



Teachers College
COLUMBIA UNIVERSITY

Academic Catalog 2023-2024

Biobehavioral Sciences

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The Department of Biobehavioral Sciences

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

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

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.

Communication Sciences and Disorders

Master of Science

Points/Credits: 55

Entry Terms: N/A

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

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)

Bilingual Extension Institute - In-Person (Speech Language Pathology)

Advanced Certificate

Points/Credits: 6

Entry Terms: Summer Only

Certification:

- Bilingual SLP Extension

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

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

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)

COURSES for PE TEACHER CERTIFICATION	CREDITS
PHYSICAL EDUCATION COURSES	
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
RESEARCH METHODS COURSE	
BBSR 4001 Qualitative Research Methods in Biobehavioral Sciences *R	3
COURSE ON SPECIAL EDUCATION	
HSSE 4000 Introduction to Special Education or C&T 4000 Disability, Exclusion, Schooling	3 *R Either one or the other required
MOVEMENT SCIENCE AND EDUCATION COURSES (3-14 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 (or Motor Development)	3
BBSR 5582 Research Design in Movement Science and Education	3
Total number of movement science and education credits (minimum 3 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
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
Total number of electives credits (0-9 credits)	

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
PHYSICAL EDUCATION COURSES (15 credits required)	
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
Total number of physical education & physical culture 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 (3-14 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 (or Motor Development)	3
BBSR 5582 Research Design in Movement Science and Education	3
Total number of movement science and education credits (minimum 3 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
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
Total number of electives credits	
(0-9 credits)	
TOTAL NUMBER OF CREDITS FROM ALL ABOVE	
(MINIMUM 32 CREDITS REQUIRED)	

AREA OF FOCUS IN PHYSICAL CULTURE AND EDUCATION

Suggested courses:

ELECTIVES	
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

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)

COURSES for PE TEACHER CERTIFICATION	CREDITS	INDICATE PLANNED COURSES
PHYSICAL EDUCATION COURSES		
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	

RESEARCH METHODS COURSE		
BBSR 4001 Qualitative Research Methods in Biobehavioral Sciences *R	3	
COURSE ON SPECIAL EDUCATION		
HSSE 4000 Introduction to Special Education	3	
or	*R	
C&T 4000 Disability, Exclusion, Schooling	Either one or the other required	
MOVEMENT SCIENCE AND EDUCATION COURSES (3-14 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 (or Motor Development)	3	
BBSR 5582 Research Design in Movement Science and Education	3	
Total number of movement science and education credits (minimum 3 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	
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	
Total number of electives credits (0-9 credits)		

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

Curriculum and Teaching in Physical Education

Master of Education

Points/Credits: 60

Entry Terms: Fall Only

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

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

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

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

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

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

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. 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.

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

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

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	https://www.tc.columbia.edu/catalog/academics/programs-a-z/
Columbia University Directory of Classes	http://www.columbia.edu/cu/bulletin/uwb/

Columbia University GSAS	http://www.columbia.edu/cu/psychology/dept/curriculum/index.html
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.