:

- Anthropology

The list of courses offered in Anthropology can be found under the degree programs, listed in this section of the catalog.

Areas of specialization offered outside the Department of International and Transcultural Studies:

- Economics
- History
- Philosophy
- Political Science
- Sociology

The courses for these areas of specialization in the Comparative and International Education Program - offered outside the department - can be found under the respective degree programs, listed in other sections of the catalog.



The Ph.D. degree program in Comparative and International Education includes a foreign language requirement as well as comprehensive training in research methods and data analysis. Ph.D. students are expected to take some of the courses in their discipline at the Graduate School of Arts and Sciences, Columbia University.

### **Degree Program: International Educational Development**

Up to 30 graduate-level credits may be transferred into the Ed.M. and 45 credits into the Ed.D. degree programs.

The following presents a description of clusters in International Educational Development.

#### **Cluster I: Global Governance, Policy, and Planning**

Liaison Faculty: Associate Professor Oren Pizmony-Levy and Professor Gita Steiner-Khamsi

The Global Governance, Policy, and Planning cluster prepares students for policy, planning and advocacy in an international context. The students acquire skills to prepare data-based reports, develop education sector plans and sector strategies, learn how to monitor and evaluate programs, and understand the different approaches for comparing educational systems. In addition to practicing these professional skills, students learn to problematize and reflect on the opportunities and limitations of global norm-setting for national developments and priorities, including the impact of PISA, TIMSS, and other large-scale student assessments.

Students who complete the degree at the Masters level typically work in policy or planning sections of governments or non-governmental organizations or are hired as consultants for preparing program design, evaluation, and planning documents. They work for intergovernmental organizations (OECD, Global Partnership for Education, UNESCO, UNICEF, World Bank), bilateral donors (FCDO, JICA, USAID, etc.), international NGOs (Save the Children, Open Society Foundations, World Vision, etc.), foundations (Al Qasimi Foundation, Lego Foundation, Mastercard Foundation) and other organizations that work internationally.

#### **Cluster II: Human Rights, Emergencies and Peacebuilding**

Liaison Faculty: Associate Professor Mary Mendenhall and Associate Professor S. Garnett Russell

The Human Rights, Emergencies and Peacebuilding cluster is designed for students interested in research, policy, and practice in humanitarian (natural disasters and armed conflict), forced displacement, post-conflict, and peacebuilding settings. The cluster brings together interdisciplinary and critical approaches to examine the role of education (including its limitations) in fostering social justice, social cohesion, sustainable peace, and human dignity across the humanitarian-development nexus. Students acquire skills in program design, curriculum development, monitoring and evaluation, policy analysis, and empirical research.

Students who complete the master's degree typically assume roles doing project design; program implementation; technical assistance; and research, evaluation and learning. They work for international, national, and local non-governmental organizations (e.g., ChildFund International,

Concern, Education Development Center, Facing History and Ourselves, FHI360, Global Nomads Group, International Rescue Committee, IREX, Save the Children, Norwegian Refugee Council, Sesame Workshop, The Brookings Institute, The DREAM Project, Visions Global Empowerment, World Education); intergovernmental agencies (Global Partnership for Education, UNESCO, UNESCO IIEP, UNHCR, UNICEF, World Bank); global networks (Inter-agency Network for Education in Emergencies); foundations (LEGO Foundation, Open Society Foundation); and bilateral donors (USAID).

### **Cluster III: Multilingual and Decolonial Dimensions of Education**

Liaison Faculty: Professor Regina Cortina, Professor Hope Leichter, and Associate Professor Nicholas Limerick

The Multilingual and Decolonial Dimensions of Education cluster focuses on building knowledge about language policies, multilingualism, and literacies; gender inequalities; interculturality; and the role of families and communities as they relate to policy and practice. It is an interdisciplinary field of study that encourages students to focus on key social, cultural, and political dynamics that affect education systems around the globe, and alternative ways of seeing education. Through courses, individual research, and group projects, students develop critical thinking skills from a comparative perspective to advocate for educational access and quality. Students consider strategies for the inclusion of Indigenous and other non-dominant languages and cultures in education and the decolonization of schooling practices throughout the Global South. The cluster's strengths include topical knowledge and research methods such as comparative policy analysis, participant observation, discourse analysis, assessment of student achievement and literacies, and classroom-based observation.

Students who complete this master's degree become educators and professionals in various international organizations, civil society organizations, foundations, and schools. Alumni with strong interest in forms of multilingualism and education, for example, are working at USAID, the Education Development Center, Pass Education, and various NGOs and schools. Graduates who completed their degree and focus on Latin America are working in the Fundación Escuela Nueva and The Alas Foundation, organizations advocating for education quality, intercultural and bilingual schools, education for climate change and biodiversity, and as teachers and administrators within international schools domestically and abroad at the World Bank, UNICEF, and Brookings Institution. Several graduates interested in Latinx education have become consultants and project managers in companies and organizations advocating for education equity, immigrant rights, language rights, and culturally competent teachers in U.S. schools.

# Degrees

## Master of Arts

### Comparative and International Education

Master of Arts

**Points/Credits:** 32

**Entry Terms:** Fall Only

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### Degree Requirements

#### Comparative and International Education (CIE – code: COMP)

Check the Course Planning sheet in the Student Handbook for the most recent degree requirements.

#### Coursework (at least 32 graduate level credits).

M.A. coursework falls into four broad areas:

##### Area 1: Core Courses (12 credits)

- ITSF 4580 International Comparative Education & Development Studies (Part 1)
- ITSF 4581 International Comparative Education & Development Studies (Part 2)
- Two Research Methods Courses (Not Limited to ITS Methods Classes)

##### Area 2: Concentration (at least 9 credits)

- Courses counting towards the concentration must be faculty advisor- approved.
- Students considering a change in concentration must discuss the change with the faculty advisor.

##### Area 3: Transcultural/Area Studies (at least 5 credits)

- Courses must come from at least two of the following categories: topics, research methods, professional skills, internship/practicum.

##### Area 4: TC Electives (at least 6 credits)

- To fulfill the TC breadth requirement, M.A. students must take at 6 points of courses that are at TC but outside of the International and Comparative Education Program.
- Courses offered by other programs within the ITS Department (anthropology) may also count as TC breadth electives if they are outside of the student's concentration.

#### Integrative Project (IP)

- Completion of an IP is required for the M.A. degree. Please see the Guidelines for Master's Integrative Project (IP) in the handbook.

- Students should consult with the faculty advisor about the IP at least one semester before the intended graduation date. After the IP topic has been approved, the IP Advisors are available to guide students through the completion of the IP.
- Students who are working on the IP but are not registered for any other classes may register for IND 4000 (Masters Candidate).

### Graduation

- Full-time students may complete the M.A. degree within one academic year (fall semester, spring semester, and summer session).
- In order to graduate, students need to review their coursework on Degree Audit (accessed through myTC portal) and have it approved by their faculty advisor. Once the IP is completed, the student's faculty advisor must approve it through Degree Audit. Students may contact the Registrar for specific deadlines. Students must submit a soft and hard copy of the IP to be filed in the International and Comparative Education Program office (374 GDH). Students will complete a release form indicating whether or not they grant permission for the IP to be viewed by other students.

For more information, review the full International and Comparative Education Student Handbook [here](#).

## International Educational Development

Master of Arts

**Points/Credits:** 32

**Entry Terms:** Fall Only

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### Degree Requirements

#### International Educational Development (IED – code: INTL)

Check the Course Planning sheet in the Student Handbook for the most recent degree requirements.

#### Coursework (at least 32 graduate level credits).

M.A. coursework falls into four broad areas:

Area 1: Core Courses (12 credits)

- ITSF 4580 International Comparative Education & Development Studies (Part 1)
- ITSF 4581 International Comparative Education & Development Studies (Part 2)
- Two Research Methods Courses (Not Limited to ITS Methods Classes)

Area 2: Cluster-related courses (at least 9 credits)

- Courses counting towards the cluster must be faculty advisor- approved.
- Students considering a change in cluster must discuss the change with the faculty advisor.

Area 3: Transcultural/Area Studies (at least 5 credits)

- Courses must come from at least two of the following categories: topics, research methods, professional skills, internship/practicum.

#### Area 4: TC Electives (at least 6 credits)

- To fulfill the TC breadth requirement, M.A. students must take at 6 points of courses that are at TC but outside of the International and Comparative Education Program.
- Courses offered by other programs within the ITS Department (anthropology) can also count as TC breadth electives if they are outside of the student's concentration.

#### Integrative Project (IP)

- Completion of an IP is required for the M.A. degree. Please see the Guidelines for Master's Integrative Project (IP) in the handbook.
- Students should consult with the faculty advisor about the IP at least one semester before the intended graduation date. After the IP topic has been approved, the IP Advisors are available to guide students through the completion of the IP.
- Students who are working on the IP but are not registered for any other classes may register for IND 4000 (Masters Candidate).

#### Graduation

- Full-time students may complete the M.A. degree within one academic year (fall semester, spring semester, and summer session).
- In order to graduate, students need to review their coursework on Degree Audit (accessed through myTC portal) and have it approved by their faculty advisor. Once the IP is completed, the student's faculty advisor must approve it through Degree Audit. Students may contact the Registrar for specific deadlines. Students must submit a soft and hard copy of the IP to be filed in the International and Comparative Education Program office (374 GDH). Students will complete a release form indicating whether or not they grant permission for the IP to be viewed by other students.

For more information, review the full International and Comparative Education Student Handbook [here](#).

## Master of Education

### Comparative and International Education

Master of Education

**Points/Credits:** 60

**Entry Terms:** Fall Only

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### Degree Requirements

#### Comparative and International Education (CIE – code: COMP)

Check the Course Planning sheet in the Student Handbook for the most recent degree requirements.

**Coursework (at least 60 graduate level credits, including up to 30 transferred credits).**

Ed.M. coursework falls into four broad areas:

#### Area 1: Core Courses (12 credits)

- ITSF 4580 International Comparative Education & Development Studies (Part 1)
- ITSF 4581 International Comparative Education & Development Studies (Part 2)
- Two Research Methods Courses (Not Limited to ITS Methods Classes)

#### Area 2: Cluster-related courses (at least 18 credits)

- Courses counting towards the cluster must be faculty advisor- approved.
- Students considering a change in cluster must discuss the change with their faculty advisor.
- In some cases, transferred credits may be applied in this area.

#### Area 3: Transcultural/Area Studies (at least 15 credits)

- Courses must come from at least three of the following categories: topics, research methods, professional skills, internship/practicum.
- Transferred credits may be applied in this area.

#### Area 4: TC Electives (at least 15 credits)

- To fulfill the TC breadth requirement, Ed.M. students must take at least 6 points of courses that are at TC but outside of the International and Comparative Education Program. Courses offered by other Programs within the ITS Department (anthropology) can also count as TC breadth electives if they are outside of the student's concentration.
- Other elective courses can be taken outside of the ITS department or transferred from other schools.

#### **Transfer credit:**

A maximum of 30 credits may be transferred from other accredited institutions. 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, (3) granted/assigned graduate credit on the transcript of that institution, and (4) completed prior to enrollment at Teachers College may be considered for transfer credit. Transfer credit is awarded at the discretion of the faculty advisor and according to College policy. After registering for the first semester, students should obtain and fill out an Advanced Standing Review (ASR) application from the Office of the Registrar and return it to the Office of the Registrar. Transcripts will be evaluated and sent to the International and Comparative Education Program Assistant, who will then contact the student with further instructions. The entire process can take several months.

#### **Integrative Project (IP)**

- Completion of an IP is required for the Ed.M. degree. Please see the guidelines for Masters' Integrative Project (IP) in the student handbook.
- Students should consult with the faculty advisor about the IP at least one semester before the intended graduation date. After the IP topic has been approved, the IP Advisors are available to guide students through the completion of the IP.
- Students who are working on the IP but not registered for any other classes may register for IND 4000 (Masters Candidate).

#### **Graduation**

- Full-time students who transfer the full 30 credits may complete the Ed.M. degree within one academic year (fall semester, spring semester, and summer session).
- In order to graduate, students need to review their coursework on Degree Audit (accessed through myTC portal) and have it approved by their faculty advisor. Once the IP is completed, the student's

faculty advisor must approve it through Degree Audit. Students may contact the Registrar for specific deadlines. Students must submit a soft and hard copy of the IP to be filed in the International and Comparative Education Program office (374 GDH). Students will complete a release form indicating whether or not they grant permission for the IP to be viewed by other students.

For more information, review the full International and Comparative Education Student Handbook [here](#).

## International Educational Development

Master of Education

**Points/Credits:** 60

**Entry Terms:** Fall Only

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### Degree Requirements

#### International Educational Development (IED – code: INTL)

Check the Course Planning sheet in the Student Handbook for the most recent degree requirements.

#### Coursework (at least 60 graduate level credits, including up to 30 transferred credits).

Ed.M. coursework falls into four broad areas:

##### Area 1: Core Courses (12 credits)

- ITSF 4580 International Comparative Education & Development Studies (Part 1)
- ITSF 4581 International Comparative Education & Development Studies (Part 2)
- Two Research Methods Courses (Not Limited to ITS Methods Classes)

##### Area 2: Cluster-related courses (at least 18 credits)

- Courses counting towards the cluster must be faculty advisor- approved.
- Students considering a change in the cluster must discuss the change with the faculty advisor.
- In some cases, transferred credits may be applied in this area.

##### Area 3: Transcultural/Area Studies (at least 15 credits)

- Courses must come from at least three of the following categories: topics, research methods, professional skills, internship/practicum.
- Transferred credits may be applied in this area.

##### Area 4: TC Electives (at least 15 credits)

- To fulfill the TC breadth requirement, Ed.M. students must take at least 6 points of courses that are at TC but outside of the International and Comparative Education program. Courses offered by other programs within the ITS Department (anthropology) can also count as TC breadth electives if they are outside of the student's concentration.
- Other elective courses can be taken outside of the ITS Department or transferred from other schools.

#### Transfer credit:

A maximum of 30 credits may be transferred from other accredited institutions. 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, (3) granted/assigned graduate credit on the transcript of that institution, and (4) completed prior to enrollment at Teachers College may be considered for transfer credit. Transfer credit is awarded at the discretion of the faculty advisor and according to College policy. After registering for the first semester, students should obtain and fill out an Advanced Standing Review (ASR) application from the Office of the Registrar and return it to the Office of the Registrar. Transcripts will be evaluated and sent to the International and Comparative Education Program Assistant, who will then contact the student with further instructions. The entire process can take several months.

### **Integrative Project (IP)**

- Completion of an IP is required for the Ed.M. degree. Please see the guidelines for Masters' Integrative Project (IP) in the student handbook.
- Students should consult with the faculty advisor about the IP at least one semester before the intended graduation date. After the IP topic has been approved, the IP Advisors are available to guide students through the completion of the IP.
- Students who are working on the IP but not registered for any other classes may register for IND 4000 (Masters Candidate).

### **Graduation**

- Full-time students who transfer the full 30 credits may complete the Ed.M. degree within one academic year (fall semester, spring semester, and summer session).
- In order to graduate, students need to review their coursework on Degree Audit (accessed through myTC portal) and have it approved by their faculty advisor. Once the IP is completed, the student's faculty advisor must approve it through Degree Audit. Students may contact the Registrar for specific deadlines. Students must submit a soft and hard copy of the IP to be filed in the International and Comparative Education Program office (374 GDH). Students will complete a release form indicating whether or not they grant permission for the IP to be viewed by other students.

For more information, review the full International and Comparative Education Student Handbook [here](#).

## **Doctor of Education**

### **International Educational Development**

Doctor of Education

**Points/Credits:** 90

**Entry Terms:** Fall Only

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### **Degree Requirements**

**International Educational Development (IED – code: INTL)**



Check the Course Planning sheet in the Student Handbook for the most recent degree requirements.

**Coursework (at least 90 graduate level points, including up to 45 transferred credits).**

Ed.D. coursework falls into four broad areas:

Area 1: Core Courses (12 credits)

- ITSF 6580: Advanced Seminar in Comparative Education
- ITSF 6581: Advanced Seminar in International Educational Development
- Choose two other ITSF courses (approved by the advisor)

Area 2: Cluster-related courses (at least 27 credits)

- Courses counting towards the cluster must be advisor-approved.
- In some cases, transferred credits may be applied in this area.

Area 3: Transcultural/Area Studies/Research Methods (at least 27 credits)

- At least 6 credits must be in research methods
- Other Area 3 courses must come from at least two of the following categories: topics, professional skills, internship/practicum
- In some cases, transferred credits may be applied in this area.
- In some cases, language credits may be applied in this area. Please check with the Registrar for restrictions on applying language credits

Area 4: Broad & Basic/Electives (at least 24 credits)

- Can include courses dealing with the nature of education, the nature of a person's learning processes, and the methods of evaluation and research
- Can include courses that do not fit into any of the previous categories such as courses in related scholarly disciplines, and/or those which give an understanding of the functions of related specialties.
- Transferred credits may be applied in this area

**Languages:**

Only graduate-level language courses at an advanced level of proficiency count towards the degree. These require approval from your advisor and the Registrar. No more than six credits of language courses can be used towards a graduate degree.

**Courses Outside of TC:**

Please see the TC Catalog for information about taking courses through the Inter-University Doctoral Consortium.

**Transfer credit:**

A maximum of 45 credits may be transferred from other accredited institutions. 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, (3) granted/assigned graduate credit on the transcript of that institution, and (4) completed prior to enrollment at Teachers College may be considered for transfer credit. Transfer credit is awarded at the discretion of the faculty advisor and according to College policy. After registering for the first semester, students should obtain and fill out an Advanced Standing Review (ASR) application from the Office

of the Registrar and return it to the Office of the Registrar. Transcripts will be evaluated and sent to the International and Comparative Education Program Assistant, who will then contact the student with further instructions. The entire process can take several months.

### **Departmental certification examination**

- Students complete their certification exam (AM) by the end of their first year in the program. The exam is integrated with the Advanced Seminar. Students must be authorized by Office of Doctoral Studies (ODS) to take this exam; please see advisor for more details. The certification exam may be attempted twice.

### **Specialization examination**

- Each professional specialization has different examination requirements. Students must register for the exam with ODS during the first week of the semester and should consult the main advisor for more information.

### **Defense of a dissertation proposal**

- The dissertation proposal defense requires two readers. The advisor/sponsor is the first reader, and students are responsible for finding a second reader appropriate for the concentration.
- Students should register for ITSF 7500 during the semester of the proposal hearing.
- Students are responsible for making arrangements with the two readers for the proposal hearing. Students should fill out the "Dissertation Proposal Hearing Report," available from the ODS website. After a successful hearing, this form needs to be signed by both readers and the department chair. A copy should be submitted to the International and Comparative Education program office and the original should be turned into ODS.
- After a successful proposal hearing, students must submit an application to TC's Institutional Review Board (IRB) for the research project.

Please refer to the TC IRB website for more information (<https://www.tc.columbia.edu/institutional-review-board/>). Once approved, copies of the IRB approval letter must be filed with the International and Comparative Education program office and ODS.

### **Program Plan**

- Download the document "Ed.D. Program Plan Form" from the ODS website. Students should complete the Program Plan and obtain the advisor's signature on the form. This should be done by the time of the proposal hearing.

### **Ed.D. Certification**

- Once students have 1) completed most of the required coursework, 2) passed the department exam, the specialization exam, and the proposal hearing, 3) received IRB approval for the dissertation research, and 4) submitted the approved Program Plan, students are eligible for Ed.D. certification. This process must be completed through the International and Comparative Education Program office with the assistance of the International and Comparative Education Program Assistant. Final determination of certification is by the Office of Doctoral Studies.

### **Fieldwork Outside of the United States**

- Students who are conducting fieldwork outside of the United States may register for ITSF 6200 for one or two semesters. This is a 0-credit course. If this course will be taken, it should be included in the Program Plan.

### Preparation and defense of a research dissertation

- All Ed.D. students must register for ITSF8900, Doctoral Dissertation Advisement, after the Dissertation Proposal Hearing or the submission of the Recommendation for Certification to the Office of Doctoral Studies, whichever comes first. Students who are unable to receive advisement may be eligible for a waiver. Contact the Office of Doctoral Studies for more information.
- Students may also refer to the document "General Instructions for the Preparation of Dissertations for the Doctor of Education Degree: A Manual of Style" downloadable from the ODS website for more information on dissertation preparation.
- The "Guide to the Dissertation Oral Defense" is available on the ODS website for general guidance on preparing for the dissertation defense.
- Consult the Office of Doctoral Studies for requirements on continuous enrollment.

For more information, review the full International and Comparative Education Student Handbook [here](#).

## Doctor of Philosophy

### Comparative and International Education

Doctor of Philosophy

**Points/Credits:** 75

**Entry Terms:** Fall Only

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### Degree Requirements

#### Comparative and International Education (CIE – code: COMP)

Check the Course Planning sheet in the Student Handbook for the most recent degree requirements.

#### Coursework (at least 75 graduate level points, including up to 30 transferred credits)

Ph.D. coursework falls into four broad areas:

Area 1: Core Courses (9 credits)

- ITSF 6580: Advanced Seminar in Comparative Education
- ITSF 6581: Advanced Seminar in International Educational Development
- Choose 1 other ITSF course (approved by advisor)

Area 2: Concentration in an Academic Discipline (at least 30 credits)

- Courses counting towards the concentration must be advisor-approved.
- Many of these courses can be taken at Columbia's Graduate School of Arts and Sciences (GSAS).
- This area may include discipline-based research methods (note that Ph.D. students must have at least 12 credits of research methods courses).
- In some cases, transferred credits may be applied in this area.

### Area 3: Comparative Education/Transcultural/Area Studies (at least 18 credits)

- The majority of these courses will come from the ITS department.
- This area may include research methods (note that Ph.D. students must have at least 12 credits of research methods courses).
- Transferred credits may be applied in this area.

### Area 4: Non-Major Foundations/Electives (at least 18 credits)

- This includes courses taken outside the primary program of study.
- Transferred credits may be applied in this area.

### **Languages:**

Only graduate-level language courses at an advanced level of proficiency count towards the degree. These require approval from your advisor and the Registrar. No more than 6 credits of language courses can be used towards a graduate degree.

### **Courses Outside of TC:**

Please see the TC Catalog for information about taking courses through the Inter-University Doctoral Consortium.

### **Transfer credit:**

A maximum of 30 credits may be transferred from other accredited institutions. 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, (3) granted/assigned graduate credit on the transcript of that institution, and (4) completed prior to enrollment at Teachers College may be considered for transfer credit. Transfer credit is awarded at the discretion of the faculty advisor and according to College policy. After registering for the first semester, students should obtain and fill out an Advanced Standing Review (ASR) application from the Office of the Registrar and return it to the Office of the Registrar. Transcripts will be evaluated and sent to the International and Comparative Education Program Assistant, who will then contact the student with further instructions. The entire process can take several months.

### **Note:**

Ph.D. students must complete all degree requirements in no more than seven years. Those with 30 points of advanced standing prior to doctoral admission are to complete requirements within six years.

### **Departmental certification examination**

Students complete their certification exam (AM) by the end of their first year in the program. The exam is integrated with the Advanced Seminar and includes two parts: one completed in the fall semester and one completed in the spring. Students must be authorized by the Office of Doctoral Studies (ODS) to take this exam; please see advisor for more details. The certification exam may be attempted twice. More information is available on the “Ed.D/Ph.D Policies and Procedures” page.

### **Specialization examination**

Each discipline has different examination requirements. Students must register for the exam with ODS during the first week of the semester and should consult the main advisor for more information.

### Defense of a dissertation proposal

- The dissertation proposal defense requires two readers. The advisor/sponsor is the first reader, and students are responsible for finding a second reader appropriate for their concentration.
- Students should register for ITSF 7500 during the semester of the proposal hearing. Please note that students are liable for dissertation advisement fees (ITSF 8900) in every semester following registration for ITSF 7500 or following the term in which the dissertation proposal is approved, whichever comes first.
- Students are responsible for making arrangements with the two readers for the proposal hearing. Students should fill out the “Dissertation Proposal Hearing Report,” available from the ODS website. After a successful hearing, this form needs to be signed by both readers and the department chair. A copy should be submitted to the International and Comparative Education Program office and the original should be turned into ODS.
- After a successful proposal hearing, students must submit an application to TC’s Institutional Review Board (IRB) for the research project. Please refer to the TC IRB website for more information (<https://www.tc.columbia.edu/institutional-review-board/>). Once approved, copies of the IRB approval letter must be filed with the International and Comparative Education program office and ODS.

### Foreign Language Examinations

- Ph.D. students are required to pass two proficiency examinations in foreign languages. Examinations are usually arranged through the appropriate language department at Columbia University.
- One of these examinations may be replaced by receiving a passing grade for two of the following statistics courses offered at TC: HUDM 4122 (Probability and Statistical Inference), HUDM 5122 (Applied Regression Analysis), HUDM 5123 (Experimental Design).
- Languages to be used must be listed on the Program Plan.

### Program Plan

- Download the documents, "Instructions for Completing the Ph.D. Course Program Plan" and "Ph.D. Course Program Plan Form" from the ODS website. Students should complete the Program Plan and obtain the advisor’s signature on the form. This should be done by the time of the proposal hearing.

### M.Phil. Certification

- Once students have 1) completed all required coursework, 2) passed the department exam, the specialization exam, and the proposal hearing, 3) passed the foreign language examinations, 4) received IRB approval for the dissertation research, and 5) submitted the approved Program Plan, students are eligible for M.Phil certification. This process must be completed through the International and Comparative Education program office with the assistance of the International and Comparative Education Program Assistant.

### Fieldwork Outside of the United States

- Students who are conducting fieldwork outside of the United States may register for ITSF 6200 for one or two semesters. This is a 0-credit course. If this course will be taken, it should be included in the Program Plan.

### Preparation and defense of a research dissertation

- After taking ITSF 7500, all Ph.D. candidates are required to continuously register for ITSF 8900 and pay a fee in the term in which the dissertation is defended. Students who are not going to receive advisement may submit a “Personal Exemption for Dissertation Advisement” to ODS.

- Students may also refer to the document "General Instructions for the Preparation of Dissertations for the Degree of Doctor of Philosophy" downloadable from the ODS website for more information on dissertation preparation.
- Consult the Office of Doctoral Studies for requirements on continuous enrollment.

For more information, review the full International and Comparative Education Student Handbook [here](#).

## Faculty

### Faculty

- Regina **Cortina** Professor of Education
- Hope **Leichter** Elbenwood Professor of Education
- Nicholas **Limerick** Associate Professor of Anthropology and Education
- Mary **Mendenhall** Associate Professor of International and Comparative Education
- Prem **Phyak** Associate Professor in International and Comparative Education
- Oren **Pizmony-Levy** Associate Professor of International and Comparative Education
- Susan Garnett **Russell** Associate Professor of International and Comparative Education
- Gita **Steiner-Khamsi** Professor of Education

### Adjunct Faculty

- Constanza Estefania **Lafuente** Adjunct Associate Professor
- Carine **Verschueren** Adjunct Assistant Professor
- Portia G. **Williams** Vice Provost for Academic Planning and Global Affairs

### Instructors

- Manuel Enrique **Cardoso**
- Maria Daniela **Romero Amaya** Bruce S. Goldberg Postdoctoral Fellow

## Courses

### ITSF 4005 - Education in Emergencies and Reconstruction

This course provides students with a comprehensive introduction to the growing and increasingly complex field of education in emergencies, one which encompasses crises caused by natural disasters and armed conflict and which spans the relief-development spectrum. The course will provide opportunities for students to critically reflect on practice, policy, research, and advocacy efforts within the field and to develop transferable skills related to program design and policy analysis. The course will draw on a combination of readings, lectures, class discussions, simulations, student presentations, multimedia, group work, and guest speakers to deepen our understanding of the education in emergencies field.

### **ITSF 4009 - Introduction to Research Methods in International and Comparative Education**

This course is designed to serve as an introduction to the concepts, methods, and applications of empirical research in international and comparative education. The course readings, lectures, class discussion, activities, and course assignments will examine fundamental issues and processes of research design and practice from a variety of methodological perspectives —qualitative, quantitative, and mixed methods.

### **ITSF 4013 - Literacy and International Development**

This course problematizes common assumptions about the relationship between literacy and cognitive, social, political and economic development. A sociocultural approach to languages and literacies is taken, while critical studies of international development are examined, applying a gender lens throughout.

### **ITSF 4025 - Languages, Societies, and Schools**

This course examines the role that languages play in societal and educational contexts from an interdisciplinary perspective, incorporating economic, cultural, political and historical analyses. Diverse language ideologies are considered, along with how language policies are enacted by stakeholders at different levels, with a focus on non-dominant languages in multilingual contexts.

### **ITSF 4038 - Monitoring and Evaluation in International Educational Development**

This course explores small- and large-scale research and evaluation methods and their potential for valid, reliable, efficient evaluation of educational outcomes as well as project outcomes. Needs assessment, capacity assessment, project evaluations (mid-term and final), performance appraisals and impact evaluations done for a range of agencies and organizations are analyzed for diverse educational programs (including formal and non-formal education) in low-income country contexts.

### **ITSF 4060 - Latinx in Urban Schools**

In this graduate seminar, we explore theories and research to shed light on the context of Latinx education in the US, including why Latinx are the least likely of all major demographic groups to be enrolled in school and, as adults, are most likely to lack a high school diploma and have limited access to postsecondary education. The course explores the racial/ethnic diversities that exist between and within recent immigrant groups, drawing especially on research that shows the diversity of cultural backgrounds within Latinx subgroups. Framing the discussion within relevant theories, the course's topics will include immigration, educational achievement and

persistence, language and schooling, the interplay of race, gender and class with educational attainment, and transnational communities.

### **ITSF 4092 - No Title Found in Banner**

The study of qualitative methodologies appropriate to various kinds of educational programs, issues, and problems in diverse research settings.

### **ITSF 4093 - Curriculum and Pedagogy in International Contexts**

This course addresses theories, models, planning & policy, design, and implementation of curriculum, as applied across different national contexts. The course addresses key issues in working internationally, such as curriculum borrowing and use of ICTs. Students design a contextually responsive curriculum.

### **ITSF 4094 - Educational Planning in International Educational Development**

The course explores educational planning and policy analysis in developing countries. A special focus is placed on aid effectiveness, aid modalities, and the aid architecture in countries where educational reforms are sometimes funded by multilateral organizations, development banks, and non-governmental organizations. Critical issues, such as global benchmarking, target setting, and monitoring by the World Bank, OECD, and other international organizations are examined. Students learn about current debates and controversies in international educational development and reflect on the impact of externally funded projects on educational planning and reform in developing countries.

### **ITSF 4101 - Quantitative Analysis in Comparative and International Education**

This course serves as an introduction to quantitative analysis as applied to the field of Comparative International Education. The course covers fundamental concepts of quantitative analysis, inferential statistics, and introduces the assumptions and mechanics of the classical normal linear regression model.

### **ITSF 4105 - Civil Society and NGOs in IED**

This course introduces students to education-related Civil Society Organizations (CSOs) and Non-Governmental organizations' (NGOs) critical strategic issues. Based on teaching cases of NGOs and CSOs from multiple regions, students analyze, improve, and design organizational theories of change, advocacy, service, scaling up strategies, accountability processes, volunteering programs, and resource generating approaches.

### **ITSF 4160 - Human Rights Education in Africa: Politics, Policies, and Pedagogies**

Students examine the historical conditions that give rise to human rights violations and the efforts to protect rights through policy and education. They explore different approaches to human rights education, apply them to case studies of specific African countries, and develop human rights education curricula.



### **ITSF 4195 - Integrative Project Writing Seminar**

This course is designed to help students develop the professional knowledge and skills necessary for effective written communication through their Integrative Projects.

### **ITSF 4200 - Integrative Project Research & Writing Practicum**

The Integrative Project (IP) Research & Writing Practicum will provide an opportunity for students to spend time developing and conducting their integrative project plans. For the IP requirement in the IED and CIE majors, students typically take one of four approaches for completing their IPs: 1) empirical research paper or proposal; 2) theoretical exploration; 3) policy study; or 4) curriculum design and development. Other types of writing projects may also be accepted pending consultation and approval from the student's faculty advisor. The Practicum represents 36 weekly hours of work to reflect the time spent designing projects, collecting data, reviewing literature, analyzing data, and writing up project findings, among other related tasks. Students will have the option of taking the course for 0-3 credits and will consult with their academic advisors to ensure the best approach for their overall program plan.

### **ITSF 4580 - International Comparative Education & Development Studies, Part I**

Yearlong course, meets in Fall.

### **ITSF 4581 - International Comparative Education & Development Studies, Part II**

Yearlong course, meets in Spring.

### **ITSF 4603 - Human and Social Dimensions of Peace**

This course focuses on issues of human rights, global ethics, and various aspects of structural and cultural violence. Students explore notions of identity, diversity and reflexive narrative in relation to the concepts of (positive and negative) peace and human dignity. Students are then introduced to examples of nonviolent social movements and reflect on the process of peaceful transformation.

### **ITSF 4613 - International Perspectives on Citizenship and Human Rights Education**

This course provides a grounding in the theory, pedagogy, and practice of peace and human rights 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 - International Organizations, Civil Society and Peace Education**

Peace Education is concerned with the prevention of violence, but this theoretical framework also draws on diverse practices, or co-disciplines, including Global Citizenship Education, Human Rights Education and

Education for Sustainable Development. This course explores key inter-governmental and non-governmental actors, processes, curriculum and issues in these peace education areas.

### **ITSF 5006 - Comparative Policy Studies: Tools & Techniques**

The course is designed to help students to understand foundations and techniques of policy analysis underlying education sector strategies of low-income countries. Part 1 will review critical debates over the role of donors and aid recipients in development contexts and introduce students to tools and techniques for producing education sector strategies. Part 2 will provide an overview of theories of the policy process from an international comparative perspective and therefore also include theories of global education policy, "traveling reforms," and transnational policy borrowing and lending. Part 3 will discuss trends in various sub-sectors that international agencies tend to frame as "best practices" and for which they provide technical assistance and external financial support.

### **ITSF 5008 - Gender, Education, and International Development**

This seminar examines the field of international education development from the standpoint of feminist and gender studies. We will read and discuss relevant studies in anthropology, economics, history, political science, and sociology, as well as interdisciplinary research in the fields of development studies and gender studies. We will begin by considering the political and legal advances in women's rights within the daily reality of people's lives in developing countries through the multiple lenses of democratic theory, neoliberal policies, and multiculturalism.

### **ITSF 5023 - The Family As Educator**

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**

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 5029 - Education, Conflict and Peacebuilding**

This course examines the politics of armed conflict and peace building and the role of education in promoting peace or exacerbating violence in conflict-affected and post-conflict contexts. We will investigate several of the most pressing challenges facing the various stakeholders (external actors such as international organizations, bilateral donors, and NGOs; local actors, such as governments, civil societies, and nationalist/ideological state factions) and the influence of those stakeholders on education systems in times of war and emerging peace and on educational practices, policies, and curricula in conflict and post-conflict situations.

### **ITSF 5031 - Education and Sustainable Development: Comparative and International Perspectives**

This course critically examines the role of education in sustainable development, specifically the global movement of Environmental and Sustainability Education (ESE). The course focuses on ESE-related policies and practices within a variety of levels, contexts, and perspectives. Beginning with an overview of the foundations of ESE, we will explore key issues in the field: (a) the development of ESE policy in different levels (e.g., supranational, national, and subnational); (b) the links between ESE and other curricular movements (e.g., standards and accountability; human rights and peace education); (c) drivers and barriers that shape ESE policy/practice (e.g., NGOs and characteristics of modern education systems); and, (d) ESE "best practices" and their impact on teaching and learning.

### **ITSF 5034 - Climate Change, Society, & Education**

This course introduces students to the links between climate change, society, and education. Through assigned readings and materials, lectures, games, and field trips, we will examine different perspectives on climate change (climate science, social science, indigenous knowledge systems), the international architecture behind climate change education (CCE), best practices and their impact on teaching and learning in k-12 schools, the spread of climate information, misinformation and disinformation, and the recent emergence of the global youth movement advocating for climate justice. Our discussion will be based on a variety of literatures including theoretical texts, empirical research, and policy documents.

### **ITSF 5035 - Social Analysis of International Large-Scale Assessments**

The course introduces students to the growing field of international large-scale assessments of student achievement (such as TIMSS, PIRLS, and PISA). The first section of the course is dedicated to the history of international assessments and to conditions that facilitated their emergence and diffusion. The second section is focused on the methodology behind global and regional projects that produce indicators, standardization, benchmarking, and comparison in education policy and governance. The third section is focused on the politics of these assessments, through critical analysis of the ways in which scholars, media, and policy makers use data from international assessments.

### **ITSF 5040 - Mixed Methods in International Comparative Education**

The course is designed to develop students' ability to critically consume and produce research in their specialized field within International and Comparative Education or other programs in the department, college and university. Students will be oriented to the epistemological and other assumptions and methodological practices of quantitative and qualitative methods including experimental, survey research, ethnographic, and historical approaches to disciplined inquiry. Students will be exposed to positivist, interpretive, and critical/feminist traditions or paradigms associated with these approaches as well as ethical dilemmas encountered in planning, conducting, reporting, and consuming research.

### **ITSF 5043 - Decolonial Theories in Comparative Education**

In this graduate seminar, we will explore the application of Decolonial Theories to advance new perspectives and knowledge in comparative education. We will read the work of Walter D. Mignolo, Arturo Escobar, Catherine Walsh and Boaventura de Sousa Santos, among others.. We will frame the discussion within relevant theories and contexts, such as Internal Colonialism and Indigenous ways of knowing. Among the issues to be discussed are

the rights of Indigenous peoples to education and the preservation of cultural and linguistic diversity of people across the world. Topics include the right to education, the nature of citizenship, intercultural and bilingual education, transnational networks in support of Indigenous movements, Indigenous resistance, and decolonizing methodologies. An overarching theme is national policies to improve access, teacher training, and intercultural understanding at all levels of education.

### **ITSF 5050 - Language, Cultural Politics, and Education**

Over recent decades, discourses of multiculturalism and multilingualism have become standard in the educational initiatives of nation-states, multinational corporations, and nongovernmental organizations. In much of the world, practitioners no longer ask whether they should educate for diversity but rather how they should carry out such efforts within many existing alternatives. This course covers historical moments in which different types of multicultural and multilingual education have arisen; social theories about social inequality, language, and education that help us understand them; and examples of educational initiatives that reinforce or change inequity. Students are encouraged to consider radical possibilities for educational change.

### **ITSF 5102 - Public Opinion on Education Around the World**

This course provides a broad overview of social research on public opinion, and seeks to inspire students to engage with this work on education development. We consider ways to conceptualize and measure public opinion, sources of variation in public opinion, and recent contributions to the empirical and theoretical assessment of the impact of public opinion on policymaking. We also consider public opinion on a wide variety of topics, including trust/confidence in education systems, teaching and teachers, global educational reform movement, and equal opportunity.

### **ITSF 5120 - Education in Community Settings: Museums**

Permission required. A review and an analysis of educational issues and opportunities in various community settings.

### **ITSF 5430 - Internship**

Permission required. Supervised experiences in diverse settings designed to develop skills in research, development, planning, and evaluation.

### **ITSF 5500 - Education Across the Americas**

This graduate seminar introduces students to education and social issues in Latin America and the Caribbean. The seminar covers the time period from the consolidation of national systems of public education during the twentieth century to present day. Using theoretical perspectives drawn from comparative education, critical social theories and critical pedagogy, the course includes case studies of individual nations as well as thematic issues pertaining to the region as a whole. Topics include social and political dimensions of education, ethnicity and indigenous education, academic achievement, women's education and social change, teacher preparation, student movements, social movements and patterns of migration. The seminar incorporates and analyzes the perspectives of different actors in education, including international organizations, civil society organizations,

teachers and students. The effects of projects financed by international organizations will be evaluated in terms of improved access, teacher training and intercultural understanding within the education systems of Latin America and the Caribbean.

### **ITSF 5509 - Globalization, Society, and Education Policy**

The seminar explores current debates and controversies regarding global governance, “traveling reforms,” evidence-based policy and planning, and other current topics related to comparative policy studies. Each session starts out with a structured lecture on relevant social theories (systems theory, institutionalist theory, political economy, actor network theory, science and technology studies, etc.), followed by discussion. Reading and active participation in class discussions are required and will be graded. The course is tailored towards Advanced Masters and doctoral students. It helps them to understand, differentiate, and apply different interpretive frameworks that best suit their own research interest.

### **ITSF 6200 - Field Research Outside of the US**

Permission required. Required of doctoral students when choice of doctoral research necessitates data generation in other countries. Students will engage in 36 hours per week, for a minimum of 15 weeks, during their research outside of the United States. Students are able to take this course no more than two times during their doctoral studies. Field experiences will be conducted under faculty supervision in an approved geographical and institutional site. Students secure approval of department chair and principal advisor in advance and render periodic reports.

### **ITSF 6520 - Seminar in Families and Communities as Educators**

A research seminar in the family and the community as educational systems.

### **ITSF 6580 - Advanced Doctoral Seminar in International and Comparative Education I**

The advanced doctoral seminar is a year-long course (ITSF 6580/fall and ITSF 6581/spring) that will enable students to critically examine the history, methods and theories in the field of international and comparative education. The course will also help students identify and engage in current debates. The aim of the course is to help students develop an understanding of the multiplicity of perspectives and practices surrounding education and of the ways that global and local forces shape schooling the world over.

### **ITSF 6581 - Advanced Doctoral Seminar in International and Comparative Education II**

The advanced doctoral seminar is a year-long course (ITSF 6580/fall and ITSF 6581/spring) that will enable students to critically examine the history, methods and theories in the field of international and comparative education. The course will also help students identify and engage in current debates. The aim of the course is to help students develop an understanding of the multiplicity of perspectives and practices surrounding education and of the ways that global and local forces shape schooling the world over.

### **ITSF 6583 - No Title Found in Banner**

The Dissertation Academic Writing practicum will provide an opportunity for doctoral students to spend time developing and writing work for their dissertation, including the specialization exam, grant proposals, and dissertation proposal. Students will have the option of taking the course for 0-3 credits for full-time status and will consult with their academic advisors to ensure the best approach for their overall program plan. The course can be taken twice.

### **ITSF 6590 - Academic Writing and Publishing**

Permission required. Presentation of research in progress and examination of professional roles. This course requires at least 18 hours per week of out-of-classroom work.

### **ITSF 6902 - Studies in International and Transcultural 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.

### **ITSF 6990 - Studies in International and Comparative Educational**

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.

### **ITSF 7500 - Dissertation Seminar in International and Transcultural Studies**

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**

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.



**Teachers College**  
COLUMBIA UNIVERSITY

# Academic Catalog 2023-2024

## Mathematics, Science & Technology

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# The Department of Mathematics, Science & Technology

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## Our Mission

Programs in the Department of Mathematics, Science & Technology focus on issues in educational practice and related professions in mathematics, science and technology, including the relationships between these disciplines.

The world has been transformed by the achievements in the pure and applied disciplines grounded in mathematics, science and technology. Current reforms in education place increasing significance on wide public understanding of these three fields of human endeavor. Presently, a focus on Science, Technology, Engineering, and Math (STEM) and Science, Technology, Engineering, Arts, and Math (STEAM) in education shows the recognized importance of an interdisciplinary approach to help make these fields engaging and meaningful to students of all ages. The study of communication and technology in education is broadly based and enriched by cultural and historical wisdom that provides a scholarly perspective on the role of media and technology in society, particularly in educational subject areas. Within this unifying view, the Department of Mathematics, Science & Technology includes specialized degree programs to address the needs of professional practitioners in each area.

The Department incorporates academic Programs in three areas: Mathematics Education; Science Education; and Communication, Media, and Learning Technologies Design (CMLTD).

The Mathematics Education and Science Education Programs include scholars who address the preparation of mathematics and science teachers and teacher educators. They focus particularly on supporting students in acquiring scientific and mathematical literacy to foster the future development of science and technology; understanding environmental sciences, improved global stewardship of the environment, and the link between science and society; and using computers, computer modeling, and instrumentation in mathematics and science instruction. These scholars have extensive experience, both international- and U.S.-based, in their subject matter disciplines and in educational theory and practice. In addition, the Science Education Program offers a joint degree (DDS/MA) in collaboration with the College of Dental Medicine at Columbia University for medical practitioners who are planning to become professors of dental education.

The Program in Communication, Media, and Learning Technologies Design (CMLTD) provides a cluster of degree programs for students who seek to develop leadership capacities for the use of information and communication technologies in education across subject domains. The degree programs prepare candidates for leadership roles in integrating digital technologies into education and society and for



entry into creative work in the educational uses of new media. CMLTD doctoral degree programs develop scholars who use the social and human sciences to study how applications of advanced technologies in education act as social and historical forces, empowering educators to seek new solutions to established problems. Graduate study in CMLTD 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- and U.S.-based experience and also links the College to ongoing university initiatives in communication and information technologies worldwide. Faculty and students of this Program examine technology, as well as the role of computers and various media, in influencing communication in education and the assessment of educational performance in a wide variety of institutional settings. The Program includes areas such as literacy, teacher education, educational technology, the development of digital games, online learning, media and culture, instructional technology and media, and maker education.

While each Program has a unique focus and set of perspectives, the faculty members in the Department of Mathematics, Science & Technology share common scholarly perspectives, educational ideals, and a strong commitment to the improvement of society through excellence in the scholarly practice of educating professions and the enhancement of human potential.

Graduates who plan to work in a state other than New York, must know Teachers College has not made a determination if our degree programs meet the educational requirements for certification or professional licensure in any other state, Washington D.C., or Puerto Rico. We recommend that you review the state's licensing board or teacher certification website for that state's qualifications. The Office of Teacher Education will complete any necessary forms and/or letters for out-of-state certification on the completion of approved teacher preparation programs at the College.

# Communication, Media and Learning Technologies Design

Department of Mathematics, Science & Technology

## Program Description

Communication, Media and Learning Technologies Design (CMLTD) provides a cluster of degree programs for students who seek to develop leadership capacities in the use of information and communication technologies in education and society. The program applies to all subject areas and serves students, staff, and faculty members who share a commitment as educators to use digital technologies to improve education and society at all levels. Work through CMLTD should move simultaneously toward two poles of understanding and practice: toward a comprehensive understanding of the cultural and historical implications of new technologies for education and life, and toward purposefully selecting and shaping the uses of new media in educational practice across and subject areas.

CMLTD 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 communication technologies. The CMLTD program encompasses the use of new media broadly in modern educational and public service arenas, including video, computer-based media, digital and non-digital game-based learning, and the role of communication and media in society from an historical and modern perspective.

CMLTD's programs deal with the many ways in which material culture changes and shapes educational practice. Listed below are current assumptions about the long-term effects that innovations in information, communication, and game technologies are having on education and culture. Work through CMLTD should lead faculty and students to study, criticize, develop, and extend propositions such as these:

- With emerging intellectual demands and conditions, activities contributing to the creation of knowledge will increase in relative value, while those devoted solely to its dissemination will decrease.
- When changes in information and communication 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 teacher education will need to focus more on the active integration of Information Communication Technologies, or ICTs, into pedagogy and research.
- As digital information and communication technologies become more accessible, the separation of schools and higher education into two, largely distinct, educational cultures will markedly diminish.
- 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.
- Educational institutions, redefined, will increase in public importance and the educating professions will increasingly become high-tech and high-prestige professions.
- Changes in information, games, and communication technologies will resuscitate the progressive movement in education, enabling it to be both broadly egalitarian and intellectually rigorous.

Communication, Media and Learning Technologies Design 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 communication technologies, including mobile devices and augmented reality and cloud computing. Although these concerns are common to all program strands, 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 communication technologies influence culture and education, including areas such as literacy and teacher education.
- Computing in Education works with computer information systems to facilitate the effective extension of digital technologies into educational practice. This strand includes within it an online master's degree program that can be completed by students who live too far away to attend classes during the regular academic year.

- Design & Development of Digital Games prepares students to design, develop, implement and evaluate digital games for learning and behavior in both formal and informal educational settings.
- 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 program strands, students and faculty members engage in research, development, theory, and application. All put a high priority on group work; fieldwork 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. Based in CMLTD and with program affiliates, there is a wide range of internship and fieldwork opportunities for students. The CMLTD Program's multiple faculty-directed labs offer additional learning and research opportunities for students.

### **Communication and Education**

Degree programs in Communication and Education prepare students for various roles:

- Teaching and research positions in higher education;
- Working in schools using information and communication 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 CMLTD 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, linguistic, and other methods to study how the diverse forms of communication, literacy, information processing, and cognition condition educational practice;

- Explore the effects of media, including games, MOOCs, and mobile platforms, 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 program, students 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 face-to-face exchanges are the subject of inquiry. A major theme for continuous reflection should be the diverse ways in which the modes of communication condition meanings that are actually and potentially communicated—whether in face-to-face conversation, through distance learning technologies, or through societies and communities that are created in virtual worlds and on social media.

### **Computing in Education - Online**

Students who complete the online master's degree 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, corporate information services, and in education departments at the federal, state, and local levels, managing the integration of information and communication technologies into schools.

### **Design and Development of Digital Games**

The M.A. degree program in Design and Development of Digital Games prepares students to design, develop, implement and evaluate digital games for learning and behavior in both formal and informal educational settings. This degree program is unique in that the curriculum is structured to examine game design from a combination of social, cultural, cognitive, and affective perspectives. Students who are studying the design and development of games for education as a concentration need the degree to reflect this area of study, which is not only optimal but necessary for their intended goals.

Digital games are fast becoming an integral part of professional education and training in education, medicine, business, and entertainment. A degree program on gaming with a focus specifically on learning meets the demands and interests of many students in the educational technology field. In the field of educational game design, rapid changes in technologies are reshaping the ways we create, evaluate, reflect, reason, and learn, and the interdisciplinary nature of game design has led to greater creativity in teaching and learning, and opportunities to collaborate with industry.

Some of the required and suggested courses relate to the design of educational technology (of which games are a part), which are very relevant to the design of games that target learning—what are often called educational games. Similarly, the development of educational (or other) games depends upon the ability to program such games, or, at the very least, to have enough programming knowledge to be able to communicate appropriately with programmers who will develop games based on design specifications. Therefore, courses on game development, for example, complement the required programming course sequences that teach programming skills that can be applied to games.

### **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 services, production consulting, and publishing. Still others have established themselves as researchers, designers, and producers for innovative multimedia projects.

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.

In recent years, students in the program have made four questions paramount:

- Which emerging technologies hold the 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 communication technologies in classrooms for optimal educational effect?
- What principles of design and practice should educators incorporate into distributed educational courses and programs?

Participants in all CMLTD degree 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 CMLTD— a humanism that combines the use of sophisticated technology with humane commitments for guiding purposes.

## **Special Degree Cohorts:**

### **Online Master's Degree Program in Computing in Education**

The degree program in Computing in Education features coursework that is conducted online. The online program is designed to be available completely online, without an on-campus, face-to-face classroom experience. Participants take about ten courses online, which use video conferencing, discussion boards, and other means of online communication. Besides these courses, students have the opportunity to work on an independent project and possibly to attend three-day workshops at Teachers College in the summers. Students concentrate in Teaching and Learning with Technology or Technology Leadership. For more information, contact Dr. Jin Kuwata at [kuwata@tc.columbia.edu](mailto:kuwata@tc.columbia.edu) or (212) 678-3344.

### **Technology Specialist - Track I**

This is a Master of Arts degree program leading to a New York State initial teaching license for “Technology Specialist K-12” candidates to become technology coordinators in schools. Student teaching and fieldwork are required. The program is available to those with or without initial teaching licenses who have some knowledge and experience in using technology in teaching. For further information, contact Dr. Ellen Meier at (212)678-3829 or [ebm15@columbia.edu](mailto:ebm15@columbia.edu).

### **Technology Specialist - Track II**

This is a Master of Arts degree program leading to a New York State initial teaching certificate as a Technology Specialist K-12. It is intended as an additional certification for those already holding New York State teacher certification in another content area. Program goals include preparing individuals to use technology as a set of tools with students, to work effectively with teachers to help them learn to use technology and design, and to implement curriculum where technology is well integrated. Completing the degree program requires 38 Teachers College credits, as well as 100 hours of fieldwork and 40 days of student teaching.

# Degrees

## Master of Arts

### Communication and Education

Master of Arts

**Points/Credits:** 32

**Entry Terms:** Summer/Fall

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### Degree Requirements

The Communication and Education Master of Arts degree program relies primarily on social science inquiry to understand, interpret, and shape how information, communication technologies and new media influence culture and education, including areas such as literacy, social justice, youth development, and teacher education.

This program uses a broad range of methods -- including both qualitative and quantitative approaches -- to study the intersections of communication and learning. It asks, in particular, how education and other social systems change under the impact of emerging media. The program encourages students to:

- Reflect on the historical, cultural and social impact of a wide range of media
- Leverage relevant research methods and modes of inquiry to better understand how communication and media use shape learning practices
- Attend closely to both technological artifacts and human activity, reflecting on the diverse ways in which modes of communication condition the meanings actually, and potentially, communicated—particularly through the wide variety of digital means available to us.
- Students graduating from the M.A. degree program in Communication and Education have pursued a wide variety of career paths, in accordance with their goals and interests. Some of these include:
  - Teaching and research positions in higher education;
  - Working in schools, museums or other educational institutions to leverage new media technologies in effective and empowering ways;
  - Conducting formative and evaluative research on the use of media in/for learning, both within classrooms and beyond;
  - Designing and implementing innovations in the use of new media for educational, social or civic purposes; or
  - Working in government or nonprofit settings to shape the conversation around new media and learning through research and policy work.

### Master of Arts (32 points required)

To earn the Master of Arts (M.A.), degree students must satisfactorily complete 32 points of coursework and an integrative project. In CMLTD 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.



Students must take coursework totaling at least 32 points. The following are required:

**Core Requirement: (1 point)**

- MSTU 4000 is a requirement for 1 credit in the first semester of study.
- MSTU 4900 IP Seminar is a requirement for 0 credits in the last semester of study.

**Foundational Knowledge: At least three areas must be represented. (9 points)**

- Cognitive Issues and Technology
  - MSTU 4133 Cognition and Computers
  - MSTU 4088 Introduction to Learning Sciences and Educational Technology
- Social Issues and Technology
  - MSTU 4005 Equity, Ethical, and Social Issues in Educational Technology
  - MSTU 4020 Social and Communicative Aspects of the Internet
- Cultural Issues and Technology
  - MSTU 4028 Technology and Culture
  - MSTU 5002 Culture, Media, and Education
- Educational Practice and Design
  - MSTU 4001 Technology and School Change
  - MSTU 4050 Online Schools and Online Schooling K-12
  - MSTU 4083 Instructional Design of Educational Technology

**Breadth Requirement: (6 points)**

All students (at both master's and doctoral levels) must complete 6 points at Teachers College outside of the Communication, Media and Learning Technologies Design Program (that is, courses with a prefix other than MSTU).

**Additional Requirements: for M.A. students in Communication and Education (TECM)**

- MSTU 4016 The History of Communication
- 13 points additional MSTU courses
- Other courses chosen in consultation with an advisor

**Integrative M.A. Project**

Candidates for the M.A. degree are expected to culminate their work with an integrative project. Projects vary but share the common following features:

- Empirically based and grounded in the research literature
- Address a problem or phenomenon of the student's interest and area of study
- Provide a solution to the problem.

Some examples include:

- Design of new learning technologies and media-driven experiences
- Development of new models, curriculum, and/or lessons integrating technology
- A thesis or case study analysis of a trend in the field of learning technology

Specifics of the integrative project are determined through discussions with the students' advisors. 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.

For students completing only the M.A. degree program, this project should be related to their career goals and should provide tangible evidence of their skills and strengths.

## Computing in Education - Distance Learning

Master of Arts

**Points/Credits:** 32

**Entry Terms:** Spring/Summer/Fall

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### Degree Requirements

#### Computing in Education - Online (TECD)

The M.A. program in Computing in Education: Online, is a 32-point degree program where all courses needed to complete the degree are offered online. The degree program represents the wide range of goals presented by its parent Program of Communication, Media, and Learning Technologies Design (CMLTD). It provides a broad foundational view of technology as it relates to learning from cognitive, social, cultural, and applied perspectives. It also provides a deeper view of specific issues around different genres of technology, theories, and practice.

Students in this program come from a variety of different backgrounds crossing international and cultural borders. Students represent an array of professions, including educational institutions, industry, and non-traditional histories. Many students in this program work full-time and take 1-2 courses a term (part-time) enjoying the flexibility available to complete the requirements. Students of the program have successfully gone on to a variety of roles upon graduation including (but not limited to) working in and with K-12 institutions as teachers, specialists, and leaders, as well as industry positions such as designing instructional and learning experiences. Whether students enter with formal, informal, or non-traditional education/learning related expertise, this program hones one's understanding of how to approach learning with technology, to solve some of the most pressing issues of today.

The experiences of online coursework in the Computing in Education program are as diverse as the issues explored. Courses are designed by each professor with learning as the driving objective. Students will experience coursework in a variety of formats (e.g., discussion forums, video conferences, real-time chats, blended experiences, etc.). Many courses are project-based, collaborative, with rich and intimate opportunities to interact and engage both with one's peers and professors. Online students participate in the same courses as their face-to-face CMLTD counterparts/peers and are welcome to enroll in traditional on-site, face-to-face classes if opportunities permit.

#### Master of Arts (32 points required)

To earn the Master of Arts (M.A.) degree, students must satisfactorily complete 32 points of coursework and an integrative project. In CMLTD degree 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.

Students must take coursework totaling at least 32 points. The following are required:

**Core Requirement: One programming course must be taken. (3 points)**

- Programming Course
  - MSTU 5003 Theory and Programming of Interactive Media I

**Foundational Knowledge: At least three areas must be represented. (9 points, minimum)**

- Cognitive Issues and Technology
  - MSTU 4133 Cognition and Computers
  - MSTU 4088 Introduction to Learning Sciences and Educational Technology
- Social Issues and Technology
  - MSTU 4005 Equity, Ethical, and Social Issues in Educational Technology
  - MSTU 4020 Social and Communicative Aspects of the Internet
- Cultural Issues and Technology
  - MSTU 4028 Technology and Culture
  - MSTU 5002 Culture, Media, and Education
- Educational Practice and Design
  - MSTU 4001 Technology and School Change
  - MSTU 4050 Online Schools and Online Schooling K-12
  - MSTU 4083 Instructional Design of Educational Technology

**Breadth Requirement: (6-9 points)**

All students must complete a minimum of 6 points at Teachers College outside of the Communication, Media and Learning Technologies Design Program (that is, courses with a prefix other than MSTU).

**Additional Requirements: for M.A. students in Computing in Education (TECD)**

- At least 11-14 points of MSTU courses or other courses with the faculty advisor's approval. In particular, M.A. students in the Computing in Education M.A. degree program through the completely online option have a slightly more constrained set of courses available to meet program requirements and should work closely with their respective advisor.

**Integrative M.A. Project**

Candidates for the M.A. degree are expected to culminate their work with an integrative project. Projects vary but share the common following features:

- Empirically based and grounded in the research literature;
- Address a problem or phenomenon of the student's interest and area of study;
- Provide a solution to the problem.

Some examples include:

- A literature review or case study analysis of a trend in the field of learning technology;
- Design of new learning technologies and media-driven experiences;
- Development of new models, curriculum, and/or lessons integrating technology;
- On-site field study and recommendations for teachers.

Specifics of the integrative project are determined through discussions with students' advisors. 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 degree program.

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.

## Design and Development of Digital Games

Master of Arts

**Points/Credits:** 32

**Entry Terms:** Spring/Summer/Fall

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### Degree Requirements

#### Design and Development of Digital Games (TEDG)

The M.A. degree program in Design and Development of Digital Games is a 32-33 point degree program that prepares students to design, develop, implement and evaluate digital games and closely related technologies (such as mobile apps, interactive media, virtual and augmented reality) for learning and social impact in both formal and informal educational settings. This program is unique in that the curriculum is structured to examine game design from a combination of social, cultural, cognitive, and affective perspectives. Students who are studying the design and development of games for education as a concentration need the degree to reflect this area of study, which is not only optimal but necessary for their intended goals.

Games and closely related technologies are increasingly important for learning and for professional education and training in schools, medicine, business, entertainment, and other domains. Rapid changes in these technologies are reshaping the ways we create, evaluate, reflect, reason, and learn. The interdisciplinary nature of game design has led to more creative approaches in teaching and learning in both informal learning contexts (such as museums and homes) and formal learning contexts (classrooms, schools, and workplaces).

The skills involved in designing, developing and studying games are relevant to a wide variety of careers, for instance: instructional design, coding, web and app development, project management, user experience (UX) design, illustration, 3D modeling, and so on. Whether pursuing a career specifically in games (commercial or educational game design) or intending to use games as a means to other endeavors, this program is an exciting and modern platform for a future career journey.

Courses in the M.A. degree program provide a solid foundation in both theoretical and practical aspects to the design of educational technology (of which games are a part), which are very relevant to the design of games that target learning—often called educational games. Similarly, the development of educational (or other) games depends upon the ability to program such games, or, at the very least, to have enough programming knowledge to be able to communicate appropriately with programmers who will develop games based on design specifications.

Therefore, courses on game development, for example, complement the required programming course sequences that teach programming skills that may be applied to games.

#### Minimum Point Requirement

A minimum of 32 points of coursework is required for completion of the degree. Course credits from previous, non-Teachers College work cannot be transferred in to count toward the 32 points required for the M.A. degree.

**Required Core Courses (10 points)**

Required courses:

- MSTU 4000: Core Seminar (1 point), taken in first semester
- MSTU 4088 Introduction to Learning Sciences and Educational Technology (3 points)
- MSTU 4083: Instructional Design of Educational Technology (3 points)
- MSTU 4900: Integrative Project Seminar (0 or 1 point), taken in final semester

For the remaining points, choose between:

- MSTU 4020: Social and Communicative Aspects of ICTs (3 points)
- MSTU 4005: Equity, Ethics and Social Issues (3 points)
- **OR**
- MSTU 4504: Ethical Issues in Technology Design (3 points)

**Requirements in the Major Area (15 points)**

- 6 points selected from any three programming courses:
  - MSTU 5003: Theory and Programming of Interactive Media I (3 points), MSTU 5013: Theory and Programming of Interactive Media II (3 points), or 5007: Development of XR and Games
  - Other programming courses approved by academic adviser
- For the remaining 9 points, choose any combination of the following courses:
  - MSTU 4039: Game Design Fundamentals: Theory and Practice of Game Design (3 points)
  - MSTU 4040: Mobile Learning (3 points)
  - MSTU 5000: Virtual, Augmented, Mixed Reality and Games as Learning Tools (3 points)
  - MSTU 5015: Research/Programming in Serious Games (3 points)
  - MSTU 6000: Advanced Design of Educational Games (3 points)

**Elective Courses (1-3 points)**

1-3 points of additional MSTU courses.

**Breadth Requirement: (6-9 points)**

All students must complete a minimum of 6 points at Teachers College outside of the Communication, Media and Learning Technologies Design Program (that is, courses with a prefix other than MSTU).

**Integrative M.A. Project**

Candidates for the M.A. degree are expected to culminate their work with an integrative project. Projects vary but share the common following features:

- Empirically based and grounded in the research literature
- Address a problem or phenomenon of the student's interest and area of study
- Provide a solution to the problem

Some examples include:

- Design of a new game, app, virtual reality experience or other form of interactive media
- Case study analysis of a trend in the field of game-based learning
- Development of new models, curriculum, and/or lessons integrating technology
- On-site field study and recommendations for teachers

Specifics of the integrative project are determined through discussions with the students' advisors.

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.

## Instructional Technology and Media

Master of Arts

**Points/Credits:** 32

**Entry Terms:** Summer/Fall

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### Degree Requirements

#### Instructional Technology and Media (TEIT)

The Instructional Technology and Media degree programs examine the relationship between the design of technology, digital media, cultural context, social interaction, and learning. Courses provide extensive exposure to theories of cognition and design, as well as deep dives into applications of these theories in practice.

Consequently, while students will encounter a wide range of cognitive, social, and design theories, students are encouraged to consider the power, equity, and ethical implications of context and culture in their application across learning spaces and environments. Faculty and students' current areas of exploration include state of the art technologies such as virtual and augmented reality, the design of toys and digital games, maker education and digital fabrication, robotics and social pedagogical agents, artificial intelligence and computational literacy.

Students graduating from the program in Instructional Technology and Media have pursued a wide variety of career paths, in accordance with their goals and interests. Some of these include:

- Teaching, and research positions in higher education;
- Administrative and teaching positions in elementary, middle, and high schools;
- Creating educational technology startups and joining established industry leaders such as PBS, Nickelodeon, Google, Amazon, Sesame Workshop;
- Research and design positions in informal learning contexts such as museums and non-profit organizations to leverage new media technologies in effective and empowering ways;
- Research positions and design of technology-based training in corporations;
- Conducting formative and evaluative research on the use of media in/for learning, both within classrooms and beyond;
- Designing and implementing innovations in the use of new media for educational, social or civic purposes; or
- Working in government or nonprofit settings to shape the conversation and policy around new media and learning through research and policy work.

Participants in all CMLTD 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 degree programs in CMLTD—a humanism that combines the use of sophisticated technology with humane commitments for guiding purposes.

## Master of Arts (32 points required)

To earn the Master of Arts (M.A.) degree, students must satisfactorily complete 32 points of coursework and an integrative project. In CMLTD 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.

Students must take coursework totaling at least 32 points. The following are required:

### Core Requirement: (1 point)

- MSTU 4000 is a requirement for 1 credit in the first semester of study.
- MSTU 4900 IP Seminar is a requirement for 0 credits in the last semester of study.

Foundational Knowledge: At least three areas must be represented. (9 points, minimum)

- Cognitive Issues and Technology
  - MSTU 4133 Cognition and Computers
  - MSTU 4088 Introduction to Learning Sciences and Educational Technology
- Social Issues and Technology
  - MSTU 4005 Equity, Ethical, and Social Issues in Educational Technology
  - MSTU 4020 Social and Communicative Aspects of the Internet
- Cultural Issues and Technology
  - MSTU 4028 Technology and Culture
  - MSTU 5002 Culture, Media, and Education
- Educational Practice and Design
  - MSTU 4001 Technology and School Change
  - MSTU 4050 Online Schools and Online Schooling K-12
  - MSTU 4083 Instructional Design of Educational Technology

### Breadth Requirement: (6 points)

All students (at both master's and doctoral levels) must complete a minimum of 6 points at Teachers College outside of the Communication, Media and Learning Technologies Design Program (that is, courses with a prefix other than MSTU).

### Additional Requirements: for M.A. students in Instructional Technology and Media (TEIT)

- MSTU 4083 Instructional Design of Educational Technology Counts toward the Foundational Knowledge area
- Two programming courses must be taken. This requirement can be met by taking the two-course Interactive Media programming sequence.
  - MSTU 5003 and 5013 Theory and Programming of Interactive Media I & II
- 10 points of additional MSTU courses
- Other courses chosen in consultation with an advisor

### Integrative M.A. Project

Candidates for the M.A. degree are expected to culminate their work with an integrative project. Projects vary but share the common following features:

- Empirically based and grounded in the research literature;
- Address a problem or phenomenon of the student's interest and area of study;

- Provide a solution to the problem.

Some examples include:

- Design of new learning technologies and media-driven experiences;
- Development of new models, curriculum, and/or lessons integrating technology;
- A thesis or case study analysis of a trend in the field of learning technology.

Specifics of the integrative project are determined through discussions with the students' advisors. 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.

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.

## Technology Specialist

Master of Arts | Initial Cert: K-12 Ed. Technology Specialist

**Points/Credits:** 38

**Entry Terms:** Spring/Summer/Fall

**Certification:**

- NY State Initial: K-12 Ed. Technology Specialist

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## Degree Requirements

### Educational Technology Specialist K-12 Certification: For Non-Certified Teachers (TETS-INIT)

This Master of Arts degree program leads to an initial K-12 teaching certificate in New York State as an Educational Technology Specialist. This degree program is designed for individuals who do not hold any current New York State teaching certifications. Candidates are prepared to take on a variety of roles in schools, including but not limited to: coaching and supporting K-12 teachers in the design and implementation of technology-related curriculum and projects, designing and leading professional development sessions, working directly with students in STEM or STEAM Labs, as well as supporting schools in developing and implementing classes related to coding and computational thinking. Completing the program requires 38 points, and involves two semesters fieldwork/observation (a year-long total of 100 hours) and student teaching (a year-long total of 200 hours or 40 days of student teaching).

### Master of Arts (38 points required)

The M.A. degree program for Educational Technology Specialist K-12 Certification: TETS Track, is a 38-point program. There are two tracks for the overall degree program: one for students who hold an existing New York teaching certification and one for students who do not. The TETS track is for those who do not hold any current teaching certifications. Students in this track come from a variety of backgrounds. Some may be career changers seeking to work with technology in schools and others may have teaching experience but no teacher certification. This M.A. degree program provides classroom experience: students complete two semesters of "practica," one spent in elementary classrooms (K-6) and the other spent in secondary grades (7-12).



The program follows the International Standards for Technology Education (ISTE) Standards for Coaches and offers courses related to teaching and learning with technology through different perspectives: cognitive, social, cultural, and applied practice. Students are also encouraged to take courses related to the learning sciences, educational policy, and use of assistive technologies in special education. Each student's program is different, depending upon students' professional goals and interests. Students attend most courses face-to-face, but some of the courses are offered online.

Students can complete the degree program full-time in two years but have the option to attend part-time, as many students work during the day. In the second year, students register for "practica" during both the fall and spring semesters in the program. Completing the program requires 38 points, and involves two semesters fieldwork/observation (a year-long total of 100 hours) and student teaching (a year-long total of 200 hours or 40 days of student teaching). Students are strongly encouraged to make themselves available full-time for student teaching, but it is possible to complete student teaching part-time. Additional information regarding student teaching requirements are below.

Students must take coursework totaling 38 points. The following are required:

### **Required Courses (18 points)**

- Cognitive Issues and Technology
  - MSTU 4133 Cognition and Computers
- Social Issues and Technology
  - MSTU 4005 Equity, Ethical, and Social Issues in Educational Technology
- Cultural Issues and Technology
  - MSTU 4052 Computers, Problem Solving, and Cooperative Learning
- Educational Practice and Design
  - MSTU 4001 Technology and School Change
  - MSTU 4029 Managing Educational Technology Resources
- Programming Course ( 3 points)
  - MSTU 5003 Theory and Programming of Interactive Media

### **Required Courses Outside of Department (9 points)**

- Curriculum Design
  - C&T 4052 Designing Curriculum and Instruction
- Special Education (choose one for 3 points)
  - HBSE 4000 Introduction to Special Education
  - HBSE 4005 Computer Applications in Special Education
- Human Development (choose one for 3 points)
  - HUDK 4022 Developmental Psychology: Childhood
  - HUDK 4029 Cognition and Learning

### **Required Practica (6 points)**

- MSTU 4700 Student Teaching Practicum in Educational Technology (Elementary)
- MSTU 4700 Student Teaching Practicum in Educational Technology (Secondary)

### **Electives (5 points)**

All elective courses must be approved in consultation with the faculty program advisor. Weekend workshops and skills courses do not meet this requirement.

### **Breadth Requirement: (6 points, minimum)**

All students must complete a minimum of 6 points at Teachers College outside of the Communication, Media and Learning Technologies Design Program (that is, courses with a prefix other than MSTU). Typically, this requirement is already met when taking required courses outside of the department (see above).

### **Student Teaching and Fieldwork Requirements:**

Students are required to complete two semesters of practicum (MSTU 4700) which includes fieldwork and student teaching. Practicum in the fall semesters focus on elementary student teaching (grades K-6), and practicum in the spring semesters focus on secondary student teaching (grades 7-12). Each practicum consists of at least 50 hours of observation and at least 100 hours (or 20 days) of student teaching, for a year-long total of at least 100 hours of fieldwork and at least 200 hours (or 40 days) of observation across the two semesters.

Fieldwork consists of observing a variety of activities relating to the role of an Educational Technology Specialist: observing students at work using technology, observing technology coordinators providing support to teachers, and observing technology-related professional development sessions. Students may also observe technology integrators planning with teachers, facilitating the use of a makerspace or teaching coding and computational thinking.

Student Teaching placements will, for the most part, occur in local schools that partner with our Program. Cooperating teachers may be technology coaches, technology integrators, directors of technology, or tech-savvy classroom teachers. Students already working full-time in the role of an Educational Technology Specialist, who would like to use their employment to fulfill student teaching requirements, must receive approval under guidelines set forth by the College and the Office of Teacher Education.

### **Additional Requirements for Certification:**

Students may obtain the Educational Technology Specialist K-12 Certification by fulfilling New York State Education Department (NYSED) teacher certification requirements:

- Successful completion of MA degree program leading to Educational Technology Specialist K-12 Certification
- Pass the NYSTCE Educating All Students Test (EAS)
- Pass the NYSTCE Content Speciality Test (CST - Educational Technology Specialist)
- Complete three workshops: 1) child abuse and identification reporting; 2) school violence prevention and intervention; and 3) Dignity for All Students Act (DASA)
- Fulfilling Liberal Arts and Sciences Requirement (required for graduation and NYS certification)

Transcripts will be reviewed as part of the admissions process. When the M.A. degree is awarded, file an Institutional Recommendation Data Form with the Office of Teacher Education.

Requirements for NYS certification are subject to change. Please check the Office of Teacher Education and NYSED website for additional information.

### **Integrative M.A. Project**

Candidates for the M.A. degree will prepare a final integrative project. The project may vary considerably from candidate to candidate, depending on her or his particular interests. In general, all projects will share these characteristics:

- They will be deeply informed by readings and research done throughout the program.
- They will be informed by candidates' reflections on their experiences during the program, and what they have learned about students' use of, and learning with, technologies.

- They will focus on some aspect of planning for the future, and in this way advance the field by contributing candidates' ideas on how the use of technology in schools may be improved.
- They will address the problems and issues involved in using technology fairly and equitably to advance the learning of all children.

## Technology Specialist for Teachers

Master of Arts | Initial Cert: K-12 Ed. Technology Specialist

**Points/Credits:** 38

**Entry Terms:** Spring/Summer/Fall

**Certification:**

- NY State Initial: K-12 Ed. Technology Specialist

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## Degree Requirements

### Educational Technology Specialist K-12 Certification: For Certified Teachers (TETT-INIT)

The M.A. degree program for Educational Technology Specialist K-12 Certification: TETT Track, is a 38-point program. There are two tracks for the overall degree program: one for students who hold an existing New York State teaching certification and one for students who do not (TETS). The TETT track is designed for certified teachers and places more emphasis on leadership and research as it relates to the use of technology in schools. Candidates are prepared to take on a variety of roles in schools, including but not limited to: individuals who want to work with technology in the classroom, technology coaches who support K-12 teachers in the design and implementation of technology-related curriculum and projects, technology directors, and professional developers. Some candidates also return to teaching positions where they work directly with students in Science, Technology, Engineering, Math (STEM) or Science, Technology, Engineering, Arts, Math (STEAM) Labs, and also support schools in developing and implementing classes related to coding and computational thinking. Completing the program requires 38 points, as well as 50 hours of fieldwork/observation and 100 hours (or 20 days) of student teaching.

### Master of Arts (38 points required)

The M.A. degree program for Educational Technology Specialist K-12 Certification: TETT Track for certified teachers is a 38-point program. There are two tracks for this program, depending upon if the student holds an existing teaching certification. This specific track (TETT) is designed for individuals who hold a current teaching certification. Students in this track enter at various points in their teaching career. Some hold initial certification in a different content area (such as mathematics or history) and complete the program to obtain professional certification in their first content area while also adding an initial certificate as an Educational Technology Specialist. Others are veteran teachers holding professional certification in a different content area and are seeking an additional certificate to teach courses related to technology or eventually become technology leaders. This M.A. degree program requires students to complete one semester of practica, with at least 50 hours of observation and at least 100 hours of student teaching. Credit for student teaching can be earned while teaching in one's current position under certain circumstances and can be discussed with the program advisor.

The program follows the International Society for Technology Education (ISTE) Standards for Coaches and offers courses related to teaching and learning with technology through different perspectives: cognitive, social, cultural and applied practice. Each student's program is different, depending upon students' professional goals and interests. Students are encouraged to take courses related to the learning sciences, leadership and educational policy, staff development, and the use of assistive technologies. Students attend most courses face-to-face, but some of the courses are offered online.

Students can complete the degree program full-time in two years but have the option to attend part-time, as many of the students teach full-time during the day. Students register for practica during both the fall and spring semesters in the second year of the program. Over the course of the second year, students complete 50 hours of observation in schools, in addition to a minimum of 20 days (or 100 hours) of student teaching. Students in this track typically complete student teaching on a part-time schedule. Additional information regarding student teaching requirements are below.

Students must take coursework totaling 38 points. The following are required:

### **Required Courses (18 points)**

- Social Issues and Technology
  - MSTU 4005 Equity, Ethical, and Social Issues in Educational Technology
- Cultural Issues and Technology
  - MSTU 4052 Computers, Problem Solving, and Cooperative Learning
- Educational Practice and Design
  - MSTU 4001 Technology and School Change
  - MSTU 4029 Managing Educational Technology Resources
- Policy and Leadership (choose one for 3 points)
  - MSTU 5033 Educational Technology Policy: Challenges & Opportunities
  - MSTU 5029 Technology Leadership and Schools
- Research (choose one for 3 points)
  - MSTU 5001 Assessing the Impact of Technology
  - MSTU 5025 Researching Technology in Educational Environments

### **Additional Core Courses (choose two courses for 6 points)**

- MSTU 4020 Social Aspects of the Internet and ICTs
- MSTU 4049 Technologies and Literacies
- MSTU 4050 Online Schools and Online Schooling K-12
- MSTU 4083 Instructional Design of Educational Technology
- MSTU 4133 Cognition and Computers
- MSTU 5002 Culture, Media, and Education
- MSTU 5005 Case-Based Teaching in Electronic Environments

### **Required Courses Outside of Department (8 points)**

- Adult Learning
  - C&T 5053 Staff development Processes and Procedures
- Leadership
  - ORLA 4044 Transforming Schools and Transforming Education
- Curriculum Design
  - C&T 4052 Designing Curriculum and Instruction
- Special Education (choose one)
  - HBSE 4000 Introduction to Special Education

- HBSE 4005- Computer Applications in Special Education
- Human Development (choose one for 3 points)
  - HUDK 4022 Developmental Psychology: Childhood
  - HUDK 4029 Cognition and Learning

### **Required Practica (6 points)**

- MSTU 4700 Student Teaching Practicum in Educational Technology (Elementary)
- MSTU 4700 Student Teaching Practicum in Educational Technology (Secondary)

### **Breadth Requirement: (6 points, minimum)**

All students must complete a minimum of 6 points at Teachers College outside of the Communication, Media and Learning Technologies Design Program (that is, courses with a prefix other than MSTU). This requirement is typically already met when taking required courses outside of the department (see above).

#### Student Teaching and Fieldwork Requirements:

Students are required to complete two semesters of practicum (MSTU 4700). Practicum in the fall semesters focus on elementary grades (grades K-6), and practicum in the spring semesters focus on secondary grades (grades 7-12). The program requires at least 50 hours of observation and at least 100 hours (or 20 days) of student teaching across two semesters. The grade level of the student's current teaching certification will determine which grade the student will be placed in for student teaching. For example, if the student currently holds an initial teaching certificate for a secondary content area, the student will be placed in an elementary setting for student teaching as the Educational Technology Specialist certificate covers grades K-12.

Fieldwork consists of observing a variety of activities relating to the role of an Educational Technology Specialist: observing technology coordinators and directors provide support to teachers, observing students at work using technology, and observing technology-related professional development workshops. Students may also observe technology integrators planning with teachers, facilitating the use of a makerspace or teaching coding and computational thinking.

Student teaching placements will, for the most part, occur in local schools that are our Program's partners. Cooperating teachers may be technology coaches, technology integrators, directors of technology, or tech-savvy classroom teachers. Students already working full-time in the role of an Educational Technology Specialist who would like to use their employment to fulfill student teaching requirements, must receive approval under guidelines set forth by the College and the Office of Teacher Education. Depending upon availability, summer student teaching placements may also be arranged in consultation with the program advisor.

### **Additional Requirements for Certification:**

Students may obtain the Educational Technology Specialist K-12 Certification by fulfilling New York State Education Department (NYSED) teacher certification requirements, many of which may already be fulfilled from holding an existing teacher certification:

- Successful completion of MA degree program leading to NYSED Educational Technology Specialist K-12 Certification
- Pass the NYSTCE Educating All Students Test (EAS)
- Pass the NYSTCE Content Speciality Test (CST - Educational Technology Specialist)
- Complete three workshops: 1) child abuse and identification reporting; 2) school violence prevention and intervention; and 3) Dignity for All Students Act (DASA)
- Fulfilling Liberal Arts and Sciences Requirement (required for graduation and NYS certification)

Transcripts will be reviewed as part of the admissions process. When the M.A. degree is awarded; file an Institutional Recommendation Data Form with the Office of Teacher Education.

Requirements for NYS certification are subject to change, please check the Office of Teacher Education and NYSED website for additional information.

### **Integrative M.A. Project**

Candidates for the M.A. degree will prepare a final integrative project. The project may vary considerably from candidate to candidate, depending on her or his particular interests. In general, all projects will share these characteristics:

- They will be deeply informed by readings and research done throughout the program.
- They will be informed by candidates' reflections on their experiences during the program, and what they have learned about students' use of and learning with technologies.
- They will focus on some aspect of planning for the future, and in this way advance the field by contributing candidates' ideas on how the use of technology in schools may be improved.
- They will address the problems and issues involved in using technology fairly and equitably to advance the learning of all children.

## **Master of Education**

### **Communication and Education**

Master of Education

**Points/Credits:** 60

**Entry Terms:** Summer/Fall

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### **Degree Requirements**

#### **Communication and Education (TECM)**

The Communication and Education degree program relies primarily on social science inquiry to understand, interpret, and shape how information, communication technologies and new media influence culture and education, including areas such as literacy, social justice, youth development, and teacher education.

This program uses a broad range of methods -- including both qualitative and quantitative approaches -- to study the intersections of communication and learning. It asks, in particular, how education and other social systems change under the impact of emerging media. The program encourages students to:

- Reflect on the historical, cultural and social impact of a wide range of media
- Leverage relevant research methods and modes of inquiry to better understand how communication and media use shape learning practices
- Attend closely to both technological artifacts and human activity, reflecting on the diverse ways in which modes of communication condition the meanings actually, and potentially, communicated—particularly through the wide variety of digital means available to us.

Students graduating from the program in Communication and Education have pursued a wide variety of career paths, in accordance with their goals and interests. Some of these include:

- Teaching and research positions in higher education;
- Working in schools, museums or other educational institutions to leverage new media technologies in effective and empowering ways;
- Conducting formative and evaluative research on the use of media in/for learning, both within classrooms and beyond;
- Designing and implementing innovations in the use of new media for educational, social or civic purposes; or
- Working in government or nonprofit settings to shape the conversation around new media and learning through research and policy work.

### **Master of Education (60 points 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 point requirement. Ed.M. candidates who have completed an M.A. in CMLTD 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 CMLTD core program courses in their remaining coursework. In addition to completing the minimum course requirements and developing a skill specialization, candidates for the Ed.M. degree culminate their work through a research or development project submitted to the faculty.

Master of Education (Ed.M.) programs are offered in Communication and Instructional Technology and Media. In each of these Ed.M. programs, students must take coursework totaling at least 60 points. The following are required of all Ed.M. students:

#### **Core Requirement: (1 point)**

- MSTU 4000 is a requirement for 1 credit in the first semester of study.
- MSTU 4900 IP Seminar is a requirement for 0 credits in the last semester of study.

#### **Foundational Knowledge: At least three areas must be represented. (9 points)**

- Cognitive Issues and Technology
  - MSTU 4133 Cognition and Computers
  - MSTU 4088 Introduction to Learning Sciences and Educational Technology
- Social Issues and Technology
  - MSTU 4005 Equity, Ethical, and Social Issues in Educational Technology
  - MSTU 4020 Social and Communicative Aspects of the Internet
- Cultural Issues and Technology
  - MSTU 4028 Technology and Culture
  - MSTU 5002 Culture, Media, and Education
- Educational Practice and Design
  - MSTU 4001 Technology and School Change
  - MSTU 4050 Online Schools and Online Schooling K-12
  - MSTU 4083 Instructional Design of Educational Technology

#### **Research Methods and Design: (3 points)**

Students must complete one research method or research design course offered either in or outside the CMLTD program. Suggested courses include the following:

- HUDM 4122 Probability and Statistical Inference
- ITSF 5000 Methods of inquiry: Ethnography and Participant Observation
- MSTU 5025 Researching Technology in Educational Environments
- MSTU 5001 Assessing the Impact of Technology In Schools

#### **Breadth Requirement: (6 points)**

All students must complete 6 points at Teachers College outside of the Communication, Media and Learning Technologies Design Program (that is, courses with a prefix other than MSTU). Suggested: HUDM 4120 Basic concepts in statistics; ITSF 5000 Methods of inquiry-Ethnography and participant observation; and/or other basic research/inquiry courses without an MSTU prefix.

#### **Additional Requirements: for Ed.M. students in Communication and Education (TECM)**

- MSTU 4016 The History of Communication
- MSTU 5606 Readings in Communication Theory and Social Thought I
- 35 points of additional MSTU courses
- Other courses chosen in consultation with an advisor

#### **Integrative Ed.M. Project**

The Integrative Ed.M. Project is a research or development project that should result from independent effort equivalent to that of a 3-point course. Like the M.A. integrative project, it should provide tangible evidence of a student's skills and strengths and should represent the student's interests, as well as display the specialized skills developed for the degree.

Students accepted for a doctoral program should earn the Ed.M. as an integral part of their doctoral work. However, the Ed.M. can be 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 accordance with one's achievement goals.

## **Instructional Technology and Media**

Master of Education

**Points/Credits:** 60

**Entry Terms:** Summer/Fall

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### **Degree Requirements**

#### **Instructional Technology and Media (TEIT)**



The Instructional Technology and Media degree programs examine the relationship between the design of technology, digital media, cultural context, social interaction, and learning. Courses provide extensive exposure to theories of cognition and design, as well deep dives into applications of these theories in practice.

Consequently, while students will encounter a wide range of cognitive, social, and design theories, students are encouraged to consider the power, equity, and ethical implications of context and culture in their application across learning spaces and environments. Faculty and students' current areas of exploration include state of the art technologies such as virtual and augmented reality, the design of toys and digital games, maker education and digital fabrication, robotics and social pedagogical agents, artificial intelligence and computational literacy.

Students graduating from the program in Instructional Technology and Media have pursued a wide variety of career paths, in accordance with their goals and interests. Some of these include:

- Teaching, and research positions in higher education;
- Administrative and teaching positions in elementary, middle, and high schools;
- Creating educational technology startups and joining established industry leaders such as PBS, Nickelodeon, Google, Amazon, Sesame Workshop;
- Research and design positions in informal learning contexts such as museums and non-profit organizations to leverage new media technologies in effective and empowering ways;
- Research positions and design of technology-based training in corporations;
- Conducting formative and evaluative research on the use of media in/for learning, both within classrooms and beyond;
- Designing and implementing innovations in the use of new media for educational, social or civic purposes; or
- Working in government or nonprofit settings to shape the conversation and policy around new media and learning through research and policy work.

Participants in all CMLTD 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 degree programs in CMLTD—a humanism that combines the use of sophisticated technology with humane commitments for guiding purposes.

### **Master of Education (60 points 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 CMLTD 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 CMLTD core program courses in their remaining coursework. In addition to completing the minimum course requirements and developing a skill specialization, candidates for the Ed.M. degree culminate their work through a research or development project submitted to the faculty.

Master of Education (Ed.M.) degree programs are offered in Communication and Instructional Technology and Media. In each of these Ed.M. programs, students must take coursework totaling at least 60 points. The following are required of all Ed.M. students:

**Core Requirement: (1 point)**

- MSTU 4000 is a requirement for 1 credit in the first semester of study.
- MSTU 4900 IP Seminar is a requirement for 0 credits in the last semester of study.

**Foundational Knowledge: At least three areas must be represented. (9 points)**

- Cognitive Issues and Technology
  - MSTU 4133 Cognition and Computers
  - MSTU 4088 Introduction to Learning Sciences and Educational Technology
- Social Issues and Technology
  - MSTU 4005 Equity, Ethical, and Social Issues in Educational Technology
  - MSTU 4020 Social and Communicative Aspects of the Internet
- Cultural Issues and Technology
  - MSTU 4028 Technology and Culture
  - MSTU 5002 Culture, Media, and Education
- Educational Practice and Design
  - MSTU 4001 Technology and School Change
  - MSTU 4050 Online Schools and Online Schooling K-12
  - MSTU 4083 Instructional Design of Educational Technology

**Research Methods and Design: (3 points)**

Students must complete one research method or research design course offered either in or outside the CMLTD program. Suggested courses include the following:

- HUDM 4122 Probability and Statistical Inference
- ITSF 5000 Methods of inquiry: Ethnography and Participant Observation
- MSTU 5025 Researching Technology in Educational Environments
- MSTU 5001 Assessing the Impact of Technology In Schools

**Breadth Requirement: (6 points)**

All students must complete 6 points at Teachers College outside of the Communication, Media and Learning Technologies Design Program (that is, courses with a prefix other than MSTU). Suggested: HUDM 4120 Basic concepts in statistics; ITSF 5000 Methods of inquiry-Ethnography and participant observation; and/or other basic research/inquiry courses without an MSTU prefix.

**Additional Requirements: for Ed.M. students in Instructional Technology and Media (TEIT)**

- MSTU 4083 Instructional Design of Educational Technology Counts toward the Foundational Knowledge area
- Two programming courses must be taken. This requirement can be met by taking the two-course Interactive Media programming sequence.
  - MSTU 5003 and 5013 Theory and Programming of Interactive Media I & II
- 5 points of additional MSTU courses
- Other courses chosen in consultation with an advisor

**Integrative Ed.M. Project**

The Integrative Ed.M. Project is a research or development project that should result from independent effort equivalent to that of a 3-point course. Like the M.A. integrative project, it should provide tangible evidence of a student's skills and strengths and should represent the student's interests, as well as display the specialized skills developed for the degree.

Students accepted for a doctoral degree program should earn the Ed.M. as an integral part of their doctoral work. However, the Ed.M. degree can be 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. degree program to build academic and experiential foundations in accordance with one's achievement goals.

## Doctor of Education

### Communication and Education

Doctor of Education

**Points/Credits:** 90

**Entry Terms:** Summer/Fall

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### Degree Requirements

#### Communication and Education (TECM)

Communication, as a field, has changed dramatically over the past few decades. These shifts have been brought on by evolution in communication technologies, increased portability of digital devices, and new modes of communication and representation that include rapidly changing interactive platforms and increased capacity for the consumption, production, and circulation of media.

The Communication and Education degree programs provide students with a strong foundation in the interdisciplinary theories and pedagogical approaches that reflect these unfolding changes in the field, particularly as they impact education in all forms. Our program relies primarily on social science inquiry to understand, interpret, and shape how information, communication technologies and new media influence culture and education, including areas such as literacy, social justice, youth development, and teacher education.

This program encourages the use of a broad range of methods -- including both qualitative and quantitative approaches -- to study the intersections of communication and education across a variety of contexts. It asks, in particular, how education -- including schooling and other social systems -- change under the impact of emerging media. The program encourages students to:

- Reflect on the historical, cultural and social impact of a wide range of media

- Leverage relevant research methods and modes of inquiry to better understand how communication and media use shape learning practices
- Attend closely to both technological artifacts and human activity, reflecting on the diverse ways in which modes of communication condition the meanings actually, and potentially, communicated—particularly through the wide variety of digital means available to us.

Students graduating from the program in Communication and Education have pursued a wide variety of career paths, in accordance with their goals and interests. Some of these include:

- Teaching and research positions in higher education;
- Working in schools, museums or other educational institutions to leverage new media technologies in effective and empowering ways;
- Conducting formative and evaluative research on the use of media in/for learning, both within classrooms and beyond;
- Designing and implementing innovations in the use of new media for educational, social or civic purposes; or
- Working in government or nonprofit settings to shape the conversation around new media, communication, and learning through research and policy work.

### **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.

The Communication, Media, and Learning Technologies Design (CMLTD) program follows these requirements, while providing doctoral students with a customizable experience based on core and specialized courses, skill concentrations, and independent research. These experiences have been designed to ensure that students master different modes of inquiry; contribute professionally to the field through conference presentations and publications; and participate actively in CMLTD research centers, events and initiatives.

Doctor of Education (Ed.D.) programs are offered in both Communication and in Instructional Technology and Media. In each of these Ed.D. programs, students must take coursework totaling at least 90 points. Programs are planned individually in consultation with the student's faculty advisor. Doctoral candidates should develop a systematic plan for study early in their program, encouraging sustained consideration of a dissertation topic and tailoring course selection to support dissertation work.

The following are required of all Ed.D. students:

#### **Core Seminar: MSTU 4000 and Doctoral Colloquium: MSTU 6600 (3 points total)**

- One-point registration for MSTU 4000. After MSTU 4000, Ed.D. students must take MSTU 6600 for a total of two points, and then continue to register for MSTU 6600 for zero points each semester until graduation.

#### **Foundational Knowledge: All four areas must be represented. (12 points, minimum)**

- Cognitive Issues and Technology
  - MSTU 4133 Cognition and Computers
  - MSTU 4088 Introduction to Learning Sciences and Educational Technology
- Social Issues and Technology
  - MSTU 4005 Equity, Ethical, and Social Issues in Educational Technology
  - MSTU 4020 Social and Communicative Aspects of the Internet

- Cultural Issues and Technology
  - MSTU 4028 Technology and Culture
  - MSTU 5002 Culture, Media, and Education
- Educational Practice and Design
  - MSTU 4001 Technology and School Change
  - MSTU 4050 Online Schools and Online Schooling K-12
  - MSTU 4083 Instructional Design of Educational Technology

**Research Methods and Design: (12 points, minimum)**

The following are examples of available courses. Students should familiarize themselves with the full range of courses that are offered and choose a class that is relevant to their dissertation work, in consultation with their faculty advisor.

- Introductory Quantitative Methods Course (3 points)
  - HUDM 4122 Probability and Statistical Inference
  - Note: HUDM 4120 Basic Concepts in Statistics, does not meet this requirement.
- Introductory Qualitative Methods Course: taken from the following or similar (3 points)
  - C&T 5502 Introduction to Qualitative Research in Curriculum and Teaching
  - ITSF 5000 Methods of Inquiry: Ethnography and Participant Observation
  - ITSF 5001 Ethnography and Participant Observation: Fieldwork, Analysis, Reporting
- Specialized Research Design (3 points)
  - MSTU 5001 Assessing the Impact of Technology in Schools
  - MSTU 5025 Research Technology in Educational Environment
- Additional non-introductory research methodology class (3 points)

The following are examples of available courses. Students should familiarize themselves with the full range of courses that are offered and choose a class that is relevant to their dissertation work, in consultation with their faculty advisor.

- A&HE 6151 Narrative Research in English Education
- A&HL 4104 Discourse Analysis
- HUDM 5122 Applied Regression Analysis
- HUDM 5123 Linear Models and Experimental Design
- ORL 6500 Qualitative Research Methods in Organizations: Design and data collection
- ORL 6501 Qualitative Research Methods in Organizations: Data analysis and reporting

**Breadth Requirement: (6 points, minimum)**

Students must complete a minimum of three Teachers College courses, each for at least 2 credits, outside of the Communication, Media and Learning Technologies Design Program (i.e., courses with a prefix other than MSTU).

**Complete the doctoral certification process (see explanation later in this section).**

Successfully propose, complete, and defend the doctoral dissertation.

- Register for the Dissertation Seminar (MSTU 7501 or 7503, 1 point) when presenting the Dissertation Proposal. See also the regulations for MSTU 8900 and the section in the Academic Catalog on continuous registration.

### **Additional Requirements for Ed.D. students in Communication and Education (TECM)**

- MSTU 4016 The History of Communication
- MSTU 5606 Readings in Communication Theory and Social Thought
- One programming course
  - MSTU 5003 Theory and Programming of Interactive Media I
- At least 15 points of MSTU courses
- Other courses chosen in consultation with an advisor

### **Doctoral Certification Process**

The CMLTD program has designed its certification requirements to help prepare students for dissertation work and document that preparedness. The Doctoral Certification Process for CMLTD students has three steps. (Students' names are not sent forward to the Office of Doctoral Studies to be certified until all three of the following requirements have been successfully completed.)

1. An Integrative Question that the student answers in writing during the regular certification examination session that the Office of Doctoral Studies schedules each semester.  
This question is about some currently prominent educational technology topic that students answer by pulling material from CMLTD courses and course-related as well as independent readings. The best way to prepare for this question is to think of currently important educational technology topics related to your area of interest and try to think of how you would integrate content covered in different courses to address these topics. Please note: The CMLTD certification written examination will be a take-home exam (exam question will be distributed on Friday, written exam collected the following Monday). The written integrative question part of the certification process is not available during the summer.
2. A Literature Review or critical assessment of scholarship (a paper of around 30 pages, double-spaced) related to the student's dissertation plans. This represents a head start on the literature review chapter of the dissertation.  
This paper is approved by the faculty advisor. Approved papers may be posted and generally available to others for future reference.
3. A Certification Pilot Project that would be a smaller scale version of what might be done in the dissertation or a project or pilot study that leads to the dissertation project. Generally, this certification project has three steps, but students should consult with their advisor for specific instructions:
  1. Write a short project proposal, which the faculty advisor must approve.
  2. Complete the project;
  3. Write a project report (around 30 pages), which is approved by the advisor.

When the faculty advisor verifies that the student has completed the Integrative Question portion, the Literature Review paper, and the Certification Pilot Project, the student is recommended for certification. To receive full certification for doctoral work, students must also meet certain college-wide requirements, as explained in the Degree Requirements section of this bulletin.

**Policies on the Written Examination Portion of the CMLTD Certification Process** The exam question is constructed broadly so that it can be addressed by people from different perspectives and program strands within CMLTD. CMLTD students may refer to resources (books, journal articles, notes, etc.) while responding to the take-home exam question. References to people and articles are expected in the body of the response and work must not be mischaracterized. Please include a formal reference list at the end of the response. Past questions are available for students upon request. Please contact the program secretary to see the past exams on file.

Students can attempt to successfully complete the written response portion of the certification process no more than two times.

### **Evaluation Procedures**

Each response is evaluated by the CMLTD faculty, who meet as a group to read students' examinations. Students' names are removed from their examinations and the examinations are then circulated during the meeting of the faculty. The examination is read and discussed and a decision is made about its grade.

### **Basic Evaluation Criteria**

All responses are evaluated with regard to the following four questions:

1. Does the response address the question asked?
2. Does the response integrate material (using several references and sources) from each of three different core courses or from various perspectives or theories?
3. Does the response present a coherent and meaningful discussion?

## **Instructional Technology and Media**

Doctor of Education

**Points/Credits:** 90

**Entry Terms:** Summer/Fall

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### **Degree Requirements**

#### **Instructional Technology and Media (TEIT)**

The Instructional Technology and Media degree programs examine the relationship between the design of technology, digital media, cultural context, social interaction, and learning. Courses provide extensive exposure to theories of cognition and design, and deep dives into applications of these theories in practice.

Consequently, while students will encounter a wide range of cognitive, social, and design theories, students are encouraged to consider the power, equity, and ethical implications of context and culture in their application across learning spaces and environments. Faculty and students' current areas of exploration include state of the art technologies such as virtual and augmented reality, the design of toys and digital games, maker education and digital fabrication, robotics and social pedagogical agents, artificial intelligence and computational literacy.

Students graduating from the program in Instructional Technology and Media have pursued a wide variety of career paths, in accordance with their goals and interests. Some of these include:

- Faculty, teaching, and research positions in higher education;
- Administrative and teaching positions in elementary, middle, and high schools;
- Creating educational technology startups and joining established industry leaders such as PBS, Nickelodeon, Google, Amazon, Sesame Workshop;
- Research and design positions in informal learning contexts such as museums and non-profit organizations to leverage new media technologies in effective and empowering ways;
- Research positions and design of technology-based training in corporations;

- Conducting formative and evaluative research on the use of media in/for learning, both within classrooms and beyond;
- Designing and implementing innovations in the use of new media for educational, social or civic purposes; or
- Working in government or nonprofit settings to shape the conversation and policy around new media and learning through research and policy work.

Participants in all CMLTD 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 CMLTD—a humanism that combines the use of sophisticated technology with humane commitments for guiding purposes.

### **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 (ODS). It states the formal requirements for the degree and lays out the steps leading to it. Communication, Media and Learning Technologies Design requirements provide experiences through basic courses, skill concentrations, and independent projects, all leading to the certification examination and the dissertation. These experiences have been designed to ensure that students develop skills in one or more modes of inquiry; contribute professionally to the field through conferences, presentations, or publications; and participate actively in CMLTD functions outside of class work.

Programs are planned individually in consultation with a faculty advisor. Doctoral candidates should develop a systematic plan of 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 both Communication and in Instructional Technology and Media. In each of these Ed.D. programs, students must take coursework totaling at least 90 points. The following are required of all Ed.D. students:

Core Seminar: MSTU 4000 and Doctoral Colloquium: MSTU 6600 (3 points total)

- One-point registration for MSTU 4000. After MSTU 4000, Ed.D. students must take MSTU 6600 for a total of two points, and then continue to register for MSTU 6600 for zero points each semester until graduation.

### **Foundational Knowledge: All four areas must be represented. (12 points, minimum)**

- Cognitive Issues and Technology
  - MSTU 4133 Cognition and Computers
  - MSTU 4088 Introduction to Learning Sciences and Educational Technology
- Social Issues and Technology
  - MSTU 4005 Equity, Ethical, and Social Issues in Educational Technology
  - MSTU 4020 Social and Communicative Aspects of the Internet
- Cultural Issues and Technology
  - MSTU 4028 Technology and Culture



- MSTU 5002 Culture, Media, and Education
- Educational Practice and Design
  - MSTU 4001 Technology and School Change
  - MSTU 4050 Online Schools and Online Schooling K-12
  - MSTU 4083 Instructional Design of Educational Technology

**Research Methods and Design: (12 points, minimum)**

- Introductory Quantitative Methods Course (3 points)
  - HUDM 4122 Probability and Statistical Inference
  - Note: HUDM 4120 Basic Concepts in Statistics, does not meet this requirement.
- Introductory Qualitative Methods Course: taken from the following or similar (3 points)
  - C&T 5502 Introduction to Qualitative Research in Curriculum and Teaching
  - ITSF 5000 Methods of Inquiry: Ethnography and Participant Observation
  - ITSF 5001 Ethnography and Participant Observation: Fieldwork, Analysis, Reporting
- Research/Research Design Applied to Technology (3 points)
  - MSTU 5001 Assessing the Impact of Technology in Schools
  - MSTU 5025 Research Technology in Educational Environment
- Additional, non-introductory quantitative, qualitative, or other non- introductory research methodology class (3 points)

The following are examples of what is available. Students should familiarize themselves with the full range of courses that are offered and choose a class that is relevant to their dissertation work in consultation with their faculty advisor.

- A&HE 6151 Narrative Research in English Education
- A&HL 4104 Discourse Analysis
- HUDM 5122 Applied Regression Analysis
- HUDM 5123 Linear Models and Experimental Design
- ORL 6500 Qualitative Research Methods in Organizations: Design and data collection
- ORL 6501 Qualitative Research Methods in Organizations: Data analysis and reporting

**Breadth Requirement: (6 points, minimum)**

All students must complete a minimum of three courses, each for at least 2 credits, at Teachers College outside of the Communication, Media and Learning Technologies Design Program (that is, courses with a prefix other than MSTU).

**Complete the doctoral certification process (see explanation later in this section).**

Successfully propose, complete, and defend the doctoral dissertation.

- Register for the Dissertation Seminar (MSTU 7501 or 7503, 1 point) when presenting the Dissertation Proposal. See also the regulations for MSTU 8900 and the section in the Academic Catalog on continuous registration.

Additional Requirements: for Ed.D. students in Instructional Technology and Media (TEIT)

- MSTU 4083 Instructional Design of Educational Technology Counts toward the Foundational Knowledge area
- Two programming courses must be taken. This requirement can be met by taking the two-course Interactive Media programming sequence.
  - MSTU 5003 and 5013 Theory and Programming of Interactive Media I & II

- At least 15 points of additional MSTU courses
- Other courses chosen in consultation with an advisor

### **Doctoral Certification Process**

The Doctoral Certification Process for CMLTD students has three steps. Students' names are not sent forward to the Office of Doctoral Studies to be certified until all three of the following requirements have been successfully completed.

1. An Integrative Question that the student answers in writing during the regular certification examination session that the Office of Doctoral Studies schedules each semester.  
This question is about some currently prominent educational technology topic that students answer by pulling material from CMLTD courses and course-related as well as independent readings. The best way to prepare for this question is to think of currently important educational technology topics related to your area of interest and try to think of how you would integrate content covered in different courses to address these topics. Please note: The CMLTD certification written examination will be a take-home exam (exam question will be distributed on a Friday, the written exam is then collected on the following Monday). The written integrative question part of the certification process is not available during the summer.
2. A Literature Review or critical assessment of scholarship (a paper of around 30 pages, double-spaced) related to what is planned for the dissertation. This gives a head start on the literature review section of the dissertation. This paper is graded by the faculty advisor. Approved papers may be posted and generally available to others for future reference.
3. A Certification Pilot Project that would be a smaller scale version of what might be done in the dissertation or a project or pilot study that leads to the dissertation project. This certification project has three steps:
  1. Write a short proposal (five or fewer double spaced pages) of the planned project, which the faculty advisor must approve. The nature of the project would vary depending on the student's interests;
  2. Complete the project;
  3. Write a project report (around 30 pages), which is graded by the advisor.

When the faculty advisor verifies that the student has completed the Integrative Question portion, the Literature Review paper, and the Certification Pilot Project, the student is recommended for certification. The CMLTD Program has designed its certification requirements to help prepare students for work on their dissertations and to document that preparedness. To receive full certification for doctoral work, students must also meet certain College-wide requirements, as explained in the Degree Requirements section of this bulletin.

#### **Policies on the Written Examination Portion of the CMLTD Certification Process:**

The exam question is constructed broadly so that it can be addressed by people from different perspectives and Program strands within CMLTD. CMLTD students may refer to resources (books, journal articles, notes, etc.) while responding to the take-home exam question. References to people and articles are expected in the body of the response and work must not be mischaracterized. Please include a formal reference list at the end of the response. Past questions are available for students upon request. Please contact the Program Secretary to see the past exams on file.

Students may attempt to successfully complete the written response portion of the certification process no more than two times.

#### **Evaluation Procedures**

Each response is evaluated by the CMLTD faculty, who meet as a group to read students' examinations. Students' names are removed from their examinations and the examinations are then circulated during the meeting of the faculty. The examination is read and discussed and a decision is made about its grade.

#### Basic Evaluation Criteria

All responses are evaluated with regard to the following four questions:

1. Does the response address the question asked?
2. Does the response integrate material (using several references and sources) from each of three different core courses or from various perspectives or theories?
3. Does the response present a coherent and meaningful discussion?
4. Is the response substantive enough to convince the reader that the student has an advanced, graduate-level grasp of the field?

## Faculty

### Faculty

- Paulo **Blikstein** Associate Professor of Communications, Media and Learning Technologies Design
- Nathan R. **Holbert** Associate Professor of Communication, Media and Learning Technology Design
- Ioana **Literat** Associate Professor of Communication, Media and Learning Technologies Design
- Ellen B. **Meier** Professor of Practice
- Sandra **Okita** Associate Professor of Technology and Education
- Lalitha M **Vasudevan** Professor of Technology and Education

### Lecturers

- Yoo Kyung **Chang** Senior Lecturer
- Mario **Khreiche**
- Jin **Kuwata** Lecturer
- Joey **Lee** Senior Lecturer

### Adjunct Faculty

- Susan **Lowes** Associate Director

### Instructors

- Yiran **Du** Part Time Instructor

- Kristin **Gorski** Director of Academic Administration
- Elliot Matthew **Hu-Au** Part Time Instructor
- Detra Michelle **Price-Dennis**

## Courses

### **MSTU 4000 - No Title Found in Banner**

Required for incoming students in the first semester for 1 credit. Discussion of critical issues; reading of key works; development of project in Communication, Media, and Learning Technologies Design; presentation of work in progress; conversations with leaders in the field.

### **MSTU 4001 - Technology and school change**

This course explores how technology is currently used in our schools and how technology can be used more effectively as a catalyst for larger school reform efforts. Participants will examine some of the institutional forces shaping the integration of technology into our schools and some of the institutional change theories that influence these forces to address the question: What can technology contribute to school improvement and how can we facilitate those changes?

### **MSTU 4005 - Equit, Eth, & Soc Iss/Edu Tech**

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.

### **MSTU 4010 - Theories of communication**

A multidisciplinary interrogation and consideration of contemporary perspectives on communication. Throughout the course students cultivate perspectives and approaches to theorizing systems of communication, and learn to build theoretical models. Students will build and present a theoretical model of an area of communication that has high pertinence to their personal, professional or academic interests. Topics include: definitions, models and theories of communication, information theory, cross-cultural communication, interpersonal communication, and the nature and consequences of mass communication within civilization.

### **MSTU 4012 - Video as art: An exploration**

This course will take an aesthetic approach to the exploration of emerging forms of video, including anime, music videos, do-it-yourself video, video sharing websites, and more. Students will be engaged in video production throughout the course.

**MSTU 4016 - The history of communication**

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.

**MSTU 4020 - Social and communicative aspects of the Internet**

Examines social communicative practices as synergistic; how space, time, and social networks evolve and interact; and what this implies for the design and use of technology.

**MSTU 4022 - Online learning, online communities, and collaborative interchange**

Introduction to the use and educational implications of online learning, online communities, and the collaborative interchange and activities that take place using information and communication technologies (ICT).

**MSTU 4023 - Cinema as cross-cultural communication**

Analyzes how films explore culture. Discussion of the film as well as the cultural messages portrayed.

**MSTU 4024 - Visual media and the development of youth**

This course brings a sociocultural lens to issues related to youth (including children and adolescents) and the evolving terrain of visual media. Students will review research and theories and experiment with media production in this course. No prior media production experience is necessary.

**MSTU 4028 - Technology and Culture**

This course examines the relationship between technology, culture and society, with a particular emphasis on new and emerging media. Course readings include sources both popular and academic, theoretical and empirical, contemporary and non-contemporary, optimistic and skeptical, thus representing a wide variety of perspectives regarding the relationship between technology and culture.

**MSTU 4029 - Managing educational technology resources**

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.

**MSTU 4036 - Hypermedia and education**

Introduction to hypermedia products and programming and their role in education. Four-point registration is for hypermedia programming lab.

**MSTU 4037 - Computers and the uses of information in education**

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 4039 - Video games in education**

Provides students with tools they will need to understand, analyze, and build games. Focus is on gaining an understanding of rules, interactivity, play, social interaction, and all other factors that go into making an innovative and fun game. Primary focus is on the basic language of games: game play and game design. Course also addresses games from an educational perspective.

**MSTU 4040 - Mobile learning**

This course considers both theoretical and practical perspectives in using mobile apps and devices for learning. The focus is on three primary goals: (1) explore, analyze and critique mobile apps and related technologies and their affordances for learning; (2) practice user-centered design principles and basic user-experience research techniques to design mobile interfaces for learning; (3) review and discuss relevant research studies and pedagogical and theoretical frameworks for mobile learning.

**MSTU 4049 - No Title Found in Banner**

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.

**MSTU 4050 - Online Schools and Online Schooling for K-12**

This course examines the different models of the K-12 virtual school and virtual schooling experience in the United States and internationally.

**MSTU 4052 - Computers, problem solving, and cooperative learning**

What makes a "good problem" and how can computer-based technologies support active learning processes, to get learners to negotiate their understanding through cooperative/collaborative approaches? This course challenges students to think BEYOND: 1) problems as simply prefixes to recalled solutions, 2) computer-based technologies as mere delivery platforms, and 3) collaboration/cooperation as a byproduct of sharing information. Instead, by the end of the course students will understand the nature of different kinds of problems in relation to specific learning contexts and goals. We'll explore an array of computer-based technologies and examine specific features and functions that encourage learners to actively grapple with deep structures of a problem while engaging in desired learning processes. Students will design great problems and supporting activities that leverage the specific strengths of computer-based technologies, inspiring meaningful solutions through a collaborative/cooperative learning experience.

### **MSTU 4083 - Instructional Design of Educational Technology**

The nature of instructional technology. Systems approaches to planning, managing, and evaluating instructional processes and materials. Emphasis is on instructional design.

### **MSTU 4133 - Cognition and computers**

This course explores ideas about cognition and knowledge representation and how they relate to the use of computers in instruction. Students select a subject area, learn to represent knowledge from it so that it can be implemented in a computer instructional system, and use the knowledge representation to characterize the cognitive prerequisites and consequences of learning to use computers.

### **MSTU 4134 - Cognition and computers lab**

Permission required. Corequisite: MSTU 4133.

### **MSTU 4700 - Student teaching practicum in educational technology**

The Technology Specialists student practicum supports the school practicum experiences through readings and weekly classes focused on key issues: addressing diversity, classroom project design, technology integration, and professional development. The Practicum provides an opportunity to reflect on classroom experiences, to design technology-integrated projects, and to match the unique skills of each candidate with the unique demands of each placement.

### **MSTU 4900 - Integrative Project Seminar**

The seminar will guide the students through the process of developing, reviewing, and completing the integrative masters project completed as partial fulfillment of the CMLTD Master of Arts (M.A.) or Master of Education (Ed.M) degree. Each week students are responsible for completing the assigned reading, completing and submitting different components of the project as assigned, participating in the discussion, and providing constructive peer review throughout the class. Each student is expected to spend 18 hours each week to complete the course requirements. The purpose of this course is to provide a framework, guidance, and supportive context for the CMLTD MA students working on their integrative master's project. The guidance will be provided through readings, milestones, collaborative discussion, and peer review. Requires an additional 36 hours per week of work outside the classroom.

### **MSTU 4901 - Research and Independent Study**

Permission required. For master's students only. 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 4902 - Research and Independent Study**

Permission required. For master's students only. 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 5000 - Virtual Reality, Augmented Reality, Mixed Reality and Games as Learning Tools**

Explores possibilities and issues pertaining to virtual reality, augmented reality, XR, games and other related immersive computing technologies for education and social impact. Students participate in design activities, readings and theoretical discussions on identity, empathy, social presence and other relevant topics.

### **MSTU 5001 - Assessing the impact of technology in our schools**

This course examines the evidence of technology's effectiveness in educational settings. Key concepts related to quantitative and qualitative research perspectives are explored in the process of understanding how technology research has evolved. An examination of key concerns reflected in the current research literature provides a foundation for designing an original research project.

### **MSTU 5002 - Culture, media and education**

In this course, we consider the cultural implications of media and technologies for education by pairing theoretical frameworks with case studies and other examples of empirical research.

### **MSTU 5003 - Theory and programming of interactive media: Part 1**

This course introduces the fundamentals of design and development for interactive front-end web applications. Students are provided with tools and theoretical knowledge for understanding and analyzing specific learning problems in order to their develop ideas into multimodal web-based learning experiences, through hands-on projects. UX theory and methods are integrated to ensure that students emerge as authors of well-designed and documented web artifacts. This course lays the foundation for the computational and design thinking necessary to conceive, plan, and build learning technologies. This course is a prerequisite for Part II.

### **MSTU 5004 - Digital geographies and virtual spaces**

Explore newly-developed spaces and consider how the evolving relationship between new technologies and new modes of communication and literacy are making these spaces available.

### **MSTU 5005 - Case-based teaching in electronic environments**

Focuses on theory related to designing, developing, and using multimedia case methodology in education. Students are encouraged to examine educational case methodology within their interest area.

### **MSTU 5006 - Database-driven website development**



Explores and provides a working knowledge of the technical and theoretical underpinnings of web application development by examining the layers of database construction, web programming, and user interface design.

### **MSTU 5010 - Boundaries and theories of learning with technological artifacts**

This course will explore learning partnerships that take place between people and technological artifacts (robots, agent-avatars). The course examines social components of technological artifacts, introduces current research findings on learning in social interactions with such artifacts, and links these to cognitive factors that influence learning, knowledge construction, design, and assessment. Emphasis will be placed on the learning effect on the human partner. Small groups of students will work on a project throughout the semester.

### **MSTU 5013 - Theory and programming of interactive media: Part II**

This course is the second-level course in a sequence beginning with MSTU 5003. Students acquire advanced theoretical and technical knowledge needed to design and develop interactive web-based instructional applications grounded firmly in learning theory and design principles. The course is project-based whereby students delve into specific learning research to produce a theoretical model and well-aligned technical solutions. While the introductory course focuses on basic theory and technical implementation of instructional interactive media, Part II dives deeper into all aspects of the topic.

### **MSTU 5015 - Research/Programming in Serious Games**

This seminar-based course features an in-depth exploration of a range of research topics related to games and game-like learning technologies, especially tailored for students currently involved in game design or those who are interested in pursuing a design or research project in the area. It provides a forum for students to present, receive feedback, and make progress on new or existing research projects, with a focus on writing and publication.

### **MSTU 5020 - Computer-mediated communication**

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 online communication systems.

### **MSTU 5025 - Researching technology in educational environments**

This course is designed as an overview of research designs and methodologies for students who are interested in researching the uses of technology in education, including both face-to-face and online/distance learning environments. The course looks at the theoretical bases for, and practical implementation of, different quantitative and qualitative research approaches, methodologies, and instruments. It is structured around a series of hands-on case studies in which students design research studies, revise existing instruments, and analyze previously collected data for technology-related projects in classrooms and online. Students are encouraged, but not required, to come with a research project in mind.

### **MSTU 5029 - Technology leadership and schools**

This course identifies appropriate key leadership theories and recent findings from educational technology research to inform the most relevant and timely leadership concerns for technology policy and practice. The class uses case studies to explore leadership challenges related to technology integration and provides an opportunity to develop an original case study based on leadership theories and the research literature on technology challenges for today's schools.

### **MSTU 5030 - Intelligent computer-assisted instruction**

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.

### **MSTU 5035 - Technology and metacognition**

This course explores how theories of learning, development, and cognition can shape the design of instruction. Readings cover a range of instructional theories and highlight the underlying influences of those theories. Although the course includes a brief survey of historical trends in the field, the primary course focus is on current and emerging theories of instruction, such as distributed and dynamical views of cognition and learning. Students are encouraged to present and discuss their research interests and projects as they relate to the focus of the course.

### **MSTU 5191 - Educational video production I**

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.

### **MSTU 5515 - New media teaching and learning**

Permission required. This course provides students with experience in the development of new media projects and a forum for discussing the implications for new media on education, particularly in higher education. The course involves a fieldwork component.

### **MSTU 5555 - Technology and the emergence of a global curriculum**

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.

### **MSTU 5606 - Theoretical Approaches to the Study of Communication and Culture**

The aim of this course is to introduce students to foundational works and influential ideas in the study of communication and culture, while applying these key theories to a wide range of examples, from popular culture

to online phenomena and more. In the second part of the course, in order to make the class as useful and relevant as possible, students have the chance to select theoretical works that are relevant to their interests, and course content will be shaped around the collective interests of the class.

### **MSTU 5814 - Work conference**

Occasional brief conferences convened by Communication, Media, and Learning Technologies Design on subjects of special interest.

### **MSTU 6000 - Advanced design of educational games**

This course serves as an intensive workshop for designing and producing educational games as well as a scholarly opportunity for students interested in the advanced study of games.

### **MSTU 6201 - Advanced Fieldwork**

Permission required. Extended opportunities for students who have completed MSTU 5200.

### **MSTU 6401 - Internship**

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, and communication facilities. Students in their first term of study are generally not accepted.

### **MSTU 6532 - Seminar in communication, media, and learning technologies design**

This course will focus on a variety of multimodal approaches to conducting qualitative research. Texts will draw from a range of theoretical and conceptual traditions in which multimodal methods have been explored. Students' own data will also serve as central texts for the course, and they will be expected to engage in data analysis with either their own existing data or data that they will collect as part of this course. The course will follow a seminar style that will include ample peer feedback, trying out different forms of multimodal analysis, and a culminating analytical project.

### **MSTU 6600 - Colloquium in Communication, Computing, and Technology in Education**

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, and conversations with leaders in the field.

### **MSTU 6901 - Research and independent study in communication, computing, and technology in education**

Permission required. For doctoral students only. 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 - Dissertation seminar**

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**

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.

# Mathematics Education

Department of Mathematics, Science & Technology

## 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 educators. Faculty and staff are committed to leadership training through a variety of courses, workshops, and research experiences and through domestic and international study offerings. Many of the local learning experiences are performed in collaboration with private, public, and parochial schools in the tri-state metropolitan region.

Master's-level degree offerings in Mathematics Education are appropriate for both initial and professional teacher certification in New York State. Advanced master's and doctoral degree 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.

A hallmark of Teachers College Mathematics Education Program is a strong emphasis on mathematics content and the role of mathematical ways of thinking in the teaching and learning of mathematics. Our graduates take positions in college teaching of mathematics, in addition to pre-college professional roles.

### **Master of Arts**

Emphasis is placed on those competencies necessary for effective mathematics teaching as a means of enhancing growth of initial and professional teachers.

Conceptual issues in teaching are translated into practice through group and individualized instruction in special methods courses. Master of Arts degree requirements include a culminating scholarly project.

A minimum of 32 points of coursework is required, along with a final essay or project. No transfer credit for graduate courses completed elsewhere can be applied to the M.A. degree requirements. Courses taken at Teachers College in mathematics, mathematics education, and professional teacher certification 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, a formal essay or integrative project, and extensive preparation in mathematics, as well as education. For the Master of Science degree program, the College requires that a minimum of 32 points with an integrative project be completed under the auspices of Teachers College. Master of Science and Master of Education students who choose to do a formal essay may apply a maximum of 30 semester hours of graduate credit toward their 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 teacher 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 must also prepare a written integrative project.

### **Doctoral Degrees**

The Department provides programs for the Ed.D., Ed.DCT, and the Ph.D. degrees. In general, the Ed.D. degree program places emphasis on breadth of professional coursework with a focus on educational practice. All candidates are required to be competent in statistical research methodology and computing and 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 program plan approved by their advisor. The approved plan then must be approved by the Office of Doctoral Studies (ODS). The student then completes doctoral coursework 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 of degree requirements.

### **Specializations:**

#### Elementary School Mathematics

The Elementary School Mathematics Specialist specialization 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 specialization includes an in-service component for experienced teachers and preservice education for students entering the profession. Programs are designed individually in consultation with a faculty advisor to reflect each teacher's background and goals. The 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. The final project for the degree should include evidence that these components have been fulfilled.

### 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.

### Teacher Education in Mathematics

The Teacher Education in Mathematics specialization is designed to prepare scholars for educational leadership roles as mathematics 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 teacher education degree programs leading to initial and professional teacher certification.

### 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, 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.CT degree program at Teachers College.

# Degrees

## Master of Arts

### Mathematics Education

Master of Arts | Initial Cert: Math 7-12

**Points/Credits:** 36

**Entry Terms:** Spring/Summer/Fall

**Certification:**

- NY State Initial: Mathematics 7-12

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### Degree Requirements

#### Master of Arts With Initial Certification

This program requires 36 points (4 points in Student Teaching). Initial Teacher Certification Master of Arts degree students and applicants should direct admissions and certification questions to Dr. Sian Zelbo at (212) 678-3747 or sez2105@tc.columbia.edu.

Normally students complete 24 points in courses in mathematics and mathematics education including MSTM 4019, MSTM 5011, and History of Mathematics Education and Multiculturalism. At least 12 points in mathematics must be taken. Additionally, 4 points should be completed in Student Teaching. The remaining points are reserved for courses in Human development, English language acquisition, Inclusive education, and History of Education and Multiculturalism. Initial teacher certification students should refer to the program brochure for information on additional requirements for New York State initial teacher certification. All applicants for the M.A. degree must prepare a written project as a culminating integrative experience.

### Mathematics Education

Master of Arts | Non-Certification

**Points/Credits:** 32

**Entry Terms:** Spring/Summer/Fall

**Certification:**

- Non-Certification Track

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### Degree Requirements

#### General



In addition to content courses in mathematics, students should enroll in at least two professional courses in mathematics education such as MSTM 4019, MSTM 4020, MSTM 5011, or MSTM 5520.

### **Master of Arts**

Normally students complete 24 points in courses in mathematics and mathematics education including MSTM 4019 and at least 12 points in mathematics. The remaining 8 points (3 courses) are reserved for electives chosen from professional areas such as psychology, philosophy, curriculum, etc. Programs for specialists in the teaching of elementary school mathematics should include MSTM 5010. Secondary school specialists should enroll in MSTM 5011, or for example, MSTM 5023, MSTM 5032, and MSTM 5037.

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. Initial teacher certification students should refer to the program brochure for information on additional requirements for New York SState certification. All applicants for the M.A. degree must prepare a written project as a culminating integrative experience.

## **Mathematics Education (Peace Corps)**

Master of Arts | Transitional B Cert: Math 7-12

**Points/Credits:** 34

**Entry Terms:** Summer Only

**Certification:**

- NY State Transitional B: Mathematics 7-12

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### **Degree Requirements**

This program is specifically designed for students admitted to the college as returning Peace Corps Fellows volunteers, and leads to a New York State initial certificate for teaching secondary school mathematics (grades 7-12). It requires 34 points (including a 2-point teaching seminar). Applicants should direct admissions and certification questions to Dr. Alexander Karp at 212-6783842 or apk16@tc.columbia.edu.

### **Master of Arts**

Normally students complete 24 points in courses in mathematics and mathematics education including MSTM 4019, MSTM 5011 and with at least 12 points in mathematics. Additionally, a 2-point student-teaching seminar should be completed. The remaining 8 points (3 courses) are reserved for classes chosen outside of the Program in Mathematics and should include a course in human development; a course in the nature of students within the full range of disabilities and inclusive education; and a course in language acquisition and literacy development. All applicants for the M.A. degree must prepare a written project as a culminating integrative experience.

The Master of Arts degree – Transitional B – The program of study for the degree is designed to increase the teacher's knowledge of mathematics and prepare them for the profession of teaching. The program can be completed in one calendar year through full-time study during an academic year and a dual summer session, or spread across two academic years.

### **Prerequisite Requirements**

Admission to the program requires evidence of ability to be prepared for certification to teach secondary school mathematics. Normally, (i) strong undergraduate preparation with a minimum of 24 semester hours in mathematics content courses, including two semesters of calculus, and (ii) one year of college level study, or its equivalent, of a language other than English. Students are referred to the Admission Bulletin of the Teachers College Catalog for general information concerning admission and degree requirements (<https://www.tc.columbia.edu/catalog/admission/>).

### Minimum Point Requirement

The program of study for the M.A. Transitional B degree must include 34 points of graduate study under Teachers College auspices. Normally students complete at least 24 points in mathematics and mathematics education courses.

### Course Requirements

Courses offered within the Program in mathematics (MSTM) tend to be either mathematics content or mathematics education courses. The program of study has certain requirements (see the Table below) – though there are few specific courses that are required. Students' precise program of study should be determined in consultation with their program advisor.

<p><b>1. Mathematics Content</b></p> <p>Breadth in mathematics content to enrich student's undergraduate preparation. Students will need to provide documentation that their composite undergraduate and graduate mathematical profile includes coursework in all of the following areas: (i) Number theory/historical topics, (ii) Algebra, (iii) Geometry/topology, (iv) Calculus/analysis, (v) Discrete mathematics, and (vi) Probability/statistics. Students are also encouraged to include coursework mathematical models/applications.</p>	<p>At least 12 points</p>
<p><b>2. Mathematics Education</b></p> <p>Theory and methods courses in the teaching of mathematics must include the following two required courses: MSTM 4019 Mathematics Teaching and Learning (3 points), which discusses theoretical aspects of teaching and learning, and MSTM 5011 Mathematics in the Secondary School (3 points), which is a methods course dealing with issues of classroom teaching and includes field experiences during the school day. One other professional course in mathematics education must be taken to satisfy a state requirement for understanding history, philosophy, and the role of education. Recommended courses to meet this requirement include MSTM 5020 Mathematics and Multicultural Education, MSTM 4020 Mathematics Teaching and Learning II, , MSTM 4005 Teaching Mathematics in Diverse Cultures, or other methods courses offered by the program.</p>	<p>At least 8 points</p>

**3. General Professional Education**

Teachers College courses outside the Program in Mathematics related to general educational foundations or broader professional issues, which must meet the following requirements:

- **a course in human development (2 or 3 points)** which must include at least one of the following required courses: HUDK 4027 Development of Mathematical Thinking, HUDK 4023 Developmental Psychology: Adolescence, or HUDK 5023 Cognitive Development;
- **a course in the nature of students within the full range of disabilities and inclusive education (3 points)**, which must include at least one of the following required courses: C&T 4001 Teaching Students with Disabilities in Inclusive Classrooms, C&T 4046A Multifoundational Approach to Learning Disabilities, or HBSE 4002 Instruction and Curriculum for Students With and Without Disabilities (alternatively, students can enroll in MSTM 4023 Mathematics for Exceptional Students to meet this requirement, but which then does not count towards the General Professional Education requirements).
- **a course in language acquisition and literacy development (3 points)**, which must include either C&T 4137 Literacy and Learning in the Content Areas (3 points) or C&T 4842 Institute: Content Area Literacies (3 points). Based on an analysis of their undergraduate transcripts, students and their advisor should decide whether any more courses in teaching literacy are needed in addition to this one requirement.

At  
least 8  
points

**4. Student Teaching**

Supervised teaching experiences in metropolitan area secondary schools, fulfilled by completing the required course MSTM 4760 Student Teaching in Mathematics (2 points).

2  
points

**Mathematics Education (Teaching Residents)**

Master of Arts | Initial Cert: Math 7-12 (TR@TC)

**Points/Credits:** 44

**Entry Terms:** Spring/Summer

**Certification:**

- NY State Initial: Mathematics 7-12

**Degree Requirements****Master of Arts With Initial Certification**

This program requires 36 points (4 points in Student Teaching). Initial Teacher Certification Master of Arts degree students and applicants should direct admissions and certification questions to Dr. Sian Zelboat (212) 678-3747 or sez2105@tc.columbia.edu.

Normally students complete 24 points in courses in mathematics and mathematics education including MSTM 4019, MSTM 5011, and History of Mathematics Education and Multiculturalism. At least 12 points in mathematics must be taken. Additionally, 4 points should be completed in Student Teaching. The remaining points are reserved for courses in Human development, English language acquisition, Inclusive education, and History of Education and Multiculturalism..

Initial teacher certification students should refer to the program brochure for information on additional requirements for New York State teacher certification. All applicants for the M.A. degree must prepare a written project as a culminating integrative experience.

## Master of Science

### Mathematics Education

Master of Science

**Points/Credits:** 60

**Entry Terms:** Spring/Summer/Fall

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### Degree Requirements

#### Master of Science

Normally the program of studies for the Master of Science (M.S.) degree should include 42 points of courses in mathematics and mathematics education within the minimum requirement of 60 points.

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, geometry, analysis, and discrete mathematics 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 statistics is also recommended.

## Master of Education

### Mathematics Education

Master of Education

**Points/Credits:** 60

**Entry Terms:** Spring/Summer/Fall

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### Degree Requirements

## 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 within the minimum requirement of 60 points. Preparation in mathematics content should be of sufficient depth to provide leadership to elementary and secondary school teachers. Content courses may 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.

## Doctor of Education

### Mathematics Education

Doctor of Education

**Points/Credits:** 90

**Entry Terms:** Spring/Summer/Fall

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### Degree Requirements

#### 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 fall, spring, and summer terms. Courses recommended as preparation for the examinations in mathematics education include MSTM 6037, MSTM 4019, and other mathematics education courses; Courses recommended as preparation for the examinations in mathematics are 6000- level mathematics content courses.

Students must demonstrate acceptable proficiency in at least three of the following six mathematics content areas: algebra, analysis, discrete mathematics, foundations of mathematics, geometry and topology, and probability and statistics. Students may sit for the examination in mathematics content during the regular certification examination times. Alternatively, they may register for advanced content courses and, with permission of the Program, sit for the content area certification examination upon completion of the course. Incoming doctoral candidates should register for MSTM 6037 Professional Seminar in Mathematics during the first year of doctoral studies.

Doctoral students whose dissertations 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. 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 6500/6501 and MSTM 7500.

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.

Students whose dissertations 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. degree culminates in a dissertation contributing knowledge to the field and should be planned early in the doctoral degree 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 dissertation.

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. The website of the Program offers a list of Topic study groups which doctoral students are recommended to join.

## Doctor of Education in College Teaching

### Mathematics Education

Doctor of Education in College Teaching

**Points/Credits:** 90

**Entry Terms:** Spring/Summer/Fall

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### Degree Requirements

#### 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 fall, spring, and summer terms. Courses recommended as preparation for the examinations in mathematics

education include MSTM 6037, MSTM 4019, and other mathematics education courses; Courses recommended as preparation for the examinations in mathematics are 6000- level mathematics content courses.

Students must demonstrate acceptable proficiency in at least three of the following six mathematics content areas: algebra, analysis, discrete mathematics, foundations of mathematics, geometry and topology, and probability and statistics. Students may sit for the examination in mathematics content during the regular certification examination times. Alternatively, they may register for advanced content courses and, with permission of the program, sit for the content area certification examination upon completion of the course. Incoming doctoral candidates should register for Professional Seminar in Mathematics during the first year of doctoral studies.

Doctoral students whose dissertations 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 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 an Academic Subject" available in the Office of Doctoral Studies (ODS).

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, mathematics education and research in 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; courses in mathematics education should include MSTM 5520. Also, 12 points of research preparation including MSTM 6500/6501 and MSTM 7500 should be taken. Preparation in mathematics content should be of sufficient depth in three areas to communicate content effectively at the freshman and sophomore college levels. Algebra geometry, analysis, and discrete mathematics 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 the equivalent of at least one year of full-time service as a college teacher of mathematics/computing/statistics are recommended to include MSTM 6400 within their doctoral programs. Interns will teach college mathematics courses under the supervision of experienced college teachers for a period of at least one semester.

Incoming doctoral candidates should register for MSTM 6037 Professional Seminar in Mathematics during the first year of doctoral studies.

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 dissertation 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 dissertation 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 dissertation.

Doctoral 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. The website of the Program offers a list of Topic study groups which doctoral students are recommended to join.

## Doctor of Philosophy

### Mathematics Education

Doctor of Philosophy

**Points/Credits:** 75

**Entry Terms:** Spring/Summer/Fall

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### Degree Requirements

#### 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 fall, spring, and summer terms. Courses recommended as preparation for the examinations in mathematics education include MSTM 6037, MSTM 4019, and other mathematics education courses; Courses recommended as preparation for the examinations in mathematics are 6000- level mathematics content courses.

Students must demonstrate acceptable proficiency in at least three of the following six mathematics content areas: algebra, analysis, discrete mathematics, foundations of mathematics, geometry and topology, and probability and statistics. Students may sit for the examination in mathematics content during the regular certification examination times. Alternatively, they may register for advanced content courses and, with permission of the program, sit for the content area certification examination upon completion of the course. Incoming doctoral candidates should register for MSTM 6037 Professional Seminar in Mathematics during the first year of doctoral studies.

Doctoral students whose dissertations 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 Philosophy in Mathematics Education

The Doctor of Philosophy (Ph.D.) degree emphasizes research competencies. The degree program requires a scholarly dissertation of intellectual merit and sound research methodology. Dissertation research may include analytical studies of the process of teaching or experimental studies of the teaching-learning process, including studies of verbal learning and laboratory practice or historical studies.

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 (ODS).

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. degree program. Students whose dissertations 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.

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 dissertation may petition the program to request one 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 theoretical 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.

The website of the Program offers a list of Topic study groups which doctoral students are recommended to join.

## Faculty

### Faculty

- Alexander P. **Karp** Professor of Mathematics Education
- Irina **Lyublinskaya** Professor of Mathematics and Education

- Erica **Walker** Clifford Brewster Upton Professor of Mathematical Education
- Nicholas Henning **Wasserman** Associate Professor of Mathematics Education

### Visiting Faculty

- Daniel L. **Goroff**
- Neil **Grabois**
- J Philip **Smith** Visiting Professor

### Lecturers

- Chaya R **Flint** Lecturer
- Stuart Allan **Weinberg** Lecturer

### Adjunct Faculty

- Joseph Peter **Garrity** Adjunct Professor

### Instructors

- Joseph **Malkevitch**
- Henry O **Pollak**

## Courses

### **MSTM 4005 - Teaching mathematics in diverse cultures**

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 4019 - Mathematics teaching and learning I**

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**

Historical/comparative study of mathematical education programs in the United States and abroad. Current research in mathematics education.

### **MSTM 4023 - Mathematics for exceptional students**

Content, methods, and instructional models for teaching exceptional students, including LED, LD, and MT students.

### **MSTM 4025 - Teaching mathematics using technology**

A review of teaching methods and curricular innovations in computing and computer mathematics.

### **MSTM 4026 - Teaching Applied Mathematics**

The role of applications in mathematics curriculum. Mathematical models, use of calculators and computers. Applications in the natural and social sciences.

### **MSTM 4031 - Number theory**

Primes, composites, divisibility and factorization, congruence, historical topics.

### **MSTM 4034 - Exploring Secondary School Mathematics**

For students who are preparing to teach in secondary school. The mathematical content of advanced secondary school mathematics and the development and application of fundamental ideas in mathematics.

### **MSTM 4038 - Finite mathematics**

Statements, propositions, and sets; vectors and matrices; probability. Applications: finite Markov chains, game theory.

### **MSTM 4760 - Student teaching in mathematics**

Permission required. Prerequisite: MSTM 5011. Open only to students enrolled in the pre-service program. Students do supervised teaching in metropolitan area schools.

### **MSTM 4901 - Guided study in mathematics education**

Permission required from the instructor with whom the student wishes to work. Independent study in selected areas.

**MSTM 5010 - Mathematics in the Elementary School**

Problems, issues, and methods in the teaching and supervision of elementary school mathematics.

**MSTM 5011 - Mathematics in the secondary school**

Problems, issues, and methods in the teaching and supervision of secondary school mathematics. Includes field experiences. Required for preservice students.

**MSTM 5017 - Mathematical game theory**

Taxonomy of games, two-person zero-sum games, transferable and non-transferable utility, equilibrium concepts, two-sided markets, elections and voting, bankruptcy, apportionment, combinatorial games. Game theory and the K-12 curriculum.

**MSTM 5019 - Mathematics in popular culture and media**

Survey of mathematical topics, methods, and issues related to teaching and learning as represented in popular culture and media, including literature, film, art, advertising, and the press.

**MSTM 5020 - Mathematics and multicultural education**

Survey of mathematical topics and methods appropriate for multicultural and bilingual programs.

**MSTM 5022 - Mathematics curriculum development**

Principles, strategies, and techniques for curriculum development and textbook preparation in mathematics.

**MSTM 5023 - Problem solving**

Theories and methods of mathematical problem solving with applications to classroom instruction.

**MSTM 5030 - Topics in probability theory**

Simple, compound, and conditional probabilities and applications. Doctoral students should register for MSTM 6030.

**MSTM 5031 - Topics in the foundations of mathematics**

Propositional and predicate calculi, set theory, axiomatics, order types, the linear continuum, and Goedel's theorem.

**MSTM 5032 - Topics in geometry / topology**

Foundation of geometry/topology. Emphasis upon the relationship between topology and geometry and other mathematical areas.

**MSTM 5033 - Topics in algebra**

Groups, rings, fields. Doctoral students should register for MSTM 6033.

**MSTM 5034 - Topics in analysis**

Real or complex functions and their properties. Doctoral students should register for MSTM 6034.

**MSTM 5035 - Mathematical Modeling**

Simulation, information theory and coding, stochastic models, probabilistic systems, simple harmonic motion. Topics vary between natural sciences and behavioral sciences.

**MSTM 5036 - Topics in discrete mathematics**

Discrete mathematics, combinatorics, graph theory.

**MSTM 5037 - History of mathematics**

Historical development of major ideas in mathematics. Contributions of noteworthy mathematicians. Analysis of mathematical classics.

**MSTM 5038 - Topics in mathematical logic**

Propositional calculus, Church-Turing thesis, Goedel's incompleteness theorem.

**MSTM 5039 - Comparative mathematics education**

A review and comparison of mathematics education in other nations.

**MSTM 5051 - Nature of Proofs**

Learn how to create mathematics by turning your observations, beliefs and conjectures into formal statements backed by rigorous arguments.

**MSTM 5061 - Research, evaluation, and policy in mathematics education**

Theory and methods of evaluating pupils and programs in the cognitive and affective domains. The roles of research and policy in evaluation of mathematics outcomes.

### **MSTM 5126 - Mathematical foundations of statistics**

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 5264 - Guided supervision of student teaching in mathematics**

Permission required. Open only to doctoral students. Guided field experience in supervising student teachers.

### **MSTM 5520 - Seminar in the college teaching of mathematics**

Current issues in undergraduate mathematics. Examination of relations between elementary and advanced mathematics.

### **MSTM 5800 - Mathematics colloquium**

Lecture series featuring presentations by distinguished guest speakers.

### **MSTM 5801 - No Title Found in Banner**

Lecture series featuring presentations by distinguished guest speakers.

### **MSTM 6017 - Advanced topics in mathematical game theory**

Open only to doctoral students. Advanced study of game theory.

### **MSTM 6030 - Advanced topics in probability theory**

Open only to doctoral students. Emphasis on proof and advanced applications.

### **MSTM 6031 - Advanced topics in the foundations of mathematics**

Open only to doctoral students. Advanced study of axiom systems and 19th – 20th century developments in the logical foundations of mathematics.

### **MSTM 6032 - Advanced topics in geometry/topology**

Foundation of geometry/topology. Emphasis upon the relationship between topology and geometry and other mathematical areas.

**MSTM 6033 - Advanced topics in algebra**

Open only to doctoral students. Advanced study of groups, rings, and fields.

**MSTM 6034 - Advanced topics in analysis**

Open only to doctoral students. Advanced study of real or complex functions.

**MSTM 6035 - Adv Mathematical Modeling**

Open only to doctoral students. Advanced study of mathematical modeling.

**MSTM 6036 - Advanced topics in discrete mathematics**

Open only to doctoral students. Advanced study of discrete mathematics, combinatorics, and graph theory.

**MSTM 6037 - Professional Seminar: Mathematics Education**

Topics will vary

**MSTM 6038 - Research Methods in Mathematics Education**

An introduction to educational research methods relevant to mathematics education.

**MSTM 6039 - Advanced comparative mathematics education**

A review and comparison of mathematics education in other nations.

**MSTM 6126 - Advanced topics in the mathematical foundations of statistics**

Open only to doctoral students. Prerequisite: MSTM 5030 or MSTM 6030. Advanced topics including hypothesis testing, distribution theory, and analysis of variance and regression.

**MSTM 6400 - Internship in mathematics education**

Permission required. Supervised intern service in a variety of field settings including classroom teaching at various levels, supervision, curriculum development, and inservice education.

**MSTM 6500 - Research seminar in mathematics education**

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 6501 - Research seminar in mathematics education**

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**

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**

Development of final doctoral dissertation proposals and presentation of proposals for departmental review.

**MSTM 8900 - Dissertation advisement in mathematics education**

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.



# Science Education

Department of Mathematics, Science & Technology

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## Program Description

The Science Education Program at Teachers College was one of the first in the nation to encompass both professional teacher education and a research-based doctoral program that prepares leaders for science education roles in pre-college and higher education.

We believe that professional science educators should be thoroughly educated in their content discipline and bring modern theories of learning and education to bear on their scholarship as professional teachers and in their research for the doctoral degree.

Master's-level degree offerings in science content are coordinated with methodology and supervision appropriate for both initial and professional teacher certification in New York State. Advanced master's and doctoral programs include 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 designed especially for students from other areas of study at Teachers College (for example science education methods for elementary school teaching) who need to acquire knowledge and skills in science but who do not wish to earn a degree in these areas.

Our graduates have been appointed in major universities as science and/or science education professors. Many of our graduates have become major leaders in school leadership and educational reform nationally and internationally. Our work in reforming urban science education and broadening the scope of the theoretical base for teaching and learning in science has become more sharply focused in recent years to include neurocognitive, multicultural, and learning theory-based innovations in guiding teaching and research.

# Degrees

## Master of Arts

### Science and Dental Education

Master of Arts

**Points/Credits:** 32

**Entry Terms:** Spring/Summer/Fall

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### Degree Requirements

This degree program is offered in conjunction with the College of Oral and Dental Medicine of Columbia University. Students in the College of Oral and Dental Medicine at Columbia University who are planning to enter teaching of dental medicine are eligible to enroll for this degree. The curriculum includes content courses in dental medical science, basic courses in adult learning, teaching of science-related disciplines, and culminating research studies on current medical educational theory and practice. Candidates are prepared for a life-long commitment to scholarly reflection and practice as professors of oral and dental medicine.

Inquiries should be sent to Professor Felicia Mensah ([fmm2140@tc.columbia.edu](mailto:fmm2140@tc.columbia.edu)).

### Supervision in Science Education

Master of Arts

**Points/Credits:** 32

**Entry Terms:** Spring/Summer/Fall

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### Degree Requirements

Emphasis is placed on those competencies necessary for effective science teaching as a means of enhancing professional growth of in-service and pre-practice teachers through group and individualized instruction in a general methods course and in courses applicable to specific sciences.

In order to meet New York State Teacher Certification requirements, the M.A. degree for teacher preparation programs is comprised of 36 credits of coursework in the areas of professional education, science content, and science methods. The 32-point M.A. degree program in Supervision/Teacher of Science Education serves students whose professional interests are centered in the enhancement of science teaching and learning including teacher professional development, curriculum improvement, personal professional development, and preparation for more advanced studies leading to advanced master's degrees in science teacher supervision. In consultation with your advisor upon acceptance to a degree program, a program plan will be outlined based on your specific content certification area.

For pre-service candidates, i.e., those who intend to fulfill the requirements of New York State for initial 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.

Other requirements that must be met before graduation include completion of a 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.

Initial Teacher Certification Science Education M.A. applicants may refer admissions questions to the Master's program director. Inquiries should be sent to Dr. Jessica Riccio (riccio@tc.columbia.edu).

## Teaching Biology: 7-12

Master of Arts | Initial Cert: Biology 7-12

**Points/Credits:** 36

**Entry Terms:** Summer/Fall

**Certification:**

- NY State Initial: Biology 7-12

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## Degree Requirements

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.

In order to meet New York State Teacher Certification requirements, the M.A. degree for teacher preparation programs is comprised of 36 credits of coursework in the areas of professional education, science content, and science methods. The 32-point M.A. degree program in Supervision/Teacher of Science Education serves students whose professional interests are centered in the enhancement of science teaching and learning including teacher professional development, curriculum improvement, personal professional development, and preparation for more advanced studies leading to advanced master's degrees in science teacher supervision. In consultation with the academic advisor upon acceptance to a degree program, a program plan will be outlined based on the student's specific content certification area.

For pre-service candidates, i.e., those who intend to fulfill the requirements of New York State for initial 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.

Other requirements that must be met before graduation include completion of a 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.

Initial Teacher Certification Science Education M.A. applicants may refer admissions questions to the Masters program director. Inquiries should be sent to Dr. Jessica Riccio (riccio@tc.columbia.edu).

## Teaching Biology: 7-12 (Peace Corps)

Master of Arts | Transitional B Cert: Biology 7-12

**Points/Credits:** 34

**Entry Terms:** Summer Only

**Certification:**

- NY State Transitional B: Biology 7-12

### Degree Requirements

This program is for Returned Peace Corps Volunteers only in partnership with the Jaffe Peace Corps Fellows Program at Teachers College.

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.

In order to meet New York State Teacher Certification requirements, the M.A. degree for teacher preparation programs is comprised of 36 credits of coursework in the areas of professional education, science content, and science methods. The 32-point M.A. degree program in Supervision/Teacher of Science Education serves students whose professional interests are centered in the enhancement of science teaching and learning including teacher professional development, curriculum improvement, personal professional development, and preparation for more advanced studies leading to advanced master's degrees in science teacher supervision. In consultation with your advisor upon acceptance to a degree program, a program plan will be outlined based on your specific content certification area.

Other requirements that must be met before graduation include completion of a 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.

## Teaching Biology: 7-12 (Teaching Residents)

Master of Arts | Initial Cert: Biology 7-12 (TR@TC)

**Points/Credits:** 44

**Entry Terms:** Spring/Summer

**Certification:**

- NY State Initial: Biology 7-12

### Degree Requirements

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.

In order to meet New York State Teacher Certification requirements, the M.A. degree for teacher preparation programs is comprised of 36 credits of coursework in the areas of professional education, science content, and science methods. The 32-point M.A. degree program in Supervision/Teacher of Science Education serves students whose professional interests are centered in the enhancement of science teaching and learning including teacher professional development, curriculum improvement, personal professional development, and preparation for more advanced studies leading to advanced master's degrees in science teacher supervision. In consultation with your advisor upon acceptance to a degree program, a program plan will be outlined based on your specific content certification area.

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## Teaching Chemistry: 7-12

Master of Arts | Initial Cert: Chemistry 7-12

**Points/Credits:** 36

**Entry Terms:** Summer/Fall

**Certification:**

- NY State Initial: Chemistry 7-12

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## Degree Requirements

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.

In order to meet New York State Teacher Certification requirements, the M.A. degree for teacher preparation programs is comprised of 36 credits of coursework in the areas of professional education, science content, and science methods. The 32-point M.A. degree program in Supervision/Teacher of Science Education serves students whose professional interests are centered in the enhancement of science teaching and learning including teacher professional development, curriculum improvement, personal professional development, and preparation for more advanced studies leading to advanced master's degrees in science teacher supervision. In consultation with your advisor upon acceptance to a degree program, a program plan will be outlined based on your specific content certification area.

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## Teaching Chemistry: 7-12 (Peace Corps)

Master of Arts | Transitional B Cert: Chemistry 7-12

**Points/Credits:** 34

**Entry Terms:** Summer Only

**Certification:**

- NY State Transitional B: Chemistry 7-12

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## Degree Requirements

This program is for Returned Peace Corps Volunteers only in partnership with the Jaffe Peace Corps Fellows Program at Teachers College.

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## Teaching Chemistry: 7-12 (Teaching Residents)

Master of Arts | Initial Cert: Chemistry 7-12 (TR@TC)

**Points/Credits:** 44

**Entry Terms:** Spring/Summer

**Certification:**

- NY State Initial: Chemistry 7-12

## Degree Requirements

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.

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## Teaching Earth Science: 7-12

Master of Arts | Initial Cert: Earth Science 7-12

**Points/Credits:** 36

**Entry Terms:** Summer/Fall

**Certification:**

- NY State Initial: Earth Science 7-12

## Degree Requirements

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.

In order to meet New York State Teacher Certification requirements, the M.A. degree for teacher preparation programs is comprised of 36 credits of coursework in the areas of professional education, science content, and science methods. The 32-point M.A. degree program in Supervision/Teacher of Science Education serves students whose professional interests are centered in the enhancement of science teaching and learning including teacher professional development, curriculum improvement, personal professional development, and preparation for more advanced studies leading to advanced master's degrees in science teacher supervision. In consultation with your advisor upon acceptance to a degree program, a program plan will be outlined based on your specific content certification area.

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## Teaching Earth Science: 7-12 (Peace Corps)

Master of Arts | Transitional B Cert: Earth Science 7-12

**Points/Credits:** 34

**Entry Terms:** Summer Only

**Certification:**

- NY State Transitional B: Earth Science 7-12

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## Degree Requirements

This program is for Returned Peace Corps Volunteers only in partnership with the Jaffe Peace Corps Fellows Program at Teachers College.

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including teacher professional development, curriculum improvement, personal professional development, and preparation for more advanced studies leading to advanced master's degrees in science teacher supervision. In consultation with your advisor upon acceptance to a degree program, a program plan will be outlined based on your specific content certification area.

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## Teaching Earth Science: 7-12 (Teaching Residents)

Master of Arts | Initial Cert: Earth Science 7-12 (TR@TC)

**Points/Credits:** 44

**Entry Terms:** Spring/Summer

**Certification:**

- NY State Initial: Earth Science 7-12

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## Degree Requirements

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.

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## Teaching Physics: 7-12

Master of Arts | Initial Cert: Physics 7-12

**Points/Credits:** 36

**Entry Terms:** Summer/Fall

**Certification:**

- NY State Initial: Physics 7-12

## Degree Requirements

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.

In order to meet New York State Teacher Certification requirements, the M.A. degree for teacher preparation programs is comprised of 36 credits of coursework in the areas of professional education, science content, and science methods. The 32-point M.A. degree program in Supervision/Teacher of Science Education serves students whose professional interests are centered in the enhancement of science teaching and learning including teacher professional development, curriculum improvement, personal professional development, and preparation for more advanced studies leading to advanced master's degrees in science teacher supervision. In consultation with your advisor upon acceptance to a degree program, a program plan will be outlined based on your specific content certification area.

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## Teaching Physics: 7-12 (Peace Corps)

Master of Arts | Transitional B Cert: Physics 7-12

**Points/Credits:** 34

**Entry Terms:** Summer Only

**Certification:**

- NY State Transitional B: Physics 7-12

## Degree Requirements

This program is for Returned Peace Corps Volunteers only in partnership with the Jaffe Peace Corps Fellows Program at Teachers College.

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.

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Other requirements that must be met before graduation include completion of a 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.

## Master of Science

### Education of Teachers in Science

Master of Science

**Points/Credits:** 60

**Entry Terms:** Spring/Summer/Fall

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### Degree Requirements

The Science Education Program offers curricula leading to a Master of Science (M.S.) degree and a Master of Education (Ed.M.) degree. Both degree programs require a minimum number of graduate points of coursework and a master's paper.

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 coursework 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 degree programs include some depth of study in science, work in the candidate's specialization, and the development of competence in methods of scholarly analysis. Some credits obtained at the M.A. level may be applied toward the Ed.M. or M.S.

### 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 at most a remaining 6 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 project 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 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 M.S. paper may be a research thesis in basic science within the candidate's field of specialization.

## **Master of Education**

### **Education of Teachers in Science**

Master of Education

**Points/Credits:** 60

**Entry Terms:** Spring/Summer/Fall

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### **Degree Requirements**

The Science Education Program offers curricula leading to a Master of Science (M.S.) degree and a Master of Education (Ed.M.) degree. Both degree programs require a minimum number of 60 graduate points of coursework and a master's paper.

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 program requires more science subject matter coursework 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 degree programs include some depth of study in science, work in the candidate's specialization, and the development of competence in methods of scholarly analysis. Some credits obtained at the M.A. level may be applied toward the Ed.M. or M.S.

### **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 12 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 project 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 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 faculty. It must be approved by a full-time member of this faculty 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 by faculty 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.

## **Doctor of Education**

### **Science Education**

Doctor of Education

**Points/Credits:** 90

**Entry Terms:** Fall Only

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### **Degree Requirements**

The Program offers curriculum leading to the degree of Doctor of Education (Ed.D.). This program is intended to prepare students for leadership in science education. Most students entering this program are classroom teachers. 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 Requirements for the Degree of Doctor of Education bulletin, available from the Office of Doctoral Studies (ODS), 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. These additional points may be used to create a minor in an area of interest.

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.

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 the 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**

### **Science Education**

Doctor of Philosophy

**Points/Credits:** 75

**Entry Terms:** Fall Only

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### **Degree Requirements**

This degree 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. 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.

In total, a minimum of 75 course points is 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.

## Faculty

### Faculty

- O. Roger **Anderson** Professor Emeritus of Natural Science
- Christopher **Emdin** Professor of Science Education
- Felicia **Mensah** Professor of Science and Education
- Ann **Rivet** Associate Professor of Science Education

### Lecturers

- Denise Marcia **Mahfood** Lecturer
- Jessica Fitzsimons **Riccio** Senior Lecturer

### Instructors

- Roseanna **Graham**
- Laureen Anne **Zubiaurre Bitzer**

## Courses

### **MSTC 4000 - Science in secondary school**

Foundations of science education. Planning, assessment, and management of instruction. Required of initial science students.

### **MSTC 4007 - Urban and multicultural science education**

Students will explore the intersections of policy, science, and society and the impact these have on standard K-12 urban science curriculum and multicultural teaching practices. This course challenges commonly used practices where multiculturalism is often taught as one distinct and often separate component of the science curriculum.

### **MSTC 4010 - Hip hop and the cultural studies of urban science education**

Studies about the teaching and learning of science in urban settings have been a large component of contemporary research in science education. This course provides a means to interrogate the teaching and learning of science in urban settings through an exploration of the sociopolitical and aesthetic aspects of hip-hop/youth culture.

### **MSTC 4040 - Science in childhood education**

This is an integrated lecture/laboratory course. This course provides an introduction to the creation of science curriculum and instruction that attends to current state and national standards. The course is based in constructivist perspectives and has as a goal the teaching of science well with all children.

### **MSTC 4043 - Science in the environment**

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**

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**

Theoretical basis of secondary school science education and its practical application to earth science teaching and laboratory experiences.

### **MSTC 4047 - Physical science curriculum and methods laboratory**

The primary goal of this course is to provide tools to teach middle school science. Teacher candidates should gain a deepened understanding of inquiry-based science activities; the new science standards; ways to make science engaging for students and effective ways to conduct varied, student-centered explorations. Teacher



candidates will be reflecting on the process of learning and teaching while creating materials to use with their own students. The assignments for this course are designed to help you create different units that you may use in your future teaching.

### **MSTC 4048 - Researching science knowledge and curriculum design**

Analysis of the organization of and relationships between learning sciences and scientific concepts, with a focus on classroom-based analytical techniques suitable for curriculum design research.

### **MSTC 4049 - Middle school living environment methods laboratory**

Discussion of middle school life science methods.

### **MSTC 4055 - Concepts of biology**

Professional content knowledge course examining the major concepts in biology and their applications in teaching secondary school biology.

### **MSTC 4056 - Concepts in earth science**

Study of models of our planet, Earth in space, and weather and climate.

### **MSTC 4059 - Concepts in chemistry I**

The Chem I course is a disciplinary PCK class designed to teach science education candidates how to facilitate a full-year high school chemistry course anchored in phenomena and aligned to the Next Generation Science Standards. The phenomena that students work together to explain in chemistry are what to search for in looking for life on other planets, the potential of hydrogen and nuclear energy as a greener fuel, and why oysters are dying at high rates. Students engage with all eight science and engineering practices, becoming more proficient in learning when and how to use the practices. Lessons engage students in practices where they investigate, make sense of phenomena and problems, construct and critique models, and develop explanations and arguments. Design challenges help students integrate knowledge across units; over time, students are expected to take more and more responsibility in problem solving within them.

### **MSTC 4060 - Concepts in chemistry II**

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. High school and college chemistry laboratory activities and classroom demonstrations are discussed and prepared. Some experiments and classroom demonstrations are performed. Some higher level chemistry problems and computer animations applied in chemistry teaching are discussed.

### **MSTC 4075 - Concepts in physics I**

Exploration of physics themes of molecules and molecular kinetic theory, heat, mechanics, waves, electricity and magnetism, and modern physics. Exploration of electricity, magnetism, light, optics, quantum mechanics, and selected topics in atomic, nuclear, and elementary particle physics and astrophysics. Of particular interest to introductory physics, physical science, and general science teachers.

### **MSTC 4076 - Concepts in physics II**

Practical basis of secondary school science education and its application to physics teaching and laboratory activity.

### **MSTC 4151 - Modern principles of evolution**

Interdisciplinary study of scientific theories about the origin and evolution of life on earth. Includes demonstration and laboratory experiments.

### **MSTC 4363 - Introduction to science education practice**

Corequisite: MSTC 4000. Directed field experiences and seminars explore school environments and teaching strategies.

### **MSTC 4761 - No Title Found in Banner**

Permission required. Prerequisites: MSTC 4000 and MSTC 4363. Students do supervised teaching in metropolitan area schools.

### **MSTC 4852 - Informal science education**

Study of museums and the development of curriculum and teaching practices that support learning in informal settings.

### **MSTC 4902 - Guided study in science education**

Permission required from the instructor with whom the student wishes to work. Independent study in selected areas. Use of professional laboratory facilities.

### **MSTC 5001 - Qualitative methods in science education research**

This course is designed to support students in qualitative research methods. Students will complete pilot studies as a requirement in the course. Open only to doctoral students.

### **MSTC 5009 - Educational practices and research in dental sciences**

This course is an advanced seminar that focuses on the theoretical, conceptual, and empirical literature on dental science curriculum, research, and pedagogy.

### **MSTC 5040 - Science curriculum improvement in the elementary school**

This course provides an introduction to the creation of science curriculum and instruction that attends to current state and national standards at the elementary level.

### **MSTC 5041 - The nature and practice of science**

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 5042 - Science, technology, and society**

The nature and interrelationships of science, technology, and society as represented in policy and curriculum for education.

### **MSTC 5047 - Science teacher education**

MSTC 5047 is a required core course in the Science Education doctoral and advanced master's programs. The course concerns both inservice 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 Education Program with the professor's permission.

### **MSTC 5048 - Curriculum and pedagogy in science education**

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.

### **MSTC 5056 - General oceanography**

Explore physical, earth, and life science content topics through a study of Earth's most visible feature. Particular attention paid to modern socioscientific issues such as coastal development, pollution, and management of energy resources.

**MSTC 5155 - Critical voices in teacher education**

This course is designed for doctoral students interested in teacher education and becoming teacher educators with an emphasis on self, race in teacher education, and teacher education research and policy.

**MSTC 5265 - Guided supervision of student teaching in science**

Permission required. Open only to doctoral students. Guided field experience in supervising student teachers.

**MSTC 6000 - Quantitative methods in science education research**

A critical analysis of current published research in science education with special attention to strategies of applying statistical and other quantitative methods. Designed largely for doctoral students and advanced master's students.

**MSTC 6401 - Internship in science education**

Permission required. Supervised intern service in a variety of field settings including classroom teaching at various levels, supervision, curriculum development, and inservice education.

**MSTC 6502 - Science education research seminar**

Research oriented seminars dealing with a variety of issues and leading to preparation for the doctoral certification examination. Required for doctoral students.

**MSTC 6902 - Research and independent study in science education**

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**

Development of doctoral dissertation proposals and presentation of proposals for departmental review.

**MSTC 8901 - Dissertation advisement in science education**

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.



**Teachers College**  
COLUMBIA UNIVERSITY

# Academic Catalog 2023-2024

## Organization & Leadership

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# The Department of Organization & Leadership

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## Our Mission

The mission of the Department of Organization and Leadership is to educate, train, and serve current and future leaders. They include administrators, executives, 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, 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, executives, managers, and administrators; and
3. Those who conduct research pertinent to organizational dynamics and learning and who teach leadership, administration, education policy, organizational behavior, and organizational change.

To accomplish this mission the Department provides programs in Adult Learning and Leadership, Education Leadership, Nurse Executive Education, Higher and Postsecondary Education, and Social-Organizational Psychology.

*If you plan to work in a state other than New York, Teachers College has not made a determination if our programs meet the educational requirements for certification or professional licensure in any other state, Washington DC or Puerto Rico. We recommend that you review the state's licensing board or teacher certification website for that state's qualifications. The Office of Teacher Education will complete any necessary forms and/or letters for out-of-state certification on the completion of your approved teacher preparation program.*

# Adult Education Guided Intensive Study (AEGIS)

Department of Organization & Leadership

## 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. AEGIS has been in existence since September 1981. The degree program emphasizes leadership for adult and organizational learning. Scholar-practitioners 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. AEGIS is a full-time doctoral program. Coursework is completed over a two-year period. Following their course work students work on their dissertation. Typically this takes another two years after completion of the required coursework.

A new cohort begins in June of even-numbered years (i.e., 2022). Participants attend a concentrated two-week session at Teachers College in June for 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.

## Degrees

### Doctor of Education

#### Adult Education Guided Intensive Study (AEGIS)

Doctor of Education

**Points/Credits:** 90

**Entry Terms:** Even Year Summer Only; Available 2022

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## Degree Requirements

AEGIS students must complete 39 graduate credits at an accredited institution taken prior to beginning of the AEGIS program; either transfer credits or TC credits. AEGIS students fulfill the remaining 51 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, write a qualifying paper, and complete a dissertation.

### First Year: (22 points)

#### Summer (Two-week session)

- ORLD 6800 Workshop in adult education: Adult Learning Facilitation (2)
- ORLD 6902 Pro-seminar in adult education (3)
- ORLD 6908 Adult development: Advanced Seminar: Leadership in Adult Ed (3)

#### Fall

- ORLD 6800 Workshop in adult education: Critical Literacy (1)
- ORLD 6908 Adult education/Learning: Theory and practice (3)
- ORLD 6918 Introduction to research (3)

#### Spring

- ORLD 6918 Literature Review (Virtualy) (2)
- ORLD 6903 Qualitative research (3)
- ORLD 6906 Program development: Adult Development (3)

### Second Year: (26 points)

#### Summer (Two-week session)

- ORLD 6800 Workshop in adult education: Life History and Adult Education(2)
- ORLD 6914 Learning Communities I (2)
- ORLD 6918 Literature review II(1)
- ORLJ 5340 Adaptive Negotiation and Conflict Resolution (3)

#### Fall

- ORLD 4027 Societal Transformation (3)
- HUD 4120 Methods of empirical research (3)
- ORLD 6800 Workshop in adult education: Coaching from an Learning Perspective (2)
- ORLD 6915 Learning Communities II (b Virtual) (1)

#### Spring

- ORLD 6800 Workshop in adult education: Program development in Digital Era (1)
- ORLD 6908 Workplace and organizational learning (3)



- ORLD 6915 Learning communities II (b Virtual) (1)
- ORLD 6918 Advanced research seminar on Proposal Development and Writing (3)

### Third Year: (3 points)

#### Summer (Two-week session)

- ORLD 6800 Workshop in adult education: Capstone (1)
- ORLD 6916 Learning communities III (2)

AEGIS course offerings vary from cohort to cohort. Please see the most recent Program of Study Advisement Guide (located on the Adult Learning and Leadership program website as a PDF file) for current core sequence requirements.

## Faculty

### Faculty

- Terrence Earl **Maltbia** Associate Professor of Practice
- Victoria J **Marsick** Professor of Education/Co-Director J.M. Huber Institute
- Amra **Sabic-Ei-Rayess** Associate Professor of Practice

### Visiting Faculty

- Jeanne E **Bitterman** Adj/PTVisiting Prof/PTLecturer

### Emeriti

- Lyle **Yorks** Professor Emeritus of Adult and Continuing Education

### Lecturers

- Pierre **Faller** Lecturer, Adult Learning & Leadership
- Arthur Mark **Langer** Part-Time Lecturer in Department Organization & Leadership

### Adjunct Faculty

- Marie **Volpe** Adjunct Professor

## Instructors

- Sandra **Hayes**
- Leodis **Scott**

## Courses

### **ORLD 6800 - Workshop in Adult Education**

(1) Workshop in Adult Education: Life History -- This course introduces the use of life history and biological approaches in adult education. Through the process of reflecting on their life experience, participants gain insight into the field of adult education, develop their capacity for critical self-reflection, and explore strengths and challenges associated with the interpretation of qualitative data. In order to promote learning and build up the cohesion of the cohort, this course articulates multiple settings (lectures, class and small group discussions) and specific tasks (writing and sharing autobiographical experiences, keeping a learning journal, organizing a field trip in NYC, etc.) (2) Seminar in Adult Basic and Critical Literacy -- This course offers an overview of the field of adult education's legacy and connections to the study and development of adult basic literacy. The course covers literacy skills, domestic and global trends, and research. It also covers critical literacy from the perspective of the role of education and the interplay of power and privilege in defining requisite cultural literacies for individual and collective success. (3) Workshop in Adult Education: Strategic Advocacy -- This course provides a foundation for understanding and utilizing practices for learning and engaging in advocacy under conditions characterized by complexity and uncertainty. The workshop will focus on how these practices can be applied strategically to organizations (private and public, for profit and not-for-profit) and to individual action in order to address challenges marked by uncertainty and ambiguity. The objective of this course will be to further develop student capabilities to address complex personal, organizational, and societal challenges strategically. (4) Workshop in Adult Education: Technology in Organizations -- This course is designed to help students understand and cope with the many issues involved in developing organizational learning programs and integrating an important component: technology. The course aims at providing a combination of research case studies together with existing theories on organizational learning in the workplace. The workshop responds to the complex and various dilemmas faced by many human resource managers and corporate executives regarding how to actually deal with the impact of technology on employee learning and management. (5) Workshop in Adult Education: Capstone -- This course is designed to assist students in reflecting on and making meaning of their overall AEGIS curricular coursework and community experience. It is a closure experience in which they engage in multiple multi-sensory activities oriented towards outgrowth issues and transitioning to the independent research phase of their doctoral study.

### **ORLD 6902 - Proseminar in Adult Education**

Adult education is an interdisciplinary field of theory and practice that draws on social sciences. Students in AEGIS are experienced practitioners who come to the program with a wide range of disciplinary, theoretical, and practical backgrounds on which they can draw as they begin this journey. The pro-seminar provides a common language in our quest as adult education scholar-practitioners. It is a forum through which students can examine the common threads of adult learning and education that run throughout the different settings and disciplines

through which they practice. Students examine the main theoretical orientations and professional practice areas in the field. They also examine and critique the personal, philosophical, and professional presuppositions and underpinnings of their practice.

### **ORLD 6903 - Qualitative Research**

This course is the third in a sequence of research courses aimed at helping students understand the qualitative approach to dissertation research. In this course, students begin to scope out the parameters of a topical inquiry and begin to grapple with the many facets of the dissertation proposal.

### **ORLD 6906 - No Title Found in Banner**

Learning is at the core of most initiatives in organizations and requires dynamic, collaborative, and innovative approaches to program planning. A main idea in this course is that program development is about a series of choices. To enable well-informed choice, program planning theory and practice is explored. Emphasis is placed on developing the knowledge, skills, and values needed to achieve greater capacity for effective program development.

### **ORLD 6908 - Adult Education: Theory and Practice**

(1) Adult Development -- This course provides an overview of adult development theories and how they inform adult learning. Students will gain insight into stage and phase theories and how adult growth can be supported in a variety of workplace, educational, and community settings. Developmental assessments will be examined and differences explored based on theories that differently explore psychological, lifespan, spiritual, moral, and other frameworks for understanding adult development. (2) Adult Education/Learning: Theory and Practice -- This course helps educators gain insight into themselves as facilitators of adult learning based on theory, research, and practice related to learning from and through experience, self-directed learning, and transformative learning theory. This course supports a critical appraisal of one's facilitation practice. The format will be interactive discussion of various theoretical perspectives on adult learning, with a view to how these ideas can be used to understand / improve / change your practice. (3) Advanced Seminar: Leadership in Adult Education -- In this course, we will explore various theories and practices of leadership from the perspective of adult learning; we will do so in a workplace context. Specifically, we will examine the framing of leadership as a form of human performance and focus on contextual, conceptual, and behavioral dimensions of leadership. Our inquiry will be guided by four essential questions: 1) Are leaders born? 2) Can leadership be taught? 3) Does it all depend? 4) What's new/emerging? The format will be a seminar where cases be read and discussed to examine various perspectives on leadership theory, models of practice, and research in light of class members' own experiences and practice. (4) Workplace and Organizational Learning --In this course, we will examine trends that have affected the shift to knowledge work and globalization and implications for learning in organizations. We will contrast structured training practices with the embedded, contextualized nature of informal workplace learning and critically assess learning practices in different settings (business organizations, not-for-profits, higher education, healthcare, community, other educational settings). Finally, we will examine differences when learning is supported at individual, group, and organizational learning levels.

### **ORLD 6914 - Learning Communities: Introduction to Research**

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 - No Title Found in Banner**

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**

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 6918 - No Title Found in Banner**

(1) Introduction to Research -- This is the first in a sequence of courses designed to develop student competencies in conducting and assessing research. The overall objective of this course is for students to become conversant with the current discourse on research and with the most fundamental research designs encountered in practice. The course begins with a discussion of research paradigms. From this context, the class considers issues around experimental design, survey design and analysis, field/case study research, and action research--all forms of research design and methods with which adult educators and human resource development require competence. (2) Literature Review -- This course is an intensive seminar designed to introduce doctoral students of an AEGIS cohort to the discipline and constituent practices of conducting a literature review within the context of doctoral studies and dissertation work. On conclusion of this course, students will be able to a) search for topic-related literature, b) take and organize notes from the review, c) identify qualities of literature constituting the review, and d) possess knowledge of fundamental resources needed for writing the literature review. (3) Advanced Research Seminar I -- This is the third course in the research sequence. The objective of this seminar is to help students strengthen their conceptual frameworks, refine their research questions, and tighten their thinking around research design, providing them with the foundation for a robust pilot study experience in the spring. Students will continue to develop a critical understanding of the nuances, conundrums, and complexity of research methods and the research process. (4) Advanced Research Seminar II -- This is the last course in the research sequence. It is intended both to advance participants' understanding of the interpretative research paradigm and its accepted methodologies and to facilitate the further development of a viable dissertation proposal. The course focuses on the following components of the proposal: the proposed research methodology, additional literature review, and refinement of the anticipated context and background. Students will develop a plan for finishing the proposal.

### **ORLJ 5340 - Adaptive Negotiation & Conflict Resolution**

An experiential course designed to promote negotiation understanding and adaptivity across negotiation situations. Students will have the opportunity to develop more self-awareness and basic collaborative negotiation skills with supervised practice.



# Adult Learning and Leadership

Department of Organization & Leadership

## Program Description

The mission of the Program is to empower graduates as facilitators of learning across the lifespan—in and outside of classrooms and virtual learning spaces. We emphasize leadership for reflective, proactive, and transformative learning. Our students help individual adults learn, and they help organizations, institutions, and communities learn from and with those adults.

Our programs prepare leaders who help adults improve the way they live and work through learning. A hallmark of our academic programs is the fostering of transformative learning.

Through transformative learning:

- Adults are helped to identify, probe, and change assumptions, values, and beliefs that shape how they think, act, and learn;
- Adult educators are helped to transform organizations, institutions, learning communities, and other settings that influence learning and change.

Graduates from our degree programs lead, manage, design, deliver, facilitate, coach and evaluate learning initiatives. They can be scholars, researchers, executives, coaches, or Learning & Development (L&D) professionals.

Our mission aligns with the mission of the College, because we support diversity, equity and inclusion through learning across the lifespan with an eye to how adult learning shapes, and is shaped by, societal change. We seek understanding of cultural and other kinds of diversity.

The intellectual framework of the Program examines the relationship of adult learning to organizational, management, and leadership issues. The curriculum is designed around learning, development, and change for individuals, groups, and organizations as a whole.

The Program appeals to professionals who design, develop, and evaluate programs that meet the learning needs of adults in both face-to-face and online formats in the following settings:

- Organizations in the profit, 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, including medical education and workforce development.

The 36-point M.A. degree program is most appropriate for educators who are involved in the design, management, and delivery of learning. The 60-point Master of Education (Ed.M.) and 90-point Doctor of Education (Ed.D.) options are appropriate for professionals who are involved in policy development, strategy, change management, and systems-level learning. The Program prepares educators who work with the following groups:

- Leaders who shape policy and program implementation, as well as those who act as trainers and coaches; and
- Designers, planners, managers, and L&D professionals.

In addition, we offer two non-degree, credit-bearing advanced certificates (approved by New York State): one for Medical Educators and one in Workforce Development. Credits earned may be applied subsequently to degree programs in Adult Learning & Leadership in which students might enroll.

Each program has between two and three required foundations courses. In addition, students may choose courses in core areas of adult development, adult learning theory, program development and evaluation, leadership, and research. They can apply their learning through courses in strategy and management, facilitation, human resource development, coaching, system learning, and digital learning environments. Many of these courses are offered by the ADUL or ADLO Program, or other Programs in the O&L Department; other courses may be taken elsewhere in Teachers College or Columbia University.

For more information about the program - including start dates, and enrollment steps—see our website: <https://www.tc.columbia.edu/organization-and-leadership/adult-learning-and-leadership/>

## Degrees

### Master of Arts

#### Adult Learning and Leadership

Master of Arts

**Points/Credits:** 36

## Degree Requirements

Lifelong learning for adults is an increasingly important educational specialization in the 21st century. Rapid changes are transforming society and making it critical for adults to continue to learn across the lifespan. Much of that learning takes place in classrooms, but a lot of learning also occurs informally through interaction in groups, communities, organizations, and social networks.

The Adult Learning & Leadership Program, at the M.A. degree level, prepares professionals who facilitate learning within and outside the classroom. The intellectual framework of the program examines the relationship of adult learning to organizational, management and leadership issues. The degree program prepares students to understand adult learning and development, to design and deliver learning interventions, and to assist organizations, communities, or other institutions to support learning for individuals and for the organizations or other social units that benefit from the lifelong learning of its members.

### Minimum point requirement:

M.A. students must complete 36 credits of coursework and submit a culminating project.

### Required Coursework:

Foundations (6 credits):

- ORLD 4050 Introduction to adult and continuing ed (3)
- ORLD 4053 Facilitating adult learning (3)

Adult Development (3):

- ORLD 4051 How adults learn (3)
- ORLD 5070 Leadership for adult development (3)

Adult Learning Theory and Applications (3):

- ORLD 4051 How adults learn (3)
- ORLD 4060 Coaching from an adult learning perspective (3)
- ORLD 4091 Somatics: Mind/body approach to leadership development (3)
- ORLD 4815 Developing critical thinkers (1)
- ORLD 4827 Fostering transformative learning (2-3)
- ORLD 4828 Imagination, authenticity, and individuation in transformative learning (2-3)
- ORLD 4844 Helping adults learn (1)
- ORLD 4850 Discussion as a way of teaching (1)
- ORLD 4855 Learning as a way of leading (1)
- ORLD 4860 Teaching Race in Predominantly White Organizations (1)
- ORLD 5057 Adult learning and education: Theory and practice (3)
- ORLD 5815 Critical theory and adult learning (1)
- ORLD 5823 Building 21st century organizational capability with cultural intelligence (CQ) (3)

Program Development and Evaluation (3 credits):

- ORLD 5053 Developing and managing adult learning programs (3)



- ORLD 5063 Online Teaching and Learning: Applying Adult Learning Principles (3)
- ORL 5522 Evaluation methods I (3)

Leadership (3 credits):

- ORLD 4065 Leading Change in a Democratic Society (3)
- ORLD 4091 Somatics: Mind/body approach to leadership development (3)
- ORLD 5023 Leadership and self-development (3)
- ORLD 5540 Social entrepreneurship & leadership (3)
- ORLD 5821 Leveraging emotional intelligence (EQ) to enhance organizational effectiveness (3)

Strategy and Management (3 credits):

- ORLD 4085 Management & leadership skills in practice (3)
- ORLD 5054 Strategy development as a learning process in organizations (3)
- ORLD 6054 Learning to think strategically (3)

Research (3 credits):

- ORLD 5073 Action learning design and coaching (3)
- ORLD 5550 Research on organizational learning (3)
- ORLD 6914 Learning Communities (2) (focused on research for the integrative project, can be combined with a 1-credit ORLD 5900 course with the student's advisor, to meet the 3-credit research requirement)
- ORL 5521 Introduction to research methods in education (3)
- ORL 5522 Evaluations methods I (3)
- ORLJ 4009 Understanding behavioral research (3)
- HUDM 4050 Introduction to measurement (3)
- HUDM 4120 Basic concepts in statistics (3)
- HUDM 4122 Basic concepts in statistics (3)
- BBSR 5582 Research design in movement science and education (3)

### **ELECTIVE COURSES (12 credits)**

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. Students are required to take a minimum of 6 points total at Teachers College outside of our immediate Program area to satisfy the Teachers College breadth requirement.

See recommended elective options below:

Systems Learning (3 credits, optional):

- ORLD 4065 Leading change in a democratic society (3)
- ORLD 5061 The learning organization (3)
- ORLD 5550 Research on organizational learning (3)
- ORLD 5823 Building 21st century organizational capability with cultural intelligence (CQ) (3)
- EDP 4027 Education and Social Transformations: Elites and Inequalities in Transitional Economies (offered as part of the Workforce Development Certificate) (3)
- ORLJ 4800 Conflict and complexity: A dynamical system approach to addressing protracted conflict (3)

Human Resource Development (3 credits, optional):

- ORLD 4060 Coaching from an adult learning perspective (3)
- ORLD 5055 Staff development and training (3)
- ORLD 5062 Human resource development in organizations (3)
- ORLD 5073 Action learning design and coaching (3)

Group Dynamics (3 credits, optional):

- ORLD 5822 Building productive relationships with social intelligence (SQ) (3)
- ORL 5362 Group dynamics: A systems perspective (3)

Organizational Behavior (3 credits, optional):

- ORLJ 4005 Organizational psychology (3) (Note: This is a prerequisite for many ORLJ courses)
- ORLJ 5045 Organizational dynamics and theory (3)
- EDPS 4030 Sociology of organizations (3)

Digital Learning Environments (3 credits, optional):

- ORLD 5060 Learning and technology in organizations (3)
- MSTU 4083 Instructional design of educational technology (3)

Conflict Resolution (3, optional):

- ORLJ 4800 Conflict and complexity: a dynamical systems approach to addressing protracted conflict (add points)
- ORLJ 5148 Managing conflicts in organizations (3)
- ORLJ 5340 Adaptive negotiation & conflict resolution (3)

Coaching (3, optional)

- ORLD 4060 Coaching from an adult learning perspective (3)
- ORLD 5073 Action learning design and coaching (3)
- ORLD 5821 Leveraging emotional intelligence (EQ) to enhance organizational effectiveness (3)
- ORLD 5822 Building productive relationships with social intelligence (SQ) (3)
- ORLD 5823 Building 21st century organizational capability with cultural intelligence (CQ) (3)

## Final Project

### M.A. (Culminating Project)

#### Required

The M.A. project is a project-based application to practice.

Guidelines for the M.A. Culminating Project are available in the Program of Study Advisement Guides (as downloadable files) located on the Adult Learning and Leadership program website.

Students should meet with their advisor the semester before they plan on graduating to review the guidelines.

Master of Arts

**Points/Credits:** 36

**Entry Terms:** Fall Only

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## Degree Requirements

The Adult Learning and Leadership Program has been approved by New York State to offer a fully online Master's degree program. (As noted below, students can also take some face-to-face workshops and courses if they have access to the College campus.)

Our program is designed for those who design, implement, facilitate, or otherwise support learning and development for adults in many different settings—businesses, non-profits, public sector, healthcare, educational institutions, and community settings. We emphasize leadership for transformative learning and change in today's rapidly-evolving digital world. The program will help participants to:

- Use 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
- Design, deliver, and assess adult learning programs and interventions
- Demonstrate understanding and use of technology for diverse adult learning needs

Students will earn 36 graduate credits and complete an integrative project. Up to 14 credits in the Online MA degree program may be taken in-person.

### Core courses include:

#### FOUNDATIONS (22-23 credits)

- ORLD 4050 Introduction to Adult and Continuing Ed. (3)
- ORLD 4053 Facilitating Adult Learning (3)
- ORLD 4051 How Adults Learn (3)
- ORLD 5063 Online Teaching and Learning: Applying Adult Learning Principles (3)
- ORLD 5023 Leadership and Self Development (3)
- ORLD 5054 Strategy Development as a Learning Process in Organizations (3)
- Either ORLD 4827 Fostering Transformative Learning (3)  
or ORLD 4828 Imagination, authenticity, and individuation in transformative learning (2-3)
- ORLD 6914 Learning Communities (2) (Research requirement)

### ELECTIVE COURSES (13-14 credits)

Electives include, but may not be limited to, courses in adult learning practices, coaching, leadership, 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. Students are required to take a minimum of 6 points total at Teachers College outside of the ORLD Program area to satisfy the Teachers College breadth requirement.

See recommended elective options below:

Applied Workshops in Adult Learning Practices (online, intensive 2-day sessions):

- ORLD 4815 Developing Critical Thinkers (1)
- ORLD 4844 Helping Adults Learn (1)

- ORLD 4850 Discussion as a Way of Teaching (1)
- ORLD 4855 Learning as a Way of Leading (1)
- ORLD 4860 Teaching Race in Predominantly White Organizations (1)
- ORLD 5815 Critical Theory and Adult Learning (1)

Coaching Specialization:

- ORLD 4060 Coaching From an Adult learning Perspective (3)
- ORLD 5821 Leveraging EQ to Enhance Org. Effectiveness (F2F) (3)
- ORLD 5822 Building Productive Relationships with SQ (F2F) (3)
- ORLD 5823 Bldg 21st Century Cap. W CQ (Cultural Intelligence) (F2F) (3)

Leadership Specialization:

- ORLD 4065 Leading Change in a Democratic Society (3)
- ORLD 4085 Management and Leadership Skills in Practice (F2F) (3)
- ORLD 5070 Leadership for Adult Development (3)
- ORLD 6054 Learning to Think Strategically (F2F) (3)
- ORLJ 5340 Adaptive Negotiation & Conflict Resolution (F2F) (3)

Other Breadth Course Options, including but not limited to the following (check the Academic Catalog or the Course Schedule for potential prerequisite requirements and whether the course is offered online or in-person):

- ORL 5522 Evaluation Methods I (3)
- ORL 5524 Instrument Design and Validation (3)
- CCPJ 4050 Microaggressions in institutional climates: Race, gender, and sexual orientation (3)
- C&T 4002 Curriculum theory and history
- MSTU 4083 Instructional Design of Ed Tech (Online) (3)
- HBSS 5112 Social marketing and health communications (3)
- HUDK 4012 Learning In Small Groups (3)
- HUDK 4029 Human cognition and learning (3)
- HUDK 5029 Personality development and socialization across the lifespan (3)

### **Culminating Project**

Required

The M.A. project is a project-based application to practice.

Guidelines for the Online M.A. Culminating Project are available in the Program of Study Advisement Guides (as downloadable files) located on the Adult Learning and Leadership program website.

Students should meet with their advisor the semester before they plan on graduating to review the guidelines.

## Master of Education

### Adult Learning and Leadership

Master of Education

**Points/Credits:** 60

**Entry Terms:** Fall Only

### Degree Requirements

The Adult Learning & Leadership degree program, at the Ed.M. level, appeals to professionals who hold a masters degree in a substantive area, and who wish to enhance their knowledge and skills in supporting adult growth in organizations and helping adults learn. Students build on prior knowledge to advance their capabilities and conduct research in their areas of interest. The intellectual framework of the program examines the relationship of adult learning to organizational, management and leadership issues with a focus on strategic learning and whole system change. Students can deepen their capabilities as facilitators of learning and in helping organizations, communities, or other institutions to support learning for individuals and for the organizations or other social units that benefit from the lifelong learning of its members.

The Ed.M. degree program in Adult Learning and Leadership is structured around a sequence of core courses, research requirements and electives. A culminating project with a research component is required. In addition to three required foundations courses, students may choose courses to take in the following areas: adult development; adult learning theory and applications; program development and evaluation; systems learning; leadership; strategy and management; human resource development; group dynamics; organizational behavior; technology; conflict resolution; and research. At least one course must be taken (or transferred from prior accredited graduate study) in each of these twelve areas.

Please see the most recent Program of Study Advisement Guide (located on the Adult Learning and Leadership program website as a PDF file) for actual core sequence requirements.

#### Minimum point requirement:

Ed.M. students must complete 60 credits of coursework and conduct a culminating research study.

#### Required Coursework:

Foundations (6)—choose from the following:

- ORLD 4050 Introduction to adult and continuing education (3)
- ORLD 4053 Facilitating adult learning (3)
- ORLD 5057 Adult learning & education: Theory & practice (3)

Adult Development (6 credits):

- ORLD 4051 How adults learn (3)
- ORLD 5070 Leadership for adult development (3)
- HUDK 4024 Developmental psychology: Adult learning and the lifespan (3)

- HUDK 5023 Cognitive development (3)
- HUDK 5027 Moral development (3)
- HUDK 5028 Spiritual development across the lifespan (3)

Adult Learning Theory and Applications (12 credits)—choose from the following:

- ORLD 4060 Coaching from an adult learning perspective (3)
- ORLD 4091 Somatics: Mind/body approach to leadership development (3)
- ORLD 4815 Developing critical thinkers (1)
- ORLD 4827 Fostering transformative learning (2-3)
- ORLD 4828 Imagination, authenticity, and individuation in transformative learning (2-3)
- ORLD 4844 Helping adults learn (1)
- ORLD 4850 Discussion as a way of teaching (1)
- ORLD 4855 Learning as a way of leading (1)
- ORLD 5057 Adult learning and education: Theory and practice (3)
- ORLD 5815 Critical theory and adult learning (1)

Program Development and Evaluation (3 credits)—choose from the following:

- ORLD 5053 Developing and managing adult learning programs (3)
- ORL 5522 Evaluation methods I (3)

Systems Learning (3 credits)—choose from the following:

- ORLD 5823 Building 21st century organizational capability with cultural intelligence (CQ) (3)
- ORLD 5550 Research on organizational learning (3)
- ORLD 5061 The learning organization (3)

Leadership (3 credits)—choose from the following:

- ORLD 5023 Leadership and self-development (3)
- ORLD 5540 Social entrepreneurship & leadership (3)
- ORLD 5821 Leveraging emotional intelligence (EQ) to enhance organizational effectiveness (3)

Strategy and Management (3 credits):

- ORLD 4085 Management & leadership skills in practice (3)
- ORLD 5054 Strategy development as a learning process in organizations (3)
- ORLD 6054 Learning to think strategically (3)

Human Resource Development (3 credits):

- ORLD 5055 Staff development and training (3)
- ORLD 5062 Human resource development in organizations (3)
- ORLD 5073 Action learning design and coaching (3)
- ORLJ 5003 Human resource management (3)

Group Dynamics (3 credits):

- ORLD 5822 Building productive relationships with social intelligence (SQ) (3)
- ORL 5362 Group dynamics: A systems perspective (3)

Organizational Behavior (3 credits):

- ORLD 5822 Building productive relationships with social intelligence (SQ) (3)

- ORLA 4010 Introduction to organizational analysis in education (3)
- ORLJ 4005 Organizational psychology (3) (Note: This is a prerequisite for many ORLJ courses)
- ORLJ 5045 Organizational dynamics and theory (3)

Technology (3 credits):

- ORLD 5050 Mobile learning design for professional growth (3)
- ORLD 5060 Learning and technology in organizations (3)

Conflict Resolution (minimum of 3 points):

- ORLJ 5148 Managing conflicts in organizations (3)
- ORLJ 5340 Adaptive negotiation & conflict resolution (3)

### **Research Requirements**

Ed.M. (minimum 6 points):

Ed.M. students must take two research courses, one of which must be a statistics course.

### **Elective Courses**

Electives are tailored to the student's career goals and may be taken in the Department or elsewhere in Teachers College or Columbia University. Electives may include transfer courses. Students are required to take a minimum of 6 points total at Teachers College outside of our immediate Program area to satisfy the Teachers College breadth requirement.

### **Final Project**

Ed.M. Culminating Project

Required

Research-based

Guidelines for the Ed.M. Culminating Project are available in the Program of Study Advisement Guides (as PDF files) located on the Adult Learning and Leadership Program website.

Students should meet with their advisor the semester before they plan on graduating to review the guidelines.

## **Doctor of Education**

### **Adult Education Guided Intensive Study (AEGIS)**

Doctor of Education

**Points/Credits:** 90

**Entry Terms:** Even Year Summer Only; Available 2022

## Degree Requirements

AEGIS students must complete 39 graduate credits at an accredited institution taken prior to beginning of the AEGIS program; either transfer credits or TC credits. AEGIS students fulfill the remaining 51 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, write a qualifying paper, and complete a dissertation.

### First Year: (22 points)

#### Summer (Two-week session)

- ORLD 6800 Workshop in adult education: Adult Learning Facilitation (2)
- ORLD 6902 Pro-seminar in adult education (3)
- ORLD 6908 Adult development: Advanced Seminar: Leadership in Adult Ed (3)

#### Fall

- ORLD 6800 Workshop in adult education: Critical Literacy (1)
- ORLD 6908 Adult education/Learning: Theory and practice (3)
- ORLD 6918 Introduction to research (3)

#### Spring

- ORLD 6918 Literature Review (Virtual)y (2)
- ORLD 6903 Qualitative research (3)
- ORLD 6906 Program development: Adult Development (3)

### Second Year: (26 points)

#### Summer (Two-week session)

- ORLD 6800 Workshop in adult education: Life History and Adult Education(2)
- ORLD 6914 Learning Communities I (2)
- ORLD 6918 Literature review II(1)
- ORLJ 5340 Adaptive Negotiation and Conflict Resolution (3)

#### Fall

- ORLD 4027 Societal Transformation (3)
- HUD 4120 Methods of empirical research (3)
- ORLD 6800 Workshop in adult education: Coaching from an Learning Perspective (2)
- ORLD 6915 Learning Communities II (b Virtual) (1)

#### Spring

- ORLD 6800 Workshop in adult education: Program development in Digital Era (1)
- ORLD 6908 Workplace and organizational learning (3)
- ORLD 6915 Learning communities II (b Virtual) (1)
- ORLD 6918 Advanced research seminar on Proposal Development and Writing (3)

### Third Year: (3 points)



**Summer (Two-week session)**

- ORLD 6800 Workshop in adult education: Capstone (1)
- ORLD 6916 Learning communities III (2)

AEGIS course offerings vary from cohort to cohort. Please see the most recent Program of Study Advisement Guide (located on the Adult Learning and Leadership program website as a PDF file) for current core sequence requirements.

**Adult Learning and Leadership**

Doctor of Education

**Points/Credits:** 90

**Entry Terms:** Fall Only

**Degree Requirements**

The Adult Learning & Leadership program, at the Ed.D. level, is designed for professionals who wish to develop their skills in helping adults learn inside and outside the classroom, and hone their leadership abilities. The intellectual framework of the program examines the relationship of adult learning to organizational, management and leadership issues. The program prepares scholar-practitioners who examine practice in light of theory, and vice-versa, in ways that enable them to lead, assess, and plan strategically for adult learning programs and interventions. Students master research skills that support their leadership in helping individuals to learn more effectively, and in helping organizations to learn from and with those adults.

The EdD program has three required foundational courses. In addition, students make choices in consultation with their advisor about courses to take in the areas of adult development, adult learning theory and applications, program development and evaluation, systems learning, leadership, strategy and management, human resource development, group dynamics, organizational behavior, technology, conflict resolution, and research. At least one course must be taken (or can be transferred from prior accredited graduate study) in each of these twelve areas. Many of these courses are offered by the ADUL Program or the O&L Department; other courses can be taken elsewhere in Teachers College or Columbia University.

**Required Coursework:**

Foundations (9 credits)—required:

- ORLD 4050 Introduction to adult and continuing ed (3)
- ORLD 4053 Facilitating adult learning (3)
- ORLD 5057 Adult learning & ed: Theory & practice (3)

Adult Development (6)—choose from the following:

- ORLD 4051 How adults learn (3)
- ORLD 5070 Leadership for adult development (3)
- HUDK 4024 Developmental psychology: Adult learning and the lifespan (3)
- HUDK 5023 Cognitive development (3)
- HUDK 5027 Moral development (3)
- HUDK 5028 Spiritual development across the lifespan (3)

Adult Learning Theory and Applications (12-14 credits)—choose from the following:

- ORLD 4060 Coaching from an adult learning perspective (3)
- ORLD 4091 Somatics: Mind/body approach to leadership development (3)
- ORLD 4815 Developing critical thinkers (1)
- ORLD 4827 Fostering transformative learning (2-3)
- ORLD 4828 Imagination, authenticity, and individuation in transformative learning (2-3)
- ORLD 4844 Helping adults learn (1)
- ORLD 4850 Discussion as a way of teaching (1)
- ORLD 4855 Learning as a way of leading (1)
- ORLD 5057 Adult learning and education: Theory and practice (3)
- ORLD 5815 Critical theory and adult learning (1)

Program Development and Evaluation (3 credits)—choose from the following:

- ORLD 5053 Developing and managing adult learning programs (3)
- ORL 5522 Evaluation methods I (3)

Systems Learning (3 credits)—choose from the following:

- ORLD 5823 Building 21st century organizational capability with cultural intelligence (CQ) (3)
- ORLD 5550 Research on organizational learning (3)
- ORLD 5061 The learning organization (3)
- ORLJ 4800 Conflict and complexity: A dynamical system approach to addressing protracted conflict (3)

Leadership (3 credits)—choose from the following:

- ORLD 5023 Leadership and self-development (3)
- ORLD 5540 Social entrepreneurship & leadership (3)
- ORLD 5821 Leveraging emotional intelligence (EQ) to enhance organizational effectiveness (3)

Strategy and Management (3 credits)—choose from the following:

- ORLD 4085 Management & leadership skills in practice (3)
- ORLD 5054 Strategy development as a learning process in organizations (3)
- ORLD 6054 Learning to think strategically (3)

Human Resource Development (3 credits)—choose from the following:

- ORLD 5055 Staff development and training (3)
- ORLD 5062 Human resource development in organizations (3)
- ORLD 5073 Action learning design and coaching (3)

Group Dynamics (3 credits)—choose from the following:

- ORLD 5822 Building productive relationships with social intelligence (SQ) (3)
- ORL 5362 Group dynamics: A systems perspective (3)

Organizational Behavior (3 credits)—choose from the following:

- ORLD 5822 Building productive relationships with social intelligence (SQ) (3)
- ORLA 4010 Introduction to organizational analysis in education (3)
- ORLJ 4005 Organizational psychology (3) (Note: This is a prerequisite for many ORLJ courses)
- ORLJ 5045 Organizational dynamics and theory (3)

Technology (3 credits)—choose from the following:

- ORLD 5050 Mobile learning design for professional growth (3)
- ORLD 5060 Learning and technology in organizations (3)
- MSTU 4039 Video games in education (3)
- MSTU 4083 Instructional design of educational technology (3)

Conflict Resolution (minimum of 3 points):

- ORLJ 5148 Managing conflicts in organizations (3)
- ORLJ 5340 Adaptive negotiation & conflict resolution (3)

### **Research Requirements**

#### **Ed.D. (Minimum 18 points):**

At the Ed.D. level, coursework 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, those listed below. Ed.D. Candidates must take ORLD 7500 (1 point) in the semester in which they defend their dissertation proposals. Ed.D. candidates must also enroll in ORLD 8900 (or a 3-point Teachers College course) during fall and spring semester, after passing the certification examination.

- HUDM 4120 Basic concepts in statistics (3)
- HUDM 4122 Probability and statistical inference (3)
- ORLD 4800 Workshop: Critical literature reviews (2)
- ORLD 5550 Research on organizational learning (3)
- ORL 6500 Qualitative research methods in organizations: Design and data collection (3)
- ORL 6501 Qualitative research methods in organizations: Data analysis and reporting (3)
- ORLD 7500 Dissertation seminar in adult education (1-3)
- ORLD 7900 Directed dissertation research (3)

### **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 a minimum of 6 points total at Teachers College outside of our immediate program area to satisfy the Teachers College breadth requirement.

### **Final Project**

#### **Ed.D. (Dissertation)**

Students in the Ed.D. program are also required to pass a certification examination, write a qualifying paper, and successfully defend their dissertations. Dissertations frequently focus on topics of interest to the candidates and the organizations they lead or aspire to lead.

Please see the most recent Program of Study Advisement Guide (located on the Adult Learning and Leadership program website as a PDF file) for actual core sequence requirements.

## Advanced Certificate

### Adult Learning and Leadership for Medical Educators

Advanced Certificate

**Points/Credits:** 10

**Entry Terms:** Fall Only

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#### Degree Requirements

The Advanced Certificate in Adult Learning and Leadership for Medical Educators is a 10-credit, New York State-approved certificate. The program is designed for allopathic physicians (MDs) and/or osteopathic physicians (DOs) who wish to elevate their instructional and leadership skills. The program concentrates on developing knowledge and skills in needs assessment, learning design and facilitation, educational research, and organizational change.

The certificate program is designed around a collaborative action research learning model that integrates conceptual knowledge grounded in the science of adult learning, coupled with real-world experience and practice. Students will learn research skills in coursework and will work in teams with other physicians to apply what they learn to current professional challenges of their choice. They will learn how to create and nurture communities of practice (professional learning communities) with colleagues and peers within and across disciplines and specialties.

The targeted participants are physician faculty, primarily in academic medicine, as they are learning leaders for other physicians in training, residents, fellows and colleagues, as well as the teams with which they work.

Physician participants will complete the 10 credits during one academic year (two courses in the Fall and two courses in the Spring semesters) in a hybrid format: four face-to-face meetings one Saturday a month in each semester, complemented by asynchronous web-based interaction before and after the face-to-face sessions.

Each semester, one course will meet three hours in the morning, and the other course will meet three hours in the afternoon. Modules in the Fall include "ORLD 4053: Facilitating adult learning" and "ORLD 5023: Leadership and self-development." Courses in the Spring include "ORLD 6914: Learning communities" and "ORLD 5073: Action learning design and coaching."

<https://www.tc.columbia.edu/advanced-certificate-in-medical-education/>

### Workforce Development

Advanced Certificate

**Points/Credits:** 12

**Entry Terms:** Fall Only

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#### Degree Requirements

The Adult Learning and Leadership program at Teachers College launched a new 12 credit, non-degree, New York State approved Advanced Certificate designed for working professionals in human resources, non-profits, higher education, and other institutions seeking to make an impact on developing diverse talent. The program was created to address the human capital challenges of growing unemployment for underserved or socially excluded populations.

Based on over 10-years of research-based experiences, the one-year hybrid cohort certificate program will develop capabilities in strategic advocacy, negotiation, policy and practices, and technology-intensive learning oriented toward workforce innovation.

Participants will create actionable knowledge and improve their capacity to rethink and enhance their workforce development initiatives.

Program objectives will help graduates:

- Design relevant workforce and education training strategies
- Utilize digital technology and tools to improve assimilation of underserved and socially excluded adults
- Develop better negotiation skills to improve the upward mobility of workers from diverse background
- Create assessment programs to determine workplace success
- Use innovative communications to improve support services
- Evaluate public policy surrounding workforce development programs

Four courses will be taken over two semesters—two courses in the Fall and two courses in the Spring. They will be taught in a hybrid format. Each course will meet in four face-to-face intensive sessions per semester as well as participate in asynchronous online coursework. These courses include:

- ORLD 5054 Strategy development as a learning process in organizations
- ORLJ 5340 Adaptive negotiation & conflict resolution
- ORLD 5060 Learning and technology in organizations
- EDP 4027 Education and social transformations; elites and inequalities in transitional economies

Participants will apply what they learn throughout the year by participating in group-based projects centered on common interests. Participants will choose projects and form groups based on the challenges and opportunities they wish to address in their current work roles and settings. Through learning by doing—and discussion with others of what is found—participants will create actionable knowledge and build their capacity to improve workforce development operations. Participants will develop a portfolio of work that forms the basis for presentation of findings at conferences or through publications or other means of sharing new knowledge.

## Faculty

### Faculty

- Ellie **Drago-Severson** Professor of Education Leadership
- Terrence Earl **Maltbia** Associate Professor of Practice
- Victoria J **Marsick** Professor of Education/Co-Director J.M. Huber Institute

- Amra **Sabic-Ei-Rayess** Associate Professor of Practice

### Visiting Faculty

- Jeanne E **Bitterman** Adj/PTVisiting Prof/PTLecturer
- Zachary Johannes **Van Rossum** Adj/PTVisiting Prof/PTLecturer

### Emeriti

- Lyle **Yorks** Professor Emeritus of Adult and Continuing Education

### Lecturers

- Pierre **Faller** Lecturer, Adult Learning & Leadership
- Arthur Mark **Langer** Part-Time Lecturer in Department Organization & Leadership

### Adjunct Faculty

- Carmela Celeste **Bennett** Adjunct Assistant Professor of Adult Learning and Leadership
- Constance A. **Chartrand** Adjunct Assistant Professor
- Rachel Danielle **Fichter** Adjunct Assistant Professor
- Carmine Paul **Gibaldi** Adjunct Professor of Adult Learning and Leadership
- Randee **Lawrence** Adjunct Associate Professor
- Dorothy **Marcic** Adjunct Assistant Professor
- Donna **Murdoch** Adjunct Assistant Professor
- Judith Ann **O'Neil** Instructional Staff
- Judith K **Parker** Adjunct Assistant Professor of Adult Learning and Leadership
- Carrie Lenora **Shockley** Adjunct Assistant Professor
- Julia Ann **Sloan** Adjunct Assistant Professor
- Marie **Volpe** Adjunct Professor
- John Carrington **Welch** Adjunct Assistant Professor

### Instructors

- Stephen D **Brookfield**
- Edward J. **Fleming**
- Sandra **Hayes**
- Leodis **Scott**

# Courses

## **ORL 6500 - Qualitative research**

This course is an introduction to qualitative research methods—conceptualization, design and data collection procedures—with a special focus on organizational study. Students will formulate qualitative problem statements and research questions; design a qualitative study guided by an interactive model and consideration of five different approaches; learn to use observation, interviewing, focus groups, and archival data resources; and apply design and data collection skills by undertaking a pilot research study. Consideration will be given to conceptual frameworks, ethical considerations, field work, sampling, and data management. This course requires a minimum of 27 hours per week of out of classroom work.

## **ORL 6501 - Qualitative Research Methods in Organizations: Data Analysis & Reporting**

"Prerequisite: ORL 6500 or equivalent qualitative design/data collection course. This course is designed for students who have taken coursework on qualitative research design and data collection and who have data (including pilot data) they can use for coding, analysis and synthesis with a view to writing and interpreting results. First and second cycle coding, memoing, and use of data displays are introduced along with advanced data collection strategies. Differences in data analysis are explored that vary with different design approaches (e.g. narrative, phenomenology, grounded theory, ethnography, case study). Computer Assisted Data Analysis Software is used for coding and analysis."

## **ORLD 4027 - Education and Social Transformation: Elites and Inequalities in Transitional Economies**

Drawing from several bodies of literature, this course explores critical bridges between education, on one hand, and the complex dynamics of the elite formation, polarization, corruption, development and social transformation, on the other hand. Students will examine the elite dynamics in crises or developing contexts; what role education plays in those contexts; and how education systems work to validate or delegitimize the old or new elite. Current events will be incorporated.

## **ORLD 4050 - Introduction to adult and continuing education**

The purpose of this introductory course is to develop familiarity with the core theory and field of practice in adult and continuing education. This course will provide an overview of the current thinking about the nature of adult education, adult learning theory, various areas of practice, and the challenges adult educators face. It will also look at areas for future research and development. The goal is to help students build a common language for understanding adult education concepts, learning theory, and practice, as it is found and utilized in different settings and disciplines.

## **ORLD 4051 - How adults learn**

This course provides a sophisticated introduction to the field of adult learning and its relationship to adult development and how these principles can be used to support learning across various types of organizations. Students will learn how to practically operationalize the science of human development in their instructional design, facilitation and experiential learning, and assessment and course evaluations. The course takes a design thinking approach to learning, enabling students to engage with prominent models of human development and learning in a hands-on and practical way, grounding their learning through action and lived experience.

### **ORLD 4053 - Facilitating adult learning**

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 4050 and ORLD 4051.

### **ORLD 4060 - Coaching from an Adult Learning Perspective**

This course takes a selective look at the contribution of major adult learning theories and their relationship to the fast-growing field of coaching. Exploring the links between key adult learning concepts and current coaching practices, the class will outline a number of critical adult learning concepts and frameworks selected because of their practical applications to the coaching process. The course will also give students space to experience coaching through various coaching experiential activities and build a model of coaching adapted to their organizational contexts and their coaching style.

### **ORLD 4065 - Leading Change in a Democratic Society**

This introductory course aims to help participants learn about and understand the paths that others have traveled in their quests to create revolutionary change within democratic societies. By drawing on the common frameworks and general example of the champions of social and political change, this course explores sets of repeating practices, principles, patterns and recurring themes that effective agents of change employ in the process of learning about and, ultimately, creating revolutionary change. Embedded in a practical, action-oriented framework for creating broad, revolutionary change, this course consists of four core components: Thinking About Change, Preparing for Change, Leading Change, and Sustaining Change. We examine together the role leaders and change agents play in learning to create social and political change within free, open and democratic societies. Ultimately, this course is geared toward understanding the lessons we can learn from the champions of change in a way that we can apply to our own organizational or institutional areas of practice. Finally, this course attempts to draw practical inspiration from change leaders as well as insights useful in our own individual lives with an ongoing emphasis on practical application. This fully asynchronous course centers around online group discussions, individual or small group workbook exercises and activities, and limited video lecture.

### **ORLD 4085 - Management and Leadership Skills in Practice**

This course develops skills as a manager and leader using a cognitive-science based approach to skills development. Taking a hands-on, experiential approach, the purpose is to demystify the notion of management, provide students with feedback about their own management potential, and facilitate their personal and



intellectual growth as a skilled leader. To paraphrase the father of modern management, Peter Drucker: Only three things happen naturally in organizations: friction, confusion and underperformance. Everything else requires management and leadership. In this course, students will learn how to more effectively lead and motivate groups while understanding, as Paul Hawkes said, "Good management is the art of making problems so interesting and their solutions so constructive that everyone wants to get to work and deal with them."

### **ORLD 4091 - Somatics: A Mind/Body Approach to Leadership Development**

This course presents a somatic, or whole body, approach to professional and personal leadership development. Somatics is a methodology and change theory that views the individual as an integrated mind, body, and spirit and utilizes the whole body, not just the mind, as an essential place of intelligence, learning, and change. Working with our interdependent system of thoughts, emotions, and neuromuscular physiology, somatics give us "a way in" to quickly and directly develop deep insight into our embodied and largely unconscious patterns of thinking, feeling, and acting that result in our actions, conversations, decisions, relationships, and the leader we show ourselves to be. Throughout this experiential course, students will participate in an interactive, creative learning experience designed to build whole-body awareness, reconnect with their leadership purpose, gain a repertoire of practices that can enhance their potential to develop a more powerful leadership presence, maintain balance in chaos and conflict, and build more effective relationships and teams in a diversity of contexts. Connections will be made to the ways somatics is supported by neuroscience, Western and Eastern philosophies, spirituality, psychology, adult learning, leadership, and organizational development theories.

### **ORLD 4800 - Workshop in higher and adult education**

Special topics or events related to the administration of programs in adult education. Topics change each semester. Open to degree and non-degree students.

### **ORLD 4815 - Developing critical thinkers**

In this workshop, 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, critical conversation protocols and critical incidents. The course is highly participatory and will take participants through a series of increasingly complex critical thinking activities.

### **ORLD 4827 - Fostering Transformative Learning**

In this course, we will explore how adult learners transform their habits of mind through critical self-reflection and discourse. We will also examine individual and social transformation and how they are connected. We will focus on practical and innovative strategies for fostering transformative learning in a wide range of adult education settings. This is a fully asynchronous distance learning course.

### **ORLD 4828 - Imagination, authenticity and individuation in transformative learning**

Participants in this course will engage in an in-depth exploration of transformative learning with an emphasis on the role of affect, imagination and the arts in the learning process. We will investigate how the journey of becoming authentic is a transformative process. Jung's concept of individuation - —i.e., differentiating one's Self

from the collective—will be used as yet another lens through which we can view transformation. Participants are encouraged to engage in various creative processes for exploring transformative learning in personal and professional contexts. This is a fully asynchronous distance learning course.

### **ORLD 4844 - Helping Adults Learn**

This workshop will explore different methods and contexts for facilitating adult learning. Participants will be encouraged to explore their own experiences as learners and facilitators and to consider how these experiences might help them to reframe their practice. This highly interactive course will examine what counts as an adult educational approach to learning, the emotional rhythms of learning and what adult students look for in their teachers.

### **ORLD 4850 - Discussion as a way of teaching**

Discussion is one of the most frequently used teaching methodologies in higher and adult education today. This 2-day workshop takes participants through a number of increasingly complex and varied discussion exercises with the intent of participants being able to use and adapt these in their own practice. It is based on Stephen Brookfield (the workshop leader) and Stephen Preskill's books *Discussion as a Way of Teaching* (2005) and *The Discussion Book* (2016).

### **ORLD 4855 - Learning As A Way of Leading**

This two-day workshop builds on practices of social justice leaders to argue that effective leadership involves constantly learning about the practice of leadership in different contexts, and learning how best to support the learning of colleagues, followers and subordinates. We explore the different learning tasks associated with transformational, organic, and social justice leadership such as practicing openness, supporting the growth of others, analyzing experience, learning to question, and fostering democracy. Over the two days participants are taken through a series of sequenced exercises to gain experience in practicing learning leadership tasks.

### **ORLD 4860 - Teaching Race in Predominantly White Organizations**

This course is aimed at practitioners who work mostly in predominantly white settings. It explores the process of teaching about race and racism in educational contexts, corporations, communities, organizations and social movements. We examine the complex dynamics of working to unmask white supremacy and expose color blind perspectives in such settings. Participants consider how to use autobiographical disclosure, sequence the consideration of increasingly contentious racial issues, create conversational protocols to discuss race, prepare students for 'brave space' (rather than safe space) environments and respond to expressions of anger, hurt and pain. We examine the importance of examining the leader or teacher's own racial identity, and the need for multiracial teaching teams to model difficult conversations. Finally, the course explores how to move people from individualized to structural ways of thinking about race and racism.

### **ORLD 4900 - Research and independent study in adult education**

Permission of instructor required.

### **ORLD 4999 - Career Strategy Development as a Lifelong Learning Process**

This course is designed as a two-day workshop to develop students' understanding of the career development process, in order to design informed and appropriate strategies for their career and ongoing educational pursuits. Students will explore key career development activities and learn how to integrate self-knowledge into occupational/life decisions, set career goals, and devise strategies to attain these goals leveraging active learning.

### **ORLD 5023 - Leadership and Self Development**

This course investigates the nature and process of leadership and self-development. It is based on the assumption that effective leadership starts with self-development, mindfulness, and critical self-reflection, and is further cultivated through dialogue, inquiry, and active listening as means of influencing others towards shared goals, rather than through traditional top-down, command and control approaches. Each student will be asked to take on a personal development goal for the semester and will be working with other students in a peer coaching process that supports the practical cultivation of their leadership abilities.

### **ORLD 5050 - Mobile Learning Design for Professional Growth**

This course provides students with comprehensive practical strategies to leverage mobile first learning designs, and utilizing mobile devices in numerous contexts. As mobile-learning can happen anywhere and anytime, the concept of learning and that of a classroom has become more fluid. Today's contemporary classrooms can be imagined and realized as any place where students of all ages can engage in student-centered, active learning using various mobile technological tools. This course enhances people's ability to learn, access and leverage technology who are not experts in the field of technology. It provides an adult learning overview on mobile devices, and helps you pursue mobile learning activity designs, mobile app design and prototyping, m-Learning delivery, assessments, monitoring, and evaluation.

### **ORLD 5053 - Program Development: Designing for Complexity and Sustainability**

Program Development: Designing for Complexity and Sustainability introduces students to the process of program planning for adult learners from theoretical, conceptual, and practical perspectives with the goal of promoting a more informed, reflective, and contextually relevant practice. Students will explore program planning in a complex world through the lens of sustainability, one of the most "wicked problems" of our time. Students will also critically analyze the strengths and limitations of a range of program planning approaches and acquire practical tools through the use of experiential learning.

### **ORLD 5054 - Strategy development as a learning process in organizations**

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**

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.

### **ORLD 5057 - Adult learning and education: Theory and practice**

In today's VUCA (volatile, uncertain, complex and ambiguous) world, we are faced with a myriad of challenges and need to be better equipped to navigate this ever-changing world. This course introduces adult educators (i.e. learning designers, coaches, facilitators, teachers/professors, and consultants, etc.) to the 3 pillars of adult learning practice: 1) Transformative Learning, 2) Learning from Experience, and 3) Self-Directed Learning. Understanding and applying these theories to real-life issues and problems will be core in this course. Students will examine these theories in various cultures and contexts through formal, informal, and incidental learning in corporations, medical healthcare and non-profits, among others. To consolidate learning, students will be equipped with the knowledge, understanding, and capabilities to apply the learning theories to their own unique situations and challenges. Prerequisite: This course requires basic knowledge of adult learning theories & practices. Please contact Prof. Victoria Marsick (marsick@tc.columbia.edu) and graduate assistant, Chali Kaewla (ck3110@tc.columbia.edu), for more information and special permission for course registration.

### **ORLD 5060 - Learning and Technology in Organizations**

This course is designed to help students understand the rapidly changing role of intelligent technology for organizational learning about strategy and capacity building. The course draws on a combination of research case studies together with the existing theories on organizational learning in the workplace to address the complex dilemmas faced by human resource managers and corporate executives regarding the impact of technology on employee learning and management. The objectives of this course are presented in four integrated competency units: first, the ways in which IT has revolutionized learning in organizations; second, the alternative ways technology can be used to support distance learning; third, technology as it supports knowledge management; and, fourth, how technology changes organizational functioning and management.

### **ORLD 5061 - Learning Organization: Digital Workplace**

"This course will explore the concept of a digital learning organization, and how to create or improve one that already exists. We will cover topics such as digital learning strategies, creating a learning culture, using technology for learning, assessing digital learning needs, emerging technologies, and implementing solutions for maximum impact. We will also address the need to support adults as they navigate the ambiguity that is a constant in today's organizations, regardless of sector. Technology is changing at an increasing velocity and organizational practitioners should be equipped to be empathic and support the fluid needs that digital technologies will continue to bring as they emerge, regardless of what they are and context in which they are used."

### **ORLD 5062 - Global and Strategic Human Resource Development in Organizations**

This course seeks to provide graduate students from varied backgrounds which may or may not be directly related to human resources with a comprehensive view of the field of human resource development. This view includes a strategic HRD focus in global organizations and implementation of HRD initiatives that develop the

social/human capital resources of the organization, contribute to the organization's sustainability, and advance the organization's strategic positioning in a way that accounts for all stakeholders including the community and society. The emphasis is on how HRD relates to a changing workplace and emerging theories and practices in the management of organizations and learning and development needs of people in the workforce.

### **ORLD 5063 - Online Teaching and Learning: Applying Adult Learning Principles**

In this course we will explore online teaching and learning within adult education, higher education, community colleges, and organizations (corporate, non-profit); new theories, research, and applications that inform best practices in online learning; and "participative culture" vis-à-vis communities of learning, the history and evolution of online learning, and planning and designing an online course.

### **ORLD 5070 - Leadership for Adult Development**

Supporting adult development enhances adults' internal capacities, which in turn enables them to manage better the complexities of leading, teaching, learning and living. This course seeks to help leaders—across levels and sectors—support adult growth within organizations. To support internal capacity building, leaders need to implement practices in service to adults' professional and personal development. This is especially important given the complexities of the adaptive challenges we face in the course of leading, learning and working — especially today. In this course we will explore an expanded notion of leadership that includes adult development. We will study research on adult developmental theories and their connections to practices that facilitate adults' transformational learning (i.e. learning that helps adults develop greater cognitive and affective capacities to better manage the complexities of leadership, work and life). We will consider questions such as: How can we create organizations and systems that support adults' transformational learning? What practices support adult development? What developmental principles inform these practices? How can we support leadership development in the workplace? What supports and conditions are necessary and needed?

### **ORLD 5073 - Action Learning Design and Coaching**

Organizations increasingly build learning directly into work—as a part of the way that people get and use new ideas, solve problems and meet difficult challenges. Action learning is a popular strategy for leadership development that does just that. In this approach, people learn as they work together in small groups to ask questions about their challenges, try out new solutions, and rethink results in light of the data they collect. Sometimes this results in organizational learning and change. This course is an experiential learning laboratory that will help participants begin to develop a framework and skills for designing and coaching action learning programs. Students will learn using a project of their own choosing and will work as peer coaches in small teams during the course.

### **ORLD 5540 - Social Entrepreneurship & Leadership**

Social Entrepreneurship can be simply defined as the application of the mindset, processes, tools, and techniques of business entrepreneurship to the pursuit of a social and/or environmental mission. Social entrepreneurship brings to bear the passion, ingenuity, innovativeness, perseverance, planning bootstrapping abilities, and focus on growth characteristic of business entrepreneurs on the work of meeting our society's most pressing challenges. Incorporated into each class will be implications for how entrepreneurs learn (entrepreneurial learning theory) through practice. The course will concurrently address the necessary skills

needed to start a social enterprise including how to develop a business plan with a social/societal benefitting focus. Students will develop a comprehensive business plan for a social enterprise of their choosing throughout the semester, as well as a Pitch.

### **ORLD 5550 - Research on organizational learning**

In our today VUCA world, organizational learning – understood not only as learning in organizations, but above all as learning by organizations – is more necessary than ever. In a changing world, organizations of any kind (companies, schools, hospitals, public agencies etcetera) need to learn to stay alive. Research on organizational learning, including its actors and its objects, its triggers and its phases, its obstacles and its support, needs to be well founded on both theories of organization(s) and theories of organizational learning as well as on given empirical literature. This course develops such theoretical and empirical foundations alongside students' research projects in self-chosen organizations. Students will prepare and realize small own-research projects. Presenting and discussing both preparation and realization will serve to support this process. As this course sees organizational learning as a process of praxis, qualitative research methods will be favored. Therefore it would be helpful if ORL6500 or comparable qualitative research course have been completed or will be studied parallel with this course.

### **ORLD 5815 - Critical theory and adult learning**

In this workshop, participants examine the core elements of critical theory as originated by the Frankfurt School. Critical theory holds that ideological manipulation works to make inequity appear as the natural order of things. Participants will examine core concepts such as ideology, power, alienation and liberation via the works of Marcuse, Fromm, Gramsci and Foucault and consider how these relate to adult learning and the practice of adult education.

### **ORLD 5821 - Leveraging emotional intelligence (EQ) to enhance organizational effectiveness**

Leveraging Emotional Intelligence (EQ) to Enhance Organizational Effectiveness will explore research, best practices, and future directions. Students will learn to select among popular EQ assessment and measurement tools, distinguish between cognitive learning and emotional learning strategies, effectively position the business case for EQ, and evaluate the effectiveness of EQ learning strategies. Participants will receive personal profiles based on three popular EQ assessments (i.e., Emotional Social Competence Inventory - ESCI; Emotional Quotient Inventory - EQi 2.0; and Mayer-Salovey-Caruso Emotional Intelligence Test - MSCEIT) and applied insights to leadership development strategies including executive coaching.

### **ORLD 5822 - Building productive relationships with social intelligence (SQ)**

Building Productive Relationships with Social Intelligence (SQ) describes the components of the emerging emotional economy and why it's important to organizational performance, expand EQ capability by amplifying social intelligent components, examine the social neuroscience behind the dynamics of productive relationships, combine non-verbal agility to expand empathic accuracy for improved communication, and develop foundational human interaction skills to enhance relationships. Participants will examine the results of 3 assessments: (1) NBI (Thinking Style); (2) Listening Style Profile; and (3) Coaching Mindset Index, with a focus on devising small group and team development interventions.

### **ORLD 5823 - Building 21st century organizational capability with cultural intelligence**

Building 21st Century Organizational Capability with Cultural Intelligence (CQ) students will learn a strategic learning and leadership framework used to guide cultural diversity interventions in organizations, examine the theoretical and philosophical foundations associated with evidence-based cultural diversity strategies, explore a set of core practices informed by important leadership questions, experiment with sample tools designed to launch strategic cultural diversity processes, apply strategic diversity learning and change process to personal project to integrate key learning. Participants will examine how three assessments (i.e., Culture In the Workplace Questionnaire, CQ Assessment, and Bennett's Intercultural Development Inventory) can be used to inform the design and implementation of various learning strategies focused on building a leveraging diversity capacity in the workplace.

### **ORLD 5900 - Research and independent study in adult education**

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 6054 - Learning to Think Strategically**

This highly interactive seminar offers an opportunity for participants to challenge conventional approaches to strategy by focusing on how successful strategists learn to think strategically — the learning aspect of strategic thinking will be emphasized. As organizational leaders, the seminar participants will be encouraged to critically assess their own and their organizations' strategy development habits. Accordingly, participants will be working with their own current strategy cases in order to expand the breadth and depth of their strategic thinking baseline. This seminar provides a thorough grounding in the foundation and underlying concepts of strategic thinking. Based on a critical reflective process-oriented design, this course content explores the genesis of strategic thinking, its value to an organization, and includes extensive practice and intensive reflection as learning methods.

### **ORLD 6900 - Research and independent study in adult education**

Permission of instructor required.

### **ORLD 6914 - Learning Communities: Introduction to Research**

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 7500 - Dissertation Seminar in Adult Education**

Permission required. Students should have completed most or all coursework (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.

### **ORLD 7900 - Directed Dissertation Research**

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**

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.



# Education Leadership

Department of Organization & Leadership

## Program Description

The Education Leadership Program includes courses of study in leadership education and development for students pursuing professional careers in public and private education. The program also provides research-oriented courses of study in leadership for students pursuing careers as academics and researchers. With a nationally-recognized faculty and a tradition of prominence, the Education Leadership Program prepares students for careers as practitioners and scholars equipped to lead and transform a wide variety of educational organizations. Students gain the skills 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 equality, equity, and diversity in education. Graduates serve in leadership positions as school principals, heads of schools, district superintendents, education leaders in comparable positions of executive leadership, and as scholars of education and education leadership.

The program seeks to prepare students to serve effectively by guiding them to:

- Become thoroughly grounded in the theory and practice of education leadership;
- Develop a broad and deep understanding of educational institutions in our society;
- Understand teaching and learning and become 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 gain the skills needed to provide effective organizational leadership;
- Understand contemporary management systems and become able to employ them effectively;
- Understand the nature of policy, political systems, and law and obtain the skills required to shape and influence these systems and their products;
- Understand the uses of technology in education and administration and hone the skills and knowledge to use technology effectively;
- Understand the nature of social science research and be able to apply its principles and methods in conducting inquiry and reviewing research;
- Remain alert to the legal and ethical considerations that influence all aspects of education;
- Become committed to the ideals of equity and diversity in educational matters and build the skills and knowledge needed to promote these ideals in educational institutions; and

- Exhibit the courage and critical intelligence needed to question what is and develop what could be.

## Degrees

### Master of Arts

#### Dual MA/MBA Private School Leadership

Master of Arts

**Points/Credits:** 32

**Entry Terms:** Fall Only

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#### Degree Requirements

##### PRIVATE SCHOOL LEADERSHIP

Email: [Klingenstein@tc.columbia.edu](mailto:Klingenstein@tc.columbia.edu)

Website: [www.klingensteincenter.org](http://www.klingensteincenter.org)

(Application code: ELPB)

Programs in Private School Leadership at Teachers College are run by the Klingenstein Center for Independent School Leadership. Designed for teachers and administrators who have demonstrated strong educational leadership, these cohort-based programs prepare students to meet the challenges of leadership for independent and international schools, and organizations that support teaching and learning in these schools. The programs increase knowledge and cultivate skills and attitudes necessary for effective leadership practice. Students participate in guided fieldwork and benefit from a connection to an extensive network of cooperating schools. Coursework is enhanced by group projects and visits to area schools. The curriculum has been designed around five core principles 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 teamwork in accomplishing goals;
- The use of reflective practice in fostering continued learning;
- The practice of moral and ethical leadership as a way of life.

Both the Full-Year Master's and the Two-Summers Master's programs in Private School Leadership are supported by the Klingenstein Fund and the Education Leadership Program.

Degree-Granting Programs in Private School Leadership include:

- Full-Year Master's Degree Program (M.A., Ed.M.)
- Two-Summers Master's Degree Program (M.A., Ed.M.)
- Dual-Degree Program: Master's Degree from Teachers College (M.A.) in Private School Leadership and Columbia Business School (MBA)
- Dual-Degree Program: Master's Degree from Teachers College (M.A. or Ed.M.) in Private School Leadership and INSEAD in France or Singapore (MBA)

For more information about these programs, see the Klingenstein Center Programs page.

### **Coursework**

Programs feature core courses that are required for all students. Courses are regularly reviewed and revised, and replaced as necessary, to ensure the most relevant, cutting-edge curriculum. Core courses in recent years include: The Leadership of Private Schools, School Choice and Privatization, Supporting Teaching and Learning in Private Schools, Systems Thinking for Equitable and Inclusive Leadership, Law and Educational Institutions: Issues of Authority, Religion, Free Speech, and Safety, School Finance: Resource Allocation for Nonprofit Organizations, Communications, Negotiation, Ethical Issues in School Leadership, Applied Research for School Change

### **Practicum**

All programs have a field-based practicum requirement. In the Full-Year Program, students engage in applied research consulting in independent schools locally and globally. In the Two-Summers Program, students complete an applied research project at the school where they are presently employed. The overarching goal of the practicum is to provide a guided opportunity to develop or deepen skills and knowledge in an area of school operations. The projects complement previous experience, develop leadership skills and effectiveness, allow for the firsthand study of organizational culture and psychology, build reflective practice, and benefit the site school.

### **Capstone Project**

A research- and writing-based capstone project, requires students to curate a professional learning ePortfolio that reflects on their learning in their program and transfers that learning to several key areas of their practice. The ePortfolio engages students in four levels of systems thinking work in schools: individual, interpersonal, institutional, and social systems.

### **Cohort Model**

All programs in Private School Leadership employ a cohort model. In this model, students enroll in the same classes at the same time with the same group – with the exception of college-wide electives in the Private School Leadership year-long program. The cohort model encourages teamwork and collaboration, creates a vibrant professional learning community, and allows students to develop productive personal, professional and academic bonds that last far beyond the conclusion of the program. The strength of the cohort-model is bolstered by the outstanding and diverse attributes of students. Cohort members come from diverse racial and ethnic backgrounds, are at different points in their careers holding positions ranging from teacher to head of school, come from different types of schools all over the country and world, and have diverse career goals.

### **Admissions Eligibility**

Independent school and international school educators with three or more years of full-time work experience in a school, which may include teaching, admissions, student life, development, or other administrative roles are eligible. Experience in public, charter, parochial, private, independent, or international schools may count toward the total years of experience as long as the candidate meets all other requirements. A bachelor's degree from an accredited college or university is needed to apply.

### **Degree Requirements**

The 32-point Master of Arts (M.A.) degree in Private School Leadership consists of required core courses and elective course options. Students in the M.A. program may not apply prior graduate credits towards the degree unless they were earned at Teachers College and are approved by the student's academic advisor.

**Please note:** These courses of study do not lead to state administrative certification as a public school principal or superintendent.

### **Dual Degree Master's Degree from Teachers College (M.A.) in Private School Leadership and Columbia Business School (MBA) or Teachers College (M.A or Ed.M.) in Private School Leadership and INSEAD (MBA)**

This dual-degree program results in a master's degree in Private School Leadership from Teachers College and a Master of Business Administration (MBA) from Columbia Business School or INSEAD. The program responds to a critical need for independent school leaders to be trained in education as well as business, leadership, management, and social entrepreneurship. As self-managing organizations, independent and international schools function as small businesses with a compelling social mission. In order to fulfill that mission, school leaders must balance pedagogical needs with business realities: tuition affordability, curricular enhancements, financial aid, facility improvements, technology costs, and attracting and retaining top faculty members. This program is designed for highly motivated students who seek a deep understanding of both education and business as they prepare to take on the challenges of leading K-12 educational institutions in the 21st century.

Students pursuing this dual degree may combine MBA study with either the Full-Year or Two-Summers Master's Degree Programs. Differences in the course study for each partner school are outlined below.

The dual-degree program requires separate applications to each school.

### **DUAL DEGREE (M.A. AT TEACHERS COLLEGE; M.B.A. AT COLUMBIA BUSINESS SCHOOL)**

This course of study gives students the opportunity to earn degrees from both Teachers College and Columbia Business School in two full-time years, allowing graduates to enter the job market a year earlier than if they pursued these degrees separately. Students only need to complete three (instead of four) full-time semesters at Columbia Business School, though the MBA is not awarded until degree requirements are completed at both schools.

There are several pathways through the programs. The most common pathway is for students to begin the first fall at Teachers College in the Full-Year Master's Degree Program. Upon gaining admission to Columbia Business School, students enroll at Columbia Business School for winter, summer, and fall semesters before returning to Teachers College for a final spring semester in the Full-Year Master's Degree Program. Alternative pathways through the program allow students to finish either the Full-Year or Two-Summers Master's Degree Program and then to gain admission to and enroll at Columbia Business School. Most students pursuing this track will also enroll at Columbia Business School from January to December.

Students must apply separately to programs at Teachers College and Columbia Business School. Students are highly encouraged to apply for January entry at Columbia Business School and to contact the Klingenstein Center prior to applying.

### **DUAL DEGREE (M.A. OR Ed.M. AT TEACHERS COLLEGE; M.B.A. AT INSEAD)**

This course of study gives the opportunity to earn degrees from both Teachers College and INSEAD, a leading business school with campuses in France, Singapore, and Dubai. INSEAD's MBA program is full-time and one year long, with options to begin study in September or January. Students at INSEAD can split the year between campuses or remain at one campus for the entire program.

The most common pathway through this program is to finish either the Full-Year or Two-Summers Master's Degree Program and then matriculate at INSEAD within the next five years. Students are also able to study at INSEAD after matriculating but before completing the full course of study at Teachers College. Specifically, students can enroll at INSEAD for a full year (January to December) in between the fall and spring semesters of the Full-Year Master's Degree Program at Teachers College or immediately after the second summer of the Two-Summers Master's Degree Program.

Students must apply separately to programs at Teachers College and INSEAD. Students are strongly encouraged to contact the Klingenstein Center prior to applying. Students may apply to INSEAD before or after matriculation at Teachers College.

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## **Private School Leadership (Full Academic Year)**

Master of Arts

**Points/Credits:** 32

**Entry Terms:** Fall Only

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### **Degree Requirements**

#### **PRIVATE SCHOOL LEADERSHIP**

Email: [Klingenstein@tc.columbia.edu](mailto:Klingenstein@tc.columbia.edu)

Website: [www.klingensteincenter.org](http://www.klingensteincenter.org)

(Application code: ELPR)

Programs in Private School Leadership at Teachers College are run by the Klingenstein Center for Independent School Leadership. Designed for teachers and administrators who have demonstrated strong educational leadership, these cohort-based programs prepare students to meet the challenges of leadership for independent and international schools, and organizations that support teaching and learning in these schools. The degree programs increase knowledge and cultivate skills and competencies necessary for effective leadership practice. Students participate in action research-based fieldwork and benefit from a connection to

an extensive global network of cooperating schools. Coursework is enhanced by collaborative projects, alumni-presented case studies and real time scenarios, and visits to area schools. The curriculum has been designed around five core principles of effective leadership:

- The centrality of education and education leadership in promoting belonging, equity, and inclusion;
- The need to cultivate research-informed teaching practices and learning experiences among all members of the school community;
- The importance of collaboration and teamwork in accomplishing goals;
- The use of reflective practice in fostering continued learning;
- The practice of moral and ethical leadership as a way of life.

Both the Full-Year Master's and the Two-Summers Master's programs in Private School Leadership are supported by the Klingenstein Fund and the Education Leadership Program.

Degree-Granting Programs in Private School Leadership include:

- Full-Year Master's Degree Program (Private School Leadership) (M.A., Ed.M.)
- Two-Summers Master's Degree Program (Leadership Academy) (M.A., Ed.M.)
- Dual-Degree Program: Master's Degree from Teachers College (M.A.) in Private School Leadership and Columbia Business School (MBA)
- Dual-Degree Program: Master's Degree from Teachers College (M.A. or Ed.M.) in Private School Leadership and INSEAD in France or Singapore (MBA)

For more information about these programs, see the Klingenstein Center Programs page.

The Private School Leadership program is designed for current and aspiring leaders who choose to pursue full-time study for one academic year. The Full-Year Program is a cohort of approximately 25 students.

### **Schedule**

Students enrolled in the Full-Year Master's attend daytime and evening classes and experiences from September to May. The program of study is completed over nine months during the fall and spring semesters. Students complete their capstone project during the second semester.

### **Coursework**

Full-Year Master's students take a combination of core and elective courses. The opportunity to take elective courses at Teachers College and other graduate schools at Columbia University is a feature of the Full-Year Program.

### **Practicum**

The practicum in independent school leadership requires a team of students to work with school leaders at a selected independent or international school on a project that is both of interest to the student and of strategic importance to the school. Throughout the academic year, students work in groups and dedicate time to their practicum project. Experienced and trusted school leaders at the site schools serve as mentors and advisors throughout the projects. The practicum allows students to experience new school environments while contributing in a meaningful way to the advancement of the site school. Students are assigned to projects by their academic advisor. Research skills and concepts from the fall Research Methods course as well as coaching from faculty bolster students' work on the practicum.

### Capstone Project

A research- and writing-based capstone project requires students to curate a professional learning ePortfolio that reflects their learning and transfers that learning to several key areas of their practice. The ePortfolio engages students in four levels of systems thinking work in schools: individual, interpersonal, institutional, and social.

### Cohort Model

All Klingenstein Center programs employ a cohort model. In this model, students enroll in the same classes at the same time with the same group – with the exception of college-wide electives in the Private School Leadership year-long program. The cohort model encourages teamwork and collaboration, creates a vibrant professional learning community, and allows students to develop productive personal, professional and academic bonds that last far beyond the conclusion of the program. The strength of the cohort model is bolstered by the outstanding and diverse attributes of students. Cohort members come from diverse personal backgrounds and experiences, are at different points in their careers holding positions ranging from teacher to head of school, come from different types of schools all over the country and world, and have various career goals.

### Degree Requirements

The 32-point Master of Arts (M.A.) degree in Private School Leadership consists of required core courses and elective course options. Students in the M.A. degree program may not apply prior graduate credits towards the degree unless they were earned at Teachers College and are approved by the student's academic advisor.

**Please note:** This course of study does not lead to New York State building leader or district leader certification as a public school principal or superintendent.

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## Private School Leadership (Two Summers Program)

Master of Arts

**Points/Credits:** 32

**Entry Terms:** Odd Year Summer Only; Available 2023

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### Degree Requirements

#### PRIVATE SCHOOL LEADERSHIP

Email: [Klingenstein@tc.columbia.edu](mailto:Klingenstein@tc.columbia.edu)

Website: [www.klingensteincenter.org](http://www.klingensteincenter.org)

(Application code: ELPR)

Programs in Private School Leadership at Teachers College are run by the Klingenstein Center for Independent School Leadership. Designed for teachers and administrators who have demonstrated strong educational leadership, these cohort-based programs prepare students to meet the challenges of leadership for independent and international schools, and organizations that support teaching and learning in these schools. The degree programs increase knowledge and cultivate skills and competencies necessary for effective leadership practice. Students participate in action research-based fieldwork and benefit from a connection to an extensive global network of cooperating schools. Coursework is enhanced by collaborative projects, alumni-presented case studies and real time scenarios, and visits to area schools. The curriculum has been designed around five core principles of effective leadership:

- The centrality of education and education leadership in promoting belonging, equity, and inclusion;
- The need to cultivate research-informed teaching practices and learning experiences among all members of the school community;
- The importance of collaboration and teamwork in accomplishing goals;
- The use of reflective practice in fostering continued learning;
- The practice of moral and ethical leadership as a way of life.

The Two-Summers M.A. Program in Private School Leadership, also known as Leadership Academy, is designed for current and aspiring leaders who choose to pursue intensive summer study with field-based work at their school of employment after each summer. The Two-Summers Program has a cohort of approximately 60 students.

### **Schedule**

Participants attend two intensive four- to six-week sessions in New York City for two consecutive summers. During the year they continue their work by engaging in research and practicum projects at their schools of employment and in online coursework. Students complete the capstone project during the fall after the second summer. The program of study is completed over eighteen months.

### **Coursework**

The Two-Summers curriculum is entirely prescribed. Students do not take elective courses. Some coursework between the two summers may be online. As part of the research course in the first summer, students design an action research-based project of importance to them, to their schools, and to the independent school sector at large. They develop a plan for research and carry out this plan over the course of the upcoming academic year.

### **Practicum**

During the academic year between the two summers, students complete a practicum project in their respective schools. The practicum project is designed to provide the student with experiential learning in the context of their own school and to offer residual benefits to the sponsoring school.

Projects may include but are not limited to work in areas of school such as teaching and learning; finance; development; college guidance; admissions; residential life; and communications and marketing. Students are guided in this project by a mentor who is an experienced leader in independent or international schools. Research skills and concepts from the summer Research Methods and Evidence-Informed Decision Making



courses as well as coaching from faculty bolster students' work on the practicum. Sponsoring schools are asked to consider scheduling accommodations for students doing research and practicum projects during the academic year.

### **Capstone Project**

A research- and writing-based capstone project requires students to curate a professional learning ePortfolio that reflects their learning and transfers that learning to several key areas of their practice. The ePortfolio engages students in four levels of systems thinking work in schools: individual, interpersonal, institutional, and social.

### **Cohort Model**

All Klingenstein Center programs employ a cohort model. In this model, students enroll in the same classes at the same time with the same group – with the exception of college-wide electives in the Private School Leadership year-long program. The cohort model encourages teamwork and collaboration, creates a vibrant professional learning community, and allows students to develop productive personal, professional and academic bonds that last far beyond the conclusion of the program. The strength of the cohort model is bolstered by the outstanding and diverse attributes of students. Cohort members come from diverse personal backgrounds and experiences, are at different points in their careers holding positions ranging from teacher to head of school, come from different types of schools all over the country and world, and have various career goals.

### **Degree Requirements**

The 32-point Master of Arts (M.A.) degree in Private School Leadership consists of required core courses and elective course options. Students in the M.A. degree program may not apply prior graduate credits towards the degree unless they were earned at Teachers College and are approved by the student's academic advisor.

**Please note:** These courses of study do not lead to New York State building leader or district leader certification as a public school principal or superintendent.

## **Public School Building Leadership (Summer Principals Academy - New Orleans)**

Master of Arts | LA Educational Leader Certificate (ELC)

**Points/Credits:** 36

**Entry Terms:** Summer Only

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### **Degree Requirements**

#### **THE SUMMER PRINCIPALS ACADEMY**

Degrees Offered: M.A. & Ed.M.

Certification Offered: Recommendation for Educational Leader Certificate (ELC) in the State of Louisiana

Code: ELPS

Program Director: Dr. Brian K. Perkins

Website: <https://www.tc.columbia.edu/organization-and-leadership/spa-nola/>

The Summer Principals Academy (SPA) at Teachers College, Columbia University is a transformative graduate program that is committed to promoting equity and excellence in education and overcoming the gap in educational access and achievement between the most and least advantaged groups in this country. To achieve this goal, our aspiring school leaders are encouraged to construct transforming possibilities for student learning, school improvement, social equity, and opportunity. While some principal preparation programs are content to prepare school leaders to perpetuate schools as they currently exist, SPA strives to prepare leaders to create the innovative schools that our nation and the world need. Through the Summer Principals Academy, leadership development is fostered through an integrated set of experiences that include sound theoretical and "best practice" knowledge, problem-based coursework, and field-based experiences, including an intensive and extended internship.

SPA is a cohort program enrolling graduate students from all over the country and abroad in a rigorous 14-month, 36-credit program. Courses are delivered Monday – Friday, from 8:00 am – 5:00 pm, over two consecutive five-week summer sessions. The 450-hour Administrative Internship takes place during the intervening school year, thereby enabling students to complete the internship requirements while maintaining their jobs in their current schools. The schedule supports the reality of aspiring leaders who are currently working as teachers, team leaders, department chairs, or supervisors who do not wish to leave their schools to attend a full-time program.

Students' studies in the Summer Principals Academy conclude with the New School Design Project. Serving as the capstone project, candidates integrate the knowledge and skills they have developed while preparing for leadership service in schools across the nation. The New School Design teams are challenged to develop a new school that reflects the domains of knowledge, skill, and habits of mind and that is relevant to the challenges faced by children seeking a 21st-century education in a public school setting. The event offers the larger educational community of leaders the opportunity to share their insights and expertise regarding how to close achievement gaps effectively through the design of innovative and high-performing schools.

The Summer Principals Academy (SPA) offers two cohort locations – New Orleans, LA, and New York City, NY – to educators who aspire to become school leaders. The two cohorts provide the same course content, instruction, assessment, and high-quality education experience, but each caters to a different school calendar. SPA New Orleans (SPA|NOLA) delivers courses for five weeks beginning in June and ending in July.

**Curriculum:**

Summer I:

- ORLA 4001: Introduction to School Leadership and Decision Making
- ORLA 5018: School Leadership for Adult Development
- ORLA 5029: Supervision of Teaching & Learning
- ORLA 5199: Conflict Resolution for School Leadership
- ORLA 5532: Curriculum Development: Teaching, Learning, and Assessment
- ORLA 6025: Leadership Through Self-Awareness
- ORLA 6029: Social Emotional Learning

Fall:

- ORLA 5532: Curriculum Development: Teaching, Learning, and Assessment
- ORLA 6460: Internship in School Leadership

Spring:

- ORLA 5532: Curriculum Development: Teaching, Learning, and Assessment
- ORLA 6027: Cultural Diversity, Equity, and Social Justice as Leadership Imperatives
- ORLA 6460: Internship in School Leadership II
- ORLA 5199: New School Design I

Summer II:

- ORLA 5017: Team Building and Organizational Development
- ORLA 4025: Resource Allocation for Student Achievement
- ORLA 5025: Ecology of Data-Driven Leadership
- ORLA 4033: Ethical and Legal Issues in Education Leadership
- ORLA 6026: Leadership Through Self-Awareness II
- ORLA 6028: Cultural Diversity II
- ORLA 5199: New School Design II

### **ACCREDITATION**

SPA|NOLA is a fully accredited Advancing Quality in Educator Preparation (AAQEP) principal preparation program that culminates in a Master's Degree in Public School Building Leadership and recommendation for Education Leader Certification in the State of Louisiana. Further, this program is currently an approved principal preparation program in the State of Louisiana as of October 17, 2018.

Teachers College, Columbia University is currently licensed by the Board of Regents of the State of Louisiana. Licenses are renewed by the State Board of Regents every two years. Licensed institutions have met minimal operational standards set forth by the state, but licensure does not constitute accreditation, guarantees the transferability of credit, nor signify that programs are certifiable by any professional agency or organization.

### **CERTIFICATION**

Graduates of the Summer Principals Academy - New Orleans are recommended for Education Leader Certification (ELC) in the State of Louisiana. The SPA|NOLA program meets all requirements outlined in Bulletin 996, Standards of Approval for Teacher or Educational Leader Preparation Programs for the preparation of educational leaders. If you plan to work in a state other than Louisiana, prospective students are advised to determine if the program meets the educational requirements for certification in any other state, Washington, DC or Puerto Rico. If you intend to work in another state, we recommend that you review the state's teacher certification website for that state's qualifications. Depending on the graduate's state's certification qualifications, graduates are advised to receive their Louisiana ELC Letter of Eligibility when applying for certification out of state. The Letter of Eligibility assures prospective employing school systems that the educator meets the educational leadership certification requirements while also ensuring that the leadership certificate is not issued until the educator is in a position to receive evaluations per Louisiana's statewide evaluation system.

## **Public School Building Leadership (Summer Principals Academy - New York)**

Master of Arts | NY State School Building Leadership Certificate

**Points/Credits:** 36

**Entry Terms:** Summer Only

**Certification:**

- NY State School Building Leadership (SBL) Certification

## Degree Requirements

### THE SUMMER PRINCIPALS ACADEMY – NEW YORK

Degrees Offered: M.A. & Ed.M.

Certification Offered: Recommendation for NY State School Building Leadership (SBL) Certificate

Code: ELBL

Program Director: Dr. Brian K. Perkins

Website: <https://www.tc.columbia.edu/organization-and-leadership/spa-nyc/>

The Summer Principals Academy (SPA) at Teachers College, Columbia University is a transformative graduate program that is committed to promoting equity and excellence in education and overcoming the gap in educational access and achievement between the most and least advantaged groups in this country. To achieve this goal, our aspiring school leaders are encouraged to construct transforming possibilities for student learning, school improvement, social equity, and opportunity. While some principal preparation programs are content to prepare school leaders to perpetuate schools as they currently exist, SPA strives to prepare leaders to create the innovative schools that our nation and the world need. Through the Summer Principals Academy, leadership development is fostered through an integrated set of experiences that include sound theoretical and "best practice" knowledge, problem-based coursework, and field-based experiences, including an intensive and extended internship.

SPA is a cohort program enrolling graduate students from all over the country and abroad in a rigorous 14-month, 36-credit program. Courses are delivered Monday – Friday, from 8:00 am – 5:00 pm, over two consecutive five-week summer sessions. The 450-hour Administrative Internship takes place during the intervening school year, thereby enabling students to complete the internship requirements while maintaining their jobs in their current schools. The schedule supports the reality of aspiring leaders who are currently working as teachers, team leaders, department chairs, or supervisors who do not wish to leave their schools to attend a full-time program.

Students' studies in the Summer Principals Academy conclude with the New School Design Project. Serving as the capstone project, candidates integrate the knowledge and skills they have developed while preparing for leadership service in schools across the nation. The New School Design teams are challenged to develop a new school that reflects the domains of knowledge, skill, and habits of mind and that is relevant to the challenges faced by children seeking a 21st-century education in a public school setting. The event offers the larger educational community of leaders the opportunity to share their insights and expertise regarding how to close achievement gaps effectively through the design of innovative and high-performing schools.

The Summer Principals Academy (SPA) offers two cohort locations – New Orleans, LA, and New York City, NY – to educators who aspire to become school leaders. The two cohorts provide the same course content, instruction, assessment, and high-quality education experience, but each caters to a different school calendar. SPA New York (SPA|NYC) delivers courses for five weeks beginning in July and ending in August.

### **Curriculum:**

Summer I:

- ORLA 4001: Introduction to School Leadership and Decision Making
- ORLA 5018: School Leadership for Adult Development
- ORLA 5029: Supervision of Teaching & Learning
- ORLA 5199: Conflict Resolution for School Leadership
- ORLA 5532: Curriculum Development: Teaching, Learning, and Assessment
- ORLA 6025: Leadership Through Self-Awareness
- ORLA 6029: Social Emotional Learning

Fall:

- ORLA 5532: Curriculum Development: Teaching, Learning, and Assessment
- ORLA 6460: Internship in School Leadership

Spring:

- ORLA 5532: Curriculum Development: Teaching, Learning, and Assessment
- ORLA 6027: Cultural Diversity, Equity, and Social Justice as Leadership Imperatives
- ORLA 6460: Internship in School Leadership II
- ORLA 5199: New School Design I

Summer II:

- ORLA 5017: Team Building and Organizational Development
- ORLA 4025: Resource Allocation for Student Achievement
- ORLA 5025: Ecology of Data-Driven Leadership
- ORLA 4033: Ethical and Legal Issues in Education Leadership
- ORLA 6026: Leadership Through Self-Awareness II
- ORLA 6028: Cultural Diversity II
- ORLA 5199: New School Design II

### **ACCREDITATION**

SPA|NYC is a fully accredited Advancing Quality in Educator Preparation (AAQEP) principal preparation program that culminates in a Master's Degree in Public School Building Leadership and is registered with the New York State Education Department.

### **CERTIFICATION**

SPA|NYC leads to an institutional recommendation for New York State School Building Leader (SBL) certification. If you plan to work in a state other than New York, prospective students are advised to determine if the program meets the educational requirements for certification in any other state, Washington, DC or Puerto Rico. If you intend to work in another state, we recommend that you review the state's teacher certification website for that state's qualifications.

## Master of Education

### Private School Leadership (Full Academic Year)

Master of Education

**Points/Credits:** 60

**Entry Terms:** Fall Only

### Degree Requirements

#### PRIVATE SCHOOL LEADERSHIP

Email: [Klingenstein@tc.columbia.edu](mailto:Klingenstein@tc.columbia.edu)

Website: [www.klingensteincenter.org](http://www.klingensteincenter.org)

(Application code: ELPR)

Programs in Private School Leadership at Teachers College are run by the Klingenstein Center for Independent School Leadership. Designed for teachers and administrators who have demonstrated strong educational leadership, these cohort-based programs prepare students to meet the challenges of leadership for independent and international schools, and organizations that support teaching and learning in these schools. The degree programs increase knowledge and cultivate skills and competencies necessary for effective leadership practice. Students participate in action research-based fieldwork and benefit from a connection to an extensive global network of cooperating schools. Coursework is enhanced by collaborative projects; alumni-presented case studies and real time scenarios; and visits to area schools. The curriculum has been designed around five core principles of effective leadership:

- The centrality of education and education leadership in promoting belonging, equity, and inclusion;
- The need to cultivate research-informed teaching practices and learning experiences among all members of the school community;
- The importance of collaboration and teamwork in accomplishing goals;
- The use of reflective practice in fostering continued learning;
- The practice of moral and ethical leadership as a way of life.

Both the Full-Year Master's and the Two-Summers Master's programs in Private School Leadership are supported by the Klingenstein Fund and the Education Leadership Program.

Degree-Granting Programs in Private School Leadership include:

- Full-Year Master's Degree Program (Private School Leadership) (M.A., Ed.M.)
- Two-Summers Master's Degree Program (Leadership Academy) (M.A., Ed.M.)
- Dual-Degree Program: Master's Degree from Teachers College (M.A.) in Private School Leadership and Columbia Business School (MBA)
- Dual-Degree Program: Master's Degree from Teachers College (M.A. or Ed.M.) in Private School Leadership and INSEAD in France or Singapore (MBA)

For more information about these programs, see the Klingenstein Center Programs page.

The Private School Leadership program is designed for current and aspiring leaders who choose to pursue full-time study for one academic year. The Full-Year Program is a cohort of approximately 25 students.

### **Schedule**

Students enrolled in the Full-Year Master's attend daytime and evening classes and experiences from September to May. The program of study is completed over nine months during the fall and spring semesters. Students complete their capstone project during the second semester.

### **Coursework**

Full-Year Master's students take a combination of core and elective courses. The opportunity to take elective courses at Teachers College and other graduate schools at Columbia University is a feature of the Full-Year Program.

### **Practicum**

The practicum in independent school leadership requires a team of students to work with school leaders at a selected independent or international school on a project that is both of interest to the student and of strategic importance to the school. Throughout the academic year, students work in groups and dedicate time to their practicum project. Experienced and trusted school leaders at the site schools serve as mentors and advisors throughout the projects. The practicum allows students to experience new school environments while contributing in a meaningful way to the advancement of the site school. Students are assigned to projects by their academic advisor. Research skills and concepts from the fall Research Methods course as well as coaching from faculty bolster students' work on the practicum.

### **Capstone Project**

A research- and writing-based capstone project requires students to curate a professional learning ePortfolio that reflects their learning and transfers that learning to several key areas of their practice. The ePortfolio engages students in four levels of systems thinking work in schools: individual, interpersonal, institutional, and social.

### **Cohort Model**

All Klingenstein Center programs employ a cohort model. In this model, students enroll in the same classes at the same time with the same group – with the exception of college-wide electives in the Private School Leadership year-long program. The cohort model encourages teamwork and collaboration, creates a vibrant professional learning community, and allows students to develop productive personal, professional and academic bonds that last far beyond the conclusion of the program. The strength of the cohort model is bolstered by the outstanding and diverse attributes of students. Cohort members come from diverse personal backgrounds and experiences, are at different points in their careers holding positions ranging from teacher to head of school, come from different types of schools all over the country and world, and have various career goals.

### **Degree Requirements**

The 60-point Master of Education (Ed.M.) degree in Private School Leadership consists of all requirements specified for the 32-point Master of Arts degree. Students in the Ed.M. program generally transfer in prior graduate level points (up to 30 in the Full-Year Program and up to 28 in the Two-Summers Program) to earn the

required 60 points. In addition, Ed.M. students are required to complete a project related to improving independent school practice or to activating independent schools as incubators for solutions across the ecosystem of education.

**Please note:** This course of study does not lead to New York State building leader or district leader certification as a public school principal or superintendent.

## Private School Leadership (Two Summers Program)

Master of Education

**Points/Credits:** 60

**Entry Terms:** Odd Year Summer Only; Available 2023

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### Degree Requirements

#### PRIVATE SCHOOL LEADERSHIP

Email: [Klingenstein@tc.columbia.edu](mailto:Klingenstein@tc.columbia.edu)

Website: [www.klingensteincenter.org](http://www.klingensteincenter.org)

(Application code: ELPR)

Programs in Private School Leadership at Teachers College are run by the Klingenstein Center for Independent School Leadership. Designed for teachers and administrators who have demonstrated strong educational leadership, these cohort-based programs prepare students to meet the challenges of leadership for independent and international schools, and organizations that support teaching and learning in these schools. The degree programs increase knowledge and cultivate skills and competencies necessary for effective leadership practice. Students participate in action research-based fieldwork and benefit from a connection to an extensive global network of cooperating schools. Coursework is enhanced by collaborative projects, alumni-presented case studies and real time scenarios, and visits to area schools. The curriculum has been designed around five core principles of effective leadership:

- The centrality of education and education leadership in promoting belonging, equity, and inclusion;
- The need to cultivate research-informed teaching practices and learning experiences among all members of the school community;
- The importance of collaboration and teamwork in accomplishing goals;
- The use of reflective practice in fostering continued learning;
- The practice of moral and ethical leadership as a way of life.

The Two-Summers Ed.M. Program in Private School Leadership, also known as Leadership Academy, is designed for current and aspiring leaders who choose to pursue intensive summer study with field-based work at their school of employment after each summer. The Two-Summers Program has a cohort of approximately 60 students.

#### Coursework



The Two-Summers curriculum is entirely prescribed. Students do not take elective courses. Some coursework between the two summers may be online. As part of the research course in the first summer, students design an action research-based project of importance to them, to their schools, and to the independent school sector at large. They develop a plan for research and carry out this plan over the course of the upcoming academic year.

### **Practicum**

During the academic year between the two summers, students complete a practicum project in their respective schools. The practicum project is designed to provide the student with experiential learning in the context of their own school and to offer residual benefits to the sponsoring school.

Projects may include but are not limited to work in areas of school such as teaching and learning; finance; development; college guidance; admissions; residential life; and communications and marketing. Students are guided in this project by a mentor who is an experienced leader in independent or international schools. Research skills and concepts from the summer Research Methods and Evidence-Informed Decision Making courses as well as coaching from faculty bolster students' work on the practicum. Sponsoring schools are asked to consider scheduling accommodations for students doing research and practicum projects during the academic year.

### **Capstone Project**

A research- and writing-based capstone project requires students to curate a professional learning ePortfolio that reflects their learning and transfers that learning to several key areas of their practice. The ePortfolio engages students in four levels of systems thinking work in schools: individual, interpersonal, institutional, and social.

### **Cohort Model**

All Klingenstein Center programs employ a cohort model. In this model, students enroll in the same classes at the same time with the same group – with the exception of college-wide electives in the Private School Leadership year-long program. The cohort model encourages teamwork and collaboration, creates a vibrant professional learning community, and allows students to develop productive personal, professional and academic bonds that last far beyond the conclusion of the program. The strength of the cohort model is bolstered by the outstanding and diverse attributes of students. Cohort members come from diverse personal backgrounds and experiences, are at different points in their careers holding positions ranging from teacher to head of school, come from different types of schools all over the country and world, and have various career goals.

### **Degree Requirements**

The 60-point Master of Education (Ed.M.) degree in Private School Leadership consists of all requirements specified for the 32-point Master of Arts degree. Students in the Ed.M. degree program generally transfer in prior graduate level points (up to 30 in the Full-Year Program and up to 28 in the Two-Summers Program) to earn the required 60 points. In addition, Ed.M. students are required to complete a project related to improving independent school practice or to activating independent schools as incubators for solutions across the ecosystem of education.

**Please note:** This course of study does not lead to New York State building leader or district leader certification as a public school principal or superintendent.

## Public School Building Leadership (Summer Principals Academy - New Orleans)

Master of Education | LA Educational Leader Certificate (ELC)

**Points/Credits:** 60 (including transferred graduate coursework)

**Entry Terms:** Summer Only

### Degree Requirements

#### THE SUMMER PRINCIPALS ACADEMY

Degrees Offered: M.A. & Ed.M.

Certification Offered: Recommendation for Educational Leader Certificate (ELC) in the State of Louisiana

Code: ELPS

Program Director: Dr. Brian K. Perkins

Website: <https://www.tc.columbia.edu/organization-and-leadership/spa-nola/>

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SPA is a cohort program enrolling graduate students from all over the country and abroad in a rigorous 14-month, 36-credit program. Courses are delivered Monday – Friday, from 8:00 am – 5:00 pm, over two consecutive five-week summer sessions. The 450-hour Administrative Internship takes place during the intervening school year, thereby enabling students to complete the internship requirements while maintaining their jobs in their current schools. The schedule supports the reality of aspiring leaders who are currently working as teachers, team leaders, department chairs, or supervisors who do not wish to leave their schools to attend a full-time program.

Students' studies in the Summer Principals Academy conclude with the New School Design Project. Serving as the capstone project, candidates integrate the knowledge and skills they have developed while preparing for leadership service in schools across the nation. The New School Design teams are challenged to develop a new school that reflects the domains of knowledge, skill, and habits of mind and that is relevant to the challenges faced by children seeking a 21st-century education in a public school setting. The event offers the larger educational community of leaders the opportunity to share their insights and expertise regarding how to close achievement gaps effectively through the design of innovative and high-performing schools.

The Summer Principals Academy (SPA) offers two cohort locations – New Orleans, LA, and New York City, NY – to educators who aspire to become school leaders. The two cohorts provide the same course content, instruction, assessment, and high-quality education experience, but each caters to a different school calendar. SPA New Orleans (SPA|NOLA) delivers courses for five weeks beginning in June and ending in July.

### **Curriculum:**

Summer I:

- ORLA 4001: Introduction to School Leadership and Decision Making
- ORLA 5018: School Leadership for Adult Development
- ORLA 5029: Supervision of Teaching & Learning
- ORLA 5199: Conflict Resolution for School Leadership
- ORLA 5532: Curriculum Development: Teaching, Learning, and Assessment
- ORLA 6025: Leadership Through Self-Awareness
- ORLA 6029: Social Emotional Learning

Fall:

- ORLA 5532: Curriculum Development: Teaching, Learning, and Assessment
- ORLA 6460: Internship in School Leadership

Spring:

- ORLA 5532: Curriculum Development: Teaching, Learning, and Assessment
- ORLA 6027: Cultural Diversity, Equity, and Social Justice as Leadership Imperatives
- ORLA 6460: Internship in School Leadership II
- ORLA 5199: New School Design I

Summer II:

- ORLA 5017: Team Building and Organizational Development
- ORLA 4025: Resource Allocation for Student Achievement
- ORLA 5025: Ecology of Data-Driven Leadership
- ORLA 4033: Ethical and Legal Issues in Education Leadership
- ORLA 6026: Leadership Through Self-Awareness II
- ORLA 6028: Cultural Diversity II
- ORLA 5199: New School Design II

### **ACCREDITATION**

SPA|NOLA is a fully accredited Advancing Quality in Educator Preparation (AAQEP) principal preparation program that culminates in a Master's Degree in Public School Building Leadership and recommendation for Education Leader Certification in the State of Louisiana. Further, this program is currently an approved principal preparation program in the State of Louisiana as of October 17, 2018.

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### **CERTIFICATION**

Graduates of the Summer Principals Academy - New Orleans are recommended for Education Leader Certification (ELC) in the State of Louisiana. The SPA|NOLA program meets all requirements outlined in Bulletin 996, Standards of Approval for Teacher or Educational Leader Preparation Programs for the preparation of educational leaders. If you plan to work in a state other than Louisiana, prospective students are advised to determine if the program meets the educational requirements for certification in any other state, Washington, DC or Puerto Rico. If you intend to work in another state, we recommend that you review the state's teacher certification website for that state's qualifications. Depending on the graduate's state's certification qualifications, graduates are advised to receive their Louisiana ELC Letter of Eligibility when applying for certification out of state. The Letter of Eligibility assures prospective employing school systems that the educator meets the educational leadership certification requirements while also ensuring that the leadership certificate is not issued until the educator is in a position to receive evaluations per Louisiana's statewide evaluation system.

## Public School Building Leadership (Summer Principals Academy - New York)

Master of Education | NY State School Building Leadership Certificate

**Points/Credits:** 60 (including transferred graduate coursework)

**Entry Terms:** Summer Only

**Certification:**

- NY State School Building Leadership (SBL) Certification

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## Degree Requirements

### THE SUMMER PRINCIPALS ACADEMY

Degrees Offered: M.A. & Ed.M.

Certification Offered: Recommendation for NY State School Building Leadership (SBL) Certificate

Code: ELBL

Program Director: Dr. Brian K. Perkins

Website: <https://www.tc.columbia.edu/organization-and-leadership/spa-nyc/>

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The Summer Principals Academy (SPA) offers two cohort locations – New Orleans, LA, and New York City, NY – to educators who aspire to become school leaders. The two cohorts provide the same course content, instruction, assessment, and high-quality education experience, but each caters to a different school calendar. SPA New York (SPA|NYC) delivers courses for five weeks beginning in July and ending in August.

**Curriculum: Master of Arts: 36 points; Master of Education 60 points**

Summer I:

- ORLA 4001: Introduction to School Leadership and Decision Making
- ORLA 5018: School Leadership for Adult Development
- ORLA 5029: Supervision of Teaching & Learning
- ORLA 5199: Conflict Resolution for School Leadership
- ORLA 5532: Curriculum Development: Teaching, Learning, and Assessment
- ORLA 6025: Leadership Through Self-Awareness
- ORLA 6029: Social Emotional Learning

Fall:

- ORLA 5532: Curriculum Development: Teaching, Learning, and Assessment
- ORLA 6460: Internship in School Leadership

Spring:

- ORLA 5532: Curriculum Development: Teaching, Learning, and Assessment
- ORLA 6027: Cultural Diversity, Equity, and Social Justice as Leadership Imperatives
- ORLA 6460: Internship in School Leadership II
- ORLA 5199: New School Design I

Summer II:

- ORLA 5017: Team Building and Organizational Development
- ORLA 4025: Resource Allocation for Student Achievement
- ORLA 5025: Ecology of Data-Driven Leadership
- ORLA 4033: Ethical and Legal Issues in Education Leadership
- ORLA 6026: Leadership Through Self-Awareness II
- ORLA 6028: Cultural Diversity II

- ORLA 5199: New School Design II

### **ACCREDITATION**

SPA|NYC is a fully accredited Advancing Quality in Educator Preparation (AAQEP) principal preparation program that culminates in a Master's Degree in Public School Building Leadership and is registered with the New York State Education Department.

### **CERTIFICATION**

SPA|NYC leads to an institutional recommendation for New York State School Building Leader (SBL) certification. If you plan to work in a state other than New York, prospective students are advised to determine if the program meets the educational requirements for certification in any other state, Washington, DC or Puerto Rico. If you intend to work in another state, we recommend that you review the state's teacher certification website for that state's qualifications.

## **Doctor of Education**

### **Urban Education Leaders Program**

Doctor of Education | NY State School District Leadership Cert

**Points/Credits:** 90

**Entry Terms:** Odd Year Summer Only; Available 2023

**Certification:**

- NY State School District Leadership

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### **Degree Requirements**

#### **URBAN EDUCATION LEADERS PROGRAM**

Director: Dr. Jeffrey M. Young

Website: <https://www.tc.columbia.edu/organization-and-leadership/education-leadership/urban-education-leaders-program/>

(Application code: ELUE) Ed.D. – Summer and school-year cohort program

The Urban Education Leaders Program (UELP) at Teachers College, Columbia University is an executive education-style Ed.D. degree program that prepares mid-career education professionals for district-level leadership positions in urban school systems. UELP convenes for two weeks in the summer and one weekend per month during the regular academic year. In addition to coursework, case studies and field-based experiences, our structured approach to scaffolding the dissertation process provides the support and advisement working professionals need in order to complete their doctoral studies in a timely manner.

The objectives of the Urban Education Leaders Program are to:

- Strengthen our students' ability to lead educational organizations and systems that are purposeful, successful, and humane contexts for learning;
- Help students develop skills and knowledge needed for the effective leadership and management of complex organizations in a global, technological, and culturally diverse society;
- Stimulate inquiry and innovation around challenges in professional practice;
- Broaden and deepen reflection about values, trends, and issues that affect the education enterprise;
- Create and sustain a community of leaders committed to continuous learning and mutual support.

Students pursue a coherent curriculum grounded in practice and combining the best of theoretical and professional studies.

### **Degree Requirements:**

Students must earn 90 points of academic credit, complete a field experience requirement, pass a doctoral candidacy certification examination, and defend a doctoral dissertation.

### **NYSED SDL Requirements:**

New York State Education Department (NYSED) has certification requirements that are needed for School District Leader Certification. These requirements are described on the Office of Teacher Education website: <https://www.tc.columbia.edu/office-of-teacher-education/students/certification-requirements/school-building-leaders--school-district-leaders/>

**For additional information about the program, please visit the following link:** <https://www.tc.columbia.edu/organization-and-leadership/education-leadership/urban-education-leaders-program/>

## Faculty

### Faculty

- Alex J **Bowers** Professor of Education Leadership
- Sonya **Douglass** Professor of Education Leadership
- Ellie **Drago-Severson** Professor of Education Leadership
- Nicole Leta Brittingham **Furlonge** Klingenstein Family Chair Professor of Practice and Director of Klingenstein Center
- Mark **Gooden** Christian Johnson Endeavor Professor of Education Leadership
- Marcia V **Lyles**
- Brian Keith **Perkins** Associate Professor of Practice in Education Leadership
- Jeffrey M. **Young** Professor of Practice in Education Leadership

## Lecturers

- Rebecca Anne **Stilwell** Lecturer, Klingenstein Center & Summer Principals Academy

## Adjunct Faculty

- Tushar Damodar **Bhagat** Adjunct Assistant Professor SPA NYC
- Jordan **Corson** Adjunct Assistant Professor - SPANOLA
- Joseph Lawrence **Daschbach** Adjunct Professor
- Cathlin Bryn **Goulding** Adjunct Assistant Professor SPA NOLA
- Yvette Frances **Jackson** Adjunct Assistant Professor
- Kameron Ann **Lewis Levin** Adjunct Assistant Professor SPA NYC
- Jabari **Mahiri** Adjunct Assistant Professor
- Eric C **Marcus** Adjunct Assistant Professor
- Lorea **Martinez Perez** Adjunct Professor
- Jennie Aleshire **Moctezuma** Adjunct Assistant Professor
- James **Parla** Adjunct Professor
- Andra J **Penny** Adjunct Assistant Professor
- Benjamin J. **Ploeger** Adjunct Professor
- Monica A. **White** Adjunct Professor

## Instructors

- Kenneth Edward **Graves** Senior Research Associate

# Courses

### ORLA 4001 - Introduction to school leadership and decision making

This course uses the literature on decision-making theory in combination with intensive case-study analysis in groups to explore how decision-making styles and strategies affect problem-based decision-making in innovative public school settings.

### ORLA 4010 - Introduction to organization analysis in education

This course draws on concepts and propositions from organization theory to help students construct and analyze case studies of schools and school systems and develop action plans for organizational change, reform, and renewal. Special focus on theories of bureaucracy and community; organizational structure, culture, and politics; professional learning communities; and strategic learning organizations.



**ORLA 4025 - Resource allocation for student achievement**

This course emphasizes the skills of school budgeting and facilities management, personnel allocations, and grant writing with a view to leveraging student achievement. Students use simulations and case studies to analyze an actual school budget; make a three-year budget forecast; and reassign faculty, support staff, and instructional resources to improve performance.

**ORLA 4033 - Ethical and legal issues in education leadership**

This course explores the nexus between law, ethics, and school leadership. It relies on both case law and the use of ethical dilemmas in the form of case studies and hypotheticals to teach prospective leaders how to consider, for themselves, the tensions they experience when the law, professional practice, and their ethical codes of conduct are in conflict.

**ORLA 4044 - Leadership for adult development**

In this course we will explore an expanded notion of leadership that includes supporting adult development as a focal concern. Participants interested in organizational and individual leadership and growth, especially teachers, principals, superintendents, and other leaders, will study how constructive-developmental theory and pillar practices for supporting adult growth can enable leaders to support adults' transformational learning. Permission of the instructor is required.

**ORLA 4045 - Restructuring schooling in urban environments**

Institutional and policy analysis of school redesign experiments in urban settings, with special emphasis on the Chicago case. Review of theoretical foundations research, political support, and implementation consequences of system-wide school reform, as well as analysis of how both experimental and system-wide change is initiated.

**ORLA 4058 - Privatization and Choice in Education**

Small public schools, independent schools, charter schools, vouchers, home schools, religious schools, and for-profit educational ventures are examples of the explosion of options in schooling available to a growing number of American families. The purpose of this course is to understand the configuration of these choices in America and the implications of those choices for a democratic society. Students consider whether school choice can serve the best interests of families and the common good. Through on-site visits, students use the diversity of schools in New York City as a laboratory for learning. Permission of the instructor is required.

**ORLA 4060 - Designing Charter Schools**

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 4071 - Private School Leadership - Systems Thinking and Sensemaking for School Leadership**

How can leaders transform "good" schools into excellent schools? The purpose of this course is to equip dynamic individuals with skills and knowledge for aligning schools to accomplish challenging goals. Students study how mission and vision, governance, teamwork, social intelligence, and organization behavior contribute to effective leadership practice. They assess barriers to school change and explore strategies to overcome them. They analyze culture and ways to develop the habit of continuous school improvement. The course uses a variety of approaches with a focus on case studies. Permission of the instructor is required.

### **ORLA 4874 - Strategic marketing for academic institutions**

Students survey the major themes of marketing with specific attention to the independent school context. Topics include a broad range of marketing concepts, such as ways to develop an effective communications program and branding. As part of the course, students design and undertake a market research project. Case studies are drawn from educational institutions.

### **ORLA 4876 - School finance: Resource allocation for non-profit organizations**

An exploration of the business aspects of managing private schools. 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, compensation, and government compliance.

### **ORLA 4900 - Research and independent study in educational leadership**

For students wishing to pursue independent study and/or research on topics not covered in regular courses. Requires faculty member's approval of a study plan, reading list, and final paper or other products or projects. Permission required from individual faculty.

### **ORLA 5005 - Educational And Social Entrepreneurship**

In this course students explore the process of starting an educational or social venture. Readings, discussions, guest speakers and class activities guide students to understand the entrepreneurial mindset, acquire knowledge related to business start-up, and develop potential business ideas. As a final project, student teams create and present business plans to a panel of hypothetical investors.

### **ORLA 5010 - Leadership in Schools and Communities**

This course is designed to introduce students to the theory and practice of exercising leadership in the public sector. Research literature and essential writings of great thinkers complement a practice-based, real-life orientation to the challenges and opportunities associated with leading communities through complex and persistent problems. Course readings will be examined in light of practical challenges education leaders face every day; conversely, we will discuss the ways in which research sheds light and offers perspective to those who

lead complex organizations, such as schools and districts, in public settings. The course will consider leadership from a multi-disciplinary perspective, including readings and videos from the social sciences, literature, business, history, politics, and contemporary commentary. Class discussions, case studies, guest speakers and small group work combine to invite students to recognize and develop the personal, professional, intellectual and political attributes that women and men need to address the most pressing issues in education, government, community life and society at large.

### **ORLA 5012 - The social context of education reform: Public engagement and community development**

Political analysis of administration at the service delivery and community levels.

### **ORLA 5017 - Groups and interpersonal behavior**

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.

### **ORLA 5018 - School leadership for adult development**

School leaders must exercise practices to support adult development, especially in the context of standards-based reform. We will explore adult developmental theories and their connection to leadership; constructive-developmental theory; pillar practices for supporting adult growth (i.e., learning that helps adults develop increased cognitive and affective capacities to better manage the complexities of work and life). We consider: How can leaders better support adults' growth? What practices support adult development? What developmental principles inform these practices?

### **ORLA 5025 - Ecology of data-driven leadership**

This course relies upon systems theory and its application to school systems. The course teaches prospective leaders the use of databases of various kinds to pursue a systematic inquiry in the health and productivity of the ecology of the school. It explores various approaches to data mining, model building, and ultimately the "art of improvisational leadership." The course teaches students how to distinguish the different purposes for which data can be used and misused and relies heavily on the use of cases, simulations and exercises, including those with complex feedback systems. Familiarity with spreadsheets and simple statistics is helpful.

### **ORLA 5029 - Supervision of teaching and learning**

This course draws upon the research literature in human resources management and emphasizes best practice in the recruitment, hiring, mentoring, professional development, and evaluation of teachers including the termination of incompetent teachers. The course uses problem-based units on teacher recruitment and hiring, role playing on effective mentoring, video evaluations of teacher practices, and strategies for removing incompetent teachers.

### **ORLA 5052 - Instructional leadership of independent schools**

The purpose of this course is to help prepare independent school educators for their roles as instructional leaders and to encourage reflection about the craft of teaching. It will provide an overview of contemporary theories and research about how people learn and how this knowledge can inform leadership in curriculum design, teaching strategies, student assessment practices, and the design of professional development.

### **ORLA 5331 - Urban Education Leadership Research Practicum**

In this course, students document their academic and professional growth and development through the creation of a research portfolio focused on urban education leadership that serves as the basis for ongoing feedback, guidance, and support for their dissertation research.

### **ORLA 5362 - Practicum in School Leadership**

The Practicum in School Leadership combines an opportunity to develop knowledge and skills while contributing to the ongoing work of a school. Students work with experienced school leaders on a specific project relevant to the school's priorities.

### **ORLA 5530 - Action research in organizational behavior**

Techniques and methods of designing and conducting action research on organizational problems. Various methodological and organizational issues are addressed regarding the use of action research to foster organizational learning and problem solving through systematic inquiry and reflection. Students conduct an action research project.

### **ORLA 5532 - Program development: Teaching, learning, and assessment**

School community relationships, needs assessment, program planning, and evaluation of student progress. Special emphasis on the principalship.

### **ORLA 5587 - Strategic management of independent schools and nonprofit organizations**

The purpose of this class is to equip educators with the skills needed for effective independent school practice. Classes are organized to develop skills in the following broad areas: staffing and management, coaching and feedback, strategic planning and organization structure, external relations, and transitioning into a new work environment. To develop proficiency in these important leadership skills, students have opportunities to learn about and then practice skills in the classroom context with feedback from peers and experienced practitioners.

### **ORLA 5689 - School Heads Colloquium**

Enrollment is limited to 20 and requires an application to the Klingenstein Heads of Schools Program through the Office of Admission by May 1. The purpose of the symposium is to provide renewal and reflection on issues relevant to school leaders through intensive study and collaboration with professional peers from independent and international schools. Topics include moral leadership and current education issues in public and private schools. Participants also conduct research on a topic of interest to their schools. Through on-site visits,

students use the diversity of schools in New York City and the rich cultural resources as a laboratory for learning. Permission required.

### **ORLA 5830 - The Klingenstein Summer Institute for Early Career Teachers**

Residential program. Enrollment is limited to 75 and requires an application to the Klingenstein Summer Institute through the Office of Admission by January 15. An intensive two week program held annually in June that introduces early career teachers to the complexity and challenge of teaching in independent schools. Prominent professors, guest authors, and nationally renowned educators deepen understanding on topics related to the organizing themes: improving teaching and learning, understanding diversity and multiculturalism, and assessing and overcoming resistance to change. Permission required.

### **ORLA 6020 - Pro-seminar in education leadership**

This seminar course is topical and brings in guest speakers, exemplary practitioners, researchers and policy makers from academia, public schools and school districts, charter schools and education management organizations, private and independent schools, business, and other organizations to share their experience, research, and insights about effective leadership practices. The central theme of the Pro-Seminar is the development of personal self-awareness and mastery, as well as professional effectiveness. Students will be introduced to a variety of tools, assessment instruments, and other resources that are useful for personal reflection and professional growth. The seminar is customized for students preparing for leadership at different levels and in different contexts, for example aspiring public school principals, independent school heads, or district level leaders.

### **ORLA 6024 - Proseminar in Public School District Leadership**

This seminar is topical and brings in guest speakers, exemplary practitioners, researchers and policymakers from academia, educational and nonprofit organizations, business management and other settings to share their experiences, research and insights about effective leadership practice. The central theme of the course is the development of personal self-awareness and mastery as well as professional effectiveness. The course focuses on working with human beings in interpersonal relationships, school settings to improve performance, organizations intent on promoting change, and with oneself by offering approaches to reflection and growth. The pro-seminar is designed for students who are exercising leadership at different levels and in different contexts, including aspiring public, charter and other educational settings.

### **ORLA 6025 - Leadership Thru Self-Awareness**

The intention of the Pro-Seminar in Leadership Development course is to provide opportunities for students to cultivate their leadership acuity through exploration of multiple dimensions of the self and culture. The first part of this two part course will include Self-Awareness Training (SAT) in partnership with Social and Emotional Competencies in Summer I. The three interwoven parts of the Seminar are: Self Awareness Training (SAT) as a practice for the exploration, acquaintance and development of one's inner territory. Social and Emotional Competencies for the practice, exploration, and development of one's outer awareness of human dynamics. Intercultural Competencies for effectively leveraging cultural dimensions of diversity as a leadership imperative.

### **ORLA 6026 - Leadership Through Self-Awareness II**

The intention of the Pro-Seminar in Leadership Development course is to provide opportunities for students to cultivate their leadership acuity through exploration of multiple dimensions of the self and culture. The second part of this two part course will include Self-Awareness Training (SAT) in partnership with Intercultural Competencies in Summer II. The three interwoven parts of the Seminar are: Self Awareness Training (SAT) as a practice for the exploration, acquaintance and development of one's inner territory. Social and Emotional Competencies for the practice, exploration, and development of one's outer awareness of human dynamics. Intercultural Competencies for effectively leveraging cultural dimensions of diversity as a leadership imperative.

### **ORLA 6027 - Cultural Diversity, Equity, and Social Justice as Leadership Imperatives**

Cultural Diversity provides an introduction to designing, managing, and changing school structures and cultures to be equitable and ethical, appreciate and build on cultural diversity, and consciously work toward social justice are imperatives for school leaders. Educators across the country acknowledge these imperatives, yet often nullify them (often unintentionally) by enabling and perpetuating institutionalized schooling practices and labels that segregate, marginalize, prejudice, and withhold access to rigorous, engaged learning for many students.

### **ORLA 6028 - Cultural Diversity II**

Cultural Diversity II provides students with further insight on designing, managing, and changing school structures and cultures to be equitable and ethical, appreciate and build on cultural diversity, and consciously work toward social justice are imperatives for school leaders. Educators across the country acknowledge these imperatives, yet often nullify them (often unintentionally) by enabling and perpetuating institutionalized schooling practices and labels that segregate, marginalize, prejudice, and withhold access to rigorous, engaged learning for many students.

### **ORLA 6029 - Social Emotional Learning**

This course will focus on three "lenses" of Emotional Intelligence: EQ for you, EQ for relationships, and EQ for educational leadership -- key perspectives on building an inclusive and equitable school that supports the needs of diverse learners. Through experiential learning, deep conversation, assessments, coaching, and practice, we'll work together to clarify and develop EQ skills. Students will explore their own EQ, and learn methods and tools to apply EQ in their role as a leader, educator, and person.

### **ORLA 6460 - No Title Found in Banner**

The internship in public school leadership presents an opportunity to become immersed in the field of leadership practice and to appreciate the importance of instructional leadership in the creation of a learning environment. The internship combines opportunities to study effective leadership first-hand, develop and practice instructional leadership skills, and be mentored for a career as a school principal. The internship requires approximately 450 hours (12-15 hours per week over a full year) of supervised field work in a public school. Permission required.

### **ORLA 6461 - Internship in public school district leadership**

A 450-hour supervised field experience in school district leadership. Partially satisfies New York State requirement for School District Leaders certificate. Permission required.

### **ORLA 6511 - Leadership for Social Justice**

Through this course, students will learn to personally reflect upon and critically examine the larger social, economic, and political contexts in which schools, districts, and colleges and universities operate. This course will also investigate the ways in which issues of race, immigrant status, social class and gender shape the experiences of practicing leaders and researchers. Over the course of the semester, students will study how larger public policies (areas often considered “outside education”) –including housing policies, social welfare policies, transportation policies, and tax laws--have shaped cities, educational institutions and the lives and opportunities of students and families. This course will also examine the ways in which issues of race, immigrant status, social class and gender shape students’ experiences and outcomes within schools. Additionally, readings in this course will draw from a range of areas, including political science, public policy, housing policy, law, and sociology.

### **ORLA 6513 - Improving Teaching and Learning in School Districts**

This course is designed to provide students with the knowledge and skills they need to improve teaching and learning in PK-12 public school districts. Students will learn how decisions are made from the boardroom to the classroom in support of improving teaching and learning for all students. The foundational conceptual framework of this course is that improving instruction is the responsibility of everyone in the school district, and that leaders need to create reciprocal accountability for system employees to exercise that responsibility. In order to ensure that every child is receiving the kind of instruction they need to graduate college and career ready, all aspects of the organization must be aligned around a clear vision of social justice and excellence. The course will place a particular emphasis on designing professional learning systems that build the capacity of leaders throughout the system. Students will also learn how to analyze comprehensive sets of qualitative and quantitative data, in order to ensure that goals for adult and student learning are measured, adjusted and accomplished

### **ORLA 6515 - School District Organization and Governance**

This course is designed to provide a sound background in organizational theory and design and to equip students with fundamental knowledge and skills to enhance leadership practice and governance in PK-12 school districts. Individuals who choose to exercise leadership in education live and work within organizations including schools, districts, communities, states and nations. In this course, we will explore the dynamic relationship between the individual and the group, as well as the relationship between the district and the schools, examining the structural, social, political, and cultural dimensions of organizations. The course builds on the premise that in order to govern effectively in the context of urban education, leaders must work not only with school boards but also with stakeholders inside and outside the formal organization of the school district.

### **ORLA 6519 - School District Finance and Leadership**

This course introduces the concepts, structures and practices of school finance from practical, political, legal and economic perspectives. Educators are under increasing pressure from the public and policymakers to demonstrate that resources are being used in optimal ways to increase the achievement of all students by providing equitable and adequate educational opportunities. Equity and adequacy frameworks will be introduced with a focus on the evolution of school finance litigation and court-ordered reforms that have shaped educational policies at the state and federal levels. The principles of budget planning, development, presentation and adoption will be thoroughly explored, including site-based, performance, zero-based, outcome-focused and traditional budget models. Budget discussions will analyze local, state and federal revenue sources and expenditure estimation. The areas of enrollment management, human resources management and capital management, strategies for reducing costs and overall financial management of school systems are explored.

### **ORLA 6523 - Education Policy, Politics and Leadership in Urban School Systems**

The shifting landscape of American education and increased politicization of urban school systems hold critical implications for district-level education leaders. Expected to both understand and respond to the larger social, political, and economic forces that influence life in urban schools, education leaders confront numerous challenges as they navigate complex institutions, policy regimes, competing agendas, and special interests while advocating for the educational success of every student. In this course, we will explore the changing demands and expectations of urban school leadership in an era of inequality shaped largely by widening racial and socioeconomic segregation, privatization, gentrification, and corporate reform. By evaluating the influence of local, district, state, and federal policy decisions on student learning, academic achievement, and school performance, this course will consider whose values, interests, and agendas are being advanced in the education policy arena and to what end. It will also focus on how education leaders might adapt district-level strategies and democratic approaches to leadership through community-based advocacy, coalition building, and activism.

### **ORLA 6525 - Using Evidence, Data and Research Methods in Education Leadership**

This course helps prepare school system leaders to use evidence, data, and research in their practice as school and district leaders as well as in preparation for doctoral dissertation-level research. In this course students learn how to access, understand, and apply peer-reviewed education research to their practice and in writing literature reviews; apply foundational quantitative, qualitative, and survey research methods to problems of practice in their organizations; and learn how to build, facilitate, and lead collaborative discussions to inform evidence-based improvement cycles around specific organizational instructional goals.

### **ORLA 6527 - School District Leadership: Personnel, Conflict and Labor Relations**

This course is designed to provide students with a sound background in the management knowledge and skills that are necessary in order to exercise effective leadership in public school districts. The course focuses on human resource management, a critical dimension of systemwide leadership. We will examine basic relationships among adults as they exist in school settings, including a look at the legal and contractual rights and responsibilities of school staff and consider options for action when such obligations are not carried out appropriately. Students will explore topics including labor relations, negotiations, collective bargaining, grievance/arbitration, due process, conflict resolution and mediation, professional coaching and complex personnel issues.



### **ORLA 6541 - Applied Data Science in Organizations and Leadership**

This course focuses on the applied aspects of data science in organizations and leadership using open source software, including data visualization and effective communication with organizational stakeholders, pattern and classification analysis, early warning prediction accuracy, unstructured data and text analysis, issues of algorithmic bias and fairness, and emerging topics in applied data science and visualization. Prerequisites: students should have completed at least one or more intermediate graduate level applied statistics or data analysis courses, such as HUDM 5026, HUDM 5122, or EDPA 5002, along with some experience working with the following: R, Python, SPSS, or STATA.

### **ORLA 6552 - Research, Theory, and Practice in Education Leadership**

This course focuses on major theoretical perspectives on administrative leadership in education, how these perspectives are studied and advanced through empirical research, and how the theory and research are connected to leadership practice. Students will examine theory and empirical research on topics such as leadership effects on student learning; challenges in leading learning organizations; and the relationships among leaders' knowledge, skills, and dispositions and their leadership preparation and effectiveness.

### **ORLA 6560 - Advancement to doctoral candidacy seminar**

Doctoral students with a minimum of 60 points toward the Ed.D. may enroll. Permission required.

### **ORLA 6641 - Advanced topics in research methods and design**

This course provides students the opportunity to explore advanced topics in research design and analytic methods, especially as they relate to studies of educational contexts and policies.

### **ORLA 6900 - Directed research and study in education leadership**

For students wishing to pursue independent study or original research as they prepare for their doctoral certification examination and/or dissertation proposal. Permission required from individual faculty.

### **ORLA 7500 - Dissertation seminar in educational leadership**

This course provides students the opportunity to discuss topics related to the preparation of their dissertation proposal in a seminar format. Students present their ideas and writing for feedback from the instructor and other students. Students may enroll in this seminar once. Permission of the instructor is required.

### **ORLA 7501 - Dissertation Research Seminar**

This course provides students who already have successfully defended their dissertation proposal the opportunity to discuss their dissertation research—and the different phases of it-- in an intensive, interactive, case-based seminar format, with support and feedback from the instructor and other students; however, students in ORLA—6501 are working toward defending their dissertation proposals and those in ORLA—7501

are working on different aspects of their dissertation research depending on their research and dissertation needs (e.g., collecting data, analysis, inter-rater reliability, cross case conclusions, writing, etc.). ORLA 7501 is run in conjunction with ORLA 6501, with students from both courses meeting together. This course requires at least 18 hours per week of out-of-classroom work. Students may enroll in this course as needed in order to complete their dissertation. Permission of the instructor is required.

### **ORLA 7503 - Research Seminar**

This advanced research seminar provides students who already have successfully defended their dissertation proposal the opportunity to discuss their dissertation research—and the different phases of it-- in an intensive, interactive, case-based seminar format, with support and feedback from the instructor and other students; however, students in ORLA—6503 are working toward defending their dissertation proposals and those in ORLA —7503 are working on different aspects of their dissertation research depending on their research and dissertation needs (e.g., collecting data, analysis, inter-rater reliability, cross case conclusions, writing, etc.). ORLA 7503 is run in conjunction with ORLA 6503, with students from both courses meeting together. This course requires at least 18 hours per week of out-of-classroom work. Students may enroll in this course as needed in order to complete their dissertation. Permission of the instructor is required.

### **ORLA 8900 - Dissertation advisement in educational leadership**

Individual advisement on the doctoral dissertation. Students register for this in the first semester after their dissertation proposal has been approved and continue registering in this (or in another course, with sponsor approval) until the dissertation is completed. Requires ongoing consultation between the student and dissertation sponsor. The fee equals three points at the current tuition rate for each term. Permission required from individual faculty.

# Higher and Postsecondary Education

Department of Organization & Leadership

## Program Description

The Program in Higher and Postsecondary Education (HPSE) prepares administrators, academic specialists, policy-makers, researchers, and faculty members who teach, create knowledge, and lead diverse postsecondary educational institutions. Our graduates are scholar-practitioners who lead in the development of research-driven practices and policies. A smaller number are scholars and faculty members who contribute to knowledge about diverse topics in higher education and who teach future practitioners and leaders.

The Program views postsecondary education as a social institution and as an organizational system within which people work, think, and learn in highly varying institutional/system contexts. Our program is framed to ensure that all of our graduates have the opportunity to think and learn deeply about higher education across three nested domains, which we envision as concentric circles: (1) the process of human learning and development, for both students and faculty (2) that occurs within college and university organizational structures and processes, and (3) that are themselves situated, historically, in society and culture. These three domains comprise the program's intellectual framework.

*Domain 1 - Knowledge about educating:* At its core, higher education is about a human being becoming educated: students learning and developing; faculty and other educators learning, teaching, and enhancing their intellectual and professional capacities; all members of the higher education enterprise creating knowledge. This domain includes knowledge about teaching and learning, students and student development, curriculum, student cultures, faculty work and careers, faculty and instructional development, knowledge creation.

*Domain 2 - Knowledge about organization:* In contemporary society, teaching, learning, and knowledge development typically occur in "formal organizations," and for higher education, that includes, heavily, colleges and universities, though increasingly, adjunctive organizations come into play (state agencies, software development companies, professional development institutes, among others). This domain includes knowledge about organizational planning and design, leadership, administration, finance, and governance; emphasizes attention to structures, processes, policies, technologies, organizational meaning and symbolism.

*Domain 3 - Knowledge about social context:* The organizations within which the core educating occurs are themselves embedded in social, cultural, governmental, and economic contexts (social institutions) that both rely on higher education and establish definitions of and expectations for it. Here we included knowledge about historical contexts, social institutions, cross-cultural views on student development and organizational design, social policy contexts and institutional influences. This domain promotes understanding of higher education's larger social/cultural/public environments in support of improved teaching and learning and knowledge development (e.g., by way of civic engagement, philanthropic engagement, efforts to strengthen urban higher education in culturally diverse and rapidly changing societies).

Each domain is itself internally complex and none exists independently of others; the three domains are “nested” within one another with knowledge at any one domain infused by knowledge from others. As this scheme indicates, although different domains emphasize different expertise, all pivot around core commitments to create, offer, and improve substantive college learning and teaching. We organize our curriculum with the understanding that study of higher education, in breadth, involves developing understanding of the range of things that go on at each of these three domains and importantly, between them, with attention to how each domain uniquely conceptualizes (and shapes) every issue and topic in the study and practice of higher education.

In TC's HPSE curriculum, no one domain dominates the study of higher education. Rather, we seek, purposefully, to “level the playing field” among domains, thereby offering students both an expansive and balanced exposure to knowledge of the field (with opportunities to specialize through advanced study). We believe that this is an important contribution both to students' learning and the field's own self-understanding.

We have four degrees in higher education: (1) the Master of Arts (M.A.); (2) the Master of Education (Ed.M.); (3) the Doctor of Education (Ed.D.); (4) the Doctor of Philosophy.

### **Master of Arts (M.A.) Degree**

The 32-point Master of Arts (M.A.) degree develops knowledgeable practitioners in three domains of higher and postsecondary education. Students who pursue the M.A. degree 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 administrative roles.

### **Master of Education (Ed.M.) Degree**

The 60-point Master of Education (Ed.M.) degree 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/cultural and civic perspectives. Students who pursue the Ed.M. in Higher and Postsecondary Education 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 providing expanded intellectual resources for their scholarly and professional efforts. The program also introduces Ed.M. students to the field of higher education as a scholarly community and a body of developing knowledge.

### **Doctor of Education (Ed.D.) Degree**

The 90-point Doctor of Education (Ed.D.) degree develops breadth of understanding about higher and postsecondary education with a focus on an intellectual issue or professional activity (concentration or emphasis area). Breadth is assured through study within the three domains of higher and postsecondary education. As they engage in study across these domains and beyond them (through related out-of-program courses), students will work with faculty advisors to develop emphasis areas, among them studies in teaching and learning, institutional assessment, administration and leadership, diversity and access, student learning and development, and scholarly learning and careers. The Ed.D. requires in- depth study in processes/methods of inquiry appropriate to the area of emphasis, as well as a substantial theoretical understanding of the area and approaches to inquiry within it.

Students who pursue the Ed.D. explore and question the range of perspectives for understanding the higher education enterprise, its educational and intellectual core, its institutional/organizational rubrics, and its social/cultural and civic contextualizations. Thus, through their own research (situated within an emphasis area), students 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 “higher learning,” and to improve and develop the settings in which that learning occurs.

### **Doctor of Philosophy (Ph.D.) Degree**

The 75-point Doctor of Philosophy (Ph.D.) degree in Higher and Postsecondary Education is designed to prepare scholars and researchers in the area of Higher Education. To achieve the purposes of the program, the Ph.D. was designed to provide both subject-matter competence and research skills (study design, methodology). The domain of inquiry for the Ph.D. is the field of higher education. However, each student will also select a discipline-based cognate as an anchor for their developing understanding of the multi-disciplinary field of higher education.

Candidates for the degree will be equipped to recognize significant issues and their value assumptions, identify problems needing research, and design and undertake original scholarly research projects that are likely to have direct application to a particular higher education setting. Candidates will also receive supervised training in the teaching of higher education as a field of study. The program will draw on designated College strengths in diverse research strategies/ methods, tailoring these to the study of higher education when appropriate.

The Ph.D. in Higher Education is designed for students pursuing careers as academic faculty, administrators, policy analysts, and educational researchers. Since the Ph.D. is a scholarly degree, the core objective of this degree program is to prepare researchers of the highest quality. Our program engages in broad explorations of higher and postsecondary education, and of the contexts that shape the enterprise and its activities. Ph.D. students conclude their program by writing a dissertation that, though focused on a particular research problem within higher and postsecondary education, reflects the deep understanding of knowledge structures underpinning a particular area of inquiry.

## Degrees

### Master of Arts

#### Higher and Postsecondary Education

Master of Arts

**Points/Credits:** 32

**Entry Terms:** Fall Only

#### Degree Requirements

The M.A. degree requires a minimum of 32 points of graduate coursework. Students pursue one of three domain sequences: (1) Academic and Developmental Analysis, (2) Organizational and Institutional Analysis, or (3) Social/Cultural and Civic Analysis.

Course requirements common to all sequences include (15 points):

- ORL 5521 Introduction to research methods in education (3) or equivalent with advisor approval
- ORLH 4010 Purposes and policies of higher education (3)
- ORLH 4011 Curriculum and instruction in higher education (3)
- ORLH 4040 The American college student (3)
- ORLH 5525 Advanced professional seminar: College student development theories (3)

Beyond the core requirements, additional requirements for the Academic and Developmental Analysis sequence include the following coursework as well as a culminating project:

- ORLH 4042 Student personnel administration: Programs and services (3) or other with advisor approval

Three (3) elective courses from the following (9 points):

- ORLD 4051 How adults learn (3)
- ORLH 4012 The community college (3)
- ORLH 4041 Student personnel administration: Organization, functions, and issues (3) or other with advisor approval
- ORLH 5011 College teaching and learning (3)
- ORLH 5044 Theories of diversity in higher education (3)
- ORLH 5522 Advanced professional seminar: Contemporary student issues and policies (3)
- ORLH 5524 Advanced professional seminar: An analysis of student cultures (3)
- ORLH 5527 Advanced professional seminar: The college professoriate (3)
- ORLH 5545 Advanced professional seminar: The civic mission of higher education (3)
- ORLH 5546 Advanced professional seminar: Philanthropy and education (3)
- Other ORLH courses (TBA) related to Higher Education area of interest with advisor approval (3)

Other Courses:

- M.A. students with internship must take ORLH 5241, Observation and Supervised Fieldwork in Higher and Postsecondary Education (1 point). Non-internship students elect another Teachers College course with advisor approval (1 point).
- A minimum of two additional out-of-Program Teachers College elective courses -- one 3-point course and one 1-point course -- for a total of 4 points. These courses require advisor approval (4 points).

Beyond the core requirements, additional requirements for the Organizational and Institutional Analysis sequence include the following coursework as well as a culminating project:

- ORLH 4020 College and university organization and administration (3)
- ORLH 4031 Financial administration of higher education institutions (3)

Two (2) elective courses from the following (6 points):

- ORLD 4051 How adults learn (3)
- ORLH 4012 The community college (3)
- ORLH 5011 College teaching and learning (3)
- ORLH 5527 Advanced professional seminar: The college professoriate (3)
- ORLH 5545 Advanced professional seminar: The civic mission of higher education (3)
- ORLH 5546 Advanced professional seminar: Philanthropy and education (3)
- ORLH 6556 Educational leadership: Research, art, and practice (3) or equivalent with advisor approval
- Other ORLH courses (TBA) related to Higher Education area of interest with advisor approval (3)

Other Courses:

- M.A. students with internships must take ORLH 5241, Observation and Supervised Fieldwork in Higher and Postsecondary Education (1 point). Non-internship students elect another Teachers College course with advisor approval (1 point).
- Minimum of two additional out-of-Program Teachers College elective courses -- one 3-point course and one 1-point course -- for a total of 4 points. These courses require advisor approval (4 points).

Beyond the core requirements, additional requirements for the Social/Cultural and Civic Analysis sequence include the following coursework as well as a culminating project:

- ORLH 5044 Theories of diversity in higher education (3)

Three (3) elective courses from the following (9 points):

- ORLD 4051 How adults learn (3)
- ORLH 5011 College teaching and learning (3)
- ORLH 5522 Advanced professional seminar: Contemporary student issues and policies (3)
- ORLH 5524 Advanced professional seminar: An analysis of student cultures (3)
- ORLH 5527 Advanced professional seminar: The college professoriate (3)
- ORLH 5545 Advanced professional seminar: The civic mission of higher education (3)
- ORLH 5546 Advanced professional seminar: Philanthropy and education (3)
- ORLH 6556 Educational leadership: Research, art and practice (3) or equivalent with advisor approval
- Other ORLH courses (TBA) related to Higher Education area of interest with advisor approval (3)

Other Courses:

- M.A. students with internships must take ORLH 5241, Observation and Supervised Fieldwork in Higher and Postsecondary Education (1 point). Non-internship students elect another Teachers College course with advisor approval (1 point).
- Minimum of two additional out-of-program Teachers College elective courses -- one 3-point course and one 1-point course -- for a total of 4 points. These courses require advisor approval (4 points).

Changes or other adjustments to requirements and distributions, as shown for the M.A. in Higher and Postsecondary Education, require approval of the HPSE M.A. Advisor. The above plan assumes advisor approval for all courses of enrollment.

## Master of Education

### Higher and Postsecondary Education

Master of Education

**Points/Credits:** 60

**Entry Terms:** Fall Only

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### Degree Requirements

The Ed.M. degree program requires a minimum of 60 points and an integrative paper prepared as a culminating project.

Core courses (36 points):

- ORL 5521 Introduction to research methods in education (3) or equivalent with advisor approval
- ORLH 4010 Purposes and policies of higher education (3)



- ORLH 4011 Curriculum and instruction in higher education (3)
- ORLH 4020 College and university organization and administration (3)
- ORLH 4031 Financial administration of higher education institutions (3)
- ORLH 5011 College teaching and learning (3)
- ORLH 5044 Theories of diversity in higher education (3)
- ORLH 5526 Advanced professional seminar: The literature of higher education (3)
- ORLH 5527 Advanced professional seminar: The college professoriate (3)
- ORLH 5545 Advanced professional seminar: The civic mission of higher education (3)
- ORLH 6511 Coordinating seminar in higher education (3)
- ORLH 6900 Research and independent study in higher education or equivalent with advisor approval (3). (The integrative paper is prepared in this course.)

Remaining eight courses (24 points):

- Five courses within the HPSE Program, with the purpose of developing a concentration in one of the curricular domains (Academic and Developmental Analysis, Organizational and Institutional Analysis, or Social/Cultural and Civic Analysis). To substitute an out-of-program course requires advance approval from the HPSE faculty advisor.
- Three courses outside the Program, with at least two of these outside the Department of Organization and Leadership. All extra-Program courses should relate conceptually, substantively, and/or methodologically to the student's concentration and area of interest. All out-of-Program electives require advisor approval.

Changes or other adjustments to requirements and distributions, as shown for the Ed.M. in Higher and Postsecondary Education, require approval of the HPSE faculty advisor. The above plan assumes advisor approval for all courses of enrollment.

A limited number of internships may be available to Ed.M. students pending advisor consultation and approval of the Program Director. For information, please contact the Program's Internship Coordinator.

## Doctor of Education

### Higher and Postsecondary Education

Doctor of Education

**Points/Credits:** 90

**Entry Terms:** Fall Only

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### Degree Requirements

The Ed.D. degree requires a minimum of 90 points of graduate coursework, completion of the certification exam (two parts), and the writing and successful defense of a dissertation.

Required core courses include (33 points):

- ORL 5521 Introduction to research methods in education (3) or equivalent with advisor approval
- ORLH 4010 Purposes and policies of higher education (3)
- ORLH 4011 Curriculum and instruction in higher education (3)
- ORLH 4020 College and university organization and administration (3)
- ORLH 4031 Financial administration of higher education institutions (3)
- ORLH 5011 College teaching and learning (3)
- ORLH 5044 Theories of diversity in higher education (3)
- ORLH 5526 Advanced professional seminar: The literature of higher education (3)
- ORLH 5527 Advanced professional seminar: The college professoriate (3)
- ORLH 6511 Coordinating seminar in higher education (3)
- Other advanced seminars with advisor approval (3)

A minimum of four (4) additional research courses (12 points) will be selected relative to the student's research preparation needs; selection of research coursework requires approval of the dissertation advisor. Additional methodological coursework and a research apprenticeship are recommended and may be required by dissertation advisor or committee toward development of appropriate research expertise. Consult with dissertation advisor.

The remaining fifteen courses (45 points) are to be distributed as follows:

- Five courses within the Program: Development of a concentration within one or two of the curricular domains, or crossing all three, with advisor approval. The concentration must represent a coherent area of study that broadly situates dissertation research.
- Five courses outside the Program, with at least three of these outside the Department of Organization and Leadership, with advisor approval. These courses must contribute substantively, theoretically, or methodologically to the student's selected area of study.
- Five courses either within or outside the Program, with advisor approval. These courses should contribute to the student's area of study substantively, conceptually, or methodologically.

Changes or other adjustments to requirements and distributions, as shown for the Ed.D. in Higher and Postsecondary Education, require approval of the HPSE faculty advisor. The above plan assumes advisor approval for all courses of enrollment.

A limited number of internships may be available to Ed.D. students pending advisor consultation and approval of the Program Director. For information, please contact the Program's Internship Coordinator.

## Doctor of Philosophy

### Higher and Postsecondary Education

Doctor of Philosophy

**Points/Credits:** 75

**Entry Terms:** Fall Only

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## Degree Requirements

The Ph.D. degree requires a minimum of 75 points of graduate coursework, completion of the certification exam (two parts), and the writing and successful defense of a dissertation.

### Required core courses include (19 points):

- ORL 5521 Introduction to research methods in education (3) or equivalent with advisor approval
- ORLH 4020 College and university organization and administration (3)
- ORLH 5011 College teaching & learning (3)
- OR
- ORLH 5527 Advanced professional seminar: The college professoriate (3)
- ORLH 5044 Theories of diversity in higher education (3)
- OR
- ORLH 5545 Advanced professional seminar: The civic mission of higher education (3)
- ORLH 5526 Advanced professional seminar: The literature of higher education (3)
- ORLH 6511 Coordinating seminar in higher education (3)
- ORLH 7500 Dissertation seminar (1)

### Methods Requirements (9-12 Points):

A minimum of three (3) additional research courses (9 points beyond ORL 5521) will be selected relative to the student's research preparation needs; selection of research coursework requires approval of the dissertation advisor. At least one introductory qualitative and one introductory quantitative course are required; plus, one advanced methods course. Additional methodological coursework and a research apprenticeship are recommended and may be required by dissertation advisor or committee toward development of appropriate research expertise. Consult with dissertation advisor.

### Disciplinary Cognate Requirement (12 points):

A minimum of four (4) courses within a discipline that is chosen by the student in consultation with their academic advisor.

The remaining courses are electives. Up to 30 points may be transferred from a relevant master's degree program with advisor approval.

Changes or other adjustments to requirements and distributions, as shown for the Ph.D. in Higher and Postsecondary Education, require approval of the HPSE faculty advisor. The above plan assumes advisor approval for all courses of enrollment.

A limited number of internships may be available to Ph.D. students, pending advisor consultation and approval of the Program Director. For information, please contact the Program's Internship Coordinator.

# Faculty

## Faculty

- Thomas Wayne **Brock** Director, Community College Research Center
- Katharine Griffin **Conway** Associate Professor, coterminous
- Noah D **Drezner** Professor of Higher Education
- Anna **Neumann** Professor of Higher Education
- KerryAnn **O'Meara** Vice President for Academic Affairs, Provost and Dean of the College
- Janice Sheryl **Robinson** Vice President for Diversity and Community Affairs

## Emeriti

- William J. **Baldwin** Professor Emeritus of Higher and Postsecondary Education
- Kevin J. **Dougherty** Professor Emeritus of Higher Education and Education Policy

## Lecturers

- Leslie Allen **Williams** Lecturer, Higher & Post Secondary Education

## Adjunct Faculty

- Monica Coen **Christensen** Adjunct Associate Professor of Higher Education
- Tyler **Hallmark** Adjunct Assistant Professor
- Staci Lynne **Ripkey** Adjunct Assistant Professor
- Thomas Patrick **Rock** Chief Student Affairs Officer and Associate Vice President

# Courses

## ORL 5521 - No Title Found in Banner

This course meets a departmental requirement for an introductory course on empirical research in education and organizational studies. The goal is to help students be able to access, comprehend, synthesize, and utilize research, to support and facilitate the research efforts of others, and to begin to prepare to conduct their own research. Students read exemplars of published research, along with texts about research design, data collection and analysis, and strategies for assessing the validity and trustworthiness of research. The course covers

qualitative, quantitative, and mixed methods approaches to research, such as experiments, surveys, case studies, ethnography, and action research.

### **ORLH 4010 - Purposes and policies of higher education**

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**

An introduction to theories and practices pertaining to curriculum and teaching in U.S. higher education. Internal and external influences on curriculum and teaching and implications for college and university classrooms. Examination of key trends and developments, including the impact of the scholarship of teaching.

### **ORLH 4012 - The community college**

Emerging issues, problems, and trends in community colleges, technical institutes, and adult education. Topics include the history and philosophy of the community college movement, governance and finance, teaching, student personnel work, impact on students, and the future of the community college.

### **ORLH 4020 - College and university organization and administration**

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 4031 - Financial administration of higher education institutions**

No financial training is required. Introduction to the financial pressures facing colleges and universities and the various kinds of solutions they have adopted to meet those pressures. Topics include strategic planning, cost cutting, outsourcing, enrollment planning, new curricula, and fund raising.

### **ORLH 4040 - The American college student**

Reviews the demographic data about student access to college, the determinants of social class, race and gender differences in college access and choice, and the influence of colleges upon students.

### **ORLH 4041 - Student personnel administration: Organization, functions, and issues**

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**

A survey of programs and services typical of American colleges and universities. Includes contemporary issues of concern to student personnel administrators.

### **ORLH 4845 - Diversity: Implications for recruitment and retention**

Students will explore diversity (race, class and gender) concerns affecting the recruitment and retention of diverse student and faculty populations in the context of American higher education.

### **ORLH 4900 - Research and independent study in higher education**

Independent research.

### **ORLH 5011 - College teaching and learning**

Designed for individuals who aspire to college teaching. This course emphasizes research on student learning and pedagogies. The course stresses the implications of diversity in the student population.

### **ORLH 5044 - Theories of diversity in higher education**

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 - Observation and supervised fieldwork in higher and postsecondary education**

Permission required. Students reserve two days a week for work in colleges. A seminar integrates field practices with course theory. Required of all students doing an internship.

### **ORLH 5522 - Advanced professional seminar: Contemporary Student Issues and Policies**

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 program. Other students in the college who wish to enroll should obtain permission of the instructor.

### **ORLH 5524 - Advanced professional seminar: An analysis of student cultures**

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 - Advanced professional seminar: College student development theories**

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 - Advanced professional seminar: The literature of higher education**

Permission required if not a student in the program. Intensive analysis of research process as applied to study of higher education. The course is intended for Ed.M., Ed.D., and Ph.D. students in the program. Other students in the college who wish to enroll should obtain permission of the instructor. Analysis of selected classic and contemporary works that have influenced thought and affected public opinion and public policy related to higher education. Topics vary from year to year.

### **ORLH 5527 - Advanced professional seminar: The college professoriate**

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. Consideration of the professoriate as a profession.

### **ORLH 5533 - Advanced professional skills: Faculty development**

Theory and practice concerning theory, evaluation, and improvement of college teaching. Topics include models and practices for review, design, and conduct of faculty development programs.

### **ORLH 5545 - The civic mission of higher education**

This course is designed to give you an understanding of the civic mission of higher education and introduce you to the study and practice of public engagement in higher education. During the semester, we will consider the civic roles of postsecondary education institutions both past and present. Special attention will be paid to contemporary philosophies and practices of engagement, and how engagement is expressed in various institutional contexts.

### **ORLH 5546 - Philanthropy and education**

The power of philanthropy within the United States and American higher education has been tremendous. Philanthropy has become a cultural norm in the United States; Americans give their money at a higher rate than any other country in the world. In fact, Peter Dobkin Hall believes that "No single force is more responsible for the

emergence of the modern university in America than giving by individuals and foundations.” The purpose of this course is designed to look critically at how philanthropy and fundraising has affected American higher education.

### **ORLH 5547 - Higher education assessment in an era of accountability**

This course will introduce students to assessment practices in U.S. higher education, focusing on assessment of teaching, learning, and educational quality as it relates to the learning outcomes movement in higher education. The course divides the intended learning into two broad topics: understanding and analyzing the national landscape of higher education accountability and assessment; and developing the skills to create and implement an assessment plan.

### **ORLH 5900 - Research and independent study in higher education**

Independent research.

### **ORLH 6020 - Craft of interview research**

Taught in research team/practicum format, the course develops students' knowledge and skills of interview research as a process including development of research questions, conceptual framework, study design and methods, data collection, data analysis, interpretation, and reporting. We focus on one-to-one interviewing coupled to document analysis and observation toward understanding persons' thinking and learning in diverse educational contexts.

### **ORLH 6511 - Coordinating seminar in higher education**

Permission required. Course restricted to Ph.D., Ed.D., and Ed.M. 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 6556 - Educational leadership: Research, art and practice**

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 6900 - Research and independent study in higher education**

Independent research.

### **ORLH 7500 - Dissertation seminar in higher education**

Students should have completed most or all coursework (including research methods courses) and have passed the certification examination. Students register for the course the semester a proposal hearing is to be scheduled. 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.

### **ORLH 7900 - Directed dissertation research**

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 higher education**

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.

# Social-Organizational Psychology

Department of Organization & Leadership

## Program Description

The Program in Social-Organizational Psychology 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.

Three programs are offered: a master's program in organizational psychology, an executive master's program in organizational psychology with a specialization in change leadership, and a doctoral program. A terminal Master of Arts degree in Psychology: Organizational is awarded upon successful completion of 45 points and passing the comprehensive examination, or in the case of the executive MA program, a capstone project. The Ph.D. degree is awarded upon completion of at least 75 points of planned and sequential study, qualifying papers, and a dissertation.

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.

With the help of a faculty advisor, students select courses in a generalist track, or, in their area of specialization, with consideration given to their academic backgrounds, work experiences, and career objectives. These tracks are supplemented by courses offered through other programs and departments at Teachers College and Columbia University.

In addition, an Advanced Certificate in Cooperation and Conflict Resolution approved by the New York State Education Department is also offered to students in the M.A./ Ph.D. programs. Students interested in receiving the certificate must complete a sequence of five courses and one semester of internship. Students who opt for the Advanced Certificate must complete an application for admission with the Office of Admission. Students in the M.A./Ph.D. program who wish to take their electives within the area of conflict resolution but who do not wish to receive the Advanced Certificate may register for courses without completing an application.

### **Master of Arts in Organizational Psychology (ORGM)**

The 45-point M.A. program educates students to be experts in organization effectiveness, culture and change, team development and team building, conflict resolution, assessment and coaching, leadership, diversity, equity, and inclusion (DEI) and more, through emphasizing the rigorous scientific study of the practical problems facing people in organizations today, in service of a more just society.

Students who join the M.A. program craft their course of study according to their backgrounds, interests, and goals along with their advisor. Academic, career and personal advising is plentiful and accessibility to meetings with the Program Director and the Program Advisor is a key source of support for M.A. students. Further, all social-organizational psychology program faculty are available for advising and meet with students regularly to discuss research, practice, and myriad other issues related to the program and the field, providing an additional resource to students for academic and career development.

Upon completing the M.A. program, students are prepared to engage in a broad range of professional employment opportunities. Our graduates are often employed in positions typically found within the organization development function of middle or large-size organizations including human resources, people development, human capital, talent management, and the like. These include positions in organization development and consultation, human resource development and strategy, organizational effectiveness, human capital research, employee relations, mediation and conflict resolution, global learning, DEI strategy, and career development and counseling among others.

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.

### **Executive Masters Program in Organizational Psychology with a specialization in Change Leadership (ORGX)**

Developed specifically for experienced professionals, the Executive Masters Program in Change Leadership is designed to help individuals and organizations increase their capacity for initiating, leading, and sustaining workplace change efforts in increasingly complex and global environments. Focusing on the application of both psychological and business principles to relevant real-world organizational challenges, the program emphasizes individual, team, and organizational learning and transformation through rigorous training in and experience with applied research, reflective practice, and the use of theoretical frameworks and models.

Executives enter the program each summer in small cohorts of 16-24 students and are trained by faculty experts in organization change and consultation using a range of innovative adult learning pedagogies and various cultural events in and around the New York City metropolitan area. The program is delivered in four one-week modules extending over one year and includes pre-work, post-work, and guided independent study/action research as part of the formal program requirements. Executives will learn about change-related topics at the societal, organizational, group, and individual levels and will be asked to integrate their own learning and professional

development through various opportunities for practice and reflection. The program culminates in a 45-credit Master of Arts Degree in Organizational Psychology, with a specialization in Change Leadership.

For a more comprehensive description of the Executive Masters Program in Change Leadership, please visit [www.tc.edu/leadchange](http://www.tc.edu/leadchange).

### **Doctor of Philosophy in Organizational Psychology (ORGD)**

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 breadth of coverage including human resource management, organizational behavior, organizational change, organizational networks, 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 who are trained in a broad array of disciplines including social psychology, counseling psychology, industrial-organizational psychology, organizational behavior, and business management, and all of whom apply their respective disciplines to social-organizational psychology issues.

### **MASTER OF ARTS IN SOCIAL PSYCHOLOGY (ORGS)**

Doctoral students enrolled in ORGD may complete 32 credits towards an en passant MA in Social Psychology. There are no direct admits to this degree, and transfer credits are not permitted. Courses used to fulfill the MA in Organizational Psychology (ORGM) cannot be used towards the MA in Social Psychology.

## Degrees

### Master of Arts

#### Executive Masters in Change Leadership

Master of Arts

**Points/Credits:** 45

**Entry Terms:** Summer Only

#### Degree Requirements

##### **EXECUTIVE MASTERS PROGRAM IN ORGANIZATIONAL PSYCHOLOGY WITH A SPECIALIZATION IN CHANGE LEADERSHIP (ORGX)**

Executives enrolled in the program will be exposed to a change leadership curriculum that is grounded in traditional psychological and business principles while focused on leading change in contemporary organizational environments. Learning objectives reflect professionally documented competencies essential for successful change leaders and are sequenced to emphasize the multi-level, complex nature of change in today's organizations. Executives will learn about change-related topics at the societal, organizational, group, and individual levels and will be asked to integrate their own learning and professional development through action research projects, cultural events, and participation in discussion-based reflective practice courses.

Executives will enroll in twelve core courses that reflect the fundamental knowledge, skills, and abilities required for leading organization change. These courses are sequenced across four Learning Modules, each of which focuses on a different aspect or level of change in organizations (e.g., system, group, individual). In addition to the core, two integrative courses have also been developed to assist with the translation and application of course concepts to the actual work environment, namely through action research and individual and group reflection. These integrative courses will span the length of the entire program and will have virtual components that occur in the liminal spaces between modules. All integrative courses are part of the formal curriculum and will be taken for credit.

#### **Capstone Project**

The third integrative course will require executives to apply their learning to a change leadership initiative within their sponsoring organizations.

## Social-Organizational Psychology

Master of Arts

**Points/Credits:** 45

**Entry Terms:** Spring/Summer/Fall

### Degree Requirements

#### MASTER OF ARTS IN ORGANIZATIONAL PSYCHOLOGY (ORGM)

The degree program provides courses at Teachers College, and students may take relevant courses at Columbia University, particularly the Graduate School of Business, the School of International and Public Affairs (SIPA), the School of Social Work, and the Mailman School of Public Health among others. There is one major for the M.A. degree entitled Psychology: Organizational.

The curriculum is comprised of major courses consisting of four required core level I courses, four required advanced core level II courses, other general elective courses (usually ORLJ but can be outside ORLJ or at other Columbia schools) and 6 credits of breadth courses, which are Teachers College, non-ORLJ courses, in a related field. The M.A. degree requires the satisfactory completion of a minimum of 45 points.

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 graduate programs at Columbia University may be taken as a general elective course (courses not taken at Teachers College may not count as breadth courses). Students must consult with an advisor to select courses outside of Teachers College that may satisfy the elective requirements. An effort is made to assist students in developing a program of study that will best meet their personal career interests and objectives.

#### Core Required Courses: Level I

The following four courses are required for all candidates.

- ORLJ 4002 Functions of organizations (3)
- ORLJ 4005 Organizational psychology (3)
- ORLJ 4009 Understanding behavioral research (3)
- ORLJ 5003 Human resource management (3)

#### Advanced Core Required Courses: Level II

The three courses immediately below are required for all candidates. In addition, candidates must choose one of the application courses (listed further down), for a total of four courses required to satisfy the advanced core level II:

- ORL 5362 Group dynamics: A systems perspective (3)
- ORLJ 5045 Organizational dynamics and theory (3) (prerequisite ORLJ 4005)
- ORLJ 5340 Adaptive Negotiation and Conflict Resolution (3)

**Plus one of the following application courses:**

- ORLJ 5012 Organizational internship (2-3) (prerequisite ORLJ 4005)
- ORLJ 5017 Small group intervention: Improving team performance (3) (prerequisite ORL 5362)
- ORLJ 5341 Effective Mediation (3)
- ORLJ 6343 Practicum in change and consultation in organizations (5) (prerequisites ORL 5362, ORLJ 4005)

**Breadth Courses:** 6 credits Teachers College, non-ORLJ courses are required. 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 (including courses at the Graduate School of Business, SIPA, etc.) upon consultation with an academic advisor.

- ORLJ 4010 Executive coaching (3)
- ORLJ 4331 Constructive multicultural organizational development (1)
  
- ORLJ 5002 Advanced functions of organizations (3)
- ORLJ 5005 Leadership and supervision (3)
- ORLJ 5012 Organizational internship (1-3)
- ORLJ 5018 Using survey research in organizational consulting (3)
- ORLJ 5019 Data-based interventions in organizations (3)
- ORLJ 5025 People analytics (3)
- ORLJ 5090 Strategic talent management (3)
- ORLJ 5115 Social networks and performance (3)
- ORLJ 5250 Equity, diversity, and inclusion in teams (3)
- ORLJ 6040 Fundamentals of cooperation, conflict resolution, and mediation in different institutional contexts (3)
- ORLJ 6343 Practicum in change and consultation in organizations (5)
- ORLJ 6350 Advanced practicum in conflict resolution (3)
- ORLJ 6540 Contemporary issues in organizational psychology

**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, ORLJ 5500, may be taken after a student has completed the core level I courses receiving the grade of a C+ or above. In addition, 32 of 45 credits toward the M.A. degree must be complete or in progress the semester the exam is taken. Students are encouraged to take the exam in their penultimate semester of the M.A. degree program.

A student must score 80% or above to pass the comprehensive examination. Should a student fail the examination twice, he/she may not be allowed to continue in the M.A. degree program.

## Social-Organizational Psychology - West Point

Master of Arts

**Points/Credits:** 45

**Entry Terms:** Summer Only

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### Degree Requirements

The following are short summary descriptions of the courses that will be included in the program of study leading to an MA in Organizational Psychology for the cohort of military officers in the Eisenhower Leader Development Program (ELDP). The first four courses will be taught at the United States Military Academy (USMA) and all others will be taken at Teachers College, Columbia University and will be taught by the faculty of Teachers College.

**1. Quantitative Research Methods (LD 710)** – This course is designed to give students an understanding of quantitative research studies of human behaviors and how to use data to investigate and answer research questions. Students will identify strengths and limitations of common study designs and will apply statistical models to data and interpret output from statistical software, as well as cover and understand the ethical considerations when conducting research on humans. (3 credits)

**2. West Point, the Army, and the American Military Experience (LD 720)** - The course examines the history of West Point and the U.S. Army in the context of the American military experience. LD720 focuses on the history of West Point as an institution in the 20th Century primarily through text; however, the course meets in a different venue on campus for each lesson. West Point's architecture, art, chapels, cemetery, museum, memorials, and geography serve as vehicles to understand the institution outside of the classroom. For students seeking a graduate degree in organizational psychology, this course provides the historical context for one organization. (3 credits)

**3. Cross-Culture and Strategic Leadership (LD 730)** - The course explores the effects of culture on leadership at the organization through global region level. Cultural differences across nations are explored using nine comparable cultural dimensions while simultaneously examining how these same cultures differ internally based on race, gender, religion, and other factors. Through an understanding of cross-cultural differences, leaders enhance their abilities to understand, predict and influence behaviors across different cultural contexts. Students complete three cross-cultural experiences and analyze these cultures using the GLOBE study cultural dimensions and culturally based implicit leadership theories. Course Objective: LD730 graduates will effectively assess culture, understand its influence on individuals, organizations, and societies and are effective leaders across diverse cultural contexts. (3 credits)

**4. Leader Development (LD 740)** - The course focuses on the broad domain of leader development. In short, it concentrates on how leaders in organizations can develop others to realize their potential. Growing other people's talents helps leaders to accomplish the mission and improve their organizations. LD740 builds upon ORLJ 5005 (which examines leadership and leadership theory from a variety of perspectives). The course seeks to integrate much of the theoretical work associated with constructs related to organizations, leadership, and adult development in order to provide a more complete understanding of how leaders are nurtured (and influenced).(3 credits)

**5. Group Dynamics: A Systems Perspective (ORL 5362)** – This course provides students with an opportunity to develop an in-depth understanding of group dynamics from a systemic perspective and to learn about their own behavior in groups. This course aims to enable students to perceive, understand, and interpret dynamics in



groups and systems using a group relations framework. The course covers: theories of group development; group boundaries, tasks, and roles; power and authority in groups and systems; dynamics of small and large groups; dynamics between and among groups in a larger system or organization; and the interplay of socio-political identities and group dynamics. (3 credits)

**6. Organizational Psychology (ORLJ 4005)** – This course is an introduction to theories and research that underlie the field of organizational psychology and is intended to help students understand the behavior of people in today’s complex organizations. Implications for and applications of topics such as motivation, leadership, group dynamics, organizational culture, decision-making, job design and workforce diversity in various organizational contexts are considered. (3 credits)

**7. Understanding Behavioral Research (ORLJ 4009)** – This course is designed to help individuals become informed consumers of data and information. An overview of the various methods of behavioral research and the relative strengths and limitations of each is addressed. The ability to read and evaluate social science research is developed and the skill of conducting research is initiated. (3 credits)

**8. Executive Coaching (ORLJ 4010)** – Executive Coaching combines two previously taught courses into one, intentionally to integrate theory and practice. As such, this course is intended to provide students with an overview of theory, research, and practice related to executive coaching within organizational settings as executive coaching is viewed as a subset of organizational consultation. Assuming some basic knowledge of organizational behavior and theory and limited experience with coaching, the course is designed to give students an opportunity to gain foundational knowledge of the coaching process, including how to create a coaching relationship, engage in coaching conversations, and build commitment for action planning. Throughout the semester the focus will be on increasing self-awareness and other awareness, and linking one’s experience to theory and research in service of developing effective individual coaching skills. As a result of coaching and being coached, reading and lectures, and through ongoing reflective exercises, each student will develop their own coaching model as well as a process of ongoing monitoring and revision of the model. (3 credits)

**9. Leadership & Supervision (ORLJ 5005)** – This course focuses on major psychological and other interdisciplinary approaches to the study of leadership and provides a critical analysis of relevant theories and research and an understanding of practical applications within organizations. (3 credits)

**10. Organizational Dynamics (ORLJ 5045)** – This course studies 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, is considered. Organizational change is also addressed. (3 credits)

**11. Preparation for Coaching (ORLJ 5310)** – In this practicum course, students are supervised in the application of their coaching model, developed in ORLJ 4010, to a cadet at the United States Military Academy, in preparation of assignment as a Tactical Officer and as leaders assigned to coach and develop individuals under their command. (1 credit)

**12. Any of the following conflict resolution courses (courses outside of those not listed below must be approved by the TC-ELDP Program Director in advance):**

Adaptive Negotiation & Conflict Resolution (ORLJ 5340) An experiential course designed to promote negotiation understanding and adaptivity across negotiation situations. Students will have the opportunity to develop more self-awareness and basic collaborative negotiation skills with supervised practice. (3 credits)

Effective Mediation: Standard and Adaptive Practices (ORLJ 5341) Mediators help disputants handle their conflict constructively and to find acceptable solutions. Students will learn the conditions when mediation is most effective, appropriate and feasible; identify basic differences in the task versus relationship nature of the cases presented; and employ strategies that are fitting and conducive to mediation. (3 credits)

Fundamentals of Cooperation, Conflict Resolution, and Mediation in Different Institutional Contexts (ORLJ 6040) Focusing on theory and research, this course covers such topics as cooperation and competition, trust and suspicion, bargaining and negotiation as they relate to conflict resolution in various contexts. (3 credits)

**13. Practicum in Change and Consultation (ORLJ 6343) [capstone course]** – This course is intended to provide students with an introduction to the practice of consultation and planned organizational change through the application of behavioral science concepts and tools. Assuming some basic knowledge of organizational behavior and theory, the course will address issues of how to gather information about organizations in order to diagnose and facilitate change, to increase effectiveness, and to foster the capacity for learning and development over time. The focus will be on understanding organizations through the development and use of diagnostic models and self-as-instrument in conjunction with specific change technologies during all phases of consulting to organizations.

The course is heavily weighted toward practice and provides students with opportunities to: give class presentations; give and receive feedback to and from peers – individually and collectively; learn what factors enhance and impede team development and effectiveness; consult to a team as well as be a client team; and form a consulting firm in which the task is to provide consultation to a “real” client organization.

The course is divided into two components: class session (Mondays) and weekly team meetings (Wednesdays). Learning opportunities are intentionally designed to be sequential with team assignments building on learning from class and vice versa.

Class sessions vary weekly according to the topic and task and include a variety of learning experiences such as brief lectures, discussion of cases, structured team-work, and simulated as well as actual consultation with an organization. (5 credits)

**14. How Adults Learn (ORLD 4051)** – This course provides a sophisticated introduction to basic and significant theories of adult learning. Areas covered include: transitions and evolutions; learning and achieving styles; exploration of how people think, reason, and make meaning of the complexities around them; and transformation theory. Each of these areas focuses on its application to an understanding of how adults learn. (3 credits)

## Doctor of Philosophy

### Social-Organizational Psychology

Doctor of Philosophy

**Points/Credits:** 75

**Entry Terms:** Fall Only

## Degree Requirements

### DOCTOR OF PHILOSOPHY (ORGD)

Students are required to take a minimum of 75 credits for the Ph.D. degree. Occasionally, students may transfer credits - up to a maximum of 15 points from previous graduate training at other institutions. Transferring the maximum is unusual, because courses transferred must be equivalent to courses that are required in our 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 may also select a series of more specialized courses depending on their specific areas of interest. Examples include managing conflict, DEI (diversity, equity, and inclusion), organizational network analysis, group dynamics, and organizational change.

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. The formal coursework provides a strong foundation in both social psychology and organizational psychology theories and their applications. A series of required research methods courses provides the foundation necessary for understanding and conducting scholarly research. Similarly, a series of required courses in measurement and statistics provides students with the strong statistical and analytical background necessary for the research process.

Research experience is furthered through “workgroups.” Workgroups are research teams led by a faculty member. 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 in the degree program. 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 degree 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 organizational diagnosis, organization development, coaching and managing conflict. 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 conducted in which students engage in an applied project with a local organization under faculty direction. It is assumed that students will undertake internships or work in organizations during summers or in the later years of the program. 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 six areas from which students select courses:

1. Research and Statistics
2. Theory and Practice in Social-Organizational Psychology
3. Integrative Experiences
4. Breadth Requirement (courses beyond those offered by program faculty but within TC)
5. Elective courses
6. Dissertation Advisement

Students take both required and elective courses for a total of 75-79+ credits. Variable-credit courses should be taken for the minimum rather than the maximum number of credits in order to have both the required number of credits and the desired distribution of courses.

For a more comprehensive description of the Ph.D. degree program requirements, please see the Ph.D. program handbook, located on the Social-Organizational Psychology student resources web page. The handbook should be considered the primary document with regard to degree requirements for the Ph.D. program, including information on requirements for the two Qualifying Papers.

#### 1.) Research and Statistics (6 courses required)

- ORLJ 5040 Research methods in social psychology
- HUDM 4122 Probability and statistical inference
- HUDM 5122 Applied regression analysis
  
- HUDM 5123 Linear models and experimental design
- HUDM 6122 Multivariate analysis I

Plus one of the following:

- ORL 6500 Qualitative research methods in organizations: Design and data collection
- ORL 6501 Qualitative research methods in organizations: Data analysis and reporting
- ORLJ 5018 Using survey research in organizational consulting
- ORLJ 5025 People Analytics
- ORLA 6641 Advanced topics in research methods and design
- HUDM 5026 Introduction to data analysis in R
- HUDM 5059 Psychological measurement
- HUDM 5124 Multidimensional scaling and clustering
- HUDM 5133 Causal Inference
- HUDM 6026 Computational statistics
- HUDM 6030 Multilevel and longitudinal data analysis
- HUDM 6055 Latent structure analysis

#### 2.) Theory and Practice in Social-Organizational Psychology (12 courses required)

Courses in this section are sub-divided into theory/seminar and practice courses. Of the twelve required courses, there are five courses that are set (two pro-seminars, as well as three practice courses). Of the seven remaining courses, four must be theory/seminar courses taught by TC Faculty, while the remaining three may be selected from either the remaining optional theory/seminar courses or the remaining optional practice courses listed below.

#### THEORY/SEMINAR

## Required:

- ORLJ 5540 Pro-seminar in social psychology
- ORLJ 5541 Pro-seminar in organizational psychology

## Optional:

- ORLJ 5115 Social networks & performance
- ORLJ 6040 Fundamentals of cooperation, conflict resolution, and mediation in different institutional contexts
- ORLJ 6045 Demography in organizations
- ORLJ 6048 Teaching to cognitive & cultural complexities
- ORLJ 6199 Special topics seminars
  - The social psychology of organizational futures
  - A systems psychodynamic approach to organizational life
- ORLJ 6500 Stereotypes and stereotypic processes in organizational contexts
- ORLJ 6502 Dynamic networks and systems
- B 9506 Organizational behavior

## PRACTICE

## Required:

- ORL 5362 Group dynamics: A systems perspective
- ORLJ 6343 Practicum in change and consultation in organizations
- ORLJ 6349 Practicum in process consultation

## Optional:

- ORLJ 4002 Functions of organizations
- ORLJ 4010 Executive coaching
- ORLJ 5002 Advanced functions of organizations
- ORLJ 5003 Human resource management
- ORLJ 5005 Leadership and supervision
- ORLJ 5017 Small group intervention: Improving team performance
- ORLJ 5025 People Analytics
- ORLJ 5090 Strategic talent management
- ORLJ 5250 Equity, diversity and inclusion in teams
- ORLJ 5340 Adaptive Negotiation and Conflict Resolution
- ORLJ 5341 Effective Mediation
- ORLJ 6350 Advanced practicum in conflict resolution
- ORLJ 6540 Contemporary issues in organizational psychology
- ORLD 5055 Staff development and training
- ORLD 5061 The learning organization
- ORLD 5821 Leveraging emotional intelligence to enhance organizational effectiveness
- ORLD 5822 Building productive relationships with social intelligence
- ORLD 5823 Building 21st century organizational capability with cultural intelligence

## 3.) Integrative Experiences

Integrative experiences include participation in eight semesters of workgroups and colloquia, as well as graduate teaching assistantships.

## WORKGROUPS

The curriculum is designed to facilitate students' completion of two qualifying papers, while enrolled in workgroups for the first four years of the program.

- ORLJ 6341 Workgroup (Debra Noumair)
- ORLJ 6344 Workgroup (Peter Coleman)
- ORLJ 6345 Workgroup (Elissa Perry)
- ORLJ 6346 Workgroup (James Westaby)
- ORLJ 6347 Workgroup (Caryn Block)
- ORLJ 6348 Workgroup (William Pasmore)

### 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 six of the eight workgroups for credit points (see Ph.D. Handbook for guidelines). An exception may be made for students who participated in a workgroup as a master's student in the Social-Organizational Psychology Program, in which case, the student must take a minimum of four of the eight workgroups for credit.
3. Workgroup credits may not be substituted for required courses.
4. Students are required to actively engage in at least two different workgroups over the eight semesters that workgroup is required. 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.

## COLLOQUIUM

Each semester, the program holds a number of colloquia and related activities including invited speakers from academia and consulting, presentations from program members, and general meetings. These are important developmental experiences for learning about research, practice, and professionalism. Attendance is required throughout the first four years of the program.

- ORLJ 6640 Social-organizational psychology colloquium

## TEACHING ASSISTANTSHIPS

Doctoral students are required to serve as a graduate teaching assistant for master's- level courses (in the Fall and in the Spring) for two years within their first three years of the Social-Organizational Psychology Program. The TA-ship requirement starts in the student's second year, unless they are a graduate of our M.A. program. Students typically are expected to act as graduate teaching assistants for the Master's level core courses (Human Resources Management, Organizational Psychology, Understanding Behavioral Research, to name a few). Beyond this, additional graduate teaching assistantship opportunities are available for more advanced courses (e.g., Organizational Dynamics, Leadership and Supervision, Group Dynamics, Executive Coaching, etc.).

### 4.) Breadth Requirement

Students must take a total of six credits of breadth courses. A breadth course must be outside of your program of study (in this case, non-ORLJ) and must also be a course at Teachers College. On the College forms, you are strongly encouraged to count your statistics/methods courses as breadth courses.

### 5.) Elective Courses

To fulfill the 75-credit program, electives can be taken in addition to required courses and the Breadth Requirement. Any ORLJ courses may be taken as electives. Below is a list of pre-approved elective courses outside of ORLJ, including courses at Columbia University. This list is NOT exhaustive.

If a student wishes to take a course not listed here, he/she must get written approval from the Ph.D. Coordinator (an email will suffice). If the student is at risk of being closed out of the course by waiting for approval, it is best to register for the course during the interim period and then drop it, if necessary.

- ORLJ 5003 Human resource management
- ORLJ 5005 Leadership and supervision
- ORLJ 5025 People analytics
- ORLJ 5045 Organizational dynamics
- ORLJ 5250 Equity, diversity and inclusion in teams
- ORLD 4051 How adults learn
- ORLD 4085 Management and leadership skills in practice
- ORLD 4827 Fostering transformational learning
- ORLD 5821 Leveraging EQ to enhance org effectiveness
- ORLD 5822 Building productive relationships with SQ
- ORLD 5823 Building 21st century organizational capabilities with CQ
- B 7553 Managerial decision making
- B 9506 Organizational behavior
- CCPJ 4050 Microaggressions in institutional climates
- CCPJ 5020 Racism and racial identity in psychology and education
- CCPJ 5062 Career counseling
  
- CCPJ 5563 Multicultural consultation in org development
- CCPX 4035 Personality and behavior change
- CCPX 5034 Developmental psychopathology
- CCPX 6352 Cognition, emotion, & health
- HUDK 5023 Cognitive development
- HUDK 5029 Personality development across the life span
- HUDM 5059 Psychological measurement

#### Certification After Completing Coursework

Certification Examination in Psychology: The Research Methods Examination (RME) in Psychology is part of the certification process for doctoral students in psychology degree programs at Teachers College. The examination measures students' knowledge in statistics, measurement, and research design and is developed by the Research Methods Examination Committee.

Qualifying Papers: All doctoral candidates in the Social-Organizational Psychology Program must submit two qualifying papers (Theory-based/Empirical and Applied). The primary purposes of the qualifying papers are integrative, diagnostic, pedagogical, and evaluative. The qualifying papers are examples of the kind of work students will be doing as social-organizational psychologists. The papers provide an opportunity for the faculty to help develop and evaluate the student's skills in an ongoing and iterative process.

#### 6.) 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. Students will need to register for dissertation-related classes. There is a sequence of courses that vary with respect 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 two semesters. This course is only offered for 1-3 points 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, Ph.D. students are required to register for ORLJ 8900 for 0 credits and pay a fee for every semester until the term of the final defense when a student must enroll in TI8900, PhD Dissertation Defense. Please see the Office of Doctoral Studies for information regarding the fees.

## Advanced Certificate

### Cooperation and Conflict Resolution

Advanced Certificate

**Points/Credits:** 16

**Entry Terms:** Spring/Summer/Fall

### Degree Requirements

The Program in Social-Organizational Psychology, through the Morton Deutsch International Center for Cooperation and Conflict Resolution (MD-ICCCR), offers an Advanced Certificate in Cooperation and Conflict Resolution approved by the New York State Education Department. Students interested in receiving the certificate must complete a sequence of five core courses including one semester of a 3-credit internship, and one elective for a total of 16 credit points. Students who opt for the Advanced Certificate must complete an application for admission through the Office of Admission. Students in the M.A./Ph.D. program who wish to take their electives within the area of conflict resolution but who do not wish to receive the Advanced Certificate may register for courses without completing an application. The courses are offered in conjunction with the MD-ICCCR whose mission is to help individuals, schools, communities, businesses, and governments better understand the nature of conflict and how to achieve its constructive resolution. Contact: MD-ICCCR at (212) 678-3346 or icccr@tc.columbia.edu.

## Faculty

### Faculty

- Caryn J. **Block** Professor of Psychology and Education
- Sarah Jean **Brazaitis** Associate Professor of Practice
- Peter Thomas **Coleman** Professor of Psychology and Education
- Debra **Noumair** Professor of Psychology and Education



- William A **Pasmore** Professor of Practice of Social Organizational Psychology
- Elissa L. **Perry** Professor of Psychology and Education
- James **Westaby** Professor of Psychology and Education

### Lecturers

- Gina **Buontempo** Senior Lecturer
- Marina Patricia **Field** Lecturer
- Jacqueline Denise **Jenkins** Lecturer, Social-Organizational Psychology

### Adjunct Faculty

- Robert M **Anderson** PT Instructional Staff
- Clymer D **Bardsley** Adjunct Associate Professor
- Allan Hixson **Church** Adjunct Assistant Professor
- Celeste Ann **Coruzzi** Adjunct Full Professor
- Dilshad **Dayani** Adjunct Associate Professor
- Bruce Alan **Echtenkamp** Adjunct Associate Professor
- Alice Milmed **Haller** Adjunct Associate Professor
- Latoya Ingram **Jordan** Adjunct Assistant Professor
- Sam T **Liu** Adjunct Full Professor
- Eric C **Marcus** Adjunct Assistant Professor
- Michele S. **Riley** Adjunct Associate Professor
- Svetlana **Shmulyian** Adjunct Associate Professor
- Ross **Tartell** Adjunct Associate Professor

### Instructors

- Jenny C.M. **Besch** PT Instructor
- Allegra **Chen-Carrel** Interim Course Associate

## Courses

### ORL 5362 - Group dynamics: A systems perspective

Enrollment limited. 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 in an experiential group relations conference or to conduct a self-study project on group relations. Special fee is required. This class gives students the opportunity to develop an in-depth understanding of group dynamics from a systemic perspective and to

learn about their own behavior in groups. Readings, lectures, and discussions will address dynamics as they occur in varied groups, systems and contexts including the business world, educational institutions, healthcare systems, the military, religious institutions, and in community and family life. The interplay of power, authority, socio-political identities, and group dynamics is emphasized.

### **ORLJ 4000 - Conflict Resolution in Schools**

Peaceful, safe classrooms and schools support both academic and social-emotional learning. This course introduces the field of conflict resolution education in schools, in the context of supporting student academic achievement, increasing skills for coping with interests-based conflicts, and creating just and caring classrooms and schools.

### **ORLJ 4002 - Functions of organizations**

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**

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**

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 4010 - Executive coaching**

Executive Coaching combines two previously taught courses into one in order to integrate theory and practice. As such, this course is intended to provide students with an overview of theory, research, and practice related to coaching within organizational settings as coaching is viewed as a subset of organizational consultation. Assuming some basic knowledge of organizational behavior and theory and limited experience with coaching, the course is designed to give students an opportunity to gain foundational knowledge of the coaching process, including how to create a coaching relationship, engage in coaching conversations, and build commitment for action planning.

### **ORLJ 4331 - Constructive Multicultural Organizational Development: Leveraging Tension for Socially Just Change**

Despite demographic and cultural changes leading to more diversity in organizations, workplaces often struggle with issues of justice, equity, and inclusion. In this interactive course, we will explore why change around social

inclusion is often painstakingly slow and recalcitrant, and what can be done to promote and sustain constructive change in the workplace.

### **ORLJ 4800 - Conflict & Complexity: A Dynamical Systems Approach to Addressing Protracted Conflict**

This course will explore the relevance of dynamical systems theory (DST) for understanding protracted and seemingly intractable conflict at different levels of social reality (interpersonal, inter-group, international) and will outline the conditions under which such conflict can be transformed.

### **ORLJ 4804 - Healing and Reconciling Relationships in Conflict**

This course examines the role that unaddressed and unhealed emotional trauma plays in creating and maintaining conflict. It also highlights unaddressed trauma as an obstacle to reconciliation-our ability to put the past to rest and to rebuild relationships that have broken under the strain of conflict.

### **ORLJ 4901 - Research and independent study in social-organizational psychology**

Permission Required. Student works closely with faculty in conducting research in social-organizational psychology and producing a substantive paper at semester's end.

### **ORLJ 5002 - Advanced functions of organizations**

In Advanced Functions of Organizations, students will learn about the larger contexts within which businesses function, the mechanisms by which they are regulated, the ways in which these contexts and mechanisms impact the viability and success of a business or organization, and the impact these variables have on the decision-making role and behavior of management and employees in an organization. Topics covered are market analysis and business ethics, capital markets, business law, and business strategy and decision-making.

### **ORLJ 5003 - Human resource management**

The goal of this course is to provide a solid understanding of theory, research, and practice in human resource management. Through a combination of reading, cases, lectures, and discussions of the material, students will understand human resources' ability to be a credible partner to the business and its pivotal role in supporting organizational strategy; the complexity of the human resources function to move from the sole mission of the attraction, motivation and retention of people to one that also attempts a line of sight and contribution to organizational value; and the various aspects of the human resources function such as human resource strategy, talent management, talent development, organizational design/effectiveness, and training.

### **ORLJ 5005 - Leadership and supervision**

Major psychological and other interdisciplinary approaches to the study of leadership. Critical analysis of relevant theories, research, and practical applications.

### **ORLJ 5012 - Organizational Internship**

This course is designed to provide meaningful, real-world practical experience in an organizational setting. It allows the student to gain exposure to a professional environment where they can apply academic theory from the field of social-organizational psychology (human resources, organizational development, talent management, and others) or conflict resolution (human rights, majority relations, mediation, peacemaking, social justice, and others). Students will work for at least 150 hours within their selected organization.

### **ORLJ 5017 - Small group intervention: Theory and method**

Prerequisite: ORL 5362. This course gives students an opportunity to apply their knowledge of group and team dynamics in order to learn how to improve work team functioning and performance. The course covers a variety of models for effective teaming with an emphasis on how to apply those models to real work teams. Students learn relevant theory and research that underlies effective small group interventions and practice applied skills in teamwork. The class format is a seminar style with considerable discussion, case study analyses, role-plays, and small group work.

### **ORLJ 5018 - Survey Analytics in Organizations**

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 - Data-based interventions in organizations**

Prerequisite: ORLJ 4009. Reviews tools for collecting, organizing, and analyzing qualitative and quantitative data in organizations. Students explore and practice the use of data collection techniques most frequently utilized by practitioners in the field (secondary data, observations, questionnaires, interviews, and focus groups), as well as practice analysis techniques associated with these tools. The use of diagnostic tools is considered within the framework of the consulting cycle (contracting and planning, data collection, data analysis, and data feedback). Upon completion of this course, the students should be well prepared to engage in a consultation with the real client.

### **ORLJ 5025 - People Analytics**

This course covers human capital as a source of strategic advantage, and how companies, consultants and executives can harness empirical people data to create business advantages. In this course, students gain a knowledge and understanding of the strategies, tools, and methods to conduct talent and workforce analytics. The course will guide students through several real-world examples of talent analytics each designed to provide hands-on experience applying analytics to workforce and people data.

### **ORLJ 5040 - Research methods in social psychology**

Open only to qualified doctoral students in the behavioral or social sciences. Representative approaches to practice in the design, conduct, and analysis of research. Fall: Experimental and quasi-experimental design. Spring: Field and survey methods; policy and evaluation research.

### **ORLJ 5045 - Organizational dynamics and theory**

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 in organizational contexts: Theory, issues, and practices**

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 5055 - Organization change: Theory and practice**

This course covers the primary content and substance of organization change. The content/substance includes theory, models and frameworks, research studies, and related concepts that influence the practice of organization change and vice versa: that is, how the practice of organization change influences theory, models, research, and concepts. The course is conducted as a combination of lecture and student activities and discussion with emphasis on (a) selected readings to be studied prior to each class and (b) discussion during class by all students.

### **ORLJ 5090 - Strategic Talent Management**

This course provides a comprehensive review of the theory and practice of Strategic Talent Management in organizational settings. Students will learn about key conceptual models (e.g., talent life-cycle, leadership pipeline, high-potential classification and role segmentation frameworks), processes and tools used for assessing and developing talent (e.g., talent reviews and brokering, multi-trait multi-method assessment frameworks, and the 70/20/10 model of development).

### **ORLJ 5115 - Social networks and performance**

This course allows students to understand how social networks influence performance in a wide variety of settings. Relevant topics in the application of social network ideology are explored, such as motivated goal pursuits, leadership processes, and the structure of group and organizational networks. The course also explores important interpersonal processes through a social network lens, such as human conflict, emotional contagion, and helping behavior.

### **ORLJ 5250 - Equity, Diversity & Inclusion in Teams and Organizations**

This course covers foundational and current research on equity, diversity and inclusion (E, D & I) in work teams and their larger organizational systems. Students in this course will learn effective, evidence-based practices and have opportunities for skill-building and hands-on learning related to issues of E, D & I in today's workplace. Students will also engage in critical self-reflection to increase understanding of their own identities and knowledge about how who they are shapes how they navigate in diverse workplaces. The class format will include lecture, discussion, experiential learning and activities/exercises to increase practice skills in E, D & I.

### **ORLJ 5310 - Preparation for Coaching**

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 - Adaptive Negotiation & Conflict Resolution**

An experiential course designed to promote negotiation understanding and adaptivity across negotiation situations. Students will have the opportunity to develop more self-awareness and basic collaborative negotiation skills with supervised practice.

### **ORLJ 5341 - Effective Mediation: Standard and Adaptive Practices**

Mediators help disputants handle their conflict constructively and to find acceptable solutions. Students will learn the conditions when mediation is most effective, appropriate and feasible; identify basic differences in the task versus relationship nature of the cases presented; and employ strategies that are fitting and conducive to mediation.

### **ORLJ 5540 - Proseminar in social psychology**

Open only to qualified doctoral students in the behavioral or social sciences. Intensive readings and analysis of theories and research in social psychology and social structure.

### **ORLJ 5541 - Proseminar in social and organizational psychology**

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**

This course is an advanced seminar on the theoretical foundations of conflict resolution based on current and previous social psychology research. It emphasizes the links between theory and practice and provides a broad

overview of basic topics in conflict resolution, including cooperation and competition, power, culture, justice, negotiation and mediation, violence, intergroup conflict, intractable conflict and sustainable peace.

### **ORLJ 6045 - Demography in Organizations**

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 6342 - No Title Found in Banner**

Permission required. Limited to doctoral students. Topics are announced in the preliminary and final course schedules distributed each semester.

### **ORLJ 6343 - No Title Found in Banner**

Prerequisite: ORL 5362 and ORLJ 4005. Enrollment limited. Open to master's students and doctoral candidates who have a strong background in social science, organizational behavior, administration, psychology, or business. Offers the opportunity to understand the consulting process through work on change projects involving actual clients.

### **ORLJ 6344 - No Title Found in Banner**

Permission required. Limited to doctoral students. Topics are announced in the preliminary and final course schedules distributed each semester.

### **ORLJ 6345 - No Title Found in Banner**

Permission required. Limited to doctoral students. Topics are announced in the preliminary and final course schedules distributed each semester.

### **ORLJ 6346 - No Title Found in Banner**

Permission required. Limited to doctoral students. Topics are announced in the preliminary and final course schedules distributed each semester.

### **ORLJ 6347 - No Title Found in Banner**

Permission required. Limited to doctoral students. Topics are announced in the preliminary and final course schedules distributed each semester. This course requires 27 hours per week outside of the classroom.

### **ORLJ 6348 - Prac: Managerial Competence**

Permission required. Limited to doctoral students. Topics are announced in the preliminary and final course schedules distributed each semester. This course requires 27 hours per week outside of the classroom.

### **ORLJ 6349 - Practicum: Process Consultation**

Permission required. Limited to doctoral students. Topics are announced in the preliminary and final course schedules distributed each semester.

### **ORLJ 6350 - Conflict Resolution: Advanced Methods for Identity and Intergroup Conflict**

Prerequisite: ORLJ 5340. This applied course explores some of the theories and intervention skills needed when conflicts of interest are compounded by the complexity and perceived and/or real social identity differences. It is primarily concerned with how group differences (such as class, power, culture, race, and gender) can be understood and mitigated by means of negotiation, mediation, and dialogue.

### **ORLJ 6500 - Stereotypes and stereotypic processes in organizational contexts**

Open only to qualified doctoral students in the behavioral or social sciences. Stereotypes are an important means by which perceivers form impressions of others, and understand and interact with their social environments. It is important to understand the role of stereotypes in information processing as well as the conditions under which stereotype activation and use are more or less likely to occur. This seminar explores the development, activation and suppression and use of stereotypes in organizational contexts.

### **ORLJ 6502 - Dynamic Networks and Systems**

Doctoral seminar. This seminar examines various theoretical and empirical approaches to the study of complex systems. Example topics include traditional systems theory, social network analysis, dynamic network theory, social interaction analysis, and simulations of complex systems. A variety of frameworks are addressed that span individual, dyadic, group, organizational, and international levels.

### **ORLJ 6520 - Advanced professional writing seminar**

For doctoral students, only. This course is designed to help students develop the writing skills needed in their academic and post-academic careers. Course topics include establishing and maintaining good writing habits; writing theoretical, applied, and empirical papers; providing and responding to reviewer comments on manuscripts; and ethics in writing. The course provides a support for students as they work on completing their own qualifying papers. The desired and expected outcome of the course is at least one completed qualifying paper or paper ready to submit for publication.

### **ORLJ 6540 - Contemporary Issues in Organizational Psychology**

The primary purpose of this course is to provide students with an opportunity to develop an in-depth understanding of assessment tools from a psychological perspective and to learn about the wide range of applications of assessments in organizations. The course aims to enable students to apply, understand, and



interpret scientific assessment tools throughout the talent management spectrum: selecting, onboarding, developing and engaging employees. Psychometric and test theory, a brief history of applied assessment, and the key methodologies used to assess and measure major work-related constructs (e.g., EQ, IQ, personality, and leadership potential) will be discussed, as well as novel applications of assessment and the future of talent identification. The course will pay particular attention to assessment-based solutions or interventions, such as executive coaching, organizational development, and high potential identification programs.

### **ORLJ 6640 - Social-organizational psychology colloquium**

Permission required. For doctoral candidates only. Discussion of ongoing projects involving research and consultation.

### **ORLJ 6901 - Advanced research and independent study in social-organizational psychology**

Permission required.

### **ORLJ 7501 - Dissertation seminar**

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.

### **ORLJ 8900 - Dissertation advisement in social-organizational psychology**

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.



**Teachers College**  
COLUMBIA UNIVERSITY

# Academic Catalog 2023-2024

## Other Areas of Interest

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### Department Information:

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### Programs:

- [Interdisciplinary Studies in Education ... 3](#)
- [Interdepartmental Doctoral Specialization in Teacher Education ... 4](#)
- [Conflict Resolution ... 5](#)
- [Continuing Professional Studies ... 6](#)
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# The Department of Other Areas of Interest

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## Our Mission

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 provide education in and out of the classroom and across the lifespan.

# Interdisciplinary Studies in Education

Department of Other Areas of Interest

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## Program Description

This Academic 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 degree program may be developed through the selection of a combination of current course offerings from several different disciplines or Academic 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 Teachers College 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.

# Interdepartmental Doctoral Specialization in Teacher Education

Department of Other Areas of Interest

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## Program Description

No Description Exists in the Catalog for this Program

# Conflict Resolution

Department of Other Areas of Interest

## Program Description

The Program in 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 International Center for Cooperation and Conflict Resolution (ICCCR), whose mission is to help individuals, schools, communities, businesses and governments better understand the nature of conflict and how to achieve its constructive resolution.

### Advanced Certificate in Cooperation and Conflict Resolution

Students interested in receiving an Advanced Certificate in Cooperation and Conflict Resolution must complete a sequence of six courses:

- ORLJ 5340 Adaptive negotiation & conflict resolution
- ORLJ 6040 Fundamentals of cooperation, conflict resolution and mediation in different institutional settings
- ORLJ 6350 Conflict Resolution: Advanced Methods for Identity and Intergroup Conflict
- ORLJ Elective An ICCCR-sponsored elective course; electives vary semester to semester
- ORLJ 5012 Organizational internship (in community mediation or an organizational setting)

For more information regarding graduate studies in cooperation and conflict resolution, visit our website: [www.tc.edu/icccr](http://www.tc.edu/icccr). If you have questions, please contact the ICCCR office at (212) 678-3402, or email us: [icccr@tc.edu](mailto:icccr@tc.edu).

Note: Students who take these courses on a non-credit basis will be awarded a Cooperation and Conflict Resolution Certificate of Completion.

# Continuing Professional Studies

Department of Other Areas of Interest

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## Program Description

Teachers College, Columbia University's Continuing Professional Studies (CPS) offers non-credit programs that are designed to take both a practical and innovative approach to professional development and learning. We offer educational programs that leverage TC's world-renowned faculty and thought leadership in the College's four core areas of expertise: health, education, leadership, and psychology. Several online programs and courses are available allowing professionals to access Teachers College from around the world.

# Education Policy Studies

Department of Other Areas of Interest

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## Program Description

The breadth and depth of education policy studies at Teachers College is unmatched at any other school of education in the United States. Teachers College 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, K-12 school reform, higher education policy, and law and education policy. Thus, policy courses and research at Teachers College 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, Teachers College policy faculty work closely with legislators, governors and other policy makers.



# Family and Community Education

Department of Other Areas of Interest

## Program Description

Teachers College has long recognized that the family is a fundamental educational institution. Those concerned with education will benefit from considering how education proceeds within families and how families are linked with other educational institutions in the community: e.g., schools, daycare centers, healthcare and social service agencies, the media, libraries and museums, parks, 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. 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. Moreover, efforts to improve education often entail attempts to change families or their connections with other institutions. Thus, an understanding of families is significant for educational policy, practice, and research. 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 and communication 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 Institute for Urban and Minority Education, The Rita Gold Early Childhood Center, the Center for Children and Families (Professors Sharon Lynn Kagan and Jeanne Brooks-Gunn, Co-

Directors), 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 can be arranged with advisors.

Students interested in including elective studies in Family and Community Education in their degree programs should talk with Professor Hope Jensen Leichter.

Other interested faculty members include:

- Professor Jeanne Brooks-Gunn
- Professor Sharon L. Kagan
- Professor Victoria J. Marsick
- Professor Hervé Varenne
- Professor Barbara Wallace

# General Offerings

Department of Other Areas of Interest

## Program Description

### Master's and Doctoral Candidates

IND 4000. Masters candidate (0)

This course is open to all degree students in 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 is limited to four terms. Fee: current Teachers College fee for the semester of registration.

IND 5000 Independent Research (0)

This course is open to all degree students who are engaging in non-credit independent research (e.g., working towards a dissertation proposal, dissertation manuscript, or other academic project) and need to maintain registration but are not registering for any regular courses in a given (summer) semester. This course requires a minimum of 18 hours per week of independent research outside of the formal setting. This course is offered for zero points, and does not carry the non-refundable College Fee. Retroactive registration is not permitted. This course can only be taken up to four times and may not be used in lieu of any degree requirements or to satisfy the College's continuous enrollment policy. Registration for this course must be completed by the Office of the Registrar with permission from the student's research advisor. This course does not provide full-time status for Federal Title IV Aid purposes. This course is offered in the summer term only.

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. Registration is limited to six terms. Fee: current Teachers College fee for the semester of registration.

# Law and Educational Institutions

Department of Other Areas of Interest

## Program Description

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 policy analysts, administrators, policy makers, advocates, teachers, 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, 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.

This is not a degree program, nor is it a certificate program. Coursework in education law may be taken in connection with degree programs in most Teachers College Departments. For course descriptions, please see course listing in the Department of Education Policy and Social Analysis.

**EDPA 4086 Law and education: Regulation, religion, free speech, and safety (3)**

**EDPA 5016 Educational equality: The role of law (3)**

**EDPA 4033 Comprehensive Educational Opportunity (3)**

**EDPA 5880 School Law Institute (3)**

Various topics courses, including Social Science, Education Policy, and the Courts (3)

# Urban Education

Department of Other Areas of Interest

## Program Description

Through its various Departments and Academic 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 may be arranged for students whose major interest is in the areas of teaching, bilingual education, counseling, administration, supervision, special education, research, teacher education, or 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 do include attention to education in urban settings.

For study possibilities, students should contact the Program Director in which their professional interests lie. The Ed.D. degree program in Curriculum and Teaching offers an area of focus in Urban Education 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 (IUME), 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.

The Institute investigates a wide range of factors that influence educational success and failure. It provides technical assistance to schools; opportunities for students and faculty to engage in research and development activities; and, 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.



**Teachers College**  
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# Academic Catalog 2023-2024

## Administrative Information

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## Message from the President

As President of Teachers College, Columbia University, it's my pleasure to welcome you to the nation's first and largest graduate school of education—a place whose founding vision was to bring educational opportunities to all members of society, and whose faculty and students, time and again during more than a century of leadership, have demonstrated the power of ideas to change the world across the disciplines of education, health and psychology.

Our legacy is the work of a long list of thinkers and doers that includes James Russell and John Dewey; Lawrence Cremin and Maxine Greene; Edmund Gordon and Isabel Maitland Stewart; Mary Swartz Rose and Morton Deutsch; Arthur Wesley Dow and William Heard Kilpatrick.

These are people who created fields of inquiry. At Teachers College today, our work is about living up to their legacy by ensuring that we not only build knowledge, but enhance its impact by engaging directly with the policymakers and practitioners who will put it to use. Because of our preeminence, it is both our privilege and our obligation to focus our coursework and our research on the questions of the day in each of the fields we serve. To that end, we favor no ideology or single methodology, but instead seek answers that meet the genuine needs of teachers and other practitioners, and the children they ultimately serve.

Whether you plan to teach, conduct research, serve as an administrator, or pursue a career as a practitioner in health or psychology – or even if you are already active in one of these fields – at Teachers College, you are undertaking a journey that will change your life and the lives of others by unlocking the wonders of human potential.

As you explore this catalogue, I urge you to remember that the education you will receive at Teachers College is as much about the people you will meet – your professors and your fellow students – as it is about the knowledge you will find in books. So as you join with us in our work, open your hearts as well as your minds. Then will you truly be able to say that you have learned everything you needed to know at Teachers College.

Thomas Bailey,  
President  
Teachers College, Columbia University





## Message from the Provost

Students and colleagues, my warmest welcome as you embark on your journey into the fields of education, psychology and health disciplines. I know that this will be an adventure that extends far beyond the classroom. You join a committed, energetic community of educators, deeply engaged in the work of connecting human lives with opportunities to learn. Thank you for choosing this path in your own life.

I hope you enjoy your studies at Teachers College. This is a place where you can delve into the possibilities of education and its allied fields, not only as a tradition or a profession but as a way of being in the world. We see education and life as vitally interconnected. This means that you – your roots as a person, your vision as an advocate of human development, your drive to change the world – matter to us greatly as we develop our programs, degrees, and services.

So who are we as an academic community? We are many things, in fact, and must be, because we believe in freedom of inquiry and rigorous peer-reviewed research and teaching at the highest levels. But let me add that we stand especially for the value of inquiry-based teaching and learning. We strive to cultivate self-discovery and life-enhancing experiences for learners at all levels and ages. Working from within one of the world's greatest research universities, we make good use of the knowledge generated from science, social sciences, humanities and the arts to expand human capacity to learn and create. We also believe strongly in conducting our work in authentic partnership with the communities around us, because what we do at Teachers College is first and foremost about helping real people in the real world.

New York City is an exceptional place to study the fields we represent at Teachers College. Let me be blunt about this because it is so important. This place is not quite like any other, and you need to come here and work with us to realize the potential. Our working environment, in every dimension, reflects both the problems and opportunities of this civilization in their most intense and concentrated form. If you can engage the human prospect here, joining us as educators to imagine and create what might be possible to achieve with such magnificent human complexity, your work and ours will be of national and global significance.

Teachers College is diverse and we are proud of it. Along with the human diversity of our faculty and students, we are also a big-hearted place in our understanding of education and human development. Equity and opportunity are at the heart of everything we do. I use the term “education” as it has always been understood at TC, in its broadest sense, to include all the

disciplines we embrace, from the preparation of classroom teachers, early childhood specialists, counselors and school psychologists, music and arts educators, to nursing educators, nutritionists, higher and adult education, and much more. Indeed, we are interested in all the fields of learning that bear on the well-being of students, families, schools and communities.

Above all, Teachers College is a place where these disciplines talk with one another. We are a community that welcomes difference, a place that fosters dialogue and respectful interplay among diverse and sometimes divergent points of view. You can find your intellectual home here and here is your launching pad for a productive career in education and related fields. Let's get to work!

KerryAnn O'Meara

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

# About the Catalog

This catalog is an informational guide to Teachers College. The information it contains is subject to change and should not be considered a contract. Changes to the catalog are possible for a number of reasons, including changes in certification or licensing standards for certain programs of study, periodic review of academic programs, curricula and course offerings by Teachers College or Columbia University, and modifications of policies. Through academic advising, every effort will be made to help students adapt to changes in the catalog. However, the final responsibility for meeting academic and graduation requirements rests with each student. Students are encouraged to consult frequently with their faculty or academic advisors and to remain in regular contact with their program in order to stay informed about possible changes in the catalog. Current versions of TC policies are available at [www.tc.edu/policylibrary](http://www.tc.edu/policylibrary).

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# Academic Calendar

## Autumn Term 2023

April 24	Monday	Registration for Summer Term and Autumn Term for continuing students via web registration begins.
May 1	Monday	Registration for Summer Term and Autumn Term begins for new students.
September 1	Friday	Deadline to meet all program requirements on degree audit for October 2023 Master's Degree or Advanced Certificate.
September 4	Monday	Labor Day. College Holiday.
September 5	Tuesday	Classes begin. Autumn Term.
September 18	Monday	Last day to add and drop courses for the Autumn term.
September 22	Friday	Autumn semester payment due date for tuition, fees, and housing charges.
October 18	Wednesday	Award of October degrees and certificates. No ceremony.
November 7	Tuesday	Election Day. College Holiday.
November 22	Wednesday	No Classes. Offices open.
November 23	Thursday	Thanksgiving Holidays.
November 24	Friday	Thanksgiving Holidays.
December 22	Friday	Last day to withdraw from Autumn courses.
December 22	Friday	Autumn Term ends.

## Spring Term 2024

December 4	Monday	Registration for the Spring term for continuing students via web registration begins.
December 11	Monday	Registration for the Spring term for new students via web registration begins.
January 15	Monday	Martin Luther King, Jr. Day Observed. College Holiday.
January 16	Tuesday	Classes begin. Spring Term.
January 29	Monday	Last day to add and drop courses for the Spring term.
February 2	Friday	Spring semester payment due date for tuition, fees, and housing charges.
February 14	Wednesday	Award of February degrees and certificates. No ceremony.
March 17	Sunday	First day of spring holidays.
March 24	Sunday	Last day of spring holidays.
May 6	Monday	Last day to withdraw from Spring courses.
May 6	Monday	End of Spring Term.
May 15	Wednesday	Conferring of degrees at Columbia University.

## Summer Term 2024

April 29	Monday	Registration for Summer Term and Autumn Term for continuing students via web registration begins.
May 6	Monday	Registration for Summer Term and Autumn Term begins for new students.
May 23	Thursday	Session A courses begin.
May 23	Thursday	Last day to add and drop classes for the Summer A or Full Summer session.
May 24	Friday	Summer A semester payment due date for tuition, fees, and housing charges.
May 27	Monday	Memorial Day Observed. College Holiday.

June 19	Wednesday	Juneteenth -- College Holiday
July 3	Wednesday	Last day to withdraw from Summer Session A courses.
July 3	Wednesday	End of Summer Session A courses.
July 4	Thursday	Independence Day observed. College Holiday.
July 8	Monday	Session B courses begin.
July 12	Friday	Summer B semester payment due date for tuition, fees, and housing charges.
July 15	Monday	Last day to add and drop classes Summer session B.
August 16	Friday	Last day to withdraw from Summer Session B and Full Summer courses.
August 16	Friday	End of Summer Session B courses.

\* Please refer to the [full academic calendar](#) for the most up-to-date information.



# Applying to Teachers College

For complete information regarding admission to Teachers College, please refer to the Office of Admission website at [www.tc.edu/admission](http://www.tc.edu/admission).

## About the Application Process

Teachers College is a graduate school of education. To be eligible for admission to any/all programs, applicants must hold, or be in the process of obtaining, a baccalaureate degree from a regionally accredited institution as recognized by the U.S. Department of Education. International applicants must hold, or be in the process of obtaining, the equivalent of a 120-credit U.S. baccalaureate degree.

Teachers College admits students for Spring, Summer, and Fall entry. However, not all programs or degree levels are available for all entry terms. The application for degree admission opens each year in early September for the following Spring, Summer, and Fall entry terms. **Applicants may only have one active application at a time, and may only apply to one degree program per cycle.**

A complete list of available programs, degrees, and entry terms can be found at [www.tc.edu/programs](http://www.tc.edu/programs).

All admission decisions are final. The official notification of all admission decisions comes directly from the Office of Admission. Specific details regarding an applicant's admission decision are confidential and not shared with anyone external to the admission committee.

## How to Apply

The Teachers College application for admission is available at [www.tc.edu/apply](http://www.tc.edu/apply).

The complete Teachers College application consists of the application form and supplemental materials, which vary depending on the program and degree.

Admission requirements and application instructions may be found at [www.tc.edu/apply](http://www.tc.edu/apply).

## Application Deadlines

Only complete applications will be eligible for review. An application is considered complete when all required application materials are received by the Office of Admission by the designated, posted deadline.

Deadlines vary according to degree and program. Deadlines are posted at <https://www.tc.columbia.edu/admission/how-to-apply/application-deadlines/>.

Please note: Applications for admission received after the posted deadline(s) may be considered on a space-available basis, but review is not guaranteed.

## **Students with Disabilities**

The Office of Access and Services for Individuals with Disabilities (OASID) ensures that programs and services at Teachers College are physically, programmatically, and attitudinally accessible to individuals with disabilities. Equal access is achieved through individualized responses addressing the needs of individuals with conditions including, but not limited to, vision, hearing, or mobility impairments; medical conditions; or learning disabilities that affect one or more academic activities. Students who seek accommodations should contact OASID directly. For more information, visit [www.tc.columbia.edu/oasid](http://www.tc.columbia.edu/oasid).

## **Statement of Non-Discrimination**

Teachers College (“TC” or the “College”) is committed to providing a working, learning and living environment free from discrimination and harassment and to fostering a vibrant, nurturing community founded upon the fundamental dignity and worth of all of its members.

Consistent with this commitment, Teachers College does not discriminate on the basis of race, color, religion, creed, sex, gender, gender identity or expression, sexual orientation, national origin, age, marital or partnership status, citizenship or immigration status, military status, disability, pregnancy, genetic predisposition or carrier status, status as a victim of domestic violence, or any other legally protected status in the administration of its admissions policies, educational policies, employment, scholarship, loan, and other College-administered programs; treatment, or in access to College programs or activities.

# Components of a Complete Degree Application

Degree-seeking applicants must submit all pieces of the application to be considered for admission.

**Only complete applications will be reviewed.** These required items are:

- **Completed and Signed Online Application Form**
- **\$75 Non-Refundable Application Fee**
- **Statement of Purpose**
- **Résumé**
- **Academic Transcript(s):** For current requirements regarding transcript submission, visit the Office of Admission website at [tc.edu/apply](https://tc.edu/apply). Students who completed or are completing degrees outside of the United States will be required to submit an official course-by-course evaluation. Please see the “International Students” section for further detail.
- **Letters of Recommendation:** Applicants are required to submit at least two letters of recommendation. Some programs require a third recommendation or may include specific elements to address. For program-specific requirements, please visit [tc.edu/programs](https://tc.edu/programs) and search for your program.
- **Standardized Tests:** Standardized tests are required by some, but not all, Teachers College degree programs. The testing center must report official scores directly to the Office of Admission by the application deadline. Expired scores will not be accepted. For tests administered by the Educational Testing Service (ETS), **the assigned institution code for Teachers College is 2905**. For more information, visit [tc.columbia.edu/admissions/admission/instructions/degree-programs](https://tc.columbia.edu/admissions/admission/instructions/degree-programs).
- **English Proficiency Tests:** If your native language is not English and you have not received a baccalaureate (undergraduate) degree from an institution where English was the sole official language of instruction, you must submit official scores from an accepted English proficiency exam. We accept the Test of English as a Foreign Language (TOEFL) and the International English Language Testing System (IELTS).  
If you have not earned an undergraduate degree at an institution where English was the sole official language of instruction, but you have successfully completed a graduate degree at a school that meets this criteria, you are **not required** to submit official results from an accepted English proficiency exam. If you meet these conditions, in order to qualify for a TOEFL/IELTS exam waiver, evidence of your conferred graduate degree must be displayed on the relevant academic transcript or course-by-course evaluation. Applicants who meet this criteria must reach out to the Office of Admission at [admission@tc.columbia.edu](mailto:admission@tc.columbia.edu) to request an English Proficiency Exam waiver. For more information and score requirements, visit [tc.columbia.edu/admissions/admission/international-students](https://tc.columbia.edu/admissions/admission/international-students).

- **Supplemental Application Requirements:** Some programs require additional application materials. For more information, visit [tc.edu/programs](https://tc.edu/programs).

## International Applicants

International applicants must hold, or be in the process of obtaining, the equivalent of a 120-credit U.S. baccalaureate degree to be eligible for admission to Teachers College.

- **Course-by-Course Evaluation:** Applicants who have completed, or are completing, undergraduate and/or graduate degrees at institutions outside of the United States are required to submit a course-by-course translation and evaluation. It is the applicant's responsibility to provide the necessary paperwork and payment to an approved evaluation service (World Education Services (WES) or Educational Credential Evaluators (ECE)), and to request that an official copy of the report be sent to the Teachers College Office of Admission. **The completed evaluation must be received by the admission deadline.** Evaluations will be reviewed by Teachers College administrators. The determination of degree equivalency to U.S. degrees is at the discretion of Teachers College. For more information and a list of approved evaluation agencies, visit [tc.columbia.edu/admissions/admission/international-students](https://tc.columbia.edu/admissions/admission/international-students).
- **Certified Translations:** For students who are not required to submit a course-by-course evaluation because they did not or will not complete degrees abroad, transcripts in languages other than English must be accompanied by certified English translations.
- **English Proficiency:** Students who have earned a baccalaureate degree from a college or university where English is not the sole official language of instruction must take an exam to establish English language proficiency. Refer to the “English Proficiency Tests” section above for more information.
- **Visa Information:** Documents necessary to obtain a student visa (I-20 or DS-2019) should be sent to the Office of International Students and Scholars only after an applicant has been officially admitted to Teachers College. Applicants should not submit bank statements or other proof of funds with application materials.

# Non-Degree, Advanced Certificate, and Non-Credit Applications

## Admission as a Non-Degree Student

Non-degree status is available to applicants holding a baccalaureate degree from a regionally accredited institution as recognized by the U.S. Department of Education. International applicants must hold the equivalent of a 120-credit U.S. baccalaureate degree. The non-degree application is available online at [www.tc.edu/apply](http://www.tc.edu/apply). The components of a non-degree application include:

- **Completed and Signed Online Application Form**
- **\$75 Non-Refundable Application Fee**
- **Official Transcript(s):** Official transcripts from the applicant's undergraduate baccalaureate institution(s) showing a degree conferral and all academic courses and grades. Students who completed degrees outside of the United States will be required to submit an official course-by-course evaluation. Please see the "International Students" section for further detail.
- **English Proficiency Tests:** If your native language is not English and you have not received a baccalaureate (undergraduate) degree from an institution where English was the sole official language of instruction, you must submit official scores from an accepted English proficiency exam. We accept the Test of English as a Foreign Language (TOEFL) and the International English Language Testing System (IELTS).  
If you have not earned an undergraduate degree at an institution where English was the sole language of instruction, but you have successfully completed a graduate degree at a school that meets this requirement, you are **not required** to submit official results from an accepted English proficiency exam. If you meet these conditions, in order to qualify for a TOEFL/IELTS exam waiver, evidence of your conferred graduate degree must be displayed on the relevant academic transcript or course-by-course evaluation. Applicants who meet this criteria must reach out to the Office of Admission at [admission@tc.columbia.edu](mailto:admission@tc.columbia.edu) to request an English proficiency exam waiver. For more information and score requirements, visit [tc.columbia.edu/admissions/admission/international-students](http://tc.columbia.edu/admissions/admission/international-students).
- **Supplemental Application Requirements:** Some programs require additional application materials. For more information, visit [tc.edu/programs](http://tc.edu/programs).

A non-degree student may take up to 16 points as long as the academic standards of the College are met. Once the 16 point maximum is met, the non-degree student must either:

- Apply to and be admitted to a Teachers College degree program, or
- Obtain approval from the Registrar for continued registration under non-degree status

Admission to non-degree status implies no commitment for admission to a degree, Advanced Certificate, or non-credit program. Should a non-degree student become a degree candidate, a maximum of 16 points (8 in the major field) taken in non-degree status may be applied toward a degree program, if approved by the program.

## Admission as an Advanced Certificate Student

Advanced Certificate status is available to applicants holding, or in the process of obtaining, a baccalaureate degree from a regionally accredited institution as recognized by the U.S. Department of Education. International applicants must hold, or be in the process of obtaining, the equivalent of a 120-credit U.S. baccalaureate degree. Some Advanced Certificate programs require coursework or degree completion beyond the baccalaureate degree; for specific information, visit [www.tc.edu/programs](http://www.tc.edu/programs).

The Advanced Certificate application is available online at [www.tc.columbia.edu/apply](http://www.tc.columbia.edu/apply). The components of an Advanced Certificate application include:

- **Completed and Signed Online Application Form**
- **\$75 Non-Refundable Application Fee**
- **Statement of Purpose**
- **Résumé**
- **Academic Transcript(s):** For current requirements regarding transcript submission, visit the Office of Admission website at [tc.edu/apply](http://tc.edu/apply). Students who completed or are completing degrees outside of the United States will be required to submit an official course-by-course evaluation. Please see the “International Students” section for further detail.
- **English Proficiency Tests:** All applicants who received a baccalaureate degree from an institution where English is not the sole official language of instruction must take an English proficiency exam. Teachers College accepts official results from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) exam. An English proficiency exam is required regardless of where the applicant received a graduate degree (if any). For more information and score requirements, visit [tc.columbia.edu/admissions/admission/international-students](http://tc.columbia.edu/admissions/admission/international-students).
- **Supplemental Application Requirements:** Some programs require additional application materials. For more information, visit [tc.edu/programs](http://tc.edu/programs).

Admission to an Advanced Certificate implies no commitment for admission to a degree, non-degree, or non-credit program.

For more information about applying to an Advanced Certificate program, visit [www.tc.columbia.edu/admissions/admission/instructions/advanced-certificate-programs](http://www.tc.columbia.edu/admissions/admission/instructions/advanced-certificate-programs).

## Admission as a Non-Credit Student

Refer to the Continuing Professional Studies website at [www.tc.columbia.edu/continuing-professional-studies](http://www.tc.columbia.edu/continuing-professional-studies) for more information about non-credit options at Teachers College.

Admission to a non-credit program implies no commitment for admission to a degree, non-degree, or Advanced Certificate program.

# Financial Aid

Degree-seeking students may be considered for a variety of financial aid options including scholarships, fellowships, grants, federal aid, and student employment. Aid is not guaranteed.

The Office of Financial Aid is committed to guiding students through the process of identifying and securing the financial resources necessary to attend Teachers College. Visit [www.tc.edu/financialaid](http://www.tc.edu/financialaid) for more information.

## How to Apply

### Applicants

The Teachers College scholarship application is included in the application for admission. Applicants who wish to be considered for scholarship aid should complete and submit the application for admission by the published deadline(s). See [www.tc.edu/programs](http://www.tc.edu/programs) for deadline dates. The scholarship application is a one-time application that does not need to be renewed or resubmitted each year of a student's matriculation.

Applicants who wish to be considered for federal financial aid must submit the Free Application for Federal Student Aid (FAFSA).

### Continuing Students

Continuing students are not required to complete a new scholarship application each year, as the one on file will be used if necessary. However, continuing students seeking federal aid must refile the FAFSA for each year that they wish to be considered for federal loans, the TEACH grant, or work study funds.

## How Aid is Awarded

### New Students

New students who completed the scholarship application and submitted their application for admission by the posted deadline will be considered for scholarship funding upon admission to Teachers College. Students who are recipients of the Teachers College Scholarship will be notified of the award shortly after admission via email directing them to their official award letter in the student portal.



Other sources of funding, such as endowed scholarships, fellowships, and grants, may be awarded on a rolling basis. Students who receive additional funding will receive a revised financial aid award notification.

## Continuing Students

Financial Aid award notifications for continuing students will be released beginning in May prior to the upcoming academic year. Students may view their financial aid award in their student portal.

The Office of Financial Aid may make changes on a student's existing financial aid award package throughout the academic year (due to enrollment changes, withdrawals, etc.). If a change occurs, the student will be notified promptly via email.

## Disbursement

Scholarship funding will be applied to the student's account at the beginning of each term, while federal financial aid will be applied following the end of the add/drop period. For more information about federal loan eligibility and disbursement, see the Federal Financial Aid Programs section below.

**Tuition, fees, account charges, and refunds are processed by the Office of the Bursar. For more information, visit [www.tc.columbia.edu/bursar](http://www.tc.columbia.edu/bursar).**

## Scholarships, Fellowships, and Grants

### Institutional Scholarships

Students who are first-time applicants to a master's-level program of study may be considered for institutional scholarships based on the TC scholarship application. Continuing students may also be considered for other institutional scholarships.

Teachers College also offers special scholarships for new applicants to master's programs. For more information, visit [www.tc.columbia.edu/admissions/financial-aid/financial-aid-sources/scholarships](http://www.tc.columbia.edu/admissions/financial-aid/financial-aid-sources/scholarships).

### Endowed Scholarships

Endowed scholarships are provided through the generosity of donors' contributions. Some of these funds are in support of students in particular programs, while others are available to students across a variety of programs.

### Fellowships and Grants

Fellowship awards are based on scholastic ability and potential for academic and professional achievement. Grants may be merit- and/or need-based according to each program's specific requirements. For more information, visit [www.tc.columbia.edu/admissions/financial-aid/financial-aid-sources/fellowships-and-grants](http://www.tc.columbia.edu/admissions/financial-aid/financial-aid-sources/fellowships-and-grants).

## Graduate Research/Teaching Assistantships

Students who are employed as graduate research/teaching assistants earn salary plus a tuition scholarship. Students may be awarded up to 3 points per semester, with a maximum of 9 points per academic year (Fall, Spring, Summer). Points may only be used during the semester in which a graduate research/teaching assistantship is awarded. For more information, visit [www.tc.columbia.edu/admissions/financial-aid/financial-aid-sources/assistantships](http://www.tc.columbia.edu/admissions/financial-aid/financial-aid-sources/assistantships).

### Terms and Conditions

There are terms and conditions associated with scholarships awarded by Teachers College. For details, visit [www.tc.columbia.edu/admissions/financial-aid/financial-aid-sources/scholarships/terms-and-conditions](http://www.tc.columbia.edu/admissions/financial-aid/financial-aid-sources/scholarships/terms-and-conditions).

Fellowships, grants, and graduate research/teaching assistantships may have separate criteria that students need to meet in order to gain and maintain eligibility. For more information, visit [www.tc.columbia.edu/admissions/financial-aid/financial-aid-sources](http://www.tc.columbia.edu/admissions/financial-aid/financial-aid-sources).

## Federal Financial Aid Programs

### Federal Loans

Teachers College offers the Federal Direct Unsubsidized Loan and the Federal Direct Graduate PLUS Loan.

As per federal regulations, students who seek federal aid are provided a Cost of Attendance (COA) budget that consists of estimated tuition, fees, and other expenses. The COA budget will be 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 Financial Aid to adjust their Cost of Attendance and federal aid award package. Students who will be enrolled in less than an academic year (i.e., single-term student) will have loan eligibility reflective of their period of enrollment.

Students may be offered federal loan aid less than the annual COA budget if they receive other forms of financial aid (scholarships, grants, etc.) that are being used to cover a portion of the COA budget. For more information about federal student loans at Teachers College, visit [www.tc.columbia.edu/admissions/financial-aid/financial-aid-sources/federal-student-loans](http://www.tc.columbia.edu/admissions/financial-aid/financial-aid-sources/federal-student-loans).

Students who wish to accept and utilize their federal loan offer must complete a Master Promissory Note and entrance interview. Students are encouraged to complete the FAFSA as soon as it is available through [www.fafsa.ed.gov](http://www.fafsa.ed.gov). In order for federal aid to be processed in a timely manner, students should begin the loan acceptance process three to four weeks in advance of the beginning of the semester.

For students who are enrolled in the Fall and Spring semesters, federal loans are disbursed after the last day of add/drop. During the Summer term, federal loans have a different disbursement schedule depending on the student's registered summer session(s). In order for the student to receive federal aid disbursements, they must meet the following criteria on the scheduled disbursement date(s) and thereafter:

1. Registered for at least half-time status each semester
2. Completed an entrance interview
3. Completed a Master Promissory Note
4. Completed verification of income and citizenship, if required

For more information about federal student loans, visit <https://studentaid.ed.gov/sa>.

## Federal Work-Study

Federal Work-Study (FWS) is a need-based federal financial aid program that provides job opportunities to eligible Teachers College students. Applicants are encouraged to submit the FAFSA as early as possible in order to ensure consideration for a work study award.

FWS allows awardees to earn hourly wages that help cover education-related expenses. The amount of FWS that appears on the Financial Aid Award Letter is not a guarantee of total 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 the availability of jobs and funding, as well as on a student's skills, experience, and schedule. For more rules and regulations, visit [www.tc.columbia.edu/admissions/financial-aid/financial-aid-sources/federal-work-study](http://www.tc.columbia.edu/admissions/financial-aid/financial-aid-sources/federal-work-study).

## Eligibility

To be eligible for federal financial aid, applicants must meet each of the following criteria:

- Be a U.S. Citizen or Eligible Non-Citizen
- Be enrolled in at least five (5) credits/points per semester in a degree program
- Be making Satisfactory Academic Progress toward their degree
- Not have been convicted of any offense under federal or state law involving the possession or sale of a controlled substance
- Be registered with the Selective Service System, if they are male
- Not be in default on a loan or owe a payment of federal funds

All applicants are encouraged to file a FAFSA, regardless of eligibility for Federal Aid. Students can find and file the FAFSA online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The Teachers College institutional code is **G03979**.

After filing the FAFSA, students will receive a Student Aid Report (SAR), which must be reviewed for accuracy and corrected if necessary. If there are questions, contact the Office of Financial 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.

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 financial data from two years prior (i.e., the 2021-2022 FAFSA will utilize 2019 tax information). Students who wish to inquire about the effect of a change in their financial circumstances on their federal financial aid should contact the Office of Financial Aid.

## Maintaining Federal Student Aid Eligibility

All students requesting and receiving federal student aid must meet and maintain the following criteria:

- Be enrolled as a matriculated student in an eligible program
- Be making Satisfactory Academic Progress\*
- Meet enrollment status requirements
- Have resolved any drug conviction issue

Failure to meet the above requirements may result in the loss of federal student aid eligibility. Students will need to present proof of resolution to the Office of Financial Aid before aid can be offered or disbursed. Please contact the Office of Financial Aid for more information.

*\*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 at least half-time enrollment per semester in order to remain eligible for student aid. For more details about this policy, see [www.tc.columbia.edu/admissions/financial-aid/sap-policy](http://www.tc.columbia.edu/admissions/financial-aid/sap-policy).

## Return of Title IV Funds

This policy applies to students who complete 60% or less of the enrollment period (i.e., Fall, Spring, or Summer session) for which they received Federal Title IV aid. A student who drops a class but still completes one or more classes does not qualify for the Return of Title IV Funds policy. The term “Title IV aid” refers to the following federal financial aid programs: Federal Direct Unsubsidized Stafford loans, , Federal Direct Graduate PLUS loans, and the Federal TEACH Grant.

To conform with the policy, Teachers College must determine the student’s official withdrawal date. The official withdrawal date is defined as: 1. the date the student began the withdrawal process or officially notified Teachers College of their intent to withdraw; or 2. the last date of attendance at an academically-related activity by a student who does not notify Teachers College.

The calculation required determines a student's earned and unearned Title IV aid based on the percentage of the enrollment period completed by the student. The percentage of the period that the student remained enrolled is derived by dividing the number of days the student attended by the number of days in the period. Calendar days (including weekends) are used, but breaks of at least five days are excluded from both the numerator and denominator.

Until a student has passed the 60% point of an enrollment period, only a portion of the student's aid has been earned. A student who remains enrolled beyond the 60% point is considered to have earned all awarded aid for the enrollment period.

## **Other Sources of Aid**

### **Private Loans**

There are several student loan programs administered by private institutions that provide loan 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 private loans, visit [www.tc.columbia.edu/admissions/financial-aid/financial-aid-sources/private-loans](http://www.tc.columbia.edu/admissions/financial-aid/financial-aid-sources/private-loans).

### **Student Employment**

Opportunities for student employment are available at Teachers College, including the Federal Work Study program and different types of graduate assistantships. Students should visit the Teachers College Human Resources website at [www.tc.edu/hr](http://www.tc.edu/hr) to review job vacancies. In some instances, positions may be eligible for tuition exemption or scholarship points.

# Registration Procedures

Students seeking course credit must be admitted by the Teachers College Office of Admission. For details, please refer to the section on Admission. Former Teachers College degree students who wish to pursue a degree program and have not met the requirements of the continuous enrollment policy must contact their academic department to request readmission prior to the beginning of their term of return. Please note that returning students will be held to any new program requirements.

Course registration may be completed online via myTC. Limited in-person registration is available during dates announced in the Academic Calendar.

## Teachers College Student Information System

All students are expected to register via the web through the Student Information System on myTC. 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. Students may connect to the Student Information System through the TC portal myTC. Instructions for registration are available in the Registration Information Section in the Schedule of Classes for each term.

Whenever course enrollment has been entered in the 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.

Teachers College students must have written permission of the Registrar before registering in any program or institution outside the College. Additionally, students are not permitted to be enrolled concurrently in two degree programs or schools 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 on the course schedule. No more than nine 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 fall or spring term; students who hold full-time positions are discouraged from enrolling for programs in excess of 8 points each fall 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 fall, spring and summer terms, “full-time” status is accorded to students registered for nine or more points per term. Students enrolled for fewer than nine points (0–8 points) are considered “part-time.” “Half-time” status is based on enrollment of five to eight (5–8) points per term. Students registered for fewer than five 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 nine points, with no more than nine points in one summer session. Full-time status is accorded to students registered for courses that carry a full-time equivalent (please see your program for that information), as well as students registered for doctoral dissertation advisement (\_8900 courses) and Ph.D. Dissertation Defense (TI8900).

### **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 system. Instructions for changes in registration and withdrawal through the Student Information System are outlined in the Registration Information section in the Schedule of Classes or may be obtained from the Office of the 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 the Student Information System. 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 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.

For grading symbols covering withdrawals, see Grades.

# Tuition and Fees

## Tuition

Tuition and fee rates are set annually by the Teachers College Board of Trustees. In the 2023-2024 academic year, tuition for all regular courses is \$1,970 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.

Columbia University's tuition is assessed at a per-point or flat rate determined annually by the University's Board of Trustees. Each school's rate may vary. Check the Office of the Registrar's website for the current tuition rates at Columbia and other affiliates.

Total tuition and fees are determined based on the number of points for which the student has registered. All tuition and fees (registration, service, workshops, and all miscellaneous related expenses) charged are due and payable in full on the opening day of the semester or on the official published deadline date. Registrations submitted after the published due date are due upon registration.

## 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, and cash. A deferred payment plan, employee tuition exemption, third party billing agreements, and financial aid are also available to finance a Teachers College education. Some restrictions may apply.

### eCheck

Tuition can be paid online directly from a personal checking or savings account drawn on a U.S. bank. An eCheck payment will appear on your monthly statement as **Teachers College Epayment**. There is no fee to pay by eCheck. Online payments can be made by accessing the myTC Portal at: <http://my.tc.edu>. Returned checks are assessed a return-check fee and subject to collection fees, if necessary. After three returned check payments, no further personal checks will be accepted.

### International Wire Transfers

International students may pay their student account using international wire transfers. Students can generate a Western Union international wire transfer payment request on the myTC ePayment site in their home currency, in most cases.

The benefits include:

- Teachers College and Western Union will not charge a fee for wire transfers.



- (NOTE: your bank may charge an encounter fee for wire transfer payments)
- Competitive exchange rates valid for 72 hours.
- Automated posting of wires to your student account when payments are received.

To learn more visit our <http://www.tc.columbia.edu/bursar/payments/international-wire-transfers/>

### 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 the Bursar: 525 West 120th Street, Box 305, New York, NY 10027. The drop off payment box is located at the door of the Office of the Bursar, Thompson Hall Room # 133. Do not place cash in this box. Please write your student identification number and a valid daytime telephone number on the face of the check or money order. Returned checks are assessed a return-check fee and subject to collection fees, if necessary.

### Cash Payments

Must be made in-person at the Office of the Bursar, 133 Thompson Hall. During the academic year, the Office of the Bursar staff is available Monday through Thursday 9:00am until 6:00pm and Friday 9:00am until 5:00pm. (Please note, during the Summer, the Office of Bursar will close at 5:00pm Monday through Thursday and 3pm on Friday). For payments that include more than \$10,000 in cash, IRS Form 8300 must be completed at the cashier's window.

### Online Deferred Payment Plan

Students may choose to participate in the Online Deferred Payment Plan during the fall and spring semesters only (plan is not available for summer sessions). The Online Deferred Payment Plan allows students to spread the term tuition, fees, and housing charges less any aid disbursed, over three equal installments during the semester. An online agreement between the student and Teachers College must be electronically completed on the MyTC Student Information System Portal. A \$50 fee is required to participate in the plan and the first installment plus the \$50 fee is due at the time the student electronically signs the agreement. Installment dates are listed below:

Fall 2023	
Term / Installment Number	Due Date
Tuition and Related Charges	September 22, 2023
Deferment Plan	
First Installment Due	September 22, 2023

Fall 2023	
Second Installment Due	October 6, 2023
Third Installment Due	November 6, 2023
Fourth (Final) Installment Due	December 6, 2023

Spring 2024	
Term / Installment Number	Due Date
Tuition and Related Charges	February 02, 2024
Deferment Plan	
First Installment Due	February 02, 2024
Second Installment Due	March 02, 2024
Third Installment Due	April 02, 2024
Fourth (Final) Installment Due	May 02, 2024

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. Human Resources must authorize tuition exemption forms with a valid HR personnel signature. Authorized Tuition Exemption forms must be submitted in person no later than the last day to add/drop courses for each term. If a student registers late, payments including tuition exemption forms are 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 on the official tuition due date.

*Third Party Agreements*—Students enrolling under a third party agreement must submit an authorization form to the College for approval each term/semester. 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 student'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 each term/semester before the start of the term/semester.

*Financial Aid*—If all required applications and documentation have been filed with the Office of Financial 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 Financial Aid.

## 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 withdraw through the Student Information System on myTC Portal or request withdrawal by contacting the Office of the Registrar. Fees are not subject to rebate. The percentage of tuition reduction will be determined according to the withdrawal schedule.

Note: Students must withdraw by 11:59 P.M. U.S. Eastern Standard Time on the last day of each date range in order to receive the corresponding tuition credit.

### Fall 2023

Withdraw on...	Receive tuition credit of...
Before Sept. 19	100%
Sept. 19-25	80%
Sept. 26 - Oct. 2	75%
Oct. 3- 9	70%
Oct. 10 - 16	60%
Oct. 17 - 23	50%
Oct. 24 - Oct. 30	40%
After Oct. 31	0%

## Spring 2024

Withdraw on...	Receive tuition credit of...
Before Jan. 30	100%
Jan. 30-Feb. 5	80%
Feb. 6-12	75%
Feb. 13-19	70%
Feb. 20-26	60%
Feb. 27- Mar. 5	50%
Mar. 6-12	40%
After Mar. 12	0%

## 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 or electronically deposited (students must enroll for eRefund through the myTC Portal).

**NOTE:** Title IV aid can only be credited towards institutional charges. Non-institutional charges such as finance charges, late penalty fees, etc. cannot be paid from your Title IV aid. This may result in a refund being generated leaving an outstanding balance on your account for which you are responsible.

## Other Fees

Description Of Fee	Amount
Teachers College Tuition, Per Point (Credit)	\$1970
Teachers College Fee, Per Term	\$508
Teachers College Research Fee	\$508
Columbia Health Fee (Full Time) - (Fall/Spring )	\$682 / \$682
Columbia Health Fee (Part Time) - (Fall/Spring )	\$205 / \$205
Columbia Health Insurance Fee - (Fall/Spring)	\$2,145 / \$3,502
One-time Transcript Fee ( charged in first term enrolled )	\$35
Application Fee (non-refundable and payable at time of application)	\$75
Tuition deposit (non-refundable but applicable against tuition assessment)	\$300
Library Research Fee (for non-college users) per month	\$100
Doctoral Dissertation Advisement fee	\$5,304
Ph.D. Dissertation Defense fee	\$7,140
Late registration fee	\$100
Late application fee for conferring of degrees	\$25
Special examination fee (each course)	\$25
Student identification card replacement fee	\$20
Late payment fee (flat fee)	\$50
Late payment (monthly fee)	1- 1/3% (16% annually)
Returned check fee	\$20
Deferred payment plan fee	\$50

Fees listed here and elsewhere throughout this catalog are reviewed periodically and are subject to change without prior notice. Additional fees may be added.

# Degree Requirements

Teachers College, Columbia University offers courses of study leading to the following degrees: Master of Arts (M.A.), Master of Education (Ed.M.), Master of Science (M.S.), Doctor of Education (Ed.D.), Doctor of Education in the College Teaching of an Academic Subject (Ed.D.C.T.), and Doctor of Philosophy (Ph.D.). This policy presents an overview of degree requirements, as well as how the College determines that students have met requirements.

1. Definitions
2. General Degree Requirements and Graduation
3. Department- and Program-Specific Requirements
4. Degree Audit System

## 1. Definitions

**Advisor:** Member of the instructional staff or faculty who provides academic guidance to students and has authority to recommend students to the Faculty for award of a degree.

**Breadth Requirement:** The requirement for most master's programs that students take course work outside of their major programs. Also known as the Foundations Requirement. All M.A., M.S., and Ed.M. students must complete a minimum of 6 points out of program at TC. The advisor and student will determine how the points can be reached.

**Degree application:** The process by which students request that advisors and the Registrar review their academic progress and consider them for the award of a degree on a particular graduation date.

**Degree audit:** A report that compares individual students' progress against degree requirements.

**Degree audit system:** A computerized system that serves as the primary repository of academic requirements for degrees and that generates degree audit reports.

**Degree requirement:** Any condition that students must meet in order for the Faculty to recommend them for the award of a particular degree. Degree requirements refer to successful completion of any of the following: graduate-credit courses, master's theses or integrative projects, dissertation proposals, and dissertations. Degree requirements may also include the stipulation that students complete degrees within particular time frames (e.g., the five-year period of candidacy for masters degrees).

**Graduate Courses in other University Divisions:** Most Columbia University courses numbered 4000 and above are considered graduate-level courses. However, 4000-level History courses are not considered graduate-level. Barnard College courses are not graduate courses.

Graduation: The conferral of degrees upon successful completion of all degree requirements. Degrees and certificates are awarded only in October, February, and May. Degrees are formally conferred by the President of the University at the annual Commencement in May.

## 2. General Degree Requirements and Graduation

The minimum requirements for degrees established by the College and University are given below. Students may not be enrolled concurrently in degree programs in two different institutions; students may not be in two different degree programs or areas of specialization or schools at Teachers College or Columbia University.

### 2.1. General Residence

For each degree, a candidate must register for and earn a minimum of thirty semester hours of acceptable graduate credits. The candidate must register for course work through Teachers College and remain matriculated in each degree program for at least two academic terms. Living on campus is not required.

The chart below shows minimum residency and point requirements for multiple degrees. It is possible that students will need to take more than the minimum point requirements to earn multiple degrees. In addition to satisfying residency requirements, a student must meet all general degree requirements for each degree as outlined in this policy and by the academic department. Consult with the Office of the Registrar for more specific information.

	Minimum Points	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./ 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.

## 2.2. Academic Performance

The Faculty of the College requires that all students maintain acceptable grades as well as satisfactory progress in the completion of degree requirements. Some departments specify an overall minimum grade average (see specific department statements). If satisfactory progress as defined by the department is not maintained, a student may be dismissed from the program. Any department judging a student to be performing below expectations is authorized by the Faculty to require additional coursework as a means to evaluate the student's continued participation in the degree program or enrollment at the College. A student whose academic performance in coursework or 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 in which the student is enrolled. There is no formal appeal from such a decision, but the student may consult with the Ombuds officer.

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 may 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.

## 2.3. Statement on Academic Conduct

Teachers College expects members of the College community to observe traditional norms of scholarly discourse, academic integrity, and fairness. All members of the College community are expected to exhibit the high level of personal integrity which society must demand of professionals.

Decisions regarding academic evaluation in all aspects of students' work at the College, including coursework, certification examinations, clinical or field experiences, and preparation of dissertations, are within sole jurisdiction of faculty members concerned, including, as appropriate, the department or program staff members. Disciplinary actions (e.g., reprimand, suspension, or dismissal) in cases of academic misconduct can be imposed by the academic program or department as described in the Student Conduct Code, [www.tc.edu/policylibrary/student-conduct-code](http://www.tc.edu/policylibrary/student-conduct-code).

## **2.4. General Candidacy Requirements**

Students who have not met the requirements of the continuous enrollment policy and who wish to pursue the completion of a degree must re-apply for admission and be accepted into a degree program. This applies even if they wish to resume a course of study leading to the degree program to which they had originally received admission. 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 admission. Students subsequently readmitted to a degree program must meet degree requirements current at the time of re-admission.

All Teachers College programs that offer academic credit are graduate-level programs, and all require completion of a baccalaureate degree prior to attendance at Teachers College. Students may not enroll in a Teachers College program that offers academic credits until the Office of Admission has received official transcripts indicating a conferred baccalaureate degree or its equivalent. In addition, the Office of Admission must receive official transcripts from all post-secondary institutions where a student has earned academic credit prior to the first semester of enrollment. Questions regarding which transcripts are required should be addressed to the Office of Admission.

## **2.5. Requirements for Master's Degrees (Master of Arts, Master of Science, and Master of Education)**

In order to pursue requirements for a master's degree at Teachers College, candidates first must be formally admitted to a master's degree program by the Office of Admission.

The period of candidacy for the degrees of Master of Arts, Master of Science, and Master of Education is limited to five years. Every candidate for the Master of Arts, 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 recency 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 must be completed. Candidates may obtain petition forms from the Registrar's web site: [www.tc.edu/registrar](http://www.tc.edu/registrar).

### **2.5.1. Master of Arts (M.A.)**

The M.A. is granted upon the satisfactory completion of no less than 30 points and a formal essay; 32 points and a departmental integrative project; or 32 points and completion of a departmental comprehensive examination. At least 20 points must be earned in Teachers College courses. The remaining credits must be completed through Teachers College registration, in Teachers College courses or in graduate courses in other University Divisions

The program of study for the M.A. must include a minimum of 12 points in major field courses, the exact requirement to be determined by the program and in consultation with the major advisor. Transfer credit may not be used to meet this minimum. Students must also meet the breadth requirement: They must complete a minimum of 6 points out of program at TC. Students and their advisors will determine how to meet the 6-credit minimum. In addition, students must complete a formal essay, comprehensive examination, or integrative project. Electives are chosen in consultation with the major advisor.

Students opting to prepare a formal essay should obtain instructions from the Office of the Registrar. The formal essay must demonstrate the student's ability 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 photographs, color slides, TV tapes, film, recordings, or an approved computer software program. An original copy of the formal essay must be submitted to the Registrar no later than the deadline indicated in the Academic Calendar. Approved essays are retained by library; integrative projects are maintained in the major department.

A candidate for an M.A. degree who has already earned an M.A. or M.S. degree at an earlier time must be admitted to the degree by the Office of Admission. Courses and the integrative project, comprehensive examination, or essay completed for the earlier M.A. or M.S. degree may not be applied toward the second. The same minimum point and breadth requirements apply. Consult departmental advisory statements for additional requirements.

### **2.5.2. Master of Science (M.S.)**

The M.S. degree is granted upon the satisfactory completion of a minimum of 30 points and a formal essay; 32 points and a departmental integrative special project; or 32 points and a departmental comprehensive examination. At least 20 points must be earned in Teachers College courses. The remaining coursework must be completed, through Teachers College registration, in Teachers College courses or graduate courses in other University Division.

The program for the M.S. degree must include at least 20 points in science courses and related technical fields. Transfer credit may not be used to meet this minimum. Students must also meet the breadth requirement: They must complete a minimum of 6 points out of program at TC. Students and their advisors will determine how to meet the 6-credit minimum. In addition, students must complete a formal essay, comprehensive examination, or an integrative project. Electives are chosen in consultation with the major advisor. Consult departmental advisory statements for additional requirements.

A candidate for an M.S. degree who has already earned an M.A. or M.S. degree at an earlier time must be admitted to the degree by the Office of Admission. Courses and the integrative project, comprehensive examination, or essay completed for the earlier M.A. or M.S. degree may not be applied toward the second. The same minimum point and breadth requirements apply. Consult departmental advisory statements for additional requirements.

### **2.5.3. Master of Education (Ed.M.)**

The Ed.M. degree is awarded upon satisfactory completion of a minimum of 60 points of graduate work. 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 an M.A. or M.S. degree through Teachers College must register for a minimum of 45 points of the required 60 through Teachers College.

Candidates admitted to Ed.M. degree programs are required to complete the breadth requirement: They must complete a minimum of 6 points out of program at TC. Students and their advisors will determine how to meet the 6-credit minimum. Equivalent out-of-program courses for which transfer credit has been granted may be substituted for Teachers College courses with the Registrar's approval of a written petition. A formal essay, departmental comprehensive examination, or special departmental integrative project is also required. Consult departmental advisory statements for additional requirements.

### **2.5.4. Application for Master's Degree or Certificate Award**

Candidates for the degrees of Master of Arts, Master of Science, Master of Education, or certificates must file an application to graduate using the College's degree audit system.

All courses, except those in which students are currently enrolled at the time of graduation application, must be completed before application. Degree applications are specific to particular degree dates, as shown on the Academic Calendar. Students who do not then earn the degree or certificate by the applicable degree date must file a Renewal of Application and pay a renewal fee for reconsideration of the award by a future degree date. See Academic Calendar for due dates.

## **2.6. Requirements for Doctoral Degrees (Doctor of Education and Doctor of Philosophy)**

Teachers College offers programs of study leading to the Doctor of Education and Doctor of Philosophy degrees. The Office of the Registrar provides general information, administrative advice, and service to doctoral students and assists the doctoral committees in their supervision of candidates' work. Requirements outlined below are described in further detail in the doctoral bulletins prepared for each degree type. Each student should obtain the appropriate bulletin through the Registrar's Office [website](#). Each student is responsible for fulfilling the stated requirements. Prospective doctoral students should consult a faculty advisor concerning programs offered, the degree most appropriate for specific goals, any departmental requirements for admission and programs of study, and application deadlines.

### **2.6.1. Doctor of Education (Ed.D./Ed.D.C.T.)**

The Ed.D. degree emphasizes broad preparation for advanced professional responsibilities through a program of extensive study in a specialized branch of the field of education or area of instruction. The minimum requirements include satisfactory completion of a planned program of 90 points of graduate coursework beyond the baccalaureate degree (at least 45 points of which must be taken through Teachers College registration); satisfactory performance on a departmental certification examination; and the preparation and defense of a dissertation. Some fields of study have additional requirements; consult departmental statements or faculty advisors.

Special programs for persons preparing for college teaching of an academic subject (Ed.D.C.T.) 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 the same as those for the Ed.D., but some fields of specialization have additional requirements such as an examination in a foreign language or in mathematical statistics. Consult departmental statements or faculty advisors.

Ed.D. candidates must be in continuous enrollment for a minimum of 3 Teachers College points or the dissertation advisement course in each fall and spring term following departmental recommendation for certification or approval of the dissertation proposal in a departmental hearing, whichever comes first. The obligation to register continuously ends after the dissertation has received final approval.

### **2.6.2. Doctor of Philosophy (Ph.D.)**

The Ph.D. degree 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 does not offer programs, namely in education, including education in the substantive disciplines and certain applied areas of psychology.

The minimum requirements for the Ph.D. include submission of a program plan of study and satisfactory completion of a planned program of 75 graduate points beyond the baccalaureate; satisfactory performance on foreign language examinations (for certain programs) and on a departmental certification examination; and preparation and defense of a research dissertation. Some fields of specialization have additional requirements; consult departmental statements or faculty advisors. A maximum of 30 points of relevant courses at other recognized graduate schools or 45 points in another Faculty of Columbia University may be accepted toward the minimum point requirement. Each degree candidate must satisfy departmental requirements for the award of the M.Phil. degree prior to continuing in the Ph.D. program. A Ph.D. candidate must complete all requirements for the degree in not more than seven years or six years for those who have received an applicable master's degree or 30 points of advanced standing. Degree requirements are specified in the Requirements for the Degree of Doctor of Philosophy Bulletin, available on the Office of the Registrar [website](#).

**Continuous Registration Requirement for Ph.D. Programs:** Ph.D. candidates must register continuously each fall and spring term until all degree requirements are met unless granted a leave of absence. In addition, 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, candidates must fulfill the continuous registration requirement by registering for doctoral dissertation advisement each fall and spring term. Finally, registration for TI 8900, Dissertation Defense: Ph.D., is required for the term in which the oral defense is held. The obligation to register for dissertation advisement ends after the dissertation has received final approval.

A candidate who expects to interrupt study for any reason should consult the Office of the Registrar so as to avoid the risk of severing connection with the program.

### **3. Department- and Program-Specific Degree Requirements**

In addition to College-wide requirements, TC academic departments and programs have specific requirements for students at each degree level. These requirements can include certain courses, examinations, essays, or projects that apply only to students in particular major fields. These requirements may exceed but may not fall short of the minimum College-wide requirements described in this policy. Students must meet all relevant department and program requirements.

### **4. Degree Audit System**

The College's degree audit system serves as the official repository of degree requirements. The Registrar's Office will maintain this system based on information in the online academic catalog and departmental program guides. Proposed changes to program- or department-specific requirements must be initiated by members of the faculty and approved by the respective academic department before the Registrar updates the system. Depending on the proposed change, faculty sponsors may need FEC-APS and/or New York State Department of Education approval before the College can make the change.

Advisors and the Registrar's Office will use the degree audit system to certify completion of degree requirements. Requests for exceptions to these requirements must be initiated by members of program faculty.

Responsible Office: Enrollment Services

# Graduate Student Life & Development

Teachers College is located in New York City, one of the most important and dynamic cultural and educational centers in the world. Our student population is very diverse and includes international students, scholars and faculty from over 75 countries. TC 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 TC designed to support students' programs of study, provide professional development opportunities, foster community and celebrate diversity.

## Division of Student Affairs

The Division of Student Affairs strives to enhance the graduate school experience by creating student pathways designed for success in the College and University communities.

For more information, please contact [studentaffairs@tc.edu](mailto:studentaffairs@tc.edu).

## Office of Graduate Student Life & Development

### Graduate Student Life & Development (GSLD)

Members of the GSLD team encourage the TC student body to become familiar with programs and services designed to enhance the graduate student experience at Teachers College. Alongside academic studies in the classroom, Teachers College students have many out-of-class opportunities to engage with peers to make meaningful connections, explore NYC, navigate cross-cultural dialogues, and obtain skills and resources through TC and CU resources. GSLD is the office that hosts New Student Orientation, advises the 40+ thriving student organizations, and serves as a place for Student-Parents to find support. The office sends out a weekly newsletter during the Fall and Spring semesters for students to learn about events and opportunities hosted on both Teachers College and Columbia's campuses.

[Graduate Student Life & Development Website](#)

## **Graduate Writing Center (GWC)**

The [Graduate Writing Center](#), a branch of the Office of Graduate Student Life & Development, offers a variety of writing services to the Teachers College community. During one-on-one [consultations](#) with peer advisors, writers have the opportunity to focus on different aspects of the academic writing process. The types of assistance often sought include support with brainstorming, organizing, drafting, and revising. The Graduate Writing Center also offers [workshops](#) throughout the year on topics such as concept mapping, outlining, and researching and writing literature reviews. The mission of the Graduate Writing Center is to support students' development as writers, rather than serve as a proofreading or editing service.

[Graduate Writing Center Website](#)

## **Teachers College Student Senate**

The [Teachers College Student Senate](#) is composed of elected student body 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.

[Student Senate Website](#)

## **Student Support & Advocacy**

### **Student Support & Advocacy (SSA)**

Members of the Student Support & Advocacy team work closely with Teachers College students navigating both personal and academic difficulties. We connect students to support and resources available at TC, Columbia University, and local resources available in NYC through individual meetings, programming, and initiatives. The SSA team is here to support students throughout their graduate school journey so that all students reach their goal of graduation. Some issues and concerns that students may face include mental health support, financial



difficulties, academic challenges, and returning to TC after a medical leave or hospitalization. SSA sends out monthly newsletters during the fall and spring semesters so that students are aware of SSA initiatives and resources throughout the academic year.

[Student Support & Advocacy Website](#)

## **TC CARES**

The TC CARES (Connect, Assess, Respond, Educate, and Support) initiative is a collaboration between the Division of Student Affairs and the Office of Public Safety that helps to address student concerns that may interfere with students being able to meet their aspirations and goals during their time at Teachers College. When students face challenges where resources are needed, or if a TC community member identifies a student in need of support, they can request support or make a referral through the [TC CARES referral process](#). Once a referral is made, members of the [Student Support & Advocacy Office](#) or the [TC CARES team](#) will reach out to the student to offer a TC CARES support meeting to determine appropriate resources to help the student succeed.

[TC CARES Referral Form and Information](#)

## **TC NEXT - Navigating & Exploring for Tomorrow**

### **(TC NEXT) Navigating & Exploring for Tomorrow**

TC NEXT empowers students and alumni by providing the skills, resources, and opportunities to plan and navigate your chosen career pathways...from Day One at TC and beyond!

Our staff works with TC students in all programs and fields of interest. Students can meet one-on-one with a career coach for a 30-minute appointment, or they can drop by the office during walk-in hours for quick questions.

#### **Make an Appointment**

Please log into the Career Resources Portal via [myTC Portal](#) to schedule a one-on-one appointment with a Career Coach.

Need to cancel your appointment? Please cancel within 24 hours, so that the appointment is available for another student.

[TC NEXT Website](#)

## **Coaching appointment categories:**

### **Career Exploration**

Learn more about yourself, possible career paths aligned with your degree, career transitions, industry trends, and how to build connections within your field of interest.

### **Career Document Reviews**

Get organized and start your job search campaign! Partner with a career coach to develop a resume/CV that highlights your skills and achievements, and cover letters specific to positions you're interested in. Including support with digital portfolios, personal websites, LinkedIn, and more.

You can even have your resumes reviewed with our AI partner, Quinnia, [by clicking here](#). You can log in with your UNI.

### **Mock Interviews**

Build confidence with practice and receive feedback about how to improve your communication and negotiation skills during interviews.

### **Applying for Doctoral Programs**

Are you a master's student looking to apply for a doctoral program? Look no further, we can support you from choosing programs, preparing career documents, to choosing the right school and program for you.

### **Searching for Opportunities**

Master the skills to effectively search for opportunities. Whether it is a full-time position, internship, fellowship, postdoc opportunity, or more, we got you covered! We can also explore how networking fits into searching for opportunities, best practices for networking, and informational interviews with professionals in your field.

### **On-Campus Student Employment**

Are you a TC student looking for on-campus job opportunities? We're here to help! You can schedule an inquiry appointment through the [Career Resources Portal](#), or simply e-mail us at the following address: [Studentemployment@tc.columbia.edu](mailto:Studentemployment@tc.columbia.edu)

## Office of the Vice President for Diversity and Community Affairs

The Office of the Vice President for Diversity and Community Affairs leads the President's and College's initiatives concerning community, diversity, civility, equity, harassment prevention, and anti-discrimination. By encouraging the College community to listen, learn, educate, and work together in positive ways. We endeavor to unify the diverse constituencies, serving the students and alumni, full-time and adjunct faculty, and professional and union staff that comprise the TC community. The Office continues to lead and implement the diversity and community vision by engaging the entire College community academically, administratively and culturally.

As Title IX Coordinator, Janice Robinson has primary responsibility for compliance to Title IX of the Education Amendments of 1972, the federal law that prohibits sex discrimination and gender-based misconduct in education and the New York State Sexual Assault Enough is Enough Law.

Simultaneously, the Office focuses on systemic issues by addressing policy and procedural concerns. The Vice President serves as a member of the President's Senior Staff. She chairs the College's Discrimination Laws Compliance Working Group and the President's Committee for Community and Diversity, the only cross-college multi-constituent committee. The Associate Director and Executive Director are also members of the Committee, and their responsibilities coincide with all of the initiatives of the Office as it continues to lead and implement the diversity, community and equity vision at Teachers College.

### Important Websites

[tc.edu/diversity](https://tc.edu/diversity) & [tc.edu/titleix](https://tc.edu/titleix)

### Contact Information

**Janice S. Robinson, Esq.**

Vice President for Diversity and Community Affairs

Associate Professor in Higher Education, Department of Organization and Leadership

Teachers College Title IX Coordinator

128 Zankel, (212) 678-3391

[jsr167@tc.columbia.edu](mailto:jsr167@tc.columbia.edu)

**Melissa Rooker, J.D.**

Executive Director for Equity  
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[mor2102@tc.columbia.edu](mailto:mor2102@tc.columbia.edu)

**Juan Carlos Reyes, M.A.**

Associate Director for Diversity and Community Affairs  
128 Zankel, (212) 678-8410  
[jcr2101@tc.columbia.edu](mailto:jcr2101@tc.columbia.edu)

**Simone Guerrier-Slater**

Program Manager  
128 Zankel, (212) 678-3391  
[sg3243@tc.columbia.edu](mailto:sg3243@tc.columbia.edu)

## Office of the Ombuds

The Teachers College Office of the Ombuds is a resource available to students, faculty and staff for resolving problems and conflicts when they need advice or after other efforts have not been successful.

The Ombuds:

1. Listens to concerns, clarifies the issues in a problem and evaluates a range of solutions and options.
2. Offers coaching in how to deal with a problem.
3. Creates ways for those involved in a problem to communicate, including setting up meetings when necessary; and helps mediate a solution.
4. Provides information about other resources and makes referrals.
5. Identifies issues and trends in common issues and concerns.

Discussions with the Ombuds are confidential, as permitted by law, except in matters of imminent or actual physical or mental harm. In such matters the Ombuds considers the interests and safety of all involved parties in maintaining confidentiality.

The Ombuds is an advocate for the solution of a problem, not for any particular party, and gives equal attention to the rights and responsibilities of all concerned. Individuals seeking a confidential resource with whom to discuss Gender-Based Misconduct may contact either the Ombuds, or the Ombuds for Gender-Based Misconduct Concerns, Dr. Sandil. Individuals with concerns about faculty, staff or students in the Department of Clinical and Counseling Psychology should contact Dr. Peverly. Individuals with concerns about faculty, staff or students in the Department of Health and Behavior Studies should contact Dr. Sandil.

The use of the services of the Office of the Ombuds does not substitute for a formal grievance procedure.

## Contact Information

### **Stephen Peverly, Ph.D.**

College Ombuds

Program Director, School Psychology Ph.D. Program

280 Grace Dodge Hall

(212) 678-4169

[ombuds@tc.columbia.edu](mailto:ombuds@tc.columbia.edu)

### **Riddhi Sandil, Ph.D.**

Ombuds for Gender-Based Misconduct Concerns

Program Director, Psychological Counseling Program

(212) 678-4016

328B Horace Mann Hall

[sandil@tc.columbia.edu](mailto:sandil@tc.columbia.edu)

## Columbia Health & Related Services Fee (CHRSF) & Health Insurance

All Teachers College (TC) students are assessed the Columbia Health & Related Services Fee (CHRSF) at either the full-time or part-time (reduced fee) rate. Students living in TC residence halls (regardless of credit status) and/or students registered for 9 or more billable credits for the term and/or international students (regardless of credit status) are assessed the full-time CHRSF. See below for additional information on what the CHRSF offers students:

**Part-Time Fee grants access to:**

- [Alice! Health Promotion](#) | One-on-one conversations and workshops on stress, sleep, time management, alcohol and drug education, wellness coaching, pet therapy, Gay Health Advocacy Project, HIV testing and treatment counseling, birth control education and counseling, PrEP and PEP consultation, sexual health peer counseling, and gender affirming care coordination
- [Sexual Violence Response \(SVR\)](#) | Crisis counseling, intervention, advocacy, connection to resources, online orders of protection, accompaniment for survivors and co-survivors of violence, as well as violence prevention trainings and workshops
- Other | Support for immunization compliance, student health insurance, opioid education & naloxone training, and much more

**Full-Time Fee grants access to:**

- All mentioned services, plus
- [Medical Services](#) | Routine and urgent medical care, nutrition, travel medicine, immunizations (most at no-cost), sexual health services, reproductive and gynecological services, LGBTQ+ health care, acupuncture, sports medicine
- [Counseling & Psychological Services \(CPS\)](#) | In-person and virtual short-term individual counseling, referrals for longer term therapy, virtual support spaces, in-person support groups, urgent mental health concerns drop-ins, and problem-solving/coping skills drop-ins, medication consultation, and emergency consultation

Certain services ordered by Medical Services and Counseling and Psychological Services providers that are accessed off-campus (e.g. prescriptions, radiology, off-campus counseling) are not covered by this fee. Additional coverage for prescriptions, off-site laboratory costs, visits to medical specialists (referral-required), and hospitalizations are covered by the [Columbia Student Health Insurance Plan](#) offered through Columbia University and Aetna.

Students living in Teachers College residence halls and/or taking 9 or more billable credits and all international students (regardless of credit status) are required to enroll in the Columbia Student Health Insurance Plan, or provide proof of comparable insurance coverage in order to request a waiver\*. Information is available at [Columbia University Insurance Office](#), 212-854-3286, or email [studentinsurance@columbia.edu](mailto:studentinsurance@columbia.edu). Students should contact the Insurance Office using their TC email account with their TC ID in the subject line.

*\*Domestic Students only. International students with a comparable US-based healthcare plan may be considered.*

## Immunization Records

New York State and University policy require that all students born on or after January 1, 1957 provide proof of immunity to Measles, Mumps, and Rubella (MMR) before course registration in the first term of entry. Documentation should include full name and date of birth and be uploaded to the Patient Portal (Medical Clearances section). In addition, all students must make an informed decision to:

1. be immunized against Meningitis ACYW within 30 days;
2. opt not to be immunized;
3. or provide documentation that they have received the Men ACWY vaccination within the past 10 years

The meningitis vaccination is not required for attendance; however, completion of the Meningitis Response Form in the Patient Portal (Medical Clearances section) is mandatory before course registration.

## International Students & Scholars

Teachers College has a long history of welcoming international students, scholars and faculty to our academic and social community. Currently, over 1300 students and scholars from over 80 countries are enrolled at all degree levels and in every department. International Students & Scholars provides services and programs that support the growth, development, and welfare of international students and scholars on multiple levels, including immigration regulatory advising and processing, cultural adjustment, social enrichment, and assistance with practical matters related to living in the U.S. International Students & Scholars also acts as a center for cultural and educational programming that advances cross-cultural understanding and interaction between the U.S. and international students and scholars, and promotes cultural competency across the College. In addition, International Students & Scholars provides support to hiring officials and department managers in regard to the employment of international students and scholars, and promotes intercultural competency through collaborative programs across campus. The office is located in L5 Whittier Hall; (212) 678-3939. Interested individuals can contact the staff by email at [tcintl@tc.columbia.edu](mailto:tcintl@tc.columbia.edu). In addition, prospective, admitted and current students are encouraged to visit the OIS website at [tc.edu/international](http://tc.edu/international) for up-to-date information.

## Individuals with Disabilities

# Access & Services for Individuals with Disabilities

Teachers College strives to be responsive to both the letter and spirit of the Americans with Disabilities Act and other legislation. The College has developed a professionally-staffed office to achieve this goal. Programs and services for individuals with disabilities have been developed to ensure that Teachers College is physically, programmatically, and attitudinally accessible. The aim of the Office of Access and Services for Individuals with Disabilities (OASID) is to ensure equal access through the provision of a wide range of individualized services for persons with varying disabilities.

## Registering with OASID

The registration process includes the completion of a registration form, presentation of medical/clinical documentation, and a one-on-one meeting with an OASID representative. Services are available only to individuals who have completed this process. Although an individual accommodation plan is developed during the initial meeting, the plan can be modified as needed throughout the semester. While students can register with the office at any time, they are encouraged to do so at the beginning of or prior to each semester.

## Resources/Accommodations

OASID offers a variety of accommodations, services, and resources for those registered with the office. Accommodations are developed on an individualized basis, however, some of the most frequently requested accommodations include:

Readers, notetaking, sign language interpreters, Communication Access Real-time Translation (CART), alternative format reading materials, testing accommodations, and adaptive technology.

## OASID Contact Information

301 Zankel



(212) 678-3689

[oadid@tc.columbia.edu](mailto:oadid@tc.columbia.edu)

[tc.edu/oadid](http://tc.edu/oadid)

**Deaf & Hard of Hearing Contact:**

Robbie Berry, [rb3420@tc.columbia.edu](mailto:rb3420@tc.columbia.edu)

(646) 755-3144 Video Phone

## 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 saunas.

## Public Safety and Environmental Health & Safety

Teachers College maintains a full service proprietary Office of Public Safety, comprised of a Public Safety Team and an Environmental Health & Safety Team, charged with providing a safe and secure environment in which College community members can enjoy the Teachers College experience. Public Safety staff members work 24 hours a day, seven days a week providing security for both the academic and residential buildings on campus. Environmental Health & Safety (EH&S) staff members work extended business hours and are on-call for special projects and events.

The administrative office for the Public Safety Team is located in Whittier Hall, Suite 1A. The office is open during normal business hours, Monday through Friday, from 9:30 A.M. to 5:00 P.M. The phone number for the administrative office is (212) 678-8164.

The Public Safety Central Information Center (CIC) is located in the Whittier Hall lobby and is open 24 hours a day, seven days a week. The phone number for the CIC is (212) 678-3220. The phone number to report campus emergencies is 212.678.3333, or 3333 from any on-campus phone line.

The administrative office for the Environmental Health & Safety Team is located in the Zankel Building, Room 31. The office is open extended business hours Monday through Friday, from 7:00 A.M. to 5:00 P.M. The phone number for the administrative office is (212) 678-3111.

The Public Safety Team enforces laws, rules and regulations on campus; controls access to the campus; deters and investigates crime (in cooperation with the New York City Police Department); leads the *College Crisis Management Plan*; leads the *College Campus Safety Advisory Committee*; coordinates key provisions of the *College Business Continuity Plan*; leads the *College Policies and Guidelines for the Supervision of Minors on Campus*; supervises special events; leads the *College Behavioral Threat Assessment Team*; and provides general information for visitors and members of the College community. The Team provides community education in crime prevention, personal safety, and fire safety. The Team manages a technically advanced system of electronic access control, closed circuit television cameras, and emergency alarm systems. Members of the Public Safety Team provide emergency medical assistance, and emergency response to conditions of fire, or to any other critical incident on campus.

Uniformed Public Safety Officers are licensed by the State of New York; certified as New York City Fire Safety Directors; certified in First Aid, CPR, in the operation of Automatic External Defibrillators (AED), and in administering naloxone for opiate overdose. The Public Safety Team works in partnership with the Environmental Health & Safety Team, and the two teams share resources and responsibilities to promote a safe and healthful environment for all members of the College community.

The Environmental Health & Safety (EH&S) Team assists the Teachers College Community in promoting a safe and healthful environment. The EH&S Team provides critical expertise, technical assistance, education, and hazard assessments for the community.

The EH&S Team offers a broad range of services and actively partners with faculty, staff, and students to ensure a safe work and study environment, and compliance with College policy and with applicable regulations of local, State, and federal regulatory agencies covering a wide range of environmental and workplace safety best practices. Teachers College is proud of its excellent safety record and is committed to continuing to provide a safe and healthful environment for its students, staff, faculty, and guests.

The Teachers College Office of Public Safety, prepares an Annual Campus Security and Fire Safety Report. This report contains important information for the Teachers College Community and is prepared in accordance with the federal Campus Security Act, and the New York State Education Law Articles 129A and 129B. The most current version of the Teachers College Annual Campus Security and Fire Safety Report may be found at: <https://www.tc.columbia.edu/>

[policylibrary/public-safety/campus-security-report/](#). Paper copies of the Annual Campus Security and Fire Safety Report are available from the administrative office of the Public Safety Team, in Suite 1A, of Whittier Hall.

## Contact Information

**Emergency – extension 3333 from any on-campus phone, or 212.678.3333 from any phone**

### **John DeAngelis**

AVP Office of Public Safety

Email: [deangelis@tc.columbia.edu](mailto:deangelis@tc.columbia.edu)

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### **Patrick Mathelier**

Director, Environmental Health & Safety Team

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### **Jeremy Chavez**

Director, Administration & Systems, Public Safety Team

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Phone: 212-678-3335

### **Robert Wilson**

Director, Public Safety Operations, Public Safety Team

Email: [rw2549@tc.columbia.edu](mailto:rw2549@tc.columbia.edu)

Phone: 212-678-7468

### **Hoi-Ming So**

Associate Director, Operations, Public Safety Team

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**Michael Porter**

Associate Director, Operations, Public Safety Team

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**Edward Kurzum**

Assistant Director, Environmental Health & Safety Team

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Phone: 212.678.4017

**Steve Doyle**

Assistant Director, Fire & Life Safety, Environmental Health & Safety Team

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Assistant Director, Operations, Public Safety Team

*Clery Compliance Officer*

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**David Gaynor**

Assistant Director, Operations, Public Safety Team

*Emergency Operations Manager*

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Phone: 212-678-7462

**Malissa Garner**

Secretary/Coordinator for the Office of Public Safety and EH&S

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Phone: 212-678-3340

**Gary Lord**

Lieutenant, Operations, Public Safety Team

Email: [gal11@tc.columbia.edu](mailto:gal11@tc.columbia.edu)

Phone: 212.678.3220

**Public Safety Sergeants**

Elihu Anderson

Edward Smyth

**Public Safety Officers**

Dennis Chambers

James Kearney

Josue Rosario

Duamatef Hensekh

Julio Mendez

Elsie Legrand

Wagner Blackshaw

David Jones

Linda Thomas

Luis Cruz

Zacchaeus Jaurey

Frederick Awity

Douglas McCartney

Cheryl Wall-Robinson

Felipe Naves

Tariq Simmons

Robert Coapman

Reynaldo Medina

Ronald Chambers

Adam Gullo

Patrick McDaniel

Sherry Simmons

Daniel Smith

Jill Giunta

Anthony Gordon

Marlon Todd

Angela Nelson

Jimmy Arroyave

Jacob Keller

## **Public Safety Team Website**

<https://www.tc.columbia.edu/publicsafety/>

## **EH&S Team Website**

<https://www.tc.columbia.edu/environmentalhealth/>

## **Email**

[officeofpublicsafety@tc.columbia.edu](mailto:officeofpublicsafety@tc.columbia.edu)

## **Veterans Benefits**

For more than 120 years, Teachers College has educated nearly 100,000 people from around the world. With a tradition of innovation and insight, Teachers College embraces three fields of study: education, psychology, and health. But Teachers College is more than a school for teachers. Students prepare for careers in all aspects of understanding, managing, and enhancing human potential and performance.

Learn More at [tc.edu/veterans](https://tc.edu/veterans)

## **Other Services**

Additional services available to students include the Teachers College Cafeteria, Security Information Desk, Psychological Counseling Services, the Rita Gold Early Childhood Center, and ATM.

# Residential Services At Teachers College

The Office of Residential Services extends a warm welcome to you as you consider joining our residential community.

The Office of Residential Services at Teachers College, Columbia University, complements the institutional mission of the College by striving to provide housing that is convenient, clean, and safe for campus residents, their families and guests. The department is committed to creating a stimulating, inclusive, and caring environment that supports the out-of-classroom experience and enhances intellectual, personal, and professional development. We collaborate with other campus departments to meet the unique needs of our graduate student population and provide uncompromising quality, innovation, and continuous improvement in a multicultural community.

Teachers College has approximately 650 spaces available for single students and 75 apartments for students with families. Bancroft, Grant, Sarasota and Whittier Halls are historic buildings similar to other early 1900's New York City apartment-style buildings. New Residence Hall opened in the fall 2004 semester.

**Location:**

1230 Amsterdam Avenue, Whittier 1B (between 120th and 121st Streets)

**Mailing Address:**

Office of Residential Services, 525 West 120th Street, Box 312, New York, NY 10027

**Phone:**

(212) 678-3235

**Email:**

[housing@tc.columbia.edu](mailto:housing@tc.columbia.edu)

**Website:**

[www.tc.edu/housing](http://www.tc.edu/housing)

## Eligibility for Housing

In order to be eligible to live in student housing, students must be enrolled in a degree program at Teachers College and registered for 1 credit or full-time equivalent during the fall and spring semesters. To maintain eligibility to renew the housing contract past mid-May, residents must be enrolled and registered for a minimum of 12 credits or equivalent during the term of their contract (6 credits if contract starts in the Spring).



Housing Contracts extend for one calendar year, beginning with the summer term. Any resident who renews their contract is 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.

Full-time employees of Teachers College are not eligible for on-campus housing. Residents who become Teachers College full-time employees are not eligible for Teachers College housing, and will be required to vacate Teachers College housing at end of the current contract period.

A Resident may remain in housing for a maximum of 6 years (72 months) during their entire enrollment at Teachers College

## When to Apply for Housing

Housing offers are based on availability of units, geographic priority, and date of receipt of application. Applicants outside a 30-aerial-mile radius of the Teachers College campus have the highest priority for housing. To complete an application you should visit our website at [www.tc.edu/housing](http://www.tc.edu/housing) and complete our online housing application.

An application for housing can be submitted as soon as a Teachers College applicant is admitted. It is recommended to apply as early as possible. Housing applications will only be considered active once the enrollment deposit has been paid. Unfortunately, given the limited number of spaces available, we may be unable to accommodate all requests for housing.

## Housing Assignments

Students will be notified by the Office of Residential Services of their housing status at the beginning of each round for that application period. Notification that a housing space is available will be accompanied by instructions about how to select an available room and sign the housing contract, which is done through the myTC portal. A non-refundable \$750 reservation fee is required to hold the space. This fee will be credited to a student's account upon move-in, and may be used to pay for the semester housing charges.

There is a transfer period twice per year in which students may request a change of assignment. Students may choose to exercise the transfer option if they are unsatisfied with their original assignment.

Applications will be processed beginning (dates approximate):

- *May 15th: Fall Term*
- *November 15th: Spring Term*
- *April 15th: Summer A & B Terms*

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. The Office of Residential Services must be notified via e-mail if a student decides to defer an application. A housing application may be deferred for a maximum of one year, provided an assignment was never offered.

## Important Information

- Students may submit an application for housing once they are admitted, even if they have not yet paid their enrollment deposit. No offer for housing, however, will be made until students have paid the enrollment deposit, as established by the Office of Admission.
- 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 are responsible for notifying the Office of Admission (if an incoming student) or the Office of Registrar (if a continuing student) of any changes in mailing address, telephone number, and/or email address.

## Single Student Housing

Three buildings are available for single-student housing. They are Bancroft Hall, Whittier Hall and New Residence Hall.

*Bancroft Hall* is located at 509 West 121st Street. It was constructed in 1910. There are three types of housing options for single students in this residence hall, including one-bedroom apartments and shared apartments (two and three bedrooms). All assignments include a private bedroom. Room sizes vary in all accommodation types.

*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. Studios, one- and shared-two-bedroom apartments all have a private bathroom and kitchen. Microwaves are provided for students in suites, studios, and one- and shared-two-bedroom apartments. A microfridge (a microwave attached to a refrigerator unit) is provided in the single rooms.

*New Residence Hall* is located at 517 West 121st St. The building contains 252 units. Some have private kitchenettes, while most units share community kitchens which are distributed throughout the building. The efficiency units are approximately 200 square feet in size, and each one contains a private bathroom.

All single student housing units are fully furnished. Residents must, however, provide their own linen, cooking utensils, and other household items. All units come with cable TV service, and wired and wireless internet.

## Single Student Housing Average Semester Rates

### (2023-2024 Academic Year)

#### *Bancroft Hall*

- One Bedroom: \$12,009-\$12,701
- Two Bedroom Share: \$7,296 - \$8,300
- Three Bedroom Share: \$7,079 - \$7,660

#### *New Residence Hall*

- Efficiency: \$9,449 - \$9,804

- Studio\*: \$10,975 - \$11,468

*Grant/Sarasota Halls*

- One Bedroom: \$10,437 - \$12,595 (electric is paid separately)

*Whittier Hall*

- Single Room: \$5,357 - \$7,100
- Suite Room: \$6,005 - \$7,238
- Single Room with private bathroom\*: \$7,094 - \$7,575
- Studio\*: \$8,825 - \$11,664
- Two Bedroom Share\*: \$7,520
- One Bedroom\*: \$11,579

\*Limited availability

Please note: Rates are subject to change and typically increase 3-5% each year.

# Family Housing

Family housing is available for both traditional and non-traditional families. To be eligible for family housing, students must demonstrate that the applicant and the individual(s) with whom the applicant is applying to reside share a qualifying family relationship. Qualifying family relationships under current policy include the following: (a) marriage, (b) presence of minor or dependent child(ren), 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. (Please note all forms must be in English or professionally translated into English):

## 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 of Domestic Partnership declaring that the applicants share a domestic partnership.

The Affidavit of Domestic Partnership form is included in the application.

Those who apply as Domestic Partners must include one of the following along with the signed and notarized affidavit:

1. Copy of a joint lease naming and signed by both applicants and their landlord;
2. Joint tax returns for one calendar year immediately preceding the application;
3. Notarized letter on bank letterhead signed by a bank officer indicating a joint saving and/or checking account for at least one calendar year;
4. Certificate 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 apartment buildings: Bancroft, Grant, and Sarasota Halls.

*Bancroft Hall*, located at 509 West 121st Street, is an eight-story residence hall with approximately 100 apartments. Each apartment has a bathroom, living room/dining room area, kitchen, and bedroom(s). The front apartments face 121st Street. The rear apartments face a courtyard, which connects Bancroft to Grant and Sarasota Halls. Housing rates vary according to the size and location of the apartment. Electricity, heat and hot water are provided at no additional cost. Wireless internet and cable TV service are included in the housing rates. All apartments come fully furnished.

*Grant and Sarasota Halls*, located at 514 and 512 West 122nd Street, respectively, are six-story buildings with four one-bedroom 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, bathroom, and living room opening into the hallway. Housing rates vary according to the size and location of the apartment. Residents must pay monthly electric charges separately. Heat and hot water are provided at no additional cost. Internet and cable TV service are included in the housing rates. All apartments come fully furnished.

## Family Housing Average Semester Rates

### (2023-2024 Academic Year)

#### *Bancroft Hall*

- One Bedroom: \$12,009 - \$13,254
- Two Bedroom: \$14,643

#### *Grant and Sarasota Halls\**

- One Bedroom: \$10,437 - \$12,595

\*Electricity paid separately to ConEd

Please note: Rates are subject to change and typically increase 3-5% each year.

## Residence Halls at a Glance

	<b>Bancroft Hall</b>	<b>Sarasota Hall</b>	<b>Grant Hall</b>	<b>Whittier Hall</b>	<b>New Residence Hall</b>
<b>Population</b>	Family housing and single-student housing	Family housing and single-student housing	Family housing	Single-student housing	Single-student housing
<b>Location</b>	509 West 120th Street (between Broadway and Amsterdam)	512 West 122nd Street (between Broadway and Amsterdam)	514 West 122nd Street (between Broadway and Amsterdam)	1230 Amsterdam Avenue (between 120th and 121st Streets)	517 West 121st Street (between Broadway and Amsterdam)
<b>Capacity and Layout</b>	35 one-bedroom apartments, 50 two-bedroom apartments, and 8 three-bedroom shares for single students; two-bedroom apartments may be used as single student shares or family units.	24 one-bedroom apartments; 4 apartments total per floor	24 one-bedroom apartments; 4 apartments total per floor	350 residents; approximately 35 residents per floor; single, suite, one-bedroom apartment, two-bedroom shared apartment, and small and large studio options	237 residents; approximately 10 units per floor; efficiency and studio options

<b>Furnishings - All units are furnished</b>	<p>All units: desk with hutch, desk chair, sofa/loveseat, easy chair, dining table and chairs, extra-long full bed in one-bedroom apartments and in the A bedroom of larger apartments and extra-long twin bed in additional bedrooms, 2 dressers, refrigerator, electric stove/oven</p>	<p>All units: desk, desk chair, lamp, sofa/loveseat, easy chair, dining table and chairs, full extra-long bed, 2 dressers, refrigerator, electric stove/oven</p>	<p>All units: desk, desk chair, lamp, sofa/loveseat, easy chair, dining table and chairs, full extra-long bed, 2 dressers, refrigerator, electric stove/oven</p>	<p>All units: desk, desk chair, wardrobe/closet, 2 dressers, lamp; Single rooms: twin extra-long bed, microwave, small refrigerator; Suites: twin extra-long bed; Studios, one-bedroom apartment, and two-bedroom shares: full extra-long bed, kitchenettes, microwave, small refrigerator</p>	<p>All units: desk, desk chair, 2 dressers, bookshelf, microwave, refrigerator. Efficiencies: extra-long twin bed and Studios: stove/oven and extra-long full bed</p>
<b>Kitchen Facilities</b>	<p>Private kitchen in each apartment</p>	<p>Private kitchens</p>	<p>Private kitchens</p>	<p>Single units: community kitchens; small and large studios, and one-bedroom apartments: private kitchenettes; two-bedroom and suites: shared kitchen</p>	<p>Studios: private; Efficiencies: community kitchens (every other floor)</p>



<b>Bathroom Facilities</b>	Private bathroom in each apartment	Private bathrooms	Private bathrooms	Single units: community bathrooms; small and large studios, and one-bedroom apartments: private bathrooms; two-bedroom: and suites: shared bathroom	Private bathrooms
<b>Study and Community Spaces</b>	Lounge on the first floor, fitness room in basement	Residents may use any community space in any residence hall	Residents may use any community space in any residence hall	Computer room with internet connection; study & TV lounges and a fitness room	Computer room/study lounge with internet connection, TV lounge, and courtyard area
<b>Laundry</b>	Credit/Debit Card and coin-operated washers and dryers	Credit/Debit Card and coin-operated washers and dryers	Credit/Debit Card and coin-operated washers and dryers	Credit/Debit Card and coin-operated washers and dryers	Credit/Debit Card and coin-operated washers and dryers
<b>Air Conditioning</b>	Each apartment will be provided one air conditioner for the common area. Residents desiring additional units will rent from a TC approved vendor.	Non-air conditioned. Residents can bring their own AC unit and have installed from a TC approved vendor.	Non-air conditioned. Residents can bring their own AC unit and have installed from a TC approved vendor.	Non-air conditioned. Residents can bring their own AC unit and have installed from a TC approved vendor.	Central; individually regulated thermostats. electricity surcharge included in housing charge
<b>Telephone</b>	Not included	Not included	Not included	Not included	Not included
<b>Cable TV</b>	Included	Included	Included	Included	Included
<b>Internet</b>	High-speed data connectivity and wireless (Wi-fi)	High-speed data connectivity and wireless (Wi-fi)	High-speed data connectivity and wireless (Wi-fi)	High-speed data connectivity and wireless (Wi-fi)	High-speed data connectivity and wireless (Wi-fi)

<b>Mail and Packages</b>	Mail delivery by USPS; package pick-up at Residential Mailroom (Whittier Hall)	Mail delivery by USPS; package pick-up at Residential Mailroom (Whittier Hall)	Mail delivery by USPS; package pick-up at Residential Mailroom (Whittier Hall)	Mail sorted by staff; package pick-up at Residential Mailroom (Whittier Hall)	Mail sorted by staff; package pick-up at Residential Mailroom (Whittier Hall)
<b>Security</b>	Swipe card access to building with 24 hour monitored cameras	Swipe card access to building with 24 hour monitored cameras	Swipe card access to building with 24 hour monitored cameras	24-hour security desk; swipe card access to building	24-hour security desk; swipe card access to building

# Centers & Institutes

Teachers College leads the way in scholarship for all the fields of learning that impact the well-being of students, families, schools and communities.

Our centers, institutes, and laboratories further advance our research and work to transform our findings into actionable practice for use in the classroom and other settings.

- [Advancing Literacy](#)
- [Arnhold Institute for Dance Education Research, Policy & Leadership](#)
- [Center for the Analysis of Postsecondary Readiness \(CAPR\)](#)
- [Center for Arts Education Research](#)
- [Center for Cerebral Palsy Research](#)
- [Center for Educational Equity](#)
- [Center for International Foreign Language Teacher Education](#)
- [Center for Multiple Languages and Literacies](#)
- [Center for the Professional Education of Teachers](#)
- [Center for Technology and School Change](#)
- [Center on Chinese Education](#)
- [Center on History and Education](#)
- [Center for Sustainable Futures](#)
- [Community College Research Center](#)
- [Consortium for Policy Research in Education](#)
- [Dean Hope Center for Educational and Psychological Services](#)
- [Digital Futures Institute](#)
- [Edmund W. Gordon Institute for Advanced Study](#)
- [Education for Persistence and Innovation Center \(EPIC\)](#)
- [Edward D. Mysak Clinic for Communication Disorders](#)
- [Elbenwood Center for the Study of the Family as Educator](#)
- [George Clement Bond Center for African Education](#)
- [Hechinger Institute on Education and the Media](#)

- [Hollingworth Center](#)
- [Institute for Learning Technologies](#)
- [Institute on Education and the Economy](#)
- [Klingenstein Center for Independent School Leadership](#)
- [Laurie M. Tisch Center for Food, Education & Policy](#)
- [The Morton Deutsch International Center for Cooperation and Conflict Resolution](#)
- [National Center for Children and Families](#)
- [National Center for Restructuring Education, Schools, and Teaching](#)
- [National Center for the Study of Privatization in Education](#)
- [Resilience Center for Veterans & Families](#)
- [Rita Gold Early Childhood Center](#)
- [Visual Research Center for Education, Art & Social Change](#)

# The Gottesman Libraries

The Gottesman Libraries at Teachers College offers an extensive set of resources and services to meet the needs of faculty and students in all programs of the College. The library staff is dedicated to helping patrons find and use the information that they need for all aspects of their academic work, including remote learning through resources of the library and beyond. Online and on-site services and facilities are provided to encourage the discovery and development of new resources for teaching, learning, and research.

## Contact Information

The Gottesman Libraries

Teachers College, Columbia University

525 West 120th Street, Box 1302 New York, NY 10027

Telephone: (212) 678-3494

## The Library Collections

The Gottesman Libraries is one of the nation's largest and most comprehensive research libraries in education. The scope of its collections reflects the historic commitment to advanced study in education, psychology, and the health professions in their local, national, and international dimensions. Strengths include American elementary and secondary education, and 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; home and family life; 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.

The Special Collections provides a broad range of unique resources through its archives, manuscripts, and rare books that are integrated into areas of collecting strength: research, curriculum, juvenile, and Teachers Collegiana. The Teachers College Digital Collections represent institutional history and scholarship in education, psychology, and the applied health sciences, organized into several broad groups, subgroups, and related groups. They include the papers of presidents, faculty, programs, and departments; records of centers, institutes; and projects; historical dissertations; children's art collections and historical photographs; and much more.

## 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 website combines access to local and remote databases, news and information, 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 have access to an expansive virtual library, providing the means to search and retrieve a growing percentage of the universe of documents and files.

Available from the top page, [Educat+](#), the definitive record of holdings, allows you to search seamlessly for everything in our collection and more: books, media, journals, articles, curriculum, children's literature, institutional materials, open access resources, and more.

### Russell Hall Services

In addition to print and electronic collections in Russell Hall, the library provides reference materials; research guides; online support and real-time text messaging; FAQ, individual research consultation; course-specific library information sessions; workshops on popular topics; and a blog. The library facilitates access to reserve readings; special purchases, interlibrary loans, and scans for personal use.

The library building, Russell Hall, includes bookable individual and group study rooms, wireless internet access, and a full program of free events throughout the year. The Library regularly hosts talks, live musical performances by members of the Teachers College community, art exhibits, and other events. The Everett Café at the library entrance offers beverage and snack services during library hours, in addition to popular reading and ongoing news and book displays.

## The Columbia Connection

Students at Teachers College have complete access to the collections of the Columbia University library system, one of the nation's top academic libraries, comprising thirteen million volumes and over 160,000 journals and serials, as well as extensive electronic resources, manuscripts, rare books, microforms, maps, and other materials. These resources are available online at the library website and at libraries located throughout the Columbia campus.

# Teachers College Press

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 pertaining to education and the educational process. Over the years the publication program has included scholarly and professional works in all areas of education – from early childhood and curriculum to philosophy, teacher education, and critical theory; from assessment and school leadership to parenting, citizenship, and social issues. Among the Press's authors are many of the most distinguished educators from throughout the world, including members of the Teachers College faculty.

**Director:** Jennifer Feldman

# Teacher Education

## Programs

Teachers College offers a wide variety of educational experiences for teacher education students at the preservice and in-service levels. Programs are field-based, offering practica, internships, and student teaching. Academic departments offer programs that lead simultaneously to a master's degree and to eligibility for New York State certification for teaching in elementary or secondary schools, as well as for specific subjects and to special populations (see sections below on additional New York State Department of Education (NYSED) requirements for initial teacher certification). Some of these programs also offer New York State teacher certification with a bilingual extension. The programs typically require a minimum of an academic year and a summer term to complete degree requirements. Applicants need not have included courses in education in their undergraduate programs, but inadequate preparation in the proposed teaching field may necessitate additional coursework to meet admission, certification or graduation requirements.

For a complete list of teacher preparation programs, please go to: <http://www.tc.columbia.edu/admissions/areas-of-study/teacher-education-and-teacher-certification/>

## Office of Teacher Education

The Office of Teacher Education (OTE) offers many services to teacher education students and programs at Teachers College. For example, OTE including conducts professional development workshops, provides information regarding certification requirements, offers information sessions on New York State Teacher Certification Exams, and supports students with student teaching requirements. Most importantly, OTE oversees and manages the certification process, recommending candidates for certification once all institutional and NYS requirements are met.

## Student Teaching and Observation

Candidates for initial certification must complete a student teaching experience. This experience may take place in one, two, or even three settings, based on requirements set by NYSED and the student's TC teacher education program. The student teaching experiences are structured to enable each student teacher to gradually develop pedagogical competence and skill, and typically begin with observation of an experienced cooperating teacher followed by incremental assumption of responsibility as the term progresses. The College provides on-site supervision to ensure that students are well-supported during this component of their teacher preparation program.



Student teachers are required to obtain clearance to commence student teaching and to carefully review the “Student Teaching Handbook.” A general orientation to student teaching is offered by OTE in the beginning of each semester. Please go to the “Student Teaching” tab of our website at [www.tc.edu/ote](http://www.tc.edu/ote) for a full list of workshops, packets, and handbooks.

### **New York State Certification**

Teachers College has an array of programs which, upon successful completion, lead to an institutional recommendation for New York State Certification at the initial or professional level. Students enrolled in programs that lead to New York State Certification are responsible for becoming knowledgeable about New York State Certification requirements and regulations. ***The New York State Education Department (NYSED) mandates the teacher certification requirements that are needed for program completion and graduation. These requirements are listed below.***

*Content Core.* NYSED specifies general Content Core requirements according to the certification area. For example, students in the MA program in Mathematics that leads to initial certification (7-12) are required to be Mathematics majors at the undergraduate level or hold 30 credits in pure mathematics. For more information about these content core requirements, please refer to the NYSED website <http://www.highered.nysed.gov/tcert/>, the Office of Teacher Education Website at [www.tc.edu/ote](http://www.tc.edu/ote) or call the OTE Office at 212.678.3502.

*Child Abuse Identification Workshop.* Students may fulfill this requirement at Teachers College by taking a workshop offered through Continuing Professional Studies (CPS) in collaboration with the Office of Teacher Education. For a list of dates and times, please go to the CPS Website at [www.tc.edu/cps](http://www.tc.edu/cps). Students may also fulfill this requirement at Teachers College by taking HBSS4116, Health Education for Teachers, which is offered by the Department of Health and Behavior Studies. Alternatively, students may opt to take an on-line or in-person workshop offered by approved NYSED vendors. This requirement must be met prior to degree conferral. For information about these workshops, please go to <http://www.op.nysed.gov/training/caproviders.htm>.

*School Violence Intervention and Prevention Workshop.* Students may fulfill this requirement at Teachers College by taking a workshop offered through Continuing Professional Studies (CPS) in collaboration with the Office of Teacher Education. For a list of dates and times, please go to the CPS Website at [www.tc.edu/cps](http://www.tc.edu/cps). Students may also fulfill this requirement at Teachers College by taking HBSS4116, Health Education for Teachers, which is offered by the Department of Health and Behavior Studies. Alternatively, students may opt to take an on-line or in-person workshop offered by approved NYSED vendors. This requirement must be met prior to degree conferral. For information about these workshops, please go to [http://www.p12.nysed.gov/sss/ssae/schoolsafety/save/SVPIWP\\_location.html](http://www.p12.nysed.gov/sss/ssae/schoolsafety/save/SVPIWP_location.html).

*Dignity for All Students Act (DASA) Workshop.* Students may fulfill this requirement at Teachers College by taking a workshop offered through Continuing Professional Studies (CPS) in collaboration with the Office of Teacher Education. For a list of dates and times, please go to the CPS Website at [www.tc.edu/cps](http://www.tc.edu/cps). Students may also fulfill this requirement at Teachers College by taking HBSS4116, Health Education for Teachers, which is offered by the Department of Health and Behavior Studies. **This course may be offered on-line; however, to fulfill the DASA requirement, students must**

**complete 3 hours of in-person preparation.** In addition, a list of NYSED approved providers is available at <http://www.highered.nysed.gov/tcert/certificate/dasa-applicant.html>. This requirement must be met prior to degree conferral.

*Autism Workshop (only for students seeking certification in special education/teaching students with disabilities).* Students fulfill this requirement at Teachers College by taking a course specified by their programs.

*New York State Teacher Certification Exams (NYSTCE):* Please see the chart below for exams required by certificate type.

Initial Teaching	<ul style="list-style-type: none"> <li>• Educative Teacher Performance Assessment (edTPA)</li> <li>• Educating All Students Test (EAS)</li> <li>• Content Specialty Tests (CST)</li> </ul>
Initial School Building Leader	<ul style="list-style-type: none"> <li>• School Building Leader Assessment (SBL) Part I &amp; Part II</li> <li>• Educating All Students Test (EAS)</li> </ul>
Professional School Building Leader	<ul style="list-style-type: none"> <li>• School District Leader Assessment (SDL) Part I &amp; Part II</li> <li>• Educating All Students Test (EAS)</li> <li>• research and inquiry methods and the relationship between research and practice;</li> <li>• the continuum of lifelong learning and issues of professional concern;</li> <li>• subject-matter/disciplinary content;</li> <li>• learners and learning;</li> <li>• curriculum and teaching;</li> <li>• processes and strategies of effective communication and collaboration; and</li> <li>• foundations of democracy, equity, and schooling.</li> </ul>

For more information regarding NYSTCE exam registration and schedules please see the NYSTCE website at: <http://www.nystce.nesinc.com/>.

For more information regarding NYSED exam requirements by certificate title and grade level, please see the NYSED website at: <http://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do>.

Please note that Teachers College programs lead to New York State certification. If you would like to seek certification in another state, please contact that state's Department of Education regarding requirements.

## Applying for Certification

Students who are in programs leading to teacher certification must complete a two-step process.

Step 1: Create a NYSED TEACH account, and apply and pay for the teaching certificate(s) via the NYSED TEACH online system at: [www.highered.nysed.gov/tcert](http://www.highered.nysed.gov/tcert).

Step 2: Submit a completed Institutional Recommendation Data Form (IRDF) to the OTE. The IRDF can be found on the OTE website at: <http://www.tc.columbia.edu/office-of-teacher-education/office-of-teacher-education/certification/institutional-recommendation/>.

Once all requirements have been met, and the Office of the Registrar has notified the Office of Teacher Education that candidates have been cleared for graduation, TC's Certification Officers will electronically submit the institutional recommendation for certification via the NYSED-TEACH online system.

Students who are in the Literacy Specialist, Reading Specialist programs must provide proof of either completion of an approved teacher preparation program or of a valid teaching certificate. Students who are in the Summer Principals Academy program must provide proof of teacher certification and hold a minimum of three (3) years of full-time classroom teaching/PPS experience. If you have questions about this requirement, please contact the Office of Teacher Education at 212.678.3502 or [ote@tc.columbia.edu](mailto:ote@tc.columbia.edu).

## Teacher Education Standards at Teachers College

Consistent with the College's long tradition of serving the needs of urban and suburban schools in the United States and around the world, the vision and purpose 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 vision 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. They demonstrate a commitment to social justice and to serving the world while imagining its possibilities.

## Expectations of Teacher Education Candidates at Teachers College

Our candidates are inquirers/researchers who have breadth of knowledge and a 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 continually 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 their subject matter/disciplines, learners and learning, and curriculum and teaching. They create learning experiences that foster 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 students' learning and well being.

*Advocates of Social Justice and Diversity:* Our candidates are familiar with legal, ethical and policy issues. They provide leadership 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:*

*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.

## **Jaffe Peace Corps Fellows Program**

The Jaffe Peace Corps Fellows Program recruits outstanding Returned Peace Corps Volunteer educators who are passionate about making long-term commitments to teach in New York City's public schools. Since 1985, the program has recruited and prepared more than 750 urban educators. As the Paul D. Coverdell Fellows (formerly Fellows/USA) flagship teacher preparation program, we provide full scholarships covering all tuition expenses. Upon completion of our 13-week Intensive Summer Institute, new Jaffe Peace Corps Fellows teach full-time as salaried teachers of record in NYC public schools for a minimum of four years. All related Master's degree requirements are completed at Teachers College within two to three years. We prepare teachers for a variety of grade levels and subject areas. For more information, please review the Program website [www.tc.edu/pcfellows](http://www.tc.edu/pcfellows) or call 212-678-6622.

## **Teacher Opportunity Corps (TOCII)**

The Teacher Opportunity Corps (TOCII) program is a New York State Education Department grant funded program designed to increase the number of New York State teachers from underrepresented backgrounds. To be eligible for TOC II at TC, candidates must be New York State residents who are enrolled in a TC teacher education program that leads to certification. Participants are provided with tuition assistance for coursework at Teachers College. All participants engage in a 10 month internship from September-June at one of our local partnership schools, seminars with renowned TC faculty who are committed to culturally sustaining pedagogies, and professional development opportunities that suit the needs and inquiries of the TOC cohort.

## **Teaching Residents at Teachers College (TR@TC)**

This 18 month intensive, full-time program prepares those who wish to teach in high-need New York City public schools. With support from the U.S. Department of Education, the Teaching Residents at Teachers College (TR@TC) program was developed to ensure that Teaching Residents receive exceptional preparation and multiple supports, while enrolled in a Master's degree program leading to initial NYS teaching certification. Teaching Residents receive generous stipends. Upon graduation, alumni benefit from induction support for at least two years, while they fulfill their commitment to teach in a high-need urban school in New York City for a minimum of three years. For more information please visit: [www.tc.edu/teachingresidents](http://www.tc.edu/teachingresidents).

# Teachers College Information Technology

Teachers College Information Technology (TCIT) is a consultative information technology organization responsible for academic and college technology. These services include:

1. Application development and operations
2. Classroom technology and event audiovisual services
3. Network infrastructure including data, voice, video, wired, and wireless networks.
4. Service Desk for students, faculty, and staff
5. Computer labs

The Policy on Acceptable Use of Information Technology Resources at TC is listed on the Policies and Procedures Section of this catalog and can be found online in the [Teachers College Policy Library](#).

## Email Accounts

Teachers College has established email as the official means of communication with students. Students are required to activate their Columbia University Network ID (UNI) and should follow the [New Student Quick Start Guide](#).

The UNI is also required to log into the [myTC portal](#). The [myTC portal](#) also includes access to Columbia libraries and databases, course management systems, and TC Apps. TC Gmail accounts are kept for life after graduation. If a student does not register again but does not graduate, the TC Gmail account stays active for 3 more semesters. More information on the Columbia University Network Identifier can be found on the Columbia University Information Technology page: [www.columbia.edu/cuit](http://www.columbia.edu/cuit).

If you are also an employee, please note that any access to employment-related email or other resources is discontinued on the last day of employment for the particular office.

Teachers College expects every student to receive email at their Teachers College email address and to read email frequently and consistently. A student's failure to receive and read College communications in a timely manner does not absolve that student from knowing and complying with the content of such communications. Students may redirect (auto-forward) an email sent to their Teachers College email address to another email address unless they are also employees of the College and have access to confidential College information. *However, students who redirect email from their official College email address to another address do so at their own risk.* If email is lost as a result of forwarding, it does not absolve the student from the responsibilities associated with communications sent to their official College email address.

The complete policy can be viewed at [Email Use Policy](#).

## Campus Network

Data, voice, and video outlets as well as wireless access are found in every classroom and office on campus. Student residences are served by wired access mostly through a third-party provider.

## Teachers College Computing Access

Wireless access is available throughout the academic buildings and in common areas of the student residence halls. Those connecting personal computers to the College network are required to maintain current virus protection and device certificates, which can be done by downloading software from the [myTC portal](#) at no cost. They are also required to maintain current security by configuring Windows, Mac OS, IOS, and Android systems for automatic updates.

The Student Computing Support Center in 242 Horace Mann has 70 workstations and consulting support. 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 such as MS Office, Adobe Creative Suite (Design Premium), statistical analysis, e.g. SPSS, R (and R Studio) SAS, STATA, EQS, HLM, MPlus, Latent Gold, Matlab, WinSteps/FACETS, NVivo, ArcGIS, Inspiration, Kidspiration, InspireData, Mathematica, Comic Life, Smart Notebook, and Food Processor SQL. CrowdStrike malware protection is licensed by the College for all students to download for their home computers. CrowdStrike is installed on all college purchased computers. Several software applications including MS Office, SPSS, R, Endnote, a bibliographic database program, Matlab, a quantitative analysis program, and NVIVO, a qualitative analysis program are also available through site licenses for home use. Downloads are accessed via the web at [myTC portal](#). 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 websites can also be accessed from the kiosks located in corridors, Everett Lounge, and ground floors of campus buildings.

## Teachers College Printing Access

Printers are available for students using the TC printing system in the Student Computing Support Center in 242HM, the computer classrooms in 345 Macy, the commuter lounge, and the Whittier resident Hall 10th-floor computer lab. Students can print 20 double-sided pages per week across the semester at no cost and can purchase additional pages at 5 cents per page black & white and 50 cents per page for color. For volume printing, we recommend using TC Business Services (*located in Zankel 34*).

There are also two Columbia printers located in the Gottesman libraries which provide students with 20 double-sided pages per week at no cost (in addition to the Teachers College printing system) with the option to purchase additional pages also at 5 cents per page black & white. For volume printing, we recommend using TC Business Services (*located in Zankel 34*).

## TC Apps

TC Apps is a collection of integrated applications available through a sign-on to myTC. These include Google Apps for Education, Learning management systems Moodle, Canvas and BlackBoard, Mahara for ePortfolios, and Alfresco for managing files.

Other online resources include Qualtrics, an online survey platform that is available to students and faculty for use in creating, administering, and reporting on surveys. CIS provides both video-conferencing and a web-based conferencing application called WebEx, which provides desktop audio and video conferencing along with application sharing for those who can't meet in the same physical space. All members of the community have access to *Lynda.com* for learning a wide range of technology programs

### TC Course/Learning Management Systems

Canvas is TC's main course management system, and it is integrated with TC Apps. Systems include features such as syllabi, course materials, announcements, online discussions video and chat sessions. These systems are used by TC onsite and online courses.

## Multi-media Classrooms

All of our 65 classrooms have dedicated equipment such as PCs, Macs, projectors, and document cameras. Many of the rooms are set up with cameras and software for asynchronous, synchronous, and collaboration. Mobile multimedia, laptop carts are available for use in rooms that do not have dedicated equipment. Several new classrooms were built to provide experimentation spaces with state of the art active learning technologies. The lessons learned through the use of these spaces resulted in the design that is being used for ongoing classroom renovations. The rooms are equipped for video conferencing and lecture capture, with touch LCD panels, and the ability to easily share content among room participants including the use of personal mobile devices. There is flexible seating to easily move from lecture to group work, and plenty of whiteboard surfaces including the tables.

## Training

Training workshops are scheduled throughout the year on the use of Google apps and word processing, spreadsheets, social networking media, web publishing, statistical analysis surveys with Qualtrics, and video creation. New workshops focusing on design for online teaching and learning provide a resource for both faculty and students. In addition to workshops, individual and online training using *LinkedIn Learning* is also available. The workshop schedule may be found on the [Technology homepage](#).

## Enrollment Systems

Students are able to register, drop and add classes, check financial aid, academic history, and current grades or pay by ACH via the web portal at [myTC portal](#).



## TC Mobile

The new [mobile app](#) gives you a single interactive portal for Teachers College services, from the telephone directory to e-mail and course scheduling. Your one mobile place for all things Teachers College. The app is available for IOS and Android devices.

# Policies and Procedures

## **Acceptable Use of Information Technology**

### ***Policy governing use of technology resources at the College.***

#### **Purpose**

The purposes of this policy are to promote and improve the effectiveness of Teachers College computing and communications resources and to support the College community's norms of scholarly discourse, academic integrity, and fairness. As an academic community, the College places a special value on free expression of ideas. However, unlawful or inappropriate use of these information technologies (IT) resources can infringe upon 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 harassment and undue annoyance;
- prevent waste of the IT resources and obstruction of College activities; and
- protect the College and its resources.

#### **Scope**

This policy applies to all students, staff, faculty members, officers, employees, and affiliates of Teachers College, Columbia University, including extended learning sites, guests, tenants, visitors, contractors, consultants, vendors, individuals authorized by affiliated institutions and organizations, and all others granted use of and/or access to Teachers College, Columbia University technology resources and data.

#### **Policy**

The information technology resources of the College are part of the Columbia University network; all College users must be familiar with and adhere to the University IT policies found at [www.columbia.edu/cu/policy](http://www.columbia.edu/cu/policy) and particularly the Acceptable Use of IT Resources Policy, [policylibrary.columbia.edu/acceptable-use-it-resources-network-and-computing-policy](http://policylibrary.columbia.edu/acceptable-use-it-resources-network-and-computing-policy).

Use of College information technology resources must also conform with College policies, regardless of whether they make explicit reference to electronic or other media. Relevant policies, including those related to professional conduct and protection from harassment, are available in the College's Policy Library, [tc.columbia.edu/policylibrary/](http://tc.columbia.edu/policylibrary/).

Students, faculty, staff and others using College and University electronic resources and services assume personal responsibility for their appropriate use and agree to comply with all relevant policies, as well as applicable laws. College IT resources may not be used for any purpose that violates College or University policies or for any illegal or criminal purposes, including violation of copyright law. 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 illegal and a violation of College and University policies to attempt to gain access to or use another person's ID, password, or account, or 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, whether 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, obscene and other unwelcome messages and postings.

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, including but not limited to viruses, worms and Trojan horses, are forbidden. They violate College and University policies and applicable law.

Failure to abide by these policies will have consequences that may range from warnings to suspension of email and other computing privileges to dismissal or termination of employment. Conduct that violates College and University policies may also violate federal, state, or local law

and subject individuals to civil or criminal liability. Violations of Teachers College IT policies, including copyright policies, are also violations of the Student Conduct Code. Individuals who believe that there has been a violation may contact The Office of the CIO or the Vice Provost for Student Affairs.

Responsible Office: Teachers College Information Technology

Effective Date: October 1, 2020

Last Updated: July 13, 2020

*View the full policy*

## **Access to Services**

### **Access to Services**

During the academic year, many of the services provided by the College are only available to credit students who are registered during the given semester. This includes, but is not limited to, library privileges and email accounts. Degree students who are not taking courses in the fall or spring semester may register for IND 4000, Master's Candidate or IND 6000, Doctoral Candidate in order to maintain registration. The fee for either IND 4000 or IND 6000 is the current college fee. Registration in IND 4000 is limited to four semesters total, and registration in IND 6000 is limited to six semesters total. During the summer term, email accounts and library access will be granted for students who were registered during the preceding spring term. Access to other services during the summer may vary. Individuals should check with the department providing the service.

Effective Date: September 2017

Last Updated: September 2017

*View the full policy*

## **Accreditation**

### ***Policy regarding Accreditation.***

## Accreditaion

### Licensure/Certification of Programs

The following is a link to the College's public disclosure indicating whether the College's programs meet state licensure/certification requirements: <https://www.tc.columbia.edu/office-of-teacher-education/certification-disclosure/>

All Teachers College programs are registered with the New York State Education Department.

Teachers College is accredited by the Middle States Commission on Higher Education.

Teacher preparation, school leadership, and school counseling programs are accredited with the Association for Advancing Quality in Educator Preparation.

A number of academic programs are accredited by specialized accrediting bodies, including:

- Accreditation Council for Education in Nutrition and Dietetics (Nutrition Education)
- American Psychological Association (Counseling Psychology, Clinical Psychology and School Psychology Ph.D. programs)
- American Speech-Hearing-Language Association (Communication Sciences and Disorders)
- Applied Behavior Analysis International (Applied Behavior Analysis)
- Council on Education for Public Health (Community Health Education)
- Council on the Education of the Deaf (Education of the Deaf and Hard of Hearing)
- Masters in Counseling Accreditation Council (Psychological Counseling)
- National Association of School Psychologists (School Psychology)

Contact information for each of the accrediting agencies listed above is available at the Office of Accreditation and Assessment: <https://www.tc.columbia.edu/oaacc/accreditation/specialty-professional-associations/>

Responsible Office: Office of the Provost

Effective Date: May 2021

Last Updated: July 2023

*[View the full policy](#)*

## Attendance

Students are expected to attend all classes for which they are registered and are responsible for absences resulting from late enrollment. Attendance in online courses is defined as regular and substantive participation in the learning activities prescribed by the course instructor. For courses that have face-to-face meetings and online components, both attendance at face-to-face meetings and regular and substantive participation in the online learning activities prescribed by the course instructor are required. Students who never attend a course for which they are registered will receive a grade of WN for that course, assigned by their instructor by the end of the change-of-program period. The WN grade is non-punitive but will remain on a student's transcript. A course with this grade assigned will not count towards a student's time status of Financial Aid Cost of Attendance.

Updated: September 2021

*[View the full policy](#)*

## **Auditing**

### ***Policy regarding auditing courses.***

Teachers College students currently enrolled for 15 or more points may audit one or two Teachers College courses during the term. Also, fully certified doctoral candidates may audit Teachers College courses which enhance their professional interests.

Applications for auditing privileges are obtainable from the Office of the Registrar during the change-of-program period. Students must secure the written approval of the course instructor and return the approval form to the Office of the Registrar during the change-of-program period.

Audited courses will not appear on the transcript or fulfill any academic requirement and may not later be applied for credit. Courses with limited enrollment, laboratory courses, seminars, continuing professional studies courses, and non-credit courses are not open to auditors.

Updated: September 2017

*[View the full policy](#)*

## **College Communication**

### ***Official policy regarding College Communication.***

## College Communication

### **Owner: Associate Vice President and Chief Student Affairs Officer**

*Official policy regarding College Communication.*

### **Owner: Associate Vice President and Chief Student Affairs Officer**

*Official policy regarding College Communication.*

Teachers College, recognizing the increasing need for electronic communication with students, has established email as an official means of communication with students. In order to ensure effective communication with students, students are required to activate and use the email address provided by the College.

Teachers College expects that every student will receive email at his or her Teachers College email address and will read email on a frequent and consistent basis. A student's failure to receive Teachers College and read College communications in a timely manner does not absolve that student from knowing and complying with the content of such communications. Students may elect to redirect (auto-forward) email sent to their Teachers College email address. Students who (auto-forward) redirect email from their official College email address to another address do so at their own risk. If email is lost as a result of forwarding, it does not absolve the student from the responsibilities associated with communications sent to their official University email address. All use of email will be consistent with other Teachers College and Columbia University policies including the Acceptable Use Policy at <https://my.tc.columbia.edu>.

While most of College communications is handled through the official College email, on occasion the College will need to contact students using postal services. In addition, to be in compliance with various state and federal regulations, the College must have accurate information on the permanent residence and current location of all students. It is the responsibility of students to verify and update their addresses, as necessary, each semester. Students may view and update their addresses through myTC under the TC Services tab – Update Addresses and Phones. Teachers College defines the location and residence of the student as the campus address, if applicable, or the mailing address that is active on the Student Information System. If a student does not have an active campus or mailing address, the permanent address will be considered the official location and residence of a student.

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.

In addition to the communication methods above, emergency notifications are made through public address systems in most campus buildings and through TCAAlert. All members of the TC community are strongly encouraged to sign up for TCAAlert via the portal at [my.tc.edu](http://my.tc.edu) to receive text or voice messages on their cellphones. Use of this system is limited to urgent messages. The College does not charge for it, although some wireless phone carriers may charge a fee for receiving SMS text messages.

Responsible Office: Associate Vice President & Chief Student Affairs Officer

Last Update: November 30, 2023

*[View the full policy](#)*

## **Continuous Enrollment**

### ***Continuous Enrollment Policy***

Beginning in the Fall 2018 term, all students who enroll in a degree program must register for courses beginning with their initial term of entry and continuing each fall/spring term until their degree requirements have been met. To meet the continuous enrollment requirement students must:

- A. Register for course work, or
- B. Register as a master's candidate or doctoral candidate (each of which requires the College fee), or
- C. Request and receive a leave of absence (medical, military, or personal) according to TC's leave policy, or
- D. Doctoral candidates who have reached a stage at which they are obligated for continuous registration will meet the requirements of the continuous enrollment policy by registering for their department's dissertation advisement course, registering for at least 3 points of TC course work, or requesting and receiving a personal exemption or waiver according to the guidelines set forth in the appropriate doctoral student guide book.



Summer registration is not required unless it is part of the program's curriculum. Students who are in summer-only programs are not required to maintain continuous enrollment in fall and spring terms, but they must maintain summer enrollment each term.

Students must maintain an active enrollment status by selecting from option A, B, C, or D as outlined above. Students who are unable to register in a fall or spring term must inform the College of their enrollment plan by the end of the term drop/add period or else they will be placed on an administrative leave of absence. After being placed on administrative leave, students who do not communicate with the Office of the Registrar by the end of the term will be withdrawn from the College and will need to reapply for admission if they wish to resume their studies. Students who communicate with the Office of the Registrar before the end of the term may be eligible to request a change from administrative leave to personal leave, when applicable.

Students are permitted a total of two (2) terms of personal leave while matriculated at Teachers College. An administrative leave will not convert to a personal leave if the student has already reached the personal leave limit of two (2) terms.

Students should refer to the leave of absence policy for detailed information about the following areas while on leave: academic policies, financial aid, housing, health insurance, and re-enrollment.

This continuous enrollment policy does not apply to students who have been suspended under the Student Conduct Code during the term of their suspension.

Original Effective Date: February 21, 2018

Modified December 18, 2020

*[View the full policy](#)*

## **Credit and Noncredit Courses**

### ***Policy regarding credit and noncredit courses.***

Some credit-bearing courses are offered also on a noncredit basis, as indicated in the course description.

Students registering for noncredit offerings do not earn academic credit.

A student who registers for a course on a noncredit basis may not change enrollment to credit once the course begins. A student who registers for a course for credit may not change enrollment to noncredit once the course begins.

No Teachers College fee is charged if the noncredit course registration is the only course registration for the term; however, any laboratory fees or special fees for the course are additional.

Fees for noncredit offerings such as non-credit courses, workshops, institutes, and conferences vary. See the official announcement for these offerings for the tuition and fees charges.

Teachers College reserves the right to cancel or modify the courses listed in this catalog and other official publications and to change the instructors.

Effective Date: March 16, 2016

Last Updated: March 16, 2016

*View the full policy*

## Credit Hour

### Credit Hour

A "point" (equivalent to a semester hour) is the College's unit of credit. The New York State Education Department<sup>1</sup> and the U.S. Department of Education<sup>2</sup> regulate the minimum standards for a credit hour. To meet these regulations, the following standards apply to all Teachers College courses offered for credit. These are minimum requirements; individual courses may have greater requirements as determined by the course instructor. The indicated times spent out-of-class represent averages, and some students might find it necessary to devote more time than these stated expectations. For this policy, a contact hour is defined as 50 minutes.

### Lecture, Seminar and Other In-Person Courses

The course modality "in-person" is defined and described here: <https://www.tc.columbia.edu/policylibrary/policies/course-naming-guide-11284145/>

1. A one-point course meets for 15 contact hours plus a minimum of 30 hours in student preparation and out-of-class assignments.
2. A two-point course meets for 30 contact hours plus a minimum of 60 hours of student preparation and out-of-class assignments.
3. A three-point course normally meets for 30 contact hours plus a minimum of 60 hours of student preparation and out-of-class assignments and an additional 45 hours spent on a supervised out-of-class project.

4. For classes of more credit hours, the class contact hours and student preparation and out-of-class assignments are increased proportionately. A minimum of 45 hours for each additional point of credit is required in additional meeting times and/or other academic activities.
5. For a course with a variable point option, the course syllabus must clearly differentiate the additional out-of-class work required for the additional point(s) of credit. Each additional point must involve a minimum of 45 additional hours of out-of-class work and may take the form of additional reading, preparing a term paper, engaging in a project related to the course or out-of-class group activities.

### **Externship, Fieldwork, Internship, Laboratory, Practicum, and Student Teaching Courses**

1. Hours for field-based courses must follow the same time standards as defined for in-person courses. For each credit point, a student must complete a minimum of 45 hours including actual time spent in the field experience, class meetings, and student preparation and out-of-class assignments.
2. Hours listed for Certificates of Equivalency must be over and above the minimum number of hours required for the point value of the student's course registration.

### **Hybrid Courses**

The course modality “hybrid” is defined and described here: <https://www.tc.columbia.edu/policylibrary/policies/course-naming-guide-11284145/>

1. Hybrid courses must be comparable in level, scope, academic rigor and student study as for in-person lecture courses.
2. The same credit hour requirements as described for in-person courses are required and may be achieved through meeting in-person or online following the meeting time standards established for online courses.
3. The course instructor must document on the course syllabus the expectations for completing the minimum credit hour requirements for the credit awarded.

### **Independent Study Courses**

1. Independent study is a self-directed course of study under the guidance of an instructor.
2. Academic credit awarded for independent study must be comparable in level, scope, academic rigor and student study as for the lecture courses.
3. 45 hours of supervised independent research work for each credit earned.

### **Online Courses (or Distance Learning)**

The course modality “online” is defined and described here: <https://www.tc.columbia.edu/policylibrary/policies/course-naming-guide-11284145/>

1. Online courses must be comparable in level, scope, academic rigor and student study as for in-person lecture courses.
2. The same credit hour requirements as described for in-person courses are required for online courses. Meeting time is satisfied through several means which can include but is not limited to regular instruction or interaction with the course instructor; academic engagement through interactive tutorials and training; group discussions moderated by the course instructor; virtual study/group projects; engagement with class peers; and other activities graded and reviewed by the course instructor.
3. The course instructor must document on the course syllabus the expectations for completing the minimum credit hour requirements for the credit awarded.

### **Short Courses**

For a course lasting one or two weeks, credit value may not exceed the number of weeks of the course.

1. For a course of three weeks but less than six weeks, the credit value may not exceed the number of weeks of the course plus one.
2. The same credit hour requirements must be met as outlined in the preceding sections. There must be sufficient time within the timeframe of the courses offering to satisfy the credit hour requirements.

[1] NYSED: “Semester hour means a credit, point or other unit granted for the satisfactory completion of course which requires at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments. This basic measure shall be adjusted proportionately to translate the value of other academic calendars and formats of study in relation to the credit granted for study during the two semesters that comprise an academic year.”

[2] Title IV: “one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class work each work for approximately 15 weeks for one semester hour of credit, or at least an equivalent amount of work as required in this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.”

Approvals: Approved by FEC-APS, March 23, 2016; update approved by FEC-APS, February, 2024

Policy Owner: Academic Affairs Compliance

Effective Date: March 2016

Last Updated: April 2024

*View the full policy*

**Discrimination and Harassment - Policy and Procedures**  
***Teachers College Policy and Procedures on Discrimination and Harassment***

*View the full policy*

**Grading**  
***Policy regarding grades.***

Course instructors are responsible for setting the requirements for courses and evaluating students' work. The grading symbols approved by the Faculty, appear below:

- 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. This review may result in the denial of permission to register for further study at Teachers College. No more than 3 points of C- may be credited toward any degree, certificate or diploma. Students completing requirements for more than one degree or diploma may count 3 points of C- toward only one such award. Students who accumulate 8 points or more with grades of C- or lower may not continue study at the College and will not receive a degree or diploma.

**F** Failure. The records of students receiving such grades are subject to review. This review may result in the denial of permission to register for further study at Teachers College. Students who accumulate 8 points or more with grades of C- or lower may not continue study at the College and will not receive a degree or diploma. Students usually may not repeat a failed course unless it is required. When the course is required, the students may re-register and obtain a satisfactory grade. The previous F grade remains on the transcript.

**P** Passed. The “P” grade indicates passing performance in certain courses that only provide for dichotomous evaluation. Alternatively, by arrangement with the instructor as outlined in the Grading Options section below, students can request pass/fail grading in courses that normally lead to letter grades. Once an instructor submits a final pass/fail grade for a course, the transcripts of students in that course will not carry any other type of grade. The College does not issue supplementary statements on student performance in the course.

**DP** Doctoral pass credit. The grade of DP may be assigned only to certified doctoral candidates who have successfully completed all requirements prescribed by the instructor. Students may receive DP credit only for courses taken in the semesters after they are certified. DP credit may not apply toward M.A. or M.S. degree requirements. A maximum of 6 points of DP credit may apply toward Ed.M. degree requirements. See section below on Grading Options for further information.

**WD** Withdrawn. The WD grade indicates course withdrawal after the close of the change-of-program period during the term.

**WU** Unofficially withdrawn -- failure. The WU grade indicates that a student attended a course at least once but stopped attending that course without officially withdrawing.

**WN** Never attended. A non-punitive grade assigned by faculty at the end of the change-of-program period to indicate non-attendance. This will be equivalent to a course dropped during the change-of-program period for the purposes of Financial Aid Cost of Attendance and student time status. This course and grade will remain on a student's transcript.

**YC** Year Course. The symbol “YC” is assigned for the first half of a year course (courses that appear with a “z” suffix on the transcript). At the end of the second half of the course, the final grade, denoting the instructor's evaluation, will appear on the transcript.

**R** Attendance Credit. R grades indicate that students attended a course. Instructors who agree to grant R credit may stipulate requirements in addition to regular attendance. Courses taken through the Interuniversity Doctoral Consortium may not be taken for an R grade. No R

credit may apply toward M.A. or M.S. degrees. A maximum of 6 R credits may apply toward Ed.M. programs but not to satisfy the three-course out-of-program requirement. Finally, a maximum of 9 R credits may apply toward doctoral programs but not toward minimum distribution requirements. See section below on Grading Options for further information.

**T** Transfer credit awarded. The T grade is applied to transfer courses that meet minimum eligibility requirements for transfer work and that a faculty advisor has approved for credit.

*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. 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 convert to a grade of F on the transcript. As with any grades earned by a student, these become a part of the student's record and are evaluated for the purposes of determining potential academic probation and/or dismissal. 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 payment 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 (currently the Program Plan) will not be allowed to sit for the certification exam.

## **Grading Options**

Teachers College categorizes grade options as evaluative (letter-graded on an A+ through F scale), pass/fail (P/F), doctoral pass (DP), or attendance (R). Within the academic term of the course, students may request grade options that differ from the standard grade options that their course instructors use, but instructors have discretion to approve or deny such requests. Students may obtain applications for alternative grading options from the Office of the Registrar. Once an alternative grade application has received approval from the course instructor and Registrar, students may not request a subsequent change of grade option. Deadlines and specific procedures for completing the applications appear below:

### **Pass/Fail and Evaluative Letter Grades**

Students in courses that normally award pass/fail grades may request letter grades, and students in letter-graded courses may request a pass/fail option. If the instructor approves the request, the student must submit the completed application for alternative grading to the Registrar before the third class session.

### **Doctoral Pass**

Certified doctoral candidates may request a doctoral pass (DP) grade option. If the instructor approves the request, the candidate must submit the completed application to the Registrar before two-thirds of the class sessions have met.

### **Attendance Credit**

Students desiring attendance (R) credit must request the R option from the course instructor. If the instructor approves the request, the student must submit the completed application to the Registrar before two-thirds of the class sessions have met. Mathematics majors in the Department of Mathematics, Science and Technology must have their applications cosigned by the program coordinator.

### **Changes in Grades**

All grades other than Incomplete are final once submitted to the Office of the Registrar. Once final grades have been given, instructors may not change them unless errors occurred in the original transmission of grades. A student who believes that an instructor has made a grading error should follow the procedures outlined in the Grade Correction policy: [http://www.tc.columbia.edu/policylibrary/Grade Correction](http://www.tc.columbia.edu/policylibrary/Grade%20Correction)

### **Courses at Schools Other than Teachers College**

Different schools and affiliates of Columbia University, as well as members of the Inter-University Doctoral Consortium, may have different policies, procedures, and deadlines on course grading and incomplete grades. Teachers College students who cross-register at other schools should note that their course work at the host school may be subject to the policies and procedures of that school and not those of Teachers College. Grades of "D" earned at these other institutions will not count toward a Teachers College degree or certificate.

Last updated: September 2021

*View the full policy*



## Graduate Credit in Advanced Undergraduate Courses

### ***Policy regarding 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 6 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. Tuition charges for undergraduate courses that the Registrar approves for graduate credit or undergraduate language courses taken to fulfill the language requirement for the Ph.D. may be used to calculate students' federal financial aid awards. Undergraduate courses that fall outside of these parameters will not be factored into federal aid awards.

Updated: September 2017

*[View the full policy](#)*

### **HEGIS Codes**

Curriculum and Teaching: Elementary Education- Professional Certification	0802	M.A.
Curriculum and Teaching: Secondary Education- Professional Certification	0803	M.A.
Elementary Inclusive Education-Initial Certification	0802	M.A.

Elementary Inclusive Education- Initial Certification With Gifted Extension	0802	Ed.D./ M.B.A.
Higher and Postsecondary Education	0805	M.A., Ed.M., Ed.D.
Adult Education Guided Intensive Study (AEGIS)	0807	Ed.D.
Adult Learning and Leadership	0807	M.A., Ed.M., Ed.D.
†*Applied Behavior Analysis	0808	Ph.D., Ed.D.
Applied Behavior Analysis-Initial Dual Certification	0808	M.A.
*Deaf and Hard of Hearing	0808	Ed.D.
Early Childhood Education: Special Education-Initial Certification	0808	M.A.
Early Childhood Education: Special Education-Initial Dual Certification	0808	M.A.
Guidance and Rehabilitation	0808	M.A.
Elementary Inclusive Education-Initial Dual Certification	0808	M.A.
†*Intellectual Disability/Autism	0808	Ed.D., Ph.D.
Intellectual Disability/Autism-Initial Dual Certification	0808	M.A.
Intellectual Disability/Autism: Early Childhood- Dual Certification	0808	Ed.M.
Intellectual Disability/Autism:Childhood/Elementary- Dual Certification	0808	Ed.M.
Instructional Practice in Special Education	0808	Ed.M.
†*Physical Disabilities	0808	Ed.D., Ph.D.
Secondary Inclusive Education	0808	M.A.

Severe and Multiple Disabilities: Annotation	0808	M.A.
Special Inclusive Elementary Education	0808	M.A.
Gifted Education	0811	M.A.
Gifted Education- Initial Certification	0811	M.A.
Deaf and Hard of Hearing	0812	M.A.
Deaf and Hard of Hearing- Initial Certification	0812	M.A.
Deaf and Hearing Impaired: Adolescence Education-Dual Certification	0812	Ed.M.
Deaf and Hearing Impaired: Early Childhood Education-Initial Dual Certification	0812	Ed.M.
Deaf and Hearing Impaired: Elementary Education-Initial Dual Certification	0812	Ed.M.
Deaf Education: Reading Specialist- Initial Dual Certification	0812	Ed.M.
Communication Sciences and Disorders-Initial Certification	0815	M.S.
Communication Sciences and Disorders-Professional Certification	0815	M.S.
Communication Sciences and Disorders: Bilingual Option-Initial Certification	0815	M.S.
Speech and Language Pathology-Bilingual Extension Institute	0815	Adv. Cert.
History and Education	0821	M.A., Ed.M., Ed.D.,Ph.D.

Philosophy and Education	0821	M.A., Ed.M., Ed.D., Ph.D.
Applied Educational Psychology: Cognitive, Behavioral, and Developmental Analysis	0822	Ed.M.
Cognitive Studies in Education	0822	M.A., Ed.M., Ed.D.
Psychology in Education	0822	M.A.
Early Childhood Education	0823	M.A., Ed.M., Ed.D.
Early Childhood Education- Initial Certification	0823	M.A.
Early Childhood Education- Special Education	0823	Ed.M.
Applied Statistics	0824	M.S.
School Counselor	0826.01	Ed.M.
Applied Developmental and Learning Psychology- School Psychology	0826.02	Ed.M.
Applied Educational Psychology- School Psychology	0826.02	Ph.D.
Education Policy	0827	M.A., Ed.M., Ph.D.
Educational Leadership	0827	PH.D.
Educational Leadership Studies	0827	M.A., Ed.M., Ed.D.
Urban Education Leaders Program	0827	Ed.D.
Leadership, Policy and Politics	0827	Ed.D.
††Education Leadership Management (M.B.A. through Columbia University Graduate School of Business)	0827	Ed.D.
Private School Leadership	0827	M.A., Ed.M.
††Private School Leadership (M.B.A. through Columbia University Graduate School of Business)	0827	M.A.

Public School Building Leadership	0828	M.A., Ed.M.
Curriculum and Teaching	0829	M.A., Ed.M., Ed.D.
Designing Interactive Multimedia Instruction	0829	Adv. Cert.
Literacy Specialist- Initial Certification	0830	M.A.
Reading Specialist- Initial Certification	0830	M.A.
Art and Art Education	0831	M.A., Ed.M., Ed.D., Ed.D.C.T.
Art and Art Education- Initial Certification	0831	M.A.
Creative Technologies	0831	M.A.
	0831	Adv. Cert.
Music and Music Education	0832	M.A., Ed.M., Ed.D., Ed.D.C.T.
Music and Music Education- Initial Certification	0832	M.A.
Music and Music Education- Professional Certification	0832	M.A.
Mathematics Education	0833	M.A., M.S., Ed.M., Ed.D., Ed.D.C.T., Ph.D.
Science Education	0834	Ed.D., Ph.D.
Science and Dental Education	0834	M.A.
Supervisor/Teacher of Science Education	0834	M.A.
Teacher Education in Science	0834	M.S., Ed.M.
Applied Physiology	0835	M.A., Ed.M., Ed.D.
Kinesiology	0835	Ph.D.
Motor Learning	0835	M.A., Ed.M., Ed.D.
Movement Sciences and Education	0835	Ed.D.

Physical Education	0835	M.A.
Physical Education- Initial Certification	0835	M.A.
Physical Education- Professional Certification	0835	M.A.
Physical Education, Curriculum and Teaching in	0835	M.A., Ed.M., Ed.D.
Nutrition and Exercise Physiology	0837	M.S.
Community Health Education	0837	M.S.
Diabetes Education and Management	0837	M.S.
Advanced Diabetes Topics	0837	Adv. Cert.
Health Education	0837	M.A., Ed.D.
Bilingual/Bicultural Education	0899	M.A.
Bilingual/Bicultural Education Extension	0899	Adv. Cert.
Communication and Education	0899	Ed.D.
Comparative and International Education	0899	M.A., Ed.M., Ed.D., Ph.D.
Instructional Technology and Media	0899	M.A., Ed.M., Ed.D.
International Educational Development	0899	M.A., Ed.M., Ed.D.
Learning Analytics	0899	M.S.
Neuroscience and Education	0899	M.S.
Teaching and Learning with Technology	0899	Adv. Cert.
Technology Specialist: K-12- Initial Certification	0899.03	M.A.
Technology Specialist for Teachers - Initial Certification	0899.03	M.A.
Bilingual/Bicultural Education- Transitional B	0899.50	M.A.
Biology 7-12- Transitional B	0899.50	M.A.

Chemistry 7-12- Transitional B	0899.50	M.A.
Early Childhood Education: Special Education-Dual Certification- Transitional B	0899.50	M.A.
Earth Science 7-12- Transitional B	0899.50	M.A.
English, Teaching of- Transitional B	0899.50	M.A.
Intellectual Disabilities/Autism-Childhood - Transitional B	0899.50	M.A.
Intellectual Disabilities/Autism-Generalist 5-9 - Transitional B	0899.50	M.A.
Mathematics Education- Transitional B	0899.50	M.A.
Physics 7-12- Transitional B	0899.50	M.A.
TESOL- Transitional B	0899.50	M.A.
Art and Art Education-Professional Certification	1002	M.A.
Arts Administration	1099	M.A.
Nurse Executive Role (Accelerated Program)	1203.10	M.A.
Nurse Executive Role (Accelerated Program)	1203.10	Ed.D.
Nursing Education: Professorial Role (Accelerated Program)	1203.10	M.A.
Nursing Educaiton (Distance Learning)	1203.10	Ed.D., Adv. Cert.
Communication Sciences and Disorders	1220	M.S., Ed.M., Ed.D., Ph.D.
Community Nutrition Education	1306	Ed.M.
Nutrition and Public Health	1306	M.S., Ed.D
Nutrition Education	1306	M.S., Ed.D
English, Teaching of	1501	M.A., Ed.M., Ed.D.C.T., Ed.D.

English Education	1501	Ph.D.
English, Teaching of- Initial Certification	1501.01	M.A.
English, Teaching of- Professional Certification	1501.01	M.A.
Applied Linguistics	1505	M.A., Ed.M., Ed.D.
Communication and Education	1506	M.A., Ed.M.
TESOL (Teaching of English to Speakers of Other Languages)	1508	M.A., Ed.M., Ed.D.
TESOL- Initial Certification	1508	M.A.
Mathematics Education- Initial Certification	1701.01	M.A.
Mathematics Education- Professional Certification	1701.01	M.A., M.S., Ed.M.
Arts Administration	1899	M.A.
Physics 7-12- Initial Certification	1902.01	M.A.
Chemistry 7-12- Initial Certification	1905.01	M.A.
Earth Science 7-12- Initial Certification	1917.01	M.A.
Clinical Psychology	2003	Ph.D.
Counseling Psychology	2004	Ph.D.
Psychological Counseling	2004	Ed.M.
Mental Health Counseling	2004	Ed.M.
Social-Organizational Psychology	2005	Ph.D.
Cooperation and Conflict Resolution	2005	Adv. Cert.
Measurement and Evaluation	2007	Ed.M., Ed.D., Ph.D.
Psychology-Organizational	2008	M.A.



Developmental Psychology	2009	Ph.D.
Psychology:Developmental	2009	M.A.
Sexuality, Women and Gender	2099	Adv. Cert.
Teaching of Social Studies	2201	M.A., Ed.M., Ed.D., Ph.D.
Global Competence	2201	Adv. Cert.
Social Studies, Teaching of- Initial Certification	2201.01	M.A.
Social Studies, Teaching of- Professional Certification	2201.01	M.A.
Applied Anthropology (In Cooperation with GSAS)	2202	Ph.D.
Anthropology and Education	2202	M.A., Ed.M., Ed.D., Ph.D.
Economics and Education	2204	M.A., Ed.M., Ph.D.
Politics and Education	2207	M.A., Ed.M., Ed.D., Ph.D.
Sociology and Education	2208	M.A., Ed.M., Ed.D., Ph.D.
Interdisciplinary Studies in Education	4999	M.A., Ed.M., Ed.D.
Design and Development of Digital Games	5503	M.A.

\* Ed.D. in Special Education is acquired through these programs.

† Ph.D. in Special Education is 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.

Effective Date:

Last Updated: June 2017

*View the full policy*

## Inter-University Doctoral Consortium

Teachers College participates in the Inter-University Doctoral Consortium which provides for cross-registration among member institutions. Fully admitted doctoral students after the first year of study 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 for Social Research, New York University, Rutgers University, and Stony Brook University. Ordinarily, such courses must not be available within Columbia University. Applications are available in the Office of the Registrar. 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.

Effective Date:

Last Updated: June 2017

*[View the full policy](#)*

## Key to Teachers College Course Numbers

### **The prefix indicates the department:**

- A&H Arts & Humanities
- BBS Biobehavioral Sciences
- CCP Counseling & Clinical Psychology
- C&T Curriculum & Teaching
- EDP Education Policy and Social Analysis
- HBS Health & Behavior Studies
- HUD Human Development
- IND Interdepartmental
- ITS International & Transcultural Studies
- MST Mathematics, Science & Technology
- ORL Organization & Leadership

## The first digit of the course number indicates course level:

- 4 initial graduate
- 5 intermediate graduate
- 6 advanced graduate
- 7 dissertation seminar
- 8 dissertation advisement
- 9 postdoctoral

## The second digit of the course numbers indicates the type of offering:

- 0 lecture
- 1 lecture
- 2 field work
- 3 practicum
- 4 internship
- 5 seminar
- 6 colloquium
- 7 student teaching
- 8 workshop, work conference, or institute
- 9 independent study and research

Effective Date:

Last Updated: June 2017

*[View the full policy](#)*

## **Non Discrimination** ***General Non-Discrimination policy.***

*Notice of Non-Discrimination.*

Title VI of the Civil Rights Act of 1964, prohibits discrimination based on race, color, or national origin (including language).

Teachers College (“TC” or the “College”) is committed to providing a working, learning, and living environment free from discrimination and harassment and to fostering a vibrant, nurturing community founded upon the fundamental dignity and worth of all of its members.

Consistent with this commitment, Teachers College does not discriminate on the basis of race, color, religion, creed, sex, gender, gender identity or expression, sexual orientation, national origin, age, height, weight, marital or partnership status, citizenship or immigration status, caste, military status, disability, pregnancy, genetic predisposition or carrier status, status as a victim of domestic violence, or any other legally protected status in the administration of its admissions policies, educational policies, employment, scholarship, loan, and other College-administered programs; treatment, or in access to College programs or activities.

**Students** with concerns about possible discrimination may wish to speak with Associate Vice President and Chief Student Affairs Officer for Student Affairs Tom Rock, 528 West 121st St., Room 163, (212) 678-3083, Vice President for Diversity and Community Affairs Janice S. Robinson, 128 Zankel, (212) 678-3391, or confidentially to the Ombuds Officer Stephen Peverly, 280 Grace Dodge, (212) 678-4169.

**Faculty and staff** with concerns about possible discrimination may wish to speak with Vice President for Administration Lisa Seales, 120 Whittier Hall, (212) 678-3740, Vice President for Diversity and Community Affairs Janice S. Robinson, 128 Zankel, (212) 678-3391, or confidentially to the Ombuds Officer Stephen Peverly, 280 Grace Dodge, (212) 678-4169.

**Individuals may also seek assistance outside the TC community:**

US Department of Education, Office for Civil Rights (New York Office)

(646) 428-3900

(800) 877-8339 voice/TDD

OCR.NewYork@eg.gov

Equal Employment Opportunity Commission

(800) 669-4000

(800) 669-6820 (TTY for Deaf/Hard of Hearing callers only)

(844) 234-5122 (ASL Video Phone for Deaf/Hard of Hearing callers only)

info@eeoc.gov

NYS Division of Human Rights

[complaints@dhr.ny.gov](mailto:complaints@dhr.ny.gov)

<https://dhr.ny.gov/complaint>

NYC Commission on Human Rights

(718) 722-3131

Online form: <https://www1.nyc.gov/site/cchr/about/report-discrimination.page>

<https://www1.nyc.gov/site/cchr/about/contact-us.page>

### **Sex Discrimination**

Title IX of the Education Amendments of 1972 (Title IX) protects individuals from sex discrimination in educational programs and activities at institutions that receive federal financial assistance.

### **The following person has been designated to handle inquiries regarding Title IX:**

Janice S. Robinson

[jrobinson@tc.columbia.edu](mailto:jrobinson@tc.columbia.edu)

TC Title IX Coordinator

128 Zankel

(212) 678-3391

### **Age Discrimination**

Age Discrimination Act of 1975, which prohibits discrimination based on age.

### **Religion**

U.S. Department of Homeland Security regulation 6 C.F.R. Part 19, which prohibits discrimination based on religion in social service programs.

**Disability Discrimination**

Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 (ADA) protect students and employees from disability discrimination.

**The following people have been designated to handle inquiries regarding Section 504/ADA:**

**Allison N. Antwi**

**ana2172@tc.columbia.edu**

**Assistant Vice President for Equity and Compliance;**

**TC Section 504 Compliance Officer**

128 Zankel

**(212) 678-7508**

Juan Carlos Reyes

jcr2101@tc.columbia.edu

Executive Director, Office of the VP for Diversity and Community Affairs

Deputy Section 504 Compliance Officer

128 Zankel

(212) 678-8410

**Pay Transparency.** Teachers College will not discharge or in any other manner discriminate against employees or applicants because they have inquired about, discussed, or disclosed their own pay or the pay of another employee or applicant. However, employees who have access to the compensation information of other employees or applicants as a part of their essential job functions cannot disclose the pay of other employees or applicants to individuals who do not otherwise have access to compensation information, unless the disclosure is (a) in response to a formal complaint or charge, (b) in furtherance of an investigation, proceeding, hearing, or action, including an investigation conducted by the College or (c) consistent with the College's legal duty to furnish information.

Responsible Office: Office of the Vice President for Diversity and Community Affairs

Last Updated: January 19, 2024

*View the full policy*

## Public Disclosure Notification

The following programs meet the educational requirements for teacher certification or professional licensure in New York State. If you plan to work in a state other than New York, Teachers College has not made a determination if our programs meet the educational requirements for certification or professional licensure in any other state, Washington DC or Puerto Rico. We recommend that you review the state's licensing board or teacher certification website for that state's qualifications. The Office of Teacher Education will complete any necessary forms and/or letters for out-of-state certification on the completion of your approved teacher preparation program.

CERT-ABAL	Certificate-Applied Behavior Analysis	Professional Licensure
CERT-BILG-EX	Certificate-Bilingual/Bicultural Education Extension	Teacher Certification
CERT-BLGD-EX	Certificate-Bilingual/Bicultural Education Extension Distance Learning	Teacher Certification
CERT-SPTB-IN	Certificate-Bilingual Extension Institute	Teacher Certification
CERT-SPTD-IN	Certificate-Bilingual Extension Institute DL	Teachert Certification
EDD-ELUE	Doctor of Education-Urban Education Leaders Program	Teacher Certification
MA-ABAS-DU	Master of Arts-Applied Behavior Analysis-Dual	Teacher Certification
MA-ARTE-IN	Master of Arts -Art and Art Education Initial Certification	Teacher Certification
MA-ARTE-PF	Master of Arts-Art and Art Education Professional Certification	Teacher Certification

MA-BILC-DU	Master of Arts-Bilingual/Bicultural Education Dual	Teacher Certification
MA-BILC-TR	Master of Arts-Bilingual/Bicultural Childhood Education Transitional B	Teacher Certification
MA-BILG-EX	Master of Arts-Bilingual/Bicultural Education Extension	Teacher Certification
MA-BILS-DU	Master of Arts-Bilingual/Bicultural Education Special Education Dual	Teacher Certification
MA-CUED-PF	Master of Arts-Elementary Education Professional Certification	Teacher Certification
MA-CUSD-PF	Master of Arts-C&T Secondary Education Professional Certification	Teacher Certification
MA-CUSE-IN	Master of Arts-Secondary Inclusive Education	Teacher Certification
MA-DHEA-IN	Master of Arts-Deaf and Hard of Hearing Initial Certification	Teacher Certification
MA-ECED-IN	Master of Arts-Early Childhood Educaiton Initial Certification	Teacher Certification
MA-ECED-IX	Master of Arts-Early Childhood Education Education Initial Cert Bilingual	Teacher Certification
MA-ECSE-DU	Master of Arts-Early Childhood Education-Special Education Dual Certification	Teacher Certification
MA-ECSE-DX	Master of Arts Early Childhood Education Special Ed Dual Cert Bilingual	Teacher Certification
MA-ECSE-IN	Master of Arts-Early Childhood Education-Special Education Initial Certification	Teacher Certification
MA-ECSE-IX	Master of Arts-Early Childhood Education Special Ed Initial Cert Bilingual	Teacher Certification
MA-ELBL-IN	Master of Arts-Public School Building Leadership	Teacher Certification



MA-ELEM-DU	Master of Arts-Elementary Inclusive Education-Dual Certification	Teacher Certification
MA-ELEM-IN	Master of Arts-Elementary Inclusive Education Initial Certification	Teacher Certification
MA-ELGF-DU	Master of Arts-Elementary Inclusive Education Initial/Gifted Extension	Teacher Certification
MA-ENGL-IN	Master of Arts -Teaching of English Initial Certification	Teacher Certification
MA-ENGL-PF	Master of Arts - Teaching of English Professional Certification	Teacher Certification
MA-ENGL-TR	Master of Arts-Teaching of English Transitional B	Teacher Certification
MA-GIFT-EX	Master of Arts-Gifted Education-Extension	Teacher Certification
MA-ITDA-IN	Master of Arts-Intellectual Disabilities/Autism-Adolescence-Initial	Teacher Certification
MA-ITDC-TR	Master of Arts-Intellectual Disabilities/Autism Childhood Transitional B	Teacher Certification
MA-ITDG-TR	Master of Arts-Intellect Disabilities/Autism Midd Generalist Transitional B	Teacher Certification
MA-ITDS-DU	Master of Arts-Intellectual Disabilities/Autism-Dual	Teacher Certification
MA-LITI-IN	Master of Arts-Literacy Specialist Initial Certification	Teacher Certification
MA-MATH-IN	Master of Arts-Mathematical Education Initial Certification	Teacher Certification
MA-MATH-PF	Master of Arts-Mathematical Education Professional Certificationq	Teacher Certification
MA-MATH-TR	Master of Arts-Mathematical Education Transitional B	Teacher Certification

MA-MULT-AN	Master of Arts-Severe and Multiple Disabilities - Annotation	Teacher Certification
MA-MUSC-IN	Master of Arts-Music and Music Education Initial Certification	Teacher Certification
MA-MUSC-PF	Master of Arts-Music and Music Education Professional Certification	Teacher Certification
MA-PHED-IN	Master of Arts-Physical Education Initial Certification	Teacher Certification
MA-PHED-PF	Master of Arts-Physical Education Professional Certification	Teacher Certification
MA-READ-IN	Master of Arts-Reading Specialist Initial Certification	Teacher Certification
MA-SCIB-IN	Master of Arts -Biology 7-12 Initial Certification	Teacher Certification
MA-SCIB-TR	Master of Arts-Biology 7-12 Transitional B	Teacher Certification
MA-SCIC-IN	Master of Arts-Chemistry 7-12 Initial Certification	Teacher Certification
MA-SCIC-TR	Master of Arts-Chemistry 7-12 Transitional B	Teacher Certification
MA-SCIE-IN	Master of Arts-Earth Science 7-12 Initial Certification	Teacher Certification
MA-SCIE-TR	Master of Arts-Earth Science 7-12 Transitional B	Teacher Certification
MA-SCIP-IN	Master of Arts-Physics 7-12 Initial Certification	Teacher Certification
MA-SCIP-TR	Master of Arts-Physics 7-12 Transitional B	Teacher Certification
MA-SIEE-IN	Master of Arts-Special Inclusive Elementary Education-Initial	Teacher Certification

MA-SSTE- IN	Master of Arts-Teaching of Social Studies Initial Certification	Teacher Certification
MA-SSTE- PF	Master of Arts-Teaching of Social Studies Professional Certification	Teacher Certification
MA-SSTE- TR	Master of Arts-Teaching of Social Studies Transitional B	Teacher Certification
MA-TESL- IN	Master of Arts -TESOL Initial Certification	Teacher Certification
MA-TESL- TR	Master of Arts-TESOL Transitional B	Teacher Certification
MA-TETS- IN	Master of Arts-Technology Specialist Initial Certification	Teacher Certification
MA-TETT- IN	Master of Arts-Technology for Teacherst Initial Certification	Teacher Certification
ME-COUB	Master of Education-School Counselor (Distance Learning)	Teacher Certification
ME-COUM	Master of Education-Mental Health Counseling	Professional Licensure
ME- COUM-BL	Master of Education-Mental Health Counseling Bilingual Latino/a	Professional Licensure
ME-COUS	Master of Education-School Counselor	Teacher Certification
ME-DHAE- DU	Master of Education: Deaf Hard of Hearing Adolescence Education Dual Certification	Teacher Certification
ME-DHCI- DU	Master of Education: Deaf Hard of Hearing Elementary Education Dual Certification	Teacher Certification
ME-DHEI- DU	Master of Education: Deaf Hard of Hearing Early Childhood Education Dual Cert	Teacher Certification
ME-DHRI- DU	Master of Education: Deaf Hard of Hearing Reading Specialist	Teacher Certification
ME-ITDE- DU	Master of Education-Intellectual Disabilities/ Autism Early Childhood-Dual	Teacher Certification

ME-MUSC- IN	Master of Education-Music and Music Education Initial Certification	Teacher Certification
ME-SPSM	Master of Education-Applied Devel Learning Psychology-School Psychology	Teacher Certification
MS-CSDB- DU	Master of Science-Communication Sciences and Disorders Bilingual Extension Dual	Teacher Certification/ Professional Licensure
MS-CSDR	Master of Science- Communication Sciences and Disorders	Professional Licensure
MS-CSDR- IN	Master of Science- Communication Sciences and Disorders Initial Certification	Teacher Certification/ Professional Licensure
MS-CSDR- PF	Master of Science-Communication Sciences and Disorders Professional Certification	Teacher Certification/ Professional Licensure
PHD-CLIN	Doctor of Philosophy-Clinical Psychology	Professional Licensure
PHD- COUN	Doctor of Philosophy-Counseling Psychology	Professional Licensure
PHD- COUN-BL	Doctor of Philosophy-Counseling Psychology Bilingual Latino/a	Professional Licensure
PHD-SPSD	Doctor of Philosophy-Applied Educational Psychology: School Psychology	Teacher Certification/ Professional Licensure

## **Release of Transcripts**

### ***Policy regarding the release of transcripts.***

The College regards the student's transcript as a personal and private document; it is released only upon written authorization of the student. 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.

Effective Date: January 2015

Last Updated: January 2015

*View the full policy*

**Religious Observance**  
***Policy regarding religious holidays.***

It is the policy of Teachers College to respect its members' observance of their major religious holidays. Where academic scheduling conflicts prove unavoidable, students will not be penalized for absences due to religious reasons, and course instructors will work with students on alternative means for satisfying academic requirements. If students and instructors cannot reach a suitable arrangement, they should consult the appropriate Program Director or Department Chair. If necessary, students or instructors may take the matter to the Office of the Provost for additional appeal.

Some of the major holidays occurring during the academic year are: Ramadan, Good Friday, Eid al Fitr, Passover (first two and last two days), Rosh Hashanah, Shemini Atzeret, Shavuoth, Eid al Adha, Yom Kippur, Sukkot (first two days), Simchat Torah, and Diwali.

Jewish and Islamic holy days begin at sundown of the preceding day.

The Office of the Provost and Dean of the College requests that faculty members who will miss classes for religious observances notify their Department Chair in advance. They should also announce missed class sessions on their syllabi. In such cases, faculty members may either make arrangements for another course instructor to cover the missed class or schedule a makeup session at a time convenient to students.

Responsible Office: Provost

Last Updated March 25, 2016

Last Edited February 2024

*View the full policy*

**Student Conduct Code: Academic Integrity and General Misconduct**  
***Policy on student misconduct, including statutorily required statement on public order.***

## **Student Psychological Wellness**

### ***Policy regarding student psychological wellness.***

#### **Introduction**

The College seeks to promote both the academic progress and personal well-being of our students. Sometimes balancing the pressures of academics, family, health related concerns and finances can lead to coping difficulties. Teachers College (TC) is committed to support the psychological wellness of its students by promoting the principles of TC CARES (Connect, Assess, Respond, Educate and Support), by identifying, engaging, and by assisting students who may be facing personal and/or academic concerns.

Now, more than ever, academic settings must offer holistic support to students, designed to ensure that they are aware of the resources and support that may allow them to thrive. This Student Psychological Wellness Policy outlines an approach to educate and promote discussion about student well-being, focusing on strategies to keep emotional balance while meeting the demands of graduate school. Further, it aims to provide support and resources to prevent harm to self and to others, threats, disruptions, and violence. It also outlines procedures for crisis intervention and response. All members of the College community are expected to promote a healthy and violence-free environment.

#### **Policy Statement**

Teachers College (TC) recognizes that psychological well-being allows students to better cope with the stresses of work and study, maintain healthy relationships, and better contribute to the campus community professionally and personally.

The College takes a sensitive and informed approach to student well-being and is committed to ensuring the student body is aware of and is responsive to the needs of students who have, or who are at risk of developing a wellness concern.

#### **Principles**

The College supports the needs of those who are currently well by focusing on three fundamental principles:

- **Education**
- **Prevention**

## • Resources

Educational programming helps members of the College community promote students' well-being and self-care. Workshops, educational groups, and publications address issues such as general principles of well-being, stress management, depression, anxiety, and similar topics related to overall student well-being and success.

Programming is provided through many avenues at Teachers College including through the Office of Graduate Student Life & Development (GSLD), Residential Services (ORS), Office of International Students & Scholars (OISS), The Office of Access for Students and Individuals with Disabilities (OASID), The Office of Diversity and Community Affairs (ODCA), The Office of Student Support & Advocacy (SSA) and Columbia University's Offices of Health Services and Counseling and Psychological Services (CPS). Programming is also offered throughout each academic year to faculty and staff to ensure that those working with students are aware of the resources available to assist students in the best way possible.

The College offers students first-hand resources such as orientation and support, assistance with navigating and accessing resources/providers, well-being programming, workshops, educational and support groups, and publications. The College offers education about student well-being, self-care and ways to prevent self-harm. If a student wants to request support or if a TC community member (faculty/staff/student) would like to refer a student of concern, they can complete a TC CARES REFERRAL FORM and a member of the Office of Student Support & Advocacy and/or a member of the TC CARES Team will connect with the student to schedule a support meeting.

The Office of Student Support & Advocacy (SSA) at TC offers voluntary services to the TC community. The College has a case management process to provide check-ins for students where there is an identified concern. The check-ins may be performed by a member of the Office of Student Support & Advocacy (SSA) or a TC CARES Team member. During support meetings, students will be connected with resources/support that may help them to be successful at TC.

All members of the Teachers College community are invited and encouraged to submit a TC CARES REFERRAL FORM to report a student of concern or utilize resources listed below for advice and assistance to support students.

Additionally, Teachers College is committed to accommodating qualified students who have disabilities, including psychiatric or emotional disabilities. Students seeking accommodations should contact the Office of Access and Services for Individuals with Disabilities (OASID), 301 Zankel Hall-3rd floor, Tel/Voice: (212) 678-3689, [oid@tc.edu](mailto:oid@tc.edu).

## **Crisis Response & Intervention**

The early identification of persons at risk for self-harm or harm to others is essential. Immediate help should be sought if someone has spoken about experiencing suicidal ideations, or a suicide plan; being a victim of other violence, or if someone has expressed ideations and/or a plan to hurt someone. Student Affairs in collaboration with the Office of Public Safety has created the TC CARES initiative, which has formed key members of the college to be part of the TC CARES Team, in an effort to assist faculty and staff in identifying and supporting students who may be in distress and in need of assistance with issues associated with their well-being. This includes immediate assistance along with referrals and other resources.

**IN AN EMERGENCY**, contact one of the following immediately. All are available 24/7.

<b>On-Campus</b>	TC Office of Public Safety	(212) 678-3333 or x3333
<b>Off-Campus</b>	NYC Police Department	911
	-or-	113th St & Amsterdam Ave General: (212) 523-4000
	Mount Sinai - Morningside Emergency Room	Emergency: (212) 523-3335 Psychiatric Emergency: (212) 523-3347

Additionally, Columbia Health has a 24/7 Mental Health Support Line that operates under the Counseling and Psychological Services phone number after office hours and on any other day that the offices are closed, such as weekends and holidays. Any Teachers College student can reach out to a counselor on-call directly at **(212) 854-2878**. TC Community members can also reach out to **(212)-854-2878** if they would like to process a situation regarding a student with a counselor.

In less urgent situations, the resources below are available.

Please note that CU/CPS Center staff provides consulting services to Teachers College personnel on issues related to suicide and threats of violence. College faculty or staff who are concerned about issues relating to suicide or threats of violence may call the office at any time at **(212) 854-2878**.



<b>Columbia Counseling &amp; Psychological Services Center</b>	8th Floor, Lerner Hall (115th Street & Broadway) Appointments and After-Hours Support (212) 854-2878 <a href="http://www.health.columbia.edu/docs/services/cps/index.html">http://www.health.columbia.edu/docs/services/cps/index.html</a> Hours M-Th 8 to 6:30; F 8 to 5
<b>Office of Residential Services</b>	1st Floor, Whittier Hall  (212) 678-3235 (phone)  Or contact any Community Assistant or other Residential Services Administrator
<b>Associate Vice President &amp; Chief Student Affairs Officer</b>	Thomas P. Rock, Associate Vice President & Chief Student Affairs Officer  525 West 120th Street, Bldg. 528-Room 163  (212) 678-3083
<b>Office of Student Support &amp; Advocacy</b>	525 West 120th St., Bldg. 528-Room 166  (212) 678-3619  Submit TC CARES REFERRAL FORM to set up a meeting or email <a href="mailto:studentsupport@tc.columbia.edu">studentsupport@tc.columbia.edu</a>

### Information Sharing

It will be disclosed and explained to students receiving support from a member of our team that meetings are for the purpose of obtaining information on concrete well-being resources and are not necessarily confidential appointments. We will strive to protect students' privacy. Still, our team may share some information regarding the student with the Student Affairs leadership team, or the TC CARES team for the purpose of assisting in connecting the student to appropriate resources. A student requesting an appointment for student support should keep in mind that this request does not indicate an interest or need for ongoing mental health services.

### Information Disclosures

If the College believes that the safety of a student, or of any other person, is at risk, the College may contact family members, individuals a student has identified as emergency contacts, or others as the College deems necessary or appropriate under the circumstances. Consistent with U.S. Department of Education guidelines, pertinent student education records may be disclosed to appropriate officials in a health or safety emergency.

More detailed procedures for follow-up actions will be determined by the TC CARES TEAM or Emergency Response Team (ERT) protocol.

### **Related Policies**

Nothing in this Policy precludes the College from addressing student behavior through the Student Conduct Code, residential contracts, and other policies. For example, if a resident student's behavior interferes with the rights of others, the student may be removed from campus housing or may be required to comply with conditions established by the Office of Residential Services to continue living on campus. Other actions may be taken as outlined in the Housing Contract.

### **Annual Review**

Student Affairs is responsible for the annual review of this policy, in collaboration with the Office of Student Support & Advocacy (SSA).

Responsible office: Associate Vice President + Chief Student Affairs Officer

Last Updated: July 2023

*[View the full policy](#)*

**Student Records and Family Educational Rights and Privacy Act  
(FERPA) Policy**  
***Policy regarding student records and the Family Educational Rights and Privacy  
Act (FERPA).***

## A. General Background

1. The Family Educational Rights and Privacy Act ("FERPA") gives "students" a right of access to their "education records." It also limits the disclosure of a student's education records by the College without the student's written permission.
2. Under this policy, "students" are individuals who are or were registered students in attendance at Teachers College. Persons who unsuccessfully applied for admission or who were accepted but never attended the College are not "students." An unsuccessful applicant for admission to the College is not a College "student," even if the applicant is, or was, in attendance at another Columbia University school.
3. Records Covered:
  - a. A student's "education records" include records, files, documents, and other materials regularly maintained by the College that contain information directly related to the student.
  - b. Certain types of records are excluded from the scope of FERPA. For example, a student is not entitled to examine:
    1. Records maintained personally by an individual faculty member that have not been shared with and are not accessible by others.
    2. Records created or maintained by a physician, psychologist, or other recognized health care provider that are created, maintained, or used only in connection with the provision of treatment to the student and are not available to anyone other than persons providing such treatment.
    3. Records that are confidential as a matter of law, such as those that might be maintained by the College's attorneys.
    4. Records containing financial information about a student's parents, such as information submitted with an application for financial aid.
    5. Records made and maintained by the College's law enforcement unit for law enforcement purposes.

## B. Maintenance of Education Records

A student's official academic record is maintained by the Registrar, and its use is carefully controlled. Official records include the transcript, certain documents submitted in support

of admission to the College and degree programs, and the doctoral student's record maintained by the Office of Doctoral Studies. Documents may be kept in digital form. In accordance with established records management procedures, some records are purged periodically.

Teachers College students, alumni and former students may inspect their student records in accordance with FERPA. With the exceptions set out below, such records are generally not available to anyone other than College representatives with an institutional reason for reviewing them. Transcripts and other student records are released only in accordance with the College's FERPA policy.

### **C. Family Educational Rights and Privacy Act (FERPA) Statement**

FERPA affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the Registrar a written request that identifies the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. The student must bring valid photo identification to the appointment. Students will not be provided with copies of any part of their records other than the College transcript unless the inability to obtain copies of any part of their record other than the transcript would effectively prevent them from exercising their right to inspect and review their education records.
2. The right to request the amendment of any parts of the student's education records that the student believes are inaccurate or otherwise in violation of the student's privacy rights under FERPA. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of the right to a hearing regarding the request for amendment. Further information regarding the student's request for an amendment and the hearing procedures can be found in Section D. below.
3. The right to withhold consent to disclosures of personally identifiable information ("PII") contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. It shall be a condition of the College's disclosure of PII to a third party (1) that the party to which the information is released will not permit any other party to have access to such information without the written consent of the student and (2) that the released information may be used only for the purposes for which the disclosure was made. These conditions do not apply to certain subpoenas and court orders.

Under FERPA, records containing PII may be disclosed without a student's consent as follows:

- a. To "School Officials" with legitimate educational interests. A "School Official" includes a person employed by the College in an administrative, supervisory, academic, research, or support staff position; public safety officials, members of the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee or admission committee, or assisting another School Official in performing their tasks for the College. In addition, a School Official may be a contractor who performs an institutional service or function for which the College would otherwise use its own employees and who is under the direct control of the College with respect to the use and maintenance of PII from education records such as an attorney, auditor or collection agent. A School Official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibilities for the College.
- b. Upon request and in the discretion of the Registrar, to officials of another school in which the student seeks or intends to enroll.
- c. To authorized representatives of the U.S. Controller General, Attorney General, or Secretary of Education, or to State and local educational authorities. Disclosures under this provision may be made, subject to the FERPA requirements, in connection with an audit or evaluation of Federal or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.
- d. In connection with financial aid for which the student has applied or received, if the information is necessary to determine eligibility for the aid, the amount of the aid, or the conditions of the aid; or enforce the terms and conditions of the aid.
- e. To organizations conducting studies for, or on behalf of, the College, in order to:  
(a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
- f. To accrediting organizations to carry out their accrediting functions.

- g. To comply with a judicial order or lawfully issued subpoena.
  - h. If designated as “directory information.” The College has designated the following categories of information as “directory information” with respect to each student: name, mailing, campus and permanent addresses, photo, email address, Columbia University Network ID (UNI), degree program and major field of study, dates of attendance at the College, full-time, half-time or part-time status, degrees conferred and their dates, dissertation title and dissertation committee members and master’s essay title and sponsor. A student who does not wish to have directory information released to third parties should notify the Office of the Registrar in writing of their wish to withhold such information in the future.
  - i. Under limited circumstances, to a victim of an alleged perpetrator of a crime of violence or sex offense. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding.
  - j. Under limited circumstances, to the general public, the final results of a disciplinary proceeding, if the College determines the student has committed a violation of the College’s rules or policies with respect to the allegation against the student.
  - k. To appropriate officials in connection with a health or safety emergency subject to the provisions of the Regulations.
  - l. To parents of a student under the age of 21 regarding the student’s violation of any Federal, State, or local law, or of any rule or policy of the College, the use or possession of alcohol or a controlled substance if the College determines the student committed a disciplinary violation.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with FERPA. More information about FERPA is available at [www.ed.gov/policy/gen/guid/fpco/ferpa](http://www.ed.gov/policy/gen/guid/fpco/ferpa). FERPA is administered by:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-8520

#### **D. Right to Seek Amendment of the Contents of Education Records**

Students have the right to seek amendment of the education records that they believe to be inaccurate, misleading, or otherwise in violation of their privacy rights under FERPA. The process includes the right to a hearing if the outcome of the challenge is unsatisfactory and the right to submit an explanatory statement for inclusion in the education record if the outcome of the hearing is unsatisfactory.

**Important note:** This amendment procedure may be used only to challenge facts that are inaccurately recorded by the College since FERPA was intended to require only that schools conform to fair recordkeeping practices. This amendment procedure may not be used to challenge an academic grade, performance evaluation, disciplinary decision/ruling, opinion, or other substantive decision made by the College about a student.

A student who wishes to challenge the contents of their education records should first discuss the matter with the College official who has control over the records in question.

1. If the matter cannot be resolved within seven (7) days, the student may submit a written request to the Registrar, who will respond within seven (7) days. The written request to the Office of the Registrar must clearly identify the part of the record(s) they want changed and why it is inaccurate.
2. If the outcome is unsatisfactory to the student, the College will advise the student of the right to a hearing regarding the request for amendment. The student then may submit a written request for a hearing to the Vice Provost for Student Affairs. A hearing will be conducted, within forty-five (45) days of the request, by the Vice Provost or by another College official who does not have a direct interest in the outcome of the hearing. The student will be informed of the date, time, and place of the hearing in advance of the hearing.
3. The student will be entitled to present evidence at the hearing and be assisted by an adviser of their choice, at their own expense. If the student desires to have an adviser present, the student must notify the hearing officer of this fact, in writing, no later than two (2) business days before the hearing. An adviser is to be a member of the Teachers College community. The adviser serves as a support person and is intended to be of direct assistance to the student before and during the hearing. The adviser may not speak for the student or address the hearing officer during the hearing.
4. Within 30 days after the hearing, a written decision based on the evidence presented at the hearing will be issued, which will be the College's final decision. If the amendment to the records that the student requested is denied, the student may place a statement in their records commenting on the accuracy of the information in the record and/or explaining their disagreement with the College. This statement will become part of the education record and will be disclosed whenever the contested

portion of the education record is disclosed.

### **E. Student Requests for Release of Records**

Upon written request by a student, the College may release information in that student's Teachers College education records to third parties. The student should make a request for such release in writing with the student's signature to the Registrar. The third-party designated by the student will ordinarily not be provided with copies of any part of the student's record other than the College transcript. The College may impose a charge for copying a student's records in connection with such a release, generally 20 cents per page. Transcripts are covered by a one-time fee paid by students upon registration. Questions should be referred to the College Registrar, Megan Massaro, at [mrm2276@tc.columbia.edu](mailto:mrm2276@tc.columbia.edu).

Updated: April 2021

*View the full policy*

## **Transcript Notations**

***The following notations will be placed on transcripts on or after September 1, 2015.***

The following notations will be placed on transcripts on or after September 1, 2015.

### **Permanent - remain in perpetuity**

1. "Expelled after a finding of responsibility for a code of conduct violation" – for sexual violence or another crime reportable under the Clery Act.
2. "Dean's Hold" - for disciplinary expulsions that do not require the notation above.
3. "Readmission subject to academic/administrative review: Academic Scholarship" - for academic dismissal when student receives 8 credits or more of C- or lower.

### **Temporary**

1. "Suspended after a finding of responsibility for a code of conduct violation" – student has been temporarily suspended for sexual violence or another crime reportable under the Clery Act.
2. "Disciplinary Suspension" - student has been temporarily suspended for reason(s) that do not require the notation above.



3. "Academic Suspension" - student has been temporarily suspended for lack of progress to degree.
4. "Withdrawal with pending disciplinary action" – student withdrew while disciplinary charge for sexual violence or another crime reportable under the Clery Act are pending.

In the 4 temporary categories, after a two-year period of absence, the student would be withdrawn as "Failed to Graduate," but the temporary category transcript notation would remain. "Failed to Graduate" would not appear on the transcript. If the student is allowed to register again at the College, the temporary notation would be removed.

### **Removal of Temporary Transcript Notations**

Students may request removal of a temporary notation by petitioning the Vice Provost for Student Affairs. This request must be in writing and include the rationale for the request. The Vice Provost for Student Affairs, or his or her designee, will review the request and provide a written response within 30 days from the date the request was received.

Revision Note: Adopted [September 1, 2015] to comply with NYS Education Law 129-B.

Effective Date: September 1, 2015

Updated: September 2017

*View the full policy*

## **Transfer Credit**

### ***Policy regarding transfer credit.***

Students may apply for transfer credit upon acceptance at Teachers College. Transfer credit is based on graduate coursework completed at another institution *prior to* enrolling at Teachers College that is then applied toward a Teachers College degree.

Eligibility for transfer credit depends on the student's Teachers College program:

Program	Maximum possible transfer credits
Certificate/Advanced Certificate	None
Master of Arts	None

Master of Science program requiring fewer than 60 credits	None
Master of Science program requiring 60 credits or more.	30
Master of Education	30
Doctor of Philosophy	30; 45 for graduate work completed <i>entirely</i> at another Columbia University school.
Doctor of Education	45
Doctor of Education in the College Teaching of an Academic Subject	45

Transfer credit may be awarded only for graduate courses that have been

- (1) completed with grades of B or higher,
- (2) submitted on an official transcript from a regionally accredited institution,
- (3) granted/assigned graduate credit on the transcript of that institution,
- (4) not applied toward a baccalaureate degree, and
- (5) completed prior to enrollment at Teachers College.

For educational institutions outside of the United States or Canada, a course-by course evaluation is required by World Education Services (WES) as per the policy on admission.

Transfer credit is awarded at the discretion of the Transfer Credit Coordinator and the student's faculty advisor.

For more information please refer to the "Degree Requirements" section of the Catalog, visit the transfer credit website , or e-mail the Transfer Credit Coordinator at TCTransfer@tc.edu.

Updated: June 2022

*View the full policy*

## **Visiting Scholars**

### ***Policy regarding Visiting Scholars***

#### **Visiting Scholars Program**

Teachers College (“the College” or “TC”) benefits from the presence of many visitors who contribute to the intellectual life of the College. Although these individuals do not hold academic appointments at the TC, they are welcomed to visit the College for a period of no less than one month, but no longer than one year to collaborate with a specific TC faculty member or the director of a center/institute on scholarly research, as well as participate in a wide range of College activities. To accommodate the needs of these individuals and recognize their contributions to the College’s intellectual life, the Vice Provost for Academic Planning and Global Affairs confers visiting scholar status in accordance with the policy and process described below.

The Office of International Students & Scholars (OISS) oversees the Visiting Scholars program, providing administrative and programmatic support to scholars and host departments during the approved visit dates.

#### **Eligibility**

Individuals may be designated visiting scholars for no less than one month and for no longer than one year and must be in residence for the approved period of designation. For the purpose of this policy, “in residence” refers to a commuting radius within 150 miles of TC. Visiting scholar status is generally reserved for individuals who hold a doctorate or other terminal degree and fall into one or more of the following categories:

- Scholars from a regionally accredited institution of higher education in the U.S. or its equivalent in another country who are on leave from said institutions
- Current and former officials of governments or NGOs, such as the United Nations, and their affiliates
- Practicing professionals, creative artists and recognized experts in the field
- Other persons whom the Vice Provost determines will contribute to intellectual life at TC

#### **Ineligibility**

Please be aware that the following are ineligible for visiting scholar status:

- F-1 or J-1 degree candidates at the College or any Columbia University (CU) affiliates
- Current doctoral students and candidates at a regionally accredited institution within the U.S., or its equivalent from a non-U.S. country\*

- A visitor who is being invited to offer temporary services such as a short term lecture or teaching.
- TC employees

\*Doctoral students or candidates interested in visiting the College should consider applying to the Visiting Doctoral Students program.

### **Status & Privileges**

A designation of “visiting scholar” comes with the following privileges, subject to the discretion of the Vice Provost:

- TC ID card and University Network ID (UNI)<sup>1</sup>
  - Grants access to TC facilities and electronic resources, including an official College g-mail account
- Access to TC and CU libraries with some restrictions during periods of examination and/or special events
- Ability to audit classes with the instructor’s permission<sup>2</sup>
- Ability to attend open lectures and programs
- Participation in TC scholarly activities, along with their planned scholarly activities

<sup>1</sup> Visiting scholars can anticipate termination of their UNI and TC g-mail at the end of the academic term that the visit end date falls within.

<sup>2</sup> Visiting scholars interested in enrolling in TC courses for credit must formally apply to the College as non-degree students and are responsible for all applicable course fees.

“Visiting scholar” is a courtesy designation and does not signify a formal association with the College. Individuals may not claim a College affiliation for the purpose of applying for grants and contracts and should not represent themselves in their publications and correspondence as having a College affiliation. Beyond the application, neither OISS nor the College maintain official records of a scholar’s stay and thus are unable to provide a statement of activities. Scholars in need of such a statement should communicate with the faculty host and/or host department.

### **Application and Renewal Fee**

Approved applicants must submit one of two nonrefundable administrative fees:

#### **AY22 - 23 (September 1, 2022 - August 31, 2023)**

- Initial application fee: \$400
- Renewal fee: \$100

#### **AY23 - 24 (September 1, 2023 - August 31, 2024)**

- Initial application fee: \$500
- Renewal fee: \$200

Applicants can submit payment via TC Cashnet, which accepts only credit cards (VISA, Mastercard, American Express, Discover, Masterpass). Note that any fees paid by the College on behalf of the scholar will be treated as income for the scholar and must be in compliance with immigration policies.

### **Faculty Host**

Visiting scholars must be recommended by a faculty host.

Please note that hosts must be:

- A full-time member of the College's instructional staff<sup>3</sup>; or a management-level academic administrative staff (e.g. lab/institute/center director) with shared academic disciplines.
- In residence at the College (and not away on sabbatical leave) during the approved visit period.

<sup>3</sup>A full-time faculty on contract can only act as a visiting scholar host provided that the visit dates in question fall within the host's employment contract period at the College.

Host faculty are responsible for acting as their respective scholar's primary point of contact. This includes, but is not limited to:

- Supporting department- or program-level administrators with completing the online visiting scholar application in TC Compass;
- Facilitating meetings between the scholar and members of the College community; and
- Providing adequate workspace, if available, with the understanding that workspace is not guaranteed.

### **Identifying a Faculty Host**

It is the responsibility of prospective applicants to identify and confirm a TC host. We encourage interested parties to visit TC department/center websites or the faculty profile pages to learn more about TC faculty, their academic disciplines and current projects. Prospective applicants are welcome to reach out to those whose research interests best align with their own to discuss a possible visit.

### **Application Process**

After confirming a faculty host, applicants must work with the hosting academic department to complete the application process. A designated staff (DS) from the host department must initiate the official visiting scholar application via TC-Compass. The DS will also act as the scholar's main administrative point of contact during the visit; and along with the faculty host, is responsible for helping the scholar become acclimated to the TC campus.

### **How to Apply**

1. The DS initiates the application process in TC-Compass.

2. The applicant receives an email with TC-Compass login credentials and must complete the:
  - a. Online visiting scholar application
  - b. J-1 DS-2019 Request form (only if applying for visa sponsorship)
3. If the application is approved, the applicant will receive notification via email with instructions on how to submit relevant fees (administrative or renewal) via credit card via TC-Cashnet.
4. Once the fees are received, the OISS will send a formal letter of invitation to the scholar and the host via email.
5. The applicant submits the Form DS-2019 (only if applying for visa sponsorship).

When completing the application in TC-Compass, applicants should be ready to upload the following additional documents:

- Resume/CV
- Research plan
- Passport
- Financial documents (only if applying for visa sponsorship)
- English Language Proficiency (ELP) documents (only if applying for visa sponsorship)

### **Processing Times**

OISS recommends that departments begin the application process at least 3 months in advance of the visit start date to allow ample time for review. Prospective scholars should allow approximately 14 business days -- provided no additional information is required -- for a complete review of an application submitted in its entirety; and that applications are processed in the order in which they are received. OISS recommends that departments begin the application at least 3 months in advance of the visit start date to allow ample time for review.

### **Visa Sponsorship**

The U.S. Department of State authorizes the College to sponsor foreign nationals for the J-1 Exchange Visitor program for the purpose of engaging in research, scholarly collaboration and to promote global exchange. Upon receipt of all required documents, OISS will issue a form DS-2019 to support the J-1 visa application for an approved visiting scholar.

### **Financial Arrangements**

Scholars are responsible for their own financial accommodations and living arrangements during their stay. The College does not financially compensate visiting scholars, nor are scholars eligible for College or CU benefits (including health insurance). Scholars may not be compensated from a College account, given a fellowship or be reimbursed for expenses without prior approval of the Vice Provost. If granted authorization and provided that it does not violate the scholar's immigration status, a scholar may receive a honoraria for participating in a conference or giving an occasional lecture, in accordance with the College's policy on procurement. Even so, it is the scholar's responsibility to communicate with OISS prior to engaging in an activity in order to verify if they are eligible to be compensated for activities that are related and part of their program.

Responsible Office(s): Office of International Students & Scholars

Last updated: March 2023

*[View the full policy](#)*

# Contact Information & Travel Directions

## Post Office Address

Teachers College, Columbia University  
525 West 120th Street  
New York, NY 10027

Telephone: (212) 678-3000

Fax: (212) 678-4048

[www.tc.columbia.edu](http://www.tc.columbia.edu)

## Access Services

Office of Access and Services for Individuals with Disabilities

Tel/Voice: (212) 678-3689

TTY: (212) 678-3853

Video Phone: (646) 755-3144

Fax: (212) 678-3793

Email: [osasid@tc.edu](mailto:osasid@tc.edu)

[tc.edu/oasid](http://tc.edu/oasid)

## Admission

Office of Admission

Tel: (212) 678-3710

Fax: (212) 678-4171

Email: [admission@tc.columbia.edu](mailto:admission@tc.columbia.edu)

[tc.edu/admission](http://tc.edu/admission)

## TC NEXT

Tel: (212) 678-3140

Fax: (212) 678-3107

Email: [careereducation@tc.columbia.edu](mailto:careereducation@tc.columbia.edu)

[tc.edu/tcnext](http://tc.edu/tcnext)

## Doctoral Studies

Office of Doctoral Studies

Tel: (212) 678-4058

Fax: (212) 678-3005

Email: [ods@tc.edu](mailto:ods@tc.edu)

[tc.edu/doctoral](http://tc.edu/doctoral)



**Employment**

Office of Human Resources

Tel: (212) 678-3175

Fax: (212) 678-3178

Email: [hr@tc.edu](mailto:hr@tc.edu)

[tc.edu/hr](http://tc.edu/hr)

**Housing (On-campus)**

Office of Residential Services

Tel: (212) 678-3235

Fax: (212) 678-3222

Email: [housing@tc.edu](mailto:housing@tc.edu)

[tc.edu/housing](http://tc.edu/housing)

**International Services**

Office of International Students and Scholars

Tel: (212) 678-3939

Fax: (212) 678-3990

Email: [tcintl@tc.edu](mailto:tcintl@tc.edu)

[tc.edu/international](http://tc.edu/international)

**Payment of Fees**

Office of the Bursar

Tel: (212) 678-3056

Fax: (212) 678-4139

Email: [bursar@tc.edu](mailto:bursar@tc.edu)

[tc.edu/bursar](http://tc.edu/bursar)

**Registration**

Office of the Registrar

Tel: (212) 678-4050

Fax: (212) 678-3005

Email: [registrar@tc.edu](mailto:registrar@tc.edu)

[tc.edu/registrar](http://tc.edu/registrar)

**Safety and Security**

Office of Campus Safety & Security

Tel: (212) 678-3098

Fax: (212) 678-3222

Email: [tcsecurity@tc.edu](mailto:tcsecurity@tc.edu)

[tc.edu/security](http://tc.edu/security)

**Financial Aid**

Office of Financial Aid

Tel: (212) 678-3714

Fax: (212) 678-4089

Email: [FinancialAid@tc.edu](mailto:FinancialAid@tc.edu)

[tc.edu/financial-aid](http://tc.edu/financial-aid)

## 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 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 108th Street / (212) 865-8315)
  - Riverside Church Garage (Riverside Drive & 120th St. / (212) 870-6736)
  - Upper Westside Garage (234 West 108th Street / (212) 222-8800)
  - Park Yorkshire Garage (151 West 108th Street / (212) 865-2314)
  - Morningside Garage (3100 Broadway / (212) 864-9877)