Student Handbook
2017-2018

International and Comparative Education (ICE) Program
Dear incoming and continuing students,

The role that education can play in mitigating the challenges that we currently face here in the U.S. and around the world has never been more promising or more daunting. We need critical thinkers and innovators who will aim to develop programs, create policies, and conduct research that seek to ensure equity, equality, peace, and sustainability. Each year a diverse group of students from around the world come to Teachers College to work with our renowned faculty and to prepare themselves to make lasting contributions to these efforts.

During your studies, you will benefit from incredible resources in the International and Comparative Education (ICE) program, at Teachers College, and across the wider Columbia community. You will also have access to myriad experiences due to the College’s location in New York City. Be sure to take full advantage of the academic, cultural, professional, and social opportunities that make up this bustling college campus and its surrounding environs.

This handbook serves as an important guide for your studies, with information on our program, faculty and staff, courses, requirements and student resources. To supplement this guide, please explore the program website, talk to current students, and read the ICE Program emails entitled Notes from Grace Dodge Hall. These weekly emails provide essential information, including program updates and deadlines, faculty office hours, scheduled events, internship and career resources, and professional development opportunities.

Welcome to the International and Comparative Education Program! We look forward to collaborating with you over the coming year.

Mary Mendenhall, Ed.D.
Associate Professor of Practice

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Photos on cover and above courtesy of Urooj Mukhtar Chandani, Shanza Qureshi, and Carine Verschueren
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<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>CICE</td>
<td>Current Issues in Comparative Education (Journal)</td>
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<td>CIE</td>
<td>Comparative and International Education</td>
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<td>CIES</td>
<td>Comparative and International Education Society</td>
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<td>CoCE</td>
<td>Center on Chinese Education</td>
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<td>CU</td>
<td>Columbia University</td>
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<tr>
<td>Ed.D.</td>
<td>Doctor of Education</td>
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<td>Ed.M.</td>
<td>Master of Education</td>
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<td>EPSA</td>
<td>Education Policy and Social Analysis</td>
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<td>GDH</td>
<td>Grace Dodge Hall</td>
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<td>GSAS</td>
<td>Graduate School of Arts and Sciences</td>
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<td>ICE</td>
<td>International and Comparative Education</td>
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<td>IED</td>
<td>International Educational Development</td>
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<td>IHI</td>
<td>International Humanitarian Issues</td>
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<td>IP</td>
<td>Integrative Project</td>
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<td>IPP</td>
<td>International Policy and Planning</td>
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<td>IRB</td>
<td>Institutional Review Board</td>
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<td>ITS</td>
<td>International and Transcultural Studies</td>
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<td>LALE</td>
<td>Latin American and Latina/o Education</td>
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<td>M.A.</td>
<td>Master of Arts</td>
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<td>ODS</td>
<td>Office of Doctoral Studies</td>
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<td>OSA</td>
<td>Office of Student Affairs</td>
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<td>Ph.D.</td>
<td>Doctor of Philosophy</td>
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<td>SDA</td>
<td>Student Development and Activities</td>
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<td>SIPA</td>
<td>School of International and Public Affairs</td>
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<td>TC</td>
<td>Teachers College</td>
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Camilla Addey is a Lecturer in International and Comparative Education at Teachers College, Columbia University. Her research interests are in International Large-Scale Assessments (ILSAs) and alternative forms of learning measurement, the politics of international education indicators and learning metrics, international organizations and the recontextualization of global education policy ideas and tools in low- and middle-income contexts, the privatization of education, and non-formal education. She has carried out comparative and qualitative research in Laos, Mongolia, Ecuador and Paraguay. Before joining Teachers College, Camilla was a researcher and lecturer at the Centre for Comparative and International Education at Humboldt University in Berlin. Here she carried out research on the expansion of the OECD’s global education governance, the contextualization of global policy tools, and the involvement of the private sector in ILSAs. Previously, Camilla worked at UNESCO on adult literacy and non-formal education. Since 2013, Camilla has been a Director of the Laboratory of International Assessment Studies, an inter-disciplinary network, which brings together experts from around the world dealing with ILSAs within international organizations, research organizations and universities, government bodies, private companies and the media. Among her recent publications are “The Rise of International Large-Scale Assessments and Rationales for Participation”, co-authored with Sam Sellar, Gita Steiner-Khamsi, Bob Lingard and Antoni Verger, and “Golden Relics & Historical Standards: How the OECD is Expanding Global Education Governance through PISA for Development.” Camilla holds a Ph.D. in Education and Lifelong Learning from the University of East Anglia (Norwich, UK) and a master’s in Scientific Translating from La Sapienza University (Rome, Italy). She works in English, Spanish, Italian and French.

Courses AY 2017-18:

Fall 2017
ITSF 4091-001: Comparative Education
ITSF 4094: Education Planning – IED

Spring 2018
ITSF 4199: Education and Privatization

Dr. Aklog is the Director of Research and Development at the National Center for Restructuring Education Schools and Teaching (NCREST) at Teachers College. Dr. Aklog has a keen interest in emergent applied research methodologies in education (e.g. continuous improvement research) as means for bridging the gap between research and practice at the school and classroom levels. At NCREST her work includes developing research designs, indicators, data collection instruments, and data analysis and reporting frameworks. She provides technical assistance to low-performing schools across the U.S. on processes for data-driven instruction. Dr. Aklog has extensive experience in international educational research and program evaluation. She serves as the Co-Director with Professor Steiner-Khamsi of ICREST (the international branch of NCREST). Her most recent international work includes serving as the evaluation specialist for ICREST’s evaluation of the Swiss Agency for Development and Cooperation’s global performance in basic education, co-principal investigator for ICREST’s Asian Development Bank-funded education research and technical assistant projects in Kyrgyzstan and Mongolia and principal investigator for a U.S. Department of State-funded evaluation of a youth media and photojournalism online collaborative project for secondary schools in Pakistan, Tajikistan and the U.S. Dr. Aklog has an Ed.D. in IED from Teachers College, an Ed.M. in Administration, Planning and Social Policy from Harvard University and a B.A. in English and American Literature from Brandeis University. She has taught research and program evaluation methods courses for the ICE program since 2006.

Courses AY 2017-18:

Fall 2017
ITSF 4009: Introduction to Research Methods in International and Comparative Education

Spring 2018
ITSF 4009: Introduction to Research Methods in International and Comparative Education
Dr. David B. Austell is the Associate Provost and Director of the International Students and Scholars Office at Columbia University in New York City, where he is also an Adjunct Associate Professor of International Education in Teachers College. Dr. Austell was previously the Assistant Vice President and Director of the Office of Global Services at New York University in New York City for seven years, where he was also an Adjunct Associate Professor of International Education in the NYU Steinhardt School.

Dr. Austell has both undergraduate and graduate degrees in English Literature from the University of North Carolina at Chapel Hill, where he also completed his Ph.D. in Higher Education, focusing on International Education (his doctoral dissertation, The Birds in the Rich Forest, concerned Chinese students in the United States during the Student Democracy Movement). In 1992, he was a Fulbright grantee in Korea and Japan. Dr. Austell has twenty-five years of executive leadership experience in the field of International Education, and is a frequent speaker and writer on International Education issues. Dr. Austell is also a poet, and his third book, The Tin Man (regarding the life of St. Joseph of Arimathea), is expected from Nirala Press in 2017.

Course AY 2017-18:
Spring 2018
ITSF 4199: International Student Mobility

Carol Benson has a Ph.D. in Social Sciences and Comparative Education from UCLA (1994). She is an educator, researcher and consultant in educational development with a focus on non-dominant languages and literacies in multilingual societies. Based at Stockholm University in Sweden from 1998 to 2011, Dr. Benson worked at the Centre for Research on Bilingualism and later at the Center for University Teaching and Learning while consulting internationally. She has worked in formal education (teacher capacity building, curriculum development, program evaluation) and non-formal education (literacy, gender equity) in the Asia and Pacific, Latin America and Africa regions. Her most recent research is on policy implementation in L1-based multilingual education (MLE) in Cambodia, about which she recently co-authored an article with Kevin Wong, “Effectiveness of Policy Development and Implementation of L1-based Multilingual Education in Cambodia” (International Journal of Bilingual Education and Bilingualism, 2017). Dr. Benson examines multiliteracies development in her recent chapter, “Multilingual Education for All: Applying an Integrated Multilingual Curriculum Model to Low-Income Contexts” in Multilingualisms and Development (H. Coleman (Ed.), British Council, 2017). Current projects include a meta-study of MLE effectiveness research with Kevin Wong, and a second volume of Language Issues in Comparative Education, co-edited with Kimmo Kosonen (2018, Sense Publishers).

Dr. Benson has an ongoing relationship with MLE projects in a number of countries including Mozambique, Cambodia, Cameroon and South Africa, and she is happy to involve interested TC students in field research on MLE policy and practice in these and other contexts. Dr. Benson works in Spanish, Portuguese, French and Swedish, and she is currently studying American Sign Language.

Courses AY 2017-18:
Fall 2017
ITSF 4091-002: Comparative Education
ITSF 4025: Languages, Societies & Schools

Spring 2018
ITSF 4013: Literacy & International Development
Henan Cheng
Adjunct Assistant Professor

E-mail: hc2158@tc.columbia.edu
Office Location: 348 Macy Hall

Dr. Henan Cheng is an Adjunct Assistant Professor in the Department of International and Transcultural Studies at Teachers College, Columbia University. Dr. Cheng is also a research fellow at the Center on Chinese Education and the Center for Benefit-Cost Studies of Education at Teachers College. Previously, Dr. Cheng was a clinical assistant professor at Loyola University in Chicago, where she taught courses on Comparative and International Education, Immigration/Migration and Education, Philosophy of Education, and Mixed Methods Research. Her primary research interests include policy issues facing urban schools in the U.S., and educational development in China, especially issues related to education of ethnic minorities and children of internal migrants. Dr. Cheng’s recent publications include “Cost-Effectiveness Analysis of Early Reading Programs” (2016, coauthored); “Compulsory Education for Migrant Children in China: Issues of Educational Quality” (2013); “Cost-effectiveness Analysis in Practice: Interventions to Improve High School Completion (2013, coauthored); and, “Academic Achievement of Migrant Children in China: A Mixed-Method Analysis Focused on Ethnic Minorities” (2011).

Dr. Cheng has extensive interdisciplinary experience and training. In addition to teaching internationally, Dr. Cheng has been actively involved in educational development work at various international organizations over the past decade, including Boston-based Tibet Poverty Alleviation Fund, the UNESCO International Institute for Educational Planning (IIEP), and the Yale-China Association. Dr. Cheng holds degrees in mechanical engineering and economics from universities in China, an Ed.M. from Boston University, and a doctorate from Teachers College, Columbia University.

Course AY 2017-18:
Fall 2017
ITSF 4098: Educational Development Policies in China

Regina Cortina
Professor

E-mail: cortina@tc.columbia.edu
Office Location: 352 Macy Hall

Regina Cortina is Professor of Education in the Department of International and Transcultural Studies at Teachers College, Columbia University. Her new book is Civil Society Organizations in Latin American Education: Case Studies and Perspectives on Advocacy (forthcoming from Routledge), with Constanza Lafuente. This book focuses on the strategic framework and accountability practices of civil society organizations promoting the right to education in Latin America. Professor Cortina recently published Indigenous Education Policy, Equity, and Intercultural Understanding in Latin America (2017), a comparative study of policies designed to increase the educational opportunities of Indigenous students, protect their rights to an education inclusive of their cultures and languages, and improve their education outcomes. The Education of Indigenous Citizens in Latin America (2014), her earlier book, examines unprecedented changes in education across Latin America that resulted from the endorsement of Indigenous people’s rights through the development of intercultural and bilingual education. Professor Cortina’s other areas of expertise are gender and education, the education and employment of teachers, public policy and education, and the schooling of Latinos in the United States. Among her other major publications are Women and Teaching: Global Perspectives on the Feminization of a Profession (Palgrave, 2006), Immigrants and Schooling: Mexicans in New York (Center for Migration Studies, 2003), and Distant Alliances: Promoting Education for Girls and Women in Latin America (Routledge, 2000). She has a Ph.D. in Education, a master’s degree in International and Comparative Education, and a master’s degree in Political Science, all from Stanford University, and a bachelor’s degree from the Universidad Iberoamericana in Mexico City. Professor Cortina is currently the President-Elect of the Comparative and International Education Society (CIES) and Academic Program Chair of the CIES 2018 Annual Conference that will take place in Mexico City. Professor Cortina will become the President of CIES in March 2018.

Courses AY 2017-18:
Fall 2017
ITSF 6580: Advanced Seminar in ICE I

Spring 2018
ITSF 6581: Advanced Seminar in ICE II
ITSF 4060: Latinos in Urban Schools

Summer 2018
ITSF 5008: Gender, Education and International Development
Hope Jensen Leichter
Professor
E-mail: leichter@tc.columbia.edu
Office location: 274 Grace Dodge Hall

Hope Leichter is an Elbenwood Professor of Education and
the Director of the Elbenwood Center for the Study of the
Family as Educator at Teachers College, Columbia University.
Her research and teaching interests focus on families and
communities as educators; family memories and narratives;
kinship networks and grandparents as educators; the
mediation of television by the family; museum education for
families; families and school reform; and immigration,
migration and family education. Among Dr. Leichter’s
publications are: *Kinship and Casework: Family Networks*
*and Social Intervention* (Russell Sage Foundation); *Families*
*and Communities as Educators* (Teachers College Press); *The*
*School and Parents* (Teachers College Record); and *Family*
*Contexts of Television* (Educational Communication and
Technology). She holds a Ph.D. from Harvard University and
an A.B. from Oberlin College.

Course AY 2017-18:
Fall 2017
ITSF 5023: The Family as Educator
ITSF 6520: Families/Communities as Educators

Spring 2018
ITSF 5120: Education in Community: Museums
ITSF 6520: Families/Communities as Educators

Constanza Lafuente
Adjunct Assistant Professor
E-mail: cel2106@tc.columbia.edu

Constanza Lafuente has a Ph.D. in Comparative and
International Education with Political Science from
Teachers College, Columbia University (Fulbright
Scholarship), an M.Sc. in Public Policy in Latin America from
the University of Oxford (Shell Centenary Scholarship) and
an M.A. in Non-profit Organizations with a management
concentration, from the Universidad de San Andrés in
Buenos Aires, Argentina. She works at the Bank Street
College of Education’s “Education Center”, at the Pre-K
Explore project, which provides professional development
for Pre-K-for-All teachers, together with the NYC
Department of Education.

At Teachers College, under the supervision of Professor
Gita Steiner-Khamsi and Professor Jeffrey Henig, she wrote
her doctoral dissertation on the scaling-up of education
NGOs, and the strategies and organizational designs of
scaled-up education NGOs. Dr. Lafuente has previously
worked as a research associate at the Centro de Innovación
Social at the Universidad de San Andrés in Buenos Aires,
Argentina, where she conducted research on the scaling-up
of social enterprises, with Professor Gabriel Berger
(Universidad de San Andrés).

She also worked as an instructor and teaching assistant for
the course Management of Social Ventures at the
Universidad de San Andrés; Academic Writing Instructor for
the Postgraduate Program on Nonprofit Organizations of
the Universidad de San Andrés, and as guest speaker on
civil society issues in Argentina, at the Buenos Aires campus
of New York University. She has co-authored articles,
teaching and analytic cases on education NGOs, scaling-up
strategies, fundraising for education NGOs, design and
management of volunteer programs for NGOs and
corporate social responsibility and education in Latin
America.

Course AY 2017-18:
Fall 2017
ITSF 4199-001: Strategies of Civil Society - IED
Nicholas Limerick is an Assistant Professor of Anthropology and Education and International and Comparative Education at Teachers College, Columbia University. His main areas of research interest include linguistic anthropology, nation-states and schools, sociopolitical movements, indigenous language and culture revitalization, multilingualism, citizenship, and alternative models of education. He is currently drafting publications from his first project, which is based on more than two years of ethnographic research with indigenous directors of intercultural bilingual education in Ecuador. He is involved in ongoing projects related to multilingualism and the politics of education in the Andes. His research has received awards from the Wenner-Gren Foundation for Anthropological Research, the National Academy of Education/Spencer Foundation, the National Science Foundation, and the Reed Foundation. Dr. Limerick received his Ph.D. in anthropology and in educational linguistics from the University of Pennsylvania in 2015, and he also holds a B.A. in anthropology from Emory University. His research is conducted in Spanish and in Quichua.

Courses AY 2017-2018:
Fall 2017
ITSF 5050: Language, Cultural Politics & Education
ITSF 5001: Advanced Ethnographic Methods

Spring 2018
ITSF 4014: Urban Situations and Education
ITSF 5015: Political anthropology: Labor, Race, and Belief

Mary Mendenhall is an Associate Professor of Practice in the International and Comparative Education Program at Teachers College, Columbia University. Her current research interests include policies and practices of refugee education across camp, urban and resettlement contexts; teacher support and professional development in crisis settings; and the relevance and sustainability of education support provided by international organizations to displaced children and youth in conflict-affected states in Sub-Saharan Africa.

Dr. Mendenhall currently serves as a member of the Standards and Practice Working Group for the Inter-Agency Network for Education in Emergencies (INEE) and the Co-Chair of INEE’s Teachers in Crisis Contexts Sub-Working Group, an inter-agency effort to provide continuous, quality professional development to teachers working in displacement contexts. She also serves as an advisor to the Right to Education Initiative and the Center for Learning in Practice (CLiP) at the Carey Institute for Global Good. Previously, Dr. Mendenhall led the partnership between the International Rescue Committee and the University of Nairobi to develop the first-ever graduate program in education in emergencies from 2009-2013.

Two recent publications include a policy report -- Urban Refugee Education: Strengthening Policies and Practices for Access, Quality and Inclusion (Teachers College, 2017, with Professors S. Garnett Russell and Elizabeth Buckner); and “If You Need Help, They are Always There for us”: Education for Refugees in an International High School in NYC” (Urban Review, 2016; with Professors Lesley Bartlett and Ameena Ghaffar-Kucher).

Dr. Mendenhall has an Ed.D. in international educational development from Teachers College, an M.A. in higher education administration from New York University, and a B.A. in psychology from Ohio University. For details, see www.marymendenhall.com, and http://www.tc.columbia.edu/refugeeeducation/.

Courses AY 2017-18:
Fall 2017
ITSF 4090-001: Issues and Institutions in IED
ITSF 4005: Education in Emergencies

Spring 2018
ITSF 4093: Curriculum and Pedagogy in International Contexts

Summer 2018
ITSF 4199: Project Design & Planning for IED
Oren Pizmony-Levy is an Assistant Professor of International and Comparative Education at Teachers College, Columbia University. His research interests include global and transnational sociology and educational social movements. Professor Pizmony-Levy’s main line of research is concerned with international large-scale assessments of student achievement (e.g., TIMSS and PISA) and the impact of these assessments on the policy process. Other lines of his research focus on the role of NGOs in advancing environmental and sustainability education and the development of safe-organizations for sexual orientation and gender identity minorities (e.g., schools and refugee protection agencies). He received a B.A. in political science and educational policy from Tel-Aviv University, and M.A. and Ph.D. in sociology and educational leadership and policy studies from Indiana University – Bloomington.

Among his recent publications are “Big Comparisons, Little Knowledge: Public Engagement with PISA in the United States and Israel”, “How Americans View the Opt Out Movement” (with Ben Cosman), and “International Perspectives on Homophobic and Transphobic Bullying in Schools” (with Joe Kosciw, special issue of the Journal of LGBT Youth). Professor Pizmony-Levy is the recipient of multiple awards from professional associations, including CIES and the American Sociological Association. He has received research grants from the Arcus Foundation, Indiana University, the Spencer Foundation, and the U.S. State Department.

Courses AY 2017-18:
Fall 2017
ITSF 4101: Quantitative Analysis in CIE
ITSF 5031: Education and Sustainable Development

Spring 2018
ITSF 5035: Social Analysis of ILSA
ITSF 6590: Doctoral Seminar (topic: writing journal articles)

Elsie Rockwell is a Mexican citizen and is full professor and researcher at the Centro de Investigación y de Estudios Avanzados del Instituto Politécnico Nacional in Mexico City. A historian and anthropologist by training, she has done research on past and present policies and cultures of schooling, particularly in rural and indigenous communities in México. She has conducted ethnographic and historical research on state formation and schooling, as well as on literacy/orality in school and community contexts. Her current interests include comparative research, based on studies done in France and the research of her many colleagues in France, Brazil, Argentina and Chile. Over the years, she has also worked directly with teachers on alternative educational projects, and has advised over 30 graduate students.

Rockwell has published extensively in Spanish, English, French and Portuguese language journals and volumes. Her most recent books include La Experiencia Etnográfica: Historia y Cultura en los Procesos Educativos (Paidós 2009) and a volume edited with Kathryn Anderson-Levitt, Comparing Ethnographies: Local Studies of Education Across the Americas (AERA, 2017). In 2013 Dr. Rockwell received the George & Louise Spindler Award from the American Anthropological Association.

Professor Rockwell will be the Edward Larocque Tinker Visiting Professor in the Department of International and Transcultural Studies during the fall term of 2017.

Course AY 2017-18:
Fall 2017
ITSF 5199-003: Schooling and Margins of State
Sandra Sirota earned her doctorate from Columbia University Teachers College in the International and Comparative Education program in May 2017, specializing in Peace and Human Rights Education. She is currently an Adjunct Assistant Professor at Teachers College. Dr. Sirota has conducted research, created curricula, taught, and advised on NGO program development in the fields of human rights, education, social movements, and social services. Her research is based in the United States, Southeast Asia, and Africa. Dr. Sirota holds a master’s degree in International Human Rights from the University of Denver Korbel School of International Studies and a bachelor’s degree in Anthropology from Cornell University. She is currently conducting research on human rights education networks and social movements in South Africa and the United States.

Course AY 2017-18:  
Fall 2017  
ITSF 4199-003: Social Movements

Garnett Russell is an Assistant Professor of International and Comparative Education specializing in education in post-conflict societies. She currently directs the George Clement Bond Center for African Education. Her research focuses on areas linked to education and conflict, peace-building, transitional justice, human rights, and citizenship in Sub-Saharan Africa, including Rwanda and South Africa. She has also conducted research on human rights and diversity in New York high schools and the right to education for urban refugees in Ecuador, Lebanon, Kenya and other countries in the global south. In addition, she is a member of the Inter-Agency Network for Education in Emergencies (INEE) Education Policy Working Group, a co-chair of the CIES SIG for Education, Conflict, and Emergencies, and is also a board member for the Journal on Education in Emergencies.

Her publications have appeared in Comparative Education, Social Forces, Globalisation, Societies, and Education, International Sociology, International Studies Quarterly, Compare, and Prospects. She has received funding from the National Science Foundation (NSF), NSEP Boren, and the U.S. State Department Bureau of Population, Refugees, and Migration (BPRM). Previously, she worked as a policy analyst for UNESCO, as well as a consultant for other non-profit organizations including Save the Children and SRI International. Professor Russell has a Ph.D. from Stanford’s Graduate School of Education, an M.A. in International Development from the Johns Hopkins School of Advanced International Studies (SAIS) and a B.A. in International Relations from Stanford University.

Courses AY 2017-18:  
Fall 2017  
ITSF 4160: Human Rights in Africa

Summer 2018  
ITSF 5040: Mixed Research Methods
Gita Steiner-Khamsi is Professor of International and Comparative Education. Her scholarly interests include comparative policy studies, policy borrowing/lending, teacher policy and school reform, globalization theories, case-study methodology, strategic planning and evaluation research. Among Professor Steiner-Khamsi’s eight books are: The Global Education Industry (with Antoni Verger, Christopher Lubienski, Routledge 2016); Policy Borrowing and Lending (with Florian Waldow, Routledge, 2012); South-South Cooperation in Education and Development (with Linda Chisholm, TC Press and HRSC Press, 2009); and How NGOs React. Globalization and Education Reform in the Caucasus, Central Asia and Mongolia (with Iveta Silova, Kumarian Press, 2008).

Moreover she has served as Principal Investigator/Team Leader for several projects funded by OSI, World Bank, UNICEF, ADB, IADB, DANIDA, SDC, EU, SDC and USAID mostly in Mongolia, Central Asia, Central and Eastern Europe, Pakistan and Africa (most recently in Burkina Faso).

Professor Steiner-Khamsi was 2009/2010 President of the Comparative and International Education Society, Co-editor of the book series World Yearbook of Education (Routledge), Past Chair of the Standing Committee for Admission and New Societies of the World Council of Comparative Education Societies, and is recipient of an honorary doctoral degree from the Mongolian National University of Education. She received her M.A. and Ph.D. from the University of Zurich/Switzerland.

Professor Steiner-Khamsi splits her time between New York and Geneva. She is teaching and advising students in the International and Comparative Education program in the fall semester of each year. In the spring semester, she teaches at the Graduate Institute of International and Development Studies in Geneva. In addition to her academic appointments, she serves as Director of NORRAG, a Geneva-based global network of international policies and cooperation in education with around 5,000 members.

Courses AY 2017-18:
Fall 2017
ITSF 5006: Comparative Policy Studies
ITSF 5199-001: Comparative Policy Studies: Theories, Methods, and Emerging Issues

Felisa Tibbitts is a Lecturer in the Comparative and International Education Program at Teachers College, Columbia University. Her research interests include peace, human rights and democratic citizenship education; curriculum policy and reform; critical pedagogy; and education and social movements. She was a Fulbright Fellow at Lund University, Sweden (Fall 2014) and a Human Rights Fellow at the Kennedy School of Government, Harvard University (2011-2013).

She has published practical resources on curriculum, program development and evaluation on behalf of the Office of the UN High Commissioner for Human Rights, UNICEF, UNESCO, OSCE/ODIHR, the Council of Europe and non-governmental organizations such as Amnesty International and the Open Society Foundations. Dr. Tibbitts is widely read in the field of human rights education and her scholarship has appeared in numerous books and journals including the Journal of Peace Education, Intercultural Education, Prospects, and the International Review of Education.

Previously she was an adjunct faculty member at the Harvard Graduate School of Education and the UN-mandated University for Peace. She remains affiliated with the Institute for Reconciliation and Social Justice in South Africa. She also co-founded the NGO Human Rights Education Associates (HREA – www.hrea.org), which she directed from 1999-2011 and remains active in international HRE networks. She received her bachelor’s degree and two master’s degrees (Public Policy, Education) from Harvard University and her D.Phil. in Political Science from the Otto-von-Guericke Universität of Magdeburg (Germany).

Courses AY 2017-18:
Fall 2017
ITSF 4090-002: Issues and Institutions IED
ITSF 4613: International Perspectives on Peace & Human Rights Education

Spring 2018
ITSF 4038: Monitoring and Evaluation in IED
ITSF 4603: Human and Social Dimensions of Peace Education
Mun C. Tsang
Professor

E-mail: mct27@columbia.edu
Office location: 346 Macy Hall

Mun C. Tsang is Professor of Economics of Education and Director of the Center on Chinese Education at Teachers College, Columbia University.

His work interests are related to educational development and reform in China, education finance, education costs and policy analysis in education, and education and economic development.


Professor Tsang has a Doctorate in Economics of Education and a master’s degree in Economics from Stanford University and a bachelor’s and master’s degree in Chemical Engineering from Massachusetts Institute of Technology.

Ruth Westheimer
Adjunct Professor

E-mail: rfw2004@tc.columbia.edu
Office location: 274 Grace Dodge Hall

Dr. Ruth Westheimer may best be known for having pioneered talking explicitly about sex on radio and television, but as it turns out, that is only a small part of her rich and diversified life. Born in Germany in 1928, Dr. Westheimer went to Switzerland at the age of ten to escape the Holocaust, which wiped out her entire immediate family. At the age of sixteen she went to then Palestine. She joined the Haganah, the Israeli freedom fighters, and was trained to be a sniper and was seriously wounded in a bomb blast. She later moved to Paris to study at the Sorbonne and in 1956 went to the U.S. where she obtained her Master’s degree in Sociology from the Graduate Faculty of the New School of Social Research and Doctorate of Education (Ed.D.) in the Interdisciplinary Study of the Family from Teachers College, Columbia University. Her work for Planned Parenthood led her to study human sexuality under Dr. Helen Singer Kaplan at New York Hospital-Cornell University Medical Center, where she became an Adjunct Associate Professor. She is also an Adjunct Professor at New York University, and a fellow of both Calhoun College at Yale and Butler College at Princeton, where at the latter two she taught a seminar from 2005-2010, as well as a fellow of the New York Academy of Medicine. She has her own private practice in New York and lectures worldwide. She is the author of 36 books, the latest of which is Dr. Ruth’s Guide for the Alzheimer’s Caregiver and the executive producer of five documentaries.

Course AY 2017-18:
Spring 2018
ITSF 5026: The Family and Television
Portia Williams is the Executive Director for the Office of International Affairs (OIA) and an Adjunct Assistant Professor in the Department of International and Transcultural Studies at Teachers College, Columbia University. Her current work explores internationalization practices within higher education, transnational cooperation, and strategic global mobility. With more than 20 years of experience in education and development, Dr. Williams has directed, advised, or collaborated on policy and program initiatives in East and Southern Africa, Eastern Europe, East and Southern Asia, the Middle East, and the United States. Dr. Williams holds an Ed.D. in International Educational Development and Policy Studies and an Ed.M. in International Family and Community Education from Teachers College, Columbia University. She also holds an M.A. in Teaching English as a Second Language from the University of Illinois at Urbana Champaign. Dr. Williams is a former Spencer Research Fellow and David L. Boren Fellow. Her research investigates the politics of foreign aid and its impact on educational policy and teacher shortages.

Dr. Yen is an Adjunct Assistant Professor and a public relations multimedia designer at Teachers College, Columbia University. She has taught Digital Storytelling for the Art and Art Education Program and the International and Comparative Education (ICE) Program at Teachers College.

Dr. Yen’s research lies in the interaction of art, storytelling, philosophy, and technology, and she has worked as a video producer, interaction designer and museum educator. Her videos were featured on The Washington Post and The New York Times websites and shown at the New York Historical Society. She collaborated with Dr. Gita Steiner-Khamsi to produce the film Comparatively Speaking: 60 Years of Comparative and International Education Society, a visual account of the Society’s history, which was premiered at the CIES 60th annual conference in Vancouver, 2016.

Dr. Yen received her doctoral degree in Art and Art Education from Teachers College, Columbia University. She holds a master’s degree in Interactive Telecommunications from New York University’s Tisch School of the Arts, a M.A. in Art and Art History from Tufts University, and a B.A. in History from National Taiwan University.

Course AY 2017-18:

Spring 2018
ITSF 4199: Field Study as a Narrative Experience: A Digital Media Approach
The main responsibilities of the Program Assistant revolve around managing the day-to-day communications of the ICE program. This means providing support to the ICE program’s faculty, especially the Program Director, and students. In doing so, the Program Assistant must be knowledgeable about the different aspects of the program, its relationship to its students, the department, and the college.

The Program Assistant also:

- Supports the faculty and program to ensure that it runs smoothly.
- Assists doctoral students with general paperwork, procedures, and requirements.
- Guides prospective and current students through program and college procedures and policies. Helps students with the transfer credit process.
- Prepares program requirement materials and assists students in navigating the program and degree requirements.
- Prepares weekly Notes from Grace Dodge Hall which is sent to program student listservs.
- Ensures the professional, orderly and smooth functioning of the busy program office, including reception, answering phones, composing correspondence, answering emails, filing, maintenance of program databases, updating program website, mail distribution and office errands.

Elizabeth Wilson
Program Assistant
E-mail: iceinfo@tc.columbia.edu
Office location: 374 Grace Dodge Hall

Elizabeth Wilson is the Program Assistant for the International and Comparative Education Program. She holds degrees in Business Administration, Cognitive Studies in Education, and Mathematics Education, and is currently working on her doctorate in Mathematics Education at Teachers College, Columbia University.
PEER ADVISOR

Peer Advisors (PAs) are doctoral fellows who support all students. Please read the following information to know what to expect from them and how they can help. You can contact them in person during office hours (walk-in and by appointment) or send an email.

WHAT CAN YOU EXPECT FROM YOUR PEER ADVISOR?

- The PA is available by appointment weekly and you can find office hours on the program’s website and in the weekly Notes from Grace Dodge Hall e-mails.
- Office hours change every semester and can change periodically, so be sure to check the weekly emails about these changes.
- The PA can assist you with questions about current course offerings and any program or degree requirements.
- The PA can offer advice on your course of study, internships and academic/professional goals.
- The PA helps coordinate social events and other activities to promote the integration of students and interactions between faculty and students.

WHAT SHOULD YOU KEEP IN MIND?

- Please try to make appointments with the PA during office hours, but if you are unable to make it to those, you are welcome to stop by during drop-in hours.
- Please be proactive about asking for support; it is advisable to meet with your PA before meeting your faculty advisor in order to optimize your time with your faculty advisor asking substantive questions.
- You need to keep track of approaching academic deadlines by reading Notes from Grace Dodge Hall and checking the program and Registrar’s websites.
- If you need to cancel/reschedule an appointment with the PA please do so 24 hours in advance.
- Email is the best way to contact the PA. Please allow a 48-hour turnaround for emails. Generally, the PA will only reply to emails between 9am and 5pm on weekdays.

Jihae (Jay) Cha
Doctoral Fellow

E-mail: jc4082@tc.columbia.edu
Office Location: 372 Grace Dodge Hall

Jihae (Jay) is a second-year Ed.D. student in International Educational Development. As a Doctoral Fellow for academic year 2017-2018, she will serve as the Peer Advisor, advising students on their academic and/or career goals and development.

Having been actively involved in multiple research projects at Teachers College, including the Kakuma Teacher Professional Development Project, Urban Refugee Education Project, and Teachers for Teachers Initiative, Jihae developed an academic interest in studying the underlying factors that keep children and youth’s motivation to learn intact, particularly in emergency settings. Her research interests examine the intersection of education quality, language skills, and psychosocial well-being, and the ways in which they influence learners’ motivation and academic goals in conflict-affected contexts. In addition to the theme of finding motivation in the midst of displacement, Jihae is also interested in looking at the continuation of refugee students’ educational and career paths upon resettlement in a third country or after returning to their home country. Jihae’s geographical focus is on East African countries, such as Kenya, South Sudan and Uganda.

Jihae has both educational and professional experiences in South Korea, France, and the Philippines. Prior to coming to Teachers College, she worked for intergovernmental organizations such as OECD, UNDP and the Ministry of Foreign Affairs of Republic of Korea, where she served as a policy assistant, liaison officer, and an intern. Jihae received her M.A. in International Educational Development from Teachers College with a concentration in International Humanitarian Issues and a B.A. in International Studies from Ewha Womans University.
INTEGRATED PROJECT (IP) ADVISOR

IP Advisors are doctoral fellows who support students with their Integrated Project (IP). Please read the following information to know what to expect from them and how they can help. You can contact them in person during office hours (walk-in and by appointment) or send an email.

WHAT CAN YOU EXPECT FROM YOUR IP ADVISOR?

- The IP Advisor is responsible for the advisement of new and continuing master’s level students who are working on their IP projects (for more information, see p. 40 of this handbook).
- The IP Advisor supports the initiation, development and completion of IPs.
- The IP Advisor updates and posts IP materials on the program website.
- The IP Advisor leads weekly workshops to support the research and writing of IPs.
- The IP Advisor provides research and writing support to students on an individual basis for their IPs.

WHAT SHOULD YOU KEEP IN MIND?

- The IP Advisor is available by appointment weekly and you can find office hours on the program’s website and in the weekly Notes from Grace Dodge Hall e-mails.
- Office hours change every semester and can change periodically, so make sure to check the weekly emails for any changes.
- Please try to make appointments with the IP Advisor during office hours, but if you are unable to make it to those, you are welcome to schedule an appointment with the IP Advisor at a different time or stop by during drop-in hours.
- Please be proactive about asking for support.
- You need to keep track of approaching academic deadlines by reading Notes from Grace Dodge Hall and checking the program and Registrar’s websites.
- If you need to cancel/reschedule an appointment please do so 24 hours in advance.
- Email is the best way to contact the IP Advisor. Please allow a 48-hour turnaround for emails. Generally, the IP Advisor will only reply to emails between 9am and 5pm on weekdays.

Brittany Kenyon
Doctoral Fellow

E-mail: bjk2156@tc.columbia.edu
Office Location: 372 Grace Dodge Hall

Brittany is excited to join the ICE program as a doctoral fellow and IP advisor. Originally from Rhode Island, Brittany has extensive experience teaching abroad. She has spent the last ten years in the elementary classroom, teaching students in kindergarten through grade two in Alexandria, Egypt, Berlin, Germany and Provincetown, Massachusetts. Her experience in these geographically, culturally, and socio-economically diverse settings has led her to believe that education can be used as a tool for promoting international understanding and compassion for others.

She holds a master’s degree in Teaching English as a Second Language, which she earned from The College of New Jersey at their campus in Mallorca, Spain. As a master’s student she researched the importance of supporting second language literacy development in the home and ways to enable parental language development. She also holds a Bachelor of Arts in Mathematics and Bachelor of Science in Education Studies from Stonehill College.

Brittany is exploring the relationships between schools and the communities they serve in both rural and urban settings. She is interested in leveraging that relationship to benefit and educate the whole child.
COMMUNICATIONS AND PROMOTIONS ADVISOR

The ICE Communications and Promotions Advisor is a doctoral fellow position that aims to develop and oversee marketing resources related to the ICE Program, with major duties including the following:

ESTABLISHMENT OF A STRONG ICE ONLINE PRESENCE

- Maintain, update and add new information to the ICE program webpage.
- Promote ICE program events and activities via social media (e.g. Twitter, Facebook).
- Propose new ideas for strengthening the ICE program’s online presence and student requirement strategies (e.g. assess promising practices among similar academic programs).

DEVELOPMENT OF THE GLOBAL UPDATE NEWSLETTER

- Organize and curate the content for the program newsletter.
- Edit and publish the program newsletter twice per year.
- Disseminate the newsletter to students, faculty, alumni and friends of the ICE program.

Erina Iwasaki
Doctoral Fellow
E-mail: ei2232@tc.columbia.edu
Office location: 372 Grace Dodge Hall

Erina graduated in 2010 with a master’s in Political and Moral Philosophy from the University of Paris-Sorbonne and a Diploma in American Studies at Smith College, in Northampton, Massachusetts. After her graduate studies, she returned to Yangon, Myanmar, to work as the Curriculum Director and Developer at Khayay School for the past 7 years.

Growing up within and in-between different countries and cultures, she built together with the faculty of the Khayay School an innovative multilingual curriculum that fosters the learners’ self-esteem and cultural identity while empowering them with the ability to connect with people from different backgrounds. A firm believer in the role of the arts in emotional development, she also worked as the Associate Director of the Myanmar Music Festival.

She is excited to embark on this new chapter as a doctoral fellow at Teachers College in International and Comparative Education and plans to focus her research on multilingual education with Professor Carol Benson.
Program Description

In 1899, Teachers College (TC) became the first graduate institution in the United States to develop a program that is now called International and Comparative Education (ICE). Program faculty members co-founded the Comparative and International Education Society (CIES) in 1954. By the 1960s, TC also became instrumental in the study of international development of education, establishing the program in International Educational Development. In addition to actively participating in the work of various centers and institutes within the Department of International and Transcultural Studies, faculty members of the program conduct research around the globe and play a prominent role in international initiatives at TC and beyond.

The ICE program has two separate tracks, Comparative and International Education (CIE) and International Educational Development (IED). The difference between them is that CIE is based on an academic discipline in the social sciences while IED is based on a professional specialization of education. Students in both tracks specify a concentration, either within or outside the Department of International and Transcultural Studies. Students should also specify a geographical area of interest. The regional areas of concentration may include Africa, the Caribbean, Central Asia, East Asia, Europe, the Middle East, Latin America, and the U.S. (for a transcultural/immigration focus).

The table below shows the degrees offered for each track.

<table>
<thead>
<tr>
<th>International and Comparative Education Program (ICE)</th>
<th>International Education Development (IED)</th>
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<tbody>
<tr>
<td>Comparative and International Education (CIE)</td>
<td>International Education Development (IED)</td>
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<tr>
<td>Master of Arts (M.A.)</td>
<td>Master of Education (Ed.M.)</td>
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<tr>
<td>Doctor of Philosophy (Ph.D.)</td>
<td>Doctor of Education (Ed.D.)</td>
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</table>

The program is designed to provide students with challenging course work related to international and transcultural dimensions of education. Program requirements include work in four areas: a core curriculum, a concentration that is either an academic discipline (for CIE track) or a professional field of education (for IED track), courses with transcultural or geographic focus, and elective credits. The program is designed to be as flexible as possible so that previous educational and professional experience and the future career goals of the student can be taken into account in the choice of appropriate course work. Students are expected to assume major responsibility for formulating, in cooperation with their faculty advisor, a plan of study that will best meet the general program requirements in a way that is most compatible with their own professional goals.

The ICE Program provides advanced preparation for professional careers in a wide range of teaching, policy and evaluation, administrative, and research roles. Graduates of the program are found in numerous educational positions, including those in academic research and teaching, educational planning, foundations, non-governmental organizations, governmental institutions, businesses and corporations, and private and public educational institutions.

Photo courtesy of Shanza Qureshi
Concentrations

All students in the ICE Program must select a concentration. Students in the International Educational Development (IED) track should choose from the available professional concentrations, while students in the Comparative and International Education (CIE) track should choose from the academic discipline concentrations. The following information provides ICE students with a brief description of the concentrations.

Each student is expected to assume major responsibility for formulating, in cooperation with their advisor and the faculty liaison for the concentration, a plan of study that will best meet the general program requirements in a way that is compatible with their own professional goals. The programs of study will need to be reviewed and approved by the student’s assigned faculty advisor each semester.

Professional Concentrations for IED

PROGRAM CONCENTRATIONS
Below you will find information for the professional concentrations offered by the ICE Program for IED students. Some concentrations have additional requirements, including core courses and internships, etc. For more detailed information visit the ICE webpage section on program concentrations or contact the program faculty liaisons.

Concentration Courses
Professional concentration courses offered within the ITS Department are included below. The list of courses under each concentration is not an exhaustive list for each area but rather a guide to help students begin the course selection process for the 2017-18 academic year. Since these courses are subject to change, check the online TC Schedule of Classes regularly for updated information. Students, in consultation with their faculty advisors, may select courses from other departments in Teachers College and other Columbia University schools such as the Graduate School of Arts and Sciences, School of International and Public Affairs, and Mailman School of Public Health. Additionally, students in consultation with their faculty advisors may also select methods courses towards their concentration requirement.

Relevant courses:
ITSF 4160: Human Rights in Africa (Fall 2017)
ITSF 4038: Monitoring and Evaluation in IED (Spring 2018)
ITSF 4098: Educational Development and Policy in China (Fall 2017)

Family & Community Education
Liaison: Professor Hope Jensen Leichter

Teachers College continues its long history of groundbreaking work on Family and Community Education through the concentration in Family and Community Education in the ITS Department. In all societies individuals learn from many others in their social networks, e.g. families, day-care centers, businesses, the media, museums, libraries, community agencies, religious institutions, as well as the schools. Since the configurations of these educational networks and institutions are subject to change—sometimes drastic changes such as those associated with new technological enterprises—studies in Family and Community Education examine the changing linkages among educative institutions in the community.
Fundamental changes in education also stem from the extensive transnational migration and immigration taking place in many areas of the world today. Given increasing geographic mobility, together with new forms of communication, an understanding of the connections between local and global cultures and the resources families and communities bring from one area to another is essential for educators and policy makers. Thus, another focus of the concentration is studies of family migration, immigration, and education. Courses examine basic processes of education within families, for example, the social construction of family memories, the mediation of television and other forms of technology by families, as well as the changing configurations of education in community settings, for example, linkages among museums, families and schools. Frameworks for these courses are interdisciplinary, drawing upon concepts from the social sciences and the humanities.

Relevant courses:
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
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<tbody>
<tr>
<td>ITSF 5023</td>
<td>The Family as Educator</td>
<td>Fall 2017</td>
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<tr>
<td>ITSF 5026</td>
<td>The Family and Television</td>
<td>Spring 2018</td>
</tr>
<tr>
<td>ITSF 5120</td>
<td>Education in Community Settings: Museums</td>
<td>Spring 2018</td>
</tr>
<tr>
<td>ITSF 6520</td>
<td>Families and Communities as Educators</td>
<td>(Fall 2017 &amp; Spring 2018)</td>
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**Finance & Planning**

*Liaison: Professor Mun C. Tsang*

The Finance and Planning concentration is devoted to the preparation of researchers, policy analysts, as well as managers and leaders in the financing and planning of education. The courses are designed to examine issues and topics central to the financing and planning of education at various levels across countries today and in the new century. These issues and topics include the financing of quality basic education for all, equity and efficiency in financing, higher-education finance, privatization and educational choice, international aid and education, decision analysis and planning in education, as well as the international and transcultural contexts of educational financing and planning.

This concentration is intended for students who will pursue a career dealing with financial and planning aspects in a variety of education settings, including schools and universities, government education departments and ministries, international development organizations, as well as non-profit and community organizations. In addition to the course listed below, students can select relevant courses from departments such as EPSA, Organization and Leadership, Arts and Humanities, as well as from the larger university.

Relevant course:
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
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<tr>
<td>ITSF 4098</td>
<td>Education Development Policies in China</td>
<td>Fall 2017</td>
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**International Humanitarian Issues**

*Liaisons: Professors Mary Mendenhall and Susan Garnett Russell*

The International Humanitarian Issues (IHI) concentration is an interdisciplinary specialization within the Program in International Educational Development. It is designed for students interested in conducting research on humanitarian issues or in providing humanitarian assistance in regions experiencing conflict, post-conflict recovery, or natural disasters. Through courses offered at Teachers College, the School of International and Public Affairs (SIPA), the School of Social Work, the Earth Institute, and the Mailman School of Public Health, students will examine the social, political, environmental, and economic dimensions of humanitarian emergencies and the impact of these emergencies on the education sector. Coursework in these different departments and programs will allow students to explore from an interdisciplinary perspective the role of formal and non-formal education in periods of conflict and crisis, and to consider the limitations of education in resolving different kinds of humanitarian emergencies. Students in the IHI concentration will plan an appropriate course of study with their advisors, but they are required to take courses from at least one program outside the ICE program. In addition, master’s and doctoral students are advised to take foreign language and area studies classes to help them obtain familiarity with cultural, historical, and linguistic contexts in which they plan to work. All students are strongly encouraged to complete an internship with an organization involved in humanitarian issues.

Relevant courses:
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
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</thead>
<tbody>
<tr>
<td>ITSF 4005</td>
<td>Education in Emergencies</td>
<td>Fall 2017</td>
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<tr>
<td>ITSF 4093</td>
<td>Curriculum and Pedagogy in International Contexts</td>
<td>Spring 2018</td>
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<tr>
<td>ITSF 4160</td>
<td>Human Rights in Africa</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>ITSF 4199</td>
<td>Project Design &amp; Planning for IED</td>
<td>Summer 2018</td>
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</table>

**International Policy and Planning**

*Liaisons: Professors Oren Pizmony-Levy and Gita Steiner-Khamsi*

The International Policy and Planning (IPP) concentration is interdisciplinary and applies a cross-national and comparative lens for understanding educational reform at the different levels of an educational system, that is, early childhood education, school (primary, lower secondary, upper secondary), teacher education, vocational-technical education, and higher education. In addition, the IPP concentration is attuned to non-formal education systems and programs, such as social movements and community organizations. Courses are taught with attention to multiple paradigms and worldviews to prepare future scholars and policy analysts to engage in the work of educational reform, formation, and study. Faculty who teach international policy and planning courses are experts on theories of policy change (e.g., globalization studies, neo-institutionalism, cross-national policy...
Importantly, faculty members have rich experience in carrying out analytical work in international policy and planning using diverse techniques and methods: sector reviews, policy analysis, international large-scale assessments (e.g., TIMSS, PIRLS, and PISA), public opinion, monitoring and evaluation as well as strategic planning in international educational development. Students in this concentration learn about the craft of policy-making and analysis, build a strong foundation in theory and debates, and learn empirical methods and analysis. Upon completion of the program, students are equipped with the knowledge to analyze education change in the context of political, economic and social processes. Equally important, they are able to apply skills that are necessary for developing evidence-based sector reviews, design, monitoring and evaluating projects in culturally sensitive and context-specific ways, and using participatory methods for sector planning in international educational development. Additional requirements for the IPP concentration are on the ICE webpage section under Program Concentrations.

Relevant courses:
ITSF 4098: Educational Development and Policy in China (Fall 2017)
ITSF 4101: Quantitative Analysis in ICE (Fall 2017)
ITSF 5006: Comparative Policy Studies (Fall 2017)
ITSF 5031: Education and Sustainable Development (Fall 2017)
ITSF 5035: Social Analysis of ILSA (Spring 2018)
ITSF 5199: Comparative Policy Studies: Theories, Methods, and Emerging Issues (Fall 2017)

Languages, Literacies and Cultures
Liaisons: Professors Carol Benson and Nicholas Limerick

This interdisciplinary concentration encourages students to analyze relationships between linguistic and educational practices in an increasingly globalized and technical world. Courses in this concentration address themes of individual and societal multilingualism, multiliteracies and multiculturalism in a range of contexts, including management of diverse languages, the education of immigrant groups, and revitalization in situations of language endangerment/loss. Students may study the role of family, community, school, and/or national-level policy in promoting and valorizing non-dominant languages and cultures. Others may consider how to plan for and teach additional regional, national or international linguistic varieties. Research methods include participant observation, discourse analysis, comparative policy studies, assessment of student achievement and literacies competencies, and classroom-based observation. Courses are designed to help students develop a critical, comparative perspective regarding questions of power, identity, Indigeneity and interculturalism in economically developing as well as developed countries. Associated fields include linguistic human rights, language policy, language-in-education policy and practice, languages and literacies pedagogy and assessment. More recent paradigms include multimodal communication, such as understandings of how visual and digital literacies influence communication and teaching.

Relevant courses:
ITSF 4025: Languages, Societies & Schools (Fall 2017)
ITSF 4013: Literacy & International Development (Spring 2018)
ITSF 5050: Language, Cultural Politics & Education (Fall 2017)

Latin American and Latino Education
Liaison: Professor Regina Cortina

Latin American and Latino Education (LALE) is an interdisciplinary concentration focused on education across the Americas. Responding to the importance of the Latin American and Caribbean region as well as the growing numbers of immigrants from that region to the United States, this concentration provides students with a foundation in Latin American/Latino studies through courses that consider topics such as, the impact of economic processes on education in the region; language policy in schools; the social, cultural, and political dimensions of education, ethnicity, and academic achievement; gender and social change; educational access and quality; teacher preparation and curricular development; patterns of migration within and between countries in the Western hemisphere; intercultural education; and the impact of international and bilateral educational policies and institutions on educational policy and practice in the region. Students are also encouraged to pursue relevant coursework at the School of International and Public Affairs, the Mailman School of Public Health, and other Columbia-affiliated institutions to examine the variety of linguistic, cultural, social, political, and economic processes that shape education across the Americas.

*For additional information visit the Latina/o and Latin American Faculty Working Group at http://www.tc.columbia.edu/latino-ed/. To join the mailing list, please email latino@tc.columbia.edu.

Relevant courses:
ITSF 4060: Latinos in Urban Schools (Spring 2018)
ITSF 4014: Urban Situations and Education (Spring 2018)
ITSF 5008: Gender, Education, and International Development (Summer 2018)
ITSF 5199: Schooling and Margins of State (Fall 2017)

Peace & Human Rights Education
Liaisons: Professors Susan Garnett Russell and Felisa Tibbitts

In recognition of the unprecedented dimensions of issues of security, war and peace, human rights and global justice, and sustainable development in a world of violent conflict, the ICE program offers a degree concentration in Peace and Human Rights Education. Peace and Human Rights Education is primarily
concerned with addressing direct, structural and cultural violence through the transformation of pedagogy, curriculum, and policy related to education in both formal and non-formal contexts.

Through the concentration, students are provided with a conceptual understanding of issues related to peace and human rights, as well as practical skills in curriculum design and program development. Students are encouraged to follow a program that will prepare them to pursue the objectives of peace and human rights in whatever area of education they choose to concentrate.

*To join the TCPeace listserv, please email Prof. Tibbitts ft442@tc.columbia.edu

Relevant courses:
- ITSF 4005: Education in Emergencies (Fall 2017)
- ITSF 4038: Monitoring and Evaluation in IED (Spring 2018)
- ITSF 4160: Human Rights in Africa (Fall 2017)
- ITSF 4603: Human and Social Dimensions of Peace Ed. (Spring 2018)
- ITSF 4613: International Perspectives on Peace & HR Ed. (Fall 2017)

### Additional Concentrations

**Bilingual/Bicultural Education**  
*Department of Arts and Humanities*

The Concentration in Bilingual/Bicultural Education prepares educators to promote multilingualism through the exploration of issues of learning and teaching in more than one language. Language allows us to codify our worlds in a dynamic way. The uses of more than one language in instruction calls for new ways of teaching and learning as the multiple languages represent different cultures and worldviews that have converged within a social space. Literacy as we understand it represents not only the decoding and encoding of words and knowledge but also the codified legacies of a people. Thus, we believe that in educational institutions we must work with multiple literacies, that of the school, the community, and the home. All of the different means are, moreover, embedded in power structures that we also have to explore within the individual and the society we live in.

**Conflict Resolution**  
*Department of Organization and Leadership*

Conflict Resolution is a concentration of courses aimed at developing core competencies for reflective scholars/practitioners. The courses are offered by the ICCCR, the International Center for Cooperation and Conflict Resolution, whose mission is to help individuals, schools, communities, businesses and governments better understand the nature of conflict and how to achieve its constructive resolution.

**Curriculum and Teaching**  
*Department of Curriculum and Teaching*

Broad questions about the nature, purpose, and design of curriculum and about the theory and practice of teaching remain at the core of the Curriculum and Teaching concentration. Addressing these questions in contemporary times calls for critical analyses of the ways in which curriculum, teaching, and schooling contribute to social inequalities, and a commitment to educating for social justice. Students have opportunities to become expert in such areas as curriculum development, school change and reform initiatives, action research and other school-based inquiry strategies, and gain perspectives on teaching as a complex intellectual activity.

**Educational Leadership**  
*Department of Organization and Leadership*

The Education Leadership concentration prepares students for careers as practitioners and scholars to lead and transform a wide variety of educating organizations. Students are equipped to lead educational practice; to influence political systems, education law, and education policy; to apply the methods of social science research to the conduct of inquiry; and to seek equality, equity, and diversity in education. Graduates serve in leadership positions as school principals and headmasters, district superintendents, and education leaders in comparable positions of executive leadership; as policy analysts and advocates; and as scholars of education and education leadership.

**Higher Education**  
*Department of Organization and Leadership*

The concentration in Higher Education is concerned with teaching, learning, and scholarly and professional development; organizational and institutional analysis; and social and comparative perspectives on knowledge production, policy and institutional development. Students work within and across these domains, developing programs of study that are focused on particular themes and issues (e.g., policy, scholarly learning and careers, student development, professional development), and are informed broadly by a diverse array of ideas, perspectives, and questions. The program prepares researcher-theorists and scholar-practitioners who create and implement cutting-edge policy based on enhanced skills as professional educators, researchers, and theory-builders, change and reform initiatives, action research and other school-based inquiry strategies, and gain perspectives on teaching as a complex intellectual activity.
Academic Discipline Concentrations for CIE

**Anthropology**  
*Department of International and Transcultural Studies*

Anthropology has a long and distinguished history of contributing directly to the major issues facing all educators. Throughout its history, the discipline has offered powerful alternatives. Anthropologists have participated in the shaping of policy and reform at all levels, from the most general to the most local. The anthropology concentration offers a disciplinary approach to analyzing the entry of matters of social class, ethnicity, language, race, gender, and other factors into issues of educational achievement, of health disparity, disability, among other concerns. It also helps students understand the ways of knowing specific to the discipline, how to apply them to practical issues, and participate in the continuing evolution of the field, including better methods for application.

**Economics**  
*Department of Education, Policy & Social Analysis (EPSA)*

Economics is a powerful tool for scholars and educational practitioners who wish to develop a better understanding of educational institutions and decisions. The concentration in Economics and Education allows students in the program to develop an array of skills in the application of economic concepts and theory, in cost-benefit analysis and other evaluative procedures, and in the statistical treatment of mass data.

**History**  
*Department of Arts and Humanities*

The History and Education concentration addresses important educational questions, first, by examining the ideas, individuals, and institutions of the past to determine their influence on their own times; and, second, by bringing historical knowledge and perspective to bear on current educational issues. Courses cover a range of topics including the educational history of urban areas, women, immigrants, and African-Americans. Students acquire a deep understanding of education in historical perspective through a comparative lens.

**Philosophy**  
*Department of Arts and Humanities*

The concentration in Philosophy and Education offers students a unique opportunity to develop their humanistic and critical thinking about comparative education. Coursework allows educators to broaden and deepen their understanding of the processes and aims of education through inquiry into the fields of aesthetics, ethics and moral philosophy, and epistemology and the philosophy of science. Study of a variety of historical and conceptual frameworks enables students to develop theoretical perspectives on education and to effectively critique arguments in contemporary educational debates.

**Politics**  
*Department of Education, Policy & Social Analysis (EPSA)*

How do societies handle conflicting visions of what schools should be doing? What changes in political and governance processes might facilitate better decision-making and policy implementation? The Politics and Education concentration serves students who wish to study the ways in which governance institutions, political ideologies, and competing interests influence the content, form, and functioning of schooling. Students study in-depth the ways power and politics affect and are affected by such issues as reform and innovation, privatization and school choice, race and ethnicity, poverty and inequality, and more.

**Sociology**  
*Department of Education, Policy & Social Analysis (EPSA)*

The Sociology and Education concentration examines basic issues in education from a sociological perspective. Training and hands-on experience in evaluation methods and both quantitative and qualitative research methods are central to the program. The curriculum emphasizes issues in urban education, including the social organization of urban schools and school systems, and the success or failure in serving educationally disadvantaged populations.

*More information can be found on the websites of the respective departments.*
PROGRAM REQUIREMENTS AND COURSE PLANNING WORKSHEET
This handbook includes a guide and course planning worksheets that explain the requirements for completing the degree. Use them to begin thinking ahead about your course plan.

CONCENTRATIONS
• Many incoming students may have already picked a concentration during the admissions process. A brief description of these can be found on pages 18-22.
• Keep in mind that your concentration is flexible, and that you may enter in one concentration but switch to another after your second semester (with faculty advisor approval).

HOW TO FIND COURSES AND DESCRIPTIONS
• Schedule: The TC general course schedule for Fall 2017 and Spring 2018 is available online at http://www.tc.columbia.edu/tc-schedule/ with the most recent course information. It is updated several times daily.
• ITSF: Courses for the ICE program are listed under Comparative & International Education, in the Department of International and Transcultural Studies (ITS) and on pages 24 and 25 of this handbook.
• ICE Program Courses: Brief ICE course descriptions can be found on the ICE website. In addition, some faculty members provide detailed course descriptions on their individual websites: http://www.tc.columbia.edu/international-and-transcultural-studies/international-and-comparative-education/people/

NEXT STEPS
• Worksheet: Please create a list of 3-5 courses that you would like to take using your course planning worksheet.
• ITSF Core Courses: Include at least one core course in your worksheet’s first semester. Please note that ITSF 4090: Issues and Institutions in International Educational Development & ITSF 4091: Comparative and International Education provide a strong foundation as you begin your program. While they have slightly different theoretical and methodological orientations, they should be considered interchangeable. You should choose depending on the time and day that you are available. These courses are only taught during the fall semester. More information on research methods as core courses can be found in this handbook on pages 36 and 37.
• Prepare a few back-up options beyond those 3-5 classes you have selected.
• Peer Advisor: Email the list of your proposed courses to the Peer Advisor. Please include your concentration in the email so that they can best assist you.
• Pin: After you discuss your course plan with the Peer Advisor, the Peer Advisor will give you a PIN and you will be able to register.
• Faculty Advisor: Discuss your course plan with your faculty advisor who will give final approval for your course selection.

REGISTRATION PROCEDURES
• With the PIN that you receive (from the Peer Advisor) you can register for most courses, but some require special permission from the instructor. To register for these courses (except for 4090 and 4091 – see above), you must email the professor and copy (cc) the ICE Program Assistant at iceinfo@tc.columbia.edu expressing your interest (just a brief sentence or two is fine) and requesting permission to enroll.

ADVISEMENT CONTACT INFORMATION
Your Faculty Advisor will be assigned to you during orientation in September 2017 and will be available to provide advisement regarding your initial course selection and any other questions you might have at that time and throughout the academic year.

The Peer Advisor is available at peeradvisors@tc.columbia.edu to discuss your course plan and other questions related to registration for fall. During the summer months a peer advisor (typically a doctoral student) will also be available to provide advisement. In order to make the best use of the advisement, please read all of the information carefully and ask specific questions.
# Schedule of Classes for ICE Program

## Fall 2017

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
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| 1:00-2:40 pm| **ITSF 4098** Educational Development Policies in China  
Cheng, Henan | **ITSF 4160** Human Rights in Africa  
*Russell, S. Garnett*  
**ITSF 5199** Comparative Policy Studies: Theories, Methods, and Emerging Issues  
*Steiner-Khamsi, Gita* | **ITSF 5023** (1:30-4:00 pm)  
The Family as Educator  
*Leichter, Hope*  
**ITSF 4005** Education in Emergencies  
*Mendenhall, Mary* | **ITSF4009** Introduction to Research Methods in ICE  
*Aklog, Fenot* |
| 3:00-4:40 pm| **ITSF4101** Quantitative Analysis in ICE  
*Pizmony-Levy, Oren*  
(Lab sessions after class)  
**ITSF 4613** International Perspectives on Peace and Human Rights  
*Tibbitts, Felisa* | **ITSF 6520** Families/Communities as Educators  
*Leichter, Hope* | **ITSF 4025** Languages, Societies & Schools  
*Benson, Carol*  
**ITSF 4090-002** Issues and Institutions IED  
*Tibbitts, Felisa* | **ITSF 5050** Language, Cultural Politics and Education  
*Limerick, Nicholas*  
**ITSF 4094** Education Planning - IED  
*Addey, Camilla* |
| 5:10-6:50 pm| **ITSF 6580** Advanced Seminar in ICE  
*Cortina, Regina* | **ITSF 5006** Comparative Policy Studies  
*Steiner-Khamsi, Gita* | **ITSF 4091-001** Comparative Education  
*Addey, Camilla*  
**ITSF 5199-003** Schooling and the Margins of the State  
*Rockwell, Elise* | **ITSF 4090-001** Issues and Institutions IED  
*Mendenhall, Mary* |
| 7:20-9:00 pm| **ITSF 4091-002** Comparative Education  
*Benson, Carol* | **ITS WORKSHOPS**  
7:00-9:00 | **ITSF 4199-001** Strategies of Civil Society - IED  
*Lafuente, Constanza* | |

**Special Dates**

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<tr>
<th>Time</th>
<th>Monday</th>
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<th>Saturday</th>
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<th>Thursday</th>
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</table>
| 10:00 am – 2:00 pm | **ITSF 5031** Education and Sustainable Development  
*Pizmony-Levy, Oren* | | | | 9/15, 9/22, 9/29, 10/6, 10/13, 10/20, 10/27 & 11/3 | |
| 9:00 am – 3:15 pm | | | | **ITSF 4199-003** Social Movements  
## Spring 2018

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<th>Time</th>
<th>Monday</th>
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<tr>
<td>1:00-2:40 pm</td>
<td><strong>ITSF 6581</strong>&lt;br&gt;Advanced Seminar in ICE II&lt;br&gt;Cortina, Regina</td>
<td><strong>ITSF 5120</strong>&lt;br&gt;(1:30-4:00 pm)&lt;br&gt;Education in Community Settings: Museums&lt;br&gt;Leichter, Hope</td>
<td><strong>ITSF 4009</strong>&lt;br&gt;Introduction to Research Methods ICE&lt;br&gt;Aklog, Fenot</td>
<td><strong>ITSF 4038</strong>&lt;br&gt;Monitoring and Evaluation in IED&lt;br&gt;Tibbits, Felisa</td>
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<tr>
<td>3:00-4:40 pm</td>
<td><strong>ITSF 6520</strong>&lt;br&gt;Families/Communities as Educators&lt;br&gt;Leichter, Hope</td>
<td><strong>ITSF 4199</strong>&lt;br&gt;Education and Privatization&lt;br&gt;Addey, Camilla</td>
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<td><strong>ITSF 4093</strong>&lt;br&gt;Curriculum &amp; Pedagogy in International Contexts&lt;br&gt;Mendenhall, Mary</td>
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<tr>
<td>5:10-6:50 pm</td>
<td><strong>ITSF 6590</strong>&lt;br&gt;Doctoral Seminar ITSF&lt;br&gt;Pizmony-Levy, Oren</td>
<td><strong>ITSF 4603</strong>&lt;br&gt;Human &amp; Social Dimensions of Peace Ed&lt;br&gt;Tibbits, Felisa</td>
<td><strong>ITSF 4060</strong>&lt;br&gt;Latinos in Urban Schools&lt;br&gt;Cortina, Regina</td>
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<td><strong>ITSF 4014</strong>&lt;br&gt;Urban Situations and Education&lt;br&gt;Limerick, Nicolas</td>
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<td>7:20-9:00 pm</td>
<td><strong>ITSF 5035</strong>&lt;br&gt;Social Analysis of ILSA&lt;br&gt;Pizmony-Levy, Oren</td>
<td><strong>ITSF 5026</strong>&lt;br&gt;The Family and Television&lt;br&gt;Westheimer, Ruth</td>
<td><strong>ITSF 4199-002</strong>&lt;br&gt;International Student Mobility&lt;br&gt;Austell, David</td>
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<td><strong>ITSF 4013</strong>&lt;br&gt; Literacy &amp; International Development&lt;br&gt;Benson, Carol</td>
<td><strong>ITS WORKSHOPS</strong>&lt;br&gt;7:00-9:00</td>
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### Special Dates

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<tr>
<td>9:00 am-5:00 pm</td>
<td><strong>ITSF 4199</strong>&lt;br&gt;Field Study as a Narrative Experience&lt;br&gt;Yen, Hua-Chu</td>
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*Please note that last-minute changes do happen. Kindly check the online TC Courses Schedule to verify classes.*
MASTER OF ARTS (M.A.)

International Educational Development (IED – code: INTL)
Comparative and International Education (CIE – code: COMP)

1. Coursework (at least 32 graduate level credits).

M.A. coursework falls into four broad areas:

Area 1: Core Courses (6 credits)
- Choose one: ITSF 4090 (Issues and Institutions in International Educational Development) or ITSF 4091 (Comparative Education)
- ITSF Research Methods Course (other options available in consultation with your advisor)

Area 2: Concentration (at least 12 credits)
- Courses counting towards the concentration must be faculty advisor-approved.
- Students considering a change in concentration must discuss the change with the faculty advisor.

Area 3: Transcultural/Area Studies (at least 8 credits)
- Courses must come from at least two of the following categories: topics, research methods, professional skills, internship/practicum.

Area 4: TC Electives (at least 6 credits)
- To fulfill the TC breadth requirement, M.A. students must take at least 6 credits that are at TC but outside of the ICE program. This could take the form of two 3-credit courses, three 2-credit courses, or any other combination agreed upon by students and their academic advisors.
- All non-ITSF courses at TC count as TC breadth electives.
- Courses offered by other programs within the ITS department (anthropology) can also count as TC breadth electives if they are outside of the student’s concentration.

2. Integrative Project (IP)
- Completion of an IP is required for the M.A. degree. Please see the Guidelines for Master’s Integrative Project (IP) on pages 40 and 41 in this handbook.
- Students should consult with the faculty advisor about the IP at least one semester before the intended graduation date. After the IP topic has been approved, the IP Advisor is available to guide students through the completion of the IP.
- Students who are working on the IP but are not registered for any other classes may register for IND 4000 (master’s Candidate).

3. Graduation
- While it is possible to complete the M.A. degree within one academic year (fall semester, spring semester, and summer session), the majority of students complete the degree in two years.
- In order to graduate, students need to review their coursework on Degree Audit (accessed online through myTC portal) and have it approved by their faculty advisor. Once the IP is completed, the student’s faculty advisor must approve it through Degree Audit. Students may contact the Registrar for specific deadlines. As per New York State requirements, students must submit a soft and hard copy of the IP to be filed in the ICE Program office (374 GDH). Students will complete a release form indicating whether or not they grant permission for the IP to be viewed by other students.
COURSE PLANNING WORKSHEET FOR MASTER OF ARTS (M.A.) STUDENTS

Students are encouraged to use this worksheet to plan out all coursework. They should bring it with them when they meet with their academic advisors.

Total Credits Required: At least 32

Area 1: Core Courses (6 credits)

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<th>Course</th>
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<tr>
<td>Choose 1</td>
<td>ITSF 4090 or 4091</td>
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<td>Choose 1</td>
<td>ITSF Research Methods Course</td>
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<td>(other options available in consultation with your advisor)</td>
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Area 2: Concentration (at least 12 credits)

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Area 3: Transcultural/Area Studies (at least 8 credits)

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Area 4: TC Electives (at least 6 credits outside of ICE)

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Integrative Project

<table>
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<tr>
<th>Course</th>
<th>Term</th>
<th>Credits</th>
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<tbody>
<tr>
<td>IND 4000</td>
<td>Register for this if you are working on your IP and not registered for other TC/CU courses</td>
<td>0</td>
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</table>
MASTER OF EDUCATION (Ed.M.)

International Educational Development (IED – code: INTL)
Comparative and International Education (CIE – code: COMP)

1. Coursework (at least 60 graduate level credits, including up to 30 transferred credits).

Ed.M. coursework falls into four broad areas:

Area 1: Core Courses (9 credits)
• Choose one: ITSF 4090 (Issues and Institutions in IED) or ITSF 4091 (Comparative Education)
• ITSF Research Methods Course (other options available in consultation with your advisor)
• One other advisor-approved ITSF course

Area 2: Concentration (at least 18 credits)
• Courses counting towards the concentration must be faculty advisor-approved.
• Students considering a change in concentration must discuss the change with the faculty advisor.
• In some cases, transferred credits may be applied in this area.

Area 3: Transcultural/Area Studies (at least 18 credits)
• Courses must come from at least three of the following categories: topics, research methods, professional skills, internship/practicum.
• Transferred credits may be applied in this area.

Area 4: TC Electives (at least 15 credits)
• To fulfill the TC breadth requirement, Ed.M. students must take at least 6 credits that are at TC but outside of the ICE program. This could take the form of two 3-credit courses, three 2-credit courses, or any other combination agreed upon by students and their academic advisors.
• All non-ITSF courses at TC count as TC breadth electives. Courses offered by other programs within the ITS department (anthropology) can also count as TC breadth electives if they are outside of the student’s concentration.
• Other elective courses can be taken outside of the ITS department or transferred from other schools.

Transfer credit: A maximum of 30 credits may be transferred from other recognized institutions. Only graduate courses which have been (1) completed with grades of B or higher, (2) submitted on an official transcript from a regionally accredited institution, and (3) granted/assigned credit on the transcript of that institution, may be considered for transfer credit. Transfer credit is awarded at the discretion of the faculty advisor. After registering for the first semester, students should obtain and fill out an Advanced Standing Review (ASR) application from the Office of the Registrar and return it to the Office of the Registrar. Transcripts will be evaluated and sent to the ICE Program Assistant, who will then contact the student with further instructions. The entire process can take several months.

2. Integrative Project (IP)
• Completion of an IP is required for the Ed.M. degree. Please see the guidelines on pages 40 and 41.
• Students should consult with the faculty advisor about the IP at least one semester before the intended graduation date. After the topic has been approved, the IP Advisor is available to guide students through the completion of the IP.
• Students who are working on the IP but not registered for any other classes may register for IND 4000 (master’s Candidate).

3. Graduation
• Full-time students who transfer the full thirty credits can complete the Ed.M. degree within one academic year (fall semester, spring semester, and summer session); however, most students take 1.5 to 2 year to complete this degree.
• In order to graduate, students need to review their coursework on Degree Audit (accessed online through myTC portal) and have it approved by their faculty advisor. Once the IP is completed, the student’s faculty advisor must approve it through Degree Audit. Students may contact the Registrar for specific deadlines. As per New York State requirements, students must submit a soft and hard copy of the IP to be filed in the ICE Program office (374 GDH). Students will complete a release form indicating whether or not they grant permission for the IP to be viewed by other students.
COURSE PLANNING WORKSHEET FOR MASTER OF EDUCATION (Ed.M.) STUDENTS

Students are encouraged to use this worksheet to plan out all coursework. They should bring it with them when they meet with their academic advisors.

Total Credits Required: At least 60

### Area 1: Core Courses (9 credits)

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<thead>
<tr>
<th>Course</th>
<th>Term</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Choose 1 ITSF 4090 or 4091</td>
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</tr>
<tr>
<td>Choose 1 ITSF Research Methods Course (other options available in consultation with your advisor)</td>
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<tr>
<td>Choose 1 Any advisor-approved ITSF Course</td>
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Total

### Area 2: Concentration (at least 18 credits)

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<th>Course</th>
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Total

### Area 3: Transcultural/Area Studies (at least 18 credits)

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<th>Course</th>
<th>Term</th>
<th>Credits</th>
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Total

### Area 4: TC Electives (at least 15 credits, including 6 credits within TC but outside ICE)

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<th>Course</th>
<th>Term</th>
<th>Credits</th>
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Total

### Integrative Project

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<th>Integrative Project</th>
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<tr>
<td>IND 4000 Register for this if you are working on your IP and not registered for other TC/CU courses</td>
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</table>
DOCTOR OF EDUCATION (Ed.D.)

International Educational Development (IED – code: INTL)

1. Coursework (at least 90 graduate level points, including up to 45 transferred credits).

Ed.D. coursework falls into four broad areas:

Area 1: Core Courses (12 credits)
- ITSF 6580: Advanced Seminar in Comparative Education
- ITSF 6581: Advanced Seminar in International Educational Development
- Choose 2 other ITSF courses (approved by the advisor)

Area 2: Concentration (at least 27 credits)
- Courses counting towards the concentration must be advisor-approved.
- In some cases, transferred credits may be applied in this area.

Area 3: Transcultural/Area Studies/Research Methods (at least 27 credits)
- At least 6 credits must be in research methods
- Other Area 3 courses must come from at least two of the following categories: topics, professional skills, internship/practicum
- In some cases, transferred credits may be applied in this area.
- In some cases, language credits may be applied in this area. Please check with the Registrar for restrictions on applying language credits

Area 4: Broad & Basic/Electives (at least 24 credits)
- Can include courses dealing with the nature of education, the nature of a person’s learning processes, and the methods of evaluation and research
- Can include courses that do not fit into any of the previous categories such as courses in related scholarly disciplines, and/or those which give an understanding of the functions of related specialties.
- Transferred credits may be applied in this area

Languages:
Only graduate-level language courses at an advanced level of proficiency count towards the degree. These require approval from your advisor and the Registrar. No more than six credits of language courses can be used towards a graduate degree.

Courses Outside of TC:
Please see the TC Catalogue for information about taking courses through the Inter-University Doctoral Consortium.

Transfer credit:
A maximum of 45 credits may be transferred from other recognized institutions. Only graduate courses which have been (1) completed with grades of B or higher, (2) submitted on an official transcript from a regionally accredited institution, and (3) granted/assigned credit on the transcript of that institution, may be considered for transfer credit. Transfer credit is awarded at the discretion of the faculty advisor. After registering for the first semester, students should obtain and fill out an Advanced Standing Review (ASR) application from the Office of the Registrar and return it to the Office of the Registrar. Transcripts will be evaluated and sent to the ICE Program Assistant, who will then contact the student with further instructions. The entire process can take several months.

2. Departmental certification examination
- Students complete their certification exam (AM) by the end of their first year in the program. The exam is integrated with the Advanced Seminar and includes two parts: one completed in the fall semester and one completed in the spring. Students must be authorized by ODS to take this exam; please see advisor for more details. The certification exam may be attempted twice. More information is available on the “For Ed.D./Ph.D. students” page on the ICE website.
3. Specialization examination

- Each professional specialization has different examination requirements. Students must register for the exam with ODS during the first week of the semester and should consult the main advisor for more information.

4. Defense of a dissertation proposal

- The dissertation proposal defense requires two readers. The advisor/sponsor is the first reader, and students are responsible for finding a second reader appropriate for the concentration.
- Students should register for ITSF 7500 during the semester of the proposal hearing. Please note that students are liable for dissertation advisement fees (ITSF 8900) in every semester following registration for ITSF 7500.
- Students are responsible for making arrangements with the two readers for the proposal hearing. Students should fill out the “Dissertation Proposal Hearing Report,” available from the ODS website. After a successful hearing, this form needs to be signed by both readers and the department chair. A copy should be submitted to the ICE program office and the original should be turned in to ODS.
- After a successful proposal hearing, students must submit an application to TC’s Institutional Review Board (IRB) for the research project.
- Please refer to the TC IRB website for more information (http://www.tc.columbia.edu/institutional-review-board). Once approved, copies of the IRB approval letter must be filed with the ICE program office and ODS.

5. Program Plan

- Download the document "Ed.D. Program Plan Form" from the ODS website. Students should complete the Program Plan and obtain the advisor’s signature on the form. This should be done by the time of the proposal hearing.

6. Ed.D. Certification

- Once students have 1) completed most of the required coursework, 2) passed the department exam, the specialization exam, and the proposal hearing, 3) received IRB approval for the dissertation research, and 4) submitted the approved program plan, students are eligible for Ed.D. certification. This process must be completed through the ICE program office with the assistance of the ICE program assistant.

7. Fieldwork Outside of the United States

- Students who are conducting fieldwork outside of the United States may register for ITSF 6200 for one or two semesters. This is a 0-credit, no fee course. If this course will be taken, it should be included in the program plan.

8. Preparation and defense of a research dissertation

- After taking ITSF 7500, all Ed.D. candidates are required to continuously register for ITSF 8900 and pay a fee in the term in which the dissertation is defended. Students who are not going to receive advisement may submit a “Waiver for Dissertation Advisement” to ODS. Contact the Office of Doctoral Studies for more information.
- Students may also refer to the document “General Instructions for the Preparation of Dissertations for the Doctor of Education Degree: A Manual of Style” downloadable from the ODS website for more information on dissertation preparation.
- The “Guide to the Dissertation Oral Defense” is available on the ODS website for general guidance on preparing for the dissertation defense.
- Consult the Office of Doctoral Studies for requirements on continuous enrollment.
COURSE PLANNING WORKSHEET FOR DOCTOR OF EDUCATION (Ed.D.) STUDENTS

Students are encouraged to use this worksheet to plan out all coursework. They should bring it with them when they meet their faculty advisor.

Total Credits Required: At least 90

Area 1: Core Courses (12 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Term</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ITSF 6580</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Seminar in CIE</td>
<td></td>
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<tr>
<td>ITSF 6581</td>
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<td></td>
</tr>
<tr>
<td>ITSF Research Methods Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose 1</td>
<td></td>
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<tr>
<td>Any advisor-approved ITSF course</td>
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<tr>
<td>Choose 1</td>
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<tr>
<td>Any advisor-approved ITSF course</td>
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</tbody>
</table>

Area 2: Concentration (at least 27 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Term</th>
<th>Credits</th>
</tr>
</thead>
</table>

Area 3: Transcultural/Area Studies/Research Methods (at least 27 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Term</th>
<th>Credits</th>
</tr>
</thead>
</table>

Area 4: Broad and Basic/Electives (at least 24 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Term</th>
<th>Credits</th>
</tr>
</thead>
</table>
DOCTOR OF PHILOSOPHY (Ph.D.)
Comparative and International Education (CIE – code: COMP)

1. Coursework (at least 75 graduate level points, including up to 30 transferred credits).

Ph.D. coursework falls into four broad areas:

**Area 1: Core Courses (9 credits)**
- ITSF 6580: Advanced Seminar in Comparative Education
- ITSF 6581: Advanced Seminar in International Educational Development
- Choose 1 other ITSF course (approved by advisor)

**Area 2: Concentration in an Academic Discipline (at least 30 credits)**
- Courses counting towards the concentration must be advisor-approved.
- Many of these courses can be taken at Columbia’s Graduate School of Arts and Sciences (GSAS).
- This area may include discipline-based research methods (note that Ph.D. students must have at least 12 credits of research methods courses).
- In some cases, transferred credits may be applied in this area.

**Area 3: Comparative Education/Transcultural/Area Studies (at least 18 credits)**
- The majority of these courses will come from the ITS department.
- This area may include research methods (note that Ph.D. students must have at least 12 credits of research methods courses).
- Transferred credits may be applied in this area.

**Area 4: Non-Major Foundations/Electives (at least 18 credits)**
- This includes courses taken outside the primary program of study.
- Transferred credits may be applied in this area.

**Languages:**
Only graduate-level language courses at an advanced level of proficiency count towards the degree. These require approval from your advisor and the Registrar. No more than six credits of language courses can be used towards a graduate degree.

**Courses Outside of TC:** Please see the TC Catalogue for information about taking courses through the Inter-University Doctoral Consortium.

**Transfer credit:**
A maximum of 30 credits may be transferred from other recognized institutions. Only graduate courses which have been (1) completed with grades of B or higher, (2) submitted on an official transcript from a regionally accredited institution, and (3) granted/assigned credit on the transcript of that institution, may be considered for transfer credit. Transfer credit is awarded at the discretion of the faculty advisor. After registering for the first semester, students should obtain and fill out an Advanced Standing Review (ASR) application from the Office of the Registrar and return it to the Office of the Registrar. Transcripts will be evaluated and sent to the ICE Program Assistant, who will then contact the student with further instructions. The entire process can take several months.

**Note:**
Ph.D. students must complete all degree requirements in no more than seven years. Those with 30 points of advanced standing prior to doctoral admission are to complete requirements within six years.

2. Departmental certification examination
- Students complete their certification exam (AM) by the end of their first year in the program. The exam is integrated with the Advanced Seminar and includes two parts: one completed in the fall semester and one completed in the spring. Students must be authorized by ODS to take this exam; please see advisor for more details. The certification exam may be attempted twice. More information is available on the “For Ed.D./Ph.D. students” page on the ICE website.
3. Specialization examination
   • Each discipline has different examination requirements. Students must register for the exam with ODS during the first week of the semester and should consult their faculty advisor for more information.

4. Defense of a dissertation proposal
   • The dissertation proposal defense requires two readers. The advisor/sponsor is the first reader, and students are responsible for finding a second reader appropriate for the concentration.
   • Students should register for ITSF 7500 during the semester of the proposal hearing. Please note that students are liable for dissertation advisement fees (ITSF 8900) in every semester following registration for ITSF 7500.
   • Students are responsible for making arrangements with the two readers for the proposal hearing. Students should fill out the “Dissertation Proposal Hearing Report,” available from the ODS website. After a successful hearing, this form needs to be signed by both readers and the department chair. A copy should be submitted to the ICE program office and the original should be turned in to ODS.
   • After a successful proposal hearing, students must submit an application to TC’s Institutional Review Board (IRB) for the research project. Please refer to the TC IRB website for more information (http://www.tc.columbia.edu/institutional-review-board). Once approved, copies of the IRB approval letter must be filed with the ICE program office and ODS.

5. Foreign Language Examinations
   • Ph.D. students are required to pass up to two proficiency examinations in foreign languages. Examinations are usually arranged through the appropriate language department at Columbia University. Consult ODS for more information.
   • One of these examinations may be replaced by receiving a passing grade for two of the following statistics courses offered at TC: HUDM 4122 (Probability and Statistical Inference), HUDM 5122 (Applied Regression Analysis), HUDM 5123 (Experimental Design).
   • Languages to be used must be listed on the program plan.

6. Program Plan
   • Download the document "Ph.D. Course Program Plan Form" from the ODS website. Students should complete the Program Plan and obtain the advisor’s signature on the form. This should be done by the time of the proposal hearing.

7. M.Phil. Certification
   • Once students have 1) completed all required coursework, 2) passed the department exam, the specialization exam, and the proposal hearing, 3) passed the foreign language examinations, 4) received IRB approval for the dissertation research, and 5) submitted the approved program plan, students are eligible for the M.Phil. certification. This process must be completed through the ICE program office with the assistance of the ICE program assistant.

8. Fieldwork Outside of the United States
   • Students who are conducting fieldwork outside of the United States may register for ITSF 6200 for one or two semesters. This is a 0-credit, no-fee course. If this course should be taken, it should be included in the program plan.

9. Preparation and defense of a research dissertation
   • After taking ITSF 7500, all Ph.D. candidates are required to continuously register for ITSF 8900 and pay a fee in the term in which the dissertation is defended. Students who are not going to receive advisement may submit a “Personal Exemption for Dissertation Advisement” to ODS. Students may instead register for IND 6000 and file a Certificate of Equivalency with the Registrar.
   • Students may also refer to the document "General Instructions for the Preparation of Dissertations for the Degree of Doctor of Philosophy" downloadable from the ODS website for more information on dissertation preparation.
   • Consult the Office of Doctoral Studies for requirements on continuous enrollment.
COURSE PLANNING WORKSHEET FOR DOCTOR OF PHILOSOPHY (Ph.D.) STUDENTS

Students are encouraged to use this worksheet to plan out all coursework. They should bring it with them when they meet their faculty advisor.

Total Credits Required: At least 75

**Area 1: Core Courses (9 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Term</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ITSF 6580</td>
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<tr>
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<td>ITSF 6581</td>
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<td>ITSF Research Methods Course</td>
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<tr>
<td>Any advisor-approved ITSF course</td>
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**Area 2: Concentration (at least 30 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Term</th>
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**Area 3: Comparative Education/Transcultural/Area Studies (at least 18 credits)**

<table>
<thead>
<tr>
<th>Course</th>
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**Area 4: Non-Major Foundations/Electives (at least 18 credits)**

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<tr>
<th>Course</th>
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Research Methods Courses

All ICE degrees require core courses (Area 1), which include methods courses (check your specific Program Description and Requirements for details). The following are research methods courses offered both within the International and Transcultural Studies Department (ITS) as well as in other TC Departments. These courses are subject to change, so check the online TC Course Schedule regularly for updated information.

- Please note that if you plan to take a methods course outside of the ITS department, you need to get the approval of your faculty advisor. Additionally, some of the courses have special fees or require instructor’s permission.
- Additional research methods courses are offered at other Columbia University schools, such as GSAS and SIPA. You can find these in the Columbia Directory of Courses: http://www.columbia.edu/cu/bulletin/uwb/.

**ITS Department Methods Courses**

### Fall 2017

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
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</thead>
<tbody>
<tr>
<td>ITSF 4009</td>
<td>Introduction to Research Methods ICE</td>
<td>Aklog, F.</td>
</tr>
<tr>
<td>ITSF 4101</td>
<td>Quantitative Analysis in ICE</td>
<td>Pizmony-Levy, O.</td>
</tr>
<tr>
<td>ITSF 5000</td>
<td>Methods of Inquiry: Ethnography &amp; Participant Observation</td>
<td>Tawasil, A.</td>
</tr>
<tr>
<td>ITSF 5001</td>
<td>Advanced Ethnographic Methods</td>
<td>Limerick, N.</td>
</tr>
<tr>
<td>ITSF 5020</td>
<td>Practicum in Anthropological Field Techniques</td>
<td>Comitas, L.</td>
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</table>

### Spring 2018

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITSF 4009</td>
<td>Introduction to Research Methods ICE</td>
<td>Aklog, F.</td>
</tr>
<tr>
<td>ITSF 5000</td>
<td>Methods of Inquiry: Ethnography &amp; Participant Observation</td>
<td>Tawasil, A.</td>
</tr>
<tr>
<td>ITSF 5016</td>
<td>Ethnography of Education</td>
<td>Varenne, H.</td>
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### Summer 2018

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
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</thead>
<tbody>
<tr>
<td>ITSF 5040</td>
<td>Mixed Methods Research</td>
<td>Russell, S.G.</td>
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**TC Methods Courses**

### Fall 2017

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>C&amp;T 5502</td>
<td>Qualitative Research Methods Classrooms &amp; Teaching</td>
<td>Knight-Manuel, M.</td>
</tr>
<tr>
<td>EDPA 4002</td>
<td>Data Analysis Policy Decision Making</td>
<td>Ready, D.</td>
</tr>
<tr>
<td>EDPA 6002</td>
<td>Quantitative Methods Evaluation Education Policies</td>
<td>Houston, D.</td>
</tr>
<tr>
<td>EDPE 6023</td>
<td>Causal Methods Education Policy Research</td>
<td>Scott-Clayton, J.</td>
</tr>
<tr>
<td>HUD 4120</td>
<td>Methods of Empirical Research</td>
<td>DeRose, L.</td>
</tr>
<tr>
<td>HUDK 4050</td>
<td>Core Methods Educational Data Mining</td>
<td>Lang, C.</td>
</tr>
<tr>
<td>HUDM 4120</td>
<td>Basic Concepts in Statistics</td>
<td>TBA</td>
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<tr>
<td>HUDM 4122-001</td>
<td>Probability/Statistical Inference</td>
<td>Corter, J.</td>
</tr>
<tr>
<td>HUDM 4122-002</td>
<td>Probability/Statistical Inference</td>
<td>Corter, J.</td>
</tr>
<tr>
<td>HUDM 4122-003</td>
<td>Probability/Statistical Inference</td>
<td>Kunz-Merry, N.</td>
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<tr>
<td>HUDM 4125</td>
<td>Statistical Inference</td>
<td>Keller, B.</td>
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<td>Course Title</td>
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</tr>
<tr>
<td>HUDM 5122</td>
<td>Applied Regression Analysis</td>
<td>Johnson, M.</td>
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<tr>
<td>HUDM 5123</td>
<td>Linear Models Experimental Design</td>
<td>Keller, B.</td>
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<tr>
<td>HUDM 5126</td>
<td>Linear Models and Regression Analysis</td>
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<tr>
<td>HUDM 6055</td>
<td>Latent Structure Analysis</td>
<td>DeCarlo, L.</td>
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<tr>
<td>ORL 5521-001</td>
<td>Intro to Research Methods in Education</td>
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<tr>
<td>ORL 5521-002</td>
<td>Intro to Research Methods in Education</td>
<td>Campbell, C.</td>
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<td>ORL 5522</td>
<td>Evaluation Methods I</td>
<td>Chatterji, M.</td>
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<tr>
<td>ORL 5524</td>
<td>Instrument Design &amp; Validation</td>
<td>Chatterji, M.</td>
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<tr>
<td>ORL 6501-001</td>
<td>Qualitative Research Method Orgs: Data Analysis Design</td>
<td>Marsick, V.</td>
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<tr>
<td>ORL 6501-002</td>
<td>Qualitative Research Method Orgs: Data Analysis Design</td>
<td>Maltbia, T.</td>
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<tr>
<td>ORLJ 4009-001</td>
<td>Understanding Behavioral Research</td>
<td>Perry, E.</td>
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<tr>
<td>ORLJ 4009-002</td>
<td>Understanding Behavioral Research</td>
<td>Perry, E.</td>
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<tr>
<td>ORLJ 4009-003</td>
<td>Understanding Behavioral Research</td>
<td>Stilwell, R.</td>
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**Spring 2018**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
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</thead>
<tbody>
<tr>
<td>EDPA 5002</td>
<td>Data Analysis Policy Decision Making II</td>
<td>Cohodes, S.</td>
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<tr>
<td>EDPS 5057</td>
<td>Qualitative Research Education Policy &amp; Social Analysis</td>
<td>Riehl, C.</td>
</tr>
<tr>
<td>HUDM 4120</td>
<td>Methods of Empirical Research</td>
<td>DeRose, L.</td>
</tr>
<tr>
<td>HUDM 4050</td>
<td>Introduction to Measurement</td>
<td>DeCarlo. L.</td>
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<tr>
<td>HUDM 4120</td>
<td>Basic Concepts in Statistics</td>
<td>Lee, Y.</td>
</tr>
<tr>
<td>HUDM 4122</td>
<td>Probability/Statistical Inference</td>
<td>Lee, Y.</td>
</tr>
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<td>HUDM 5122</td>
<td>Applied Regression Analysis</td>
<td>Johnson, M.</td>
</tr>
<tr>
<td>HUDM 5124</td>
<td>Multidimensional Scaling/Clustering</td>
<td>Corter, J.</td>
</tr>
<tr>
<td>HUDM 5133</td>
<td>Causal Inference Program Evaluation</td>
<td>Keller, B.</td>
</tr>
<tr>
<td>HUDM 6026</td>
<td>Computational Statistics</td>
<td>Johnson, M.</td>
</tr>
<tr>
<td>HUDM 6030</td>
<td>Multilevel Longitudinal Data Analysis</td>
<td>DeCarlo, M.</td>
</tr>
<tr>
<td>HUDM 6122</td>
<td>Multivariate Analysis I</td>
<td>Keller, B.</td>
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<tr>
<td>ORL 5521</td>
<td>Introduction to Research Methods in Education</td>
<td>Conway, K.</td>
</tr>
<tr>
<td>ORL 5523</td>
<td>Evaluation Methods Seminar II</td>
<td>Chatterji, M.</td>
</tr>
<tr>
<td>ORL 6500</td>
<td>Qualitative Research Methods: Designing Data Collection</td>
<td>Yorks, L.</td>
</tr>
</tbody>
</table>
Cross-Registration

Excerpted from the Office of the Registrar. For the entire and most updated text, please visit http://www.tc.columbia.edu/registrar

How to Register for Columbia University Courses

- Cross-registration with Columbia University begins later than registration in TC courses. In any given semester, we would anticipate opening cross-registration one week before the start of that semester. However, the actual opening date for cross-registration varies term by term. For specific dates, please e-mail registrar@tc.edu two to four weeks prior to the start of a semester.
- Search Columbia’s directory of classes. Make sure to take note of the five-digit call number you will need to register.
- For a course requiring instructor or departmental approval, be prepared to obtain written, signed permission from the instructor or departmental representative. You may use TC’s special approval form, or you can ask the instructor/departmental rep to write up a short note indicating that you have permission to register. Bring the permission note to the Office of the Registrar at Teachers College (324 Thorndike) or fax it to (212) 678-3005. We will then enter the approval, and you can proceed to register.
- Once the TC Registrar has received and entered all necessary course approvals, you may register for a Columbia course online through the myTC Portal. Simply enter the five-digit Columbia call number when you are prompted to add classes; enter the call number in the same space where you would enter the CRN of a TC course. Make sure to save your changes and confirm your registration.
- Certain Columbia schools place additional restrictions on registration. To enroll in courses in any of these schools, you will need to obtain written approval. You will also have to register in-person with the TC Registrar (324 Thorndike) or by faxing your completed registration form to us at (212) 678-3005. Please present your written approval along with the registration request. See below for instructions on obtaining approval (more details on are on the website):
  - School of Architecture: Approval granted in 4th Floor of Avery Hall, Admissions.
  - Business School: Pursue approval online through the Business School’s cross-registration site.
  - School of International and Public Affairs (SIPA): Please view the list of SIPA courses that are open to TC students for the current term. Note that you must register for SIPA courses through myTC, or you will not receive grades or credits for those courses. Please see http://www.tc.columbia.edu/registrar/pages/registration/open-sipa-courses/ for more information.
  - School of Journalism: Visit the Current Students site and click the link for “Cross-Registration: Other Students.” For specific questions about approval, contact Melanie Huff, Assistant Dean for Student Affairs, at mgh2@columbia.edu.
  - School of Law: Approval granted in the Law School Registrar’s Office, 5th Floor of William and June Warren Hall.
  - School of Social Work: Pursue approval online through this School’s cross-registration site. Note that you must register for Social Work courses through myTC, or you will not receive grades or credits for those courses.
  - Any 0-point CU course: Students must register in-person with the TC Registrar.

OTHER REGISTRATION OPTIONS: Occasionally, Columbia courses do not load properly in TC’s system, and you will not be able to register online. If you enter a Columbia call number and your request is rejected, you may register either in person in the Registrar’s Office at TC or by faxing a completed registration request to (212) 678-3005. Be sure to sign your request form and to include the following course information: five-digit call number, subject, course number, and section. You can confirm your registration through the myTC Portal one business day after sending your fax or registering in-person.

TUITION: Be aware that you will be billed according to Columbia’s tuition rates based on the school in which you register. However, please remit any balance due to TC’s Student Accounts Office, even if the tuition due is for a Columbia course.

GRADES: Course instructors will submit grades to the Columbia Registrar. The TC Registrar will obtain your course grades from Columbia near the end of each semester as instructors submit grades. You can view your Columbia grades through the myTC Portal along with your TC grades.

CONSULT YOUR PEER ADVISOR AND FACULTY ADVISOR: Before considering any course outside of TC, we recommend that you consult with your faculty advisor on how that course will fit in your plan of study. In addition, please review the applicable policies on credit for advanced undergraduate courses and on non-TC credit limits for registration outside of TC. Failure to speak to your advisor or to check into the appropriate policies before registering might delay your graduation and have unintended financial consequences. Finally, our affiliate institutions may have academic calendars that differ slightly from TC’s. Please review these calendars online (at affiliates' web sites) before you decide to cross-register.
For all degrees, kindly note:

- **Records**: It is highly recommended that students keep personal copies of all paperwork submitted to TC offices.

- **Communication**: Read the weekly *Notes from Grace Dodge Hall* for important updates and deadlines. Contact the Program Assistant if you have any questions.

- **Advisement**: It is the student’s responsibility to meet with their faculty advisor and have all coursework approved. It is recommended that students meet with the faculty advisor **at least once** at the beginning of each semester to discuss course offerings and receive approval of all study plans.

- **Choosing courses**: It is recommended that students sit in on different courses during the first two weeks of any semester. For course suggestions, students may ask the faculty advisor, the Peer Advisor, or the ICE Program Assistant. Also, speaking with fellow students is a good way to learn about courses being offered.

- **Registering for courses**: Students may add or drop courses until the date posted by the Registrar (refer to the TC Academic Calendar) through *myTCPortal* using their PIN number. New students can obtain the PIN from the Peer Advisor during the summer or from the ICE Program Assistant at Orientation in September.

- **Courses Outside of TC**: All courses taken outside TC at Columbia University are subject to the tuition rates of the school offering the course. Consult the Registrar for current rates and for instructions on how to register. Please check with your advisor. Faculty approval is recommended. Note for doctoral students: please see the TC Catalogue for information about taking courses through the Inter-University Doctoral Consortium.

- **Full v. part-time status and Certificates of Equivalency (COE)**: Part-time status is the equivalent of 6-11 credits. Full-time status is the equivalent of 12 or more credits. Part-time students who require full-time certification (for such reasons as funding/financial aid, international student status, IP fieldwork) may file a Certificate of Equivalency form. This must be signed by the student’s advisor and may be obtained online or in person from the Registrar.

- **Transfer credit**: Not applicable to M.A. students. All other students should consult their degree requirements for details.
An Integrative Project (IP) is required for the completion of the master’s degree (both M.A. and Ed.M.), and represents an extraordinary opportunity for students to apply the knowledge base they have developed during their time within the program. The IP allows students to deepen their research skills, and advance knowledge in their area of study and interest.

The IP can take one of three possible forms:

1. **Empirical research paper or proposal**: Develop an empirical paper drawing on quantitative, qualitative, or mixed methods analysis of primary or secondary data or develop a proposal for an empirical research paper. For example in a paper on “Factors Affecting Reading Literacy Skills of Students in Country X,” the student may use data from Progress in International Reading Literacy Study (PIRLS) to run quantitative analysis on a large sample of students in Country X.

2. **Critical literature review and application to a specific problem or experience**: For example, in a paper on “Adult Literacy Program Development in Country X,” the student may draw upon the findings of the literature on adult learning theory to inform the development of a literacy program to combat the high incidence of adult illiteracy in Country X. Another example, in a paper on “The Financing of an Education Program for Girls in Country X,” the student may apply the lessons learned in a course on education financing to identify feasible strategies for mobilizing additional resources to support a primary education program for girls in order to expand girls’ access to schooling in Country X.

3. **Curriculum development and instructional design**: For example, in a paper that examines the “Value of Study Abroad onStudent Learning,” the student may complement a critical literature review or program evaluation with curricular modules and learning activities for pre-departure, host country immersion, and re-entry orientation workshops.

Other types of writing projects may also be accepted pending consultation and approval from your advisor.

**General Guidelines to Follow:**

1. Define your paper around a specific topic or problem that is of interest to you. Try to avoid writing a description of a topic like “development objectives of non-governmental agencies.” If you were to select this broad topic, think about what interests you the most about it. What is the most controversial aspect discussed in the courses you have taken and covered in the readings? What are the theoretical and practical issues surrounding the topic? Another option would be to select a specific project and discuss how your course work has broadened your understanding of the role of NGOs in development processes.

2. All of the options described above should include a review of relevant literature. If you choose options 1 or 2, then the bulk of the paper will be a review of the literature organized around a thesis statement, or major argument, you are seeking to support. If you choose option 3, the integrated project will have a concise literature review along with additional written and/or visual material.

3. The integrative project should include a title page, abstract, table of contents, reference list, and appendices (if relevant), and it should be in accordance with the *Publication Manual of the American Psychological Association*, which includes no spelling errors, grammatical mistakes, or typos. It is recommended that the IP be between 25-30 pages long (exclusive of references, appendices, and other components).

4. An outline of the paper should be presented to your advisor before the deadline. You should have your advisor’s approval on the topic, content, and structure of your integrated project. Dates for the first and final drafts of IPs are listed on the next page.

5. The ICE IP Advisor plays a critical role in guiding master’s students through the process of preparing the IP. Workshops and individual consulting sessions are available to assist students at every step of the way. Students will be notified about the workshops through the website and weekly newsletter.

6. IP Advisors are not editors and should not be asked to proofread your paper; they can help develop your ideas and assist in structuring your IP. It is highly recommended that you form a writing group and exchange drafts with your peers to receive initial edits. If you require further assistance, please discuss it with your advisor or seek assistance at the Teachers College Graduate Writing Center (GWC) at Thorndike Hall, Room 162 (writingcenter@tc.edu or 212-678-3789).
Procedure:
Students are required to discuss their projects with their advisors and obtain advisors’ approval before undertaking the projects. Advisors are required to review project outlines before signing degree application forms.

IP Support:
In addition to ongoing support from the IP Advisor, the ICE program will offer weekly Integrative Project (IP) Workshops for students writing their IPs for the M.A. or Ed.M. in ICE. The workshops are designed to introduce students to the different components of an integrative project (IP) research paper and provide structured support and accountability during the writing process. Students will explore the basics of research including how to formulate research questions, how to write a critical literature review, how to develop a conceptual framework, and how to write a methods section. In addition, students will have the opportunity to receive feedback on their work from the IP advisor (a doctoral fellow) and from their peers. Students should also work closely with their primary advisors for approval of the IP and final draft. Once the IP is completed, the student’s faculty advisor must approve it through Degree Audit.

As per New York State requirements, students must submit a soft and hard copy of their completed IP to be filed in the ICE Program office (GDH 374). Students will complete a release form indicating whether or not they grant permission for the IP to be viewed by other students.

Important Dates: (Degree Applications and Supplementary Forms are available in the Registrar’s Office).

<table>
<thead>
<tr>
<th>For Degree to be Awarded in:</th>
<th>Approval of Project by Advisor</th>
<th>First Draft of Project Paper Due</th>
<th>Degree Application Due</th>
<th>Final Draft of Project Paper Due to Advisor</th>
<th>Master’s Project/IP Approval Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2018</td>
<td>December 1st</td>
<td>March 1st</td>
<td>February 1st</td>
<td>April 1st</td>
<td>April 30th</td>
</tr>
<tr>
<td>February 2018</td>
<td>May 1st</td>
<td>October 15th</td>
<td>November 1st</td>
<td>December 1st</td>
<td>January 2nd</td>
</tr>
<tr>
<td>October 2018*</td>
<td>May 1st</td>
<td>June 15th</td>
<td>August 1st</td>
<td>August 1st</td>
<td>September 1st</td>
</tr>
</tbody>
</table>

(*only at the discretion of your advisor)
Master’s Degree Graduation Checklist

HOW TO APPLY FOR GRADUATION

To be awarded the degree, you must submit a degree audit application for the degree award by the deadline (see Office of the Registrar for deadlines, or page 41 in this handbook). There are two options to apply:

1. Visit the degree audit site in MyTC, print out a copy of your audit, and have your advisor sign it. The signed audit will serve as your degree application. You may submit the signed audit via U.S. mail, in person, or via fax or e-mail. The fax number is 212-678-3005, and the email address is degreeaudit@tc.columbia.edu.

2. Visit the degree audit site in MyTC, save your degree audit as a PDF by clicking on Print View on the top right corner. You can email your advisor the PDF and after review they can forward it to degreeaudit@tc.columbia.edu. If the advisor sends the degree audit via their TC email account it will be accepted in lieu of a signature.

Your degree audit will show which requirements you have met (using green checks). Red "X" marks indicate non-completion of a requirement. As you prepare to apply for graduation, you should see only green check marks on your audit for all areas EXCEPT your integrative project or comprehensive exam. If you believe you have met a requirement but your audit indicates otherwise, please speak to your advisor or write to degreeaudit@tc.columbia.edu.

COMPLETING THE IP CHECKLIST

☐ Attend the IP workshops.
☐ Submit the IP to your faculty advisor by the appropriate deadline.
☐ Include the following statement on your cover page:

Submitted in partial fulfillment of the requirements of the degree of Master of Arts (or Master of Education) in International Educational Development (or Comparative and International Education) at Teachers College, Columbia University.

☐ As per New York State requirements, submit both a soft copy to iceinfo@tc.columbia.edu and a hard copy of your completed IP to be filed in the ICE Program (office 374 GDH).
☐ Complete the release form (available in 374 GDH) indicating whether or not you grant permission for the IP to be viewed by other students.

Photo courtesy of Emily Richardson

Photo courtesy of Shanza Qureshi
Teachers College (TC or the College) expects members of the College community to observe traditional norms of scholarly discourse, academic integrity, and fairness. All members of the College community are expected to exhibit the high level of personal integrity which society must demand of professionals.

Teachers College insists on the greatest degree of freedom of inquiry, teaching, learning, and expression for all of its members. Thus, activities which disrupt the regular and essential operation of the College or Columbia University are not permitted. For matters of gender-based misconduct including sexual assault, domestic violence, dating violence, and stalking, the Gender-Based Misconduct Policy for Students found at http://www.tc.columbia.edu/policylibrary/diversity-and-community-affairs/gender-based-misconduct-policy-for-students/ is the student conduct code.

Students or other members of the College community may charge students with violating these standards. Students found guilty of violating these standards of conduct may be subject to appropriate disciplinary action, ranging from reprimand to disciplinary probation, suspension or expulsion.

2. Academic Integrity

2.1 Professional and Ethical Standards: TC is an academic community whose most fundamental purpose is the pursuit of knowledge. High principles of academic integrity are essential to the functioning and continued growth of this community. Students, as well as faculty, are responsible for adhering to these principles, and TC will not tolerate any abuse of academic integrity. Students who intentionally or recklessly submit work either not their own or without clear attribution to the original source, fabricate data or other information, engage in cheating, or misrepresentation of academic records may be subject to charges. Those who violate academic and professional ethics should expect sanctions up to and including dismissal from TC.

2.2 Responsibilities of Community Members: Every member of the TC academic community is responsible for upholding the standards of professionalism and ethics declared in this policy.

2.2.1 If a student is unsure whether actions might constitute a violation of academic integrity; he or she has the responsibility to consult with the instructor in advance about any ambiguities.

2.3 Violations of academic integrity include but are not limited to:

2.3.1 Cheating: using or attempting to use unauthorized assistance, material, or study aids in examinations or other academic work;
2.3.2 Plagiarism: using the ideas, data, or language of another without specific or proper acknowledgement;
2.3.3 Fabrication: submitting contrived or altered information in any academic exercise, such as making up data, citing nonexistent articles, contriving events and sources of information;
2.3.4 Duplicate submissions: submitting any work submitted to fulfill another assignment without appropriate revision to meet the instructional goals of the current course. In cases of uncertainty or ambiguity, a student should check with his/her instructor;
2.3.5 Misrepresentation of academic records, or attempting to tamper with transcripts or any portion of a student’s academic record;
2.3.6 Facilitating academic dishonesty by knowingly helping another student to violate academic integrity;
2.3.7 Unfair advantage through attempting to gain unauthorized access to examination materials, or obstructing another student’s efforts.
ITS Workshops

This workshop series provides a venue for faculty and students from the Department of International and Transcultural Studies (ITS), as well as from other departments and universities, to present scholarly research, to discuss work in progress and to further develop our scholarly community. The scope of the workshop is, by design, deliberately broad and inclusive, ranging from work on large-scale educational policy to the study of micro interactions in the classroom. Meetings are organized around one or a pair of presentations by faculty and graduate students (at all stages of study).

Students are encouraged to actively participate in the workshops and, as a rule, ask the first question to the speaker. An additional feature of the workshop is to provide opportunities for professional development, including learning how to use new software programs, managing a dataset, or discussing a relevant topic for the field of International and Comparative Education. Past sessions have focused on Qualtrics, a web-based tool for building sophisticated surveys, and how to deliver effective academic presentations.

The workshop meets once a month during the fall and spring semesters. Look out for the ITS Workshop dates in the Notes from Grace Dodge Hall weekly emails. For any further information on the workshops, please contact Elizabeth Wilson at iceinfo@tc.columbia.edu.

ICE Program Newsletter

The Global Update is a bi-annual newsletter produced by the International and Comparative Education (ICE) program in the International and Transcultural Studies (ITS) Department at Teachers College, Columbia University. The newsletter includes updates on key events, faculty, students and research initiatives at Teachers College, and is intended to support communication and network building among the program’s alumni, faculty and students. The Global Update newsletter also features profiles of outstanding alumni who are working in the field of education.

The ICE program welcomes submissions from students to be published in the newsletter. Students may submit articles about their internship experiences, community work, awards, campus events or research in the field of international and comparative education.

Past issues of the Global Update newsletter can be found on the ICE website, and print copies of some editions are available in the Program Office.

Any submissions, proposals, ideas or notes about the newsletter should be directed to Erina Iwasaki at ei2232@tc.columbia.edu.

Current Issues in Comparative Education (CICE) Journal

Current Issues in Comparative Education (CICE) is an international online, open access journal inviting diverse opinions of academics, practitioners and students. CICE shares its home with the oldest program in comparative education in the U.S., the International and Comparative Education Program, founded in 1898 at Teachers College, Columbia University. Established in March 1997 by a group of doctoral students, CICE is dedicated to serve as a platform for debate and discussion of contemporary educational matters worldwide. We welcome submissions from professors, researchers, students, advocates, policymakers, and practitioners.

The publication of the CICE Journal is a student-led initiative at TC that is made possible by its editorial team. There are a number of opportunities for doctoral and master’s students to join the committee. It is an excellent opportunity to gain exposure in academic research and publishing, and students are encouraged to get involved and learn more about the work of CICE in the program. To find out more about how you can be part of the CICE team, subscribe to the journal, or submit an abstract, contact cice@tc.columbia.edu.

Please check out the CICE website, accessible from the program webpage, join on Facebook at https://www.facebook.com/cicejournal and follow CICE on Twitter @TC_CICE.
Internships and Career Resources

Internships are an important part of the student experience in the ICE program and are strongly encouraged. Internships positively impact and reinforce the education and training provided to students, contribute to the work of education organizations in the field, as well as enhance future employment prospects. For example, they provide the opportunity to gain more practical exposure to the working world, to apply skills and knowledge in real-life settings, and to network with practitioners and other stakeholders in international and comparative education.

The ICE Program has developed a comprehensive set of internship and career resources for students in the program. These materials can be found in the resources section of the program website. Resources include an ICE Internship and Career Guide, an ICE Internship Checklist, guidance on how to find internship opportunities, and links to internship-related information in the wider TC and Columbia communities. An excerpt of the “Guidelines for ICE Internships” document is shown on page 46. For the full Guidelines document, see the ICE program website.

The website is updated throughout the semester with new resources, so be sure to check this site frequently. The program also hosts internship information sessions and collaborates with TC’s Career Services (TCCS) and other organizations to offer internship fairs, alumni panels and other opportunities to explore internship and career pathways in international and comparative education. These events are advertised in the weekly Notes from Grace Dodge Hall.

Students who have completed internships in the ICE field are encouraged to share reflections on their experience in the ICE Blog. For further information on internships and career resources, refer to the ICE program website or contact Dr. Felisa Tibbits ft442@tc.columbia.edu.

Other TC Resources

The Graduate Writing Center (GWC)

Highly recommended by all ICE Faculty, the Graduate Writing Center (GWC) is a branch of the Office of Students Affairs and offers a variety of free writing services to the Teachers College community. During private consultations, visitors have the opportunity to focus on any aspect of their writing with one of the qualified advisors. The types of assistance offered are on both the micro and macro levels, including brainstorming, organizing, drafting, as well as writing coaching and instruction. The GWC also offers workshops throughout the year on topics that meet the wide-reaching needs of the TC population, as well as writing solidarity events and retreats for dissertation writers. The mission of the GWC is to support visitors’ development as writers, rather than serve as a proofreading or editing service.

Online scheduling: https://gwc.mywconline.com
Phone: (212) 678-3789
Email: writingcenter@tc.edu
Office: Thorndike Hall, Room 162

Teachers College Career Services (TCCS)

Invaluable for its support in creating and updating resumes and year-round workshops and events to support students in planning their careers, TCCS offers career counseling appointments, career document review, and mock interviews. Call 212-678-3140 to set up an appointment for a confidential one-hour career counseling session. Alternatively, stop by for a “quick” (10-15 minutes on a first-come, first-serve basis) counseling appointment with one of the career counselors. The website also features CV, resume and cover letter examples as well as provides sources for the job search and networking. Don’t miss the Career Fairs, Employer Showcases, and information sessions!

Email: careerservices@tc.edu
Office: Horace Mann Hall, 44
Phone: (212) 678-3140
Website: www.tc.columbia.edu/career-services
Guidelines for ICE Internships

**Definition:** A graduate internship is an experiential learning opportunity through which students apply theoretical knowledge gained from their coursework in International and Comparative Education (ICE). An internship may be a new position or a current position with new responsibilities/duties/tasks. A student may have multiple internships, as long as each internship is linked to the student’s educational and professional goals in International and Comparative Education. An internship is not focused on gathering data as one would for a graduate thesis. *For more details and a rubric, please visit the program website.*

**Process:**

**Pre-internship**
1. The student prepares a 1-2 page internship proposal for their faculty adviser, through which the student will:
   a. Identify the organization where the internship will occur.
   b. Explain why the organization interests you.
   c. Explain your (new) responsibilities in the internship.
   d. Explain what interests you regarding the responsibilities, *including ICE-specific elements.*
      i. Explain how the internship will contribute new knowledge and advance your future career goals.
      ii. List 3-4 goals (as related to the ICE program) for undertaking the internship. Make the goals specific, measurable, achievable, realistic and time-bound (SMART) e.g. “At the end of the internship, I will know/be able to...”.
      iii. Clarify the # of hours to be worked per week and duration of the internship.
2. The faculty adviser reviews the proposal.
3. The faculty adviser approves the internship and grants permission for the student to register.
   a. The student and adviser will consult about the number of credits to take (1-6) and whether or not the course will be for a grade vs. pass/fail.
4. The student registers for the credits and participates in the internship.

**During the internship**
5. Students will keep a *journal* while participating in the internship, noting interesting developments, challenges, related theories for addressing the issues and student learning/educational goals.
   *Note:* The student does not need to submit the journal to the faculty adviser, but the journal will be invaluable when the time comes to write the internship report—see below for more details.
6. The faculty adviser communicates at the mid-term and end-point of the internship with the on-site supervisor in an effort to facilitate and collect the on-site performance evaluation (see rubric on the program website).
   a. Faculty adviser can also conduct the performance evaluation by phone with the on-site supervisor if preferred.
   b. On-site supervisor should be encouraged to submit the final evaluation within 30 days of the conclusion of the internship.

**Post-internship**
7. The student submits an *internship report*, which entails the following:
   a. Background and specific nature of the organization.
   b. Description of the work performed for the organization, with a particular emphasis on the knowledge and technical skills developed and/or strengthened during the internship (include in appendices of paper possible samples of work – e.g. draft policy briefs, program design or M&E frameworks, fundraising proposals, blog posts, etc.).
   c. Analysis and discussion of specific issues, opportunities and challenges of doing ICE-related work for the host organization and how the experience contributed to broadening your understanding of the ICE field.
   d. Reflection on the positive and negative aspects of the internship experience, including steps that were (or could have been) taken to mitigate any negative aspects.
   e. Reflection on the internship experience’s contribution to your long-term professional development goals.
8. The student submits a 400-700 word blog on their internship experience to be posted on the ICE website and shared with current and prospective students.
9. When possible, the student makes a formal presentation to the ICE program by participating on a panel with other student interns (panel events held once per semester). Select presentations will be posted on the program’s website and shared with ICE students and faculty.
Financial Aid Sources

For many students, the availability of financial aid can greatly affect their decision to pursue an advanced degree in higher education. For this reason, the Teachers College Office of Financial Aid is available to assist students in obtaining the resources needed to achieve their educational and professional goals. Financial Aid can take many forms: there are scholarships, fellowships and grants (within the ICE program, the ITS Department and TC), assistantships, Federal Student Loans, Federal Work-Study and private loans as well as other external funding sources. Moreover, there are Dean’s Grants for student research (all degrees) as well as research dissertation fellowships and doctoral dissertation grants. Please visit the website for more information: www.tc.columbia.edu/admissions/financial-aid. Below you will find a few examples. Please note that this list is not exhaustive. Be alert for scholarship, award and work-study opportunities that may arise throughout the year and will be circulated via the weekly Notes from Grace Dodge Hall emails.

ICE PROGRAM FELLOWSHIPS & SCHOLARSHIPS

The Carmela and Marie F. Volpe Fellowship for International Service in Education

The Carmela and Marie F. Volpe Fellowship for International Service in Education supports ICE Program students to travel internationally with a research focus on the education of orphans, street children, child laborers, or other marginalized children. The Fellowship reimburses students who do internships with a non-governmental organization for international travel and accommodations.

George W. Perkins Memorial Scholarship

The George W. Perkins Memorial Scholarship is awarded to students who have exemplary commitment to the ICE Program and have contributed to the collaborative spirit of the Program, working with students, faculty, and staff.

Travel Reimbursements

The ITS Department offers travel reimbursements to students in our programs who present papers at professional conferences. The maximum amount that can be claimed by any one student each year is $125. This is a reimbursement for travel expenses only. To get reimbursed you must submit: a copy of your invitation, original receipt for the expense, and travel form. Please refer to http://www.tc.columbia.edu/its/.
Other Funding Sources

**WITHIN TC**

**Fulbright Program**
The Fulbright program is the flagship exchange program sponsored by the U.S. government offering opportunities for U.S. students, teachers, professionals, and scholars to study, teach, lecture, and conduct research in more than 160 countries. It was established to “enable the government of the United States to increase mutual understanding between the people of the United States and the people of other countries.” For more information, see: www.tc.columbia.edu/provost/opportunities/fulbright-program.

**Federal Work-Study Program**
Federal Work-Study is a need-based form of student employment that is awarded on a first-come, first-serve basis. Students are encouraged to submit a FAFSA application (and answer YES to the Work-Study question) no later than March 1st of the year you plan to attend, even though you still may be considered if you file after that date. For more information, visit www.tc.columbia.edu/admissions/financial-aid.

**The Arthur Zankel Urban Fellowship**
This fellowship is a financial aid award in the amount of $10,000 per academic year for TC students to work with disadvantaged inner-city youth. All questions regarding this fellowship should be directed to the Office of School and Community Partnerships at TC.

**Dean’s Grant for Student Research**
Awards of up to $2,000 will be made to students who submit the strongest proposals for research that has educational implications for the field and for the academic program at TC. In past years, between five and eight grants have been awarded. Matriculated TC students are eligible to apply. For additional questions, contact the Office of Student Affairs or e-mail: studentaffairs@tc.columbia.edu.

**Research Dissertation Fellowship**
Fellowship recipients are awarded $6,000 to supplement academically related tuition, living, research, or travel expenses. Fellowships are available only to matriculated TC doctoral students who are on track to receive dissertation proposal approval at the end of the academic year. For additional questions, contact the Office of Student Affairs or e-mail: studentaffairs@tc.columbia.edu.

**Doctoral Dissertation Grant (DDG)**
The DDG award will provide a $6,250 grant to currently enrolled doctoral students who have or will defend their dissertation. Ph.D. students will receive an additional $1,500 to help defray the differential tuition charged the semester in which they defend their dissertation. Recipients are selected based on a combination of merit and financial need.

**Grant-in-Aid**
Taking both merit and need into consideration, grants-in-aid are awarded to doctoral students during the last two semesters of graduate work. Grants-in-aid are designed to assist doctoral students with tuition, dissertation advisement, and/or the defense fee during the last two semesters of work. Students must demonstrate considerable loan indebtedness incurred while at TC and little or no previous scholarship assistance from TC, including tuition exemption. The application is available online and at the Office of Financial Aid.

**EXTERNAL FUNDING SOURCES**

**The AERA Dissertation Grant**
With support from the National Science Foundation (NSF), the AERA Grants Program announces its Dissertation Grants competition. The program seeks to stimulate research on U.S. education issues using data from large scale, national and international data sets supported by the NSF. The program supports research projects that are quantitative in nature, include the analysis of existing data, and have U.S. education policy relevance. The awards are up to $20,000 for 1-year projects. For more information, please visit www.aera.net.

**Tinker Foundation Grants**
The Foundation’s Grants program has as its goal the creation of effective policy changes to improve the lives of Latin Americans. The Board of Directors has identified three areas in which focused, expert research and innovation has the potential to make a significant positive impact: democratic governance, education, and sustainable resource management. There are two levels of support: $10,000 and $15,000 per annum. For more information visit tinker.org.

*The above grants, scholarships, fellowships and aid programs do by no means constitute an exhaustive list. Please visit the websites for further information.*
Comparative and International Education Society

The Comparative and International Education Society (CIES) was founded in 1956 to foster cross-cultural understanding, scholarship, academic achievement and societal development through the international study of educational ideas, systems, and practices. The Society’s members include nearly 2500 academics, practitioners, and students from around the world. Their professional work is built on cross-disciplinary interests and expertise as historians, sociologists, economists, psychologists, anthropologists, and educators. The Society also includes approximately 1000 institutional members, primarily academic libraries and international organizations. Over the last five decades, the activities of the Society’s members have strengthened the theoretical basis of comparative studies and increasingly applied those understandings to policy and implementation issues in developing countries and cross-cultural settings. The membership has increased global understanding and public awareness of education issues, and has informed both domestic and international education policy debate. The Society works in collaboration with other international and comparative education organizations to advance the field and its objectives. CIES also sponsors an outstanding peer-reviewed journal in the field, the Comparative Education Review. For more information on CIES, please visit http://www.cies.us/. (Extracted from the CIES website, 2017)

CIES 2018

The 2018 CIES 62nd Annual Conference will be held March 25-29, 2018 at the Hilton Reforma in Mexico City. As Program Chair of the 2018 CIES conference President-Elect Professor Regina Cortina has set the conference theme as “Re-Mapping Global Education: South-North Dialogue.” For more information visit the conference website at www.cies2018.org.

SUBSCRIPTION INFORMATION:

Individuals and students who subscribe to Comparative Education Review (CER) are automatically enrolled as members of the Comparative and International Education Society (CIES). Membership includes a subscription to the Comparative Education Review, the CIES Newsletter, which is published three times a year, and a discount on the registration fee at the CIES annual conference. To join, visit http://www.cies.us/.

Other Professional Associations and Conferences

Please note that CIES will hold a Fall Symposium from October 26-27, 2017 at the Arlington campus of George Mason University. Hosted by members of the Gender and Education Committee, the South Asia SIG and faculty at GMU, the theme for the fall symposium is “Interrogating and Innovating CIE Research”.

The American Educational Research Association (AERA), founded in 1916, is concerned with improving the educational process by encouraging scholarly inquiry related to education and evaluation and by promoting the dissemination and practical application of research results. The 2018 AERA Annual Meeting “The Dreams, Possibilities, and Necessity of Public Education” will take place in New York City April 13-17, 2018. Visit www.aera.net for more information.

Other conferences and associations include: NAFSA: Association of International Educators; WCCES: World Congress of Comparative Education Societies; ICHR: International Conference on Human Rights Education; ASHE: Association for the Study of Higher Education, and many more. Please speak to your peer or faculty advisor to be aware of conferences related to your concentration.
### Student Organizations

Student organizations are a valuable component of Teachers College. They provide a wonderful opportunity to network among peers with similar interests, as well as build a stronger sense of community. Many students view members within their organization as extended “family” to help support them throughout their TC experience and beyond. To learn more about how to get involved, visit [http://www.tc.edu/studentactivities](http://www.tc.edu/studentactivities). Below are a few of these organizations with active ICE students.

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<tr>
<th>Organization</th>
<th>Description</th>
<th>Email</th>
<th>Website</th>
<th>Facebook</th>
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<tbody>
<tr>
<td><strong>Society for International Education (SIE)</strong></td>
<td>Society for International Education (SIE) provides opportunities for students, staff and faculty in the broad field of comparative and international education to interact, network and share information about events and employment opportunities that are relevant to international education.</td>
<td><a href="mailto:sie_studentorg@tc.columbia.edu">sie_studentorg@tc.columbia.edu</a></td>
<td><a href="https://sietc.weebly.com">website</a></td>
<td></td>
</tr>
<tr>
<td><strong>Development in South Asia (DISHA)</strong></td>
<td>DISHA, which means &quot;direction&quot; in Hindi, is a consortium focused on education policy in South Asia and the diaspora. It is an umbrella organization for South Asian interest groups to approach historical and current issues in South Asian educational development.</td>
<td><a href="mailto:disha@tc.columbia.edu">disha@tc.columbia.edu</a></td>
<td><a href="https://sites.google.com/a/tc.columbia.edu/disha/">website</a></td>
<td></td>
</tr>
<tr>
<td><strong>Coalition of Latino/a Scholars (CLS)</strong></td>
<td>Promoting Pan-Latin Unity, Community Engagement, and Scholarship since 2001, CLS fosters a supportive community of Latino students, faculty, staff, administrators, and alumni at TC. CLS members advocate for the advancement of larger, social justice-driven, economic, cultural, political, and historical awareness by proactively engaging in efforts to further equitable and inclusive access to knowledge.</td>
<td><a href="mailto:cls@tc.columbia.edu">cls@tc.columbia.edu</a></td>
<td></td>
<td>Coalition of Latino Scholars</td>
</tr>
<tr>
<td><strong>Future China Initiative (FCI)</strong></td>
<td>Originally established in 1913, Future China Initiative (FCI) is dedicated to promoting and supporting the academic success, cultural leadership and social well-being of students and scholars, as well as contributing to China’s development as a nation.</td>
<td><a href="mailto:FCI_studentorg@tc.columbia.edu">FCI_studentorg@tc.columbia.edu</a></td>
<td><a href="http://www.futurechina.org">website</a></td>
<td>Future China Initiative at TC</td>
</tr>
<tr>
<td><strong>TC STUDENT SENATE</strong></td>
<td>The Student Senate activities are dedicated to the College’s mission of embracing and promoting rich diversity, community, and civility of the student body.</td>
<td><a href="mailto:student-senate@tc.columbia.edu">student-senate@tc.columbia.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Peace Education Network (PEN)</strong></td>
<td>The mission of PEN is to create a space for practitioners, scholars, and activists within and beyond Columbia University to come together and cross-pollinate ideas, build relationships, build community around the broadly defined field of Peace Education.</td>
<td><a href="mailto:pen_studentorg@tc.columbia.edu">pen_studentorg@tc.columbia.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Passports for Peace</strong></td>
<td>Established in 2017, the purpose of the organization is to bring together individuals who have served in another country (other than their own) as a volunteer (Peace Corps, JICA, WorldTeach, etc.) and had a unique experience living and working in another culture. In 2017, it hosted a happy hour with other returned volunteers from SIPA, hosted a school-wide photo contest and potluck with other organizations.</td>
<td><a href="mailto:ptp_studentorg@tc.columbia.edu">ptp_studentorg@tc.columbia.edu</a></td>
<td><a href="https://www.facebook.com/Passports-To-Peace">Facebook</a></td>
<td>Passports to Peace</td>
</tr>
</tbody>
</table>

*Photo courtesy of Nathan Mullen*
Centers and Institutes

**Center on Chinese Education (CoCE)**
http://www.tc.columbia.edu/centers/coce/

CoCE is aimed at contributing to a better understanding of education in China and to educational exchange between the United States and China. It seeks to achieve this mission through three categories of activities: research and development, education and training, as well as outreach and exchange. These activities will draw upon the historically special relationship between Chinese education and Teachers College, the interests and expertise of the faculty at Teachers College, as well as expertise and resources outside of Teachers College.

Professor Mun C. Tsang, Cheung Kong Professor of Economics of Education, directs the Center. The Henry Luce Foundation and the Ford Foundation provide major funding for the Center’s activities. The center is located at Macy Hall 348.

**Elbenwood Center for the Study of the Family as Educator**
http://www.tc.edu/centers/elbenwood/

The Elbenwood Center for the Study of the Family as Educator pursues various lines of systematic research and inquiry that bring the behavioral sciences to bear in illuminating the educational functions of the family and the relationships between the family and other educative institutions: schools, health and social service agencies, religious institutions, museums, libraries, the media. The Center’s activities include research, conferences, symposia, seminars, and workshops. Current and recent topics considered at the Elbenwood Center include: social networks and educative styles of teenagers, the mediation of television by the family and television in cross-cultural perspective, family contexts of literacy, families and museums, family memories, multigenerational education, grandparents as educators, immigration, migration, and family education. Faculty and students who participate in the Center come from various departments at Teachers College and elsewhere in Columbia University. The Center also maintains liaisons with other institutions through its projects and visiting scholars. Opportunities for pre-doctoral and postdoctoral research are available.

Professor Hope Jensen Leichter, Elbenwood Professor of Education, directs the Center.

**George Clement Bond Center for African Education**
http://www.tc.columbia.edu/cae

The George Clement Bond Center for African Education (CAE) promotes research and teaching about education, broadly defined, in Africa and the African Diaspora. Its central aim is to create a community of students, faculty, and staff with common interests and commitments to the fields of Education and African Studies. Interdisciplinary study and discussion across Teachers College and Columbia University are promoted through research projects, conferences, lecture series, and courses. The Center integrates the study of African education in different programs at the College. It also promotes linkages with African universities by hosting visiting scholars, policy makers, practitioners, and activists who will present their research and experience from different disciplinary and theoretical perspectives. The Center provides a forum for students to discuss their research and interests with African scholars, Africanist faculty, and colleagues at conferences, public lectures, and seminars. It is also preparing to undertake joint activities with educational institutions and international organizations in New York City and with universities, research centers and non-government organizations in Africa, Latin America, and other regions of the world. In accordance with Teachers College’s main focus on education, psychology and health, the Center will pursue problems within these domains as well as contribute to the College’s understanding and promotion of educational equity.

The CAE is directed by Professor Susan Garnett Russell and is located at 368 Grace Dodge Hall. Email: cae@tc.columbia.edu

Photo courtesy of Carine Verschueren
Important Information and TC Life

Program Webpage:
The program webpage has valuable information to help you plan your course of study and to answer frequently asked questions. Make sure to visit and explore it at: http://www.tc.edu/ice/

Notes from Grace Dodge Hall:
The Notes from Grace Dodge Hall arrive in your TC email every week and they can also be accessed through the Program Webpage in the Announcements section. Make sure to read the Notes since they have important information that is updated on a weekly basis regarding program updates and deadlines, faculty office hours, scheduled events, and professional development opportunities. You can also use the Notes from Grace Dodge Hall for program related announcements and information that you would like to share with your colleagues. To post in the Notes, contact the Program Assistant.

Information Technology:
For information regarding your TC Email, the course platform called Canvas, TC Apps or other related matters please visit the Computing and Information Services (CIS) website: http://www.tc.columbia.edu/computing/
Phone: (212) 678-3300

Social Media:
Please join the ICE Program on Facebook at ‘International and Comparative Education at Teachers College.’ https://www.facebook.com/groups/ied.cie/
Follow us on Twitter @TCCU_ICE

Important Offices:

Office of the Registrar (for transferring credits and degree information)
Location: 324 Thorndike Hall
Phone: (212) 678-4050
Web page: http://www.tc.columbia.edu/registrar/

Office of Financial Aid
Location: 310 Thorndike Hall
Phone: (212) 678-3714

Office of the Controller-Student Accounts
Location: 133 Thompson Hall
Phone: (212) 678-3016
Web page: http://www.tc.columbia.edu/controller/staff-and-offices/

Office of Admissions
Location: 301 Thorndike Hall
Phone: (212) 678-3710
Web page: http://www.tc.columbia.edu/admissions/

Office of Doctoral Studies
Location: 324 Thorndike Hall
Phone: (212) 678-4050
Web page: http://www.tc.columbia.edu/doctoral/

Office of International Services
Location: L5 Whittier Hall
Phone: (212) 678-3939
Web Page: http://www.tc.columbia.edu/ois/

Office of Student Affairs
Location: 155 Thorndike Hall
Phone: (212) 678-3690
Web Page: http://www.tc.columbia.edu/studentaffairs/

Office of Career Services
Location: 44 Horace Mann Hall
Phone: (212) 678-3140
Web Page: http://www.tc.columbia.edu/careerservices/
<table>
<thead>
<tr>
<th>NAME</th>
<th>TITLE</th>
<th>TC OFFICE LOCATION</th>
<th>EMAIL ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addey, Camilla</td>
<td>Lecturer</td>
<td>GDH 286</td>
<td><a href="mailto:cca2126@tc.columbia.edu">cca2126@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Aklog, Fenot</td>
<td>Adjunct Associate Professor</td>
<td>GDH 366</td>
<td><a href="mailto:aklog@tc.columbia.edu">aklog@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Austell, David</td>
<td>Adjunct Associate Professor</td>
<td>-</td>
<td><a href="mailto:dba2125@columbia.edu">dba2125@columbia.edu</a></td>
</tr>
<tr>
<td>Benson, Carol</td>
<td>Associate Professor</td>
<td>GDH 288</td>
<td><a href="mailto:benson@tc.columbia.edu">benson@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Cha, Jihae</td>
<td>Doctoral Fellow, Peer Advisor</td>
<td>GDH 372</td>
<td><a href="mailto:jc4082@tc.columbia.edu">jc4082@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Cheng, Henan</td>
<td>Adjunct Assistant Professor</td>
<td>MY 348</td>
<td><a href="mailto:hc2158@tc.columbia.edu">hc2158@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Cortina, Regina</td>
<td>Professor</td>
<td>MY 352</td>
<td><a href="mailto:cortina@tc.columbia.edu">cortina@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Iwasaki, Erina</td>
<td>Doctoral Fellow, ICE Communications and Promotions Advisor</td>
<td>GDH 372</td>
<td><a href="mailto:ei2232@tc.columbia.edu">ei2232@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Kenyon, Brittany</td>
<td>Doctoral Fellow, IP Advisor</td>
<td>GDH 372</td>
<td><a href="mailto:bjk2156@tc.columbia.edu">bjk2156@tc.columbia.edu</a></td>
</tr>
<tr>
<td>LaFuente, Constanza</td>
<td>Adjunct Assistant Professor</td>
<td>-</td>
<td><a href="mailto:cel2106@tc.columbia.edu">cel2106@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Leichter, Hope</td>
<td>Elbenwood Professor</td>
<td>GDH 274</td>
<td><a href="mailto:leichter@tc.columbia.edu">leichter@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Limerick, Nicholas</td>
<td>Assistant Professor</td>
<td>GDH 375C</td>
<td><a href="mailto:nl2539@tc.columbia.edu">nl2539@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Mendenhall, Mary</td>
<td>Associate Professor of Practice &amp; ICE Program Director</td>
<td>GDH 276</td>
<td><a href="mailto:mendenhall@tc.columbia.edu">mendenhall@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Pizmony-Levy, Oren</td>
<td>Assistant Professor</td>
<td>GDH 370</td>
<td><a href="mailto:op2183@tc.columbia.edu">op2183@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Rockwell, Elsie</td>
<td>Tinker Professor</td>
<td>-</td>
<td><a href="mailto:rockwell@tc.columbia.edu">rockwell@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Russell, Susan Garnett</td>
<td>Assistant Professor</td>
<td>GDH 278</td>
<td><a href="mailto:sgrussell@tc.columbia.edu">sgrussell@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Sirota, Sandra</td>
<td>Adjunct Assistant Professor</td>
<td>-</td>
<td><a href="mailto:sls2218@tc.columbia.edu">sls2218@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Steiner-Khamsi, Gita</td>
<td>Professor</td>
<td>GDH 364</td>
<td><a href="mailto:gs174@tc.columbia.edu">gs174@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Tibbitts, Felisa</td>
<td>Lecturer</td>
<td>GDH 376</td>
<td><a href="mailto:ft442@tc.columbia.edu">ft442@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Tsang, Mun</td>
<td>Professor</td>
<td>MY 346</td>
<td><a href="mailto:tsang@tc.columbia.edu">tsang@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Westheimer, Ruth</td>
<td>Adjunct Professor</td>
<td>GDH 274</td>
<td><a href="mailto:rkw2004@tc.columbia.edu">rkw2004@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Wilson, Elizabeth</td>
<td>Program Assistant</td>
<td>GDH 374</td>
<td><a href="mailto:wilson3@tc.columbia.edu">wilson3@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Williams, Portia</td>
<td>Adjunct Assistant Professor</td>
<td>HM 331L</td>
<td><a href="mailto:pgw2102@tc.columbia.edu">pgw2102@tc.columbia.edu</a></td>
</tr>
<tr>
<td>Yen, Hua-Chu</td>
<td>Adjunct Assistant Professor</td>
<td>GDH 367</td>
<td><a href="mailto:hy2031@tc.columbia.edu">hy2031@tc.columbia.edu</a></td>
</tr>
</tbody>
</table>
## Special Dates for Academic Year 2017-18

### Fall Term 2017

<table>
<thead>
<tr>
<th>September</th>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Wednesday</td>
<td>Fall Term 2017 classes begin.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Friday</td>
<td>Fall semester payment due date for tuition, fees, and housing charges.</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Thursday</td>
<td>Last day to file notification of intention to defend Ed.D. and Ph.D. dissertations during Fall Term.</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Tuesday</td>
<td>Last day to add and drop courses and to file a Certificate of Equivalency for the Fall Term.</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Wednesday</td>
<td>Requests for late registration under exceptional circumstances on or after this date require Registrar’s approval and payment of late registration fee.</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Saturday</td>
<td>Last day to enroll in, upgrade, or submit a waiver request for the Columbia Health Fee and Columbia Student Health Insurance.</td>
<td></td>
</tr>
</tbody>
</table>

#### October

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Tuesday</td>
<td>Last day to change points in variable point courses.</td>
</tr>
<tr>
<td>18</td>
<td>Wednesday</td>
<td>Award of October degrees and certificates. No ceremony.</td>
</tr>
</tbody>
</table>

#### November

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Wednesday</td>
<td>Last day to file or renew an application for Master’s degrees and certificates to be awarded in February.</td>
</tr>
<tr>
<td>22-24</td>
<td>Wednesday - Friday</td>
<td>Thanksgiving Holidays. No classes. No offices open.</td>
</tr>
</tbody>
</table>

#### December

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Monday</td>
<td>Registration for the Spring term for continuing students via web registration begins.</td>
</tr>
<tr>
<td>22</td>
<td>Friday</td>
<td>Fall Term 2017 ends. Termination of occupancy in Teachers College residence halls for Fall Term students not returning for Spring Term 2017.</td>
</tr>
</tbody>
</table>

### Spring Term 2018

#### January

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Tuesday</td>
<td>Confirmation of master’s degree Integrative Project completion due to Registrar’s Office for February degree candidates.</td>
</tr>
<tr>
<td>17</td>
<td>Wednesday</td>
<td>Classes begin Spring Term 2018.</td>
</tr>
<tr>
<td>19</td>
<td>Friday</td>
<td>Spring semester payment due date for tuition, fees, and housing charges.</td>
</tr>
<tr>
<td>25</td>
<td>Thursday</td>
<td>Last day to file notification of intention to defend Ph.D. and Ed.D. dissertation during Spring Term.</td>
</tr>
<tr>
<td>30</td>
<td>Tuesday</td>
<td>Last day to add and drop courses and to file a Certificate of Equivalency for Spring Term.</td>
</tr>
</tbody>
</table>

#### February

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Thursday</td>
<td>Last day to file or to renew an application for Master’s degrees and certificates to be awarded in May. (After this date, application may be filed only until February 15th upon payment of $25 late fee)</td>
</tr>
<tr>
<td>13</td>
<td>Tuesday</td>
<td>Last day to change points in variable-point courses.</td>
</tr>
<tr>
<td>14</td>
<td>Wednesday</td>
<td>Award of February degrees and certificates. No ceremony.</td>
</tr>
<tr>
<td>15</td>
<td>Thursday</td>
<td>Last day to enroll in, upgrade, or submit a waiver request for the Columbia Health Fee and Columbia Student Health Insurance.</td>
</tr>
</tbody>
</table>

#### March

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-18</td>
<td>Sunday - Sunday</td>
<td>Spring Holidays.</td>
</tr>
</tbody>
</table>

#### April

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>Monday</td>
<td>Registration for the Summer and Fall Terms for continuing students via web registration begins. Last day to hold the dissertation defense (Ed.D./Ph.D.) for the May award of the degree.</td>
</tr>
<tr>
<td>27</td>
<td>Friday</td>
<td>Last day to make first deposit of corrected Ed.D. dissertations and abstracts for May award of degree.</td>
</tr>
<tr>
<td>30</td>
<td>Monday</td>
<td>Registration for Summer and Fall terms for continuing students via web registration begins.</td>
</tr>
</tbody>
</table>

#### May

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tuesday</td>
<td>Confirmation of master’s degree integrative project completion due to Registrar’s Office for May degree candidates.</td>
</tr>
<tr>
<td>8</td>
<td>Tuesday</td>
<td>End of Spring Term 2018.</td>
</tr>
<tr>
<td>14-15</td>
<td>Monday - Tuesday</td>
<td>Teachers College Master’s degree Convocations.</td>
</tr>
<tr>
<td>16</td>
<td>Wednesday</td>
<td>Conferring of degrees at Columbia University. Doctoral degree convocation.</td>
</tr>
</tbody>
</table>