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Ph.D. CURRICULUM & REQUIREMENTS
SOCIAL-ORGANIZATIONAL PSYCHOLOGY

The doctoral program places strong emphasis on the development of research competence, and also strongly emphasizes practical experience and teaching as a vehicle to professionalism. Our goal is to provide an environment that is conducive to the development of scholars and professionals who are prepared to assume the diverse responsibilities of positions at leading organizations or research universities.

Although social-organizational psychology is a broad field, we expect students to gain a foundation of knowledge in social-organizational theory, research and practice, and to develop expertise in human resource management, organizational behavior, organizational theory, conflict resolution, social-cognitive psychology, and/or organizational change.

Skills to be Acquired Throughout the Program of Study

Students will acquire a variety of skills during the time in the doctoral program including:

- Content Knowledge
- Quantitative Research Methods
- Qualitative Research Methods
- Theoretical and Conceptual Thinking
- Critical Thinking
- Practice-based (Consulting) Skills
- Teamwork Skills
- Teaching-Instructional Skills
- Written Communication
- Oral Communication

These skills are acquired in various ways – through formal coursework, participation in research projects, participation in practica and practice-based courses, assisting in teaching activities, developing and writing required papers, working formally and informally with peers and faculty.

Depending on the ultimate career goal, a student may emphasize development of some of these skills to a greater extent than others; however all students are expected to develop skills in all of these areas.

Students are encouraged to design an individually meaningful course of study within the larger context of our field. Opportunities for doing this are available through coursework, work with faculty members, independent research and study, and teaching activities.

Students are to take a series of required courses to obtain a strong foundation in social-organizational psychology and select a series of more specialized supporting courses depending on their specific areas of interests. Additional focus and expertise are developed through collaboration on major research projects with faculty members, practice-based or consulting activities under faculty supervision, and work experiences in organizations.
Overview of Requirements

The Ph.D. Program in Social-Organizational Psychology is a scholar-practitioner program and as such focuses on both research and practice. The curriculum represents the dual emphasis of the program. There are six basic categories of requirements for obtaining the Ph.D., each of which is described in detail in the following sections:

1. Formal Coursework in research and statistics, theory and practice in social-organizational psychology, and more general breadth courses
2. Participation in eight research and/or practice-based workgroups
3. Serving as a Graduate Teaching Assistant
4. Research Methods Certification Exam
5. Two Qualifying Papers (Theory-based Empirical and Applied)
6. Dissertation

Coursework

Following are areas from which students select courses:

<table>
<thead>
<tr>
<th>Area 1</th>
<th>Research and Statistics</th>
<th>6 courses</th>
<th>18 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area 2</td>
<td>Theory &amp; Practice in Soc-Org Psych</td>
<td>12 courses</td>
<td>36 credits</td>
</tr>
<tr>
<td>Area 3</td>
<td>Breadth Requirement*</td>
<td>3 courses</td>
<td>9 credits</td>
</tr>
<tr>
<td>Area 4</td>
<td>Elective Courses</td>
<td>2-3 courses</td>
<td>6-9 credits</td>
</tr>
<tr>
<td>Area 5</td>
<td>Integrative Experience</td>
<td>8 semesters</td>
<td>12 credits**</td>
</tr>
<tr>
<td>(a) Workgroups</td>
<td>8 semesters</td>
<td>0 credits</td>
<td></td>
</tr>
<tr>
<td>(b) Colloquium (ORLJ 6040)</td>
<td>8 semesters</td>
<td>0 credits</td>
<td></td>
</tr>
<tr>
<td>Area 6</td>
<td>Dissertation-related courses</td>
<td>1-2 courses</td>
<td>1-3 credits</td>
</tr>
<tr>
<td>(Dissertation Advisement)</td>
<td>(0 credits)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* The Breadth Requirement may be satisfied by 3 of the required Research & Statistics courses.

** Workgroup is registered for 2 credits for the first 4 semesters and for 1 credit for the final 4 semesters for a total of 12 credits.

Students take 29-31+ required courses for a total of 75-79+ credit points. Variable point courses should be taken for the minimum rather than the maximum number of points in order to have both the required number of points and the desired distribution of courses.

A sample schedule is provided below the following section, which describes course and program requirement descriptions.
Area 1: Research and Statistics (6 courses required)

MANDATORY:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORLJ 5040</td>
<td>Research Methods in Social Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>HUDM 4122</td>
<td>Probability &amp; Statistical Inference</td>
<td>3</td>
</tr>
<tr>
<td>HUDM 5122</td>
<td>Applied Regression Analysis</td>
<td>3</td>
</tr>
<tr>
<td>HUDM 5123</td>
<td>Experimental Design</td>
<td>3</td>
</tr>
<tr>
<td>HUDM 6122</td>
<td>Multivariate Analysis I</td>
<td>3</td>
</tr>
</tbody>
</table>

THE SIXTH COURSE MUST BE SELECTED FROM THE FOLLOWING:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORL 5000</td>
<td>Ethnography and Participant Observation</td>
<td>3</td>
</tr>
<tr>
<td>HUDM 5055</td>
<td>Evaluation of Institutions Programs</td>
<td>3</td>
</tr>
<tr>
<td>HUDM 5059</td>
<td>Psychological Measurement</td>
<td>3</td>
</tr>
<tr>
<td>HUDM 5124</td>
<td>Multidimensional Scaling and Clustering</td>
<td>3</td>
</tr>
<tr>
<td>HUDM 6030</td>
<td>Multilevel and Longitudinal Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>HUDM 6055</td>
<td>Latent Structure Analysis</td>
<td>3</td>
</tr>
<tr>
<td>HUDM 6123</td>
<td>Multivariate Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>HUDM 5053</td>
<td>Instrument Design &amp; Validation</td>
<td>3</td>
</tr>
<tr>
<td>ORLJ 5018</td>
<td>Using Survey Research in Organization Consulting</td>
<td>3</td>
</tr>
<tr>
<td>ORL 6500</td>
<td>Qualitative Research Methods in Orgs: Data Collection</td>
<td>3</td>
</tr>
<tr>
<td>ORL 6501</td>
<td>Qualitative Research Methods in Orgs: Data Analysis Design</td>
<td>3</td>
</tr>
</tbody>
</table>

Area 2: Theory|Seminar and Practice in Social-Organizational Psychology

(12 courses required)

Courses in Area 2 are sub-divided into 2 categories: (1) theory/seminar, and (2) practice courses.

Of the 12 courses required, 5 courses are mandatory (see below).

Of the 7 remaining courses required, 4 must be theory/seminar courses taught by TC Faculty. The 3 remaining courses may be selected from additional theory/seminar courses taught by TC faculty, or from theory/seminar course options at CU or the practice course options listed, below.

MANDATORY:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Category</th>
<th>Term Offered</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORLJ 5540</td>
<td>Pro-seminar in Social Psychology</td>
<td>Theory</td>
<td>Seminar</td>
<td>Fall</td>
</tr>
<tr>
<td>ORLJ 5541</td>
<td>Pro-seminar in Organizational Psychology</td>
<td>Theory</td>
<td>Seminar</td>
<td>Spring</td>
</tr>
<tr>
<td>ORL 5362</td>
<td>Group Dynamics</td>
<td>Practice</td>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td>ORLJ 6343</td>
<td>Practicum: Org Change &amp; Consultation</td>
<td>Practice</td>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td>ORLJ 6349</td>
<td>Process Consultation</td>
<td>Practice</td>
<td>Fall</td>
<td>Spring</td>
</tr>
</tbody>
</table>
AT LEAST FOUR COURSES MUST BE SELECTED FROM AMONG THE FOLLOWING THEORY|SEMINAR (TC FACULTY):

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Faculty</th>
<th>Term Offered</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORLJ 5005</td>
<td>Leadership and Supervision</td>
<td>Dr. Burke</td>
<td>Fall</td>
<td>3</td>
</tr>
<tr>
<td>ORLJ 5055.33</td>
<td>Organization Change (PhD-level seminar)</td>
<td>Dr. Burke</td>
<td>every other Spring</td>
<td>3</td>
</tr>
<tr>
<td>ORLJ 5155.33</td>
<td>Social Networks &amp; Performance (PhD-level seminar)</td>
<td>Dr. Westaby</td>
<td>every other Fall</td>
<td>3</td>
</tr>
<tr>
<td>ORLJ 6040</td>
<td>Fundamentals of Conflict Resolution</td>
<td>Dr. Coleman</td>
<td>Fall</td>
<td>3</td>
</tr>
<tr>
<td>ORLJ 6045</td>
<td>Demography in Organizations</td>
<td>Dr. Perry</td>
<td>every other Spring</td>
<td>3</td>
</tr>
<tr>
<td>ORLJ 6500</td>
<td>Stereotypes and Stereotypic Processes in Organizational Contexts</td>
<td>Dr. Perry</td>
<td>every other Spring</td>
<td>3</td>
</tr>
<tr>
<td>ORLJ 6520</td>
<td>Advanced Professional Writing Seminar</td>
<td>Dr. Roberson</td>
<td>every other Spring</td>
<td>3</td>
</tr>
</tbody>
</table>

THE REMAINING 3 COURSES MAY BE SELECTED FROM AMONG THE FOLLOWING:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Category</th>
<th>Term Offered or Institution</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>B 9706</td>
<td>Individual/Collective Behavior in Organizations (Dr. Joel Brockner)</td>
<td>Theory</td>
<td>Seminar</td>
<td>CU: Business School</td>
</tr>
<tr>
<td>G 4670</td>
<td>Theories Social and Personality Psychology (Dr. Tory Higgins)</td>
<td>Theory</td>
<td>Seminar</td>
<td>CU: GSAS</td>
</tr>
<tr>
<td>ORLJ 4002</td>
<td>Functions of Organizations</td>
<td>Practice</td>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td>ORLJ 4010</td>
<td>Executive Coaching</td>
<td>Practice</td>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td>ORLJ 5017</td>
<td>Small Group Intervention</td>
<td>Practice</td>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td>ORLJ 5340</td>
<td>Basic Practicum in Conflict Resolution</td>
<td>Practice</td>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td>ORLJ 6048</td>
<td>Teaching to Cognitive &amp; Cultural Complexities</td>
<td>Practice</td>
<td>TBA</td>
<td>3</td>
</tr>
<tr>
<td>ORLJ 6244</td>
<td>Fieldwork in Change</td>
<td>Coaching and Supervision</td>
<td>Practice</td>
<td>Fall</td>
</tr>
<tr>
<td>ORLJ 6350</td>
<td>Advanced Practicum in Conflict Resolution</td>
<td>Practice</td>
<td>Spring</td>
<td>3</td>
</tr>
<tr>
<td>ORLD 5055</td>
<td>Staff Development and Training</td>
<td>Practice</td>
<td>Fall</td>
<td>3</td>
</tr>
<tr>
<td>ORLD 5061</td>
<td>Advanced Staff Development and Training</td>
<td>Practice</td>
<td>Spring</td>
<td>3</td>
</tr>
</tbody>
</table>

**Area 3: Breadth Requirement (3 NON-ORLJ courses required)**

To meet college requirements, you must take 3 Breadth courses. A Breadth course must be outside of your program of study (in this case, NON-ORLJ) and it must also be a course at Teachers College. On the College forms, you are strongly encouraged to count your statistics/methods courses (Area 1) as Breadth courses.


**Program in Social-Organizational Psychology**

*Department of Organization & Leadership*

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**Area 4: Electives**

To fulfill the 75-credit program, electives must be taken in addition to required courses and the Breadth Requirement outlined, above. Any ORLJ courses may be taken as electives. Below is a list of pre-approved elective courses outside of ORLJ, including courses at Columbia. This list is NOT exhaustive and course numbers or titles may have changed.

If a student wishes to take a course not listed here - or if the course number or title has changed - the student must get written approval from the Ph.D. coordinator (an email will suffice). If the student is at risk of being closed out of the course by waiting for approval, it is best to register for the course during the interim period and then drop it, if necessary.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Institution</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>B 8712</td>
<td>Managerial Decision-Making</td>
<td>CU: Business School</td>
<td>3</td>
</tr>
<tr>
<td>B 9706</td>
<td>Individual/Collective Behavior in Organizations</td>
<td>CU: Business School</td>
<td>3</td>
</tr>
<tr>
<td>G 4230</td>
<td>Sensation &amp; Perception</td>
<td>CU: GSAS</td>
<td>3</td>
</tr>
<tr>
<td>G 4630</td>
<td>Theories of Personality</td>
<td>CU: GSAS</td>
<td>3</td>
</tr>
<tr>
<td>G 9650</td>
<td>Theories Social Science of Psychology</td>
<td>CU: GSAS</td>
<td>3</td>
</tr>
<tr>
<td>ORL 5013</td>
<td>Psychological Anthropology</td>
<td>TC</td>
<td>3</td>
</tr>
<tr>
<td>ORLD 4051</td>
<td>How Adults Learn</td>
<td>TC</td>
<td>3</td>
</tr>
<tr>
<td>ORLD 4827</td>
<td>Fostering Transformational Learning</td>
<td>TC</td>
<td>3</td>
</tr>
<tr>
<td>CCPJ 5020</td>
<td>Racism &amp; Racial Identity in Psych &amp; Ed</td>
<td>TC</td>
<td>3</td>
</tr>
<tr>
<td>CCPJ 5062</td>
<td>Career Counseling</td>
<td>TC</td>
<td>3</td>
</tr>
<tr>
<td>CCPJ 5563</td>
<td>Multicultural Consultation in Org Development</td>
<td>TC</td>
<td>3</td>
</tr>
<tr>
<td>CCPX 4035</td>
<td>Personality and Behavior Change</td>
<td>TC</td>
<td>3</td>
</tr>
<tr>
<td>CCPX 5034</td>
<td>Developmental Psychopathology</td>
<td>TC</td>
<td>3</td>
</tr>
<tr>
<td>CCPX 6352</td>
<td>Cognition, Emotion, &amp; Health</td>
<td>TC</td>
<td>3</td>
</tr>
<tr>
<td>HUDK 5023</td>
<td>Cognitive Development</td>
<td>TC</td>
<td>3</td>
</tr>
<tr>
<td>HUDK 5023</td>
<td>Cross-cultural Development Psychology</td>
<td>TC</td>
<td>3</td>
</tr>
<tr>
<td>HUDK 5029</td>
<td>Personality Development Across the Life Span</td>
<td>TC</td>
<td>3</td>
</tr>
<tr>
<td>HUDM 5059</td>
<td>Psychological Measurement</td>
<td>TC</td>
<td>3</td>
</tr>
</tbody>
</table>
Area 5: Integrative Experiences

Integrative experiences include participation in 8 semesters of workgroups and colloquia as well as a graduate teaching assistantship.

### Area 5a: Workgroups

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORLJ 6341</td>
<td>Workgroup – Noumair</td>
</tr>
<tr>
<td>ORLJ 6342</td>
<td>Workgroup – Roberson</td>
</tr>
<tr>
<td>ORLJ 6344</td>
<td>Workgroup – Coleman</td>
</tr>
<tr>
<td>ORLJ 6345</td>
<td>Workgroup – Perry</td>
</tr>
<tr>
<td>ORLJ 6346</td>
<td>Workgroup – Westaby</td>
</tr>
<tr>
<td>ORLJ 6347</td>
<td>Workgroup – Block</td>
</tr>
<tr>
<td>ORLJ 6348</td>
<td>Workgroup – Burke</td>
</tr>
</tbody>
</table>

Notes:

1. One workgroup per semester for a minimum of eight semesters is required from the time a student enters the PhD program.
2. Students must take 4 workgroups for 2 credits, and 4 workgroups for 1 credit, for a total of 12 credits. An exception may be made for students who participated in a workgroup as a Masters student in our program, in which case, the student must take at least 4 of the 8 work groups for credit points.
3. Workgroup points may not be substituted for other courses.
4. Students are required to actively engage in at least 2 different workgroups over the 8 semesters. Students typically spend two years in each workgroup.
5. Incoming doctoral students will be assigned to a workgroup by a faculty committee. Workgroup assignments for continuing students will be based on mutual discussions with the faculty.
6. Students are required to actively engage in workgroups. Active engagement means regular participation in the design and conduct of research until it reaches a conclusion. Solely being present at meetings does not satisfy the requirement.

### Area 5b: Social Psychology Colloquium

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORLJ 6640</td>
<td>Social Psychology Colloquium</td>
</tr>
</tbody>
</table>

Each semester, the program holds a number of colloquia and related activities including invited speakers from academia and consulting, presentations from program members, and general meetings. These are important developmental experiences for learning about research, practice, and professionalism. **Attendance is required throughout the first four years of the program.**
The Social-Organizational Psychology faculty believes strongly in the value of graduate teaching assistantships (TA'ing). TA'ing can provide students with valuable opportunities to work with faculty, further integrate into the program, learn new material, review material previously acquired, and obtain teaching skills and materials. The objective of the required graduate teaching assistantship is to provide doctoral students with a quality learning experience that will benefit them regardless of whether they pursue academic or nonacademic careers.

Doctoral students (who enter on or after 2013) are required to serve as a graduate teaching assistant each semester during the second and third years in the Social-Organizational Psychology Program. In return for being a graduate teaching assistant, students will receive three TA scholarship points per semester and a small salary stipend.

More detailed information concerning the graduate teaching assistantship can be found in the section “Expectations for Graduate Teaching Assistantships (TA)”, below.
**Area 6: Dissertation-related Courses**

In completing the dissertation, there is a sequence of courses that vary in course credit and fee. Details of this course sequence are contained in the Dissertation section below. Additional information can also be found on the TC website on the webpage of the Office of Doctoral Studies.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Required or Optional</th>
<th>Credits</th>
<th>Important Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>IND 6000</td>
<td>Doctoral Candidate</td>
<td>Optional</td>
<td>0</td>
<td>A student may only register for IND 6000 six times</td>
</tr>
<tr>
<td>ORLJ 7501</td>
<td>Dissertation Seminar</td>
<td>Required</td>
<td>1-3</td>
<td>A student must register for ORLJ 7501 at least once, and no more than twice</td>
</tr>
<tr>
<td>ORLJ 8900</td>
<td>Dissertation Advisement</td>
<td>Optional</td>
<td>0</td>
<td>Fee equivalent to 4 tuition credits</td>
</tr>
<tr>
<td>TI 8900</td>
<td>Dissertation Defense</td>
<td>Required</td>
<td>0</td>
<td>Fee equivalent to 4-5 tuition credits</td>
</tr>
</tbody>
</table>

Please see section “The Dissertation”, below, for more detailed information about the dissertation process, courses, etc.

---

1 A student may register for this designation when course work has been completed and s/he is working on Qualifying Papers or the Dissertation Proposal.

2 During the semester in which the dissertation proposal defense is held, students are expected to register for ORLJ 7501. Students can register for the minimum number of credits. ORLJ 7501 must appear at least once on a student’s transcript. However students may only register for ORLJ 7501 twice, and it must be in consecutive semesters (not including summer). Therefore, a student should be certain of holding their proposal hearing during the semester in which they first register for this course. The student may then register for ORLJ 7501 a second and final time the following semester while they collect data and prepare for and/or hold their advanced seminar.

3 A student must maintain “continuous registration” AFTER having registered for ORLJ 7501 a final time (and presumably having successfully defended their proposal and held their advanced seminar). “Continuous registration” is accomplished by registering for ORLJ 8900 (unless the student is prepared to defend their dissertation and registers for TI 8900 after having completed ORLJ 7501 a final time). Otherwise, the student must continue to register for ORLJ 8900 every semester until s/he defends their dissertation. A fee in the equivalent of 4 credits is associated with this course. A student may petition for an exemption or waiver from the requirement of “continuous registration”, but only for a limited number of times. Please see the Office of Doctoral Studies webpage for specific details.

4 A student must register for TI 8900 when s/he has secured their committee and has selected a defense date. A fee in the equivalent of 4 credits is associated with this course.
Typically students would take the following number of courses per year:

**Year 1 (22 credits)**

**Fall**
- Research Methods in Social Psychology (3)
- Probability and Statistical Inference (3)
- Work Group (2)
- Pro-Seminar in Social Psychology (3)
- Colloquium (0)

**Spring**
- Organizational Dynamics (3)
- Applied Regression Analysis (3)
- Work Group (2)
- Pro-Seminar in Org. Psychology (3)
- Colloquium (0)

**Year 2 (23 credits)**

**Fall**
- Experimental Design (3)
- Group Dynamics (3)
- Work Group (2)
- Theory/Practice of choice (3)
- Colloquium (0)

**Spring**
- Multivariate Analysis I (3)
- Practicum in Org. Change & Cons (4)
- Work Group (2)
- Theory/Practice of choice (3)
- Colloquium (0)

**Year 3 (20-21 credits)**

**Fall**
- Research/Stat of choice (3)
- Fundamentals of Coop. & Conflict Resolution (3)
- Work Group (2)
- Theory/Practice of choice (3)
- Colloquium (0)

**Spring**
- Statistics of choice (3)
- Elective (2-3)
- Work Group (2)
- Theory/Practice of choice (3)
- Colloquium (0)

**Year 4 (8-14 credits)**

**Fall**
- Elective (2-3)
- Theory/Practice of choice (3)
- Theory/Practice of choice (3)
- Workgroup (2)
- Colloquium (0)

**Spring**
- Workgroup (2)
- Colloquium (0)
- Theory/Practice of choice (3)

**Year 5 and beyond (1-4 credits)**

- Dissertation-related courses or Dissertation Advisement
**College Policies on Incompletes**

The grade of Incomplete is to be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding. If the outstanding assignments are completed within one calendar year from the date of the close of term in which the grade of Incomplete was received and a final grade submitted, the final grade will be recorded on the permanent transcript, replacing the grade of Incomplete, with a transcript notation indicating the date that the grade of Incomplete was replaced by a final grade.

If the outstanding work is not completed within one calendar year from the date of the close of term in which the grade of Incomplete was received, the grade will remain as a permanent Incomplete on the transcript. In such instances, if the course is a required course or part of an approved program of study, students will be required to re-enroll in the course including repayment of all tuition and fee charges for the new registration and satisfactorily complete all course requirements. If the required course is not offered in subsequent terms, the student should speak with the faculty advisor or Program Coordinator about their options for fulfilling the degree requirement. Doctoral students with six or more credits with grades of Incomplete included on their program of study will not be allowed to sit for the certification exam.
RESEARCH METHODS EXAM (RME)

The Research Methods Examination (RME) in Psychology is part of the certification process for doctoral students in all of the psychology programs at Teachers College. The examination measures students' knowledge in statistics, measurement, and research design and is developed by the Research Methods Examination Committee. The committee consists of four faculty members from various departments, one of whom is typically from our program. The examination is given in October and February. The exam is not administered during the summer.

Structure of the Exam

The exam consists of a morning and an afternoon session. Both sessions are 3 hours each and must be taken in the same day. The morning portion of the exam has 3 parts: a statistics question (this usually consists of two parts: a short research scenario that requires students to state what statistic should be used to analyze the data, and a simple computation), research vignettes (the identification of flaws in research), and the design of a study. The afternoon session focuses on the critique of a research article.

Frequently Asked Questions (FAQ’s) about the RME

Can I see prior examinations?
Yes. Some of the prior examinations are on reserve in the library under Professor Peverly.

What content/courses does the Examination Cover?
The examination covers statistics, measurement and research design. The relevant courses are: Probability and Statistical Inference (HUDM 4122), Applied Regression Analysis (HUDM 5122), Experimental Design (HUDM 5123), and Psychological Measurement (HUDM 5059). You should also take a course in research design. There are several offered at the college (e.g., Research Methods in Social Psychology, ORLJ 5040).

How can I get more information on the exam?
Professor Peverly will be glad to meet with students in groups and answer their questions. In the past, it has proved easiest to meet with students by program/department. To arrange this, a representative of the program/department should call Professor Peverly (212-678-3084) to arrange a place and time.

When should I take the Examination?
Students should take the examination after they have completed all of the aforementioned courses. The committee as well as our program highly recommends that students take the examination in the spring of the second year or during the third year of their programs of study.

Can I take the exam more than once?
Yes. You can take the exam twice. If you fail the exam the first time, you should make an appointment to see Professor Peverly. He will provide a general overview of your performance on the exam, and tell you how to get feedback from the members of the committee who wrote the question and scored your responses.
Many students ask if they can retake only those portions of the exam on which they did poorly. The answer is no. The student must retake the entire examination.

**Where do I sign up for the Examination?**
Applications for the examination are available in the Office of Doctoral Studies. Application deadlines for Fall and Spring change from year to year. Please consult the catalog for deadlines.

**Can I take the exam on computer?**
You have the choice of taking the exam on computer or writing your responses in blue books provided at the exam site.

**How Do I Study for the Exam?**
The Committee recommends that students: (a) review texts and notes from the classes that are the basis of the exam (discussed above), (b) form study groups, and (c) practice answering past exam questions that are on reserve in the library. Students should be aware that the committee gives greater weight to the study design (morning) and the article critique (afternoon) portions of the exam when tabulating students’ scores. Students should take this into account when studying.

**When do I get the results?**
It takes 4 to 6 weeks before the results of the exam are disseminated. The chair of the Research Methods Examination Committee sends the results to your Department and Program Chairs. They will communicate the results to you.
QUALIFYING PAPERS

All doctoral candidates in social-organizational psychology must submit two qualifying papers (Theory-based Empirical and Applied). The primary purposes of the qualifying papers are diagnostic, pedagogical, and evaluative. The qualifying papers are examples of the kind of work students will be doing as social-organizational psychologists. The papers provide an opportunity for the faculty to help develop and evaluate the student’s skills in an iterative process.

In completing the qualifying papers, students are expected to gain skills in critical and theoretical thinking, conducting research, developing theory, writing, linking science to practice, and responding to constructive feedback from multiple perspectives. Through formal coursework, and integrative experiences, students develop competencies in research, theory, and practice. Qualifying papers are means to demonstrate, enhance, and further develop these skills. Each of these final products are anchored within developmental experiences and courses; the table below illustrates the likely courses and experiences in which research, theory, and practice skills are developed. The primary courses or experiences which anchor the development of the paper (e.g., theory-based empirical paper in workgroup and seminars; applied paper in practicum) are bolded while the non-bolded entries provide additional experiences which are likely sources to augment the student’s learning in developing and writing the paper. For example, the theory-based empirical paper can be derived from a project from a workgroup experience or a paper written for a doctoral seminar, with statistics and methods classes, seminars, colloquia, and practice courses providing supplemental skills that are needed to write the paper.

**Anchors for qualifying paper development:**

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<tr>
<th>Anchor</th>
<th>Theory-based empirical paper</th>
<th>Applied paper</th>
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<tbody>
<tr>
<td>Workgroup</td>
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<td>Teaching</td>
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<td>Doctoral seminars</td>
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<td>Practicum</td>
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<td>Lecture courses</td>
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<td>Process consultation</td>
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<td>Required statistics and methods sequence</td>
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<td>Workgroup</td>
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<td>Colloquia</td>
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<td>Practice courses</td>
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<td>Colloquia</td>
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<td>Internships and work experience</td>
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Theory-based Empirical Paper

The theory-based empirical paper must reflect a student’s ability to both think critically and conceptually, and work with ideas and data systematically. Students must demonstrate the ability to review and critique existing theory and research to derive new ideas that can be tested empirically. Literature is reviewed and used to develop rationales leading to specific hypotheses (e.g., looking for patterns of research findings across studies and integrating findings of different studies and theoretical models to derive a narrow set of new ideas that can be tested). These hypotheses are empirically tested by designing a study, collecting, and analyzing data in a manner that allows the researcher to be confident in the results. The paper may be quantitative or qualitative. If qualitative, a student must have completed appropriate coursework in qualitative methods. Articles published in the Journal of Applied Psychology and Journal of Personality and Social Psychology contain good examples of empirical papers.

An empirical study can take several forms including an extension of previous work or an empirical examination of a theoretical question. A typical empirical paper contains four sections (introduction, methods, results, discussion) although deviations from this norm are appropriate for certain topics and research methods. Typically, the paper begins with an introduction section that a) clearly highlights the research question or problem, b) shows how the problem is grounded, shaped, and directed by theory, c) connects the problem to previous work in the literature, and d) leads to statements of the explicit hypotheses under investigation. The methods section clearly describes the procedures, measures, methods and design used for data collection and analysis. The results section presents the results of the statistical analysis (quantitative or qualitative) that tested the hypotheses. Finally, in the discussion section, conclusions resulting from the study are presented, indicating how the study helped address the original problem or question, and the theoretical and practical implications that can be drawn from the study are identified and discussed.

Applied Paper

The applied paper must reflect a student’s ability to link science to practice. The focus of the paper should be on a practical problem or issue. The goal of the paper is to lead to a better understanding of practice by showing how theory and research inform practice and/or how practice can inform the relationship between theory and practice. For example, one could start with a well established theory or concept from academia and show how that concept or theory can be applied and used in a practical way in organizational settings to enhance organizational functioning. As another example, one could start with a practical problem or issue faced in organizational settings and show how a better understanding of this practical issue can enhance current theories or models. Articles published in the Academy of Management Executive, Organizational Dynamics, and Consulting Psychology contain good examples of applied papers.

A typical paper might begin with either a clear statement of a practical concern, such as a brief case illustrating the primary theme, or posing certain questions and issues that practitioners undoubtedly face (or perhaps need to address). The core of the paper should be grounded in theory and research that is directly linked to the practical issue. That is, an examination of how theory helps explain and inform the practical concern and/or how the practical concern helps inform current theory. Additional support for illustrating the practical concern and its links to theory might also be provided through some qualitative, interview or survey data. Clear implications
should be provided so that practitioners will be provided with relevant tools and information based on theory and research.

Alternatively, teaching a course can be used as the stimulus for the applied paper if the following criteria are met:

1. A paper is submitted following the completion of a course taught.

2. The paper must reflect the student’s ability to teach a course according to a model. That is, a theoretical/conceptual framework (e.g., learning theories, training theories) should be used to show the link between the course designing, teaching techniques, and theory.

3. A syllabus for the course as a whole and a detailed outline for each class session is included.

4. A discussion of learning experiences from teaching the course as well as recommendations for teaching the course in the future is included.

**Approval Process for Qualifying Papers**

A faculty committee consisting of 2 members must accept the theory-based empirical and applied qualifying papers: the First Reader and a Second Reader. Both readers evaluate the paper and provide constructive feedback to the student. It is extremely rare that both members of the committee will consider the first version of the paper submitted to be satisfactory. Typically, students will be required to revise the paper in accordance with the suggestions of the committee and then resubmit the paper for evaluation (often multiple times). The primary purposes of this iterative review process are to help students enhance the quality of their papers and enable them to produce papers that can make substantive contributions to the field, refine their thinking, research, writing skills, and learn to incorporate feedback from multiple people and perspectives.

**Steps in the Approval Process:**

1. Student discusses paper with the First Reader and then submits paper to this faculty member.

2. The First Reader provides constructive feedback on the paper to the student.

3. Student revises paper and re-submits to the First Reader. Revisions and resubmission are typically requested multiple times.

4. When the First Reader determines that the paper is acceptable, s/he signs off on the paper. The student then notifies the doctoral program coordinator who will assign the paper to a Second Reader.

5. The Second Reader provides feedback to student, who revises the paper and resubmits it to Second Reader for review. As with the First Reader, additional revisions and resubmission are often requested.

6. When the Second Reader determines that the paper is acceptable, s/he signs off on the paper.

**Readers:**
The First Reader is determined jointly by the student and a faculty member. For theory-based empirical papers, the First Reader will most often be the faculty member conducting the workgroup or seminar from which the paper was based. For the applied paper, the First Reader will depend on whether the paper was based in workgroup, a practice course, practicum or teaching a course.

Once the First Reader has deemed the paper ready for review by the Second Reader, the student will notify the doctoral program coordinator. A Second Reader will be assigned within 1-2 weeks. The student will then submit the paper to the assigned Second Reader.

**Turnaround Time for Comments:**

The faculty members have agreed to make every effort to provide comments on the papers within 4-6 weeks. This is a norm only and is not intended as absolute standard. At certain times (e.g., during summer break, during particularly busy times, or when teaching, committee or service demands are especially high), a faculty member may require additional time to provide comments. It is advisable to discuss the expectations for turnaround time with the reader when the paper is submitted. Further, the 4-6 week norm, applies only to active students who are on-track and making sufficient progress in the program.

**The Revision Process:**

Readers request revisions to improve the quality of the paper. It is an extremely rare event when a first version of a paper is deemed “acceptable.” In general, readers will raise important points about conceptual issues, additional literature or theory that might be appropriate, clarity of expression, the extent to which ideas are well formulated and expressed, additional analyses that are needed to better test hypotheses, additional implications for practice, and so forth. Getting feedback from others and learning how to incorporate this feedback and alternate perspectives is an important skill to learn. Ultimately, by thinking through readers’ comments and attending to the issues raised by them, a higher quality paper will result.

For some people, a number of revisions or iterations may be required until the paper is acceptable; for others, only one revision might be required. The number of revisions required typically depends on the quality and comprehensiveness of the first version. It is also important to realize in a review and revision process, additional issues or concerns about the paper may arise later, that were not detected in the first round. That is, it is often the case that other issues or concerns about the paper become clear only after prior issues have been resolved in a revision. Thus, you should not be surprised if “new” issues emerge after completing a revision of the paper.

**Important Notes on Qualifying Papers:**

1. As a guideline, the expected length of a qualifying paper is between 25-35 pages of text (excluding cover page, abstract, tables, figures, and references). However, the faculty readers have the final decision as to the appropriate length of any given qualifying paper.
2. Qualifying papers must conform to current APA style and guidelines.
3. If a student submits a paper to a peer-reviewed journal for publication and it is accepted, only the First Reader is required. Students are encouraged to submit completed qualifying papers to conferences and/or to journals for publication.

4. If two students work together on a project, each must submit an independent paper.

5. Students must complete all qualifying papers in order to continue in the doctoral program. Students should have completed their two papers by the end of their third year or the beginning of their fourth year. If a student has not completed the papers by the end of their fourth year, the faculty will consider this as making insufficient progress.

6. The dissertation proposal hearing may not occur until the two qualifying papers have been accepted and a student may not proceed to dissertation advisement until the two qualifying papers are accepted.
THE DISSERTATION

The doctoral dissertation is a report of independently conducted research. The dissertation is viewed not as the end product of a student's work in the program, but as another piece of research in a long line that begins very early in the student's career and is continued after he/she earns the Ph.D.

Dissertation Committee

The dissertation process is formally marked by 3 sequential phases, each culminating in a formal meeting with your dissertation committee: 1) Proposal Hearing; 2) Advanced Seminar; and 3) Final Oral Defense.

When your Sponsor approves your proposal, students apply for a proposal hearing by completing an application (available in the Counseling & Clinical Psychology Department). Students must submit a copy of the proposal with the completed application. The deadline for submitting applications for hearings is typically around mid-April – consult the TC academic calendar for the exact date. A 3rd reader is assigned to participate in your proposal hearing. The third reader is a faculty member, who is a psychologist, but not a member of the Soc-Org program faculty. Once the 3rd reader has been assigned, the student schedules the Proposal Hearing.

At the first meeting, the Proposal Hearing, your Sponsor and second reader are present along with the assigned third reader. While you may decide to invite the third reader for your proposal hearing to remain on your committee, it is not required.

At the second meeting, the Advanced Seminar, a third reader who serves as chair of both the Advanced Seminar and the Final Oral Defense joins your Sponsor and second reader. The Chair must be a tenured faculty member. Note that all 3 qualifying papers must be completed prior to the seminar.

At the third meeting, the Final Oral Defense, 5 faculty members are present: Sponsor; Second Reader; Chair; and 2 Examiners, one of whom is outside of the Social-Organizational Psychology program, and one of whom is from outside of TC.

When comprising your dissertation committee, please consider that 3 of the 5 faculty members must be approved Columbia University Graduate School of Arts and Sciences (GSAS) members, 1 must be from outside of TC and 1 must be from outside of the Social-Organizational Psychology program. The Chair of the final oral must be a tenured faculty member. In order to comprise a committee with the correct composition, faculty members fulfill more than one of these requirement, e.g. the Chair is tenured and an approved GSAS faculty member. Forms, including details related to committee composition, are available in the Office of Doctoral Studies, 154 Horace Mann.

A Checklist of the Dissertation Process and additional information are available on the Social-Org Psych classweb site, or from the academic secretary in 226 Thompson.
Summary of the Dissertation Process

1. Student selects dissertation Sponsor.
2. In consultation with Sponsor, student selects 2nd Committee Member.
3. When Sponsor approves the document for a proposal hearing, student applies for a proposal hearing by completing an application (available in Counseling & Clinical Psychology Department). Student must submit a copy of the proposal with the completed application. Please note the deadline for submitting applications for hearings is typically around mid-April (check the TC academic calendar).
4. Once a 3rd reader is assigned, student schedules proposal hearing.
5. After proposal hearing, student collects and analyzes data.
6. Once Sponsor approves, student plans for Advanced Seminar (data hearing). In consultation with Sponsor, the student invites a tenured faculty member to chair the Advanced Seminar and Oral Defense (the Chair can be, but does not have to be, the 3rd Reader assigned for the Proposal Hearing).
7. Student schedules Advanced Seminar (materials for this meeting include method, hypotheses, and results chapter including tables).
8. Following the Advanced Seminar, student makes revisions, writes discussion chapter, and plans for Oral Defense.
9. In consultation with Sponsor, student invites 2 additional faculty members to be outside examiners at the Oral Defense (one of these faculty members must be from outside of TC and on the Columbia University Graduate School of Arts and Sciences faculty or be an approved substitute).
10. Student defends dissertation, makes revisions, and submits final copy according to procedures detailed by the Office of Doctoral Studies.

Dissertation Course Credits

The curriculum is designed to facilitate students’ completion of two qualifying papers and the preparation of a dissertation proposal in the first 4 years of the program. Students typically need to register for dissertation related classes beyond their fourth year in the program. In completing the dissertation, there is a sequence of courses that vary in course credit and fee.

While preparing to write the dissertation proposal and/or completing qualifying papers, students may register for IND 6000, but only up to six (6) times, which allows a student to be enrolled at the College without paying for course credit, although the student will still be responsible for College fees and insurance. Students should also complete a Certificate of Equivalency (COE) while enrolled in IND 6000 in order to forestall loan repayments, remain eligible for financial aid and housing, and/or to maintain visa requirements in the case of International students. The expectation of IND 6000 is that the student is working independently on the dissertation proposal or qualifying papers while having access to the resources of the College. Students may register for IND 6000 up to six (6) semesters until the semester in which they have their dissertation proposal defense.

During the semester in which the dissertation proposal defense is held, students are expected to register for ORLJ 7501. This course is offered for 1-3 credits and students can register for the minimum number of credits. A student may only register for ORLJ 7501 twice. Therefore, a student should be certain of holding their proposal hearing during the semester in which they
register for this course. The student may then register for ORLJ 7501 **a second and final time** while they collect data and prepare for and/or hold their advanced seminar.

Once the dissertation proposal has been successfully defended (registering for ORLJ 7501 the first time), and the advanced seminar is held and successfully “passed” (registering for ORLJ 7501 a second and final time in the semester following the proposal hearing), students are required to register for ORLJ 8900 for 0 credits, but which carries a fee equal to four (4) points at current tuition rate, for every semester until completion of the final oral defense. When a student is ready to defend their dissertation they must register for, or convert their registration of ORLJ 8900 to TI 8900.

Examples of scenarios:

<table>
<thead>
<tr>
<th>Scenario I</th>
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<tbody>
<tr>
<td>Spring Proposal Defense</td>
<td>Register for ORLJ 7501 for 1 credit</td>
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<tr>
<td>Summer No registration required</td>
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<tr>
<td>Fall Hold Advanced Seminar</td>
<td>Register for ORLJ 7501 for 1 credit</td>
</tr>
<tr>
<td>Spring Final Defense*</td>
<td>Register for dissertation defense (TI 8900)</td>
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<th>Scenario II</th>
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<tbody>
<tr>
<td>Fall Proposal Defense</td>
<td>Register for ORLJ 7501 for 1 credit</td>
</tr>
<tr>
<td>Spring Work on preparing for Advanced Seminar</td>
<td>Register for ORLJ 7501 for 1 credit</td>
</tr>
<tr>
<td>Summer No registration required</td>
<td></td>
</tr>
<tr>
<td>Fall Hold Advanced Seminar &amp; Final Defense</td>
<td>Register for ORLJ 8900 and convert to/register for TI 8900</td>
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<tr>
<th>Scenario III</th>
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<tbody>
<tr>
<td>Fall Proposal Defense</td>
<td>Register for ORLJ 7501 for 1 credit</td>
</tr>
<tr>
<td>Spring Work on preparing for Advanced Seminar</td>
<td>Register for ORLJ 7501 for 1 credit</td>
</tr>
<tr>
<td>Summer No registration required</td>
<td></td>
</tr>
<tr>
<td>Fall Hold Advanced Seminar</td>
<td>Register for ORLJ 8900</td>
</tr>
<tr>
<td>Spring Final Defense</td>
<td>Register for ORLJ 8900 and convert to/register for TI 8900</td>
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**Other requirements of All Doctoral Students at Teachers College**

All doctoral students at Teachers College are required to complete a “Statement of Total Program” and a “Statement of Residency” and submit both documents to the Office of Doctoral Studies (ODS). The Statement of Total Program is a complete list of courses taken as part of fulfilling program requirements that has been developed by the Office of Doctoral Studies. The Statement of Residency is a description of the activities you have engaged in, over and above course work, that have contributed to your education and professional socialization. Such activities include but are not limited to: attending conferences and professional meetings,
publishing papers, participating in professional training outside of course work, working on program committees, attending professional social events in the program, College, and greater professional community. While the program does not require students to complete these documents per se, it is essential that all students obtain, complete, and submit them to ODS in a timely fashion.
Expected Timetable for Completion of Program

Years 1-2

Take required courses
Work with faculty on research projects in work group
Teaching assistantship
Begin one qualifying paper
Complete certification exam (Year 2)

Year 3

Complete required courses and some supporting coursework
Work with faculty on research projects in work group
Complete one qualifying paper; begin second
Teach a course and/or internship experience

Year 4

Complete additional coursework
Complete qualifying papers
Work with faculty on research projects in work group
Begin dissertation proposal
Teach a course and/or internship experience

Year 5

Complete and defend dissertation
Progress in the Program and Feedback Meetings

Each year, individual developmental feedback meetings with students are held. The meetings are not, in any way, critical evaluations of performance. The primary purpose of the meeting is to provide students with an opportunity to discuss career goals, progress, developmental needs, concerns, and any other issues of relevance.

Students are required to complete a progress report form each year. The faculty meet to discuss each student – our discussion focuses on identifying the accomplishments of each student and simply noting ways to help the student continue to develop and progress through the program. This information and discussion is then shared with the student during an individual meeting with faculty. These meetings are a great opportunity for students to have some individual time with faculty to discuss how to keep progressing through the program in a way that meets their needs and goals.

We do not hold meetings with students who are in the dissertation phase and have already passed their proposal hearing. We believe feedback meetings are not necessary for students at this stage (and they have plenty of meetings and get plenty of feedback throughout the dissertation process). For the remainder of the students, each student meets with 1 or 2 faculty members. Typically, students who are considered “ABD” (i.e., have finished all required coursework, passed the RME, have both qualifying papers accepted, and are actively working on their dissertation proposal) will meet with only 1 faculty member.
EXPECTATIONS FOR THE DOCTORAL PROGRAM

General Attributes and Expectations

The Ph.D. graduate school experience is intense and time-consuming. Students are expected to:

- Be serious about obtaining the degree
- Work up to their potential, putting forth maximum effort in all endeavors
- Be open to constructive, developmental feedback
- Be able to work independently
- Be self-disciplined
- Be open-minded, open to new ideas
- Be willing to learn about yourself
- Be conscientious
- Be a “good citizen”
- Respect the ideas and feelings of all individuals
- Behave with integrity and in an ethical manner
- Be willing to share ideas, experiences, and efforts with others in the spirit of teamwork
- Aim for high quality, innovation and efficiency in all work endeavors
- Be proactive

The doctoral program is largely a guided self-learning experience. Faculty provide guidance but much of the learning and what students take away from the program depends on what they put into it and how they form their own program. Faculty provide opportunities for students in a number of ways – through coursework, workgroups, research projects, consulting work, practice-base experiences, and so forth. Students are expected to be active and proactive in taking advantage of these opportunities. This includes thinking about and determining career interests and goals, designing a program of study that helps achieve those goals, structuring time and setting deadlines, and fully participating in coursework, workgroups, experiences, colloquia and the like.

Commitment to the Program

We expect our students to be dedicated and committed to the program and to obtaining their doctoral degree. This means making it one of the top priorities. We recognize that there are other priorities and we certainly do not expect that this should be the top priority, but we do expect that it is one of the top priorities.

We expect a full-time commitment to the doctoral program until all course requirements, required papers, and exams are completed. Full-time enrollment is necessary to develop the skills and values for effective scholarship and professional positions, and to facilitate collegial relationships among faculty and students. Full-time enrollment entails taking 9-12 points of coursework each semester and working closely with faculty members and other doctoral students. Thus, we expect students to devote primary attention to their doctoral studies that should allow for completing the degree within 5 years.
Students are expected to be enrolled continuously until all requirements for the degree have been fulfilled. If the program must be interrupted for one or more semesters, the student may apply for leave status, not to exceed one calendar year. An application for leave status must be granted by the program. Students are expected to have a strong and compelling reason for requesting a leave. A student who interrupts their program of study without obtaining a leave status may be removed automatically from the program, under the assumption that he/she has decided to discontinue the program.

Doctoral students are expected to serve as “apprentices” to experienced scholars to learn research and teaching skills, typically by participating in research workshops and serving as teaching assistants for courses.

Expectations for Research

Students are expected to gain a solid foundation in research theory, methodologies and application. These skills will be developed through formal coursework; participation in research workgroups, writing required papers, and independent research.

Students are expected to participate in one workgroup each semester, for a total of 8 workgroups. Workgroups are designed primarily to develop research and thinking skills. The primary purpose of workgroup is to develop research-related skills. At the same time, students will be provided with opportunities to work on their theory-based empirical paper based on a project in workgroup.

Students are expected to work with at least two different faculty members throughout their workgroup experiences in order to gain breadth of research experience. Students are strongly encouraged to participate in a particular faculty member’s workgroup for a minimum of 2 years. Students are also encouraged to participate in work groups until both qualifying papers and their dissertation proposal are completed.

Students are strongly discouraged from participating in more than one workgroup at a time. Exceptions may be made in rare instances when a student has demonstrated that he/she has the commitment, skills, and time available to participate in 2 workgroups. Further, we recommend that students do not participate in more than two research projects at any one time. The purpose
of this is to insure that students can finish the program in a timely fashion, gain breadth of experience in other areas (e.g., content knowledge, practice-based skills), and complete high quality projects. A focus on a limited number of projects at any one time is more likely to result in completing projects, writing papers, and perhaps submitting papers to conferences and/or to journals in the field.

It is expected that students will participate to different degrees in different research projects throughout their workgroup experiences. For example, during some periods in the program of study, the student will provide only “support” for a particular research project as agreed upon with the faculty member. At other periods in the program of study, the student will intensely engage in a long-term research project with the aim to publish articles from the project. Students are expected to “support” faculty research within each workgroup. However, during their program of study, students are expected to have engaged in at least one long-term project, participating in a research project from inception to completion of a paper.

Research is typically collaborative. The research process is typically long (often 1-3 years) and completion of a project may involve lags and delays in collecting needed data or information. Students who have made a commitment to participate intensely in a long-term research project are expected to continue work on the project, even if the student is no longer formally taking the workgroup course.

It is expected that the quality of students’ work on research projects be targeted to the level of prestigious, high quality journals in the field (academic or practitioner/professional). This includes work completed as part of the workgroups, independent work with peers or faculty members, and work on the required papers. Sacrificing quality for quantity or speed is not a recommended strategy.

Students are strongly encouraged to conduct research that results in conference presentations and/or publishable papers in top-quality academic or practitioner journals. We strongly encourage students, prior to the dissertation phase, to have at least one conference presentation submission and/or one manuscript submitted for publication.

Levels of Participation in Research Projects

Three levels of research participation are described (support, springboard, and full participant). At a minimum, each student in a given workgroup is expected to provide “support” functions for one or more research projects. Students are expected to be a full participant on at least one research project during their program of study.

Support Role:

Providing support for a research project provides students with the opportunity to gain basic research skills and content knowledge. The primary outcomes from participating in a project at a “support” level are gaining an understanding of the research process, developing research skills, and learning about a particular content area.

Examples of Supporting Tasks and Behaviors:
Conducting Literature Searches  
Developing Content Knowledge  
Collecting Data  
Preparing “working notes” that reflect the data collection experience and “self-as-instrument”  
Developing Study Materials (e.g., surveys, interview protocols, etc.)  
Developing a coding system for qualitative data  
Entering Data  
Analyzing Data

**Springboard Role:**

Participating in a research project can spark new ideas to further your own research agenda or support your graduate studies. The primary outcomes from participating in a project at this level are developing more advanced research skills, developing expertise in a particular content area, possibly meeting graduate school requirements (e.g., required paper).

Examples of Tasks and Behaviors (in addition to participating in a supporting role):  
Delving more deeply into a particular topic area  
Developing a new conceptual model  
Outlining or writing one of the “required” empirical or conceptual papers  
Proposing a new research study (possibly leading to a dissertation study)

**Full Participation/Co-Author on Paper:**

Participation in one of the research projects may eventually lead to a student being a co-author on a submission to a conference or journal. This may occur as part as the result of involvement on one of the projects suggested by the professor, a project that develops through discussions during the workgroup, or a project that a student proposes and takes the lead role in. As a general rule, faculty adhere to the guidelines in the APA publication manual concerning authorship. To paraphrase, authorship is reserved for persons who receive primary responsibility for published work. It encompasses those who have made substantial scientific contributions to the study…Substantial professional contributions may include formulating the problem or hypotheses; structuring the experimental design; determining, organizing and conducting the statistical analyses; interpreting the results; or writing a major portion of the paper. Lesser contributions may include such supportive functions as designing or building apparatus, collecting literature, suggesting or advising about statistical analysis, collecting data, modifying or structuring a computer program, arranging for research subjects. Lesser contributions, which do not constitute authorship, may be acknowledged in a footnote.

Examples of Tasks and Behaviors (in addition to participating in a supporting role):  
- Long-term commitment to the project, through the submission and review process  
- Involvement throughout multiple phases of the project
- Making *significant* contributions in at least one of the following (ideas and conceptual development; study design; data collection and data analysis; writing)
- Developing an in-depth understanding of the topic and results (i.e., the student could fully explain the concepts, design, and findings to another researcher or practitioner)
Expectations for Program and Professional Service Activities

Students perform service and citizenship duties when they participate in the life of the program, by attending colloquia, helping to recruit and socialize new students, serving on committees, and aiding peers.

Students are expected to regularly attend all program functions, such as orientation sessions, colloquia, job candidate meetings, presentations, and social functions.

Students are expected to develop an informal cohort with peers to share their experiences and knowledge.

Students are expected to develop mentoring-type relationships between more advanced and newer students. New students should receive guidance and advice from more advanced students, and when they become advanced students, do the same for newer students.

Students are expected to serve on at least one program committee per year. This entails working with faculty members and other students on efforts to improve the operations and function of the program. Students are expected to attend all meetings, participate fully, and complete assigned tasks in a timely fashion.

Students are encouraged to serve on professional committees and engage in professional activities. These activities can include attending professional conferences, serving as student representatives on professional committees, serving as a reviewer for conference papers, and participating in doctoral consortia at conferences.

Expectations for Coursework

Students are encouraged to maintain steady progress in completing required and supporting coursework. This includes:

- Obtaining appropriate course materials as required.
- Reading all required materials and coming fully prepared for class
- Actively participating in class discussions
- Being willing to work with other students, share ideas, work collaboratively
- Completing assignments on time

Students are expected to maintain a minimum of a B+ average in their coursework.

Students are expected to complete the majority of their coursework by the end of their third year in the program.

Students are expected to design a sequence of courses, beyond the required courses, that are targeted to their own interests and areas of specialization. This may be done in consultation with faculty members.
Expectations for Practice-Skills and Organizational Experience

Students are expected to gain application, practice and consulting skills. These skills will be developed through participation in coursework, practice-based courses, process consultation, teaching, internships or work experience with local organizations, field experiences, and presentations.

Students are expected to complete at least one internship or engage in part-time work for an organization during their program of study. Students with prior relevant work experience may opt not to work or do an internship.

Students are encouraged to take internships that provide practical experience in an area directly related to their program of study, one that allows for applying research, communication, and practice-based skills learned in the program.

Students are strongly encouraged to make at least one formal presentation of their work (research, theory, or application). This might be a conference presentation, presentation to a local business, or presentation at a program colloquium. The annual soc-org psych mini-conference is also a convenient opportunity to practice one’s research presentation skills in a low stress and supportive environment.

Students are expected to behave with decorum and professionalism when interacting with the local community, organizations, and businesses.

Students are expected to take a sequence of practice-based courses in the program designed to enhance their practice and consulting skills.
Expectations for Graduate Teaching Assistantships (TA)

Doctoal students (who enter on or after 2013) are required to serve as a graduate teaching assistant each semester during their second and third years in the Social-Organizational Psychology Program. The College expectation for a TA position is a minimum of 15 hours (and a maximum of 20 hours) per week for 15 weeks. Therefore, students are required to TA for two class sections or the equivalent each semester during their second and third years.

Students typically are expected to act as graduate teaching assistants for selected Core Level 1 and Core Level 2 Master’s level courses. Available TA opportunities for the upcoming academic year will be announced in the Spring of the preceding academic year. Every effort will be made to match student preferences with available opportunities, but students should expect that they may not always receive their first preference. In return for being a graduate teaching assistant, students will receive three (3) TA scholarship points per semester and a small salary stipend.

Beyond this, additional course assistantship (CA) opportunities may be available often times in courses with an enrollment of 40 or more students. The course assistant (CA) position is less intensive than a TA, and involves a maximum of 5.5 hours of work per week for the semester. The stipend is $1,000 (as of Fall 2013) and there are no scholarship points associated with the CA position.

Additional minimum expectations on the part of both the faculty and the graduate teaching assistant are as follows:

1. Faculty and graduate students will meet on a regular basis to coordinate activities and material preparation related to teaching the course. This will provide the graduate student with insights into how courses are organized and run on an ongoing basis. It will also allow the faculty member and graduate student to provide a well-integrated and well-run course.

2. Faculty will provide graduate students with feedback regarding the performance of their graduate teaching assistant responsibilities. This will provide the graduate teaching assistant with opportunities for learning.

3. Faculty will provide students with opportunities to engage in a variety of teaching related experiences including but not limited to: grading; development of tests and assignments; lecturing and/or providing exam review sessions; holding office hours; managing class exercises/activities.

4. Graduate Teaching Assistants (TAs) are responsible for attending weekly lectures. This will provide graduate students with a basis for future lecture notes, which can be invaluable, if they teach similar courses in the future. Attendance at lectures also provides graduate students with the substantive knowledge necessary to provide effective instruction and counseling to students.

5. Graduate Teaching Assistants (TAs) are responsible for grading assignments and fulfilling their other responsibilities in a timely fashion. Students in the course derive greater benefits when assignments and exams are returned in a timely manner.
6. Graduate Teaching Assistants (TAs) are responsible for reading the assigned material. This provides graduate students with opportunities for learning and will allow them to fulfill their teaching responsibilities more effectively.

7. Graduate Teaching Assistants (TAs) are responsible for providing weekly office hours of approximately 1 hour per course as well as being available just prior to and following class meetings. It is also important that teaching assistants be responsive to emails and other means by which our students may wish to communicate with them.

8. Graduate Teaching Assistants (TAs) are expected to treat students with respect and be responsive to their needs.

Expectations for Teaching

Students are strongly encouraged to teach a course during their course of studies. While the benefits of teaching are obvious and necessary to those interested in pursuing an academic career, teaching is also an excellent way to develop some needed practice and consulting skills. For example, teaching a course is an excellent way to develop and refine presentation skills – skills that are critical to practice and consulting careers. Further, teaching helps to develop skill in time management, organizing large amounts of material in a meaningful way, culling the most important points and issues from voluminous information, providing performance-related feedback to others, and translating complex ideas into a manner that inexperienced and less knowledgeable individuals can understand.

A number of teaching opportunities are available, for example, by teaching core MA courses at TC, undergraduate courses at Columbia or Barnard, MBA courses at NYU and other courses in institutions in the NYC area.

Requirements Prior to Teaching:

1. The student must have fulfilled the TA requirement.
2. For the course to be taught, the student should have TA’d the course or taken the equivalent of the course. Even if the student has taken the course, priority will be given to students who first serve as a TA for the course (or a very similar course) so that they will be equipped with a solid framework, notes, and general structure for the course. This will make prepping the course the first time much easier.
3. Prior to teaching a course in ICCCR, a student must have co-facilitated the course. Exceptions to this may be made when students have prior teaching experience.

In addition to the aforementioned benefits in terms of learning and development, in return for teaching at TC, the College provides a standard financial reward package. The financial rewards vary considerably at other institutions.
Continuing Development

Students are expected to continuously develop their skills based on feedback from faculty that is received during their coursework, required papers, workgroups, activities, and meetings.

Students will complete a progress report each year. The report documents the student’s accomplishments and activities during the year. Self-evaluations are to be made pertaining to course progress, research progress, publication progress, teaching activities, practical or business experience, and service/citizenship to the program and profession. Students are also expected to set developmental goals for the upcoming year. Each year, at least one faculty member will hold a formal meeting with the student to discuss the student’s progress report and developmental plans.

Mutual Expectations

Students can expect from faculty:

- A high degree of dedication and commitment to our work and the program
- A series of courses and experiences designed to provide breadth and depth of research and practice skills.
- Attendance at meetings, colloquia, and the like
- A quest for high quality and innovation in all our work endeavors
- An effort to continuously improve our own skills
- An effort to continuously improve our program
- A respect for different methodological approaches to research
- An effort to understand each individual’s unique needs, concerns, and problems

Faculty expect from students:

- Basic respect for our position and knowledge/expertise
- An effort to understand the conditions and constraints under which we work
- An effort to understand that we do our best to look after students’ interests
- Respect for our time
- A respect for different methodological approaches to research
- Patience and tolerance as we attempt to balance our teaching, research, and service demands
FINANCIAL ASSISTANCE

It is the objective of the Social-Organizational Psychology Program to provide students with opportunities to obtain financial assistance. Financial assistance is subject to the availability of funds within the College, with eligible students generally receiving higher levels of support early in their program tenure and decreasing levels of support over time.

Students MUST complete the Scholarship Application form through the office of Financial Aid in order to be eligible for any financial assistance in the form of scholarship points. Students are considered for financial assistance at the date of enrollment in the Ph.D. program. Eligibility for financial assistance is based on requirements including, but not limited to: 1) cumulative grade point average; 2) completion of required graduate teaching assistantships; 3) and compliance with internship and employment guidelines. Each of these requirements is described below.

1. Cumulative Grade Point Average

All incoming students are eligible to receive financial assistance during their first semester, subject to availability. However, from the second semester forward, students must maintain a B+ or better cumulative grade point average and comply with the other requirements to be eligible for financial assistance. Cumulative G.P.A. will be assessed at the end of each semester. If a student’s cumulative G.P.A. is a B+ or better at the semester’s end, then the student will be eligible for assistance for the following semester.

If a student’s cumulative grade point average drops below a B+ at the end of any given semester, the student will be on financial probation the following semester. The student will still receive financial assistance during the probation semester but they will not receive assistance from that point forward, unless their cumulative G.P.A. reflects a B+ or better. Students who raise their cumulative G.P.A. to a B+ or better will again be eligible for financial assistance. (Because eligibility is assessed at the end of each semester, the student will not be eligible for assistance during the semester in which they re-established the B+ cumulative average).

2. Graduate Teaching Assistantships and Program-affiliated Part-time Employment

In order to maintain eligibility for financial assistance, the required graduate teaching assistantships must be completed during the second and third years in the program. Students may opt to undertake additional graduate teaching assistantships after their first two years to supplement their financial assistance.

Additional opportunities for financial assistance also exist in the form of Course Assistantships (CA), faculty research grants, and work-study. Other opportunities for financial assistance exist in the form of part-time administrative positions within the Group Relations Conferences (held every semester), and similar, part-time positions affiliated with practice-based courses such as Executive Coaching (ORLJ 4010) and Fieldwork in Change, Coaching, and Supervision (ORLJ 6244), and with the Executive Education Programs in Change and Consultation.
3. Internships and Employment

While we strongly encourage students to obtain teaching and research assistantships within Columbia University during the first two years in the doctoral program, full and part-time paid employment is not encouraged. In order to benefit most from your experience in the program, students need to be on campus and interacting with other students and faculty. This is especially important during the first two to three years of the program, when students are forming relationships and taking course work that will be the foundation for their doctoral experience. Students employed full-time during the first two years of the doctoral program are therefore not eligible for financial assistance.

While we encourage third year students to abstain from full and part-time employment, if a third year student chooses to do an internship or job related course work, the work must be limited to 20 hours per week in order to maintain eligibility for financial assistance. Students are required to provide written documentation about the existence and nature of their internship and job experiences from the organization or employer. This documentation should include the number of hours that are worked per week. For experiences relevant to the program, it should also include a brief description of job responsibilities, a student experience summary, and a written performance evaluation. The standard performance evaluation form utilized by the organization is acceptable. Forms are available in the Program office.

During summers, students are encouraged to do full-time internships. Some students find that summer internships are useful for gaining more intensive work experience, dissertation data collection, and increasing their financial resources while not taking classes thereby allowing them more time to focus on course work during the academic year.
ADDENDUM 1
QUICK REFERENCE GUIDE
OFFICES & WEBSITES
Quick Reference Guide

<table>
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<tr>
<th>For Questions About</th>
<th>Office or Website</th>
<th>Contact Person and Phone</th>
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<tr>
<td>Advisors</td>
<td>Social-Organizational Psychology Ph.D. Office 226 Thompson Hall</td>
<td>Contact your advisor during office hours</td>
</tr>
<tr>
<td>Alumni Benefits and Activities</td>
<td>193 Grace Dodge Hall [<a href="http://www.tc.columbia.edu/alumni/">http://www.tc.columbia.edu/alumni/</a>]</td>
<td>(212) 678-3215</td>
</tr>
<tr>
<td>Bookstore</td>
<td>Columbia University – Lerner Hall @ 115th Street &amp; Broadway</td>
<td>(212) 854-4131</td>
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<tr>
<td>Business School Course Registration</td>
<td>Schedule of Classes: [<a href="http://www4.gsb.columbia.edu/courses">http://www4.gsb.columbia.edu/courses</a>]</td>
<td>For questions, or to register, contact the Social-Org Psych Program office at: (212) 678-8152 or (212) 678-8109</td>
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<tr>
<td>Cancelled Classes</td>
<td>If a class is cancelled due to exigent circumstances, the program office will make a concerted effort to inform students via ClassWeb, Moodle, and/or TC Gmail. The program will NOT contact you via your personal email. In addition, if possible, a note will be placed on the classroom door. If the school is closed due to weather or other emergencies, check the TC website [<a href="http://www.tc.columbia.edu">www.tc.columbia.edu</a>] and/or request to have updates texted to your phone at the TC Alerts Sign-Up (under TC Services in the TC Portal)</td>
<td>(212) 678-8152 or (212) 678-8109 or (212) 678-3000</td>
</tr>
<tr>
<td>Conflict Resolution Courses</td>
<td>International Center for Cooperation and Conflict Resolution (ICCCR) 232 Horace Mann Hall [<a href="http://www.tc.columbia.edu/icccr/">http://www.tc.columbia.edu/icccr/</a>]</td>
<td>(212) 678-3289 or (212) 678-3402</td>
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<tr>
<td>Course Assistant</td>
<td>If you are not already assigned as a GA (First and Second Year students), and are interested in obtaining a position, locate potential openings, contact the PhD program coordinator or Program Manager about opportunities in the program, or check the HR website for other possible positions. WHEN HIRED FOR THE FIRST TIME: Pick-up a post-hire packet at Human Resources, 112 Zankel [<a href="http://www.tc.columbia.edu/administration/hr/">http://www.tc.columbia.edu/administration/hr/</a>] --and-- Contact the Department’s Director of Academic Administration to complete one section which requires department sign-off.</td>
<td>(212) 678-8152 or (212) 678-8109 or (212) 678-3175 or (212) 678-3258</td>
</tr>
<tr>
<td>Course Override Approval</td>
<td>Office of the Registrar, 324 Thordike</td>
<td>Registrar: (212) 678-4050</td>
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<td>Contact the instructor of the course which you seek entrance or his/her secretary.</td>
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| **Course/Reading Packets** | Duplicating, 36 Zankel (basement of Zankel)  
| **Course Reserve Materials** | Gottesman Library Circulation Desk  
- be sure to locate the library reserve number and course number  
[http://library.tc.columbia.edu/course.php](http://library.tc.columbia.edu/course.php) | (212) 678-3494 |
| **Diplomas** | Office of the Registrar, 324 Thordike | (212) 678-4050 |
| **Disability Services** | Office of Access and Services for Individuals with Disabilities (OASID), 166 Thordike | (212) 678-3689 (voice/TDD) |
| **Disciplinary Actions or Filing a Complaint** | Associate Dean of the College, 113 Zankel  
Ombudsperson, 280 Grace Dodge Hall | (212) 678-3052  
(212) 678-4169 |
| **Doctoral Office, Social-Organizational Psychology** | Social-Organizational Psychology Ph.D. Office  
226 Thompson Hall | (212) 678-8152  
(212) 678-8303 [fax] |
| **Doctoral Office, Social-Organizational Psychology ‡ phone for doctoral students** | Social-Organizational Psychology Ph.D. Office  
226 Thompson Hall | (212) 678-3000 x5328 |
| **Doctoral Studies Office** | 324 Thordike Hall | (212) 678-4058 |
| **E-mail** | Academic Computing, 234 Horace Mann  
Columbia Help-Desk, 202 Philosophy Building | (212) 678-3302  
(212) 854-1919 |
| **Financial Aid** | Student Aid Office, 134 Thompson  
[http://www.tc.edu/financialaid/](http://www.tc.edu/financialaid/) | (212) 678-3714 |
| **Graduation Activities** | [www.tc.columbia.edu/commencement](http://www.tc.columbia.edu/commencement) | (212) 678-4039 |
| **Graduation Form** | (1) see your advisor for sign-off  
(2) Registrar’s Office for the form and processing, 324 Thordike | Registrar: (212) 678-4050 |
| **Health Insurance & Immunization** | Student Life Center, 159 Thordike Hall  
Forms & Guides:  
| **Identification Cards** | Whittier Hall (enter at 1230 Amsterdam between 120th and 121st, street level)  
| **Independent Study** | Contact the respective faculty member indicating research interests. | |
| **International Center for Cooperation and Conflict Resolution (ICCCR) general and course information** | 232 Horace Mann Hall  
[http://www.tc.columbia.edu/icccr/](http://www.tc.columbia.edu/icccr/) | (212) 678-3289 or  
(212) 678-3402 |
| **International Student Services** | L5 Whittier Hall  
[http://www.tc.columbia.edu/international/](http://www.tc.columbia.edu/international/) | (212) 678-3939 |
| **Internships / Job Opportunities** | Office of Career Services, 44 Horace Mann Hall  
| **Library Orientation & Tours** | Gottesman Library, 1st floor Information Desk  
[ette%5FUpcoming%5FEvents](http://library.tc.columbia.edu/frame.php?dest=http%3A%2F%2Fco) | (212) 678-3494 |
| **Listserv problems** | You must be registered in the program to be listed on the program listserv. If you need a past email, contact another student. If you are having technical problems, contact Academic Computing Services, 234 Horace Mann Hall. | (212) 678-3302 |
| **PIN: Personal Identification Number** | New Students: Registration process or check 226 Thompson Hall  
Returning Students: Inquire at the Office of the Registrar | (212) 678-8152 or  
(212) 678-3249 |
| **PROGRAM IN SOCIAL-ORGANIZATIONAL PSYCHOLOGY**  
| *Department of Organization & Leadership* |

| Phone Numbers | Teachers College switchboard  
| | Columbia University switchboard |
| Registration for Courses | Three Options (after Advisor consultation):  
| (b) phone: (212) 678-3200 |
| Registration Holds | Determine the hold (i.e. library, student accounts) and contact the appropriate office to remedy the matter: [https://wind.columbia.edu/login?sendxml=1&destination=https://my.tc.columbia.edu/cp/home/login](https://wind.columbia.edu/login?sendxml=1&destination=https://my.tc.columbia.edu/cp/home/login) |
| Residential Services | Office of Residential Services, 1st Floor Whittier Hall  
| | [http://www.tc.columbia.edu/housing/](http://www.tc.columbia.edu/housing/) |
| Student Information System | Academic Computing and Information Services Office, 234 Horace Mann Hall  
| | [www.tc.columbia.edu/cis/](http://www.tc.columbia.edu/cis/) |
| Transcripts | Office of Student Records/Transcripts, 324 Thordike  
| | [www.tc.columbia.edu/registrar/detail.asp?id=Transcripts+%26+Records&Info=Transcript+Request](http://www.tc.columbia.edu/registrar/detail.asp?id=Transcripts+%26+Records&Info=Transcript+Request) |
| Tuition costs/bills | Office of Student Accounts, 133 Thompson Hall  
| | [http://www.tc.columbia.edu/controller/index.asp?CenterId=135&Id=Description+Label&Info=HOME](http://www.tc.columbia.edu/controller/index.asp?CenterId=135&Id=Description+Label&Info=HOME) |
| Updating Personal Information | Two Options:  
| (a) Registrars Office, 324 Thordike  
| (b) Student Information System:  
| Waiving a course | See your advisor |
FACULTY & STAFF

Regular Appointment Faculty
Caryn J. Block 678-3252  cjbl17@tc.columbia.edu
W. Warner Burke 678-3831  wwb3@tc.columbia.edu
Madhabi Chatterji 678-3357  mb1434@tc.columbia.edu
Peter Coleman 678-3112  pc84@tc.columbia.edu
Debra Noumair 678-3395  dn28@tc.columbia.edu
Elissa Perry 678-4107  ep248@tc.columbia.edu
Loriann Roberson 678-3237  lroberson@tc.columbia.edu
Jim Westaby 678-3791  jdw43@tc.columbia.edu

MA Program Coordinator & Full-Time Senior Lecturer
Sarah Brazaitis 678-3866  sjb33@tc.columbia.edu

MA Program Advisor & Full-Time Lecturer
Gina Buontempo 678-6627  buontempo@tc.columbia.edu

Visiting Professor
Bill Pasmore 678-7408  pasmore@tc.columbia.edu

Associate Director ICCCR & Senior Lecturer
Claudia Cohen 678-3402  ccohen@tc.columbia.edu

Honorary Adjunct Lecturer
Beth Fisher-Yoshida 678-6627  bf2017@columbia.edu

Adjunct/Affiliated Faculty
David L. Buckner 678-3246  dlbuckner@aol.com
Celeste Coruzzi 678-3246  ccoruzzi@veritaspartners.net
Fred Delmhorst 678-3246  delmhorst@tc.columbia.edu
Alan Echtenkamp 678-3246  balanechtkamp@yahoo.com
Daniella Fuchs 678-3246  daniellafuchs@hotmail.com
Rob Morris 678-3246  rob.morris@ysc.com
Naira Musallam 678-3246  nm2014@columbia.edu
Linda Richter 678-3246  lrichter@casacolumbia.org
Kent Strong 678-3246  kstrong@k12connect.com
Ross Tartell 678-3246  rtartell@optonline.net
Flora Taylor 678-3246  diagnosis@aol.com
Stephen Temlock 678-3246  orgconinc@aol.com
Matthew Tye 678-3246  matthew@ritchieytc.com
Michelle Weber 678-3246  mweberhadad24@yahoo.com
Renee Vieira 678-3246  reneemv22@yahoo.com

Emeriti Faculty
Morton Deutsch 678-3246  md319@columbia.edu
Harvey Hornstein 678-3250  hah6@columbia.edu
PROGRAM IN SOCIAL-ORGANIZATIONAL PSYCHOLOGY
Department of Organization & Leadership

Administration
President
Susan Fuhrman 678-3131 susanf@tc.columbia.edu
Provost & Dean of the College
Tom James 678-3050 james@tc.columbia.edu
Vice Provost
Bill Baldwin 678-3043 wjb12@tc.columbia.edu
Department Chair for Organization and Leadership
Anna Neumann 678-3272 an350@tc.columbia.edu
Director of the Graduate Programs in Social-Organizational Psychology
Debra Noumair 678-3395 dn28@tc.columbia.edu
Coordinator of the Ph.D. Program in Social-Organizational Psychology
Loriann Roberson 678-3336 lr2356@tc.columbia.edu
Coordinator of the M.A. Program in Social-Organizational Psychology
Sarah Brazaitis 678-3866 sjb33@tc.columbia.edu
Program Manager for Social-Organizational Psychology
Lynda Hallmark 678-3273 hallmark@tc.columbia.edu
Administrative Assistant for Budgets and Programs
Lebab Fallin 678-8152 fallin@tc.columbia.edu
Academic Secretary
Ambar Urena 678-8109 urena@tc.columbia.edu
ADDENDUM 4
CAMPUS MAPS
PROGRAM IN SOCIAL-ORGANIZATIONAL PSYCHOLOGY
Department of Organization & Leadership

TEACHERS COLLEGE MAP

WHEELCHAIR ACCESSIBILITY

Wheelchair Accessible Facilities

- Entrance
- Information
- Elevator
- Wheelchair Lift
- Men's Room
- Women's Room
- Telephone
- TTY Phone

Wheelchair Inaccessible Facilities

- Entrance
- Elevator
- Stairs
- Men's Room
- Women's Room

NORTH
PROGRAM IN SOCIAL-ORGANIZATIONAL PSYCHOLOGY
Department of Organization & Leadership

COLUMBIA UNIVERSITY MAP