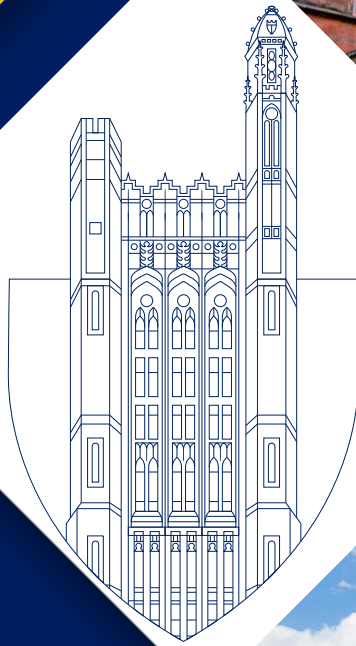
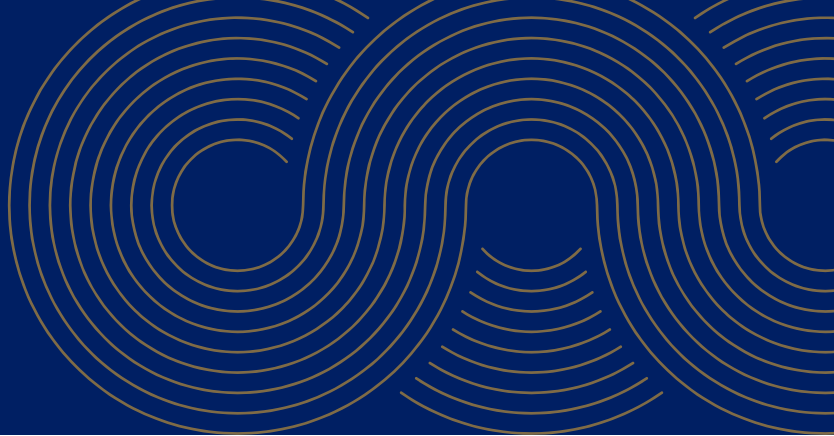




MASTER OF SCIENCE IN
KINESIOLOGY
DEPARTMENT OF BIOBEHAVIORAL
SCIENCES

PROGRAM HANDBOOK
2027-28

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Program Overview



The Program in Movement Sciences and Education, Department of Biobehavioral Sciences (BBS) offers a Master of Science (M.S.) degree in Kinesiology, with concentrations in Applied Exercise Physiology, Motor Learning and Control, and Movement Performance. This degree offering is designed to provide students with a broad background in movement science and related areas and allow for concentrations in sub-specialties within the field. The program provides content relevant to students from a range of applied professions, including coaches and qualified exercise professionals (i.e., personal trainers or strength coaches); clinical exercise physiologists; wellness professionals; teachers of dance, Pilates, and yoga; movement practitioners (e.g. Feldenkrais Method, Alexander Technique); physical and occupational therapists; and individuals interested in sports performance, health, physical fitness, and physical activity. The study also focuses on acute and chronic adaptations to exercise across the lifespan and the effects of exercise training on rehabilitation, sports performance, fitness, and physical and mental health.

Students can apply their academic work directly to jobs that involve movement, exercise, and sports training, including programs designed to improve sports performance, health, and physical fitness in healthy individuals and in people with or at risk for chronic disease or disability. Students can also use this degree as a stepping stone for subsequent application to clinical or research-focused graduate and professional programs in health, human performance, movement science, health-related fields, and medicine.

Students may choose a concentration area that aligns with their interests and career goals, while retaining the flexibility to substitute courses with advisor approval to suit their individual needs. In addition to completing coursework, all students will participate in regularly scheduled Kinesiology seminars, which bring together students and faculty to explore contemporary issues and research in the field.

Applied Exercise Physiology

The Applied Exercise Physiology concentration involves the study of the integrative physiology of exercise, focusing on the acute and chronic adaptations to exercise across the lifespan. The effects of exercise training on sports performance, fitness, and physical and mental health are central to the program. The practical application of scientific evidence to the practice of exercise physiology is a cornerstone of the program. Students in the applied physiology concentration study physical activity behavior, the physiological and psychological effects of acute and chronic exercise, how exercise influences physical and mental health, and the promotion of physical activity in community, human performance, clinical, and public health settings.

Students can apply their academic work to jobs that involve exercise testing and training, including programs designed to improve sports performance, health, and physical fitness in healthy individuals and in people with or at risk for chronic disease or disability. Program graduates work in the health and fitness industry, the movement arts, and work in community, clinical, research, and public health settings. The program also may serve as a stepping stone to medical, professional schools, and doctoral studies

Motor Learning and Control

Motor learning and control refer to the processes through which individuals acquire and refine motor skills, involving the coordination of physical movements and the neurological mechanisms that facilitate these actions. Course content is grounded in neuroscience and study focuses on the behavioral, biomechanical, and neural bases of development, acquisition, and performance of functional movement skills. Acquisition of skill is examined over the lifespan in typically developing children and adults and individuals with movement disorders. Movement analysis is used to elucidate the neuromotor control processes underlying skilled performance in everyday functional behaviors. The practitioner's role in facilitating skill learning and performance is emphasized. Course offerings may link with the neuroscience program if this fits with a student's interests and goals.

Students can use this degree to develop a foundation in movement science focused on motor skill learning and/or to advance their current professional practice. Students also use this degree as a steppingstone for subsequent application to medical, physical therapy, or occupational therapy schools, or doctoral study in kinesiology or rehabilitation sciences.

Movement Performance

The Movement Performance concentration is designed for students interested in advancing their professional practice in coaching, sports performance or physical education. Study involves the development of a keen understanding of motor learning, motor performance, and the physiological response to movement and exercise. Program graduates work in the health, fitness, and sport industries as well as the movement arts or physical education. This concentration provides a practical application to professional practice through enhanced coach training and opportunities to obtain professional certification (see below).

The Movement Performance concentration emphasizes the integration of theoretical knowledge and practical skills essential for optimizing human movement.

Students engage in advanced coursework that explores the intricacies of biomechanics, exercise physiology, and psychology related to performance enhancement. By fostering critical thinking and evidence-based practices, this concentration prepares students to become leaders in the field, capable of developing tailored training programs that promote peak performance and overall well-being in athletes and active individuals. Upon graduation, students can pursue various career paths, including roles as performance coaches, health and fitness coaches, physical educators, or sports scientists, and may also find opportunities in research, exercise program development, or higher education teaching positions.

Academic Advisement

Upon selecting a concentration, students will be assigned a primary advisor from the full-time faculty in Kinesiology. In addition, a secondary advisor may be assigned to assist with course registration and other logistical matters, as needed. Students are expected to meet with their advisor at least once each semester, with more frequent meetings recommended as they progress toward completing their final project or thesis.

Program Coursework

The M.S. in Kinesiology requires 33 points of graduate study for all concentration areas and includes:

1. Substantive study of theory and research as embodied in lecture and laboratory courses.
2. Research training to enable students to read and interpret original research and to carry out educational, clinical, or laboratory research.
3. Seminar-style courses to discuss theory and research, identification of research problems, and clinical/educational applications.
4. Elective courses to meet specific student needs that may be taken throughout Teachers College in such areas as anatomy, biology, business, computer science, health education, higher and adult education, neurosciences, nutrition, physiology, psychology, science education, and statistics.

Students should expect to complete the program over 3-4 semesters to complete the required coursework and their final project. Students may be able to complete the program in one calendar year, if they take summer courses. Students should be aware that summer course offerings are dependent upon sufficient enrollment.

Below is the full listing of courses offered for the M.S. in Kinesiology degree. All students, regardless of their concentration, are required to take 3 core courses: BBSR 4060, BBSR 4095 and BBSR 5582. The three concentrations have additional requirements (between 3-5 additional courses) and the remainder of courses are electives. Students who choose a Fieldwork or Thesis option for their final project are required to take additional coursework (see below).

Course Number	Course Name	Credits	Course Description
Required Core Courses for All Students- Including students without a specified concentration (9 credits)			
BBSR 4060	Motor Learning	3	Introduces principles of movement skills acquisition and control, with its applications in clinical, coaching, and teaching practices.
BBSR 4095	Applied Physiology I	3	This course is the first of a two-semester sequence that introduces the effects of exercise on various physiological systems.
BBSR 5582	Research Design in Movement Science	3	Introduces students to research design, critical analysis of research articles, and statistical methods in movement science.
Required Core Courses for the Applied Exercise Physiology Concentration (9 Credits)			
BBSR 4195	Applied Physiology Laboratory I	3	Provides students with lab and field-based skills to collect data related to human physiology.
BBSR 5094	Applied Physiology II	3	This course is the second of a two-semester sequence related to the effects of exercise on various physiological systems.
BBSR 5194	Applied Physiology Laboratory II	3	Second course on applied physiology lab techniques, focusing on testing cardiorespiratory fitness and metabolic capacity.
Required Core Courses for the Motor Learning and Control Concentration (12 Credits)			
BBSR 4050	Biomechanical Analysis of Human Movement	3	Introduces principles and techniques for analyzing human movement using both quantitative and qualitative methods.
BBSR 4161	Motor Learning Lab	3	Introduces qualitative and quantitative methods for analyzing movement and action during motor learning.
BBSR 5055	Bases of Motor Control Systems	3	Provides a comprehensive overview of motor control theories and their applications to movement systems.
BBS 5068	Brain and Behavior I	3	Introduces neural communication, functional brain neuroanatomy, chemical circuits, and their roles in movement disorders.
Required Core Courses for the Movement Performance Concentration (15 Credits)			
BBSR 4050	Biomechanical Analysis of Human Movement	3	Introduces principles and techniques for analyzing human movement using both quantitative and qualitative methods.
BBSR 4070	Introduction to the Psychosocial Aspects of Sport and Exercise	3	Provides a comprehensive understanding of the psychological and social processes in physical activity, exercise, and sport.
BBSR XXXX	Principles and Practices of Strength and Conditioning	3	This course covers topics related to exercise-based interventions that focus on strength training, including mechanistic evaluations.
BBSR XXXX	Principles of Coaching and High-Performance Athlete Development	3	This course focuses on psychosocial and behavioral aspects related to coaching and athlete development in sports.
Required Laboratory Course for the Movement Performance Concentration- Choose one of the following (3 Credits)			
BBSR 4161	Motor Learning Lab	3	Introduces qualitative and quantitative methods for analyzing movement and action during motor learning.
BBSR 5194	Applied Physiology I Lab	3	Provides theoretical background and practical laboratory and field-based skills.

Electives Coursework: BBS and BBSR Department Courses (Credit Amount Varies Depending on Track)			
BBSR 4005	Applied Anatomy and Biomechanics	3	This course covers topics related to gross anatomy, mechanics of human movement, and analysis of skills in dance and physical education.
BBSR 4050	Biomechanical Analysis of Human Movement	3	Introduces principles and techniques for analyzing human movement using both quantitative and qualitative methods.
BBSR 4054	Human Anatomy and Physiology	3	An introductory course on human physiology and anatomy of major organ systems.
BBSR 4070	Introduction to the Psychosocial Aspects of Sport and Exercise	3	Provides a comprehensive understanding of the psychological and social processes in physical activity, exercise, and sport.
BBSR 4090	Physical Fitness, Weight Control, and Relaxation	3	Covers basic physiological and nutritional concepts related to fitness and well-being.
BBSR 4151	Laboratory Methods in Biomechanics	3	Students develop technical skills in the application of biomechanics to the study of movement behavior including video-based data collection and computer based kinematic analysis.
BBSR 4161	Motor Learning Lab	3	Introduces qualitative and quantitative methods for analyzing movement and action during motor learning.
BBSR 4195	Applied Physiology Laboratory I	3	Provides students with lab and field-based skills to collect data related to human physiology.
BBSR 4900	Research and Independent Study in Movement Science and Education	1-3	To enable students to conduct independent study under the direction of a faculty member.
BBSR 5028	Motor Development Across the Lifespan	3	Review motor development and skill performance with a focus on theoretical models and research.
BBSR 5055	Bases of Motor Control Systems	3	Provides a comprehensive overview of motor control theories and their applications to movement systems.
BBSR 5057	Movement Disorders	3	Provides basis of movement disorders and the role of neuroplasticity in recovery of function
BBS 5068	Brain and Behavior I	3	Introduces neural communication, functional brain neuroanatomy, chemical circuits, and their roles in movement disorders.
BBSR 5094	Applied Physiology II	3	This course is the second of a two-semester sequence related to the effects of exercise on various physiological systems.
BBSR 5095	Exercise and Health	3	This course focuses on the relationship between exercise and chronic disease prevention.
BBSR 5096	Advanced Exercise and Physical Activity Prescription	3	This course reviews physical activity and exercise prescription practices with an emphasis on translating research into practice.
BBSR 5101	Scientific Basis of Exercise and Weight Management	3	Covers scientific principles of physical activity and exercise in weight management.

BBSR 5102	Electrocardiography and Clinical Exercise Test Interpretation	3	This online course covers the fundamentals of normal and abnormal physiology, ECG reading, drug effects, and data interpretation.
BBSR 5194	Applied Physiology Laboratory II	3	Second course on applied physiology lab techniques, focusing on testing cardiorespiratory fitness and metabolic capacity.
BBSR 5195	Advanced Applied Physiology Laboratory	3	Introduces advanced physiological measurement techniques including calorimetry and noninvasive cardiac assessment.
BBSR 5199	Physical Activity Monitoring in Clinical Research & Practice	3	This class provides an overview of physical activity methods for assessment and intervention, including outcome measures, digital measures and app based programs.
BBSR 5200	Fieldwork in Movement Science and Education	1-3	Provides students with field experience applying movement science concepts under faculty advisement.
BBSR 5504	Research Training Seminar in Movement Science	3	This course provides research training for students who are completing a research thesis. This course provides structured guidance for conducting research and writing up study results.
BBSR	Principles and Practices of Strength and Conditioning	3	This course covers topics related to exercise-based interventions that focus on strength training, including mechanistic evaluations.
BBSR	Principles of Coaching and High-Performance Athlete Development	3	This course focuses on psychosocial and behavioral aspects related to coaching and athlete development in sports.

Electives Coursework: Outside BBSR Department (Recommended options, but not limited to)

A&H 4001	Introduction to Qualitative Research Methods	3	This seminar-style course has been designed to help students develop a critical understanding and appreciation of the theory, methodology, and foundation of qualitative research methods
A&HD 5040	Dance and Human Development	3	Introduces theories of human development and its implications for the learning, teaching and leadership of dance education.
BBSN 4001	Foundations in Neuroscience 1: Anatomy and Physiology	3	Introduces the history of neuroscience, function of brain cells, and the anatomy of the human nervous system.
HBSS 4100	Behavior & Social Science Foundations of Health Education	3	Introduces determinants of health, relationship between health and human behavior, and the use of health education as a strategy for promoting health and preventing disease.
HBSS 4160	Introduction to Biostatistics for Community Health Education	3	Introduces biostatistics and its application to health education and community health research. Covers data collection, management, and analysis; survey and study design; hypothesis testing; and use of SPSS.
HBSS 4102	Principles of Epidemiology and Health Promotion	3	Covers principles and methods of epidemiologic investigation, emphasizing their application to disease prevention and control through health education.
HBSS 4122	Women's Health	3	Explores biological and environmental influences on women's health risks and disease, with attention to evaluating clinical studies and the fundamentals of planning and developing promotion programs.

HUDM 4120	Basic Concepts in Statistics	3	Provides overview of data analysis techniques, including organizing, graphing, analyzing, reporting, and interpreting data. Both descriptive and inferential techniques will be introduced
HUDM 4122	Probability & Statistical Inference	3	Covers basic statistical principles including probability and inference for data analysis.

Professional Certification Considerations

Students pursuing certifications such as those from ACSM, NSCA, ACLM, CDR, or AACVPR should review requirements on each organization's website and consult program faculty to ensure proper course selection. Some certifications may require coursework beyond the 33-credit M.S. degree and/or supervised practical experience.

Students may earn up to 3 credits toward the degree through an internship (BBSR 5200 Fieldwork). Certification preparation should be planned alongside course availability and personal academic background.

Certification Resources:

- ACSM - [Exercise Physiologist / Clinical Exercise Physiologist](#)
- NSCA - [CSCS](#), [CPSS](#)
- ACLM - [Lifestyle Medicine Certification](#)
- CDR - [Obesity and Weight Management Certification](#)
- AACVPR - [Certified Cardiac Rehabilitation Professional](#)

Recommended Electives (Based on Certification Requirements):

- BBSR 4005/4050 Applied Anatomy & Biomechanics / Biomechanical Analysis
- BBSR 4070 Introduction to Psychosocial Aspects of Sports/Exercise
- BBSR 5095 Exercise and Health
- BBSR 5096 Advanced Exercise and Physical Activity Prescription
- BBSR 5101 Scientific Basis of Exercise and Weight Management
- BBSR 5102 Electrocardiography and Clinical Exercise Test Interpretation

Final Integrative Project

A final project is required for all students in the M.S. in Kinesiology program. Regardless of the type of project, we suggest that you discuss your preliminary ideas with your advisor as early as possible, but no later than the semester prior to the last semester of studies.

Subsequently, if you plan to conduct a basic or applied research project, in consultation with your advisor, you may approach a faculty member, doctoral student, or suitable person outside the College (e.g., clinician) in the research area of your project.

OPTION 1: Integrative Project: Literature Review

A. Description:

The goal of this project is to review research and theory in kinesiology related to a specific problem encountered in clinical or educational practice or across research specialization areas. The review paper aims to apply theory to practice or to generate testable hypotheses having relevance to educational or clinical practice. Alternatively, the review paper can cover a narrowly defined topic in kinesiology by integrating research literature across neuromotor, biomechanical, and behavioral levels of inquiry. A minimum of one semester is usually needed to complete this type of project.

B. Proposal (due semester before expected graduation):

1. **Background:** Write a one-paragraph summary of the current body of knowledge in connection with your topic.
2. **Rationale:** Why do you think it is important to investigate these questions? How relevant are these questions in clinical or educational practice? (one paragraph)
3. **Outline** of the contents: Main points that you plan to cover (e.g., preliminary ideas of the main sections of your paper: titles and subtitles including an estimate of the number of pages in each section) (one page)
4. **Working plan:** Provide a preliminary working plan with the major steps of your project (including a timeline). (one page)
5. **References**

C. Final Project (see due dates below):

The format of all papers must follow APA style or Uniform Biomedical. The papers have numbered pages, are written in a double-spaced text format, and include abstract, structured headings, figures, tables and references. The literature review should be approximately 15-20 pages.

OPTION 2: Integrative Project: Professional Practice Project

A. Description:

A professional practice-related project involves the practical application of theoretical knowledge and research methodologies learned within the kinesiology program to professional practice in a real-world setting or challenge movement science and education. This type of project may entail conducting practical assessments, implementing training or intervention protocols, developing and evaluating programs within a clinical, educational, or performance environment, or analyzing data collected in a field setting. The project is designed to provide students with hands-on experience applying their academic work directly to applied professions, such as coaching, personal training, wellness, movement practice, physical/occupational therapy, or sports performance. A minimum of one semester is usually needed to complete this type of project. Students who select this project must enroll in one semester of Fieldwork BBSR 5200 (1-3 Credits).

B. Proposal (due semester before expected graduation):

1. **Background:** Write a one-paragraph summary of the current body of knowledge in connection with your topic.
2. **Rationale:** What is the knowledge gap that this proposal will fill? What contributions are you expecting from your project – e.g., how could your findings potentially affect future therapeutic or training approaches? (1 paragraph)
3. **Methods:** Provide an overview of the assessments, protocols, or programs that will be evaluated or developed. (1 page)
4. **References**

C. Final Project (see due dates below):

The format of all papers must follow APA style or Uniform Biomedical. The papers must have numbered pages, be written in a double-spaced text format, and have a title page. A **fieldwork project** will consist of 15-20 pages.

OPTION 3: Integrative Project: Independent Research Thesis

A. Description:

A basic or applied research project requires the completion of a single case study, pilot study, an observational study, or full experimental study (e.g., alongside a current faculty member, outside lab, or in conjunction with a doctoral student's work). A pilot study, observational study, or full experimental study is suggested to those students considering continuing to the EdM, EdD, or PhD programs. A minimum of two semesters is usually needed to complete this type of project. Students who select this option must enroll in one semester of BBSR 5504 to receive advisement on their final project. Note that if all coursework is complete but the student has not completed the final project, students must continue to enroll for 1 point (above and beyond the 33 points) each semester until the project is complete.

Students choosing the Research Thesis are also strongly encouraged to take either HUDM 4120 OR HUDM 4122, the first courses in the statistical sequence offered by the Human Development (HUD) department. HUDM4120 introduces foundational concepts in statistical analysis, including data organization, graphing, descriptive and inferential techniques. HUDM 4122 covers foundational concepts in statistical theory, including probability, distributions, estimation, and hypothesis testing.

B. Proposal (due semester before expected graduation):

Prior to the start of a project, a proposal must be written and discussed with your advisor. Typically, for literature reviews and educational projects, the proposal is completed in the semester prior to the last semester of studies. For research projects, additional time is needed. Thus, you would need to submit your proposal earlier. You can start your project as soon as your proposal is formally accepted by your advisor. The proposal (max. 2 pages long [single-spaced], without references and/or bibliography) should cover the points below. Make subtitles where appropriate.

1. **Background:** Write a one-paragraph summary of the current body of knowledge in connection with your topic and how your research will complement it
2. **Research question(s)** and/or **Purpose** of your research
3. **Rationale:** Why do you think it is important to investigate this/(these) question(s)? What contributions are you expecting from your findings – e.g., how could your findings potentially affect future therapeutic or training approaches?
4. **Hypotheses:** What outcomes do you expect - and why? State one or more hypotheses and provide some evidence-based arguments for your expectations.
5. **Methods:** How are you planning to investigate your research question?
6. **Working plan:** Provide a preliminary working plan with the major steps of your project (including a timeline). For a full experimental study, the plan includes the collection of pilot data, and the experiment must be approved by the Teachers College Institutional Review Board.
7. **References**

C. Final Project (see due dates below):

The format of all papers must follow APA style or Uniform Biomedical. All papers must include an abstract (maximum one page long) and an introduction. The papers have numbered pages, are written in a double-spaced text format, and have a title page. A **research project** requires a paper to be written in the format of a research study (15-25 pages) with an introduction, methods, results, discussion, and references.

It is very important that you plan sufficient time with your advisor for final revisions on the paper, prior to the Teachers College filing deadlines for master's degree projects. In the semester when you plan to complete your project, your advisor should receive a complete draft of your project at least once before mid-semester break. This will allow time for feedback and revisions of your project before the due date at the end of the semester. The end of the semester (~2-4 weeks prior), or as agreed upon with your advisor, should be allocated to allow your advisor to read and provide additional feedback. This will also provide you with ample time to make revisions before finalizing your project by the deadlines posted below. It is recommended that you discuss the timeline and deadlines for your work with your advisor no later than the start of the semester in which you expect to begin your work. Your final paper must be formally accepted by your advisor, before it is considered to be complete. Upon formal acceptance of the paper, the advisor will note the completion of this degree requirement on your degree audit. After your paper is formally accepted, you provide an electronic version (PDF format) to your advisor.

Applied Neurovascular Physiology Lab

The Applied Neurovascular Physiology Lab investigates the critical connection between the heart and brain across the human lifespan. Using an integrative physiology approach, the lab focuses on the neurovascular and metabolic systems to understand how this relationship supports brain health and function and how it changes with age, disease and environmental factors.

Additional information about the **Applied Neurovascular Physiology Lab** can be found here: <https://www.tc.columbia.edu/anvpl/>



Biomechanics Research Lab (BRL)

The BRL supports research on human movement using a state-of-the-art Vicon motion capture system, portable EMG and EEG equipment, and in-ground force plates. These tools enable detailed analysis of gait, balance, postural control, and other functional movements to study the roles of the brain and muscles in locomotion.

Additional information about the **Biomechanics Research Lab (BRL)** can be found here: <https://www.tc.columbia.edu/biobehavioral-sciences/motor-learning-and-control/centers--labs/brl/>



Neurorehabilitation Research Laboratory (NRL)

The NRL investigates motor control, motor learning, and rehabilitation strategies for individuals with neurological conditions such as Huntington's disease, Parkinson's disease, and stroke. Research focuses on developing effective physical therapy and exercise-based interventions to improve function and quality of life.

Additional information about the **Neurorehabilitation Research Laboratory (NRL)** can be found here: <https://www.tc.columbia.edu/neurorehab/>



Center for Cerebral Palsy Research

Established in 1996, the Center for Cerebral Palsy Research focuses on understanding and treating motor and speech symptoms of cerebral palsy. The Center develops and tests evidence-based therapies like CIMT and HABIT.

Additional information about the Center for Cerebral Palsy Research can be found here: <https://www.tc.columbia.edu/cit/>

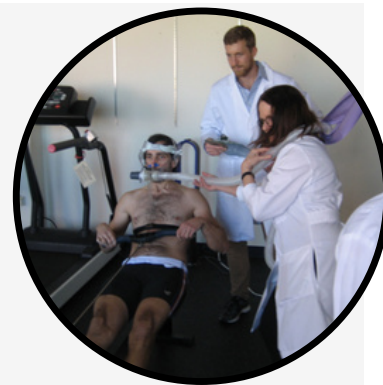


EXerT Clinic

The EXerT Clinic, housed within the Applied Physiology Laboratory. Provides individualized physical activity and nutrition counseling delivered by certified professionals and graduate students in Movement Science and Nutrition. The clinic supports clients in developing personalized exercise and healthy eating plans tailored to their goals.

Additional information about the **EXerT Clinic** can be found here:

<https://www.tc.columbia.edu/exert-clinic/>



Applied Physiology Laboratory

The Applied Physiology Lab focuses on exercise testing and training of persons across the lifespan, with a goal to advance understanding of the acute and chronic adaptations to exercise. The lab serves as the primary teaching laboratory for students in applied (exercise) physiology and in support of students in other concentrations of the movement science department.

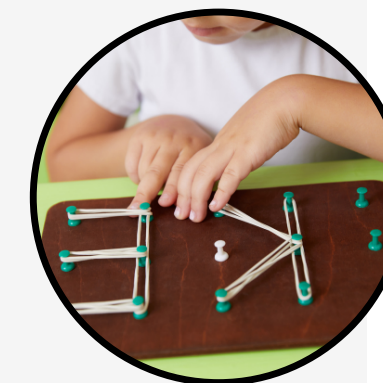


Motor Learning and Control Laboratory

The Motor Learning and Control Lab at Teachers College studies how movements are learned and controlled by evaluating upper and lower extremity motor tasks, with a focus on understanding the underlying mechanisms of motor behavior.

Additional information about the **Motor Learning and Control Laboratory** can be found here:

<https://www.tc.columbia.edu/biobehavioral-sciences/motor-learning-and-control/centers--labs/motor-learning--motor-control-research/>



Important Deadlines

Degree Application Due	M.S. Project Approval Deadline/ Exam	Date of Degree Award
August 1	September 1	October
November 1	January 2	February
February 1	April 30	May

Note:

The Final Approval of Final Project/Exam date refers to when your advisor must indicate completion on your degree audit. This is not the deadline to submit your project to your advisor.

You should submit your project at least 2–4 weeks or as agreed upon with your advisor prior to the Final Approval deadline.

Admission Requirements/Academic Prerequisites

While students have come from a variety of fields, the following backgrounds are most appropriate: kinesiology, movement science, exercise science, physical therapy, occupational therapy, physical education, dance, athletic training, biology, nutrition, public health, health education, nursing, and psychology. Students with strong academic records, who have deficiencies in their science backgrounds, may be admitted with the understanding that these deficiencies will be remedied with appropriate courses as designated by the program faculty.

Degree Audit and Graduation

For detailed information on degree audit, and graduation procedures, please refer to the official Degree Information & Audit page provided by the Office of the Registrar:

<https://www.tc.columbia.edu/registrar/students/degree-information--degree-audit/>

Academic Requirements for Good Standing

Students are required to adhere to Teachers College's academic requirements. In addition, students in the M.S. in the Kinesiology program are required to complete all the required courses with a grade of B or better. Students who earn grades B- or below will need to retake those courses or an approved alternative. Students will additionally be charged tuition again. Students are expected to communicate with their academic advisor at least once per semester to review program progress, course selections and to discuss career and educational goals.

Prospective students should communicate with a faculty member to discuss program opportunities prior to admission. Students are encouraged to make an appointment to visit the college for at least half a day to meet with faculty and current students, to audit a course or seminar, and to become acquainted with research areas and resources. Applicants are reviewed on an ongoing basis throughout the academic year. Prior to formal admission, enrollment in up to 8 points of study as a non-matriculated student is permitted.

The Teachers College policies for degree requirements can be found here:

<https://www.tc.columbia.edu/registrar/students/degree-information--degree-audit/degree-requirements/>

Work Study and Financial Aid

Work-study positions are also available to U.S. citizens and permanent residents who have applied for and received work-study allocations. Financial aid is also available, and students are encouraged to indicate being considered for financial aid on their applications. For more information, contact the Teachers College Office of Financial Aid.

Research and Teaching Assistant Positions

We have a limited number of paid Research Assistant (RA) and course assistant positions available in the BBS Department, depending on funding availability. To inquire about current RA positions, please contact individual faculty to identify what positions are available. TA positions are typically reserved for advanced master's or doctoral students, but other students with expertise in an area may be considered.

Additional Information

Additional information about **the program and labs** can be found on our website:

<https://www.tc.columbia.edu/biobehavioral-sciences/movement-science-and-education/>

BBSR and other courses can be found in the **Teachers College Academic Catalog** at:

<https://www.tc.columbia.edu/catalog/academics/departments/biobehavioral-sciences/>

Additional information about **Financial Aid** can be found here:

<https://www.tc.columbia.edu/admission/financial-aid/>

For international students, please visit our **International Students Website**:

<https://www.tc.columbia.edu/international/>

Information about **Teachers College Policy and Procedure** can be found here:

<https://www.tc.columbia.edu/policylibrary/>

Satisfactory Progress

Students are expected to make satisfactory progress toward the completion of degree requirements. Program faculty will review each student's progress annually. Please note that satisfactory performance in the M.S. Kinesiology program is defined as: no incomplete grades, and to complete all the required courses with a grade of B or better. Those who receive a grade of B- or lower will be required to retake the same course or an approved alternate, subject to the program directors' approval, and will be responsible for any additional tuition charges.

Any student receiving 8 or more points in grades of C- or lower is not permitted to continue registration at the College in any capacity and may not receive a degree or diploma. Petitions for exception to this policy are to be submitted, in writing, to the Registrar with a written recommendation from the department in which the student was last enrolled. Such petitions will be submitted to a faculty committee for review and decision.

Where there are concerns about satisfactory progress, students will be informed by the program faculty. If a student is performing below expectations, they may be required to complete additional course work above the required minimum. The program will provide a plan and timeline for remediation, so students know the expectation for them to continue in the program. If satisfactory progress is not maintained a student may be dismissed from the program.

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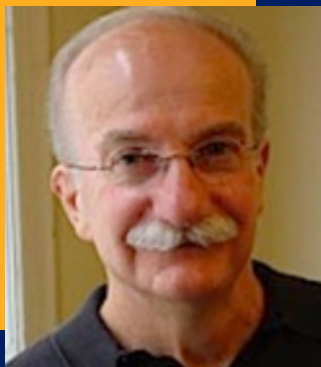
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