

Program of Study Advisement Guide

1. Program Title: Adult Learning and Leadership

Degree level: Doctor of Education (Ed.D.)

Major Code: ADUL

2. Brief Program Description:

Lifelong learning for adults is an increasingly important educational specialization in the 21st century. Rapid changes are transforming society and making it critical for adults to continue to learn across the lifespan. Much of that learning takes place in classrooms, but a lot of learning also occurs informally through interaction in groups, communities, organizations, and social networks.

The Adult Learning & Leadership program, at the Ed.D. level, is designed for professionals who already have experience in helping adults learn inside and outside the classroom, and who want to further hone their leadership abilities at more senior levels in organizations, consulting groups, or institutions of learning. The intellectual framework of the program examines the relationship of adult learning to organizational, management and leadership issues. The program prepares scholar-practitioners who examine practice in light of theory, and vice-versa, in ways that enable them to lead, assess, and plan strategically for adult learning programs and interventions. Students master research skills that support their leadership in helping individuals to learn more effectively, and in helping organizations to learn from and with those adults.

3. Minimum point requirement:

Ed.D. students must complete 75 credits of coursework, file a Program Plan, pass the Certification Examination (*at the time the student has 50 credits accumulated toward their degree*), write a Qualifying Paper (*within 6 months of completing the Certification Exam*) and complete their dissertation within the period of certification (including preparing and filing a dissertation proposal, getting approval from the Institutional Review Board to conduct the study, collecting, and analyzing data, writing and defending the dissertation, and completing changes to the document after the defense). For more information, visit the website for the Office of Doctoral Studies and review the [Ed D. Requirements Bulletin](#).

4. Required Coursework: See worksheet below for course options.

NOTES:

- The 75 credit Ed.D includes a minimum of 45 credits to be earned at Teachers College and up to 30 credits that can be transferred in from other graduate accredited institutions or from additional coursework at TC. Discuss these courses with your advisor to determine if they are applicable to any categories, including electives. More information about credits from other accredited institutions, known as the **Advanced Standing Review**, can be found under [10. Transfer Credit Evaluation](#).
- Courses customarily offered for Pass/Fail generally must be taken for a grade in order to fulfill the Adult Learning and Leadership program requirements. Pass-Fail or Letter Grading Option: Selection of either grading option in courses that offer this choice must be made prior to the fourth class. Ask the instructor to sign a Change In Grade Mode Form from the Office of the Registrar and submit.
- Courses taken to fulfill the [College's breadth requirement](#) can also be used to fulfill the program-specific requirements detailed below.
- These Blue Subheaders indicate suggestions for how to fulfill one's requirements in the ADULT LEARNING THEORY AND APPLICATIONS and LEADERSHIP AND ORGANIZATION sections. Students are not required, however, to take courses in each subsection so long as the total number of credits taken across subsections adds up to the total number of credits as specified in the overarching section head.

ED.D. PROGRAM IN ADULT LEARNING AND LEADERSHIP – 75 CREDITS WORKSHEET

1. FOUNDATIONS (9 Credits Required)	Credits	Course #	Semester	Modality	Waived	Term Taken
Introduction to Adult and Continuing Education	3	ORLD 4050	Fall	F2F + Online		
Facilitating Adult Learning	3	ORLD 4053	Fall	F2F		
Adult Learning and Education: Theory & Practice	3	ORLD 5057	Spring	F2F		
2. ADULT DEVELOPMENT (3 Credits Required)	Credits	Course #	Semester	Modality	Waived	Term Taken
How Adults Learn	3	ORLD 4051	Every semester	F2F + Online		
Leadership for Adult Development <i>Limited enrollment by application to instructor; for more information, email Dr. Ellie Drago-Severson (drago-severson@tc.columbia.edu).</i>	3	ORLD 5070	Spring	Online		



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Fostering Transformative Learning	2-3	ORLD 4827	Fall	Online		
3. ADULT LEARNING THEORY & APPLICATIONS (18 Credits Required)	Credits	Course #	Semester	Modality	Waived	Term Taken
Transformative Growth						
Fostering Transformative Learning <i>Can only be applied to this section if not taken for the Adult Development requirement</i>	2-3	ORLD 4827	Fall	Online		
Imagination, Authenticity, Individuation and Transformative Learning	2-3	ORLD 4828	Spring	Online		
Talent Development in Organization						
Global and Strategic Human Resource Development in Organizations <i>Take this class first; only take the below courses to fulfill your requirement if you are unable to take this course.</i>	3	ORLD 5062	Spring	F2F		
Developing & Managing Adult Learning Programs	3	ORLD 5053	Spring	F2F		
Staff Development and Training	3	ORLD 5055	Fall	F2F		
Applications to Practice						
Coaching From an Adult Learning Perspective	3	ORLD 4060	Spring	F2F		
Digital Pedagogy: Applying Adult Learning Principles	3	ORLD 5063	Spring, Summer	Online		
The Learning Organization: The Digital Workspace	3	ORLD 5061	Fall, Summer	Online		
Action Learning Design & Coaching	3	ORLD 5073	TBD	TBD		
Applied Workshops in Adult Learning Practices (2-Day Intensives)						
Career Strategy Development as a Lifelong Learning Process	1	ORLD 4810	Fall	Online		
Developing Critical Thinkers	1	ORLD 4815	Varies	Online		



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Helping Adults Learn	1	ORLD 4844	Spring	Online		
Discussion as a Way of Teaching	1	ORLD 4850	Spring	Online		
Learning as a Way of Leading	1	ORLD 4855	Varies	Online		
Teaching Race in Predominantly White Organizations	1	ORLD 4860	Varies	Online		
Critical Theory and Adult Learning	1	ORLD 5815	Varies	Online		
4. LEADERSHIP AND ORGANIZATION (15 Credits Required)	Credits	Course #	Semester	Modality	Waived	Term Taken
Digital Transformation, AI, and Learning in Organizations	3	ORLD 5060	Spring	F2F		
Leadership and Self Development	3	ORLD 5023	Spring	Online		
Strategy Development as a Learning Process in Organizations	3	ORLD 5054	Spring	Online		
<p style="text-align: center;">The Leader as Coach</p> <p style="text-align: center;"><i>Students interested in coaching are encouraged to take these courses as a series and to consider enrolling in the Columbia Coaching Certification Program (CCCP); See section 7 (COACHING CERTIFICATION) for more information.</i></p>						
Leveraging Emotional Intelligence (EQ) to Enhance Organizational Effectiveness	3	ORLD 5821	Fall	F2F		
Building Productive Relationships with Social Intelligence (SQ)	3	ORLD 5822	Varies	F2F		
Building 21 st Century Organizational Capability with Cultural Intelligence (CQ)	3	ORLD 5823	Varies	F2F		
<p style="text-align: center;">Leader Skills and Practices</p>						
Management & Leadership Skills in Practice	3	ORLD 4085	Fall	F2F		
Somatics: A Mind/Body Approach to Leadership Development	3	ORLD 4091	Fall	F2F		
Learning to Think Strategically <i>Limited enrollment by application to instructor.</i>	3	ORLD 6054	Summer	F2F		



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Leading & Management Learning in Society						
Education and Social Transformations: Elites and Inequalities in Transitional Economies <i>Take this class first; only take the below courses to fulfill your requirement if you are unable to take this course.</i>	3	ORLD 4027	Spring	F2F		
Leading Change in a Democratic Society	3	ORLD 4065	Spring	Online		
Social Entrepreneurship & Leadership	3	ORLD 5540	Spring	Online		
5. RESEARCH (15 Credits Required)	Credits	Course #	Semester	Modality	Waived	Term Taken
Dissertation Proposal Seminar in Adult Education REQUIRED; Must be taken to graduate.	1-3	ORLD 7500	Fall, Spring	N/A		
Iss: Mixed Methods	3	ORLD 5199	Check Schedule	Check Schedule		
Introduction to Research Methods in Education	3	ORL 5521	Fall	F2F		
Research on Organizational Learning	3	ORLD 5550	Spring	F2F		
Qualitative Research: Design & Data Collection	3	ORL 6500	Fall	F2F		
Qualitative Research: Data Analysis	3	ORL 6501	Fall	F2F		
Basic Concepts in Statistics	3	HUDM 4120	Every Semester	Check Schedule		
Probability and Statistical Inference	3	HUDM 4122	Every Semester	Check Schedule		
Research and Independent Study in Adult Education	1-8	ORLD 4900	Fall, Spring	N/A		
Research and Independent Study in Adult Education	1-6	ORLD 5900	Every Semester	N/A		
Research and Independent Study in Adult Education	0-6	ORLD 6900	Every Semester	N/A		
Directed Dissertation Research & Advisement	3	ORLD 7900	Every Semester	N/A		



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Directed Dissertation Research	0	ORLD 8900	Every Semester	N/A		
6. ELECTIVES (15 Credits Required), including BREADTH (6 Credits Required) <i>6 of the 15 credits must be Breadth Electives, i.e. courses not categorized as ORLD and taken following consultation and approval from your academic advisor. You may choose from the variety of online and in-person courses listed below, as well as from other programs within Teachers College. Note that students are advised to discuss with their advisor HUDK courses in Adult Development not listed here.</i>	Credits	Course #	Semester	Modality	Waived	Term Taken
Organizational Psychology	3	ORLJ 4005	Check Schedule	Check Schedule		
Organizational Dynamics/Theory	3	ORLJ 5045	Check Schedule	Check Schedule		
Strategic Talent Management	3	ORLJ 5090	Check Schedule	Check Schedule		
Adaptive Negotiation & Conflict Resolution	3	ORLJ 5340	Check Schedule	Check Schedule		
Networked and Online Learning	3	HUDK 4011	Check Schedule	Check Schedule		
Psychology of E-Learning in Business and Industry	3	HUDK 5197	Check Schedule	Check Schedule		
Instructional Design of Educational Technology	3	MSTU 4083	Check Schedule	Check Schedule		
Technology and Metacognition	3	MSTU 5035	Check Schedule	Check Schedule		
Alternative – Write In:						
7. COACHING CERTIFICATION						
<p>The Columbia Coaching Certification Program (CCCP) is a recommended option for all Adult Learning & Leadership students. The CCCP is divided into two cohorts per year (November and May), and takes place in four segments:</p> <ol style="list-style-type: none"> 1. A one-week frontend coaching intensive that functions as an introduction to, and practice experiencing, the program's three foundations: guiding principles, competencies, and process; 						



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2. An eight-month field-based practicum that includes supervision groups, coaching "real" clients, learning journals, coaching demonstrations, and a coach-specific project;
3. A one-week advanced coaching intensive of coaching drills with feedback, "advanced" topics, project-knowledge sharing, and a written and oral exam;
4. And a 60-day posting period of required certification documents, a review, and the distribution of the credential.

To be considered, send a resume/bio to Dr. Terrence Maltbia at tem17@tc.columbia.edu, followed by an alignment discussion, and, if acceptance is a consideration, for the student to meet with their academic advisor to determine where and how the 2-4 credits "courses" (5900 and 6900) fit into their academic plan.

***For additional information regarding research requirements please see below, subsection 7.) Other Program Requirements such as Grade Requirements and Other Special Degree Requirements, and subsection 12.) Other Information.**

****A minimum of 6 credits of statistics is required. Basic Concepts in Statistics is only 1 of 2 statistics courses required.**

TOTAL Ed.D. PROGRAM CREDITS (75 CREDIT MINIMUM)—Total from Above: _____

The College requires that students take breadth courses, for a minimum of 6 credits total. These courses may either be taken to satisfy category requirements or as elective courses. These courses can still be in the department of Organization and Leadership (O&L) as long as they are outside of ORLD. Courses in ORLJ, ORLA, ORL, etc., meet the out-of-program/breadth requirements and concurrently meet program category requirements.

- **CERTIFICATION** **Date Exam Taken** _____
Note: The Certification Exam must be taken once the student has 50 credits accumulated toward their degree.

- **QUALIFYING PAPER** **Date Submitted** _____
Note: The Qualifying Paper must be completed within 6 months of passing the Certification Exam.

- **RECOMMENDATION FOR CERTIFICATION** **Date Approved** _____
Note: Remember that after certification, doctoral candidates must be enrolled in ORLD 8900 or the equivalent of 3 points each semester.

- **CERTIFICATION For Human Subject Research** **Date Approved** _____

- **DISSERTATION PROPOSAL:** Usually prepared in your final semester at TC, but always taken after all your core courses have been successfully completed.
Date Approved _____

Dissertation Proposal Title	Sponsor / 2 nd Reader	Date Defended

- IRB APPROVAL

Date Approved _____

- DISSERTATION DEFENSE

Date Approved _____

Dissertation Title	Sponsor & Committee Members	Date Defended

If students are not making continuous progress on their dissertations, the program will request that student to set up a meeting with their sponsor and draw up a contract laying out a schedule of work with deadline dates by which that work needs to be accomplished.

Candidates may be asked to re-take certification after having received one extension if: a) sufficient time has passed making his/her knowledge out-of-date; b) a candidate has not made progress and/or has missed deadlines agreed to with his/her sponsor.

6. Student Teaching/fieldwork/practicum/internship requirements and information:

Internships are electives and not required. Internships must be substantive in nature, and guided by a professional in that institution. Students must write a narrative report on their experience. The students' advisor will work out the criteria for each internship on a case-by-case basis.

7. Other program requirements such as grade requirements and other special degree requirements:

Ed.D. students must take a sequence of 15 points to fulfill their research requirement. Students must take a research design course, a data collection course (quantitative or qualitative), a data analysis course (quantitative or qualitative) and a dissertation seminar. Students must also have taken a statistics course.

A majority of dissertations in Adult Learning and Leadership utilize an applied qualitative research design (inclusive of case study approaches.) Studies have also included mixed methods and most recently have included more action research and materials development options. Students should bear in mind the methodological approach they wish to pursue in selecting appropriate research courses.

8. Certification and/or licensure requirements and information:

Candidates can request up to two semesters of *personal exemption* from doctoral advisement when circumstances warrant it. Download this form from the web (Office of Doctoral Studies), fill it out and submit it after securing signatures from your advisor, program coordinator, and Department Chair.

After using up these personal exemptions, candidates who need more time exempt from dissertation advisement / work must request a *waiver* from Office of Doctoral Studies. Download this form from the web (Office of Doctoral Studies), fill it out and submit it after securing signatures from your advisor, program coordinator, and Department Chair. You may need to include a letter explaining the circumstances and a revised timeline for your work.

Candidates can petition for an *extension of their certification period* if there is good reason for needing extra time. A petition (which can be downloaded from the web) should be filled in and submitted, along with a letter explaining the circumstances and a new timeline, to one's sponsor. The program coordinator and Department Chair must support the request before it is sent on to the Office of Doctoral Studies for consideration.

9. Special requirements for professional education programs under NCATE review: N/A

10. Transfer Credit Evaluation:

Ed.D. students can transfer 30 credits from outside the College to count toward requirements or electives. Request an Advanced Standing Review from Admissions and consult with your advisor who approves transfer of credits. Decisions about transfer credits are made with an advisor as part of program planning.

The process you should follow to transfer outside credits is as follows:

- a. The first step in transferring credits is to request the Registrar's office to prepare and send to the program a list of courses that might possibly be transferred into the program.
- b. Your advisor will then share a copy of this list with you.
- c. You should then map courses you wish to transfer against your program plan, along with other courses you will take to meet program requirements.
- d. Meet with your advisor to discuss and finalize your program plan, including transfer credits.
- e. Your advisor and/or the program coordinator will fill out forms to have these credits transferred into your program and send them down to the Registrar for action.
- f. You should receive a list of courses that can be transferred into the program once this process has been completed. A copy of this list should be made and given to the Program Manager to include in your file in our office.

11. Statement on satisfactory progress:

Program faculty will periodically review each student's progress. Where there are concerns about satisfactory progress, students will be informed by the program faculty.

12. Other information:

All Ed.D. students must enroll in ORLD 7500 (1-3 credits) in the semester in which they plan to defend their proposal. As the catalogue indicates, this course must be included in your Ed.D. program plan.

Some courses cannot be taken without having successfully completed a prerequisite course. This is usually indicated in the Course Catalogue and on the Schedule of Classes. Check the catalogue in advance of registration. If a prerequisite is needed, and you think you may have equivalent knowledge / skill, you should consult the faculty teaching the course to determine if it is possible to waive the prerequisite. Prerequisites are sometimes waived for students matriculated in programs other than the one offering that course.

Some courses also require special registration processes, for example, a consultation with, and approval by the faculty teaching the course; or an application. Check with the appropriate office for exact dates.

See the Office of Doctoral Studies (ODS) website for information concerning key requirements: [Office of Doctoral Studies | Teachers College Columbia University](http://www.ods.tc.columbia.edu).

13. Standard Policies and Procedures:

Services for Students with Disabilities: The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities (OASID) for information about registration (301 Zankel Hall; osasid@tc.columbia.edu; (212) 678-3689). Services are available only to students who are registered and submit appropriate documentation.

Statement on Academic Conduct: A Teachers College student is expected to refrain from any conduct, including cheating, plagiarizing, or purchasing documents submitted for academic evaluation, that calls into question his/her academic and/or professional probity. Decisions regarding academic evaluation in all aspects of students' work at the college, including course work, certification examinations, clinical or field experiences, and preparation of dissertations, are within the sole jurisdiction of the faculty concerned, including as appropriate, the department or program staff members. Disciplinary actions (e.g., reprimand, suspension, or dismissal) in cases of academic misconduct can be imposed by the Vice Provost or the Committee on Student Conduct.

Resolution of Student Academic Program Concerns: Any student who has a concern regarding an academic matter may seek assistance. The procedure for resolving academic program concerns (see note of grade correction process below) begins with either the faculty member (if the concern is related to a course) or the student's advisor. If the student is not satisfied with the response or resolution achieved at this first level, or if speaking with the faculty member presents a conflict of interest for the student, the student should proceed to speak with the Program Coordinator in the area in which the academic concern resides. If the student is not satisfied with the response or resolution achieved through the Program Coordinator, the student should proceed to speak with the Chair of the academic department in which the academic concern resides. If the student is still not satisfied with

the response or resolution achieved through the Department Chair, or if speaking with the Department Chair presents a conflict of interest for the student, the next step is to contact the Office of the Vice Provost. At any stage of the process, students are welcome to seek the advice and guidance of the Ombudsman, who is charged with attempting to informally resolve student dissatisfaction of an academic nature on a completely confidential basis.

Grade Correction Procedure: The instructor for a course has the responsibility for setting the requirements for a course and making an evaluation of students' work. Once a grade has been given, the instructor is not free to change the grade unless the instructor indicates to the Registrar that an error was made in the original grade transmitted. If a student believes that an error has been made, he/she must take the initiative in bringing about the necessary correction prior to the conclusion of the semester immediately following the semester in which the course was taken. The normal procedure for effecting a correction would be through direct discussion between the student and the instructor. If redress cannot be attained through such discussions, the student may next appeal to the department chairperson of the department offering the course. If resolution cannot be attained through appeal, the student may next appeal to the Dean. In situations where the student feels that such an appeal process might not be in the student's interest, counsel and assistance can be sought from the Office of the College Ombudsman and the Office of the Vice Provost.