



**Teachers College**  
COLUMBIA UNIVERSITY

# Academic Catalog 2023-2024

## Health Studies & Applied Educational Psychology

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# The Department of Health Studies & Applied Educational Psychology

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## Our Mission

The mission of the Department of Health Studies & Applied Educational Psychology is to improve health, learning, and social well-being in schools and other settings and throughout the lifespan. This mission is achieved by:

Generating the applied research on the behavioral and social determinants of health and learning that provides the evidence base to inform the design, implementation, and evaluation of interventions in schools and other community settings that can improve health and mitigate learning and other disabilities.

Preparing practitioners, scholars, and leaders who can help people to realize their full potential, make informed decisions, and attain the best possible quality of life.

Thus, the department is committed to the professional preparation of those who will serve diverse at-risk or high-needs populations by conducting socially consequential and policy-relevant research and fostering interdisciplinary collaboration in practice to address problems in society that no single disciplinary approach can achieve.

### **Students in teacher education programs:**

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

# Applied Behavior Analysis

Department of Health Studies & Applied Educational Psychology

## Program Description

Our programs (M.A., Ph.D., and Certificate) are recognized for their excellence in preparing teachers, teacher trainers, and clinicians to use scientific tools and effective instructional practices to accelerate all children’s educational progress, including measurable increases in enjoying learning and schooling, academic literacy, problem solving, and self-management.

We believe that education should be first driven by the needs of students and families in terms of their contribution and access to habilitative lifestyles through the application of the basic and applied sciences of behavior.

## Degrees

### Master of Arts

#### Applied Behavior Analysis

Master of Arts | Dual Cert: Early Childhood/Childhood and Students with Disabilities

**Points/Credits:** 47

**Entry Terms:** Fall Only

**Certification:**

- Dual Certification: NY State Initial: Students with Disabilities Birth-2
- Students with Disabilities 1-6
- Early Childhood Birth-Grade 2/Childhood 1-6

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#### Degree Requirements

Our program is recognized for its excellence in training teachers in using scientific tools to bridge the educational gap and accelerate learning for all children (Greer, 2007). It is also internationally recognized for training teachers, researchers, and leaders in early educational and language developmental interventions for children with autism spectrum disorders (ages 2-5) and effective inclusion practices. Our graduates are expert in identifying missing verbal developmental stages (Greer & Du, 2015; Greer & Keohane, 2007, 2009; Greer & Ross, 2008—see [www.cabasschools.org](http://www.cabasschools.org) for a list of publications) and providing interventions that result in children attaining developmental stages when they are missing.

We encourage students in the M.A. program to also enroll in the Certificate in Applied Behavior Analysis program. This includes no additional coursework, but adding the Certificate allows one to meet the education requirements for the New York State License in Behavior Analysis.

The objective of our M.A. program is to prepare teachers, teacher trainers, and clinicians to use measurably effective instructional practices to accelerate all children's educational progress, including measurable increases in enjoying learning and schooling, academic literacy, problem solving, and self-management. A key to doing this is the acceleration of children's language development, which appears to be the root problem faced by English language learners, minority children from economically disenfranchised families, and children with autism spectrum diagnoses. Recent research findings provide exciting new ways to do this. Moreover, accelerated instruction is needed for children from well-to-do-families, if we are to assume international leadership in education. In order to meet these objectives, we provide instructional experiences to teach our graduate-student teacher trainees the following aspects of effective teaching:

- Utilize research-based procedures for all aspects and subject areas of teaching preschool and elementary-age children.
- Manage classrooms and schools such that children are well behaved and motivated to learn, using positive and non-coercive practices.
- Master the existing science of learning and teaching as it is applied to the varied needs of children.
- Master protocols to identify and induce missing language developmental cusps and capabilities that result in children learning to learn material they could not learn before and how to learn in new ways (e.g., by observation and incidental experiences).
- Master how to use key educational standards and how to match existing tested curricula and tested teaching practices to categories of students and individual students in order to ensure that the standards are achieved.
- Master how to continuously and directly measure all students' progress in achieving standards and new developmental stages and use that measurement to drive instructional practice, including the selection of alternative scientific practices when initial best practices are not successful with children.
- Master how to scientifically analyze the source of student learning problems and inadequate teaching.
- Learn to draw on evidence from cognitive learning, developmental research, and reading/writing literacy research implemented through procedures from teaching as applied behavior analysis.
- Master how to teach children to be self-learners.

The Teaching as Applied Behavior Analysis Program is an approach to teacher training in which all instruction used by teachers is based on scientific evidence and the use of scientific procedures to fit the appropriate science-based practices to individual students' varied learning and language developmental needs. The program prepares graduates to be dually certified to teach students from birth to Grade 6 in New York State.

Students may also apply for certification in other states according to state-specific processes and requirements, and inter-state reciprocal agreements. The program is an Association for Behavior Analysis International Verified Course Sequence (VCS) member. Students who wish to obtain New York State Licensure for Behavior Analysis must be dually enrolled in the Advanced Certificate Applied Behavior Analysis program. The M.A. program includes all of the coursework required for the advanced certificate ABA program. In addition

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to coursework, both BCBA and LBA requirements include completion of supervised fieldwork hours, many or all of which can be gained while in the program, and passage of the NYSLBA and Board Certified Behavior Analyst (BCBA) exams upon successful completion of the program. During the two-year MA program, students complete student teaching requirements during internships in schools and classrooms that practice teaching as applied behavior analysis, under the mentorship of PhD students or graduates who are certified teachers. Students need to work at internship sites for 20-40 hours per week and during twosemesters students have to work full time in order to meet teacher certification requirements. Students also receive supervision from appropriately credentialed BCBAs/LBAs. The training of teachers is also based on scientifically-tested procedures (i.e., we teach our graduate students until they demonstrate mastery of using scientific practices). Teacher trainees are taught until they master the science and its application with all children from 2 years to upper elementary as specified in the CABAS® Teacher Ranks.

All of the training is done in classrooms that practice the CABAS® or CABAS® Accelerated Independent Learner Model (AIL) ([www.cabasschools.org](http://www.cabasschools.org)). Students are trained in paid internship positions, under the supervision of experienced scientist-practitioners in school placements and attend classes in the evening. What is done with the children in the classrooms is the content of the ten core graduate courses-- scientific findings and teaching procedures. What is taught in the core courses and the related courses is placed into practice daily. The effectiveness of the numerous procedures is well documented in the literature. Recent evidence concerning the outcomes for the children in the classes in which our trainees are taught show that the children demonstrate 4 to 7 times more learning than comparable peers in non-CABAS® settings. Children in our CABAS® AIL classes (general education) perform from two to four levels above their current grade level on standardized tests across reading, language, and mathematics. These children include those who receive free or reduced-price lunch, minority children, English language learners, children with learning delay diagnoses, and upper middle-class children. Teachers and teacher assistants collect direct measures of all the children's responses to instruction and the achievement of state standards. The model classrooms where our M.A. and Ph.D. graduate students are trained include the Fred S. Keller Preschool (children with and without diagnoses from 18 months to age 5), the Morristown AIL classes Pre-K to 6, and Rockland BOCES elementary district-based classes. Our full-time and adjunct faculty members are onsite in the schools on a regular basis and are accountable for outcomes for our teacher trainees and the children they teach.

All of the work in the classroom and school settings is tied to the ten core courses in the M.A. program that are devoted to classroom management, curriculum design, effective pedagogical practices, and the advancement of a science of teaching. The other classes in the program are devoted to various scientific approaches to instruction, learning, and development. M.A. students rotate placements across different types of students and ages until they achieve minimal mastery of the relevant scientifically based teaching repertoires.

Research is an important component of the M.A. program. Several courses require research tied to improving the educational attainment of children our students work with. This work culminates in an Integrative Project that functions as a thesis.

Successful applicants will present evidence of excellent undergraduate academic performance in liberal arts degrees or degrees with strong liberal arts requirements, strong recommendations, and a passion for working with children whose future prognosis depends on highly effective instructional interventions. The program is academically rigorous, and the applied component is demanding. Graduates of the program are highly sought after by public schools and graduate programs. Between 15 and 25 applicants are accepted annually.

There are other approaches to teaching and the training of teachers, and some who wish to become teachers will find those approaches more in keeping with their goals. But for those who are interested in a measurably effective and scientific approach and who are committed to bridging the educational gap and high-quality education for all children, we invite applicants to join us in what we find to be exceptionally exciting and rewarding work.

### Specialization Requirements, Applied Behavior Analysis:

- HBSE 4015 ABA I: Concepts and Principles in Pedagogy, Curriculum, and Management
- HBSE 4016 ABA II: Foundational Concepts and Epistemology of Basic and Applied Behavior Analysis
- HBSE 4017 ABA III: Verbal Development, Curriculum, and Pedagogy
- HBSE 4044 Methods 1: Research Methods in Pedagogy, Curriculum, and Management
- HBSE 4045 Methods 2: Curricular and Pedagogical Operations for Teaching the Foundations of Functional Academic Literacy
- HBSE 4046 Methods 3: Curricular and Pedagogical Operations for Teaching Advanced Functional Academic Literacy
- HBSE 4047 Record-Keeping in Applied Behavior Analysis (required for NYS licensure in ABA)
- HBSE 4048 Working with Families of Children with Autism
- HBSE 4049 Professional and ethical issues in behavior analysis
- HBSE 4704 Observation and student teaching in special education: Applied behavioral analysis and behavioral disorders (4 terms)
- IND 4000 Master's Candidate (Integrative Project, i.e., thesis) (0 credits)

### Breadth Requirement and Reading/Math Requirement:

For the list of required cognate courses that provide breadth scholarship and practice, contact the program coordinator or the special education secretary. In order to broaden the student's background in education, two Teachers College courses outside the Teachers College major program must be completed. Independent of this, students are required to complete two reading courses and one mathematics course. This means two math/reading courses have to come from outside the program and one course can come from within the program, or outside the program. Examples of acceptable courses (faculty approval required for alternative courses):

- HBSK 4072: Theory and Techniques of Assessment and Intervention in Reading
- MSTM 5010, Mathematics in the Elementary School
- HUDK 4027: Development of Mathematical Thinking
- HBSK 4074: Reading and Comprehension Strategies and Study Skills

(Alternatively, students may take HBSK 5099: Writing Interventions Theory and Practice in lieu of one of the reading courses if scheduling conflicts exist.)

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

## Doctor of Philosophy

### Applied Behavior Analysis

Doctor of Philosophy

**Points/Credits:** 75

**Entry Terms:** Summer/Fall

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### Degree Requirements

#### Research and Evaluation Emphasis:

Students with excellent potential as researchers and theoreticians who are interested in scholarly careers in special education, education, and related social sciences may apply for the Ph.D. degree program, which represents the highest level of achievement in the Arts and Sciences. This degree program is administered jointly by Teachers College and the graduate faculty of Columbia University.

Prospective students may obtain information on program offerings by contacting the program office.

#### Ph.D. in Special Education: Applied Behavior Analysis

The Teaching as Applied Behavior Analysis M.A. and Ph.D. programs incorporate an approach to teacher training in which all instruction used by teachers is based on scientific evidence and the use of scientific procedures to fit the appropriate science-based practices to individual students' varied learning and language developmental needs. Students accepted into the program are placed in paid teacher assistant positions (M.A. students and Ph.D. students taking the M.A. core) or paid teacher positions (Ph.D. students who have completed at least 3 semesters of the M.A. core) in schools and classrooms that practice teaching as applied behavior analysis. The training of teachers is also based on scientifically tested procedures. Teacher trainees are taught until they master the science and its application with all children from 2 years through grade 6.

Research is a central component of the training—both the applications of research using science-based tactics and measurement, and the generation of new research. Ph.D. students engage in research throughout their program, building on their research training in the M.A. and culminating in a dissertation that identifies and investigates a topic related to our mission. Dissertations must make contributions to both applied, and basic science. The faculty and the students generate a substantial body of research leading to publications and presentations at international scientific conferences each year, and this is a key component of the Ph.D. training. Programmatic research is conducted in the following areas: effective classroom practices, language/verbal development interventions that result in children learning to learn in different ways, observational learning, and systems-wide scientific approaches to education.

Students who already hold M.A. degrees from other institutions must take the ten M.A. core courses, because the core prepares them with the means to be successful in completing milestone Ph.D. requirements. Ph.D. students also need to be dually certified in New York State for teaching children from birth to grade 2, and grades 1-6. The teaching placement is a critical part of the program, because it provides the opportunities to train M.A. students and to be involved in cutting-edge research. In that role Ph.D. students are critical

instructors for the first- and second year M.A. students, an experience that prepares the doctoral candidate to teach and mentor graduate-level students. Our Ph.D. candidate teachers play a significant role in our record of providing measurably superior instruction and bridging the educational gap.

Program objectives:

- Use single-subject and group-design research to evaluate all aspects of an educational system, including educational interventions for children, staff and parent training, and teacher training.
- Train and supervise classrooms and schools such that children are well-behaved and motivated to learn, using positive and non-coercive practices.
- Master the existing science of learning as applied to the varied needs of children, master teaching others to implement the science of learning independently, and empirically evaluate the effects of such training.
- Master protocols to identify and induce missing language developmental cusps and capabilities, and master teaching of others to implement these protocols and empirically evaluate the effects of protocols and a child's development.
- Master how to use key educational standards and how to match existing tested curricula and tested teaching practices to categories of students and individual students, and master how to teach others to implement these competencies and empirically evaluate the effects of such training.
- Teach others how to measure all students' progress continuously and directly in achieving standards and new developmental stages and empirically evaluate such training.
- Empirically evaluate teaching practices when initial best practices are not successful with children.
- Teach others to scientifically analyze the source of student learning problems and empirically evaluate such training.
- Draw on evidence from behavior analysis, cognitive learning, developmental research, special education research, reading/writing literacy research and implement procedures in accordance with Applied Behavior Analysis and teaching as a science.
- Teach others to teach children to be self-learners and empirically evaluate such interventions.
- Design functional curricula building on the theory and science of verbal behavior, radical behaviorism, and the foundations of pragmatism. Teach others to design functional curricula and empirically examine the effectiveness of functional curricula.

#### **Department Courses Required for All Student Majors in Degree Program Core Requirements for all Ph.D. Majors in the Applied Sciences of Learning and Special Education Cluster**

- HBSE 5010 Study of the philosophic foundations of special education
- HBSE 6001 Research in special education: Research/experimental design
- HBSE 6010 Advanced study of problems and issues in special education
- HBSE 603105 Research in special education: Single-case design
- HBSE 7500 Dissertation seminar in special education
- HBSE 8900-8910 Dissertation advisement in special education

#### **Non-Department Courses Required for All Student Majors in Degree Program**

- HUDM 4122 Probability and statistical inference
- HUDM 5122 Applied regression analysis

#### **Specialization Requirements, Applied Behavior Analysis:**

- HBSE 5304 Advanced practica in special education: Behavioral disorders



- HBSE 6404 Advanced internship: Behavior disorders
- HBSE 5904 Problems in special education: Behavioral disorders (supervision) HBSE 6008 Behaviorism
- HBSE 6015 The verbal behavior model: Individual educational programming
- HBSE 6504 Advanced seminar in special education: Applied behavior analysis and behavioral disorders

## Advanced Certificate

### Applied Behavior Analysis

Advanced Certificate

**Points/Credits:** 24

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

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### Degree Requirements

#### Advanced Certificate in Applied Behavior Analysis

This certificate program will satisfy the coursework requirements for licensure in New York State as a Behavior Analyst (LBA) as well as the requirements for certification as a Board Certified Behavior Analyst (BCBA). Both the NYS licensure and BCBA requirements include a graduate degree in education or psychology, specified coursework in behavior analysis, supervised experience, and exam(s). We offer the practicum experience in conjunction with the coursework, for a more comprehensive, integrated program.

The 23-credit program can be completed in as little as one calendar year and students may begin the program at any point during the academic year (Fall, Spring, or Summer). During the semester when students are enrolled in practicum, a minimum of 2 days per week (10-15 hours per week for a minimum of 150 hours over the 15-week semester) in an approved practicum site is required. Outside of that, students can continue to gain the necessary 2000 supervised experience hours in approved settings under the supervision of appropriately qualified individuals (e.g., LBA/BCBAs). Such training opportunities will depend upon availability in university-approved settings, as well as commitment on the part of the student to adhere to all policies and expectations of the training site. Students will be responsible for keeping accurate and ongoing records of their experience hours, including supervision hours, as per LBA and BCBA requirements.

#### Required Courses

**HBSE 4015** ABA I: Concepts and Principles in Pedagogy, Curriculum, and Management (3 credits)

**HBSE 4016** ABA II: Foundational Concepts and Epistemology of Basic and Applied Behavior Analysis (3 credits)

**HBSE 4044** Methods 1: Research Methods in Pedagogy, Curriculum, and Management (3 credits)

**HBSE 4045** Methods 2: Curricular and Pedagogical Operations for Teaching the Foundations of Functional Academic Literacy (3 credits)

**HBSE 4047** Record-Keeping in Applied Behavior Analysis (2 credits)

**HBSE 4048** Working with Families of Children with ASD (3 credits)

**HBSE 4049** Professional and Ethical Issues in Teaching as Applied Behavior Analysis (3 credits)

**HBSE 4304\*** Practicum in Applied Behavior Analysis (3 credits)

**OR**

**HBSE 4704** Student Teaching Practicum (for students enrolled in the ABA MA program only) (3 credits)

\*Students must take HBSE 4304 for 3 credits in the first semester; they may continue to register for sections of HBSE 4304 for 0 credits for subsequent semesters to indicate that they are completing experience hours if necessary.

**OR—FOR SCHOOL PSYCHOLOGY EdM STUDENTS ONLY:**

**HBSE 4304\*\*** Practicum in Applied Behavior Analysis (1 credit in the first semester, 0 credits for all semesters after that).

**AND**

**HBSK 5050** Cognitive and Behavioral Interventions (3 credits)

\*\*Students must take HBSE 4304 for a minimum of 1 credit in the first semester; they may continue to register for sections of HBSE 4304 for 0 credits for subsequent semesters to indicate that they are completing experience hours if necessary.

Students are encouraged to review all requirements and regulations for both the LBA (<https://www.op.nysed.gov/licensed-behavior-analysts>) and BCBA (<https://www.bacb.com/bcba/>), particularly as they relate to the necessary supervised experience.

## Faculty

### Faculty

- Daniel **Fienup** Associate Professor of Psychology and Education
- R Douglas **Greer** Professor of Psychology and Education

### Lecturers

- Jo Ann Pereira **Delgado** Lecturer

## Adjunct Faculty

- Claire S **Cahill** Adjunct Assistant Professor
- Katharine Loomis **Cameron** Adjunct Assistant Professor
- Lin **Du** Adjunct Assistant Professor
- Jessica Lee **Dudek** Honorary Adjunct Assistant Professor
- Jennifer Maria **Longano** Adjunct Assistant Professor
- Georgette Alicia **Morgan** Adjunct Assistant Professor
- JeanneMarie **Speckman** Adjunct Assistant Professor

## Instructors

- Maithri **Sivaraman**

# Courses

### **HBSE 4015 - ABA I: Concepts and Principles in Pedagogy, Curriculum, and Management**

Basic applications for learners without reading or writing repertoires. Strategic applications of the science of behavior to instruction, management, curriculum-based assessment, isolation of locus of learning/behavior problems, and measurably effective instructional practices.

### **HBSE 4016 - ABA II: Foundational Concepts and Epistemology of Basic and Applied Behavior Analysis**

Prerequisite: HBSE 4015. Advanced applications to learners with writing, reading, and self-editing repertoires. Teaching operations and curricula designed to teach academic literacy, self-management, and problem solving. Data-based applications required.

### **HBSE 4017 - ABA III: Verbal Development, Curriculum, and Pedagogy**

Applications of behavior analysis to the schooling system that incorporates educating and working with families, providing classroom and school leadership, coordinating support personnel efforts across the school and home, and the development of learner independence through advanced scientifically based pedagogy and functional curriculum design, including computer-based instruction.

### **HBSE 4044 - Methods 1: Research Methods in Pedagogy, Curriculum, and Management**

Pedagogical and curricular design repertoires for realizing state educational objectives for children from pre-listener to early reader skills (NYSED Standards, English Excellence in Education Standards, and CABAS® Standards Preschool through Kindergarten).

### **HBSE 4045 - Methods 2: Curricular and Pedagogical Operations for Teaching the Foundations of Functional Academic Literacy**

Pedagogical and curricular repertoires for realizing state educational objectives for children with early to advanced self-editing and self-management repertoires (grades 1 through 3).

### **HBSE 4046 - Methods 3: Curricular and Pedagogical Operations for Teaching Advanced Functional Academic Literacy**

Pedagogical and curricular repertoires for realizing state educational objectives for children with early to advanced self-editing and self-management repertoires (grades 4 through middle school).

### **HBSE 4047 - Record-Keeping in Applied Behavior Analysis**

This course is required for NYS licensure in behavior analysis. It will cover not just the maintenance of the client's record, but the meaning of that record and the additional parts of the record that must be maintained for each child, including all corollary materials. It is offered online to all students pursuing NYS licensure in ABA.

### **HBSE 4048 - Wrk w Fam of Chldrn w ASD**

The purpose of this course is to provide an overview of the components related to successful partnerships between parents and professionals as realized through increasing positive and effective parenting skills within families of children with autism.

### **HBSE 4049 - Professional and Ethical Issues in Teaching as Applied Behavior Analysis**

This course will focus on the ethical, professional, and legal issues impacting those who apply the science of behavior to vulnerable populations (e.g., young children or children with disabilities), including those who work in clinical, home, and school settings.

### **HBSE 4304 - ABA Practicum Course: Children with Autism and Related Disorders**

This course fulfills the 150 (minimum) practicum hours working with children with autism required for licensure as a Behavior Analyst in NYS and may also satisfy supervised experience hours required by the Behavior Analyst Certification Board. This course also carries 3 credits (45 credit hours) worth of content; thus, students will be responsible for completing coursework and attending class at the university on a weekly basis.

### **HBSE 4704 - Observation and student teaching in special education: Applied behavioral analysis and behavioral disorders**

Permission required. Course requires 3-5 days a week for participation in community, school, and agency programs and a weekly seminar on campus.

### **HBSE 5010 - Study of the philosophic foundations of special education**

Permission required. Required of all doctoral students in the Applied Sciences of Learning and Special Education programs in the Department of Health and Behavior Studies. Overview of major theoretical and methodological orientation within social sciences and special education.

### **HBSE 5904 - Problems in special education: Applied behavioral analysis and behavioral disorders**

Qualified students work individually or in small groups under guidance on practical research problems. Proposed work must be outlined prior to registration; final written report required.

### **HBSE 6001 - Research in special education**

Permission required. Prerequisites: HUDM 4122 and HUDM 5122. Instruction in the development, conduct, and reporting of research. Student research studies. Required of all doctoral students in Applied Sciences of Learning and Special Education programs in the department of Health and Behavior Studies.

### **HBSE 6008 - Behaviorism and the science of behavior**

Permission required (for Ph.D. students in Applied Behavior Analysis and Behavior Disorders). A survey comparing and contrasting the various behaviorisms including: methodological behaviorism, paradigmatic behaviorism, interbehaviorism, social behaviorism, radical behaviorism, behavior selection, and the relationship of these to pragmatism, natural selection, positivism, and their historical roots of behavior selection and natural selection in the Scottish enlightenment.

### **HBSE 6010 - No Title Found in Banner**

Permission required. Required of all doctoral students in Applied Sciences of Learning and Special Education programs in the department of Health and Behavior Studies. Instruction in the current practices and policies in the education of exceptional children with emphases on language and literacy development.

### **HBSE 6015 - The verbal behavior model: Individual educational programming**

Prerequisites: HBSE 4015 and HBSE 4043. Students will master Skinner's model of communicative behavior, the associated literature, and major theoretical papers. Research and data-based schooling applications of the model will be made to pedagogy and curriculum.

### **HBSE 6031 - Research methods in special education: single-subject design II**

Permission required. Course covers inter-subject and intrasubject designs, repeated measurement, generality, direct and systematic replication, and selection of group or single-case designs.

### **HBSE 6404 - Advanced internships in special education: Behavioral disorders**

Permission required. Post-masters level. Intensive in-service internship requires 3-5 days per week in approved settings. Internship allows for practical applications of scientific methods and principles taught in coursework to the education and treatment of children with and without disabilities.

### **HBSE 6504 - Advanced seminars in special education: Applied behavior analysis and behavioral disorders**

For doctoral students in special education and related fields. Recent developments in theory and research as related to the specialization from psychological, educational, sociological, and/or medical sources.

### **HBSE 7500 - Dissertation Seminar in Special Education**

Permission required. Only advanced doctoral students in special education programs are eligible. Prerequisites: HBSE 5010, 6001, 6003, 6005 and 6010. Development of doctoral dissertations and presentation of plans for approval.

### **HBSE 8901 - Dissertation advisement in special education: Intellectual disability/autism**

Advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For requirements, see catalog on continuous registration for Ph.D. degrees.

### **HBSK 4072 - Theory and Techniques of Assessment and Intervention in Reading**

Provides an overview of theories and research pertaining to reading acquisition and assessment and intervention techniques for reading across the lifespan. Content is organized according to four major themes: the psychology of reading development, language structures, assessment, and intervention.

### **HBSK 4074 - Development of Reading Comprehension**

Reading and study skills: Practical procedures based on research findings appropriate for teachers, counselors, and others. Discussion focuses on students in the middle elementary grades through young adulthood.

### **HBSK 5050 - Cognitive and Behavioral Interventions for Youth**

This course is intended to provide graduate students in psychology with an introduction to the application of cognitive behavioral interventions for the treatment of childhood disorders. The theoretical foundations of major

cognitive-behavioral therapies for the treatment of psychological disorders will be studied. Treatment skills, including clinical interviewing and basic therapeutic skills, will be presented. Further, empirically supported therapeutic interventions for some of the most common psychological disorders experienced by school age children will be discussed. An introduction to cognitive behavioral case formulation and individual treatment planning will be integrated throughout the class. Empirical data pertaining to the use and efficacy of cognitive behavioral interventions with diverse populations will be reviewed. Ethical considerations will be presented and highlighted.

### **HBSK 5099 - Writing Interventions Theory and Practice**

This is a literacy course that applies research on cognitive, linguistic, affective, social, and cultural processes underlying writing performance to the development of writing interventions. Writing is discussed within the context of language and literacy development. Students learn to evaluate evidence-based writing interventions for both typically developing and special-needs populations of differing ages and in various educational settings.

### **HUDK 4027 - How Children Learn Math**

The development of informal and formal mathematical thinking from infancy through childhood with implications for education.

### **HUDM 4122 - Probability and statistical inference**

An introduction to statistical theory, including elementary probability theory; random variables and probability distributions; sampling distributions; estimation theory and hypothesis testing using binomial, normal, T, chi square, and F distributions. Calculus not required.

### **HUDM 5122 - Applied regression analysis**

Least squares estimation theory. Traditional simple and multiple regression models and polynomial regression models, including use of categorical predictors. Logistic regression for dichotomous outcome variables is also covered. Class time includes lab time devoted to applications with IBM SPSS. Prerequisite: HUDM 4120 or HUDM 4122 or HUDM 4125.

# Deaf and Hard of Hearing

Department of Health Studies & Applied Educational Psychology

## Program Description

Founded in 1906, the Deaf & Hard of Hearing Education Program at Teachers College is one of the oldest deaf education programs in the country. Based on the belief that communication is a human right, our program prepares educators to partner with families in building a strong language foundation—whether spoken or signed—for children who are deaf and hard of hearing. Through interdisciplinary study in speech and hearing science, literacy, psychology, linguistics, and child development, our graduates are trained to meet the language and academic needs of deaf and hard of hearing children in a wide range of settings. Our comprehensive program provides advanced study across the continuum of language and communication modalities, including American Sign Language, listening and spoken language, and Cued Speech/Language.

## Degrees

### Master of Arts

#### Deaf and Hard of Hearing

Master of Arts | Initial Cert: Deaf/Hard of Hearing (Pre-K-12)

**Points/Credits:** 40

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

**Certification:**

- NY State Initial: Deaf/Hard of Hearing Pre-K-12

#### Degree Requirements



The Master of Arts (M.A.) with certification is a 40-credit program leading to New York State (NYS) initial certification as Teacher of the Deaf and Hard of Hearing.

This program leads to Council on the Education of the Deaf (CED) certification.

**Specialization Requirements, Deaf and Hard of Hearing:**

- HBSE 4070 Psychosocial and Cultural Aspects of People who are Deaf or Hard of Hearing
- HBSE 4071 Language and Literacy for the Deaf and Hard of Hearing and Children with Language Learning Disabilities (two terms)
- HBSE 4072 Language Development for the Deaf or Hard of Hearing
- HBSE 4073 Teaching Speech, Language, and Communication Skills/Educational Audiology (two academic terms)
- HBSE 4079 Language Development and Habilitation: Auditory Verbal Practice
- HBSE 4300–007 Practicum in Assessment and Evaluation of Individuals with Exceptionalities: DHH
- HBSE 4707 Observation and Student Teaching in Special Education - Deaf and Hard of Hearing (two academic terms)
- HBSE 4863 Cued Speech/Language and Multisensory Reading
- HBSE 4871 American Sign Language I
- HBSE 4872 American Sign Language II

**Breadth Requirements:**

In order to broaden the student’s background in education, Teachers College courses outside the Teachers College major department must be completed. These courses will be selected based on transcript review and advisement.

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

## Deaf and Hard of Hearing

Master of Arts | Non-Certification

**Points/Credits:** 32-36

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

**Certification:**

- Non-Certification Track

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## Degree Requirements

The Master of Arts (M.A.) without certification is a 32- to 36-credit program leading to a Master’s Degree in Education of the Deaf and Hard of Hearing. This program does not lead to New York State (NYS) certification as Teacher of the Deaf and Hard of Hearing.

**Program Requirements, Deaf and Hard of Hearing:**

- HBSE 4070 Psychosocial and Cultural Aspects Of People Who are Deaf or Hard of Hearing
- HBSE 4071 Language and Literacy for the Deaf and Hard of Hearing and Children with Language Learning Disabilities (two academic terms)
- HBSE 4072 Language Development for the Deaf or Hard of hearing
- HBSE 4073 Teaching Speech, Language, and Communication Skills/Educational Audiology (two academic terms)
- HBSE 4079 Language Development and Habilitation: Auditory-Verbal Practice
- HBSE 4300-007 Practicum in Assessment and Evaluation of Individuals with Exceptionalities: DHH
- HBSE 4863 Cued Speech/Language and Multisensory Reading
- HBSE 4871 American Sign Language I
- HBSE 4872 American Sign Language II

**Breadth Requirements:**

In order to broaden the student's background in education, Teachers College courses outside the Teachers College major department must be completed. These courses will be selected based on transcript review and advisement.

## Master of Education

### Deaf and Hard of Hearing

Master of Education | Dual Cert: Deaf/Hard of Hearing and Adolescence Education (7-12)

**Points/Credits:** 60

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

**Certification:**

- Dual Certification with Adolescence Education: NY State Initial: Deaf/Hard Hearing Pre-K-12
- NY State Initial: Choice of Biology
- Chemistry
- Earth Science
- Physics
- Mathematics
- Social Studies
- or English 7-12

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### Degree Requirements

The Master of Education (Ed.M.) is a 60-credit program leading to dual New York State (NYS) initial certification as Teacher of the Deaf and Hard of Hearing as well as certification in one of the following areas: Early Childhood Teacher (birth-grade 2), Elementary Education Teacher (grade 1-6), Secondary Teacher (grades 7-12) in a particular subject area (English, Math, Science, or Social Studies) or Reading Specialist.

This program leads to Council on the Education of the Deaf (CED) certification.

### **Specialization Requirements, Deaf and Hard of Hearing:**

- HBSE 4070 Psychosocial and Cultural Aspects of People who are Deaf or Hard of Hearing
- HBSE 4071 Language and Literacy for the Deaf and Hard of Hearing (two academic terms)
- HBSE 4072 Language Development for the Deaf and Hard of Hearing and Children with Language Learning Disabilities
- HBSE 4073 Teaching Speech, Language, and Communication/Educational Audiology (two terms)
- HBSE 4079 Language Development and Habilitation: Auditory Verbal Practice
- HBSE 4300-007 Practicum in Assessment and Evaluation of Individuals with Exceptionalities: DHH
- HBSE 4707 Observation and Student Teaching Deaf and Hard of Hearing (two academic terms)
- HBSE 4863 Cued Speech/Language and Multisensory Reading
- HBSE 4871 American Sign Language I
- HBSE 4872 American Sign Language II
- Area specialization courses Adolescence, Content Area (15+ points)

### **Breadth Requirements:**

In order to broaden the student's background in education, Teachers College courses outside the Teachers College major department must be completed. The courses will be selected based on transcript review and advisement.

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

## **Deaf and Hard of Hearing**

Master of Education | Dual Cert: Deaf/Hard of Hearing and Childhood Education

**Points/Credits:** 60

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

### **Certification:**

- Dual Certification with Childhood Education: NYS Initial: Deaf/Hard Hearing Pre-K-12
- NY State Initial: Childhood 1-6

## **Degree Requirements**

The Master of Education (Ed.M.) is a 60-credit program leading to dual New York State (NYS) initial certification as Teacher of the Deaf and Hard of Hearing as well as certification in one of the following areas: Early Childhood Teacher (birth-grade 2), Elementary Education Teacher (grades 1-6), Secondary Teacher (grades 7-12) in a particular subject area (English, Math, Science, or Social Studies) or Reading Specialist.

This program leads to Council on the Education of the Deaf (CED) certification.

### **Specialization Requirements, Deaf and Hard of Hearing:**

- HBSE 4070 Psychosocial and Cultural Aspects of People who are Deaf or Hard of Hearing
- HBSE 4071 Language and Literacy for the Deaf and Hard of Hearing (two academic terms)
- HBSE 4072 Language Development for the Deaf and Hard of Hearing and Children with Language Learning Disabilities
- HBSE 4073 Teaching Speech, Language, and Communication/Educational Audiology (two terms)
- HBSE 4079 Language Development and Habilitation: Auditory Verbal Practice
- HBSE 4300-007 Practicum in Assessment and Evaluation of Individuals with Exceptionalities: DHH
- HBSE 4707 Observation and Student Teaching Deaf and Hard of Hearing (two academic terms)
- HBSE 4863 Cued Speech/Language and Multisensory Reading
- HBSE 4871 American Sign Language I
- HBSE 4872 American Sign Language II
- Area specialization courses in Childhood Education (15+ points)

### **Breadth Requirements:**

In order to broaden the student's background in education, Teachers College courses outside the Teachers College major department must be completed. These courses will be selected based on transcript review and advisement.

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

## **Deaf and Hard of Hearing**

Master of Education | Dual Cert: Deaf/Hard of Hearing and Early Childhood Education

**Points/Credits:** 60

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

### **Certification:**

- Dual Certification with Early Childhood Education: NY State Initial: Deaf/Hard Hearing Pre-K-12
- NY State Initial: Early Childhood Birth-Grade 2

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## **Degree Requirements**

The Master of Education (Ed.M.) is a 60-credit program leading to dual New York State (NYS) initial certification as Teacher of the Deaf and Hard of Hearing as well as certification in one of the following areas: Early Childhood Teacher (birth-grade 2), Elementary Education Teacher (grades 1-6), Secondary Teacher (grades 7-12) in a particular subject area (English, Math, Science, or Social Studies) or Reading Specialist.

All programs noted above also lead to Council on the Education of the Deaf (CED) certification.

### **Specialization Requirements, Deaf and Hard of Hearing:**

- HBSE 4070 Psychosocial and Cultural Aspects of People who are Deaf or Hard of Hearing

- HBSE 4071 Language and Literacy for the Deaf and Hard of Hearing (two academic terms)
- HBSE 4072 Language Development for the Deaf and Hard of Hearing and Children with Language Learning Disabilities
- HBSE 4073 Teaching Speech, Language, and Communication/Educational Audiology (two terms)
- HBSE 4079 Language Development and Habilitation: Auditory Verbal Practice
- HBSE 4300-007 Practicum in Assessment and Evaluation of Individuals with Exceptionalities: DHH
- HBSE 4707 Observation and Student Teaching Deaf and Hard of Hearing (two academic terms)
- HBSE 4863 Cued Speech/Language and Multisensory Reading
- HBSE 4871 American Sign Language I
- HBSE 4872 American Sign Language II
- Area specialization courses in Early Childhood Education (15+ points)

### **Breadth Requirements:**

In order to broaden the student's background in education, Teachers College courses outside the Teachers College major department must be completed. These courses will be selected based on transcript review and advisement.

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

## **Deaf and Hard of Hearing**

Master of Education | Dual Cert: Deaf/Hard of Hearing and Literacy (Pre-K-12)

**Points/Credits:** 60

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

### **Certification:**

- Dual Certification with Reading Specialist: NY State Initial: Deaf/Hard Hearing Pre-K-12
- NY State Initial: Literacy Birth-6; NY State Initial: Literacy 5-12

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## **Degree Requirements**

The Master of Education (Ed.M.) is a 60-credit program leading to dual New York State (NYS) initial certification as Teacher of the Deaf and Hard of Hearing as well as certification in one of the following areas: Early Childhood Teacher (birth-grade 2), Elementary Education Teacher (grades 1-6), Secondary Teacher (grades 7-12) in a particular subject area (English, Math, Science, or Social Studies) or Reading Specialist.

All programs noted above also lead to Council on the Education of the Deaf (CED) certification.

### **Specialization Requirements, Deaf and Hard of Hearing:**

- HBSE 4070 Psychosocial and Cultural Aspects of People who are Deaf or Hard of Hearing
- HBSE 4071 Language and Literacy for the Deaf and Hard of Hearing (two academic terms)
- HBSE 4072 Language Development for the Deaf and Hard of Hearing and Children with Language Learning Disabilities
- HBSE 4073 Teaching Speech, Language, and Communication/Educational Audiology (two terms)
- HBSE 4079 Language Development and Habilitation: Auditory Verbal Practice

- HBSE 4300-007 Practicum in Assessment and Evaluation of Individuals with Exceptionalities: DHH
- HBSE 4707 Observation and Student Teaching Deaf and Hard of Hearing (two academic terms)
- HBSE 4863 Cued Speech/Language and Multisensory Reading
- HBSE 4871 American Sign Language I
- HBSE 4872 American Sign Language II
- Area specialization courses in Reading Specialist (15+ points)

**Breadth Requirements:**

In order to broaden the student's background in education, Teachers College courses outside the Teachers College major department must be completed. These courses will be selected based on transcript review and advisement. New York State Education Department (NYSED) mandates teacher certification requirements that are needed for program completion and graduation. These requirements are listed in the Office of Teacher Education section of the catalog.

## Doctor of Philosophy

### Deaf and Hard of Hearing

Doctor of Philosophy

**Points/Credits:** 84

**Entry Terms:** Fall Only

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### Degree Requirements

**Research and Evaluation Emphasis:**

Students with excellent potential as researchers and theoreticians who are interested in scholarly careers in special education, education, and related social sciences may apply for the Ph.D. degree program, which represents the highest level of achievement in the Arts and Sciences. This degree program is administered jointly by Teachers College and the graduate faculty of Columbia University.

Prospective students may obtain information on program offerings by contacting the program office.

**Ph.D. in Special Education: Deaf and Hard of Hearing**

The Ph.D. doctoral program is divided into several areas of study including 1) advanced study in general special education, the philosophy of science, and theory building; 2) advanced study in a minimum of two paradigms of research; 3) advanced study in the education of the deaf and hard of hearing, including advanced study in linguistics, psycholinguistics, and developmental psycholinguistics; and 4) a professional specialization.

The Ph.D. in Special Education: Deaf and Hard of Hearing is administered and awarded through the Graduate School of Arts and Sciences at Columbia University and requires the equivalent of an undergraduate liberal arts degree. The degree requires a minimum of 54 credits beyond the master's degree and presumes a background in, and/or direct professional experience in, working with individuals who are deaf or Hard of Hearing.

**Core Requirements for all Ph.D. Special Education majors (15):**

- HBSE 5010 Study of the Philosophic Foundations of Special Education (3)
- HBSE 6001 Research in Special Education: Group Design (3)
- HBSE 6010 Advanced Study of Problems and Issues in Special Education (3)
- HBSE 6031 Research in Special Education: Single Case Design (3)
- HBSE 7500 Dissertation Seminar in Special Education (3)
- HBSE 8907 Dissertation Advisement in Special Education: Deaf and Hard of Hearing (0)

**Research Requirement (15)**

- HUDM 4122 Probability and Statistical Inference (3)
- HUDM 5122 Applied Regression Analysis (3)
- HUDM 5123 Linear Models (3)

**Advanced Statistics/Research/Evaluation/Measurements Courses (examples listed below)**

- HUDM 5059 Psychological Measurement (3)
- HUDM 6122 Multivariate Analysis I (3)

**Area of Concentration: Deaf and Hard of Hearing (18):**

Deaf and Hard of Hearing (6)

- HBSE 5907 Problems in Special Education: Deaf and Hard of Hearing (3)
- HBSE 6507 Advanced Seminar in Special Education: Deaf and Hard of Hearing (3)

Depending upon the student's background and research interest, the student is expected to choose 12 credit hours of study in a specialization area determined through advisement.

## Faculty

### Faculty

- Elizabeth Anne **Rosenzweig** Assistant Professor of Practice/Director of the Edward D. Mysak Clinic for Communication Disorders

## Visiting Faculty

- Elaine Rebecca **Smolen** Visiting Assistant Professor

## Lecturers

- Maria C. **Hartman** Lecturer

## Adjunct Faculty

- Stephanie **Levine** Adjunct Assistant Professor
- Jennifer Lynn **Montgomery** Adjunct Assistant Professor

# Courses

### **HBSE 4000 - Intro to Special Education**

Emphasis is placed on the identification of characteristics of individuals with disabilities and the impact of the characteristics on the learner and family members of the learner. The course is a study of the nature, psychosocial, and educational needs of individuals across the lifespan with physical, mental, emotional, or sensory impairments. Particular attention is placed on the way these special education programs fit, or should fit, into ongoing work in schools.

### **HBSE 4001 - Teaching students with disabilities in the general education classroom**

This course addresses problems of educational assessment, curriculum and teaching, organization, and guidance of students with physical, cognitive, affective, and sensory disabilities.

### **HBSE 4005 - Computer Applications in Special Education**

This course is intended to provide preservice and in-service special education teachers with basic information on assistive and instructional technology appropriate for use with infants, children, and youths who require special education and related services.

### **HBSE 4006 - Working with families of children with disabilities**

Current and historical perspectives on parent involvement in the special education and empowerment of infants, children, and youth with exceptionalities and their families. Emphasis on strategies and materials to facilitate a



continuum of parent and family participation to strengthen the relationships between home, school, and the community.

### **HBSE 4070 - Psychosocial and cultural aspects of people who are d/Deaf or hard of hearing**

This course introduces the fundamentals of general, special, and bilingual education and how they are infused into Deaf education. It will also acquaint students with current trends, issues, and research in the education of Deaf and hard of hearing learners of all ages, including historic and current objectives, techniques, and results. The cultural, historical, philosophical, psychological, linguistic and social aspects of the Deaf community will also be addressed from the educational perspective. Students are challenged to rethink their conceptualization of "Deaf education" as well as "general education" based on their perceptions of their own cultural dimensions.

### **HBSE 4071 - Language and Literacy for the DHH**

Fall course: This course introduces the theoretical and scientific foundations of literacy and explores how reading, writing and cognitive processes are developed in early grades, particularly with deaf and hard of hearing students with language delays. Special emphasis is placed on foundational skills during the 'learning to read' stage with particular emphasis on the five major elements of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension.

### **HBSE 4072 - Language development for the DHH**

This course provides a review of the functions of language and communication, the nature and characteristics of language acquisition of typical language learners, the characteristics of language development in individuals who are d/Deaf or hard of hearing, and assessment, curricular and intervention issues. Students will learn to use the Cottage Acquisition Scales for Listening, Language and Speech (CASLLS).

### **HBSE 4073 - Educational Audiology/Teaching Speech, Language, and Communication**

Course addresses audiological principles necessary to enable teachers of deaf and hard of hearing students to best support these students in their educational settings. Course topics include the identification, assessment, and management of hearing loss related to the educational setting, basic knowledge of audiograms, including type and degree of hearing loss, tympanometry, educational options, classroom acoustics, and auditory processing as well as hands-on experiences with the most current audiological equipment.

### **HBSE 4079 - Language Development and Habilitation: Auditory Verbal Practice**

This course covers listening and spoken language intervention for children with hearing loss with an emphasis on family-centered, culturally-responsive auditory verbal intervention. Domains include history and professional issues, hearing technology, auditory, speech, and language development, inclusive education, caregiver coaching, and literacy for children with hearing loss.

### **HBSE 4300 - Prc Assmt Eval Excptnl Learner**

Deaf and Hard of Hearing: This class provides a comprehensive overview of assessment and evaluation of children with hearing loss, including those who have additional learning needs and those who are linguistically and culturally diverse. Developmental, academic, social-emotional, and language assessments will be covered, with opportunities for hands-on, applied learning. ID/Autism: Students will gain practical knowledge of interdisciplinary, psychoeducational assessments of students with disabilities. Analysis of observational and test data; formulation of educational programs for students with disabilities.

### **HBSE 4707 - No Title Found in Banner**

Permission required. Course requires 5 days a week for participation in community, school, and agency programs and a weekly seminar on campus.

### **HBSE 4871 - American Sign Language I**

The purpose of this course is to build conversational competency in American Sign Language by activating visual-spatial communication skills; mastering basic vocabulary, grammar and compositional structures; and developing awareness of the history of gestural languages and deaf people in society. Courses are structured into four units: culture, communication, narration and literature. These units are designed to guide students from a conceptual understanding of American Sign Language through real-life conversational structures toward independence in practical dialogue and compositions.

### **HBSE 4901 - No Title Found in Banner**

Permission required.

### **HBSE 5010 - Study of the philosophic foundations of special education**

Permission required. Required of all doctoral students in the Applied Sciences of Learning and Special Education programs in the Department of Health and Behavior Studies. Overview of major theoretical and methodological orientation within social sciences and special education.

### **HBSE 5307 - Advanced practica in special education: Deaf and hard of hearing**

Guided experiences in selected special education programs for advanced students. Weekly seminar meetings. Supervised group field visits. Preservice internships arranged. Students submit reports analyzing experiences.

### **HBSE 5907 - Problems in special education: Deaf and hard of hearing**

Qualified students work individually or in small groups under guidance on practical research problems. Proposed work must be outlined prior to registration; final written report required.

### **HBSE 6001 - Research in special education**

Permission required. Prerequisites: HUDM 4122 and HUDM 5122. Instruction in the development, conduct, and reporting of research. Student research studies. Required of all doctoral students in Applied Sciences of Learning and Special Education programs in the department of Health and Behavior Studies.

### **HBSE 6005 - Research in special education: single-subject design I**

Permission required. Prerequisites: HUDM 4122 and other statistics course work. Instruction in the development, conduct, and reporting of single-case design research. Student research studies. Required of all doctoral students in the Applied Sciences of Learning and Special Education programs in the department of Health and Behavior Studies.

### **HBSE 6010 - No Title Found in Banner**

Permission required. Required of all doctoral students in Applied Sciences of Learning and Special Education programs in the department of Health and Behavior Studies. Instruction in the current practices and policies in the education of exceptional children with emphases on language and literacy development.

### **HBSE 6031 - Research methods in special education: single-subject design II**

Permission required. Course covers inter-subject and intrasubject designs, repeated measurement, generality, direct and systematic replication, and selection of group or single-case designs.

### **HBSE 6504 - Advanced seminars in special education: Applied behavior analysis and behavioral disorders**

For doctoral students in special education and related fields. Recent developments in theory and research as related to the specialization from psychological, educational, sociological, and/or medical sources.

### **HBSE 7500 - Dissertation Seminar in Special Education**

Permission required. Only advanced doctoral students in special education programs are eligible. Prerequisites: HBSE 5010, 6001, 6003, 6005 and 6010. Development of doctoral dissertations and presentation of plans for approval.

### **HBSE 8901 - Dissertation advisement in special education: Intellectual disability/autism**

Advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For requirements, see catalog on continuous registration for Ph.D. degrees.

### **HBSE 8904 - Dissertation advisement in special education: Applied Behavior Analysis**

Advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For requirements, see catalog on continuous registration for Ph.D. degrees.

**HBSE 8907 - Dissertation advisement in special education: Deaf and hard of hearing**

Advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For requirements, see catalog on continuous registration for Ph.D. degrees.

**HBSK 4072 - Theory and Techniques of Assessment and Intervention in Reading**

Provides an overview of theories and research pertaining to reading acquisition and assessment and intervention techniques for reading across the lifespan. Content is organized according to four major themes: the psychology of reading development, language structures, assessment, and intervention.

# Diabetes Education and Management

Department of Health Studies & Applied Educational Psychology

## Program Description

The solely online and asynchronous Diabetes Education and Management Program is an interprofessional 36-credit Master of Science degree—the first of its kind. We equip clinicians and care managers with a greater understanding of how diabetes develops and evolves across different age groups and populations; how to assess the whole person and help them manage treatment of their disease; how to develop, implement, and evaluate diabetes self-care education and management programs; and how to conduct advocacy. Program requirements include coursework and a culminating project in which students demonstrate their integration of the content they have learned. In addition to courses with content specific to diabetes, the program includes courses currently offered through the Health Education, Nutrition Education, Exercise, Nursing Education, Human Development, and Adult Learning and Leadership programs of Teachers College.

The solely online and asynchronous Certificate in Advanced Diabetes Topics is an 18-credit academic certificate for those holding a master's degree or higher in a clinical discipline. Those with a graduate degree who have been working in diabetes for two years or more are also eligible to apply. The certificate program includes the six core diabetes courses.

# Degrees

## Master of Science

### Diabetes Education and Management

Master of Science

**Points/Credits:** 36

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

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### Degree Requirements

The solely online and asynchronous Master of Science in Diabetes Education and Management requires satisfactory completion of 36 credit points and a master's degree integrative project. The program may be pursued full-time or part-time. Part-time students are encouraged to take at least 6 credits per semester to ensure timely completion of the program.

#### Required Diabetes-Related Core Courses (18 points):

- HBSD 4110 Behavior change strategies for diabetes prevention and management (3)
- HBSD 4120 Pathophysiology of diabetes and its related complications (3)
- HBSD 4130 Assessment of the person with diabetes (3)
- HBSD 4140 Preventive and therapeutic interventions in diabetes management (3)
- HBSD 4150 Diabetes self-management education and support (DSMES) programs: development, implementation, and evaluation (3)
- HBSD 4160 Pharmacology of Diabetes (3)

#### Additional Required Core Courses

- HBSS 5110 Determinants of health behavior (3)
- HBSS 5040 Research methods in health and behavior studies I (3)

#### Multicultural Requirement (3 Credits):

- HBSS 4114 Competency in multicultural populations (3)
- A similar course (with permission from the student's advisor) can be taken for the multicultural requirement.

#### Elective Courses (for a total of 9 points):

##### Health (3-6 credits):

Choose at least one from the following:

- HBSS 4001 Health provider communications (3)
- HBSS 4118 Principles of health-related behavioral and social change (3)
- HBSS 5116 Social relations, emotions, and health (3)

- HBSV 4000 Introduction to nutrition: facts, fallacies, and trends (3)
- BBSR 5095 Exercise and health (3)

### **Education and Human Development (3-6 credits):**

Choose at least one from the following:

- ORLD 4050 Introduction to adult and continuing education (3)
- ORLD 4051 How adults learn (3)
- ORLD 4827 Fostering transformative learning (3)
- ORLD 5063 Online Teaching & Learning (3)
- HUDK 4029 Human cognition and learning (3)
- HUDK 4023 Developmental psychology: Adolescence (3)
- HBSD 5900 Independent Study (3)

## **Advanced Certificate**

### **Advanced Diabetes Topics**

Advanced Certificate

**Points/Credits:** 18

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

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### **Degree Requirements**

The solely online and asynchronous Certificate in Advanced Diabetes Topics requires satisfactory completion of the six core diabetes courses (18 points). The program is completed in six academic terms (2 years). One core diabetes course is offered each academic term.

Required diabetes-related core courses:

- HBSD 4110 Behavior change strategies for diabetes prevention and management (3)
- HBSD 4120 Pathophysiology of diabetes and its related complications (3)
- HBSD 4130 Assessment of the person with diabetes (3)
- HBSD 4140 Preventive and therapeutic interventions in diabetes management (3)
- HBSD 4150 Diabetes self-management education and support (DSMES) programs: development, implementation, and evaluation (3)
- HBSD 4160 Pharmacology of diabetes (3)

# Faculty

## Emeriti

- Kathleen Ann **O'Connell** Isabel Maitland Stewart Professor Emerita of Nursing Education

## Lecturers

- Jane K **Dickinson** Senior Lecturer

# Courses

## **HBSD 4110 - Behavior Change Strategies for Diabetes Prevention and Management**

This course explores person-centered and strengths-based approaches to working with people who have diabetes. Students will discuss the role of language/messaging in various approaches to working with people that can help them successfully manage and live well with diabetes. Students will also explore the role of age-related generations in behavior change.

## **HBSD 4120 - Pathophysiology of Diabetes and its Related Complications**

This course covers the physiology of normal energy metabolism and the related pathophysiology of energy metabolism as seen in metabolic syndrome, the progression to type 2 diabetes, overt type 2 diabetes, as well as type 1, gestational, and drug-induced diabetes. Comorbid conditions and acute and chronic complications related to diabetes and hyperglycemia are also addressed.

## **HBSD 4130 - Assessment of the Person with Diabetes**

This course teaches the clinician how to conduct a diabetes-focused assessment of the person with diabetes, with consideration for family dynamics, culture, and support. Emphasis is placed on cognitive, behavioral, and affective assessments, as well as select elements of the clinical assessment, i.e., the assessment of the "whole" person with diabetes. The findings from the assessment are then used as the basis for goal-setting.

## **HBSD 4140 - Preventive & Therapeutic Interventions in Diabetes Management**

This course covers the specific components of multimodal therapies used to treat diabetes and associated comorbidities, as well as to reduce the risk of acute and chronic complications, referencing evidence-informed



clinical practice guidelines and landmark trials whenever possible. The major elements of, indications for, rationale for, and complications of current therapeutic approaches are explored.

### **HBSD 4150 - Diabetes Self-Management Education and Support (DSMES) Programs: Development, Implementation, & Evaluation**

This course provides specific guidance regarding implementation of the National Standards for Diabetes Self-Management Education and Support (Beck, et al., 2017) to create Diabetes Self-Management Education and Support (DSMES) programs that will fulfill ADA recognition or ADCES accreditation requirements.

### **HBSD 4160 - Pharmacology of Diabetes**

This course offers an in-depth exploration of the medications used to treat and reduce the risk for diabetes, as well as the drugs used to treat its related comorbidities and complications. It also covers over-the-counter treatments, supplements, and medical foods used by people with diabetes. Drug classes, names, mechanisms of action, pharmacokinetics and pharmacodynamics will be discussed, as well as drugs currently being investigated. This course includes a discussion of the FDA approval process, major drug trials, considerations for special populations, and adverse effects.

# Health Education

Department of Health Studies & Applied Educational Psychology

## Program Description

The Program in Health Education includes three degree programs:

M.A. in Health Education (32 points)

M.S. in Community Health Education (42 points)

Ed.D. in Health Education (90 points, 45 of which may be transfer credits)

All of these degree programs focus on a common theme of reducing health disparities through public health education for individuals, families and communities, and environmental changes that prevent disease and improve health and well-being. Our approach to professional preparation is predicated on informed decision making, self-determination, and environmental changes that bolster population health. Students learn about twenty-first century evidence-based approaches as well as practice-based evidence to help ensure that educational approaches are acceptable to their intended audience, feasible to implement, and effective in helping people make informed decisions. Rooted in the social and behavioral sciences, the Health Education faculty have trained generations of local, national, and global leaders working in governmental, public and community based organizations; research institutions and centers; academia; school systems; hospital and health care service delivery systems; and policy institutes.

The Program in Health Education specializes in preparing the leaders needed to address contemporary health care challenges, health disparities, and epidemics (e.g., obesity, diabetes, bullying/violence, HIV/AIDS, and other sexually transmitted diseases, etc.), as well as the links between health and academic achievement. The majority of our advanced graduate seminars feature small class sizes with accessible faculty. Ongoing academic support helps ensure high rates of timely degree completion. Our program features faculty with a consistent record of research grant funding, publications in leading peer-reviewed scientific journals, and providing national and global leadership in their respective fields.

### **Mission and Vision**

The mission of the Program is to address the health of the public through the preparation of specialists in health education who focus on the community as the setting for needs assessment, program planning, evaluation, and research. This mission includes promoting health, preventing

disease, and advancing health equity by preparing exceptional leaders. Varied structures, institutions, organizations, and agencies in New York City and the surrounding region—including schools, hospitals, clinics, worksites, and nonprofits—collaborate in fulfilling the mission.

The vision of the Program is to create a world-class learning environment that attracts, retains, and graduates leaders who share, with faculty, a deep commitment to health promotion, disease prevention, and health equity for diverse regional, national and international communities; and, work collaboratively with both faculty and community members through educational, service, and research endeavors, in order to advance and disseminate the behavioral and social science serving as the foundation for effective community health education.

### **Guiding Values**

The Program in Health Education values:

- **Excellence.** In order to magnify excellence as a Program, we value the importance of attracting and retaining graduate students who have demonstrated the capacity and/or potential for leadership, achieving at the highest levels academically, and successfully working collaboratively with program peers, faculty, other professionals, and community representatives.
- **Well-Rounded Preparation.** In order to ensure that our graduate students have received well-rounded preparation for professional careers as health education specialists in varied community settings, we value the process of mentoring graduate students toward realization of their highest academic and professional potential through actively engaging students in instructional, colloquia, internship, practicum, service, and research endeavors.
- **Establishing the Evidence Base.** We see great merit in training the next generation of professionals so they are capable of advancing and disseminating the behavioral and social sciences that establishes health education as evidence-based, doing so by ensuring involvement in relevant programs of research. At the same time, faculty embrace broad definitions of what constitutes evidence and support adapting evidence-based approaches so they are linguistically and culturally appropriate, being tailored for specific populations and individual clients.
- **Diversity, Health Equity, and Multicultural Competence.** We value training that prepares professionals to function in diverse regional, national, and international communities, while advancing health equity, necessitating grounding in multicultural competency principles and practices that guide professional conduct as a health education specialist (i.e., working collaboratively with communities so they actively determine their own health, advancing the right to equity in health, ensuring empowerment, advocating for equal access to opportunities that support health, delivering education and interventions so they reflect cultural appropriateness, and co-producing knowledge with community members' input to ensure research designs are culturally appropriate and produce findings of cultural relevance).

## Goals for Achieving Our Program Mission

In order to achieve our mission, the Program has identified goals that fall within the broader categories of education, research, service, and diversity.

### Educational Goals

One of the fundamental purposes of the Program is to deliver education that provides a firm foundation rooted in knowledge of the behavioral and social sciences that guide effective community-based education—including methods of analysis, assessment, program planning, evaluation, and research. We provide classroom instruction, advanced seminars, colloquia and statistical laboratory instruction that ensure training in core competencies essential for addressing public health through community health education.

#### The Program's educational goals are:

1. Prepare competent community health practitioners equipped with foundational knowledge and practical skills in core public and community health areas.
2. Provide students with an intellectually stimulating learning environment.
3. Provide students with adequate support to complete their studies in a timely fashion.

### Research Goals

The Program strives to advance and disseminate the evidence-base for behavioral and social science serving as the foundation for community health education. We foster exposure to rich and varied programs of research that emphasize establishing the evidence base for community health education practices, using multiple types of evidence and varied research designs (e.g. efficacy, effectiveness, epidemiological, public health, ethnographic, naturalistic, case-studies, process-outcome studies, meta-analyses).

#### The Program's research goals are:

1. Advance and disseminate evidence-based research that addresses public health in diverse regional, national, and international communities.
2. Engage students in the advancement and dissemination of evidence-based research that addresses public health in diverse regional, national, and international communities.

### Service Goals

The Program provides opportunities for engagement in internship, practice, and service activities that reflect collaboration with varied institutions, organizations, and agencies in the community setting—including schools, hospitals, clinics, work-sites, and non-profits—thereby providing a firm grounding in the practical application of knowledge in the real-world, as well as reinforcing and extending the knowledge base gained through education. We promote the sharing of expertise,

learning, and working collaboratively with program peers, faculty, other professionals, community stakeholders, and community members—whether via service on advisory boards, institutional committees, advocacy groups, trans-disciplinary groups, or other organizational groups.

**The Program’s service goals are:**

1. Engage in collaborative work with varied institutions, organizations and agencies to promote public health.
2. Provide continuing education and workforce development opportunities to a national and global audience of public and community health practitioners.

**Diversity Goals**

Finally, our Program seeks to recruit and retain a diverse student body, faculty and staff as the multicultural setting for accomplishing educational goals—ensuring the representation of racial/ethnic minorities and other under-represented groups such as immigrants and people with disabilities. Students have the option of engaging in a confidential disclosure of their disability status to our Office of Access and Services for Students with Disabilities. We provide an education that prepares students for engagement with diverse populations in regional, national, and international communities. The education we provide also prepares students to engage in health equity research aimed at reducing and eliminating health disparities and addressing the most vulnerable populations.

**The Program’s diversity goals are:**

1. Recruit and retain a diverse student body, faculty and staff as a multicultural setting for accomplishing educational goals.
2. Prepare students for engagement with diverse populations in regional, national, and international communities.
3. Engage in health equity research aimed at reducing and eliminating health disparities and addressing the most vulnerable populations.

**Course Flexibility**

To accommodate our talented, growing, and diverse body of students, our program offers numerous courses in an online or “hybrid” format. (A hybrid course is offered both online and in-person, permitting distance learning and accommodating the schedules of busy professionals, as well as severe weather, and absences related to illness, etc); in other words and for some courses, students have the option of attending in-person or online.

In addition, our courses are offered with sufficient frequency (e.g., fall, spring and summer sessions, or 2-3 times per year) to support timely degree completion.

# Degrees

## Master of Arts

### Health Education

Master of Arts

**Points/Credits:** 32

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

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### Degree Requirements

The program of study leading to the degree of Master of Arts (M.A.) in Health Education is a 32-credit program of study designed for those who wish to develop the skills necessary to plan and implement health education programs for a variety of populations and in a range of practice settings. Successful completion of the program provides students with comprehensive understanding of the theory and practice of health education and health promotion. Students develop the critical thinking skills that are necessary to apply the principles of behavioral and social sciences that are the foundation of health education and health promotion to program development and implementation.

The program of study enables students to prepare for professional practice as a health education specialist in community, hospital, higher education, government agency, or other workplace settings. The M.A. degree may serve as an entry-level professional credential for a career in health education or may serve to prepare qualified students to go on for more advanced professional study in health education or other health-related fields.

Completion of the degree program currently makes graduates eligible to qualify for certification as a Certified Health Education Specialist (CHES) through the National Commission for Health Education Credentialing, Inc. The credit hours available through this degree program may also be utilized to make one eligible to sit for the examination for the Master Certified Health Education Specialist (MCHES)—also available through the National Commission for Health Education Credentialing, Inc.

No transfer credit is granted for work completed at other institutions. Major courses (21 points) provide a firm foundation in Health Education. There are also 6 points of courses addressing Broad and Basic Areas of Professional Practice; the purpose is to broaden the student's background in education. These courses must be taken outside of the Program in Health Education, Department of Health Studies & Applied Educational Psychology. One course is taken within the domain of Research, Scholarship and Inquiry for 3 points; the selected course may cover research methods, evaluation, measurement, or statistics. There is also a Capstone Project for Research, Scholarship and Inquiry (2 points); the goal is to provide the opportunity for students to work closely with their advisor and to integrate what they have learned through a final culminating Capstone Project. The Capstone Project for Research, Scholarship, and Inquiry may involve any of the following: completion of a major research paper; development of a curriculum potentially implemented and evaluated in a school or other setting; participation in a practice setting via an internship where students work with a population specific to that setting (e.g., schools and children, hospitals and chronically ill adults, community-

based organization and community members, or workplaces and well adults interested in prevention or health promotion). Students' Research, Scholarship and Inquiry may include engagement in any aspect of program planning, development, implementation, and evaluation.

Students must receive advisement from their advisor before registering for classes each semester in order to ensure the proper selection of courses. The selection of courses is guided by the individual needs of the student, and is not limited to those courses listed below.

## **Courses and Requirements**

### **MAJOR (21 Points)**

#### **Required Core Courses (18 Points)**

- HBSS 4100 Behavioral and Social Science Foundations of Health Education (3)
- HBSS 4102 Principles of Epidemiology in Health Promotion (3)
- HBSS 4118 Principles of Health-Related Behavioral & Social Change: Initiation to Maintenance (3)
- HBSS 5110 Determinants of Health Behavior (3)
- HBSS 5111 Planning Health Education Programs (3)
- HBSS 5112 Social Marketing and Health Communications (3)

#### **Elective Courses (3 points)**

(Select 1 course for 3 points from among the options listed below. There is variability with regard to the courses actually being offered within an academic year.)

- HBSS 4001 Health Provider Communications and Health Promotion (3)
- HBSS 4110 Children and Adolescents: School Health Issues (3)
- HBSS 4111 Addictions and Dependencies (3)
- HBSS 4112 Social Policy and Prevention (3)
- HBSS 4113 Human Sexuality Education (3)
- HBSS 4114 Competency with Multicultural Populations: Research & Practice (3)
- HBSS 4115 Health Promotion for Aging Adults (3)
- HBSS 4116 Health Education for Teachers (3)
- HBSS 4117 HIV/AIDS Epidemiology and Education (3)
- Various topics in Health Education (See the course schedule for topics covered) (3)
- HBSS 4121 Death Education (3)
- HBSS 4122 Women's Health (3)
- HBSS 4123 Violence and "All Hazards" Preparation (3)
- HBSS 4130 Alcohol and Health (3)
- HBSS 4140 Developing Workplace Health Promotion Programs (3)
- HBSS 4141 Health and Illness in Cross-Cultural Perspective (3)
- HBSS 5113 Community Health Analysis (3)
- HBSS 5116 Social Relations, Emotions, and Health (3)
- HBSS 5408 Practicum in Individual Health Advisement (3)
- HBSS 5410 Practicum in Health Education (1-6)
- HBSS 5551 Bioethics (3)
- HBSS 5800 Health Disparities Research Conference (1)
- HBSS 6100 Program Evaluation (3)
- HBSS 6145 Health Psychology (3)
- HBSS 6500 Grant Writing (3)

**BROAD AND BASIC AREAS OF PROFESSIONAL SCHOLARSHIP AND PRACTICE (6 Points)**

Nature of Education, Persons, and Learning Processes (3 Points required): Students should take one course approved by their advisor in learning theory, human development, or counseling pertaining to a population group of interest, such as the child, adolescent, adult, or older adult.

Recommended courses include, but are not limited to, those offered by the Departments of:

- Organization & Leadership (e.g., Program in Adult Learning and Leadership)
- Counseling & Clinical Psychology (e.g., Program in Counseling Psychology)
- Human Development (e.g., Developmental Psychology Programs)

Communications, Computing and Instructional Technology and Media (3 Points required) Students should take one course approved by their advisor in communications, computing or instructional technology and media.

Recommended courses include, but are not limited to, those offered by the Department of:

- Mathematics, Science & Technology (e.g., Programs in: Communication, Computing, and Technology in Education; or Computing in Education; or Instructional Technology and Media)

Note on Options: Depending upon an individual student's needs, the student's advisor may approve a course selection from another Department.

Potential Departments include:

- Education Policy & Social Analysis
- International & Transcultural Studies

**RESEARCH, SCHOLARSHIP AND INQUIRY (3 points)**

One required course in research methods, evaluation, measurement, or statistics. The recommended course is listed below, while another course may be approved by the student's advisor if deemed an acceptable substitution:

- HBSS 5040 Research Methods in Health and Behavior Studies I (3)

**CAPSTONE PROJECT FOR RESEARCH, SCHOLARSHIP AND INQUIRY (2 points)**

One required course for 2 points that permits close supervision by the student's advisor of the Capstone Project for Research, Scholarship and Inquiry.

The recommended courses to be taken for 2 points include:

- HBSS 4901 Research and Independent Study in Health Education (2) (up to 4 points is possible)
- HBSS 5410 Practicum in Health Education

**Master of Science****Community Health Education**



Master of Science

**Points/Credits:** 42

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

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## Degree Requirements

The mission of the 42-point M.S. degree program in Community Health Education is to address the health of the public through the preparation of specialists trained to focus on the health of community members in varied community settings. Our graduates will be able to engage in the tasks of addressing community and public health via analysis, assessment, program planning, program implementation, intervention, evaluation, and research. This mission includes promoting health, preventing disease, and advancing health equity, while training exceptional leaders for the delivery of outstanding contributions to diverse regional, national, and international communities through teaching, research and service. Varied structures, institutions, organizations, and agencies in the community setting -- including schools, hospitals, clinics, work-sites, and non-profits -- are engaged in collaborative relationships for purposes of fulfilling the mission. The vision of the M.S. degree program in Community Health Education is to advance a world-class learning environment that attracts, retains, and graduates diverse leaders who share with faculty a deep commitment to health education, health promotion, disease prevention, and health equity for diverse regional, national and international communities; and, work collaboratively with both faculty and community members through educational, service, and research endeavors. We also value and emphasize the acquisition of cultural competence with multicultural populations, as well as a focus on health disparity reduction and elimination. Our collective work advances and disseminates the behavioral and social science serving as the foundation for effective community health education.

Completion of the M.S. degree program makes graduates eligible to qualify for certification as a Certified Health Education Specialist through the National Commission for Health Education Credentialing, Inc. The credit hours available through this degree program may also be utilized to make one eligible to sit for the examination for the Master Certified Health Education Specialist (MCHES) -- also available through the National Commission for Health Education Credentialing, Inc.

### The Progression of Courses & Requirements for the 42 Point M.S. Degree

Public Health Core Knowledge (21 Points):

- HBSS 4100 Behavioral and Social Science Foundations of Health Education (3)
- HBSS 4102 Principles of Epidemiology in Health Promotion (3)
- HBSS 4112 Social Policy and Prevention (3)
- HBSS 4118 Principles of Health-Related Behavioral & Social Change: Initiation to Maintenance (3)
- HBSS 4160 Introduction to Biostatistics for Community Health Educators (3)
- HBSS 4161 Environmental Health (3)
- HBSS 6100 Program Evaluation (3)

Community Health Core Knowledge (9 Points):

- HBSS 4114 Competency with Multicultural Populations: Research & Practice (3)
- HBSS 5111 Planning Health Education Programs (3)
- HBSS 5112 Social Marketing and Health Communications (3)

Broad and Basic Areas of Professional Scholarship and Practice (6 Points):

Students should take two 3-point courses approved by their advisor, while selecting courses offered by another department (i.e. Non-HBSS) at the college.

#### Elective Course (3 Points):

Students should take one HBSS Elective Course: Select one from the List of Options, above, under the M.A. degree description. There is variability with regard to the courses actually being offered within an academic year, so check the current semester's course offerings.

#### PRACTICAL SKILLS [FIELDWORK] (3 Points):

- HBSS 5410 – Practicum in Health Education (3)

#### Culminating Project for Research, Scholarship and Inquiry (0 Points)

The Culminating Project for Research Scholarship and Inquiry (0 points) involves an opportunity for students to work closely with their advisor and to integrate what they have learned throughout the program (e.g., major research paper; community health education curriculum; design a health promotion, disease prevention, or health education program; research project; grant application; or, an approved alternative). Students are expected to meet with their advisor and receive approval, in advance, for various types of projects.

#### CAPSTONE PORTFOLIO (0 Points):

The Capstone Portfolio is a requirement for graduation (0 points). Students are expected to meet with their advisor and receive instructions and approval for the plan to compile this portfolio, as a collection of items (e.g., papers, etc.) reflecting their work in the degree program.

## Doctor of Education

### Health Education

Doctor of Education

**Points/Credits:** 90

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

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### Degree Requirements

The degree of Doctor of Education (Ed.D.) in Health Education at Teachers College emphasizes broad preparation for advanced professional responsibilities through a program based upon extensive study in a specialized branch of the field of education or in an area of instruction. The program of study and research leading to the Ed.D. degree in Health Education is designed to prepare graduates who will assume positions of leadership as program development and evaluation specialists in health education in various educational, governmental, and human-service delivery settings.

The program emphasizes the development of advanced competencies in: (1) assessing the cultural, psychological, social, economic, and political determinants of health and health-related behaviors; (2) developing and implementing educational and other interventions based on ecological models of health behavior and behavioral change that are appropriate to various educational practice settings (communities, health care settings, schools, governmental agencies, and workplaces) and which have the potential to result in voluntary health-related behavioral and social change among individuals, groups, and populations, and their communities; and (3) conducting program evaluation and applied research in health education and health promotion.

The Doctor of Education degree program requires a minimum of 90 post-baccalaureate graduate points and the preparation and defense of a dissertation. Up to 45 graduate-level points taken at other institutions may be transferred toward doctoral requirements for courses in which the grade of “B” or better has been obtained. Of note, many students who excel in M.A. or M.S. degree programs have enjoyed admission into the doctoral program; indeed, all of the courses in the 32-point M.A. and 42-point M.S. can be applied toward the 90-point Ed.D. degree. In addition to completing coursework, candidates for the Ed.D. degree are also expected to demonstrate satisfactory performance on a departmental certification examination and to prepare and defend an acceptable dissertation project. In addition to the College requirements, all candidates for the Ed.D. degree in Health Education must have fulfilled the equivalent of the requirements for the Master of Arts (M.A.) degree in Health Education. For those students entering the doctoral program with only a baccalaureate degree, the M.A. degree must be completed first. Those applicants who, at the time of admission to the program, do not present the equivalent of a master’s thesis are required to prepare and present an acceptable essay or pre-doctoral project prior to, or during, the term in which 60 points of applicable graduate study have been completed.

The program of study for the Doctor of Education degree in Health Education includes required courses, coursework in required areas, and elective courses. The exact program and sequence of study is determined by the previous academic preparation, professional experience, and professional career objectives of the student. A total of 90 points is required for the degree. Selection of courses that fulfill an area requirement in the program of study listed below is guided by the individual needs of the student and is not limited to those courses that are listed. A student who presents evidence of proficiency in those required courses or in an area of coursework required for the program may, at the discretion of the major advisor and upon approval of the department chair, select and substitute courses that represent more advanced study in the area in which the student has demonstrated competence, or additional preparation in other areas, in which the student’s preparation is less extensive. It should be noted that the point requirements indicated for each area of study given below are minimum requirements.

## **Courses and Requirements**

### **MAJOR (45 Points)**

#### **Introductory Core Courses (Required 15 Points)**

- HBSS 4100 Behavioral and Social Science Foundations of Health Education (3)
- HBSS 4102 Principles of Epidemiology in Health Promotion (3)
- HBSS 4118 Principles of Health-Related Behavioral and Social Change: Initiation to Maintenance (3)
- HBSS 4114 Competency with Multicultural Populations: Research & Practice (3)
- HBSS 4160 Introduction to Biostatistics for Community Health Educators (3)

#### **Advanced Core Courses (Required 15 Points)**

- HBSS 5110 Determinants of Health Behavior (3)
- HBSS 5111 Planning Health Education Programs (3)

- HBSS 5112 Social Marketing and Health Communications (3)
- HBSS 6100 Program Evaluation (3)
- HBSS 6145 Health Psychology (3)

**Elective Courses (21 Points) to be selected from among:**

Select seven courses from the List of Options, above, under the M.A. degree description. However, note that for this degree HBSS 6100 and HBSS 6145 are required courses and not electives. There is variability with regard to the courses actually being offered within an academic year, so check the current semester's course offerings.

**Broad and Basic Areas of Professional Scholarship and Practice (9 Points)**

Nature of Education, Persons, and Learning Processes (6 points required): Students should take two courses approved by their advisor in learning theory, human development, or counseling pertaining to a population group of interest, such as the child, adolescent, adult, or older adult.

Recommended courses include, but are not limited to, those offered by the Departments of:

- Organization & Leadership (e.g., Program in Adult Learning and Leadership)
- Counseling & Clinical Psychology (e.g., Program in Counseling Psychology)
- Human Development (e.g., Developmental Psychology Programs)

Communications, Computing and Instructional Technology and Media (3 points required): Students should take one course approved by their advisor in communications, computing or instructional technology and media.

Recommended courses include, but are not limited to, those offered by the Department of:

- Mathematics, Science & Technology (e.g., Program in Communication, Media, and Learning Technologies)

Note on Options: Depending upon an individual student's needs, the student's advisor may approve a course selection from another Department.

Potential Departments include:

- Education Policy & Social Analysis
- International & Transcultural Studies

**RESEARCH, SCHOLARSHIP AND INQUIRY: METHODS OF EVALUATION, STATISTICS, DISSERTATION PREPARATION (26 Points)**

**General Research Methods (9 points required)**

Students should take courses selected in consultation with their advisor.

Recommended courses include, but are not limited to:

- HBSS 5040 Research Methods in Health and Behavior Studies I (3)
- HUD 4120 Methods of Empirical Research (3)
- ORLJ 4009 Understanding Behavioral Research (3)
- ORLJ 5040 Research Methods in Social Psychology I (3)
- ORLJ 5041 Research Methods in Social Psychology II (3)

**Measurement and Evaluation (6 points required)**

Students should take courses selected in consultation with their advisor.

Recommended courses include, but are not limited to:

- HUDM 4050 Introduction to Measurement (3)
- ORL 5522 Evaluation Methods I (3)
- ORL 5523 Evaluation Methods II--Seminar (3)
- ORL 5524 Instrument Design and Validation (3)

### **Statistics (6 Points required)**

Students should take courses selected in consultation with their advisor.

Recommended courses include, but are not limited to:

- HUDM 4122 Probability and Statistical Inference (3)
- HUDM 5122 Applied Regression Analysis (3)
- HUDM 5123 Linear Models and Experimental Design (3)
- HUDM 6026 Statistical Treatment of Mass Data (3)

### **Research Seminar and Preparation of the Dissertation (5 Points required)**

- HBSS 6510 Research Seminar in Health Education (3)
- HBSS 7501 Dissertation Seminar in Health Education (2)
- HBSS 8900 Dissertation Advisement in Health Education (0)

### **Preparation for the Oral Defense of the Dissertation**

- HBSS 6520 Advanced Seminar for Doctoral Dissertation Data Analysis in Health Education (3)

### **ELECTIVE COURSES, ADDITIONAL RESEARCH, OR INDEPENDENT STUDY (10 Points)**

Elective courses or additional research and independent study enable the student to develop a specialization in an area of interest pertaining to a practice setting and the populations specific to that setting (e.g., schools and children, hospitals and chronically ill adults, or workplaces and well adults), or may be used to develop additional preparation in a related professional area or one of the behavioral or social sciences underlying the practice of health education. Course work or other learning experiences are selected by the student in consultation with the major academic advisor, and may be taken in other departments at Teachers College or in other divisions of Columbia University with permission of the academic advisor.

Recommended courses include, but are not limited to:

- HBSS 6901 Research and independent study in health education (1-4)

### **Note on Total Points/Credits for the Ed.D. Degree: Variability**

There may be variability in the total number of points/credits accumulated in each of the requisite categories shown above: i.e., 1) Major; 2) Broad and Basic Areas of Professional Scholarship and Practice; 3) Research, Scholarship and Inquiry: Methods of Evaluation, Statistics, Dissertation Preparation; and 4) Elective Courses, Additional Research, or Independent Study. This variability in points/credits in each of the requisite categories usually becomes apparent when the student and their advisor review and approve the student's degree program plan, including approving any variability in the number of points/credits taken. The degree program plan is completed before the student takes the last 20 credits in the program and the Certification Examination. At the time of completion, the program plan will list all courses already taken at Teachers College, any credits transferred (up to 45 credits), and all courses to be taken (projecting into the future and up to the

last semester of matriculation). Also, while the present document has listed (above) 45 points for the Major, on the program plan this number may vary (e.g. 50 credits) for Major, as well as for the other areas. For example, a student might accumulate 18, 22, 26 or more points for the category Research, Scholarship and Inquiry: Methods of Evaluation, Statistics, Dissertation Preparation. Thus, please consider the points indicated on the prior pages as a guide, given this variability.

### **Additional Requirements**

In addition to the above minimum program requirements, students enrolled in the Program in Health Education are expected to fulfill requirements and achieve goals that transcend the completion of the requisite course work and other formal requirements for a degree. Although these additional requirements are difficult to precisely define, and the extent to which a student has fulfilled them equally difficult to evaluate, they are nevertheless recognized as being important in enabling the student to grow and develop both intellectually and professionally during the period of graduate study and afterward. These additional requirements include but are not limited to:

- Demonstrating a willingness to attend and become actively involved in the breadth of departmental, college, and university functions (e.g., conferences, colloquia, centers, etc, which facilitate interaction with faculty and other students, and which have the potential to enrich the student’s intellectual and professional growth
  - For example, students may participate in the Center for Health Equity and Urban Science Education (CHEUSE). CHEUSE is co-directed by Professor Barbara Wallace, Director of the Program in Health Education and Dr. Christopher Emdin, Professor of Science Education (on leave). The CHEUSE is pioneering “HEALTH + HIP HOP”—as a new twenty-first century approach to school health, community health, and preparing youth for careers in the health sciences. CHEUSE advances multimedia education to foster health equity and academic achievement, including the dissemination of evidence-based curriculum content for purposes of disease prevention and health promotion, as well as to reduce/eliminate health disparities;
- Developing the capacity to undertake the complex and challenging tasks associated with graduate study and other related learning experiences in such a manner that demonstrates the student’s intellectual discipline, including integrity, creativity, and innovativeness, as well as the student’s abilities to conceptualize at a high level, think critically, communicate effectively both orally and in writing, and provide leadership;
- Demonstrating the ability to appreciate, relate to, and communicate with ethnically, racially, and linguistically diverse individuals and groups of people who possess different personal, social, and cultural histories than one’s own;
- Developing a strong sense of professional identity and commitment to professional affairs in or related to health education which are demonstrated through active membership in appropriate national, regional, or local professional organizations, and through participation in such activities as attending a professional meeting, presenting an abstract or a paper at professional meeting, or serving on a professional committee.

# Faculty

## Faculty

- John P **Allegrante** Charles Irwin Lambert Professor of Health Education & Applied Educational Psychology
- Charles E **Basch** Richard March Hoe Professor of Health and Education
- Sonali **Rajan** Associate Professor of Health Education
- Barbara C. **Wallace** Professor of Health Education

## Emeriti

- Kathleen Ann **O'Connell** Isabel Maitland Stewart Professor Emerita of Nursing Education

## Lecturers

- Ray **Marks** Lecturer

## Adjunct Faculty

- Ellyce Michelle **Dipaola** Adjunct Assistant Professor
- Robert E **Fullilove** Adjunct Full Professor
- Michelle Lisa **Odlum** Adjunct Assistant Professor
- Katherine Jean **Roberts** Adjunct Full Professor

# Courses

## HBSS 4100 - Behavior & Social Science Foundations of Health Education

Determinants of health; relationship between health and human behavior; the role of health education as a strategy in health promotion and disease prevention; selected issues and problems.

## HBSS 4102 - Princip Epidemiology Hlth Prom

Principles and methods of epidemiologic investigation; application of epidemiologic to prevention and control of disease, using health education.

**HBSS 4110 - Children and Adolescent Health Issues**

Basic topics in promoting child and adolescent health; relationships between school, family, and community in promoting the health status of school-age children.

**HBSS 4111 - Addictions and dependencies**

Social-Psychological, cultural, clinical, and pharmacological factors associated with the use of psychoactive drugs and other compulsive behaviors.

**HBSS 4112 - Social policy and prevention**

Analysis of current national health policy, its social, economic, and political determinants, and implications for health education.

**HBSS 4113 - Human sexuality education**

Explore human sexuality from a variety of perspectives; explore students' own attitudes about human sexuality and how they affect them personally and professionally; examine methods of teaching and designing sexuality education programs.

**HBSS 4114 - Competence with Multicultural Populations: Research & Practice**

Health status, needs, and problems of multicultural populations in urban environments and sensitivity to these issues in effective programs.

**HBSS 4116 - Health Education for Teachers**

This course reviews the critical health issues that affect the well-being of youths today, emphasizing the practical aspects of child health that are mandated for teaching certification, including the following: reporting child abuse; preventing school violence; and promoting respect and dignity for all students. Students who take an online section of this course must also take an additional three-hour in-person workshop to meet the Dignity For All Students Act (DASA) requirement for teacher certification.

**HBSS 4117 - HIV/AIDS epidemiology and education**

The role of schools, parents, and communities in educating youth about AIDS and human sexuality; review of methods and resource materials for providing such education; consideration of controversial issues surrounding these topics.

**HBSS 4118 - Principles of Health Related Behavioral and Social Change: Initiation to Maintenance**



The course covers numerous principles to guide health related behavioral change, as well as social change-- including on the individual, organizational, national and global levels. Introductory principles are covered that are rooted in theory and techniques for initiating and maintaining change for a variety of addictive and problem behaviors, including a focus on the stages of change, motivational interviewing, and relapse prevention. Additional principles are key to guiding social change, for designing leadership, resolving conflicts, and collaborating with partners on strategies for change.

### **HBSS 4121 - Death education**

Designed to increase awareness/insight of the multidimensional aspects of death, dying, and bereavement. Gain skills as health care professionals in dealing with death, its causes, treatment of life-threatening illness, including AIDS, suicide, and violent death. Explore customs across cultures, afterlife beliefs, near-death experiences, and ethical issues.

### **HBSS 4122 - Women's health**

Explore biologic and environmental influences on women's health risks and disease. Additionally, students will acquire knowledge to evaluate clinical studies in the literature and gain basic understanding of the process of planning and developing women's health promotion programs.

### **HBSS 4123 - Violence Prevention and "All Hazards" Preparedness**

This course covers the nature and prevention of invisible and covert, as well as visible and overt violence, including intrapersonal, interpersonal, family, community, gang, school, societal, and international manifestations.

### **HBSS 4160 - Introduction to Biostatistics For Community Health Education**

This course provides an introduction to the field of biostatistics and the application of statistics to health education and community health data. This course covers the collection, storage, retrieval, analysis, and interpretation of health data; design and analysis of health-related surveys and experiments; concepts essential to statistical data analysis; and the practice of statistical data analysis. Details on hypothesis testing, normality, and types of error are incorporated into several of the lessons. Research methodology (i.e., study design, data collection) and data management skills are also taught. Applications of these concepts to health education and community health data are used throughout the course. The overall goals of this course are to foster a comprehensive understanding of basic data collection and analysis methods used in health education and community health research and to help students become more comfortable working with and managing data in SPSS.

### **HBSS 4161 - Environmental Health**

This course provides an introduction to the field of environmental health, while focusing upon those environmental factors that affect the health of communities - including biological, physical, and chemical factors. The relationship between the natural and built environments on human health are focused upon. In addition, the course incorporates the use of case studies and current peer-reviewed literature in the field of environmental

health to promote knowledge acquisition. Health education curriculum and program development processes are incorporated into the course as well.

### **HBSS 4901 - Research and independent study in health education**

Permission required. Research and independent study under faculty direction. Proposals must have prior approval of a faculty member.

### **HBSS 5000 - Health promotion in higher education**

This course will explore the complex issues and challenges facing those working to enhance the quality of student health and student learning at college and universities.

### **HBSS 5040 - Research methods in health and behavior studies I**

Introduction to research, study designs, and data collection methods in research in health and behavior studies, including nursing, nutrition, and health education with emphasis on reading and understanding research literature.

### **HBSS 5110 - Determinants of health behavior**

Theory-based analysis of the cultural, social-psychological, and social-structural determinants of health-related behaviors; implications for planned change at individual, small-group, and community levels.

### **HBSS 5111 - Planning health education programs**

Process of developing social, epidemiological, behavioral, and educational diagnoses; principles of planning, implementing, and evaluating health education interventions.

### **HBSS 5112 - Social marketing and health communications**

This course provides a detailed study of social marketing and health communication efforts and their role at facilitating behavior changes at both an individual and community-wide level. Students in this course will learn how to use peer-reviewed research and key social marketing principles to develop a comprehensive and effective social marketing campaign; learn how to target health communication efforts towards specific audiences and via varied channels of distribution; understand the role of social media and technology in facilitating/influencing behavior changes; study current examples of successful social marketing initiatives; use data analytic tools to inform changes to a campaign; discuss the ethics surrounding health communication and social marketing efforts. The course incorporates reviews of current research being conducted on social marketing and health communication efforts on a range of health issues and across different communities.

### **HBSS 5113 - Community health analysis and intervention**

Survey and analysis of concepts, issues, strategies, and methods relevant to community health analysis and intervention.

### **HBSS 5408 - Practicum in individual health advisement**

Individual and small group practice in the application of basic principles of counseling in the area of health problems.

### **HBSS 5410 - Practicum in health education**

The course meets requirements of the Council on Education for Public Health (CEPH) by providing an opportunity for students to gain practical skills via field work or internships. This practicum course provides students with a culminating experience that is central to our mission. More specifically, the mission of the M.S. Degree Program in Community Health Education is to address the health of the public through the preparation of specialists in health education who focus on the community as the setting for analysis, assessment, program planning, intervention, evaluation, and research. Varied structures, institutions, organizations, and agencies in the community setting--including schools, hospitals, clinics, worksites, and non-profits--are engaged in collaborative relationships for the purposes of fulfilling the mission. Thus, the practicum course specifically ensures that students have a supervised experience in a community setting where they are engaged in a collaborative relationship with a supervisor, staff, and selected consumers within that setting. The intention is to ensure that M.S. degree students have received well rounded preparation for professional careers as health education specialists through a supervised experience across 180 hours within a setting of their choice; this may be a setting aligned with their goals for professional development and future employment. Of note, M.A. degree students are also welcome to participate in optional fieldwork vis this course.

### **HBSS 5710 - Supervised teaching in health education**

Permission required. Advance registration required in the semester prior to taking the course. Supervised health teaching in a school. Essay required at end of teaching experience.

### **HBSS 5800 - Health Disparities Research Conference**

This two day, spring semester, weekend conference event exposes participants to 1) potentially new knowledge with regard to the variety of evidence-based approaches to reducing health disparities; 2) attitudes/beliefs so multicultural sensitivity/competence begins to replace socially conditioned stereotypes that threaten interpersonal communication/interaction during service delivery/research/teaching; and, 3) skills for deployment of culturally appropriate behaviors that aim to reduce disparities.

### **HBSS 6100 - Program Evaluation**

Theory, methods, and problems of measurement and evaluation; standards for evaluation of health, education, and related social programs; skills in critical evaluation of research and evaluation reports.

**HBSS 6145 - Health psychology**

Topics include social learning theory, attribution, and attitudes as they apply to health promotion, disease prevention, reactions to illness, and adherence to treatment regimens.

**HBSS 6500 - Doctoral Certification Preparation**

No Description Found in Banner

**HBSS 6510 - Research seminar in health education**

Permission required. Review of research literature, methods, and problems in health education.

**HBSS 6901 - Research and independent study in health education**

Permission required. Open to matriculated doctoral students. Research and independent study under faculty direction. Proposals must have prior approval of a faculty member.

**HBSS 7501 - Dissertation seminar in health education**

Permission required. Open to certified doctoral candidates only. Development and presentation of doctoral dissertation proposals.

**HBSS 8900 - Dissertation advisement in health education**

Permission required. Doctoral candidates only. Individual advisement on doctoral dissertations.

# Intellectual Disability/Autism

Department of Health Studies & Applied Educational Psychology

## Program Description

The Programs in Intellectual Disability/Autism at Teachers College prepare students to work with individuals with disabilities across a range of contexts. Our teacher certification programs lead to Students with Disabilities (special education) Certification at the early childhood (birth-grade 2), childhood (grades 1-6), and adolescence level (grades 7-12). These programs leading to certification prepare graduates to teach students with and without disabilities in a variety of public and private classroom settings—inclusive classrooms, integrated co-teaching (ICT) classrooms, self-contained classrooms, and special schools. The Severe or Multiple Disabilities Annotation program is designed for students who already have initial certification for teaching students with disabilities. Our Developmental Disabilities programs are designed for students who do not seek teacher certification and who are interested in pursuing interdisciplinary graduate preparation that bridges the field of special education with other disciplines.

## Degrees

### Master of Arts

#### Developmental Disabilities

Master of Arts

**Points/Credits:** 32

**Entry Terms:** Fall Only

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#### Degree Requirements

The M.A. in Developmental Disabilities on-campus program does not lead to New York State teacher certification and is available to interested students with a broad range of career goals. This program is designed to provide multidisciplinary training in the study of individuals with developmental disabilities. Students will engage in multidisciplinary coursework in special education and across other disciplines (e.g., psychology, health, and/or leadership), gain specialized preparation for working with individuals with developmental disabilities (such as Autism Spectrum Disorder and/or Intellectual Disabilities), and gain expertise in designing effective programming for individuals with the full range of learning and behavior characteristics.

**Required Department Courses:**

- HBSE 4000 Introduction to special education
- HBSE 4002 Instruction and curriculum for students with and without disabilities
- HBSE 4006 Working with families of children with disabilities
- HBSE 4010 Nature and needs of persons with intellectual disability/autism
- HBSE 4011 Education of persons with intellectual disability/autism
- HBSE 4082 Assessment and evaluation of infants, children, and youth with exceptionalities
- HBSE 4300 Practicum in assessment and evaluation of exceptional learners
- HBSE 4880 Opportunities and outcomes for people with disabilities

**Breadth Requirements:**

In addition to required courses, students will select a sub-specialization area in which they will take interdisciplinary coursework outside of special education (e.g., psychology, health, policy, and/or leadership). The sub-specialization area will be selected, in consultation with the academic advisor, from a rich array of offerings at Teachers College in light of the student's background and career goals.

## Developmental Disabilities (Online)

Master of Arts

**Points/Credits:** 32

**Entry Terms:** Summer/Fall

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### Degree Requirements

The M.A. in Developmental Disabilities online program does not lead to New York State teacher certification and is available to interested students with a broad range of career goals. This program is designed to provide multidisciplinary training in the study of individuals with developmental disabilities. Students will engage in multidisciplinary coursework in special education and across other disciplines (e.g., psychology, health, and/or leadership), gain specialized preparation for working with individuals with developmental disabilities (such as Autism Spectrum Disorder and/or Intellectual Disabilities), and gain expertise in designing effective programming for individuals with the full range of learning and behavior characteristics.

**Required Department Courses:**

- HBSE 4000 Introduction to special education
- HBSE 4002 Instruction and curriculum for students with and without disabilities
- HBSE 4006 Working with families of children with disabilities

- HBSE 4010 Nature and needs of persons with intellectual disability/autism
- HBSE 4011 Education of persons with intellectual disability/autism
- HBSE 4082 Assessment and evaluation of infants, children, and youth with exceptionalities
- HBSE 4300 Practicum in assessment and evaluation of exceptional learners
- HBSE 4880 Opportunities and outcomes for people with disabilities

### **Breadth Requirements:**

In addition to required courses, students will select a sub-specialization area in which they will take interdisciplinary coursework outside of special education (e.g., psychology, health, policy, and/or leadership). The sub-specialization area will be selected, in consultation with the academic advisor, from a rich array of offerings at Teachers College in light of the student's background and career goals.

## **Intellectual Disability/Autism**

Master of Arts | Dual Cert: Students w/ Disabilities (1-6) and Childhood Education

**Points/Credits:** 43

**Entry Terms:** Fall Only

### **Certification:**

- Dual Certification: NY State Initial: Students with Disabilities 1-6
- NY State Initial: Childhood 1-6

## **Degree Requirements**

These programs are designed for individuals who do not already hold New York State (NYS) initial or professional certification as a teacher of students with disabilities. All programs prepare pre-service teachers to work with students with disabilities in inclusive and specialized settings. Through coursework and practicum experiences, the programs foster the acquisition of the broad-based knowledge and skills needed to provide effective educational programs for students with the full range of learning and behavior characteristics. In addition, the programs provide specialized preparation in working with children with Intellectual Disability and/or Autism Spectrum Disorder at specific age levels. This is accomplished through required coursework in general education content areas and psychology as well as a special education core including coursework and a variety of fieldwork experiences. In addition, specialized coursework and practicum experiences are provided that focus on students with Intellectual Disability and Autism Spectrum Disorder. The programs are fully aligned with the NYS Learning Standards.

- **Master of Arts (MA) Degree Program in Intellectual Disability/Autism: Childhood (grades 1-6) (ITDS-DUAL):** For individuals who seek NYS dual certification in Childhood and Students with Disabilities (grades 1-6). This 43-point full-time program typically requires one-and-a-half years to complete.

### **Specialization Requirements, Intellectual Disability/Autism:**

- HBSE 4000 Introduction to special education
- HBSE 4002 Instruction and curriculum for students with and without disabilities
- HBSE 4006 Working with families of children with disabilities
- HBSE 4010 Nature and needs of persons with intellectual disability/autism
- HBSE 4011 Education of persons with intellectual disability/autism

- HBSE 4015 Applied behavior analysis I
- HBSE 4071 Language and Literacy for the DHH
- HBSE 4082 Assessment and evaluation of infants, children, and youth with exceptionalities
- HBSE 4300 Practicum in assessment and evaluation of individuals with exceptionalities
- HBSE 4700 Field observation in special education: Pre-student teaching
- HBSE 4701 Observation and student teaching in special education: Intellectual disability/autism (two academic terms)
- HBSE 4880 Opportunities and outcomes for people with disabilities

## Intellectual Disability/Autism

Master of Arts | Initial Cert: Students w/ Disabilities (7-12)

**Points/Credits:** 38

**Entry Terms:** Fall Only

**Certification:**

- NY State Initial: Students with Disabilities 7-12

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## Degree Requirements

This program is designed for individuals who do not already hold New York State (NYS) initial or professional certification as a teacher of students with disabilities. It prepares pre-service teachers to work with adolescent students with disabilities in inclusive and specialized settings. Through coursework and practicum experiences, the program fosters the acquisition of the broad-based knowledge and skills needed to provide effective educational programs for students with the full range of learning and behavior characteristics. In addition, the program provides specialized preparation in working with children with Intellectual Disability and/or Autism Spectrum Disorder at adolescent ages (grades 7-12). This is accomplished through required coursework in general education content areas and psychology as well as a special education core including coursework and a variety of fieldwork experiences. In addition, specialized coursework and practicum experiences are provided that focus on adolescent students with Intellectual Disability and Autism Spectrum Disorder. The program is fully aligned with the NYS Learning Standards.

- **Master of Arts (MA) Degree in Teaching Students with Intellectual Disability/Autism: Adolescent Generalist (grades 7-12) (ITDA-INIT):** For individuals who seek NYS initial certification in Students with Disabilities - generalist (grades 7-12). This 38-point full-time program typically requires one-and-a-half years to complete.

### Specialization Requirements, Intellectual Disability/Autism:

- HBSE 4000 Introduction to special education
- HBSE 4002 Instruction and curriculum for students with and without disabilities
- HBSE 4006 Working with families of children with disabilities
- HBSE 4010 Nature and needs of persons with intellectual disability/autism
- HBSE 4011 Education of persons with intellectual disability/autism
- HBSE 4015 Applied behavior analysis I
- HBSE 4082 Assessment and evaluation of infants, children, and youth with exceptionalities
- HBSE 4300 Practicum in assessment and evaluation of individuals with exceptionalities



- HBSE 4700 Field observation in special education: Pre-student teaching
- HBSE 4701 Observation and student teaching in special education: Intellectual disability/autism (two academic terms)
- HBSE 4880 Opportunities and outcomes for people with disabilities

## Intellectual Disability/Autism (Peace Corps Fellows)

Master of Arts | Transitional B: Students w/ Disabilities (1-6) and Childhood Education

**Points/Credits:** 36

**Entry Terms:** Spring/Summer

**Certification:**

- Peace Corps Fellows Cohort: NY State Transitional B: Students with Disabilities 1-6 NY State Transitional B: Childhood 1-6

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## Degree Requirements

These programs are designed for individuals who do not already hold New York State (NYS) initial or professional certification as a teacher of students with disabilities. All programs prepare pre-service teachers to work with students with disabilities in inclusive and specialized settings. Through coursework and practicum experiences, the programs foster the acquisition of the broad-based knowledge and skills needed to provide effective educational programs for students with the full range of learning and behavior characteristics. In addition, the programs provide specialized preparation in working with children with Intellectual Disability and/or Autism Spectrum Disorder at specific age levels. This is accomplished through required coursework in general education content areas and psychology as well as a special education core including coursework and a variety of fieldwork experiences. In addition, specialized coursework and practicum experiences are provided that focus on students with Intellectual Disability and Autism Spectrum Disorder. The programs are fully aligned with the NYS Learning Standards.

- **Master of Arts (MA) in Intellectual Disability/Autism (grades 1-6) (ITDC- TRAN - Peace Corps Fellow Program):** This MA program is restricted to students who have been admitted to the Peace Corps Fellows Program and requires participation in the pre-service summer component and other activities associated with that program. The program leads to NYS transitional-B certification at the childhood (grades 1-6) level. This 36-point program typically requires two years to complete.

### Specialization Requirements, Intellectual Disability/Autism:

- HBSE 4000 Introduction to special education
- HBSE 4002 Instruction and curriculum for students with and without disabilities
- HBSE 4006 Working with families of children with disabilities
- HBSE 4010 Nature and needs of persons with intellectual disability/autism
- HBSE 4011 Education of persons with intellectual disability/autism
- HBSE 4015 Applied behavior analysis I
- HBSE 4079 Language development and habilitation (or A&HL 4001)
- HBSE 4082 Assessment and evaluation of infants, children, and youth with exceptionalities
- HBSE 4300 Practicum in assessment and evaluation of individuals with exceptionalities
- HBSE 4700 Field observation in special education: Pre-student teaching

- HBSE 4701 Observation and student teaching in special education: Intellectual disability/autism (two terms)
- HBSE 4880 Opportunities and outcomes for people with disabilities

## Intellectual Disability/Autism (Teaching Residents)

Master of Arts | Initial Cert: Students w/ Disabilities (7-12) (TR@TC)

**Points/Credits:** 44

**Entry Terms:** Spring/Summer

**Certification:**

- NY State Initial: Students with Disabilities 7-12

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## Degree Requirements

These programs are designed for individuals who do not already hold New York State (NYS) initial or professional certification as a teacher of students with disabilities. All programs prepare pre-service teachers to work with students with disabilities in inclusive and specialized settings. Through coursework and practicum experiences, the programs foster the acquisition of the broad-based knowledge and skills needed to provide effective educational programs for students with the full range of learning and behavior characteristics. In addition, the programs provide specialized preparation in working with children with Intellectual Disability and/or Autism Spectrum Disorder at specific age levels. This is accomplished through required coursework in general education content areas and psychology as well as a special education core including coursework and a variety of fieldwork experiences. In addition, specialized coursework and practicum experiences are provided that focus on students with Intellectual Disability and Autism Spectrum Disorder. The programs are fully aligned with the NYS Learning Standards.

- **Master of Arts (MA) Degree in Teaching Students with Intellectual Disability/Autism: Adolescent Generalist (grades 7-12) (ITDA-INIT):** For individuals who seek NYS initial certification in Students with Disabilities - generalist (grades 7-12). This 38-point full-time program typically requires one and a half years to complete.

**The TR@TC Program combines specialization in Intellectual Disabilities/Autism with several subject areas in secondary teaching. The specialization requirements in Intellectual Disability/Autism include:**

- HBSE 4000 Introduction to special education
- HBSE 4002 Instruction and curriculum for students with and without disabilities
- HBSE 4011 Education of persons with intellectual disability/autism
- HBSE 4082 Assessment and evaluation of infants, children, and youth with exceptionalities
- HBSE 4701 Observation and student teaching in special education: Intellectual disability/autism (two terms)

## Severe or Multiple Disabilities

Master of Arts | NYS Annotation: Severe and Multiple Disabilities

**Points/Credits:** 32

**Entry Terms:** Fall Only

**Certification:**

- NY State Annotation: Severe and Multiple Disabilities

## Degree Requirements

The MA Degree Program in Teaching Students with Multiple or Severe Disabilities, New York State (NYS) approved teacher preparation program, is designed for individuals who already hold (or are eligible to acquire through reciprocity) a valid New York State base teaching certificate in any of the following titles: Students with Disabilities, Deaf and Hard of Hearing, Speech and Language Disabilities, and Blind and Visually Impaired. Graduates who meet all requirements of the program and complete all state requirements will be recommended to the New York State Education Department (NYSED) for an Annotation in the Teaching of Students with Multiple/Severe Disabilities in recognition of additional pedagogical knowledge, skills, and experiences in the teaching of students with severe/multiple disabilities. The Severe or Multiple Annotation certificate type will depend on the aforementioned valid NYSED certificate title and certificate type that the candidate holds at the time of the institutional recommendation for certification, as the Annotation is an extension to an existing base certificate.

This program prepares teachers to work with students with severe or multiple disabilities in inclusive and specialized settings. Through coursework and practicum experiences, the program fosters the acquisition of the specialized knowledge, skills, and dispositions needed to provide effective educational programs for students with severe and multiple disabilities. This 32-point program typically takes one year to complete (fall through summer).

**Required Department Courses:**

- HBSE 4006 Working with families of children with disabilities
- HBSE 4010 Nature and needs of persons with intellectual disability/autism
- HBSE 4011 Education of persons with intellectual disability/autism
- HBSE 4015 Applied behavior analysis I
- HBSE 4071 Language and Literacy for Deaf/Hard of Hearing
- HBSE 4082 Assessment and evaluation of infants, children, and youth with exceptionalities
- HBSE 4701 Observation and student teaching in special education: Intellectual disability/autism
- HBSE 4880 Opportunities and outcomes for people with disabilities

## Master of Education

### Intellectual Disability/Autism

Master of Education | Dual Cert: Students w/ Disabilities (Birth-2) and Early Childhood Education

**Points/Credits:** 60

**Entry Terms:** Fall Only

**Certification:**

- Dual Certification w/ Early Childhood: NY State Initial: Students with Disabilities Birth-2
- NY State Initial: Early Childhood Birth-2

**Degree Requirements**

These programs are designed for individuals who do not already hold New York State (NYS) initial or professional certification as a teacher of students with disabilities. All programs prepare pre-service teachers to work with students with disabilities in inclusive and specialized settings. Through coursework and practicum experiences, the programs foster the acquisition of the broad-based knowledge and skills needed to provide effective educational programs for students with the full range of learning and behavior characteristics. In addition, the programs provide specialized preparation in working with children with Intellectual Disability and/or Autism Spectrum Disorder at specific age levels. This is accomplished through required coursework in general education content areas and psychology as well as a special education core including coursework and a variety of fieldwork experiences. In addition, specialized coursework and practicum experiences are provided that focus on students with Intellectual Disability and Autism Spectrum Disorder. The programs are fully aligned with the NYS Learning Standards.

- **Master of Education (M.Ed.) Degree Program in Intellectual Disability/ Autism: Early Childhood (ITDE-DUAL):** For individuals who seek NYS dual certification in Early Childhood and Students with Disabilities (birth through grade 2). This 60-point full-time program typically requires two years to complete.

**Specialization Requirements, Intellectual Disability/Autism:**

- HBSE 4000 Introduction to special education
- HBSE 4002 Instruction and curriculum for students with and without disabilities
- HBSE 4006 Working with families of children with disabilities
- HBSE 4010 Nature and needs of persons with intellectual disability/autism
- HBSE 4011 Education of persons with intellectual disability/autism
- HBSE 4015 Applied behavior analysis I
- HBSE 4071 Language and Literacy for the DHH
- HBSE 4082 Assessment and evaluation of infants, children, and youth with exceptionalities
- HBSE 4300 Practicum in assessment and evaluation of individuals with exceptionalities
- HBSE 4700 Field observation in special education: Pre-student teaching
- HBSE 4701 Observation and student teaching in special education: Intellectual disability/autism (two terms)
- HBSE 4880 Opportunities and outcomes for people with disabilities

**Doctor of Education****Intellectual Disability/Autism**

Doctor of Education

**Points/Credits:** 90

**Entry Terms:** Fall Only

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### **Degree Requirements**

Students who apply for the Ed.D. will be considered for the Ph.D. program. Please review Ph.D. program requirements for more information.

## **Doctor of Philosophy**

### **Intellectual Disability/Autism**

Doctor of Philosophy

**Points/Credits:** 84

**Entry Terms:** Fall Only

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### **Degree Requirements**

#### **Research and Evaluation Emphasis:**

Students with excellent potential as researchers and theoreticians who are interested in scholarly careers in special education, education, and related social sciences may apply for the Ph.D. degree program, which represents the highest level of achievement in the Arts and Sciences. This degree program is administered jointly by Teachers College and the graduate faculty of Columbia University. Prospective students may obtain information on program offerings by contacting the program office.

#### **Ph.D. in Special Education: Intellectual Disability/Autism**

Intellectual Disability/Autism is one of the exceptionality focus areas that may be selected by applicants to the Ph.D. Programs in Special Education. Individuals who are interested in careers as researchers and scholars in the field of developmental disabilities or special education, inclusive education, and related social sciences may apply for the Ph.D. degree program (84 credits).

The doctoral program in Intellectual Disability/Autism is a research-intensive program designed to prepare graduates for a variety of academic and professional roles in the field of developmental disabilities. Given our program's strong research emphasis, all doctoral students will take rigorous statistics and research methods coursework. In addition, we practice a research-apprenticeship model of student mentorship and training, thus all students will engage in research activities with faculty members. Doctoral students may orient their preparation towards careers as college and university professors, researchers, program directors, or curriculum and instructional evaluators.

Successful doctoral candidates will pass a doctoral certification examination in general special education, and will complete a doctoral certification project in their area of specialization. Upon achieving official status as a doctoral candidate, students will be eligible to select a faculty advisory committee and begin work on their doctoral dissertation research.

Procedures for admission to the Ph.D. program in Special Education in the Department of Health Studies & Applied Educational Psychology at Teachers College are administered jointly by the Office of Admission and the Department. Applicants are evaluated according to the following criteria:

1. Strong academic record and potential,
2. GRE scores,
3. Two to three years of successful teaching experience in special education and/or evidence of strong applied or basic research experience in a related field (e.g., empirical Master's thesis, conference presentations, and/or peer-reviewed publications),
4. Scholarly and professional promise,
5. Appropriate fit with faculty research,
6. Appropriate career objectives,
7. English proficiency (TOEFL score of at least 600), if applicable,
8. Non-academic attributes that demonstrate ability to meet the challenges of working with people with developmental disabilities and conducting research with this population,
9. Academic or professional writing sample.

Course requirements in each of the following categories must be satisfied in order to complete the 84-credit Ph.D. program:

#### **Master's-level courses in Intellectual Disability/Autism (30 credits total)**

##### **Core Coursework in Special Education (24)**

- HBSE 5010 Study of the philosophic foundations of special education (3)
- HBSE 6010 Advanced study of problems and issues in special education (3)
- HBSE 5901 Problems in special education – Intellectual Disability/Autism (3)
- HBSE 6501-I Advanced seminar in Intellectual Disability/Autism (3)
- HBSE 6501-II Advanced seminar in Intellectual Disability/Autism or seminar in Deaf/Hard of Hearing or Seminar in School Psychology (3)
- HBSE 6001 Research in special education: Group Design (3)
- HBSE 6005 or HBSE 6031 Research in special education: Single Case Design (3)
- HBSE 7500 Dissertation seminar (3)

##### **Coursework in Statistics and Research Methodology (15)**

- HUDM 4122 Probability & statistical inference (3)
- HUDM 5122 Applied regression analysis (3)
- HUDM 5123 Linear models and experimental design (3)
- Advanced statistics, research methods, evaluation, or measurement course (3)
- Advanced statistics, research methods, evaluation, or measurement course (3)

##### **Specialization Electives (15)**

- Elective coursework (15)

##### **Areas of specialization include:**

Health, Neuroscience, Movement, or Communication Sciences Developmental, Counseling, or School Psychology, Educational Policy or Organization & Leadership, Diversity & Multicultural Studies Research Methodology

## Faculty

### Faculty

- Laudan B. **Jahromi** Professor of Psychology and Education
- Matthew Carl **Zajic** Assistant Professor of Intellectual Disability/Autism

### Lecturers

- Amanda Levin **Mazin** Lecturer

### Adjunct Faculty

- Lauren Elizabeth **Andersen** Adjunct Assistant Professor
- Jocelyn Ann **Hinman** Adjunct Assistant Professor
- MaryEllen **Rooney** Adjunct Associate Professor
- Christine Ann **Sullivan** Adjunct Assistant Professor
- Helene Laurie **Yankowitz** Adjunct Assistant Professor

## Courses

### HBSE 4000 - Intro to Special Education

Emphasis is placed on the identification of characteristics of individuals with disabilities and the impact of the characteristics on the learner and family members of the learner. The course is a study of the nature, psychosocial, and educational needs of individuals across the lifespan with physical, mental, emotional, or sensory impairments. Particular attention is placed on the way these special education programs fit, or should fit, into ongoing work in schools.

### HBSE 4002 - Instr/Curric-Students w/Disabl

Curriculum developed and research-validated methods of instructing students with & without disabilities from early childhood through adolescence. The course will focus on the use of data to make individualized decisions on academic & behavioral interventions.

### **HBSE 4006 - Working with families of children with disabilities**

Current and historical perspectives on parent involvement in the special education and empowerment of infants, children, and youth with exceptionalities and their families. Emphasis on strategies and materials to facilitate a continuum of parent and family participation to strengthen the relationships between home, school, and the community.

### **HBSE 4010 - Nature and needs of persons with intellectual disability/autism**

Characteristics of persons manifesting different degrees of intellectual disability, Autism Spectrum Disorders, and other developmental disabilities from early childhood through adolescence. The course emphasizes human developmental processes and variations including the impact of socio-contextual factors in the home, school, and community on students' readiness to learn.

### **HBSE 4011 - Education of persons with intellectual disability/autism**

Curriculum development and research-validated methods of instructing students with intellectual disability/autism and other developmental disabilities from early childhood through adolescence across ability levels.

### **HBSE 4015 - ABA I: Concepts and Principles in Pedagogy, Curriculum, and Management**

Basic applications for learners without reading or writing repertoires. Strategic applications of the science of behavior to instruction, management, curriculum-based assessment, isolation of locus of learning/behavior problems, and measurably effective instructional practices.

### **HBSE 4071 - Language and Literacy for the DHH**

Fall course: This course introduces the theoretical and scientific foundations of literacy and explores how reading, writing and cognitive processes are developed in early grades, particularly with deaf and hard of hearing students with language delays. Special emphasis is placed on foundational skills during the 'learning to read' stage with particular emphasis on the five major elements of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension.

### **HBSE 4082 - Assessment and evaluation of infants, children, and youth with exceptionalities**

An in-depth study of theoretical principles of measurement, assessment, and evaluation necessary for appropriate identification of needs as related to implementation of educational plans for infants, children, and youth with disabilities. Applications of assessment data in instructional programs for children with disabilities.



**HBSE 4300 - Prc Assmt Eval Excptnl Learner**

Deaf and Hard of Hearing: This class provides a comprehensive overview of assessment and evaluation of children with hearing loss, including those who have additional learning needs and those who are linguistically and culturally diverse. Developmental, academic, social-emotional, and language assessments will be covered, with opportunities for hands-on, applied learning. ID/Autism: Students will gain practical knowledge of interdisciplinary, psychoeducational assessments of students with disabilities. Analysis of observational and test data; formulation of educational programs for students with disabilities.

**HBSE 4700 - Observation and student teaching in special education: Pre-student teaching**

Permission required. Course requires 3-5 days a week for participation in community, school, and agency programs and a weekly seminar on campus.

**HBSE 4701 - Obs & Stu Tchng-ID/Autism**

Permission required. Course requires 3-5 days a week for participation in community, school, and agency programs and a weekly seminar on campus.

**HBSE 4880 - Opportunities and outcomes for people with disabilities**

Transition planning and opportunities after K-12 school. The course covers the planning, instruction, and organization of community-based opportunities for individuals with intellectual and developmental disabilities and autism. The full range of opportunities including college, employment, and increased independence to provide the supports for best outcomes for individuals with disabilities are covered in the course.

# Nursing Education

Department of Health Studies & Applied Educational Psychology

## Program Description

Teachers College was the first academic setting to educate nurses. Nursing Education began at Teachers College in 1899. The Nursing Education Program has a long and distinguished tradition of commitment to the education of nurses who have diverse roles in academic and community settings in the United States and abroad. The newly revised curriculum for the Ed.D. in nursing education was designed by a group of nursing education experts and is delivered entirely online.

The Program in Nursing Education at Teachers College, Columbia University is committed to the development of nurse educators into researchers who will then become scholars, leaders, and visionaries in the education of nurses across the spectrum of nursing education programs.

In addition to the online EdD Program, the Nursing Education program offers an Advanced Certificate in Nursing Education. The purpose of the Advanced Certificate in Nursing Education is to offer doctorally-prepared students, currently working in or interested in nursing education, an opportunity to gain academic preparation in the role of nurse educators.

## Degrees

### Doctor of Education

#### Nursing Education (Online)

Doctor of Education

**Points/Credits:** 90

**Entry Terms:** Fall Only

#### Degree Requirements

The Doctor of Education in Nursing Education is designed for nurses with master's degrees who want to become nurse educators in either academic or staff development settings. Although all courses are online, the program fosters deep collaboration among students and faculty to maximize preparation for educator roles and to facilitate efficient progress through the program. The program encourages a unique collaborative approach to dissertation design and development.

### **Outcomes of Program**

1. Integrate knowledge from nursing and higher education that supports the development of innovative teaching strategies that address diverse learning needs.
2. Apply theories from nursing, higher education, and related disciplines as a foundation for enacting the nurse educator role in academic and health care settings.
3. Demonstrate expertise as an advanced nurse educator that models the pursuit of lifelong learning and that reflects trends in nursing and higher education, inter-professional education, health care, and nursing practice.
4. Pursue intellectual inquiry and scholarly endeavors individually and collaboratively to advance knowledge in nursing education.
5. Serve as a scholar, leader, and advocate in nursing, nursing education, and higher education.

### **Degree Requirements**

Nursing education courses have been designed to merge knowledge of the role of nursing faculty with the role nursing programs play in higher education. Courses have a theoretical foundation, along with a research underpinning so that best practices in didactic and clinical practice areas are taught, used, and tested. Ed.D. students learn how to actively engage their students in the learning process and how to be facilitators of learning, not just givers of knowledge. The program requires that students take a specific complement of courses in Nursing Education, Research Methods and Statistics, and Broad and Basic Courses and meet other requirements as outlined below.

### **Course Requirements**

Nursing Education: All courses count for 3 credits; 24 credits are required.

- HBSN 6000 Nursing Knowledge in Nursing Education
- HBSN 6030 Curriculum Development in Nursing Education
- HBSN 6040 Teaching and Learning Strategies in Nursing Education HBSN 6043 Innovations in Nursing Education
- HBSN 6044 Assessment and Evaluation in Nursing Education
- HBSN 6045 Simulation in Nursing Education
- HBSN 6310 Practicum I: The Nurse Educator Role
- HBSN 6320 Practicum II: Leadership in Nursing Education

Research Methods: 12 credits are required.

- HBSS 5040 Research Methods in Health and Behavior Studies
- HBSN 5044 Advanced Research Methods: Literature Review and Critique
- HBSN 6540 Dissertation Design and Development
- HBSN 7500 Dissertation Seminar

Statistics: 6 credits are required

- HUDM 4120 Basic Concepts in Statistics OR
- HUDM 4122 Probability and Statistical Inference

- HUDM 5122 Applied Regression Analysis

Broad and Basic Courses 9 credits required

9 credits in electives taken at Teachers College that are outside Nursing Education Adult Learning and Higher Education

- Cognitive studies
- Communication, Media, and Learning Technologies Design Health education
- Diabetes education

**Total: 51 Credits**

It is expected that students will transfer between 39 and 45 credits from their master's degree programs if those credits are determined to be acceptable by the Teachers College registrar and program faculty.

**Other Requirements**

The Ed.D. requires the completion of 90 credits of graduate study (including transfer credits), certification as a doctoral candidate, which involves taking a certification examination in person at the College, a dissertation proposal approved as a result of a proposal hearing, successful oral defense, and acceptance of a research-based doctoral dissertation.

Enrolled students begin their doctoral student experience with a five-day in-person orientation to the program that occurs in August prior to the beginning of the Fall semester. All admitted students are required to attend this orientation on campus. During the orientation, students will be guided to plan their entire program of study. They plan the types of experiences they want to include in their courses and practica. They are apprised of the courses where they will be required to find a suitable nursing education setting in which to complete some of the course objectives (e.g., Simulation in Nursing Education), and they are instructed on the need to identify preceptors for Practicum I and Practicum II early in the program so that the credentials of the preceptors can be vetted, the preceptors can receive information about what will be required, and appropriate agreements can be executed.

## Advanced Certificate

### Nursing Education

Advanced Certificate

**Points/Credits:** 15

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

### Degree Requirements

The purpose of the Academic Certificate in Nursing Education is to improve Nursing Education and to improve the teaching skills of those nurses who already have doctoral degrees. The goal of the program is to offer doctorally-prepared nurses, who are currently working in or interested in nursing education, an opportunity to

gain academic preparation as nurse educators. There are currently 1,200 nursing faculty vacancies across the U.S., and this number is expected to climb sharply over the next few years as current faculty begin to retire. An Academic Certificate in Nursing Education prepares those seeking to extend or advance their teaching skills to improve nursing education generally.

### **Outcomes of Program**

1. Integrate knowledge from nursing and higher education that supports the development of innovative teaching strategies that address diverse learning needs.
2. Apply theories from nursing, higher education, and related disciplines as a foundation for enacting the nurse educator role in academic and health care settings.
3. Demonstrate expertise as an advanced nurse educator that models the pursuit of lifelong learning and that reflects trends in nursing and higher education, inter-professional education, health care, and nursing practice.

### **Courses**

The program consists of five core courses designed to help nurses with doctorates to deploy their advanced clinical or research expertise to enhance the education of new nurses and advanced practitioners.

- HBSN 6030 Curriculum Development in Nursing Education - 3 credits
- HBSN 6040 Teaching and Learning in Nursing Education - 3 credits
- HBSN 6043 Innovations in Nursing Education - 3 credits
- HBSN 6044 Assessment and Evaluation in Nursing Education - 3 credits
- HBSN 6045 Simulation in Nursing Education - 3 credits

The program can be completed in two years if students take one course per semester for five consecutive semesters. Classes are taken with current doctoral students in the Nursing Education Ed.D. program, assuring a high-quality program.

## **Faculty**

### **Lecturers**

- Jane K **Dickinson** Senior Lecturer

### **Adjunct Faculty**

- Colleen **Manzetti** Adjunct Assistant Professor

# Courses

## **HBSN 5044 - Advanced Research Methods: Literature Review and Critique**

This course builds on introductory research methods courses to enhance the students' abilities to design research, to interpret research findings, to critique research reports, and to write the review of literature for their dissertation proposals. Issues affecting the design of research and interpretation of research findings in Nursing Education studies are the specific focus of the course. The literature review will be done in consultation with students' dissertation advisors.

## **HBSN 6000 - Nursing Knowledge in Nursing Education**

This course introduces students to major theoretical perspectives on nursing education/practice/research and how nursing theory can be used to guide nursing education that promotes nursing disciplinary knowledge. Students are introduced to definitions, philosophies, and patterns of knowing in nursing. Discussions focus on what makes nursing actions nursing, and how that can be taught effectively at the various levels of nursing education. Students also learn how to identify problems, research questions, and theories to guide their dissertation research.

## **HBSN 6030 - Curriculum Development in Nursing Education**

This course explores the essential structures, components, and factors of curriculum development pertaining to nursing education. Concentration will be on the curriculum development process.

## **HBSN 6040 - Teaching and Learning Strategies in Nursing Education**

This course explores associations of key aspects of learning development to educational interventions in higher education.

## **HBSN 6043 - Innovations in Nursing Education**

This course examines innovations in education that support and promote a culture of active teaching and learning. Use of technologies in nursing education will be a focus. Evidence-based teaching strategies will be identified for use in the classroom and clinical settings.

## **HBSN 6044 - Assessment and Evaluation in Nursing Education**

This course examines evaluation methods in nursing within the classroom, laboratory, and clinical setting. Current issues, trends, and research related to educational testing instruments, alternatives to standardized evaluation methods, and outcome measurement in nursing education will be discussed. Students will develop reliable and valid evaluation measures for use in nursing education.

**HBSN 6045 - Simulation in Nursing Education**

This course explores the teaching strategy of role play, focusing specifically on simulation and its application for both classroom and clinical practice within nursing education. Evidence-based simulation strategies will be explored using active teaching strategies.

**HBSN 6053 - Clinical Teaching in Nursing Education**

This course investigates best practices in nursing education for planning and developing student-centered clinical activities. A preferred specialty area of nursing practice will be the focus for planning and developing these activities.

**HBSN 6310 - Practicum I: The Nurse Educator Role**

In this course students will examine and implement the role of the nurse educator in higher education and/or health care organizations

**HBSN 6320 - Practicum II: Leadership in Nursing Education**

In this course students will examine the role of the nurse educator in relation to broader perspectives of selected higher education and/or health care agencies. Further, students will implement aspects of the nurse educator role in selected academic units, institutions, and in the profession of nursing.

**HBSN 6540 - Dissertation Design and Development**

Permission required. Required of all doctoral candidates. Group critique of dissertation proposals; focus on beginning- to intermediate- level aspects of analysis of theory and research design. This course may be repeated as often as necessary until the student is ready for the departmental examination. Once HBSN 6540 is taken, continuous fall/spring enrollment in the course is required until the semester during which the departmental examination is held.

**HBSN 6541 - Advanced seminar on dissertation design development**

Focus on advanced aspects of research design and method.

**HBSN 6930 - Independent study in nursing education**

Permission required. Individual guided learning experience at the doctoral level in a selected aspect of nursing education. Topic agreed upon between student and faculty.

**HBSN 6940 - Research in Nursing Education**

Permission required. Allows student to contract with individual faculty member for research-related work in a defined area of study.

### **HBSN 7500 - Dissertation Seminar - Nursing Education**

Permission required. The departmental examination, involving presentation of dissertation proposal for faculty approval. This course is required of all certified doctoral candidates and may be taken only once.

### **HBSN 8900 - Dissertation Advisement in Nursing Education**

Individual advisement on doctoral dissertation following completion of all course-work. Fee to equal 3 points at current tuition rate for each term. See catalog on continuous registration requirements for Ed.D. degree.

### **HBSS 5040 - Research methods in health and behavior studies I**

Introduction to research, study designs, and data collection methods in research in health and behavior studies, including nursing, nutrition, and health education with emphasis on reading and understanding research literature.

### **HUDM 4122 - Probability and statistical inference**

An introduction to statistical theory, including elementary probability theory; random variables and probability distributions; sampling distributions; estimation theory and hypothesis testing using binomial, normal, T, chi square, and F distributions. Calculus not required.

### **HUDM 5122 - Applied regression analysis**

Least squares estimation theory. Traditional simple and multiple regression models and polynomial regression models, including use of categorical predictors. Logistic regression for dichotomous outcome variables is also covered. Class time includes lab time devoted to applications with IBM SPSS. Prerequisite: HUDM 4120 or HUDM 4122 or HUDM 4125.



# Nutrition

Department of Health Studies & Applied Educational Psychology

## Program Description

The Program in Nutrition is a vibrant forward-looking program that builds on its rich past. Since its founding in 1909, the Program in Nutrition at Teachers College has been a leader in developing strategies for promoting health through encouraging dietary change.

Building on its rich history, the Teachers College Program in Nutrition aims to prepare graduates to take positions of leadership and service in nutrition counseling and education in health promotion and disease prevention. The Program is committed to attracting and supporting students who have the drive and motivation to persist and succeed in their careers, especially members of groups historically underrepresented in higher education. Our graduates work in a variety of settings that include health agencies, hospitals, private practice, athletic departments and organizations, media organizations, food advocacy organizations, nutrition education organizations and governments at the local, state, national and international level. Our graduates work as dietitians in clinical and community capacities and serve as teachers, faculty, or resource specialists in schools and universities. They conduct individual counseling, provide group education, and promote policy and systems change. Many of our graduates are researchers, working in a variety of areas related to behavioral aspects of diet, nutrition education, nutritional epidemiology, public health nutrition, nutrition and exercise, and sustainability of the food system.

The mission of our Program is to provide comprehensive academic education and experiences in order for our graduates to have successful careers across the field of nutrition.

To fulfill this mission, our Program:

- Educates the next generation of nutrition and dietetics professionals to fulfill a variety of entry-level and leadership roles;
- Generates new knowledge, policy, and models for nutrition practice through research, scholarship and demonstration projects;
- Contributes to the enrichment of the community and the profession by service to the field.

The Program offers through its integrated MS-RDN track master's degrees in Nutrition Education (NE), Nutrition and Public Health (NPH), and Nutrition and Exercise Physiology (NEP). These M.S. degrees include the supervised experiential learning previously completed through a Dietetic

Internship Program. Therefore, upon completion of one of the M.S. degrees, students are eligible to sit for the exam to become a registered dietitian-nutritionist (RDN). The Program also offers an advanced Ed.M.. degree in Community Nutrition Education, and a Ph.D. in Behavioral Nutrition.

Through these degree programs, students gain a thorough grounding in nutrition science, medical nutrition therapy, nutrition education, counseling, community nutrition, as well as in food systems and food justice. Students pursuing the NEP master's degree also gain a grounding in exercise science.

In addition, students who complete one of the M.S. degrees will be able to:

- **Integrate** knowledge from the fields of nutrition science, (exercise science where appropriate), foods, the behavioral sciences, medical nutrition therapy, community nutrition, and nutritional ecology to design and implement interventions for diverse individuals, groups and communities locally, nationally and around the world;
- Critically **evaluate** the scientific, policy and lay literature about food, food systems and nutrition-related issues;
- **Facilitate** healthful, just, and sustainable food choices, dietary practices, and active lives through direct education along with addressing structural inequities through policy, system, and environmental change;
- **Design and implement** public health nutrition assessments and programs;
- **Apply** sports nutrition principles to recreational and competitive athletes (for appropriate degree students);
- **Think** critically and independently;
- **Act** collaboratively and effectively with others in organizations and communities on important issues related to food, nutrition, and sustainability of the food system;
- **Conduct** food and nutrition-related research.

Due to the breadth of our aims, we admit students who have undergraduate degrees in a wide variety of fields, students who are career changers, and students who wish to combat health disparities facing low-resource communities. Such students bring valuable knowledge, skills and attitudes to our Program and to the field of nutrition.

The Program puts a heavy emphasis on providing students with practical experiences in addition to traditional classroom lectures and discussions. Among the course-related educational experiences available to students are field experiences in community nutrition, planning and teaching of nutrition sessions to selected audiences in the community, food education and gardening projects in schools, dietary analyses, and online computer activities. Advanced practicums provide experiences at various clinical and community nutrition, as well as foodservice, sites. Supervised practicum in sports nutrition is included in the Nutrition and Exercise Physiology degree. The faculty of the Program in Nutrition are actively engaged in cutting-edge and transformative research, evaluation, policy, and other scholarly activities, and write articles for peer-reviewed journals, books, and reports. Students are an integral part of these activities. Students are welcome to participate in research and demonstration projects within the Program in Nutrition. Faculty research focuses on the promotion of childhood obesity prevention,

fruit and vegetable consumption in urban communities, healthy scratch-cooked school lunches, diet adherence and quality of life for those with celiac disease, parenting practices to improve children's diet and oral health, nutrition education policy, and more. Because of Teachers College's location in New York City, there are also virtually unlimited opportunities for students to become involved in a variety of food/nutrition-related activities. The faculty and staff can arrange for students who have credit hours available to receive credit for such activities where appropriate.

Students may enroll for all degree programs on a full-time or part-time basis. For the M.S. degrees, students can complete the degree, and gain eligibility for taking the RDN exam, in two, three, or four years.

All three of our M.S. degrees and our Ph.D. are STEM degrees.

## Degrees

### Master of Science

#### Nutrition Education

Master of Science

**Points/Credits:** 50

**Entry Terms:** Fall Only

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#### Degree Requirements

#### Addendum

\* Last Updated: April 2024

**Points/Credits:** 50

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#### Original Catalog Entry

**Points/Credits:** 57

**Course Requirements**

**Integrated Master of Science: General Requirements**

The major program emphases are in the fields of Nutrition Education, Nutrition and Public Health, and Nutrition and Exercise Physiology. All three integrated MS-RDN degrees require the following core didactic courses and practicum courses:

- HBSV 4010 Food, Nutrition, and Behavior (3 credits)
- HBSV 4013 Nutritional Ecology (3 credits)
- HBSV 4014 Community Nutrition (3 credits)
- HBSV 5010 Advanced Nutrition 1 (3 credits)
- HBSV 5011 Advanced Nutrition 2 (3 credits)
- HBSV 5013 Strategies for Nutrition Education and Health Behavior Change (3 credits)
- HBSV 5014 Analysis of Current Literature and Research in Nutrition (3 credits)
- HBSV 5015 Nutritional Epidemiology and Assessment (3 credits)
- HBSV 5016 Food Service Operations and Management (3 credits)
- HBSV 5018 Nutrition and Human Development (3 credits)
- HBSV 5033 Nutrition Care Process and Medical Nutrition Therapy 1 (3 credits)
- HBSV 5034 Nutrition Care Process and Medical Nutrition Therapy 2 (3 credits)
- HBSV 5036 Nutrition Counseling (2 credits)
- HBSV 5350 Global Foods Practicum (1 credit)
- HBSV 5351 Community Nutrition Education Practicum (1 credit)
- HBSV 5352 Medical Nutrition Therapy Practicum 1 (1 credit)
- HBSV 5353 Medical Nutrition Therapy Practicum 2 (1 credit)
- HBSV 5354 Advanced Practicum 1 (1 credit)
- HBSV 5355 Advanced Practicum 2 (1 credit)

All three Master of Science degrees require a substantial integrative departmental project or thesis.

### **Master of Science: Nutrition Education**

Students working toward the 50-credit integrated MS-RDN degree in Nutrition Education will also complete a course titled HBSS 4012 Eating Disorders: Awareness, Prevention, and Treatment (3 credits) along with a 3-credit elective course focusing on counseling, psychology, or individual and group nutrition education in communities, schools, work sites, health care, and/or mass media settings.

The integrated MS-RDN degree in Nutrition Education conforms to the guidelines for the Nutrition Education Competencies for Promoting Healthy Individuals, Communities, and Food Systems set forth by the Society for Nutrition Education and Behavior.

### **Tuition & Fees for integrated MS-RDN degree in Nutrition Education**

The full-time integrated MS-RDN degree in Nutrition Education consists of 50 credits distributed over two 12-month years as follows:

#### **Year #1:**

Fall semester (16 credits)\*

January session (1 credit)

Spring semester (12 credits)

Summer session #1 (7 credits)\*\*

Summer session #2 (3 credits)\*\*

**Year #2:**

Fall semester (13 credits)

Spring semester (4 credits)\*\*

Summer session #1 (1 credit)\*\*

\*Two 3.5-credit graduate courses will be completed at Lehman College of the City University of New York. These courses are Ethnic and Therapeutic Meal Patterns and Food Science. These 7 credits are in addition to the 50 credits completed at Teachers College.

\*\*For students who need full-time status, several courses carry additional contact hours for substantial out-of-classroom activities. Despite a low credit total for a few of the semesters, the associated supervised experiential learning hours as part of the practicum courses at various work sites equate to full-time status.

Visit the TC Academic Calendar

In addition to the cost of the Teachers College courses\*\*, students should budget for the following:

- College fee per semester\*\*
- Course fees (\$35 per course)
- Two 3.5-credit courses at Lehman College (about \$650 per credit)
- Comprehensive physical examination (may include drug testing)\*\*
- Background check (about \$20)
- Lab coat (about \$25)
- Books and supplies\*\*
- Academy of Nutrition and Dietetics student membership (about \$65)
- Liability insurance (about \$35 per year, issued by Mercer Consumers, Proliability at <https://www.proliability.com/>)
- Travel/transportation to work sites, especially during the spring and summer of year #2 (Metro Card, Metro North Railroad, PATH train, Uber/Lyft)\*\*
- Food and personal expenses\*\*
- Living expenses (room and board)\*\*

\*\*Information regarding tuition and fees (updated annually) can be found at: <https://www.tc.columbia.edu/admission/tuition-and-fees/>

Information about financial aid, scholarships, stipends can be found at: <https://www.tc.columbia.edu/admission/financial-aid/>

## Nutrition and Exercise Physiology

Master of Science

**Points/Credits:** 57

**Entry Terms:** Fall Only

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## Degree Requirements

## Addendum

\* Last Updated: April 2024

**Points/Credits: 57**

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### Original Catalog Entry

**Points/Credits: 57 + 13**

#### Course Requirements

##### Integrated Master of Science: General Requirements

The major program emphases are in the fields of Nutrition Education, Nutrition and Public Health, and Nutrition and Exercise Physiology. All three integrated MS-RDN degrees require the following core didactic courses and practicum courses:

- HBSV 4010 Food, Nutrition, and Behavior (3 credits)
- HBSV 4013 Nutritional Ecology (3 credits)
- HBSV 4014 Community Nutrition (3 credits)
- HBSV 5010 Advanced Nutrition 1 (3 credits)
- HBSV 5011 Advanced Nutrition 2 (3 credits)
- HBSV 5013 Strategies for Nutrition Education and Health Behavior Change (3 credits)
- HBSV 5014 Analysis of Current Literature and Research in Nutrition (3 credits)
- HBSV 5015 Nutritional Epidemiology and Assessment (3 credits)
- HBSV 5016 Food Service Operations and Management (3 credits)
- HBSV 5018 Nutrition and Human Development (3 credits)
- HBSV 5033 Nutrition Care Process and Medical Nutrition Therapy 1 (3 credits)
- HBSV 5034 Nutrition Care Process and Medical Nutrition Therapy 2 (3 credits)
- HBSV 5036 Nutrition Counseling (2 credits)
- HBSV 5350 Global Foods Practicum (1 credit)
- HBSV 5351 Community Nutrition Education Practicum (1 credit)
- HBSV 5352 Medical Nutrition Therapy Practicum 1 (1 credit)
- HBSV 5353 Medical Nutrition Therapy Practicum 2 (1 credit)
- HBSV 5354 Advanced Practicum 1 (1 credit)
- HBSV 5355 Advanced Practicum 2 (1 credit)

All three Master of Science degrees require a substantial integrative departmental project or thesis.

##### Master of Science: Nutrition and Exercise Physiology

Students working toward the 57-credit Master of Science degree in Nutrition and Exercise Physiology will also complete five additional courses (13 credits):

- BBSR 5593 Nutrition in Exercise and Sport (3 credits)
- BBSR 4095 Applied Physiology I (3 credits)
- BBSR 5594 Applied Physiology II (3 credits)
- BBSR 5096 Advanced Exercise Prescription (3 credits)
- HBSV 5096 Practicum in Sports Nutrition (1 credit)

## Tuition & Fees for integrated MS-RDN degree in Nutrition and Exercise Physiology

The full-time integrated MS-RDN degree in Nutrition and Exercise Physiology consists of 57 credits distributed over two 12-month years as follows:

### Year #1:

Fall semester (16 credits)\*

January session (1 credit)

Spring semester (12 credits)

Summer session #1 (4 credits)\*\*

Summer session #2 (3 credits)\*\*

### Year #2:

Fall semester (13 credits)

January session (3 credits)

Spring semester (8 credits)\*\*

Summer session #1 (4 credit)\*\*

\*Two 3.5-credit graduate courses will be completed at Lehman College of the City University of New York. These courses are Ethnic and Therapeutic Meal Patterns and Food Science. These 7 credits are in addition to the 57 credits completed at Teachers College.

\*\*For students who need full-time status, several courses carry additional contact hours for substantial out-of-classroom activities. Despite a low credit total for a few of the semesters, the associated supervised experiential learning hours at various work sites equate to full-time status.

Visit the TC Academic Calendar

In addition to the cost of the Teachers College courses\*\*, students should budget for the following:

- College fee per semester\*\*
- Course fees (\$35 per course)
- Two 3.5-credit courses at Lehman College (about \$650 per credit)
- Comprehensive physical examination (may include drug testing)\*\*
- Background check (about \$20)
- Lab coat (about \$25)
- Books and supplies\*\*
- Academy of Nutrition and Dietetics student membership (about \$65)
- Liability insurance (about \$35 per year, issued by Mercer Consumers, Proliability at <https://www.proliability.com/>)
- Travel/transportation to work sites, especially during the spring and summer of year #2 (Metro Card, Metro North Railroad, PATH train, Uber/Lyft)\*\*
- Food and personal expenses\*\*
- Living expenses (room and board)\*\*

\*\*Information regarding tuition and fees (updated annually) can be found at: <https://www.tc.columbia.edu/admissions/tuition-and-fees>

Information about financial aid, scholarships, stipends can be found at: <https://www.tc.columbia.edu/admission/financial-aid/>

## Nutrition and Public Health

Master of Science

**Points/Credits:** 50

**Entry Terms:** Fall Only

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## Degree Requirements

### Addendum

\* Last Updated: April 2024

**Points/Credits: 50**

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## Original Catalog Entry

**Points/Credits: 57**

### Course Requirements

#### Integrated Master of Science: General Requirements

The major program emphases are in the fields of Nutrition Education, Nutrition and Public Health, and Nutrition and Exercise Physiology. All three integrated MS-RDN degrees require the following core didactic courses and practicum courses (44 credits):

- HBSV 4010 Food, Nutrition, and Behavior (3 credits)
- HBSV 4013 Nutritional Ecology (3 credits)
- HBSV 4014 Community Nutrition (3 credits)
- HBSV 5010 Advanced Nutrition 1 (3 credits)
- HBSV 5011 Advanced Nutrition 2 (3 credits)
- HBSV 5013 Strategies for Nutrition Education and Health Behavior Change (3 credits)
- HBSV 5014 Analysis of Current Literature and Research in Nutrition (3 credits)
- HBSV 5015 Nutritional Epidemiology and Assessment (3 credits)
- HBSV 5016 Food Service Operations and Management (3 credits)
- HBSV 5018 Nutrition and Human Development (3 credits)
- HBSV 5033 Nutrition Care Process and Medical Nutrition Therapy 1 (3 credits)
- HBSV 5034 Nutrition Care Process and Medical Nutrition Therapy 2 (3 credits)
- HBSV 5036 Nutrition Counseling (2 credits)
- HBSV 5350 Global Foods Practicum (1 credit)
- HBSV 5351 Community Nutrition Education Practicum (1 credit)



- HBSV 5352 Medical Nutrition Therapy Practicum 1 (1 credit)
- HBSV 5353 Medical Nutrition Therapy Practicum 2 (1 credit)
- HBSV 5354 Advanced Practicum 1 (1 credit)
- HBSV 5355 Advanced Practicum 2 (1 credit)

All three Master of Science degrees require a substantial integrative departmental project or thesis.

### **Master of Science: Nutrition and Public Health**

Students working toward the 57-credit MS-RDN degree in Nutrition and Public Health will also complete two additional courses: Principles of Epidemiology in Health Promotion (3 credits) and Social Policy and Prevention (3 credits).

The M.S. in Nutrition and Public Health is an approved program of the Association of Faculties of Graduate Programs in Public Health Nutrition. Coursework for the integrated 50-credit MS-RDN degree conforms to the recommendations of that association, so that the degree is equivalent to one offered by a school of public health.

The MS in Nutrition and Public Health prepares graduates to take leadership roles in government, community, and public health agencies, carrying out a variety of planning, instructional, and administrative tasks related to health promotion and disease prevention. These include community and individual nutritional assessment and evaluation, program planning and management, coalition building, and participation in multidisciplinary teams to provide programs to meet public health needs or improve the sustainability of food systems.

### **Tuition & Fees for integrated MS-RDN degree in Nutrition and Public Health**

The full-time integrated MS-RDN degree in Nutrition and Public Health consists of 50 credits distributed over two 12-month years as follows:

#### **Year #1:**

Fall semester (16 credits)\*

January session (1 credit)

Spring semester (12 credits)

Summer session #1 (7 credits)\*\*

Summer session #2 (3 credits)\*\*

#### **Year #2:**

Fall semester (13 credits)

Spring semester (4 credits)\*\*

Summer session #1 (1 credit)\*\*

\*Two 3.5-credit graduate courses will be completed at Lehman College of the City University of New York. These courses are Ethnic and Therapeutic Meal Patterns and Food Science. These 7 credits are in addition to the 50 credits completed at Teachers College.

\*\*For students who need full-time status, several courses carry additional contact hours for substantial out-of-classroom activities. Despite a low credit total for a few of the semesters, the associated supervised experiential learning hours at various work sites equate to full-time status.

Visit the TC Academic Calendar

In addition to the cost of the Teachers College courses\*\*, students should budget for the following:

- College fee per semester\*\*
- Course fees (\$35 per course)
- Two 3.5-credit courses at Lehman College (about \$650 per credit)
- Comprehensive physical examination (may include drug testing)\*\*
- Background check (about \$20)
- Lab coat (about \$25)
- Books and supplies\*\*
- Academy of Nutrition and Dietetics student membership (about \$65)
- Liability insurance (about \$35 per year, issued by Mercer Consumers, Proliability at <https://www.proliability.com/>)
- Travel/transportation to work sites, especially during the spring and summer of year #2 (Metro Card, Metro North Railroad, PATH train, Uber/Lyft)\*\*
- Food and personal expenses\*\*
- Living expenses (room and board)\*\*

\*\*Information regarding tuition and fees (updated annually) can be found at: <https://www.tc.columbia.edu/admission/tuition-and-fees/>

Information about financial aid, scholarships, stipends can be found at: <https://www.tc.columbia.edu/admission/financial-aid/>

## Master of Education

### Community Nutrition Education

Master of Education

**Points/Credits:** 60

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

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### Degree Requirements

#### Master of Education: Community Nutrition Education

The program of study for the 60-point Master of Education degree in Community Nutrition Education includes coursework in advanced nutrition and permits stronger emphases in the behavioral sciences, community assessment and planning, and education. A community-based, research, or other integrative project is required.

In consultation with an academic advisor, students entering the Ed.M. program should consult the various curricula suggested for the integrated MS-RDN track in Nutrition and Public Health, Nutrition Education, or Nutrition and Exercise Physiology for guidance in planning the majority of Ed.M. credits.

**In addition to the M.S. General Requirements below**, students in the Master of Education in Community Nutrition Education program are also required to take:

- HBSV 6550 and 6551 Research Seminar in Nutrition
- A Qualitative Research Methods course
- Additional electives specific to their integrative project

### **Master of Science: General Core Requirements**

The major program emphases are in the fields of Nutrition Education, Nutrition and Public Health, and Nutrition and Exercise Physiology. All three M.S. Nutrition degrees require the following core didactic courses and practicum courses which may be tailored depending on whether the RDN credential is also desired:

- HBSV 4010 Food, Nutrition, and Behavior
- HBSV 4013 Nutritional Ecology
- HBSV 4014 Community Nutrition
- HBSV 5010 Advanced Nutrition1
- HBSV 5011 Advanced Nutrition 2
- HBSV 5013 Strategies for Nutrition Education and Health Behavior Change
- HBSV 5014 Analysis of Current Literature and Research in Nutrition
- HBSV 5015 Nutritional Epidemiology and Assessment
- HBSV 5016 Food Service Operations and Management
- HBSV 5018 Nutrition and Human Development
- HBSV 5033 Nutrition Care Process and Medical Nutrition Therapy 1
- HBSV 5034 Nutrition Care Process and Medical Nutrition Therapy 2
- HBSV 5036 Nutrition Counseling
- HBSV 5350 Global Foods Practicum
- HBSV 5351 Community Nutrition Education Practicum
- HBSV 5352 Medical Nutrition Therapy Practicum 1
- HBSV 5353 Medical Nutrition Therapy Practicum 2
- HBSV 5354 Advanced Practicum 1
- HBSV 5355 Advanced Practicum 2

A substantial integrative departmental project or thesis is also required.

## **Doctor of Education**

### **Nutrition Education**

Doctor of Education

**Points/Credits:** 90

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

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### **Degree Requirements**

## Doctor of Education (Ed.D.)

**Note: The Program in Nutrition is no longer admitting students into the Ed.D. degree unless with special permission. Students are encouraged to consider our Ph.D. program.**

The Doctor of Education offers two areas of specialization: Nutrition Education and Nutrition and Public Health.

With the importance of nutrition for health promotion and disease prevention and the widespread interest in the safety and sustainability of the food system, there is a need for highly qualified nutrition professionals who are able to develop appropriate policies and programs.

The Nutrition Education specialization focuses on leadership roles in many settings, such as colleges and universities, health promotion and disease prevention programs, voluntary health agencies, government and international agencies, businesses, hospitals, and food advocacy organizations, where they work with individuals, groups and communities, and serve as faculty members, program developers, and evaluation and research specialists.

### Program of Study

The general requirements for the Doctor of Education include a minimum of 90 graduate credits, of which at least 45 must be taken under Teachers College registration. Overall, students will be expected to develop competence in nutrition science, behavioral science, methods of empirical research and data analysis, critical thinking and analysis, and broad areas of scholarship, in addition to developing special skills and knowledge appropriate to their chosen degree in nutrition education or public health nutrition. Students will also be expected to pass a certification examination, usually after the completion of 60 points and Research Seminar in Nutrition (HBSV 6550-6551), and to conduct original research that culminates in the production of a dissertation.

Students will be expected to take courses in the following categories:

1. Major field and specialization: 50-60 points
2. Research and evaluation: 12-18 points
3. Broad and basic areas of professional scholarship: 15-24 points

The specific courses selected will depend on the student's particular background, interests, and goals. In consultation with a faculty advisor, students should develop a program plan early in their course of study to provide a rational basis for their course selection. (Visit the website for the Program in Nutrition for more detailed descriptions of the doctoral degree requirements.)

## Nutrition and Public Health

Doctor of Education

**Points/Credits:** 90

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

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## Degree Requirements

### Doctor of Education (Ed.D.)

**Note: The Program in Nutrition is no longer admitting students into the Ed.D. degree unless with special permission. Students are encouraged to consider our Ph.D. program.**

The Doctor of Education is offered in two areas of specialization: Nutrition Education and Nutrition and Public Health.

With the importance of nutrition for health promotion and disease prevention and the widespread interest in the safety and sustainability of the food system, there is a need for highly qualified nutrition professionals who are able to develop appropriate policies and programs. The Nutrition and Public Health specialization focuses on leadership roles in colleges and universities and in government, community, health care, and public health agencies, carrying out a variety of tasks related to health promotion and disease prevention. These include community and individual nutritional assessment and evaluation; program planning and management; coalition building; participation in multidisciplinary health teams to provide programs to meet public needs; and conducting research and evaluation studies.

### **Program of Study**

The general requirements for the Doctor of Education include a minimum of 90 graduate credits, of which at least 45 must be taken under Teachers College registration. Overall, students will be expected to develop competence in nutrition science, behavioral science, methods of empirical research and data analysis, critical thinking and analysis, and broad areas of scholarship, in addition to developing special skills and knowledge appropriate to their chosen degree in nutrition education or public health nutrition. Students will also be expected to pass a certification examination, usually after the completion of 60 points and Research Seminar in Nutrition (HBSV 6550-6551), and to conduct original research that culminates in the production of a dissertation.

Students will be expected to take courses in the following categories:

1. Major field and specialization: 50-60 points
2. Research and evaluation: 12-18 points
3. Broad and basic areas of professional scholarship: 15-24 points

The specific courses selected will depend on the student's particular background, interests, and goals. In consultation with a faculty advisor, students should develop a program plan early in their course of study to provide a rational basis for their course selection. (Visit the website for the Program in Nutrition for more detailed descriptions of the doctoral degree requirements.)

## **Doctor of Philosophy**

### **Behavioral Nutrition**

Doctor of Philosophy

**Points/Credits:** 75

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

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## Degree Requirements

### Doctor of Philosophy (Ph.D.)

With the increasing appreciation of the importance of nutrition for health promotion and disease prevention and the widespread interest in the sustainability and social equity of food systems, there is a need for highly qualified nutrition professionals who understand the complex interaction of biology, environment, and personal behavior, and who are skilled in conducting research and in the development and evaluation of interventions, programs, and policies in a variety of settings.

The program prepares scholars to conduct research on the critical issues related to:

- determinants of health behaviors (biological, personal, social, and environmental) related to nutrition and to physical activity;
- relationships among food- and nutrition-related behaviors and health outcomes using techniques of behavioral epidemiology;
- design, implementation, and evaluation of theory-based behavioral nutrition and physical activity interventions
- methodological considerations in the design and evaluation of interventions. There are three specializations:
  1. Behavioral Nutrition
  2. Nutritional Epidemiology
  3. Nutrition and Physical Activity

The graduates from this program become leaders who assume professorial and research roles in universities and colleges within departments of nutrition epidemiology, foods and nutrition, and physical activity, as well as assume research roles in centers for research on behavioral aspects of obesity, chronic disease prevention, and health promotion. Thus, the program aims to prepare researchers with basic and applied behavioral skills within an educational context.

### Admission Requirements

Admission to the Ph.D. program involves completing the application form available online and submitting all regular admission materials, such as transcripts from all institutions attended, three letters of recommendation, and a writing sample, which can be a thesis, substantial paper, or published article.

The applicantt should have a master's degree in nutrition or a closely related discipline from an accredited institution, along with the necessary prerequisite undergraduate courses in general chemistry, organic chemistry, biochemistry, microbiology, human physiology, nutrition, and statistics. Admissions will be based on grades, GRE scores, letters of recommendation, personal statement, and an appropriate match between the applicant's interests, the research work of the faculty, and funding availability. The student will generally be expected to be full-time and to work on ongoing research projects of the faculty.

### Program of Study

The general requirements for the Doctor of Philosophy include a minimum of 75 graduate credits, of which at least 45 must be taken under Teachers College registration.

The Ph.D. has 21-27 credits in advanced topical seminars, research seminar and dissertation advisement, specifically devoted to research-related courses and activities. Students will also be expected to pass a certification examination. Students will conduct original research as part of their dissertation and will need to pass a proposal hearing, an advanced seminar (specifically on their data) and dissertation oral defense on their full dissertation.

Students will be expected to take courses in the following categories:

1. Core courses: 29 points
2. Courses to develop depth within each specialization: 19-29 points
3. Research preparation: 21-27 points

The specific courses selected will depend on the student's particular background, interests and goals. In consultation with a faculty advisor, students should develop a program plan early in their course of study to provide a rational basis for their course selection.

### **Research Training and Apprenticeship**

The primary modality for training for Ph.D. students is working with their sponsor on some ongoing research project. Students will work closely with one faculty member on an ongoing research project to gain practical experience in the development of study instruments, intervention protocols, data collection, data management and analysis, manuscript preparation and submission, and presentation of results at relevant scientific meetings. During their first year after completing basic core coursework, students will also participate in two semester-long part-time internships with other research labs, at Columbia or other academic institutions, to gain additional research perspectives. Visit the website for the Program in Nutrition for more detailed descriptions of the Ph.D. requirements.

## **Faculty**

### **Faculty**

- Jennifer W. **Cadenhead** Executive Director/ Assistant Research Professor
- Pamela Ann **Koch** Mary Swartz Rose Associate Professor of Nutrition and Education
- Randi L. **Wolf** Associate Professor of Human Nutrition on the Ella McCollum Vahlteich Endowment

### **Emeriti**

- Isobel Ruth **Contento** Mary Swartz Rose Emerita Professor of Nutrition
- Joan Dye **Gussow** Mary Swartz Rose Professor Emerita of Nutrition and Education

## Lecturers

- Lora Ann **Sporny** Senior Lecturer

## Adjunct Faculty

- Karen Reznik **Dolins** Adjunct Assistant Professor
- John **Pinto** Adjunct Full Professor
- Janet **Schebendach** Adjunct Associate Professor

## Instructors

- Tyffanie Rae-Anne **Ammeter** Instructor
- Jennifer Catherine **Hildner** Dietetic Internship Program Director & Integrated MS-RDN Program Director
- Nicole **Scarangelo** Instructor

# Courses

### HBSV 4000 - Introduction to nutrition

(Course is offered to non-majors and to those desiring admission to the Program in Nutrition.) The course provides an overview of the science of nutrition and its relationship to health promotion and disease prevention. The primary focus is on the essential macronutrients and micronutrients, including their chemical structures, food sources, digestion and absorption, metabolism, storage, and excretion. Students analyze the nutritional quality of their own food intake and develop the knowledge and skills to estimate their daily caloric requirements and nutrient needs using tools such as Dietary Reference Intakes, My Plate, and Dietary Guidelines for Americans. This online course can be completed synchronously or asynchronously.

### HBSV 4010 - Food, nutrition and behavior

For nonmajors and majors. A study of physiological, psychological, and socio-cultural factors that affect eating behaviors and the development of individual and cultural food patterns. Topics include the chemical senses and why we like sweet, salt, and fat; self-regulation of what and how much we eat; effect of early experiences with food; food, mind, and behavior; interaction of food and culture through history; cooking and time use trends; meat meanings; psychosocial and cultural factors, and the impact of today's food environment on food choices.

### HBSV 4013 - No Title Found in Banner

A course for non-majors and majors. Nutrition and food as viewed from a global, ecological perspective. Topics include food/population problems and food aid, food product development and promotion here and abroad,



energy and food relationships, food safety and the changing American diet, organic agriculture and natural food, biotechnology, and other topics as appropriate.

### **HBSV 4014 - No Title Found in Banner**

This course examines and evaluates food assistance and safety net programs in the United States and explores the policies, history, and context that lead to unequal access to healthy food. The course includes broad thought-provoking readings as well as working "on the ground": assessing supermarkets and opportunities for safe walking and biking; volunteering at a food pantry; and visiting an urban agriculture site. Students outside the Program in Nutrition are welcome, with permission from the instructor.

### **HBSV 4150 - Sports nutrition**

For nonmajors only. A practical course designed to assist health professionals give the most accurate and up-to-date information to active people to help them improve health and performance. Integration of principles of nutrition and exercise physiology and application to exercising individuals. Topics for discussion include energy expenditure, fuel substrate metabolism, specific nutrient needs, hydration, and weight issues for exercising individuals and athletes.

### **HBSV 4902 - Research and independent study in nutrition education**

Permission required. Master's degree students undertake research and independent study under the direction of a faculty member.

### **HBSV 5010 - Advanced nutrition I**

In-depth review of current knowledge and research on biochemical and physiological aspects of energy metabolism, carbohydrates, lipids and lipid metabolism, and proteins; regulation of intake and impact on health and disease.

### **HBSV 5011 - Advanced nutrition II**

In-depth review of current knowledge and research on the biochemical and physiological aspects of vitamins, minerals, and phytonutrients; applications to diet.

### **HBSV 5013 - Strategies for nutrition education and health behavior change**

Understanding and application of theoretical frameworks from the behavioral sciences and education to design and deliver food and nutrition education and physical activity promotion to various groups and to facilitate the adoption of healthful behaviors. Includes both didactic and field practice components.

### **HBSV 5014 - Analysis of current literature and research in nutrition**

Critical examination and evaluation of current controversies and issues in nutrition and food. Topics are reviewed and discussed in depth. Students learn how to analyze the medical and layperson literature concerning such topics as dietary fat and disease, calcium and osteoporosis, fruit/vegetables and cancer, weight loss regimens, supplements and alternative therapies.

### **HBSV 5015 - Nutritional epidemiology and assessment**

Study of methods for assessing food and nutrient intake, energy expenditure, and body composition and for evaluating nutritional status of individuals and communities from clinical assessments, dietary intakes, and behavioral evaluation.

### **HBSV 5016 - Food Service Operations and Management**

Nutrition professionals play an important role in food systems, food service, and management in a wide variety of settings, such as hospitals, post-acute care facilities, universities, and nongovernmental organizations. In the areas of both food service and clinical nutrition, dietitians are responsible for planning, organizing, leading, staffing, and controlling. Through Food Service Operations and Management students will gain knowledge and skills required to effectively manage food, equipment, facilities, and human resources in order to provide high quality products and services to customers. Through assignments and role playing, students will also develop important leadership and managerial skills.

### **HBSV 5018 - Nutrition and human development**

This course examines the physiologic changes and nutritional needs during pregnancy, fetal development, infancy, childhood, and adolescence. Special attention is paid to promoting positive pregnancy outcomes for both mother and baby, fetal metabolic programming, breast feeding versus formula feeding, introduction of solid foods to infants, preventing and managing food allergies, coping with picky eating, maintaining a healthy feeding relationship between caregiver and child, promoting nutritional health in children and adolescents, and preventing health and dietary problems (including eating disorders) in children and adolescents.

### **HBSV 5033 - Nutrition care process and medical nutrition therapy I**

Through this 2-course sequence, students gain the knowledge, professional attitudes and skills required to effectively assess and manage the nutritional needs of acutely, critically, and chronically ill individuals. Pathophysiology of disease and nutritional implications are examined through a variety of case studies. The Nutrition Care Process, which includes nutrition screening, assessment, diagnosis, intervention, monitoring, and evaluation, is the tool through which students learn evidence-based adaptation of diets and lifestyles in the therapeutic management of disease. All the while, the course provides a medical vocabulary that enables students to communicate with members of a healthcare team.

### **HBSV 5034 - Nutrition Care Process and Medical Nutrition Therapy II**

Through this 2-course sequence, students gain the knowledge, professional attitudes and skills required to effectively assess and manage the nutritional needs of acutely, critically, and chronically ill individuals. Pathophysiology of disease and resultant nutritional implications are examined through a variety of case studies.

The Nutrition Care Process, which includes nutrition screening, assessment, diagnosis, intervention, monitoring and evaluation, is the tool through which students learn evidence-based adaptation of diets and lifestyles in the therapeutic management of disease. All the while, the course provides a medical vocabulary that enables students to communicate with members of a healthcare team.

### **HBSV 5036 - Nutrition counseling**

This course focuses on providing students with an understanding of client-centered counseling models and practicing a variety of essential skills: nonverbal, active listening, goal assessment, motivational interviewing, and group counseling.

### **HBSV 5231 - Extended Fieldwork in Nutrition and Public Health**

A block of supervised field experience required of those pursuing an MS in nutrition and public health. Fieldwork is taken near completion of coursework. This course requires a minimum of 27 hours per week of out-of-classroom work.

### **HBSV 5241 - Dietetic Internship - Module I**

Internship in service settings in metropolitan New York, Rockland and Westchester counties, and Southern Connecticut. It includes experiences in clinical nutrition, community nutrition, food service management, and research in dietetics. Cumulative experience totals 1200 hours. Malpractice/personal liability insurance, health insurance, lab coat, and physical exam required. Special fee: \$150

### **HBSV 5242 - Dietetic internship in nutrition: Module II**

Internship in service settings in metropolitan New York, Rockland and Westchester counties, and Southern Connecticut. It includes experiences in clinical nutrition, community nutrition, food service management, and research in dietetics. Cumulative experience totals 1200 hours. Malpractice/personal liability insurance, health insurance, lab coat, and physical exam required. Special fee: \$150

### **HBSV 5243 - No Title Found in Banner**

Internship in service settings in metropolitan New York, Rockland and Westchester counties, and Southern Connecticut. It includes experiences in research in dietetics, clinical nutrition, community nutrition, and food service management. Cumulative experience totals 1200 hours. Malpractice/personal liability insurance, health insurance, lab coat, and physical exam required.

### **HBSV 5244 - No Title Found in Banner**

Internship in service settings in metropolitan New York, Rockland and Westchester counties, and Southern Connecticut. It includes experiences in food service management. Cumulative experience totals 200 hours. Malpractice/personal liability insurance, health insurance, lab coat, and physical exam required.

**HBSV 5314 - Practicum in sports nutrition**

This course will provide a practical venue for students to apply the knowledge gained through their academic coursework to the real-life situation of individuals and teams in various sports.

**HBSV 5333 - Practicum Community Service**

Practical experiences in community, food, and nutrition programs.

**HBSV 5350 - Global Foods Practicum**

In Ethnic Foods Practicum students will examine the values, practices, and beliefs of different ethnicities/cultures with regard to food. They will also explore the ways in which dietitians can better understand the cultures and food preferences/habits of their patients. Through experiences in and outside of class, students will gain skills to effectively work with patients from different backgrounds.

**HBSV 5351 - Community Nutrition Education Practicum**

In Community Nutrition Education Practicum students examine the different roles food and nutrition professionals play on the community level including their efforts to reduce food insecurity, increase food access, enhance knowledge of how to create healthy meals, and provide nutrition education. Students will discuss inequities with regard to access to healthy foods and evaluate resources created to help reduce such disparities. Students will explore how to strengthen communities and bring about change on local, national, and international levels through their coursework and experiences within different communities.

**HBSV 5352 - Medical Nutrition Therapy Practicum I**

In MNT Practicum I students gain the knowledge and skills required to effectively engage in each step of the Nutrition Care Process, which includes nutrition screening, assessment, diagnosis, intervention, monitoring and evaluation. Through role playing and coursework, students also develop and strengthen practical skills necessary to effectively work in clinical settings, such as skills related to counseling patients, writing consult notes for medical records, presenting patient case studies during rounds and at clinical conferences, and creating patient education materials. The course objective is to be able to effectively engage in each step of the Nutrition Care Process, which includes nutrition screening, assessment, diagnosis, intervention, monitoring and evaluation, and also develop and strengthen practical skills necessary to effectively work in clinical settings. As part of the course, students spend at least 37.5 hours during the 6-week session reviewing medical records, preparing for and engaging in role playing/simulations of nutrition counseling sessions, completing nutrition focused physical exams, writing consult notes, preparing and presenting patient case studies, and creating patient education materials.

**HBSV 5353 - No Title Found in Banner**

In Medical Nutrition Therapy Practicum 2 students gain the knowledge and skills required to effectively utilize the Nutrition Care Process and provide nutrition counseling to acutely, critically, and chronically ill individuals.

Students will also develop and strengthen their skills with regard to writing medical notes and presenting case studies.

### **HBSV 5354 - No Title Found in Banner**

In Medical Nutrition Therapy Practicum 3 students will have the opportunity to utilize and build upon the knowledge and skills they gained in Nutrition Care Process & Medical Nutrition Therapy I and 2, and the related practicums, through experiential learning activities at a variety of worksites. Students will strengthen their ability to effectively apply the Nutrition Care Process while working with patients/clients of different ages and backgrounds and with a wide range of medical conditions. Furthermore, students will hone their research skills. They will critically examine current research and evidence-informed practices to determine the appropriate medical nutrition therapy for complex medical conditions and they will engage in quality improvement projects to help inform best practices at their worksites. All the while, students will have multiple opportunities to hone their presentation skills. This course requires an additional 28 hours per week of out of classroom work.

### **HBSV 5355 - No Title Found in Banner**

In Foods, Community, and Management Practicum, students will have the opportunity to utilize and build upon the knowledge and skills they gained in prior courses through experiential learning activities at a variety of community nutrition and food service worksites. Students will also learn how to provide high quality products, services, and programs through effective management. In addition, students will learn important skills related to preparing for a job interview so that after graduation, when starting out and looking for employment or when doing the hiring themselves, they know how to be and identify a strong job candidate. This course requires an additional 28 hours per week or more of out of classroom work.

### **HBSV 5513 - Seminar in nutrition education: Theory and applications**

An in-depth examination of the use of current theories and research in the design, implementation, and evaluation of nutrition education interventions. Course is designed to supplement topics covered in HBSV 5013. Students may register for more than one semester.

### **HBSV 5593 - Nutrition in exercise and sport**

Discussions of interactions between exercise and nutrition as applied to health and fitness. Controversial topics emphasized. Majors in nutrition are eligible to enroll during their second year of study.

### **HBSV 5902 - Guided study in nutrition**

Permission required. Opportunity for advanced students to investigate areas of special interest in nutrition.

### **HBSV 6550 - Research seminar in nutrition**

Required of all Ed.M. and Ed.D. candidates. Discussion of current research issues and student projects. Students may register for more than one semester. This course requires at least 18 hours per week of out-of-classroom work.

### **HBSV 6551 - Research seminar in nutrition**

Required of all Ed.M. and Ed.D. candidates. Discussion of current research issues and student projects. Students may register for more than one semester.

### **HBSV 6902 - Research and independent study in nutrition**

Permission required. Open to matriculated doctoral students. Research and independent study under faculty direction.

### **HBSV 7502 - Dissertation seminar in nutrition**

Development of doctoral dissertations and presentation of plans for approval.

### **HBSV 8900 - Dissertation advisement in nutrition**

Advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For requirements, see catalog on continuous registration for Ed.D. degree.

# Reading Specialist

Department of Health Studies & Applied Educational Psychology

## Program Description

### Advanced Certificate in Literacy

#### Program Description:

The Advanced Certificate Program in Literacy has its foundation in theory and research in applied educational psychology as they relate to the cognitive, linguistic, and sociocultural factors that contribute to the acquisition of reading and writing skills in typically developing and struggling readers. The Program uses this core foundation to offer coursework that provides:

- seminal theory and research on reading acquisition and its development in core reading and writing processes and skills within a developmental framework
- the nature of both reading and writing difficulties and disability, and the effects of intrinsic/extrinsic factors as well as socio-cultural and linguistic influences on literacy development
- the roles of both formal and informal assessment in delivering reading and writing instruction
- pedagogical methods to deliver effective, evidenced-based instructional strategies and techniques in both reading and writing to children and adolescents, and by extension to adults.

Successful completion of the Certificate Program leads to New York State initial certification in Literacy (All Grades).

#### Target Population:

The Advanced Certificate is appropriate for the following professionals:

- Individuals who already possess a master's degrees and certification in a teaching area who wish to gain NYS Literacy (All Grades) certification and additional expertise working with struggling readers and writers in their own schools and related professional contexts.

- Teaching and educational professionals who have a minimum of two years' experience in their chosen field who are not interested in pursuing literacy certification but who wish to broaden their understanding of literacy assessment and intervention for struggling readers and writers (e.g., school principals and others in school leadership positions).

### **Reading Specialist M.A. degree program**

#### **This program is not currently admitting students.**

The Reading Specialist M.A. degree program provides students with a broad foundation in applied educational psychology as it relates to literacy acquisition and concentrated preparation in assessment and intervention in reading and writing difficulties. The program provides experience in working with child, adolescent, and adult learners.

Key program characteristics include the following:

- Accredited by the International Dyslexia Association
- Preparation for two New York State teacher certifications: Teacher of Literacy, Birth-6 and Teacher of Literacy, 5-12.
- Individualized and small group focus: Students are prepared to teach reading and writing to struggling readers both individually and in small groups. This prepares them to provide literacy instruction in pull-out programs, inclusion classrooms, and regular classrooms.
- Balanced literacy focus: Integration of rigorous, evidence-based word study training with authentic literacy, encompassing phonemic awareness, decoding, word recognition, reading comprehension, fluency, vocabulary development, spelling, and expressive writing.
- Assessment and intervention focus: Students learn to administer a battery of classroom-based and standardized assessment measures to identify strengths and weaknesses of individual students and groups and then to develop an intervention plan based on the assessment findings.
- Preparation to diagnose dyslexia: Students analyze a battery of standardized tests and formulate a diagnosis.
- Psychology focus: Understanding of typically developing and delayed literacy development from the vantage point of cognitive processes and their relation to race, ethnicity, language proficiency, and socio-economic status.



- Research focus: Emphasis on evidence-based (scientifically sound) intervention strategies for struggling readers.
- Lifespan perspective: Students learn to deliver assessment and intervention to individuals from preschool emergent literacy through adolescence and adulthood. Adults include adult literacy students and college dyslexics.
- Clinical experience: Students take practica in a clinic at Teachers College where they deliver services to struggling readers of all ages who come from low-income households.
- School experience: The advanced practicum may be taken at the student's own school or another selected school.
- Professional development focus: Preparation for professional development in an advanced seminar.
- Full-time students (four courses in each academic semester and summer courses) can be in-residence for one calendar year and complete the final, advanced practicum via distance learning option where feasible.

## Degrees

### Advanced Certificate

#### Literacy

Advanced Certificate

**Points/Credits:** 15

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

**Certification:**

- None

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#### Degree Requirements

**Course Requirements:** 15 points

**Fall/Spring/Summer Entry**

The Advanced Certificate Program can be completed within one academic year if needed with students taking two courses in the Fall term and three courses in the Spring. It can also be readily completed over two years. Students should know that the practicum course offered in the spring requires an additional 3 hours per week direct contact with school-aged individuals who are not meeting grade level expectations in reading and writing because of literacy difficulty, even if not formally diagnosed with a reading/learning disability. These hours are in addition to class and supervision time. Note that NYS requires practicum work with both the lower level (Pre-K to Grade 4) and upper level (Grades 5-12) of the literacy grade span.

#### HBSK 4072 (3) – Theory and Techniques of Assessment and Intervention in Reading

Provides an overview of theories and research pertaining to reading acquisition and assessment and intervention techniques for reading across the lifespan. Content is organized according to four major themes: the psychology of reading development, language structures, assessment, and intervention.

This course is offered in the Fall, Spring and Summer terms.

#### HBSK 5098 (3) – Diagnosis of Reading and Writing Disabilities

This course discusses theory and research pertaining to reading and writing disabilities, and students learn to formulate a diagnosis based on standardized, norm-referenced tests. Students obtain experience in administering, scoring and interpreting a battery of measures. The course takes a lifespan perspective in its examination of reading and writing disabilities in children, adolescents, and adults. Pre-requisite: Grade of B or better in HBSK 4072.

This course is offered in the Spring term only.

#### HBSK 5099 (3) – Writing Interventions Theory and Practice

This is a literacy course that applies research on cognitive, linguistic, affective, social, and cultural processes underlying writing performance to the development of writing interventions. Writing is discussed within the context of language and literacy development. Students learn to evaluate evidence-based writing interventions for both typically developing and special-needs populations of differing ages and in various educational settings.

This course is offered in the Fall term only.

#### HBSK 5373 (3) – Practicum in Literacy Assessment and Intervention I

This is a practicum course that prepares students to assess, analyze, and remediate literacy difficulties using research-based practices and resources. In class sessions, students learn to understand assessment and instruction across a broad spectrum of skill areas reflecting the most common areas of difficulty for struggling readers and writers. Students apply those skills in their work in the Dean-Hope Center for Educational and Psychological Services (CEPS) with individuals who have literacy difficulties. The course includes training in a structured literacy program. Pre-requisite: Grade of B or better in HBSK 4072.

This course is offered in the Spring term only.

### HBSE 4071 (3) – Language and Literacy in Literature and the Content Areas for the DHH and Students with Language Delay/Language Based Reading Disabilities

This course addresses the ‘reading to learn’ stage and explores the relationship between literacy instruction and content area study (literature, science, math, social studies). Particular emphasis is given to the reading, language mediation and study of expository materials at all levels of the curriculum. Specific teaching and learning strategies for deaf, hard of hearing and students with language delays and/or language-based reading disabilities will be covered.

This course is offered in the Spring term only.

## Faculty

### Emeriti

- Dolores **Perin** Professor Emerita of Psychology and Education

### Lecturers

- Susan Garni **Masullo** Senior Lecturer

## Courses

### HBSE 4001 - Teaching students with disabilities in the general education classroom

This course addresses problems of educational assessment, curriculum and teaching, organization, and guidance of students with physical, cognitive, affective, and sensory disabilities.

### HBSK 4072 - Theory and Techniques of Assessment and Intervention in Reading

Provides an overview of theories and research pertaining to reading acquisition and assessment and intervention techniques for reading across the lifespan. Content is organized according to four major themes: the psychology of reading development, language structures, assessment, and intervention.

### HBSK 4074 - Development of Reading Comprehension

Reading and study skills: Practical procedures based on research findings appropriate for teachers, counselors, and others. Discussion focuses on students in the middle elementary grades through young adulthood.

### **HBSK 5077 - Adult Literacy and Developmental/Remedial Education**

Online. This course provides an examination of the learning of reading and writing by adults who have not achieved full literacy. Populations discussed include students in programs including adult basic education, vocational/ career & technical education, continuing education, and developmental/ remedial education; adults with dyslexia and other learning disabilities; immigrants and others who have limited English language proficiency; students in correctional settings; and participants in adult literacy programs outside of the U.S.

### **HBSK 5098 - Diagnosis of Reading and Writing Disabilities**

Prerequisite: HBSK 4072. Presents theory and research pertaining to reading and writing disabilities. Students obtain experience in administering, scoring, and interpreting a battery of measures and learn to formulate a diagnosis based on standardized, norm-referenced tests. The course takes a lifespan perspective in its examination of reading and writing disabilities. Materials fee: \$50.

### **HBSK 5099 - Writing Interventions Theory and Practice**

This is a literacy course that applies research on cognitive, linguistic, affective, social, and cultural processes underlying writing performance to the development of writing interventions. Writing is discussed within the context of language and literacy development. Students learn to evaluate evidence-based writing interventions for both typically developing and special-needs populations of differing ages and in various educational settings.

### **HBSK 5373 - Practicum in literacy assessment and intervention I**

Prerequisite or corequisite: HBSK 4072, grade of B or better. This course prepares students to assess, analyze, and remediate literacy difficulties using research and theory. In class sessions, students learn to understand assessment and instruction across a broad spectrum of skill areas reflecting the most common areas of difficulty for struggling readers and writers. Students apply those skills in their work in the Dean-Hope Center for Educational and Psychological Services (CEPS) with an individual who has literacy difficulties. The practicum counts for 50 clock hours of field experience.

### **HBSK 5376 - Practicum in literacy assessment and intervention II**

Prerequisites: HBSK 4072, HBSK 5373 with grade of B+ or better. This course is the second of three practica that prepare students to assess and remediate literacy difficulties. HBSK 5376 utilizes a more advanced learning model in which a student works to assess and tutor a client at the Dean-Hope Center for Educational and Psychological Services (CEPS). In class sessions, students continue to learn techniques, skills, and materials for assessment and intervention for use with those who struggle with reading and writing. Students are expected to apply class content in clinical sessions with an individual with literacy difficulties. Each practicum counts for 50 clock hours weekly of field experience. Attendance at supervision sessions is also mandatory.

**HBSK 5377 - Practicum in literacy assessment and intervention III**

Prerequisites: HBSK 4072, HBSK 5376 with grade of B+ or better. This course is the third of three practica that prepare students to assess and remediate literacy difficulties. HBSK 5377 utilizes an independent learning model in which the student works to assess and tutor a small group of individuals in a school setting. The focus in this practicum is on differentiating instruction for students who are reading and writing below grade-level expectations. Students work collaboratively with classroom teachers and other school personnel while continuing to adhere to professional and ethical guidelines and standards in their assessment, teaching and preparation of documentation and reports. Materials fee: \$100.

**HBSK 5580 - Seminar in consultation and evaluation in reading**

The purpose of this seminar is to consider the implications of recent research in literacy assessment and intervention for the consultation, evaluation and professional development roles of Reading and Learning Specialists and Coaches. Materials Fee: \$50.

# School Psychology

Department of Health Studies & Applied Educational Psychology

## Program Description

The College has two programs in school psychology: (a) the Ph.D. program, which is accredited by the American Psychological Association (APA) and the National Association of School Psychologists (NASP), and (b) the Ed.M. program, which is approved by NASP. The theoretical model of our programs involves the application of psychological science to the promotion of learning and mental health in schools and other educational and mental health contexts.

The goal of the doctoral program is to train beginning-level school psychologists to work in schools, universities, research centers, testing companies and clinics that serve children, youth, and their families. Our scientist-practitioner training model consists of formal instruction and apprenticeship. Course work provides students with a strong foundation in psychological theory and research as well as its application to (a) the instruction and learning of school-related subjects, and (b) the understanding, promotion, and treatment of mental health problems. Practicum and internship experiences provide students with the opportunity to apply this knowledge directly to their work with clients. Clients are seen in a variety of contexts, including the Dean Hope Center (our College clinic) in the first year, collaborating schools in the second year (we provide school psychological services to children and youth in schools that serve children from ethnically and linguistically diverse low- and middle-income environments), organized externships in public schools, hospitals, and clinics in the New York City area in the third and fourth years, and a formal internship in the 5th year. Under close supervision by faculty, doctoral students apprentice in teaching (labs, modules for assessment courses) and clinical supervision of first-year students with practicum clients in the Dean Hope Center.

Students also take on leadership roles in research labs, admissions, faculty searches, and in mentoring younger Ph.D. students. Faculty research, all of which is cognitively, behaviorally, and/or developmentally oriented, provides yet another vehicle for students to develop and apply their knowledge.

In addition to the Ph.D. degree program, the Program in School Psychology also has a New York State Department of Education registered Ed.D option. However, this degree is not accredited by APA, and the Program has not accepted applications or admitted students to it in many years.

The goal of the Ed.M. program is to train beginning-level certified school psychologists to work in public schools. Course work provides students with a strong foundation in psychological theory and research as well as its application to (a) instruction and learning of school-related subjects, particularly reading, and (b) the understanding, promotion, and treatment of mental health in school settings. Practica and internship experiences provide students with the opportunity to apply this knowledge directly to their work with clients who are seen in the Dean Hope Center in the first year, our collaborating schools in the second year, and internships in schools in the New York City area or other parts of the country in the third year.

Specifically, we prepare school psychologists who:

- Goal 1: Demonstrate a sound theoretical foundation in psychological science and use this knowledge as scientists/practitioners to plan, conduct, and evaluate psychological and educational research
- Goal 2: Demonstrate knowledge and skills concerning fundamentals of measurement and assessment and the use of psychological and educational assessment measures in a non-biased, reliable and valid manner. Demonstrate knowledge and skills concerning the theories and tactics used to guide the design, implementation, and evaluation of effective interventions for children and adolescents and their families.
- Goal 3: Demonstrate the ability to apply theoretical knowledge and skills when consulting with teachers, parents, and other professionals.
- Goal 4: Demonstrate the ability to apply knowledge of individual cultural differences (e.g., race/ethnicity, gender, language, socioeconomic status, religion, sexual orientation, etc.) to effective professional practice in multicultural social contexts.
- Goal 5: Demonstrate (a) active involvement in the profession, (b) commitment to professional ethics and standards, and (c) commitment to lifelong learning.

## Degrees

### Master of Education

#### School Psychology: Applied Developmental and Learning Psychology

Master of Education | NY State Provisional: School Psychology

**Points/Credits:** 69

**Entry Terms:** Fall Only

**Certification:**

- NY State Provisional: School Psychology

**Degree Requirements****Master of Education (Ed.M., 69 points)****Master of Education-Regular Track (Ed.M., 69 points)**

Our National Association of School Psychologists (NASP)-accredited Master of Education program requires 69 points of coursework. The course of study stresses a firm grounding in the core areas of psychology, especially cognitive psychology, as well as in the tools traditionally used by school psychologists to apply their knowledge and skills to school settings. Completion of the Ed.M. program in School Psychology can lead to certification as a school psychologist in New York State.

Ed.M. students should plan on three years of full-time attendance, including summers. Although part-time attendance is possible, full-time attendance leads to a richer educational experience. Ed.M. students must be available to spend a minimum of one full day per week for practica in their first year and two full days per week for fieldwork in their second year. Internships are full-time.

(The fieldwork sequence conforms to the calendar of our cooperating schools, NOT to the Teachers College academic calendar.)

Suggested sequence of courses by year and semester:

**First Year**

Fall (15 credits)

- HBSK 4025 3 Professional and Ethical Functions of School Psychologists
- HBSK 5320 3 Individual Psychological Testing I
- HBSK 4074 3 Development of Reading Comprehension
- HBSK 5378 3 Psychoeducational Assessment of School Subject Differences
- HBSK 4073 3 Childhood Disorders

Spring (15 credits)

- HBSK 5321 3 Individual Psychological Testing II
- HBSK 6380 3 Psychoeducational Assessment of Culturally Diverse Students
- HBSK 5096 3 Psychology of Memory: Cognitive and Affective Bases
- HBSK 5050 3 Cognitive and Behavioral Interventions
- BBS 5068(9) 3 Brain and Behavior I

Summer (6 credits)

Session A

- HBSS 6100 3 Measurement and Program Evaluation

Session B

- ORL 5362 3 Group Dynamics: A Systems Perspective

**Second Year**



## Fall (13 credits)

- HBSK 5280 4 Fieldwork
- HBSK 6382 3 Psychoeducational Interventions in the Schools
- HBSK 6584 3 Seminar: School Psychology Consultation
- HBSK 5031 3 Families as a Context for Child Development
- HBSE 4015 3 Applied Behavior Analysis I

## Spring (13 credits)

- HBSK 5280 4 Fieldwork
- HBSK 6362 3 Group Practicum
- HBSK 4030 3 Multicultural Issues in School Psychology
- HUDM 4122 3 Probability and Statistical Inference

**Third Year**

## Fall &amp; Spring (4 credits)

- HBSK 5480 2 Internship Supervision (2 credits per semester)

**Master of Education-ABA Track (82 points)**

In addition to our regular track, the Applied Behavior Analysis (ABA) track offers students the opportunity to obtain certification as a school psychologist and a license as a Behavior Analyst (LBA) in New York State, plus meet the requirements for certification as a Board Certified Behavior Analyst (BCBA) by earning a Certificate in Applied Behavior Analysis.

Suggested sequence of courses by year and semester:

**First Year**

## Fall (16 credits)

- HBSK 4025 3 Professional and Ethical Functions of School Psychologists
- HBSK 5320 3 Individual Psychological Testing I
- HBSE 4015 3 Applied Behavior Analysis I
- HBSE 4034 1 Practicum in ABA (1 credit)
- HBSK 4073 3 Childhood Disorders
- HBSK 5378 3 Psychoeducational Assessment of School Subject Differences

## Spring (12 credits)

- HBSK 5321 3 Individual Psychological Testing II
- HBSK 6380 3 Psychoeducational Assessment of Culturally Diverse Students
- HBSK 5050 3 Cognitive and Behavioral Interventions
- HBSE 4034 0 Practicum in ABA (0 credits)
- HBSE 4044 3 Methods I: Research Methods in Pedagogy, Curriculum, and management

## Summer (14 credits)

Session A (6 credits)

- HBSE 4049 3 Professional and Ethical Issues in ABA
- HBSS 6100 3 Measurement and Program Evaluation

Session B (8 credits)

- ORL 5362 3 Group Dynamics: A Systems Perspective (one week)
- HBSE 4048 3 Working with Families with Autism
- BBS 5068 2 Brain & Behavior I

**Second Year**

Fall (17 credits)

- BBS 5069 1 Brain and Behavior II
- HBSK 5280 4 Fieldwork
- HBSK 6382 3 Psychoeducational Interventions in the Schools
- HBSK 6584 3 Seminar: School Psychology Consultation
- HBSK 5031 3 Families as a Context for Child Development
- HBSE 4045 3 Methods 2: Curr/Ped Operations for Teaching

Spring (16 credits)

- HBSK 5280 4 Fieldwork
- HBSK 6362 3 Group Practicum
- HBSE 4016 3 ABA II
- HBSK 4030 3 Multicultural Issues in School Psychology
- HBSK 5096 3 Psychology of Memory: Cognitive and Affective Bases

Summer (5 credits)

Session A

- HUDM 4122 3 Probability and Statistical Inference

Session B

- HBSE 4047 2 Record Keeping in ABA (online)

**Third Year**

Fall and Spring (2 credits)

- HBSK 5480 2 Internship Supervision (1 credit per semester)

## Doctor of Philosophy

### School Psychology

Doctor of Philosophy | NY State Provisional: School Psychology

**Points/Credits:** 90

**Entry Terms:** Fall Only

**Certification:**

- NY State Provisional: School Psychology

## Degree Requirements

### Doctor of Philosophy (Ph.D., 90 points)

Our American Psychological Association (APA)- and National Association of School Psychologists (NASP)- accredited doctoral program (Ph.D.) requires a minimum of 90 points. Students may have to complete courses in addition to those included in the curriculum if their advisor deems it necessary (e.g., an extra statistics course). Attainment of the doctoral degree prepares students for certification as a school psychologist and licensure as a psychologist. On average, doctoral students should plan on five years of full-time attendance, including summers. This includes three years of coursework, a two-semester externship in the third year, a full-year internship during the fifth year, and a dissertation.

### Suggested Sequence of Courses by Year and Semester

#### First Year

Fall (12 credits)

- HBSK5320(3) Individual Psychological Testing I\*
- HBSK4025(3) Professional and Ethical Functions of School Psychologists
- HBSK4073(3) Childhood Disorders\*
- HUDM4122(3) Probability and Statistical Inference (most semesters)
- HBSK657\_(0) Research Practicum

Spring (15 credits)

- HBSK5321(3) Individual Psychological Testing II\*
- HBSK5378(3) Practicum in Psychoeducational Assessment of School Subject Difficulties\*
- HBSK5050(3) Cognitive and Behavioral Interventions for Youth
- HBSK6380(3) Practicum in Psychoeducational Assessment with Culturally Diverse Students
- HBSE 4015(3) Applied Behavior Analysis I
- HBSK657\_(0) Research Practicum

Summer (6 credits)

- HUDM5122(3) Applied Regression Analysis (most semesters)
- ORL5362(3) Group Dynamics: A Systems Perspective (most semesters)

#### Second Year

Fall (13 credits)

- ORLJ5040(3) Research Methods in Social Psychology
- HBSK5280(4) Fieldwork in School Psychological Services
- HBSK6584(3) Seminar: School Psychology Consultation

- HBSK6382(3) Advanced Practicum in Psychoeducational Interventions in Schools
- HBSK657\_(0) Research Practicum

#### Spring (18 credits)

- HBSK5031(3) Family as the Context for Child Development
- HBSK657\_(0) Research Practicum
- HBSK5280(4) Fieldwork in School Psychological Services
- HBSK 6362(3) Group Work with Children & Adolescents
- HBSK 4030 (3) Multicultural Issues in School Psychology
- BBS 5069 (2) Brain and behavior I

#### Summer (8 credits)

- HUDM5059(3) Psychological Measurement
- HUDM5123(3) Linear Models and Experimental Design
- BBS 5069 (1) Brain and behavior II

### Third Year

#### Fall (5 credits)

- HBSK5271(2) Supervised Externship in Psychoeducational Practice (Section 1)
- HBSK657\_(0) Research Practicum
- HUDK6520(3) Seminar in Lifespan Developmental Psychology (offered every other year)
- HBSK4074(3) Development of Reading Comprehension

#### Spring (6 credits)

- HBSK5096(3) Psychology of Memory: Cognitive and Affective Bases
- HBSK5271(2) Supervised Externship in Psychoeducational Practice (Section 1)
- HBSK5273(1) Supervised Experience in Supervision
- HBSK 6383 (3) Neuropsychological Assessment of Children and Adults
- HBSK657\_(0) Research Practicum:

#### Summer (3 credits)

- CCPX6020(3) History and Systems of Psychology

### Fourth Year

#### Fall (4 credits)

- ORLJ5540 (3) Pro-seminar in Social Psychology
- HBSK7503(1) Dissertation Seminar\*\*
- HBSK5271(0) Supervised Externship in Psychoeducational Practice (Section 2)

#### Spring (0 credits)

- HBSK5271(0) Supervised Externship in Psychoeducational Practice (Section 2)
- HBSK8902(0) Dissertation Advisement

### Fifth Year

- HBSK6480(0) School Psychology Internship

**PLEASE NOTE**

**The following courses, which are included in a fall or spring semester in the suggested sequence can be taken in the summer. However, before deciding to take any of the following in the summer, please consult with your advisor.**

1. HUDM4122, Probability and Statistical Inference (most semesters)
2. HBSK4074, Development of Reading Comprehension

## Faculty

### Faculty

- Prerna **Arora** Associate Professor of Psychology and Education
- Melissa **Collier-Meek** Associate Professor of Psychology and Education
- Benjamin **Lovett** Associate Professor of Psychology and Education

### Emeriti

- Ann E **Boehm** Professor Emerita of Psychology and Education
- Marla Ruth **Brassard** Professor Emerita of Psychology and Education
- Dolores **Perin** Professor Emerita of Psychology and Education
- Stephen T **Peverly** Professor Emeritus of Psychology and Education
- Philip A **Saigh** Professor Emeritus of Psychology and Education

### Lecturers

- Roseanne Christine **Gotterbarn** Lecturer
- Helen **Stevens** Lecturer

### Adjunct Faculty

- Kristene Anne **Doyle** Adjunct Full Professor
- Jennifer **Hope** Adjunct Assistant Professor
- Kamauru **Johnson** Adjunct Assistant Professor
- Michael Jerome **Koski** Instructional Staff
- Amy **Margolis** Adjunct Associate Professor

- Erica M. **Miller** Adjunct Assistant Professor

## Instructors

- Katherine L **Durham**
- James Francis **Sumowski**

# Courses

## **HBSK 4025 - Professional and ethical functions of school psychologists**

Permission required. Overview of issues associated with the school psychologist's roles within educational settings including assessment, intervention, and consultation. Education and disability law and ethics are stressed.

## **HBSK 4072 - Theory and Techniques of Assessment and Intervention in Reading**

Provides an overview of theories and research pertaining to reading acquisition and assessment and intervention techniques for reading across the lifespan. Content is organized according to four major themes: the psychology of reading development, language structures, assessment, and intervention.

## **HBSK 4073 - Childhood Disorders**

Information involving the symptoms, life-course, prevalence, and etiology of a number of psychiatric disorders that are manifested in childhood and adolescence is presented. Information involving assessment and treatment is also considered. This course considers psycho-educational assessment, diagnosis, and treatment of child and adolescent disorders. A testing lab is included.

## **HBSK 4074 - Development of Reading Comprehension**

Reading and study skills: Practical procedures based on research findings appropriate for teachers, counselors, and others. Discussion focuses on students in the middle elementary grades through young adulthood.

## **HBSK 5031 - Family as a context for child development**

Prerequisite: Any introductory developmental psychology course. Examines theories of family functioning and empirical evidence of family processes that mediate child and adolescent development outcomes. Emphasis on family factors associated with children's cognitive, emotional, and academic development, including home-school collaboration and social functioning within cultural contexts.

### **HBSK 5050 - Cognitive and Behavioral Interventions for Youth**

This course is intended to provide graduate students in psychology with an introduction to the application of cognitive behavioral interventions for the treatment of childhood disorders. The theoretical foundations of major cognitive-behavioral therapies for the treatment of psychological disorders will be studied. Treatment skills, including clinical interviewing and basic therapeutic skills, will be presented. Further, empirically supported therapeutic interventions for some of the most common psychological disorders experienced by school age children will be discussed. An introduction to cognitive behavioral case formulation and individual treatment planning will be integrated throughout the class. Empirical data pertaining to the use and efficacy of cognitive behavioral interventions with diverse populations will be reviewed. Ethical considerations will be presented and highlighted.

### **HBSK 5085 - Observing and assessing preschool children**

Overview of assessment procedures used with preschool and kindergarten-age children including review of related tests, the development of observation procedures, and the development of screening programs. Materials fee: \$75.

### **HBSK 5096 - The psychology of memory: Cognitive and affective bases**

The course focuses on several themes related to cognition and affect: historical and philosophical foundations, the effects of context. An analysis of perspectives on human memory with particular attention to knowledge, attention, strategic processes, meta-cognition, transfer, and context. The application of this information to practice is stressed.

### **HBSK 5271 - No Title Found in Banner**

Supervised experience in a school, hospital, or community clinic focusing on psychoeducational assessment, counseling, remediation, and consultation. Prerequisite: HBSK 5280. Students can register for this course up to six times.

### **HBSK 5273 - Supervised fieldwork in remedial reading and school difficulties: Supervised experience in supervision**

Advanced doctoral students are supervised in their supervision of the comprehensive psychoeducational assessments with clients in the Center for Educational and Psychological Services performed by first-year school psychology students enrolled in HBSK 6380.

### **HBSK 5280 - Fieldwork in school psychological services**

Permission required. Limited to second-year students in School Psychology. Must be taken concurrently with HBSK 6382-HBSK 6383. Supervised school-based experience in psychoeducational practice (two days per week for the entire academic year). Includes university-based supervision. Supervisory fee: \$100.

### **HBSK 5320 - Individual Psychological Testing I**

Permission required. This is a year-long course open to Ed.M. and doctoral students in School Psychology. Background, administration, and interpretation of major psychological tests from both nomothetic and ideographic perspectives. Both courses cover the administration of major cognitive and personality measures and the interpretation and integration of data into case reports. Lecture plus lab/supervisory section. Supervisory fee: \$100; materials fee: \$50 per term.

### **HBSK 5321 - Individual Psychological Testing II**

Permission required. This is a year-long course open to Ed.M. and doctoral students in School Psychology. Background, administration, and interpretation of major psychological tests from both nomothetic and ideographic perspectives. Both courses cover the administration of major cognitive and personality measures and the interpretation and integration of data into case reports. Lecture plus lab/supervisory section. Supervisory fee: \$100; materials fee: \$100 per term.

### **HBSK 5378 - Practicum in Psychoeducational Assessment of School Subject Differences of Monolingual and Culturally and Linguistically Diverse Students**

Covers the assessment of academic skills, especially reading and cognitive functioning. The administration, scoring, and meaningful interpretation of test performance are addressed. Students work in pairs with client.

### **HBSK 5480 - School Psychology Internship (Ed.M.)**

Permission required. Limited to Ed.M. or doctoral students in school psychology. Supervised experience in the delivery of psychological services in approved and appropriate agencies, institutions, and schools.

### **HBSK 6362 - Group Work Children & Adolescents**

The course, through lectures, experiential activities and in-class supervision, prepares school psychologists in training to plan for and lead counseling and psychoeducation groups for children and adolescents in schools.

### **HBSK 6380 - Practicum in psycho-educational assessment with culturally diverse students**

Permission required. Supervised experience in psychoeducational assessment, including observation, interviewing, and testing of children and youth from culturally diverse backgrounds; integration and interpretation of data. Consideration of intervention procedures. Students work with clients in the Dean Hope Center. Additional supervisory session required. Supervisory fee: \$100. Materials fee: \$50.

### **HBSK 6382 - Advanced practicum in psycho-educational interventions in schools**

Permission required. Concurrent registration in HBSK 5280 required for all School Psychology students. Cognitive-behavioral interventions with children, adolescents, and their families. Special fee: \$75.



### **HBSK 6383 - Neuropsychological Assessment of Children and Adults**

Permission required. Prerequisites: HBSK 5320 and either BBSN 5033 or BBSN 5070. Analysis, administration, and interpretation of special procedures used to assess brain damage/dysfunction in adults and children. Special fee: \$35.

### **HBSK 6480 - School Psychology Internship (Ph.D.)**

Permission required. Limited to Ed.M. or doctoral students in school psychology. Supervised experience in the delivery of psychological services in approved and appropriate agencies, institutions, and schools.

### **HBSK 6570 - Research in applied educational psychology: Neurosciences and Education**

Permission required. Prerequisite: familiarity with statistical procedures and research design. Students participate in ongoing research or other special projects under the direction of a faculty member.

### **HBSK 6571 - Research in applied educational psychology: Family Well-being and Developmental Disabilities**

Permission required. Prerequisite: familiarity with statistical procedures and research design. Students participate in ongoing research or other special projects under the direction of a faculty member.

### **HBSK 6572 - Research in Applied Educational Psychology: Minoritized Youth and School Mental Health**

Permission required. Prerequisite: familiarity with statistical procedures and research design. Students participate in ongoing research or other special projects under the direction of a faculty member.

### **HBSK 6574 - Research in applied educational psychology: Cognitive processes related to studying**

Permission required. Prerequisite: familiarity with statistical procedures and research design. Students participate in ongoing research or other special projects under the direction of a faculty member.

### **HBSK 6576 - Research in applied educational psychology: Acquisition of reading and writing ability**

Permission required. Prerequisite: familiarity with statistical procedures and research design. Students participate in ongoing research or other special projects under the direction of a faculty member.

### **HBSK 6577 - Research in applied educational psychology: Psychoeducational aspects of deafness**

Permission required. Prerequisite: familiarity with statistical procedures and research design. Students participate in ongoing research or other special projects under the direction of a faculty member.

### **HBSK 6578 - Research: School Psychology**

Permission required. Prerequisite: familiarity with statistical procedures and research design. Students participate in ongoing research or other special projects under the direction of a faculty member.

### **HBSK 6584 - Seminar: school psychology consultation**

In this course, students develop and practice basic skills in school consultation and counseling. Through readings, discussions, presentations, and role plays, students demonstrate an understanding of counseling theories and approaches, approaches to consultation, as well as practices consistent with professional ethics and legal standards. Students reflect on their own cultural background and acquire knowledge relevant to cross-cultural consultations.

### **HBSK 7503 - Dissertation Seminar**

Permission required.

### **HBSK 8902 - Dissertation Advisement**

Permission required. Individual advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For more information please see section on continuous registration for Ed.D. degree.