



**Teachers College**  
COLUMBIA UNIVERSITY

# Academic Catalog 2024-2025

## 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, learning, and social-emotional well-being 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 academic, social-emotional, and other challenges faced by individuals, families, and communities..

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

**Points/Credits:** 47

**Entry Terms:** Fall

**Certification:**

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

#### 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 two semesters 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

### Special Education: 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 semester during which it is offered as a class; 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 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** Professor of Psychology and Education
- Maithri **Sivaraman** Assistant Professor of Psychology and Education

### Emeriti

- R Douglas **Greer** Professor Emeritus 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
- JeanneMarie **Speckman** Adjunct Assistant Professor

# 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 - No Title Found in Banner**

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 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 prepared 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 | NY State Initial: 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 and Children with Language Learning Disabilities
- 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 requirements are listed in the Office of Teacher Education section of the catalog.

## Deaf and Hard of Hearing

Master of Arts

**Points/Credits:** 32-36

**Entry Terms:** Spring, Summer, Fall

**Certification:**

- None

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## Degree Requirements

- Development for the Deaf or Hard of hearing with Language Learning Disabilities
- 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
- Out of program electives

#### 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 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

**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 with Language Learning Disabilities (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/Early Childhood Education

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

**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

## 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/Elementary Education

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

**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

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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.

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 with Language Learning Disabilities (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/Reading Specialist

Master of Education | 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

**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 with Language Learning Disabilities (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

### Special Education: Deaf and Hard of Hearing

Doctor of Philosophy

**Points/Credits:** 84

**Entry Terms:** Fall

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### Degree Requirements

ard 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

### Visiting Faculty

- Elaine Rebecca **Smolen** Visiting Assistant Professor

### Lecturers

- Maria C. **Hartman** Senior Lecturer

### Adjunct Faculty

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

### Instructors

- Elizabeth Anne **Rosenzweig**

## 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.

# Health Education

Department of Health Studies & Applied Educational Psychology

## Program Description

Welcome to the Program in Health Education at Teachers College

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 (75 points, 30 of which may be transfer credits)

Our interdisciplinary degree programs are designed to prepare students to pursue impactful research and practice that will positively shape the health and well-being of communities across the life span in a wide range of occupational settings. All of our degree programs focus on a common theme of reducing health disparities through public health education and health promotion for individuals, families, and communities, and through the development and implementation of evidence-based programs, policies, and practices.

Our approach to professional preparation is predicated on informed decision making, self-determination, and environmental changes that advance population health and health equity. Students learn about data-informed approaches and practice-based evidence to help ensure that educational approaches are acceptable to their intended audience, feasible to implement, scalable, and effective. Rooted in the social and behavioral sciences, the Health Education faculty have prepared 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 systems; and policy institutes.

The Program in Health Education specializes in preparing the leaders needed to address some of the most pressing social crises and public health issues of our time, including chronic disease prevention, reproductive health, mental health, gun violence, and other forms of aggression such as in-school and cyber bullying, HIV/AIDS, climate science, pandemic preparedness, adverse childhood experiences, and many other salient topics. Uniquely situated within a school of education, our programs support students to pursue the links between health and learning, to engage in collaborative research directly with teachers and school leaders, and to lead evidence-informed advocacy efforts that advance policies that foster positive outcomes for children. .

The majority of advanced graduate seminars feature small class sizes with accessible faculty. Ongoing academic support helps ensure high rates of timely degree completion and active support for students as they pursue internship and job opportunities. Our program features faculty with a significant and consistent record of external research grant funding, publications in leading peer-reviewed scientific journals, and who are 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 promotion and education. Our program actively seeks to prepare students to promote health, prevent disease, reduce injury, and advance health equity. We do this work in direct partnerships with institutions, organizations, and agencies in New York City, the surrounding region, nationally, and globally—including in schools, hospitals, clinics, worksites, governmental agencies, and in collaboration with numerous nonprofit organizations.

- Our vision 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 local, national and international communities.

### 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 via our collective commitment to justice, equity, diversity, and inclusion.

### 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 exceptional community health practitioners and public health researchers equipped with foundational knowledge and practical skills.
2. Provide students with an engaging inclusive, and supportive learning environment.
3. Provide students with individualized support to complete their studies in a timely fashion and facilitate their professional development.

### Research Goals

The Program strives to advance and disseminate the evidence-base for behavioral and social science serving as the foundation for public health and education. We foster exposure to rich and varied programs of research and using multiple types of data 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, governmental agencies, 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.

### Commitment to justice, equity, diversity, and inclusion

Our program - through our collective scholarship, teaching, mentoring, curricula, and service - is deeply committed to facilitating a community that prioritizes justice, equity, diversity, and inclusion. Our program seeks to recruit and retain a diverse student body, faculty, and staff as the multicultural setting for accomplishing our goals—ensuring diversity across race, gender, immigrant status, geography, discipline, disability status, among others.. In addition and to ensure our students are as well-supported as possible, all TC 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.

### Student support and development

Our Program is committed to fostering and supporting the preparation and careers of our incredibly talented students. To accommodate our growing and diverse student body, our Program offers numerous courses in an online or “hybrid” format, so that students may have the option of attending in-person or online. In addition, our Program’s core courses are often offered multiple times per year to support timely degree completion. And our program faculty work closely with each student to identify potential sources of funding, research, internship, and job opportunities, providing letters of recommendation, among many other opportunities for support and professional development.

## 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 promotion and education to program development and implementation.

The program of study enables students to prepare for professional practice as a health education specialist or public health practitioner in numerous settings including community-based organizations, hospitals, research institutes, institutes of higher education, government agencies, and many others. The M.A. degree can also serve to prepare qualified students to go on for more advanced professional study in health promotion and education or other 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)..

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, Media and Technologies Design; 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. And our This mission includes promoting health, preventing disease, reducing injury, and advancing health equity locally, nationally, and globally. , 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:** 75

**Entry Terms:** Spring, Summer, Fall

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### Degree Requirements

The Doctor of Education (Ed.D.) Degree Program in Health Education requires students to complete a minimum of 75 points of course work with (up to 30 transfer credits), a Certification Examination, and a dissertation project that can be successfully defended. The objective of the program is to prepare professionals from a broad array of backgrounds for leadership roles in research, teaching, and service that can be directed toward improving population health and achieving health equity throughout various community settings, including healthcare, schools, workplaces and community, governmental and nonprofit agencies. To achieve this objective, students in the program are prepared to develop, implement and evaluate interventions and policies that can influence health at the individual, group, and societal levels.

Upon completion of the program, a graduate of the doctoral program in health education will demonstrate:

- A broad understanding of the history and value of theoretical knowledge found in the behavioral and social sciences that underlies the study of health behavior and health education, as well as the scientific basis of public health more broadly and the role that health education plays in achieving national public health goals and objectives (Healthy People 2030);
- The ability to critically evaluate scientific literature and evidence, and synthesize and apply scientific knowledge in the development of new conceptual models and testable research hypotheses that have potential to contribute to new knowledge to inform effective practice;
- A critical understanding of and ability to apply the principles of scientific method, mixed-methods research and evaluation, including quantitative and qualitative methods, to the study of pressing health problems or the evaluation of interventions designed to improve human health at the individual, group, and societal levels; and
- The professional skills of scientific writing and oral presentation to communicate the results and implications of the dissertation research with professional clarity, as well as those of grant-writing, teaching, ethical practice and service to the field.

## Courses and Requirements

### 1. Major (30 points)

#### a. Basic Core Courses (Required 9 points)

- HBSS 4100 Behavioral and Social Science Foundations of Health Education (3)
- HBSS 4102 Principles of Epidemiology in Health Promotion (3)
- HBSS 4160 Introduction to Biostatistics for Community Health Educators (3)

#### b. Advanced Core Courses (Required 12 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)

#### c. Elective Courses (Required 9 points from among the following):

- HBSS 4012 Eating Disorders (3)
- HBSS 4110 Health Promotion for Children & Adolescents (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 4116 Health Education for Teachers (3)
- HBSS 4117 HIV/AIDS Epidemiology and Education (3)
- HBSS 4118 Principles of Health Related Behavioral and Social Change: Initiation to Maintenance (3)
- HBSS 4122 Women's Health (3)
- HBSS 4161 Environmental Health (3)
- HBSS 5113 Community Health Analysis (3)
- HBSS 5408 Practicum in Individual Health Advisement (3)
- HBSS 5410 Practicum in Health Education (3)
- HBSS 6145 Health Psychology (3)
- Another course approved by your advisor (3)

2. Broad and Basic Areas of Professional Scholarship and Practice (9 Points to be taken out of the Program and Department that have been approved by your advisor)

3. Research, Scholarship and Inquiry: Methods of Evaluation, Statistics, and Dissertation Research (30 Points)

a. Courses in Research Methods (Required 6 points from among the following, with the recommendation of the Faculty to take one qualitative methods course and one quantitative methods course)

- EDPS 5020 Survey Research Methods (3)
- HBSS 5040 Research Methods in Health and Behavior Studies (3)
- HUD 4120 Methods of Empirical Research (3)
- ORL 6500 Qualitative Research (3)
- ORLJ 4009 Understanding Behavioral Research (3)
- Another course approved by your advisor (3)

b. Courses in Statistics, Measurement, and Evaluation (Required 9 points from among the following)

- EDPS 5646 Evaluation of Educational and Social Programs (3)
- HUDM 4050 Introduction to Measurement (3)
- HUDM 4122 Probability and Statistical Inference (3)
- HUDM 5122 Applied Regression Analysis (3)
- HUDM 5123 Linear Models and Experimental Design (3)
- HUDM 6026 Computational Statistics (3)
- Another course approved by your advisor (3)

c. Research Seminar and Preparation of the Dissertation (Required 12 Points)

- HBSS 6510 Research Seminar in Health Education (2 terms: 6 points)
- HBSS 7501 Dissertation Seminar in Health Education (2 terms: 6 points)
- HBSS 8900 Dissertation Advisement in Health Education (0)

d. Preparation for the Oral Defense of the Dissertation (Required 3 points)

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

#### 4. Elective Courses, Additional Research or Independent Study (6 Points)

- HBSS 6901 Research and Independent Study in Health Education (3)
- Another course approved by your advisor (3)

## Faculty

### Faculty

- John P **Allegrante** Charles Irwin Lambert Professor of Health Behavior and Education
- Charles E **Basch** Richard March Hoe Professor of Health and Education
- Jennifer W. **Cadenhead** Executive Director/ Assistant Research Professor
- Pamela Ann **Koch** Mary Swartz Rose Associate Professor of Nutrition and Education
- Sonali **Rajan** Professor of Health Education
- Randi L. **Wolf** Ella McCollum Vahlteich Professor of Human Nutrition

### Visiting Faculty

- Michelle Lisa **Odlum** Visiting Professor

### Emeriti

- Kathleen Ann **O'Connell** Isabel Maitland Stewart Professor Emerita of Nursing Education
- Barbara C. **Wallace** Professor Emerita of Health Education

### Adjunct Faculty

- Ellyce Michelle **Dipaola** Adjunct Assistant Professor
- Robert E **Fullilove** Adjunct Full 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:** Summer, Fall

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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 (Adolescence - Grades 7-12)

Master of Arts | NY State Initial: Students with Disabilities 7-12

**Points/Credits:** 38

**Entry Terms:** Fall

**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 (Childhood - Grades 1-6)

Master of Arts | Dual Certification: NY State Initial: Students with Disabilities 1-6, NY State Initial: Childhood 1-6

**Points/Credits:** 43

**Entry Terms:** Fall

**Certification:**

- Dual Certification: NY State Initial: Students with Disabilities 1-6, NY State Initial: 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) 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 - Adolescence (Teaching Residents Program)

Master of Arts | NY State Initial: Students with Disabilities 7-12

**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)

## Intellectual Disability/Autism - Childhood (Peace Corps Fellows)



Master of Arts | Peace Corps Fellows Cohort: NY State Transitional B: Students with Disabilities 1-6 NY State

Transitional B: Childhood 1-6

**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

## 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

## Severe or Multiple Disabilities: Annotation

**Points/Credits:** 32**Entry Terms:** Fall**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 (Early Childhood - Birth-Grade 2)

Master of Education | Dual Certification w/ Early Childhood: NY State Initial: Students with Disabilities Birth-2, NY State Initial: Early Childhood Birth-2

**Points/Credits:** 60

**Entry Terms:** Fall

**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 (Ed.M.) 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

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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

### Special Education: Intellectual Disability/Autism

Doctor of Philosophy

**Points/Credits:** 84

**Entry Terms:** 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: 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 the Applied Sciences of Learning and 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** Senior 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 - Instructional Design and Positive Behavior Supports for Students with Disabilities**

This course will focus on curriculum developed and research-validated methods of instruction from early childhood through adolescence highlighting instructional design and delivery for learners with disabilities including the creation of accessible curriculum across disciplines. This course is designed to provide students with an understanding of the theoretical foundations of both classroom management and behavior, with a focus on proactive and preventative approaches to supporting positive student behavior. Additional course topics include the application of evidence-based approaches to addressing challenging behaviors, including the collection and analysis of student behavioral data and the development of function-based behavioral interventions to engage and support all learners.

### **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 - Children's Development and Individual Differences: Autism and Intellectual Disabilities**

The focus of this course is on human growth and development in infancy/early childhood through adolescence with an emphasis on physical, cognitive, and social-emotional developmental processes. The course will examine how individual differences in development are related to children's support needs and learning experiences, with a particular focus on autism and intellectual disabilities.

### **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.



# 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.

The Teachers College Program in Nutrition aims to prepare graduates to take a wide range of nutrition positions and 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. 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.

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 levels. 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 welcome diverse students, empowering them to become nutrition leaders through a rigorous curriculum and supervised worksite practice. Graduates use research, advocacy, and behavior change strategies to inspire healthy physical activity and food choices, to prevent and manage diet-related medical conditions, to transform the food system, and to improve food access for all.

We include issues about race, equity, and inclusion across our curriculum and provide experiential learning at clinical, community, and food service sites in New York City's diverse communities. This is paired with our strong foundation in nutrition science, analytical reasoning, and medical nutrition therapy enabling our graduates to develop strong cross-cultural abilities and communication skills.

**To educate the next generation of nutrition professionals, the Program offers Master of Science degrees that prepare students to complete the Registered Dietitian Nutritionist (RDN) exam. The Integrated MS-RDN Track degrees offer three specializations: Nutrition Education (NE), Nutrition and Public Health (NPH), and Nutrition and Exercise Physiology (NEP).**

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.

The Program in Nutrition puts a heavy emphasis on providing students with practical experiences in addition to traditional classroom lectures and discussions. For students in our programs that fulfill requirements to be eligible to take the RDN exam, advanced practicums provide experiences at various clinical nutrition, community nutrition, foodservice, food and nutrition policy and nutrition research sites. A 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 in four main areas: (1) expanding school-based food and nutrition education and healthy school meals; (2) supporting food security and equity through policies and programs; (3) promoting diet adherence and quality of life in children and adults with celiac disease; (4) reducing early childhood caries through healthy diet and oral hygiene. 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- and nutrition-related activities.

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

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

The Teachers College, Columbia University Integrated MS-RDN Track is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics.

Accreditation Council for Education in Nutrition and Dietetics  
Academy of Nutrition and Dietetics  
120 South Riverside Plaza  
Suite 2190

Chicago, Illinois 60606-6995  
 Phone: 800-877-1600 ext 5400  
 Website: [www.eatrightpro.org/acend](http://www.eatrightpro.org/acend)

Graduates from the TC Integrated MS-RDN Track will be eligible to take the CDR credentialing exam to become a Registered Dietitian Nutritionist (RDN). Graduates of any one of our three specializations within the Integrated MS-RDN Track will receive a verification statement, which is required to be eligible to sit for the RDN credentialing exam. Upon passing the exam and being awarded the RDN credential by the Commission on Dietetic Registration of the Academy of Nutrition and Dietetics, graduates will be eligible (if they so desire) to apply for state licensure or certification, depending upon the state in which they are employed. Completing any of the three Integrated MS-RDN degrees does not automatically grant New York State licensure nor does it allow students to practice within a restricted scope of practice reserved for those who hold a license. Program graduates who plan to stay in New York can find more information here. Graduates who plan to work elsewhere should check licensing laws in the state in which they intend to practice by visiting the CDR State Licensing website.

## Degrees

### Master of Science

#### Nutrition Education

Master of Science

**Points/Credits:** 50

**Entry Terms:** Fall

#### Degree Requirements

Total Points/Credits: 50

Core 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 credit)
- HBSV 5353 Nutrition Care Process and Medical Nutrition Therapy 3 + Practicum (1 credit)
- HBSV 5354 Advanced Practicum 1 (1 credit)
- HBSV 5355 Advanced Practicum 2 (1 credit)

#### Specialization Courses (6 credits)

- HBSS 4012 Eating Disorders: Awareness, Prevention, and Treatment (3 credits)
- A 3-credit elective course focusing on counseling, psychology, or individual and group nutrition education

The MS degree requires a substantial integrative project.

#### Tuition & Fees for Integrated MS-RDN Track in Nutrition Education

The Integrated MS-RDN Track's degree in Nutrition Education consists of 50 credits distributed over 24 consecutive months when completed full-time, as follows:

##### Year #1:

Fall semester (9 credits)\*

January session (1 credit)

Spring semester (12 credits)

Summer session A (7 credits)\*\*

Summer session B (3 credits)\*\*

##### Year #2:

Fall semester (13 credits)

Spring semester (4 credits)\*\*

Summer session A & B (1 credit)\*\*

\*Two 3-credit graduate courses and a 1.5-credit lab will be completed at Lehman College of the City University of New York. These courses are Cultural Foods & Foodways and Food Science, along with Food Science and Culture Lab. These 7.5 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 worksites equate to full-time status.

Visit the TC Academic Calendar

A detailed list of estimated program costs can be found on the Integrated MS-RDN Track webpage.

## Nutrition and Exercise Physiology

Master of Science

**Points/Credits:** 57

**Entry Terms:** Fall

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### Degree Requirements

Total Points/Credits: 57

Core 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 credit)
- HBSV 5353 Nutrition Care Process and Medical Nutrition Therapy 3 + Practicum (1 credit)
- HBSV 5354 Advanced Practicum 1 (1 credit)
- HBSV 5355 Advanced Practicum 2 (1 credit)

Specialization Courses (13 credits)

- BBSR 5593 Nutrition in Exercise and Sport (3 credits)

- BBSR 4095 Applied Physiology 1 (3 credits)
- BBSR 5094 Applied Physiology 2 (3 credits)
- BBSR 5096 Advanced Exercise and Physical Activity Prescription for Health (3 credits)
- HBSV 5314 Practicum in Sports Nutrition (1 credit)

The MS degree requires a substantial integrative project.

Tuition & Fees for Integrated MS-RDN Track in Nutrition and Exercise Physiology

The Integrated MS-RDN Track's degree in Nutrition and Exercise Physiology consists of 57 credits distributed over 24- consecutive months when completed full-time, as follows:

Year #1:

Fall semester (9 credits)\*

January session (1 credit)

Spring semester (12 credits)

Summer session A (7 credits)\*\*

Summer session B (3 credits) \*\*

Year #2:

Fall semester (13 credits)

January session (3 credits)

Spring semester (8 credits)\*\*

Summer session A & B (1 credit)\*\*

\*Two 3-credit graduate courses and a 1.5-credit lab will be completed at Lehman College of the City University of New York. These courses are Cultural Foods & Foodways and Food Science, along with Food Science and Culture Lab. These 7.5 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

A detailed list of estimated program costs can be found on the Integrated MS-RDN Track webpage.

## Nutrition and Public Health

Master of Science

**Points/Credits:** 50

**Entry Terms:** Fall

## Degree Requirements

Total Points/Credits: 50

Core 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 credit)
- HBSV 5353 Nutrition Care Process and Medical Nutrition Therapy 3 + Practicum (1 credit)
- HBSV 5354 Advanced Practicum 1 (1 credit)
- HBSV 5355 Advanced Practicum 2 (1 credit)

Specialization Courses (6 credits)

- HBSS 4102 Principles of Epidemiology in Health Promotion (3 credits)
- HBSS 4112 Social Policy and Prevention (3 credits)

The MS degree requires a substantial integrative project.

Tuition & Fees for Integrated MS-RDN Track in Nutrition and Public Health

The Integrated MS-RDN Track's degree in Nutrition and Public Health consists of 50 credits distributed over 24 consecutive months when completed full-time, as follows:

Year #1:

Fall semester (9 credits)\*

January session (1 credit)

Spring semester (12 credits)

Summer session A (7 credits)\*\*

Summer session B (3 credits)\*\*

Year #2:

Fall semester (13 credits)

Spring semester (4 credits)\*\*

Summer session A & B (1 credit)\*\*

\*Two 3-credit graduate courses and a 1.5-credit lab will be completed at Lehman College of the City University of New York. These courses are Cultural Foods and Foodways and Food Science, along with Food Science and CultureLab. These 7.5 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

A detailed list of estimated program costs can be found on the Integrated MS-RDN Track webpage.

## Master of Education

### Community Nutrition Education

Master of Education

**Points/Credits:** 60

**Entry Terms:** Fall

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### Degree Requirements

Master of Education: Community Nutrition Education

The program of study for the 60-point Master of Education (Ed.M.) 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 Core Courses below, students in the Master of Education in Community Nutrition Education program are also required to take:

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

Core 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 credit)
- HBSV 5353 Nutrition Care Process & Medical Nutrition Therapy 3 + Practicum (1 credit)
- HBSV 5354 Advanced Practicum 1 (1 credit)
- HBSV 5355 Advanced Practicum 2 (1 credit)

A substantial integrative departmental project or thesis is also required.

## Doctor of Education

### Nutrition Education

Doctor of Education

**Points/Credits:** 75

**Entry Terms:** 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. 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 credits
2. Research and evaluation: 12-18 credits
3. Broad and basic areas of professional scholarship: 15-24 credits

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.

## Nutrition and Public Health

Doctor of Education

**Points/Credits:** 75

**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. 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 credits
2. Research and evaluation: 12-18 credits
3. Broad and basic areas of professional scholarship: 15-24 credits

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.

## Doctor of Philosophy

### Behavioral Nutrition

Doctor of Philosophy

**Points/Credits:** 75

**Entry Terms:** 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. These individuals need to be skilled in conducting research as well as developing and evaluating interventions, programs, and policies in a variety of settings.

The Ph.D. program prepares scholars to conduct research on 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, two letters of recommendation, and a writing sample, which can be a thesis, substantial paper, or published article.

The applicant should have a master's degree in nutrition or a closely related discipline from an accredited institution. Admissions will be based on grades, 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 credits
2. Courses to develop depth within each specialization: 19-29 credits
3. Research preparation: 21-27 credits

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 a 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** Ella McCollum Vahlteich Professor of Human Nutrition

## Emeriti

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

## Lecturers

- Lora Ann **Sporny** Senior Lecturer

## Adjunct Faculty

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

## Instructors

- Tyffanie Rae-Anne **Ammeter** Instructor
- Jennifer Catherine **Hildner** Director, Integrated MS-RDN Program
- 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 non-majors 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 - Nutritional Ecology**

A course for non-majors and majors. This course tries to answer the question, "Is our current food system ecologically sustainable?" Nutrition and food are viewed from a global, ecological perspective. Topics include limits to growth, food and population problems, food product development and promotion, energy and food relationships, food safety, organic agriculture, biotechnology, and other topics.

## **HBSV 4014 - Community Nutrition**

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. This course also explores international food assistance programs. 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 1**

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 2**

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. IStudents have an opportunity to develop nutrition education lessons and teach them at schools, community settings, and worksites.

### **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 obtain training in the art of understanding commonly seen study designs, statistical methods, and graphics in the scientific literature to determine whether there is evidence to support (or lack thereof) for making statements about nutrition. Students also learn how to synthesize this information for use by the public. The course highlights areas to consider when analyzing research related to popular diets and dietary patterns, supplements, weight loss drugs, nutritional genomics, and microbiome research.

### **HBSV 5015 - Nutritional Epidemiology and Assessment**

This course asks, "How Do We Measure What People Eat?" and provides an overview of different methods for determining nutritional status and dietary intake, for both individuals and populations. Topics include measuring food intake (e.g., using 24-hour diet recalls, food frequency questionnaires, food records), diet quality (e.g., using the Healthy Eating Index and Nova Classification System for ultra-processed food), physical activity, and anthropometry and body composition, as well as the importance of using valid and reliable measures for the populations of interest. New technology-based tools are highlighted throughout the course.

### **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, breastfeeding 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 1**

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 2**

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 the completion of coursework. This course requires a minimum of 27 hours per week of out-of-classroom work.

### **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 5350 - Global Foods Practicum**

In Global Foods Practicum students will examine the values, practices, and beliefs of different cultures, as well as their own, 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 inside 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 programs aimed at addressing food insecurity and creating a more healthful, just, sustainable food system, both nationally and internationally and in clinical and community settings. 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**

In MNT Practicum, students gain the knowledge and skills required to effectively engage in 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, and presenting patient case studies during rounds and at clinical conferences.

### **HBSV 5353 - Nutrition Care Process and Medical Nutrition Therapy 3 + Practicum**

In Nutrition Care Process and Medical Nutrition Therapy 3 + Practicum, students put into practice what they learned in Nutrition Care Process & Medical Nutrition Therapy 1 & 2 and further expand their knowledge and skills with regards to MNT and the Nutrition Care Process. Students will have opportunities to learn hands-on clinical skills such as assessing blood sugar and blood pressure levels, conducting a swallow screen, inserting a nasogastric tube and administering an intramuscular injection. Students will strengthen nutrition counseling and clinical note-writing skills as well. Throughout the semester, students will also complete a variety of clinical, community, and/or foodservice rotations at worksites, utilizing and further developing their knowledge and skills within the field of nutrition and dietetics. Students will be at worksite rotations 10-15 hours per week.

**HBSV 5354 - Advanced Practicum 1**

In Advanced Practicum 1, students will have the opportunity to utilize and build upon the knowledge and skills they gained in prior MNT, community nutrition, and foodservice courses, and related practicums, through experiential learning activities at a variety of different worksite rotations where students will work up to 28 hours per week. 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 demonstrate knowledge of nutritional health promotion and disease prevention and apply critical thinking, professionalism, and leadership skills through continuous quality improvement projects as well as planning and running a Health & Wellness Fair for the TC community. Finally, students will examine areas of nutrition related to mental health, including nutritional psychiatry and trauma-informed nutrition care, through in-class lectures and activities.

**HBSV 5355 - Advanced Practicum 2**

In Advanced Practicum 2, students will utilize and build upon the knowledge and skills they gained in MNT, community nutrition, and foodservice courses, and related practicums, through experiential learning activities at a variety of different worksite rotations where students will work 32-40 hours per week. Students will also have the opportunity to demonstrate knowledge of evidence-based medical nutrition therapy through case study presentations and quizzes. In addition, students will learn important skills related to life after graduation such as resume and interview skills, negotiating salary, billing for MNT, starting a private practice, and more.

**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. This 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 M.Ed. and Ph.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 M.Ed. and Ph.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.

# 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. PLEASE SEE THE ADVANCED CERTIFICATE IN LITERACY FOR INFORMATION ABOUT COURSES FROM THAT PROGRAM.

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 | Initial Certification: Literacy - All Grades

**Points/Credits:** 15

**Entry Terms:** Spring, Summer, Fall

**Certification:**

- Initial Certification: Literacy - All Grades

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#### Degree Requirements

**Course Requirements: 15 points Fall/Spring/Summer Entry**

Courses in the Advanced Certificate in Literacy are designed to enable educators to work more knowledgeably with both typically developing as well as struggling readers and writers across the grade span using evidenced based techniques. 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 semester. Alternatively, It can also be readily be completed over two years during those fall and spring terms. Students should know that the practicum course offered in the spring requires an additional 3 hours per week of direct contact with school-aged individuals who are not meeting grade level expectations in reading and writing because of literacy difficulty, even if they are 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. Prerequisite: 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 (as TAs for various 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, provides yet another vehicle for students to develop and apply their knowledge.

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, 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

**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 5320 3 Individual Psychological Testing I: Cognitive Assessment
- HBSK 5321 3 Individual Psychological Testing II: Socioemotional Assessment
- HBSK 4030 3 Multicultural Issues in School Psychology
- HBSK 4073 3 Childhood Disorders

Spring (15 credits)

- HBSK 6380 3 Psychoeducational Assessment of Culturally Diverse Students
- HBSK 5378 3 Psychoeducational Assessment of School Subject Differences
- HBSK 5050 3 Behavioral Interventions
- HBSK 5199 3 Mental Health Interventions at Tier 1
- BBS 5068/5069 3 Brain and Behavior I\*

Summer (6 credits)

Session A

- HBSS 6100 3 Measurement and Program Evaluation

Session B

Second Year

Fall (13 credits)

- HBSK 5280 4 Fieldwork
- HBSK 6382 3 Mental Health Interventions at Tiers II and III
- HBSK 6584 3 Seminar: School Psychology Consultation
- HBSK 5199 3 Academic Prevention and Interventions

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## Spring (13 credits)

- HBSK 5280 4 Fieldwork
- HBSK 6362 3 Group Practicum
- HUDM 4122 3 Probability and Statistical Inference
- HBSK 5031 3 Families and Systems Consultation
- HBSK 4025 3 Professional and Ethical Functions of School Psychologists

## Third Year

## Fall &amp; Spring (4 credits)

- HBSK 5480 2 Internship Supervision (2 credits per semester)

In addition to the above courses, students take electives to reach 69 credits.

\*Students take 3 credits total across BBS 5068 and BBS 5069

## Master of Education-ABA Track (75-82 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 5320 3 Individual Psychological Testing I: Cognitive Assessment
- HBSK 5321 3 Individual Psychological Testing II: Socioemotional Assessment
- HBSK 4030 3 Multicultural Issues in School Psychology
- HBSE 4015 3 Applied Behavior Analysis I
- HBSE 4034 1 Practicum in ABA (1 credit)
- HBSK 4073 3 Childhood Disorders

## Spring (12 credits)

- HBSK 5378 3 Psychoeducational Assessment of School Subject Differences
- HBSK 6380 3 Psychoeducational Assessment of Culturally Diverse Students
- HBSE 4034 0 Practicum in ABA (0 credits)
- HBSE 4044 3 Methods I: Research Methods in Pedagogy, Curriculum, and management
- HBSK 5199 3 Mental Health Interventions at Tier I

## 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)

- 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 Mental Health Interventions at Tiers II and III
- HBSK 6584 3 Seminar: School Psychology Consultation
- 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 4025 3 Professional and Ethical Functions of School Psychologists
- BBS 5068/5069 3 Brain and Behavior I\*
- HBSK 5031 3 Families and Systems Consultation

#### 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 (4 credits)

- HBSK 5480 2 Internship Supervision (2 credits per semester)

\*Students take 3 credits total across BBS 5068 and BBS 5069

## Doctor of Philosophy

### School Psychology

Doctor of Philosophy | NY State Provisional: School Psychology

**Points/Credits:** 90



**Entry Terms:** Fall

**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 in New York State. 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. Typically, students have two semesters of externship in the fourth year as well. Finally, some students complete their Ph.D. in 6 years to have additional time for research and/or clinical experiences.

Suggested Sequence of Courses by Year and Semester

First Year

Fall (12 credits)

- HBSK5320(3) Individual Psychological Testing I: Cognitive Assessment
- HBSK5321(3) Individual Psychological Testing II: Socioemotional Assessment\*
- HBSK 4030 (3) Multicultural Issues in School Psychology
- HBSK4073(3) Childhood Disorders
- HUDM4122(3) Probability and Statistical Inference (most semesters)
- HBSK657\_(0) Research Practicum

Spring (15 credits)

- HBSK5378(3) Psychoeducational Assessment of School Subject Difficulties
- HBSK5050(3) Behavioral Interventions for Youth
- HBSK6380(3) Psychoeducational Assessment with Culturally Diverse Students
- HBSK 5199 3 Mental Health Interventions at Tier I
- HBSK657\_(0) Research Practicum

Summer (6 credits)

- HUDM5122(3) Applied Regression Analysis (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) Mental Health Interventions at Tiers II and III
- HBSK657\_(0) Research Practicum

## Spring (18 credits)

- HBSK5031(3) Families and Systems Consultation
- HBSK657\_(0) Research Practicum
- HBSK5280(4) Fieldwork in School Psychological Services
- HBSK 6362(3) Group Work with Children & Adolescents
- HBSK4025(3) Professional and Ethical Functions of School Psychologists
- BBS 5068/5069 (3) Brain and behavior I/II - across the two classes, students should take 3 credits

## Summer (8 credits)

- HUDM5059(3) Psychological Measurement
- HUDM5123(3) Linear Models and Experimental Design

## 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
- HBSK 5199 (3) Academic Prevention & Interventions

## Spring (6 credits)

- HBSK4199(3) Cognition and Emotion in Educational Settings
- 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 (Taken the semester that a student proposes the dissertation)
- 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 (although taken for zero credits, it comes with fees similar to a class)

## Fifth Year

- HBSK6480(0) School Psychology Internship

Finally, some students will take electives to get to 90 credits.

# Faculty

## Faculty

- Prerna **Arora** Associate Professor of Psychology and Education
- Melissa **Collier-Meek** Associate Professor of Psychology and Education
- Benjamin **Lovett** 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

## Adjunct Faculty

- Kristene Anne **Doyle** Adjunct Full Professor
- Katherine L **Durham** Adjunct Assistant Professor
- Jennifer **Hope** Adjunct Assistant Professor
- Kamauru **Johnson** Adjunct Assistant
- Michael Jerome **Koski** Doctoral Supervisor
- Leah Anne **McGuire** Adjunct Assistant Professor
- Helen **Stevens** Adjunct Full Professor

## Instructors

- 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.

### **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: \$50

### **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 - Evidence-based Mental Health Interventions for Youth and Adolescents II**

Permission required. Concurrent registration in HBSK 5280 required for all School Psychology students. Cognitive-behavioral interventions with children, adolescents, and their families.

### **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.