Welcome to the PhD Program in Education of the Deaf and Hard of Hearing at Teachers College, Columbia University.

This handbook is a resource for all enrolled PhD students. It should be used in conjunction with the Office of Doctoral Studies PhD Requirements Bulletin, as well as Teachers College, Columbia University Student Handbook. Students are accountable for the information, policies, procedures and regulations outlined in each of the aforementioned handbooks. As the PhD program continues to update policies and procedures to ensure a quality program, the content in this handbook is subject to change.

**Important dates for the 2017-2018 Academic Year can be found here:**

http://www.tc.columbia.edu/doctoral/calendar/
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Program Description and Overview

The PhD in Education of the Deaf and Hard of Hearing is administered and awarded through the Graduate School of Arts and Sciences at Columbia University. The degree requires a minimum of 84 credits beyond the master’s degree and presumes a background in and/or direct professional experience in working with individuals who are d/Deaf or hard of hearing. The PhD program comprises several areas of study including: 1) advanced study in general special education, 2) advanced study in research paradigms, 3) advanced study in the education of the d/Deaf and hard of hearing, and 4) advanced study in a professional specialization.

Administrative Structure

The Program in the Education of the Deaf and Hard of Hearing is situated within the Special Education Cluster in the Department of Health and Behavior Studies. The Department of Health and Behavior Studies is one of ten academic departments within Teachers College. Teachers College is an independent institution affiliated with Columbia University.

Philosophical Orientation

The orientation of the Department of Health and Behavior Studies and its Special Education Cluster in which the Program in the Education of the Deaf and Hard of Hearing resides is focused on educating, not merely training, professionals. Experience in special education and the field of the Education of the Deaf and Hard of Hearing shows that changes in the political and social environment are often rapid, producing a constant flux of purposes, ideologies, and methods. Hence, complete reliance on a prepackaged compendium of skills and knowledge is not appropriate. The goal of educating professionals is attained by the nurturing of thoughtful action rooted in a set of scholarly disciplines with a strong understanding of the philosophic and theoretical base of those forces that guide changes in the field.

The program holds to the belief that there are specific areas of student competence that are necessary for successful performance of designated roles regardless of sub-specialization. These include a solid foundation in the various positions with regard to the philosophy of science and inquiry as well as knowledge of the multiple forms of research methodology and theory-building processes associated with these differing views. Additionally, it holds to the belief that an in-depth, yet broad understanding of the
organization, acquisition, and use of language is necessary. This, in conjunction with a review of contemporary work in the field of the education of the d/Deaf and hard of hearing, constitutes the core of our doctoral program.

Additionally, the Program in the Education of the Deaf and Hard of Hearing recognizes and respects the notion of diversity: racial and ethnic, as well as linguistic. It recognizes that diversity exists not only between and across culture groups of individuals, but also within them. As for the population of individuals who are d/Deaf or hard of hearing, we recognize that it, too, is extremely diverse. As a result, the students in the program are expected to be knowledgeable about, and accepting of notions and skills associated with the listening and spoken language, Cued Speech, total communication, sign-supported speech, and bilingual-bicultural approaches to teaching d/Deaf and hard of hearing students, including issues relating to Deaf culture, American Sign Language, and other signing systems.

Faculty Contacts

Ye Wang, Ph.D., Program Director
yw2195@columbia.edu
TH 529J 212 678-8407

Maria Hartman, Ph.D., Practicum Coordinator
mch33@columbia.edu
TH527D 212 678-3803
Admissions Process and Criteria for Admissions

Application for admission to the program is made through the Office of Admissions at Teachers College, Columbia University. The Admissions Office and the Special Education Cluster in the Department of Health and Behavior Studies require that the following information be included in the application package:

1) completed application;
2) official transcripts of all academic work at the undergraduate and graduate levels;
3) three letters of recommendation from individuals familiar with and able to comment about the academic, professional, and personal qualifications of the applicant;
4) personal statement in which the applicant discusses his or her professional interests and desires, focusing primarily on why the applicant is aspiring to obtain a doctoral degree, what the applicant seeks to do with such a degree, and why the applicant specifically chose to apply to the Program in the Education of the Deaf and Hard of Hearing at Teachers College, Columbia University, along with any personal information that would be of interest to the committee;
5) resume;
6) a writing sample that represents a good example of the applicant’s scholarly writing (e.g., an undergraduate or graduate term paper, a master’s project, a master’s thesis, or a published article in a professional journal); and
7) results of standardized testing. (GRE scores are required. In the case of individuals whose native language is not English, TOFEL scores are also required.)

Once a completed application is received by the Office of Admissions, it will be forwarded to the doctoral admissions committee of the Special Education Cluster in the Department of Health and Behavior Studies for review. Appropriate candidates will then be invited for an interview with members of the Special Education Cluster.
Acceptance into the program is based upon:

- Performance on GRE and/or the TOFEL (if submitted)
- Undergraduate and graduate academic performance (a combined GPA of 3.0 or better)
- Stated professional goals
- Letters of recommendation
- Superior writing skills
- Evidence of commitment to the field, the ability to work cooperatively with others, personal initiative, and the capacity for independent judgment and action in both student and professional roles.
Program Descriptions and Degree Requirements

It is the policy of Teachers College to establish general requirements for the doctoral program relative to residency and period of candidacy, academic standards, doctoral certification, dissertation procedures, and total credit requirements for the degree. These College requirements represent minimal standards. Departments within the College, as well as programs within departments, are permitted to elaborate upon and modify the College requirements in ways that fit the objectives of the given program. The following presents the general core requirements of the PhD program.

The core requirements for the PhD involve a sequence of courses in the philosophy of science, theory building, and research methodologies. Candidates for the degree are to demonstrate in-depth knowledge of at least two research methodologies typically used in our field (e.g., group designs, single-case designs, and qualitative methods). The student is permitted, however, to substitute a sequence of courses in policy study and analysis for one of the research methodology requirements. Other research methodologies, for example, philosophical argumentation, linguistic argumentation, historical methods, are also possible, subject to petition and approval by the student’s academic advisor (i.e., Dissertation Sponsor). In addition, each student admitted to full-time study is expected to apprentice him/herself to his/her academic advisor and to be involved actively in research, service, and administrative duties. Each student is expected to complete a pre-dissertation research project of publication quality in conjunction with the academic advisor and to participate in or be responsible for the generation of training or research grant proposals. Those interested in pre-service teacher education are also expected to engage in university-level teaching.

Upon admission to the program, the student is considered a doctoral student, but not a doctoral candidate. Doctoral candidacy is awarded after the student completes his or her certification examinations. Typically, students take the AM portion of the certification examination at the end of the second year of full-time academic study or its equivalent. This examination is a three-hour written examination to demonstrate one’s general knowledge of issues, trends, and policies in special education in general and the research applications of the knowledge and understandings thus far obtained in the doctoral program. In addition to course work, a suggested preparatory reading list is available.

Upon completion of the AM portion of the certification examination, the student will complete the PM portion of the process. Although the PM certification examination varies from program to program, the PM certification exam in the Education of the Deaf and Hard of Hearing Program involves
completing an outline of your dissertation (typically Chapter One). The student should work with his/her Dissertation Sponsor closely in choosing a topic for the dissertation.

Upon successful completion of both the AM and PM portions of the examination, the student is considered a doctoral candidate. This typically coincides with obtaining the Ed.M. or M.Phil. degree en passant. With the approval of the Sponsor, the student finds a Second Reader and writes a Dissertation Proposal (typically Chapter One to Three). To defend the proposal, the student must register for HBSE 7500, and a) contact these two committee members to find a common 90-minute block of time for a Proposal Hearing; b) book a room for this meeting; c) provide the Sponsor and the Second Reader with a copy of the Proposal at least two weeks before the hearing; and d) get a Proposal Hearing Form from Office of Doctoral Studies (ODS) website to bring to the Proposal Hearing. After the Proposal Hearing, the student should obtain approval by the Institutional Review Board (IRB) to ensure the appropriate protection of human subjects within the study. Send three documents to ODS afterwards: a) a copy of the IRB approval; b) the signed Proposal Hearing Form; and c) a copy of the Proposal.

Upon successful completion of required modifications made to the proposal as suggested by the committee at the Proposal Hearing, the student is permitted to begin the dissertation in earnest. In essence, passing the Proposal Hearing is a form of contractual agreement among the Sponsor, the Second Reader, and the student, wherein it is agreed that no significant changes to the dissertation approach will be allowed without the committee’s agreement, unless it can be demonstrated that a “fatal flaw” that was not apparent at the time of the Proposal Hearing exists.

Once the data have been collected and analyzed and an initial interpretation has been assigned to the results, the student is expected to have an Advanced Seminar (i.e., Data Hearing) wherein he or she presents the preliminary data analysis and the plan for any subsequent data analysis and interpretation (typically Chapter One to Four). With the Dissertation Sponsor’s approval, recruit a TC Faculty member who is approved as a Columbia University’s Graduate School of Arts & Science (GSAS) sponsor to serve as the Chair of the Advanced Seminar. To hold the Advanced Seminar, the student must register for either Dissertation Advisement or, if s/he is planning on defending during the same semester, PhD Oral Defense (TI8900).

Fill out the Application for Advanced Seminar Form available on-line at the ODS website, obtain the signature of your Sponsor, and submit the PDF copy to ODS at least one week before the date of your Advanced Seminar. Arrange time (a 90-minute block) and place for Advanced Seminar. Send all three
committee members a copy of your dissertation in current status (typically Chapter One to Four) at least two weeks prior to the meeting. Prepare 10-15 minutes worth of introductory remarks for your Advanced Seminar. Brevity is appreciated. Use of PowerPoint is typical. The purpose of this meeting is for the committee to review your findings; suggestions may be made. From this point on, the student must be in continual enrollment until the dissertation is defended. Prior to this time the student may be enrolled part-time or possibly not enrolled for course work at all for a given semester. After successful completion of the Advanced Seminar, this cannot be the case.

Once the student is deemed ready by the student him- or herself and the Sponsor, a formal and final Oral Defense is held. To defend the dissertation, the student must register in PhD Oral Defense (T18900) for that semester. Fill out Intention to Defend Form on ODS website by semester deadline (see academic calendar on TC website). Note that submitting the intention form does not obligate the student to defend; it merely states his/her intention to do so. The form does not require the Sponsor’s signature or the inclusion of the names of the entire dissertation committee. With the Sponsor’s help, find two Examiners (i.e., outside readers) for Orals. Typically, one is from TC, the other from outside TC, who can be from another university—if there are already three GSAS-approved faculty members on the committee. Check with ODS about other rules/paperwork for the procedure.

Submit the defense application with the signature of the Sponsor to ODS as early as possible and no later than three weeks before the final defense date. The GSAS will reject late defense applications and require a defense to be rescheduled if the application is received less than three weeks prior to the defense date. The application must be typed and all information (including committee member contact information) must be included. It is also the student’s responsibility to arrange a time (a two-hour block) and a room for the defense. Send all five committee members a copy of the complete dissertation at least three weeks in advance of the defense. Prepare 10-15 minutes of introductory remarks for the Oral. Again, PowerPoint is typical. Once the Oral is passed (remember that there will almost inevitably be some revisions required by the Committee), revise Dissertation in accord with the suggestions at the Oral. Have the Sponsor approve these revisions. Make final PDF deposit of the Dissertation through GSAS Electronic Deposit. Celebrate.
Course Requirements

Requirements for the PhD degree include successful completion of the following:

Deaf and Hard of Hearing PhD Program = 84 points

Total possible master’s-level credits that could be transferred: 30 points
Minimum credits that must be taken at TC: 54 points

HBSE Courses (21 points)

- HBSE 5010 Study of the Philosophic Foundations of Special Education (3)
- HBSE 5907 Problems-Special Education: DHH (3)
- HBSE 6010 Advanced Study of Problems and Issues in Special Education (3)
- HBSE 6507 001 Advanced Seminar-Special Education: DHH (3)
- HBSE 6001 Group Design (3)
- HBSE 6005 Single Case Design (3)
- HBSE 7500 Dissertation Seminar in Special Education (3)

Statistics/Research Methods (15 points)

- HUDM 4122 Probability & Statistical Inference (3)
- HUDM 5122 Applied Regression Analysis (3)
- HUDM 5123 Linear Models and Experimental Design (3)
- Advanced statistics/research/evaluation/measurement course (3)
e.g., HUDM 5059 Psychological Measurement
- Advanced statistics/research/evaluation/measurement course (3)
e.g., HUDM 6122: Multivariate Analysis I

Students may take various research method courses (quantitative and qualitative), but at least 9 credits must be quantitative.
Specialization Electives (18 points)

- Elective Course in School Psychology or Developmental Psychology (3)
  
  e.g., HBSK 4072 Childhood Disorders,
  
  HBSK 5050 Behavioral Interventions
  
  HUDK 5029 Personality Development

- Elective Course in Health, Neuroscience, Movement, or Communication (3)
  
  e.g., BBSN 5007 Neuroscience Apps to Education
  
  BBS 5068/9 Brain & Behavior I/II
  
  BBSR 5028 Motor Developmental Across the Lifespan
  
  BBSQ 5041 School Speech-Language Hearing Programs

- Elective Course in Educational Policy or Organization & Leadership (3)
  
  e.g., EDPA 5880 School Law Institute
  
  ORLD 5055 Staff Development and Training

- Elective Course in Diversity & Multicultural Issues (3)
  
  e.g., CCPJ 4000 Multicultural Psychopathology
  
  CCPTJ 5020 Racism and Racial Identity in Psychology & Education

- General Elective Specialization Courses and/or Research Methods Courses (6)
PhD Program’s Expectations of Students

In addition to the expectations of students outlined at the college and university level, the PhD in the Education of the Deaf and Hard of Hearing program holds the following expectations of students:

1. Active participation in all classes and seminars.
2. Regular meetings with the advisor to track progress in the program. Students are responsible for scheduling these meetings.
3. Professional presentations (both poster and podium) at various scientific organizations’ events, including the ACE-DHH and AERA, as well as at specialty professional meetings and national conferences.
4. Submission of at least one manuscript for publication in peer-reviewed journals (approved by the Sponsor). The timing of these submissions should correspond to specific course requirements.

Program Evaluation

Your feedback about all aspects of the PhD program will be solicited through course evaluations, end-of-the-year evaluations, end-of-program evaluations, and alumni follow-up surveys, as well as formal and informal feedback to the advisors, and the Program Director. Participation in the evaluation processes is expected of all students.

Student-Advisor Relationship and Expectations

Upon admission to the PhD program, the Program Director assigns each student an academic advisor based upon the student’s scholarly interests and potential dissertation topic. The faculty advisor meets regularly with the doctoral student during the academic year. The faculty advisor assists the student in designing a program of study to meet the student's individual needs and meet the requirements of the curriculum in a timely manner.

Students are expected to meet with their faculty advisor at least twice a semester – once for a general check-in and once more before registration opens to review and update your plan of study (if in coursework).