



Teachers College
COLUMBIA UNIVERSITY

Academic Catalog 2023-2024

Other Areas of Interest

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The Department of Other Areas of Interest

Our Mission

Teachers College degree programs have always provided a way for students to pursue formal study in a wide array of conventional disciplines. In addition, the College offers a number of non-degree programs and opportunities to explore a range of areas of interest that provide education in and out of the classroom and across the lifespan.

Interdisciplinary Studies in Education

Department of Other Areas of Interest

Program Description

This Academic Program is designed for students who have interests in an area of specialization not offered at the College, but for which a coherent and integrated degree program may be developed through the selection of a combination of current course offerings from several different disciplines or Academic Programs at Teachers College.

Limited to areas of study at Teachers College, admission to the Interdisciplinary Studies in Education program is granted only if the designed program of study cannot be pursued through one of the established areas of specialization, many of which have a sufficient degree of flexibility to permit an interdisciplinary approach to a field of study. All Teachers College professors are eligible to serve as advisors and the applicant is required to seek the support of a minimum of two advisors from the relevant disciplines represented in the proposed program of study as part of the application process. For the M.A. or Ed.M. degree a comprehensive examination, essay, or special integrative project is required.

Contact the Admission Office (212) 678-3710 for a more detailed description of the Program and procedures for applying.

Interdepartmental Doctoral Specialization in Teacher Education

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Program Description

No Description Exists in the Catalog for this Program

Conflict Resolution

Department of Other Areas of Interest

Program Description

The Program in Conflict Resolution is a concentration of courses aimed at developing core competencies for reflective scholars/practitioners. It is offered both as a track in the Master of Arts and Doctoral programs in Social-Organizational Psychology and, in whole or in part, as a complement to the studies of students throughout the College. The courses are offered by the International Center for Cooperation and Conflict Resolution (ICCCR), whose mission is to help individuals, schools, communities, businesses and governments better understand the nature of conflict and how to achieve its constructive resolution.

Advanced Certificate in Cooperation and Conflict Resolution

Students interested in receiving an Advanced Certificate in Cooperation and Conflict Resolution must complete a sequence of six courses:

- ORLJ 5340 Adaptive negotiation & conflict resolution
- ORLJ 6040 Fundamentals of cooperation, conflict resolution and mediation in different institutional settings
- ORLJ 6350 Conflict Resolution: Advanced Methods for Identity and Intergroup Conflict
- ORLJ Elective An ICCCR-sponsored elective course; electives vary semester to semester
- ORLJ 5012 Organizational internship (in community mediation or an organizational setting)

For more information regarding graduate studies in cooperation and conflict resolution, visit our website: www.tc.edu/icccr. If you have questions, please contact the ICCCR office at (212) 678-3402, or email us: icccr@tc.edu.

Note: Students who take these courses on a non-credit basis will be awarded a Cooperation and Conflict Resolution Certificate of Completion.

Continuing Professional Studies

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Program Description

Teachers College, Columbia University's Continuing Professional Studies (CPS) offers non-credit programs that are designed to take both a practical and innovative approach to professional development and learning. We offer educational programs that leverage TC's world-renowned faculty and thought leadership in the College's four core areas of expertise: health, education, leadership, and psychology. Several online programs and courses are available allowing professionals to access Teachers College from around the world.

Education Policy Studies

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Program Description

The breadth and depth of education policy studies at Teachers College is unmatched at any other school of education in the United States. Teachers College faculty who teach education policy courses include economists, lawyers, political scientists, psychologists, and sociologists as well as specialists in a wide range of interdisciplinary areas such as early childhood education, K-12 school reform, higher education policy, and law and education policy. Thus, policy courses and research at Teachers College are grounded in a full range of disciplinary and interdisciplinary perspectives.

Many education policy faculty members focus on the U.S., particularly the special challenges facing large cities, but we also have a very strong cadre with research and teaching interests in comparative and international education. Methodologically, we prepare students in quantitative, qualitative and mixed-methods approaches, and we encourage students to learn methods by doing original research of their own or through organized team projects. In addition to our emphasis on research and teaching, Teachers College policy faculty work closely with legislators, governors and other policy makers.

Family and Community Education

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Program Description

Teachers College has long recognized that the family is a fundamental educational institution. Those concerned with education will benefit from considering how education proceeds within families and how families are linked with other educational institutions in the community: e.g., schools, daycare centers, healthcare and social service agencies, the media, libraries and museums, parks, and religious institutions.

Values, attitudes, norms, self-concepts, and expectations are formed, sustained, and modified in families as different generations teach and learn from each other through observation, participation, and instruction.

Families also mediate and thereby transform the influences of other educational institutions on their members. Since education takes place in a broad range of institutional and interpersonal settings, it is also important to understand how individuals engage in, move through, and combine these various educational experiences over a lifetime. Moreover, efforts to improve education often entail attempts to change families or their connections with other institutions. Thus, an understanding of families is significant for educational policy, practice, and research. Families are subject to numerous sources of change. The household composition, interpersonal relationships, and kin networks of the same family may change significantly from one stage of the life-cycle to another and in connection with geographic and social mobility. During periods of rapid demographic, economic, and technological change, it becomes especially important for educators to examine families and to consider such issues as how new forms of transportation and communication technology are modifying information processing in family settings.

Given the complex connections of families with other institutions in the community, the variety of forms of the family in modern societies, and the numerous teaching and learning activities that take place in family settings, insights from a wide range of scholarly disciplines can be utilized in attempting to understand and help shape the educational role of modern families. Teachers College has a distinguished tradition of study and research on families and communities as educators.

The Elbenwood Center for the Study of the Family as Educator (Professor Hope Jensen Leichter, Director), The Institute for Urban and Minority Education, The Rita Gold Early Childhood Center, the Center for Children and Families (Professors Sharon Lynn Kagan and Jeanne Brooks-Gunn, Co-

Directors), and several departments within the College offer opportunities for study and research related to families. Additional opportunities for the interdisciplinary study of families and communities as educators can be arranged with advisors.

Students interested in including elective studies in Family and Community Education in their degree programs should talk with Professor Hope Jensen Leichter.

Other interested faculty members include:

- Professor Jeanne Brooks-Gunn
- Professor Sharon L. Kagan
- Professor Victoria J. Marsick
- Professor Hervé Varenne
- Professor Barbara Wallace

General Offerings

Department of Other Areas of Interest

Program Description

Master's and Doctoral Candidates

IND 4000. Masters candidate (0)

This course is open to all degree students in programs who need to maintain registration but are not registering for any courses in a given semester. Students should review their status with an advisor prior to registration. Registration is limited to four terms. Fee: current Teachers College fee for the semester of registration.

IND 5000 Independent Research (0)

This course is open to all degree students who are engaging in non-credit independent research (e.g., working towards a dissertation proposal, dissertation manuscript, or other academic project) and need to maintain registration but are not registering for any regular courses in a given (summer) semester. This course requires a minimum of 18 hours per week of independent research outside of the formal setting. This course is offered for zero points, and does not carry the non-refundable College Fee. Retroactive registration is not permitted. This course can only be taken up to four times and may not be used in lieu of any degree requirements or to satisfy the College's continuous enrollment policy. Registration for this course must be completed by the Office of the Registrar with permission from the student's research advisor. This course does not provide full-time status for Federal Title IV Aid purposes. This course is offered in the summer term only.

IND 6000. Doctoral candidate (0)

This course is open to all degree students in doctoral programs who need to maintain registration but are not registering for any courses in a given semester. Students should review their status with an advisor prior to registration. Registration in this course does not satisfy a student's obligation for continuous doctoral dissertation registration. Registration is limited to six terms. Fee: current Teachers College fee for the semester of registration.

Law and Educational Institutions

Department of Other Areas of Interest

Program Description

In schools and postsecondary institutions, public and private, legal considerations play a central role in questions of educational governance, finance, curriculum, instruction, admission, staffing, accountability, equality of opportunity, and school reform. It is therefore important for policy analysts, administrators, policy makers, advocates, teachers, and communities to understand law in its many forms – constitutional provisions, statutes, regulations, policies, court decisions, administrative regulations, and collective bargaining agreements, among others. There is also a growing need for effective collaboration between educators, lawyers, and researchers; such collaboration not only helps avoid costly and divisive litigation but provides a powerful tool that can be used to advance important educational objectives.

This is not a degree program, nor is it a certificate program. Coursework in education law may be taken in connection with degree programs in most Teachers College Departments. For course descriptions, please see course listing in the Department of Education Policy and Social Analysis.

EDPA 4086 Law and education: Regulation, religion, free speech, and safety (3)

EDPA 5016 Educational equality: The role of law (3)

EDPA 4033 Comprehensive Educational Opportunity (3)

EDPA 5880 School Law Institute (3)

Various topics courses, including Social Science, Education Policy, and the Courts (3)

Urban Education

Department of Other Areas of Interest

Program Description

Through its various Departments and Academic Programs, Teachers College, located in the heart of one of the world's largest cities, has a wide range of opportunities for instruction, research, and service in the field of urban education. Individual programs of study may be arranged for students whose major interest is in the areas of teaching, bilingual education, counseling, administration, supervision, special education, research, teacher education, or other professional roles. Special attention is given to prospective teachers and other school personnel; to persons with leadership responsibility for educational planning and program development; and to individuals interested in research and experimentation.

Most Departments and Programs at Teachers College give special attention to students primarily concerned with education in the urban setting. In addition to courses which focus primarily on urban education, many courses do include attention to education in urban settings.

For study possibilities, students should contact the Program Director in which their professional interests lie. The Ed.D. degree program in Curriculum and Teaching offers an area of focus in Urban Education for those primarily concerned with instruction, whether in schools or in other educational environments.

Teachers College is also involved in educational program development and evaluation of urban programs. This research-service function is carried on with selected New York City schools and with other school systems in metropolitan areas.

Of particular interest in this regard is the Institute for Urban and Minority Education (IUME), which gives special emphasis to research, development, training and service programs designed to improve education in the nation's cities and for minority group members.

The Institute investigates a wide range of factors that influence educational success and failure. It provides technical assistance to schools; opportunities for students and faculty to engage in research and development activities; and, supervised and independent study jointly arranged between the Institute and appropriate academic departments.

For further information, address inquiries to the Department Chair of the area of specialization.

General offering

IND 4033. Problems and programs in urban education (2-3)

Knowledge, insights, and understandings emerging from theory, research, and practice, concerning urban education.