A STUDENT GUIDE TO

STUDYING FOR THE ED.D. DEGREE

IN THE

DEPARTMENT OF CURRICULUM AND TEACHING

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

revised 9/03
effective 9/03
The faculty of the Department of Curriculum and Teaching has prepared this document as a supplement to Requirements for the Degree of Doctor of Education issued annually by the Office of Doctoral Studies to assist doctoral students in the timely completion of their doctoral degrees at Teachers College.

This guide is for Ed.D. students who matriculated on or after January 1999. Students who matriculated prior to that date should consult the previous guide, which is still available from department staff. Students are responsible for the requirements that are or were in effect for the Ed.D. program at the time they matriculate(d). Any questions about any of the topics covered in this document or about any other aspect of the Ed.D. program should be discussed with one’s advisor.

**Admission to the Ed.D. Program**

Admission to the program leading to the Ed.D. degree in the Department of Curriculum and Teaching is based on the applicant’s success in prior academic work and his or her potential for research, development, or leadership activities in education. Applicants for admission to the program must also provide evidence of three years of successful teaching or equivalent experience.

All applicants for admission should include the following in their applications, which can be obtained from and are subsequently submitted to the Teachers College Admission Office:

- Official transcripts from each college or university the applicant has attended,
- An official report, not more than 5 years old, of the results of the Graduate Record Examination or Miller Analogies Test,
- Personal statement of the applicant’s interest in doctoral work in curriculum and teaching, including evidence of relevant work experience in education,
- A sample of the applicant’s academic or professional writing,
- Two letters of recommendation; letters from college and university faculty carry more weight than do letters from friends, co-workers, and supervisors,
- For international students, an official report of the results of the TOEFL.

The deadline for applications is **January 2nd**. All applications that are received by the Office of Admission after January 2nd will be held until January of the following year.

If you have questions about the status or processing of your application, please get in touch with the Office of Admission at (212) 678-3710, at Teachers College Box 302, or see the Teachers College Web Site.
The Doctoral Course of Study

C&T 5000

All first-year doctoral students are required to enroll for C&T 5000, Theory and Inquiry in Curriculum and Teaching, for six credits in the fall semester and again for six credits in the spring. Students may enroll for more than six credits per semester, but enrollment in C&T 5000 is a requirement for all first-year students. A first-year Ed.D. student is defined as a student who has been admitted to the Ed.D. program and is enrolled in his or her first autumn semester. This would include students who began taking courses in the previous spring or summer semesters as well as students who are enrolling for the first time in the autumn of a given year.

C&T 5000 is a rigorous course that makes considerable demands on students but, as experience has shown, also results in impressive growth in students’ knowledge and scholarly abilities. It is designed to build a cohesive doctoral cohort; to introduce new doctoral students to ways of thinking, posing questions, and structuring inquiries that characterize scholarship in the field of curriculum and teaching; and to prepare students for the doctoral certification examination, for which they are required to sit in the summer following their completion of the course. Moreover, the course prepares students well for the remainder of the doctoral program, especially the dissertation phase, and the hard work demanded of students during the first year makes completing the program easier overall.

Because the work load is heavy, students are encouraged to complete some of the readings before the course begins. A partial reading list will be mailed to all students admitted to the Ed.D. program in the spring following their admission. A reading list can also be obtained from the department secretary at (212) 678-3765.

The only grades that will be given in C&T 5000 are A+, A, A-, B+, B, B-, and IN (incomplete). Students who do not earn a grade of B- or higher in the autumn semester will receive a grade of IN and will not be permitted to enroll in the spring semester of the course. They will, instead, be required to return to the class the following autumn, to complete the assignments, and to earn a grade of B- or higher. These students will be permitted to enroll in courses in the intervening spring and summer terms, but certain courses may be required by the C&T 5000 faculty as a condition of the students’ returning to the course the following year.

Students who successfully complete two semesters of C&T 5000 with grades of B- or higher and are nominated by the course faculty will sit for the departmental certification examination (see below).
The Research Core

In addition to two semesters of C&T 5000, which constitute the departmental doctoral core, all Ed.D. students must complete the requirements of the Department’s research core. This consists of the following courses:

- HUDM 4122 Probability and Statistical Inference
- HUDM 5122 Applied Regression Analysis
- One additional research course relevant to the student’s research interests

Research Seminars

All Ed.D. students in the Department of Curriculum and Teaching are required to enroll in at least one research seminar in an academic year subsequent to the one in which C&T 5000 is completed and in a year prior to the one in which the student first enrolls in C&T 7500 or C&T 7501, Dissertation Seminar in Curriculum and Teaching. A number of seminars are offered each year, each with a different focus. Enrollment is open to Ed.D. students from any concentration irrespective of the nature of the seminar or the area of scholarship of the professor.

Elective Courses

Elective courses are selected in consultation with a Department faculty adviser. Such courses can be selected from departmental offerings or from courses offered in other departments or elsewhere in the University, depending on the requirements of the concentration.

Areas of Study Within the Ed.D. Program

Students admitted to the Ed.D. program in the Department of Curriculum and Teaching must choose an area of study. Applicants are encouraged to indicate their intended area of study on their Ed.D. applications because this facilitates the assignment of an adviser for students who are accepted. However, some applicants will be unclear as to their specific areas of interest and may wish to defer this decision until after their matriculation. In either case, students are free to change their scholarly focuses as circumstances warrant.

The area of study refers to the particular field of scholarship and/or professional work for which a student wishes to prepare within the doctoral program. Each has its own requirements in addition to the department-wide required Ed.D. core (please see the individual descriptions at the end of this booklet). However, it is important to stress that these requirements are not intended to be strictly prescriptive, nor are they meant to limit students to one area of professional interest. Students and advisers have considerable latitude in tailoring a course of study that will meet the needs of each student.

Early Childhood Education is registered as a program with the State of New York, and that students studying in this area have the fact that they graduated from the Ed.D. program in Early Childhood Education in the Department of Curriculum and Teaching entered on their
transcripts. The other areas of study are concentrations within the Program in Curriculum and Teaching, and that fact is reflected on students’ transcripts.

The areas of study in the Ed.D. program in the Department of Curriculum and Teaching are:

- **Curriculum Studies**  
  Advisers: Professors Lesko, Schoonmaker, and Zumwalt

- **Early Childhood Education**  
  Advisers: Professors Genishi, Hong, Kagan, Recchia, and Williams

- **Early Childhood Policy**  
  Adviser: Professor Kagan

- **Early Childhood Special Education**  
  Adviser: Professor Recchia

- **Educational Leadership and School Change**  
  Advisers: Professors Goodwin, Hatch, and Zumwalt

- **Gifted Education**  
  Adviser: Professor Borland

- **Learning dis/Abilities**  
  Adviser: Professors Bejoian and Reid

- **Reading and Language Arts**  
  Advisers: Professors Calkins, and Siegel

- **Religion and Education**  
  Adviser: Professor Schoonmaker

- **Teaching and Teacher Education**  
  Advisers: Professors Genor, Goodwin, Hamre, Oyler, Schoonmaker, and Zumwalt

- **Urban and Multicultural Education**  
  Advisers: Professors Goodwin, Knight, Oyler, and Williams
Advisement

Each student in the Ed.D. program is assigned an adviser at the point of admission by the Chair of the Ed.D. admission subcommittee. Assignments are made on the basis of the student’s declared area of concentration and the subcommittee Chair’s best determination with respect to which member of the faculty would work best with the student.

In many cases, as a student spends time in the Department, it becomes clear that his or her scholarly interests align better with those of a professor other than the one who was originally assigned to be the student’s adviser. In such cases, changing advisers is a normal and expected thing to do. Changing advisers requires the agreement of the current and the proposed adviser, and it is effected by the student’s obtaining the signatures of both faculty members on a form that can be secured in the Department Office.

Planning a Program of Study

The Ed.D. degree requires 90 credits of course work, including up to 40 credits transferred into the program from previous graduate-level work if the student’s adviser agrees that the courses taken elsewhere meet program requirements. In order to insure careful planning and advisement, each student is required to complete a program plan in conjunction with his or her adviser. The plan is submitted to the Office of Doctoral Studies on a form labeled “Program Plan for Doctor of Education, Ed.D.” On this form, which must be signed by both the student and the adviser, the student lists all courses transferred into the program and all courses that will be taken to reach the requisite 90 credits (since plans frequently change subsequent to the completion and submission of the program plan, the plan can, with the adviser’s approval, easily be amended).

The program developed will be flexible and, within the limits imposed by the requirements of the departmental program and the concentration, tailored to each student’s interests and needs, providing a wide range of options that take into account the student’s prior academic background and experience. The form is part of a packet of materials entitled Instructions for Program Plan Form--Doctor of Education that can be obtained from the Office of Doctoral Studies.

Students are advised to schedule a meeting with their advisers to develop their program plans during the first semester in which they are enrolled.

Preparing a "Plan for Meeting Total Program Objectives"

In light of changing conditions, the College eliminated its full-time residency requirement for an Ed.D. in 1976. Since the rationale for such a requirement remains, students are responsible for fulfilling the spirit of the residency requirement by filing a "Plan for Meeting Total Program Objectives."
As the doctoral program entails more than simply taking courses and completing a dissertation, each student is expected to pursue such aims as the following:

- working with and getting to know a large number of Teachers College faculty members,
- establishing close personal and professional relationships with other students at Teachers College,
- making extensive use of the College's resources, such as the Library and the Computer Center,
- attending and participating in special meetings and programs available to students at the College,
- participating in special seminars and meetings planned by, or for, students,
- working closely with a dissertation sponsor and/or committee in connection with dissertation plans and development.

Students need to demonstrate that their programs of activities provide for more than taking courses. Many rich associations and important learnings result from such non-course activities. Students should also remember to make use of the many worthwhile personal and professional experiences afforded by the metropolitan area.

Each student in consultation with an adviser is required to develop a "Plan for Meeting Total Program Objectives" on a form obtainable from the Office of Doctoral Studies. The plan must be approved by the adviser and submitted to the Office of Doctoral Studies along with the Program Plan.

**Procedure for Doctoral Certification**

Certification is the process by which one officially becomes a candidate for the doctorate. Certification decisions are made by the faculty of the department after the student:

- Is fully admitted to a program leading to an Ed.D. in the Department of Curriculum and Teaching,
- Has taken the Certification Examination, the nature of which is detailed below,
- Has successfully defended his or her dissertation proposal in the department’s Dissertation Seminar (C&T 7500 and C&T 7501).

The Certification Examination is taken following the completion of C&T 5000. Taking the examination at this time is a Departmental requirement. Continuing in the program is contingent on successful performance in both C&T 5000 and the certification examination.

The certification examination is a take-home examination that is distributed on the last day of class in C&T 5000 and is due on the second Monday following that class. After the examinations are returned, they are read anonymously by the Department's Certification Examination Subcommittee, which consists of C&T 5000 faculty and four additional members of the department faculty. Each examination is read by one member of the C&T 5000 faculty and one member of the Certification Examination Committee who did not teach the course that
year. If one or both readers rate an examination as a failure, the examination will be read by an additional member of the committee. Resolution of discrepant examination ratings will be done at a meeting of the committee members.

Following the scoring of the certification examination, each first-year student is evaluated with respect to whether it is appropriate and in his or her interest to continue in the Ed.D. program. Students who have not achieved up to expectations in C&T 5000 and on the certification examination will not be allowed to continue in the program. Students who have performed successfully in C&T 5000 but who have not done so on the certification examination will be given the opportunity to remain in the program under conditions specified by the Certification Examination Committee. These conditions may range from asking the student to analyze and revise his or her examination to requiring the student to repeat C&T 5000 for credit and to sit for the certification examination the following year. Specific courses may also be prescribed as a condition of remaining in the program. Students who successfully complete this process will be allowed to continue with their courses of study.

A student becomes a certified doctoral candidate following the successful defense of his or her dissertation proposal in C&T 7500 or C&T 7501, Dissertation Seminar in Curriculum and Teaching. Certification is granted by the College’s Ed.D. Committee upon the recommendation of the Department. Certification entitles the student to expanded library privileges and the opportunity to take courses on a doctoral pass (DP) basis (see below).

**Doctoral Pass Grade After Certification**

After certification, an Ed.D. candidate is privileged to seek scholarly goals for their own sake. In terms subsequent to the term in which he or she is certified by action of the Ed.D. Committee, a candidate may offer grades of P (pass) or DP (doctoral pass) in fulfillment of all remaining program requirements.

The doctoral pass (DP) may be assigned only to a certified doctoral candidate who passes a course, having successfully completed all requirements prescribed by the instructor. The candidate must request DP credit before two-thirds of the class sessions have met. Eligibility is established by presenting a doctoral certification card and application for DP credit (obtainable from the Registrar) to the course instructor.

The grade of DP is available only in courses offered by Teachers College and is optional, not mandatory. Students are cautioned that some requirements external to Teachers College (such as professional licenses) may demand conventional grades. Once recorded, a grade of DP may not be changed.

**The Doctoral Dissertation**

The dissertation submitted in partial fulfillment of the requirements for Degree of Doctor of Education in Curriculum and Teaching is essentially an extensive written document reporting a disciplined, scholarly investigation of an educational problem. Its contribution to the field of Curriculum and Teaching must be in the extension of the influence of defensible professional
practice, conceptualization, or theory into new areas of experience and/or by means previously unexplored.

Criteria

The quality of the dissertation will be determined by the candidate's demonstrated performance in the following areas:

1. thorough knowledge, analysis, and synthesis of appropriate related literature;
2. creative application of available pertinent knowledge to the problematic situation or question under consideration;
3. evidence of social science, historical, or philosophical research techniques;
4. consideration of implications for practice and/or further research;
5. a clearly organized, well written final document developed in adherence with the appropriate form for the type of research being undertaken as well as accepted standards of accuracy, thoroughness and logical reasoning;
6. application of the conventional tenets of academic scholarship.

Students are required to have the appropriate background (substantive and methodological) to carry out their study, even if this necessitates additional course work. This is currently mandated in the case of statistics (see above).

Using the Resources of Teachers College for the Dissertation

Students should carefully read other suggestions and regulations that are presented in the bulletin, "Requirements for the Degree of Doctor of Education," prepared by the Teachers College, Columbia University, Office of Doctoral Studies. ODS also provides brochures on specific topics such as specifications for preparing a final copy of your dissertation and recommendations of style manuals appropriate to dissertation manuscripts.

In the Teachers College Library there are many specially prepared brochures to help students with specific questions, such as bibliographic form, organization of reports, style for headings, footnotes, and so on. Library personnel are competent to respond to calls for help, and they will respond pleasantly and generously. Library personnel are there to help, and they want students to seek and use their assistance.

There are resources available through the Teachers College Computing and Information Services (CIS) for obtaining a computer account with which one can use both word processing and statistical analysis software. Other audio-visual services and instructional microcomputing resources are available through the library and CIS.

The instructional program of the College offers a wide selection of courses, seminars, and independent study opportunities specifically designed to provide help in various approaches to systematic inquiry. Tasks that are critical to successful completion of the dissertation such as the definition of the problem and questions to be researched, conceptualization of the methodology to be employed, and selection and use of analytic tools (statistical and others) are considered in
courses on research and statistics. Students should examine offerings listed in the Teachers College Bulletin under "General Research Methods" and "Statistics." Depending upon the kind of inquiry one plans to undertake, one may find substantial help with methodology in selected offerings within one or more Departments of the College.

Courses both in the Department (e.g., C&T 5502, Introduction to Qualitative Research) and outside the Department are offered regularly with the intent of providing students with an opportunity to consider specific dimensions of research related to curriculum and teaching. The Dissertation Seminar in Curriculum and Teaching, C&T 7500 and C&T 7501, provides the forum for presentation of the dissertation proposal for approval by the faculty, and it also offers students the opportunity to hear and respond to other students' proposals and to profit from that experience. Two semesters of the dissertation seminar (both C&T 7500 and C&T 7501) are required unless the student successfully defends the proposal during the first semester.

A few of the specific steps students take as they work on their dissertations are discussed briefly here.

**Definition of the Problem and Selection of Method**

One of the most important steps one takes in connection with the dissertation is defining the problem on which the dissertation will focus and determining the method one will use to study the problem. One’s graduate study, past and present professional activity, observations of colleagues and others, perceptions of needs in one’s specialty, and one’s own interests and concerns will contribute to preliminary selection of an area in which the study will be conducted. Even at this point, in the very beginning stages of problem definition, it is important that one consider as an important criterion one’s interest in the problem.

In the process of delimiting the problem to be investigated and determining the methods best suited to the problem, one will, of course, make oneself thoroughly familiar with available studies in the area, so as to profit from them and avoid unnecessary duplication of effort. Additionally, one will want to examine each tentative decision against criteria of significance, economy, and feasibility.

**Selection of a Sponsor and a Committee Member**

The most continuous, specific, and supporting help one is likely to receive during the planning, conducting, reporting, and defending of the dissertation will come from the professor who sponsors the study. In most instances the sponsor will be one’s adviser, but this is not always or necessarily the case. One should select as the sponsor of one’s study a professor who is interested and competent in both the problem and the method of the inquiry. It is expected that the student will take the initiative in selecting the sponsor and in seeking his or her agreement to serve.

One is expected to select one other professor to serve as a dissertation committee member before one completes one’s proposal (in some cases, the student may elect to ask two faculty members, in addition to his or her sponsor, to serve on the dissertation committee, making it a
three-person committee). The student should select that professor according to his or her interest and competence specifically relevant to the study. It is the student’s responsibility to approach the potential committee member(s) and to secure their agreement to serve on the dissertation committee.

As the student works on the proposal and dissertation, it is his or her responsibility to keep the members informed of his or her progress and to respond to their suggestions and questions.

Dissertation Proposal and Office Approval

The student is required to prepare a dissertation proposal and to present it for official approval in the Department Dissertation Seminar (C&T 7500 and C&T 7501). The specifications for the proposal will vary from sponsor to sponsor and in terms of the nature of the study. Generally, the proposal should make clear such items as: the problem being researched, the purpose(s) of the study, the significance of the study, the method to be employed, the nature of data to be gathered, the type or types of analyses to be carried out, and the limitations of the study. Either a partial or complete review of the relevant literature must also be included. It is useful to clearly define terms, especially where stipulative definitions are to be used in the study. It is beneficial, both to the person developing the proposal and to those who consider it for approval, if the conceptual framework from which the study emerges is noted by a set of assumptions and by a review of selected research studies and other literature documenting the problem, purposes, and methodology of the study.

One develops such a proposal with one’s sponsor and committee. Both the sponsor and the committee member(s) join the student in the Department Dissertation Seminar when he or she presents the proposal for official approval. Following an oral presentation by the student, other students and faculty in the seminar will discuss the proposal and make suggestions. However, final approval of the proposal is made by the sponsor and the committee member(s) and is endorsed by the faculty member responsible for the seminar and the Department Chair. When this step has been taken, two copies of the proposal (one for ODS and one for the Department), the Institutional Review Board (IRB) forms (signed by the sponsor and the Department Chair), and the official form which includes signatures of those approving the proposal are deposited with the appropriate office and sponsor.

Institutional Review Board

Students using human subjects as research participants are required to submit their studies for approval by the College’s Institutional Review Board. There are different levels of review, depending on the degree to which subjects are potentially at-risk. The IRB forms are completed by the student and signed by the sponsor and the Department Chair, who examines the student’s methodology to determine which level of review is appropriate. IRB approval takes a variable amount of time, depending on the level of review involved. Students should be prepared for the possibility that review might take more time than they anticipate (or find reasonable) and should keep in mind that IRB approval is required before data can be collected. Information on the IRB is obtainable from ODS.
The Oral Defense

When the student has completed his or her study, written the dissertation, and secured the agreement of his or her dissertation committee that the dissertation is ready for the defense, he or she will appear before an examining committee for an oral examination based on the dissertation. This committee consists of the dissertation sponsor, the other member(s) of the dissertation committee, and two additional members of the Teachers College faculty, the so-called “outside readers.” One of these readers can be selected by the student in consultation with his or her sponsor and must be approached by the student and asked to serve in this capacity. The other is assigned by the Registrar’s Office.

Application to schedule the oral examination should be made at least three weeks in advance of the date when one expects to hold the defense. That application requires approval by the sponsor, the committee member, and the outside readers by means of signature on the application form. This form and four copies of the defense-ready dissertation must be submitted to the Office of Doctoral Studies three weeks prior to the date of the defense. Note: The student must also submit an "Intention to Defend" form in September or January of the semester in which he or she anticipates holding the defense. Consult the Teachers College for the exact date this form is due.

The defense committee will have read the dissertation before they come to the two-hour oral examination. The student will be asked to make a brief presentation (usually 10-15 minutes), including what he or she did, what the findings were, and what the significance of the findings is in the student’s field of specialization. The assembled committee will then engage the student in a discussion of the study. Questioning begins with the sponsor, who is followed by the other committee member, one of the outside readers, and the other outside reader, who is the chair of the defense committee (although this order is rarely strictly maintained so that examiners can ask follow-up questions). Following that discussion, the student will be asked to allow the committee a period of privacy while they reach a decision with regard to the manuscript itself, the student’s presentation of the study, and his or her response to their questions and comments.

Possible decisions are:
• passing with minor revisions,
• passing with major revisions,
• failing.

A student who passes with minor revisions must revised the dissertation in light of required changes stipulated by the oral defense committee, and these revisions must be approved by the dissertation sponsor prior to the student’s filing the dissertation. A student who passes with major revisions follows a similar process, the difference being that the revisions must be approved by two members of the oral defense committee designated at the time of the defense.

Once the revisions are approved by the sponsor or the subcommittee of the defense committee, the student submits the revised dissertation to the Dissertation Secretary in the Office
of Doctoral Studies, who checks the document with respect to issues of form and style (e.g., use of proper margins, whether citation in the text align with the reference list adherence to the APA style guidelines).

Abstract and Preparation of Revised Dissertation

The candidate prepares an abstract of the dissertation not exceeding 350 words in length which ordinarily includes (a) a statement of the purpose and problem, (b) the procedures followed, and (c) the results and conclusions. The abstract, in prescribed form, is submitted with the sponsor's approval on the official form at the time that the dissertation is deposited at the ODS. At the Office, the manuscript is read to insure that it conforms to the required style, and corrections will be necessary if it does not.

After making the corrections recommended by the Doctoral Secretary, the candidate deposits three copies of the dissertation and five copies of the abstract (one abstract copy initialed by the Sponsor) at ODS. Be sure to consult the ODS manual for paper specifications required for the final deposit. Other than a few exceptions, every dissertation must be published by microfilm, in full and exactly in the form given final approval. Microfilming is arranged through ODS. If a candidate plans to secure the printed publication of his dissertation, ODS will delay microfilming for a period not exceeding twelve months, at the candidate's written request, so that the printed version may appear first. In most cases, the dissertation is microfilmed eventually whether or not it has obtained printed publications.

Being Recommended for the Degree

When one has completed all of the steps discussed in the foregoing pages, one’s ratings on all examinations, marks in courses, ratings by faculty members, and evaluation of dissertation are assembled in a "final profile." This is reviewed by the Committee on the Degree of Doctor of Education. If the review is favorable, one is recommended to the University authorities for conferring of the degree.

And Finally...

It should be apparent that one does not automatically achieve the doctorate as the result of taking courses, passing examinations, and doing assigned tasks. It means many hours of careful consideration of educational problems and situations. More rewarding for that effort than the degree itself is one’s own growth in stature by way of being sensitive to the important role of education in society, of understanding one’s own abilities and the part one can play in education, and of having increased one’s power to grow personally and professionally.

The Department’s faculty is here to help our students. Students should not hesitate to ask for assistance.
Department of Curriculum and Teaching  
Ed.D. Concentration in Curriculum Studies  
as of October 2000

Advisors: Professors Lesko, Schoonmaker, and Zumwalt

COURSE OF STUDY

Departmental Doctoral Core--12 credits

C&T 5000x Theory and Inquiry in Curriculum and Teaching (6)  
C&T 5000y Theory and Inquiry in Curriculum and Teaching (6)  

Research Core--15 credits

C&T 5502 Introduction to Qualitative Research in Curriculum and Teaching (3)  
HUDM 4122 Probability and Statistical Inference (3)  
HUDM 5122 Applied Regression Analysis (3)  
C&T 7500 Dissertation Seminar in Curriculum and Teaching (3)  
C&T 7501 Dissertation Seminar in Curriculum and Teaching (3)  

Additional Courses—53 credits

This concentration is currently undergoing development. Please see your adviser to develop a course of study for this concentration.

1. Another research course can be substituted with the advisor’s approval.
Department of Curriculum and Teaching  
Ed.D. Concentration in Early Childhood Education  
as of May 2003

COURSE OF STUDY

**Departmental Doctoral Core--12 credits**

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<td>C&amp;T 5000x</td>
<td>Theory and Inquiry in Curriculum and Teaching</td>
<td>(6)</td>
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<tr>
<td>C&amp;T 5000y</td>
<td>Theory and Inquiry in Curriculum and Teaching</td>
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**Research Core**

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<td>Probability and Statistical Inference</td>
<td>(3)</td>
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<td>HUDM 5122</td>
<td>Applied Regression Analysis</td>
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<tr>
<td>C&amp;T 5502</td>
<td>Introduction to Qualitative Research in Curriculum and Teaching</td>
<td>(3)*</td>
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<td>C&amp;T 7500</td>
<td>Dissertation Seminar in Curriculum and Teaching</td>
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<td>Dissertation Seminar in Curriculum and Teaching</td>
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**Early Childhood Specialization**

Courses within and outside of Curriculum and Teaching selected in consultation with adviser.

**Advanced Courses in the Early Childhood Specialization:**

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<tr>
<td>C&amp;T 5513</td>
<td>Seminar in Early Childhood Education</td>
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<td>C&amp;T 5514</td>
<td>Seminar in Early Childhood Education</td>
<td>(3)</td>
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<tr>
<td>or</td>
<td>Advanced doctoral level seminar with advisor’s approval (e.g. C&amp;T 6914)</td>
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**Dissertation Advisement**

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Students interested in obtaining further information about the early childhood specialization should contact:

**Professor Celia Genishi or Professor Leslie R. Williams**

Department of Curriculum and Teaching, Box 31  
Teachers College, Columbia University  
525 West 120th Street  
New York, NY 10027  
(212) 678-3873

* Another research course can be substituted with the advisor’s approval.
Department of Curriculum and Teaching
Ed.D. Concentration in Early Childhood Policy (TYDP)
as of April 2001

Program Advisor: Professor Sharon Lynn Kagan

The Doctor of Education (Ed.D.) program prepares candidates for leadership positions, college teaching, and research in early childhood policy. Combining rigorous methodological, conceptual, and practical interdisciplinary experiences, the program is designed for those interested in shaping the policy agenda for young children and their families. It is predicated on the principle that undergirding all policy work, candidates must have thorough understandings of both substantive content (early childhood practices, pedagogy, and theory) and research skills. While the focus of this program is on US early childhood policy, there will be opportunity for international and comparative work.

Course Requirements for the degree include 90 credit hours. Of these 12 are required as a part of the departmental core, 15 are required as a part of the research core, and 12 are required as a part of the early childhood policy concentration core, totaling 39 credits. The remaining 51 credits must be selected from the early childhood policy concentration options listed below. Of these 90 credits, no more than 35 will be accepted from another institution.

Required Departmental Core [12 Credits]

C&T 5000X  Theory and inquiry in C & T [6]
C&T 5000Y  Theory and inquiry in C & T [6]

Required Research Core [15 Credits]

HUDM 4122  Probability and statistical inference [3]
HUDM 5122  Applied regression analysis [3]
C&T 5502  Intro to qualitative research [3] OR
HUDF 5645  Policy analysis*

C&T 7500  Dissertation seminar [3]
C&T 7501  Dissertation seminar [3]

Required Early Childhood Policy Concentration [12 Credits]

C&T 5513  Seminar in ECE [3] OR
C&T 5514  Seminar in ECE [3]
C&T 6502  Contemporary issues in early childhood education [3]
HUDF 4000  Overview of policy issues [3]
HUDF 5430  Policy internship/practicum [3]
Early Childhood Policy Concentration Options [Select 51 Credits From The Following] *

C&T 4000  Introduction to special education
C&T 4004  School change
C&T 4122  Issues in parenthood and education
C&T 4615  Young children and social policy
C&T 5074  Curriculum and teaching policy
HUDF 4040  American politics and education
HUDF 5645  Policy analysis
HUDF 5646  Program evaluation
HUDK 4127  Developmental psychology and educational reform
HUDK 6036  Child and family policy I (institute for child and family policy)
HUDK 6037  Child and family policy ii (institute for child and family policy)
ITSF 4050  Economics of education
ITSF 4090  Issues and institutions in international educational development
ORLA 4046  School finance: policy and practice
ORLA 4047  Political policy analysis in education
ORLA 4086  Law and educational institutions
T 6801  Social welfare policy (social work-Garfinkel/Waldfogel)
T 6820  Women and social policy (social work-Waldfogel)
T 7144  Seminar on social policy practice (social work-Waldfogel)

Dissertation Advisement

C&T 8900  Dissertation advisement [0]

* Substitution permitted with advisor’s approval.
Department of Curriculum and Teaching
Ed.D. Concentration in Early Childhood Special Education
as of October 2000

COURSE OF STUDY

Departmental Doctoral Core--12 credits

C&T 5000x  Theory and Inquiry in Curriculum and Teaching (6)
C&T 5000y  Theory and Inquiry in Curriculum and Teaching (6)

Research Core

HUDM 4122  Probability and Statistical Inference (3)
HUDM 5122  Applied Regression Analysis (3)
C&T 5502  Introduction to Qualitative Research in Curriculum and Teaching (3)*

PLUS - One additional course of your choice to prepare for your specific dissertation research.

C&T 7500  Dissertation Seminar in Curriculum and Teaching (3)
C&T 7501  Dissertation Seminar in Curriculum and Teaching (3)

Early Childhood Special Education Core

Content and Foundation Courses
By advisement depending on prior educational experience and career goals.

Advanced Coursed in the Early Childhood Specialization

C&T 5513  Seminar in early childhood education (3)
C&T 5514  Seminar in early childhood education (3)

Dissertation Advisement

C&T 8900  Dissertation advisement (0)

Students interested in obtaining further information about the early childhood special education concentration should contact:

Professor Susan Recchia
Department of Curriculum and Teaching, Box 31
Teachers College, Columbia University
525 West 120th Street
New York, NY 10027
(212) 678-3865
Department of Curriculum and Teaching
Ed.D. Concentration in Educational Leadership and School Change
as of June 2002

COURSE OF STUDY

Departmental Doctoral Core--12 credits

C&T 5000  Theory and Inquiry in Curriculum and Teaching (6)
C&T 5000  Theory and Inquiry in Curriculum and Teaching (6)

Research Core--11-15 credits

C&T 5502  Introduction to Qualitative Research in Curriculum and Teaching (3)
(or another research methods course)
HUDM 4122  Probability and Statistical Inference (3)
HUDM 5122  Applied Regression Analysis (3)
C&T 7500  Dissertation Seminar in Curriculum and Teaching (1-3)
C&T 7501  Dissertation Seminar in Curriculum and Teaching (1-3)

Curriculum and Teaching Requirements--6-9 credits

1. **Content/methods:** Students should review undergraduate and graduate transcripts with advisors to plan work in at least one content/methods course at Teachers College. This course might be used to deepen or update a student's prior content/methods specialization or broaden one's background in content/methods. If students have not had prior or current work in literacy/reading, such work is strongly encouraged. (2-3 credits)

2. **Teaching level:** Students may choose to take a TC course focused on the level in which they have had teaching experience (i.e., early childhood, elementary, middle or high school) or choose a course focused at a different level of teaching. Courses can be specialized or at the general level, such as C&T 4130 Current Issues in Elementary Education, C&T 4145 The Education of Youth and Adolescents. (2-3 credits)

3. **Context:** At least one course at Teachers College in which the focus is on a specific context. Examples include courses in urban/multicultural education, bilingual education, TESOL, special education, learning disabilities, international education, family and community education. (2-3 credits)

**Please note:** When specific course numbers are indicated as required, they cannot be used to meet other requirements. In other cases, one course may be used to meet more than one requirement with advisor's approval.

Educational Foundations--6-9 credits
One course **minimum** from each of the following areas:

1. **Psychological foundations:** If students have not had course in adult development or adult learning, a course in this area **must** be included. If students have not had course work in child development and educational psychology (learning, cognition, motivation, etc), course work should be included. Courses can be found in Curriculum and Teaching (e.g., C&T 4005 Principles of Teaching and Learning, C&T 4118 Theoretical Foundations of Childhood Education) or other departments.

2. **Philosophical foundations**

3. **Socio-historical context of education:** At least one course in sociology, history, politics, economics, anthropology of education. Policy and other interdisciplinary courses are appropriate.

**Educational Leadership Core--17-24 credits**

1. C&T 4004  **School Change** (3)
2. C&T 4161  **The Teacher: Socio-historical, cultural contexts of teaching** (2-3)

At least one course from each of the following areas (10-15 credits)

1. Curriculum design
2. Curriculum evaluation/ assessment
3. Staff development, teacher education
4. Educational administration or supervision
5. Educational policy course

**Plus, at least one advanced seminar in department** (2-3 credits)

**Dissertation Advisement--** Once certified, all doctoral students must sign up for C&T 8900 Dissertation Advisement in Curriculum and Teaching in the fall and spring terms, **if not registered for a three credit course.** (Students register in their Dissertation Sponsor's section.) Registration for C&T 8900 is for zero credits since credit is not given toward the degree for working on a dissertation. While no credits are given toward the degree, the fee is that same as that for a three credit course since students are working with faculty on their dissertation. **Please note,** C&T 8900 is not required for the doctoral degree; students may take a three credit course to maintain continuous enrollment required of all doctoral students instead of 8900.

**Electives:**

All courses, including electives, should be chosen by the student in consultation with his/her advisor in the context of the student's approved course of study and in relation to the student's post-doctoral aspirations. Students seeking SAS administrative certification can build the course work into their programs with careful planning. It does require two semesters of internship (4-8 credits).
Department of Curriculum and Teaching  
Ed.D. Concentration in the Education of Gifted Students  
as of April 2003

COURSE OF STUDY

Departmental Doctoral Core--12 credits

C&T 5000  Theory and Inquiry in Curriculum and Teaching (6)  
C&T 5000  Theory and Inquiry in Curriculum and Teaching (6)

Curriculum and Teaching Requirements--9 credits

at least one of the following:

C&T 4002  Curriculum Theory and History (2-3)  
C&T 4005  Principles of Teaching and Learning (2-3)  
C&T 4052  Designing Curriculum and Instruction (2-3)

plus at least one of the following:

C&T 4004  School Change (2-3)  
C&T 4020  The Environments of School (2-3)  
C&T 4118  Theoretical Foundations of Childhood Education (2-3)  
C&T 5074  Curriculum and Teaching Policy (3)  
C&T 5113  Influence of Social Factors in Childhood Education (2-3)

Research Core--15 credits

C&T 5502  Introduction to Qualitative Research in Curriculum and Teaching (3)  
HUDM 4122  Probability and Statistical Inference (3)  
HUDM 5122  Applied Regression Analysis (3)  
C&T 7500  Dissertation Seminar in Curriculum and Teaching (3)  
C&T 7501  Dissertation Seminar in Curriculum and Teaching (3)

Giftedness Core--27 credits
**Content and Methods Courses--15-18 credits**

C&T 4023  Differentiated Curriculum for Gifted Students (2-3) *
C&T 4021  Nature and Needs of Gifted Students (3)*
C&T 5023  Exceptionality and Intelligence: Theoretical Perspectives (2-3)*
C&T 5024  Planning and Implementing Programs for Gifted Students (3)*
C&T 4025  Educating Young Gifted Children (2-3)
C&T 4822  Instructional Models in the Education of Gifted Students (1-2)
C&T 5810  New Approaches to Identifying and Educating Gifted Students (1-2)

**Doctoral Seminar--9-12 credits**

C&T 6506  Advanced Seminar in the Education of Gifted Students (3)*  

**Elective Courses--27 credits**

Courses to be determined by the student and his or her advisor in the context of the student’s course of study and in relation to the student’s post-doctoral aspirations.

**Elective Courses**

Professor James H. Borland  
Department of Curriculum and Teaching, Box 31  
Teachers College, Columbia University  
525 West 120th Street  
New York, NY 10027  
(212) 678-3801  
jhb27@columbia.edu

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1 Courses designated by an asterisk are required courses in the program.

2 Students enroll in this seminar for three credits each semester for more than one semester.
Department of Curriculum and Teaching
Ed.D. Concentration in Learning dis/Abilities
as of April 2002

Advisors: Professor D. Kim Reid

COURSE OF STUDY

Departmental Doctoral Core--12 credits

C&T 5000x  Theory and Inquiry in Curriculum and Teaching (6)
C&T 5000y  Theory and Inquiry in Curriculum and Teaching (6)

Research Core -- 13-18 credits

HUDM 4122  Probability and Statistical Inference (3)
HUDM 5122  Applied Regression Analysis (3)
One course in qualitative research (3)

PLUS - One additional course of your choice to prepare for your specific
dissertation research. --3 credits

C&T 7500  Dissertation Seminar in Curriculum and Teaching (1-3)
C&T 7501  Dissertation Seminar in Curriculum and Teaching (1-3) (optional)

Learning dis/Abilities Core-- 15-18 credits

Content and Foundation Courses: By advisement depending on prior educational
experience and career goals

C&T 8900  Dissertation advisement (0)

Doctoral Seminar--12 credits

C&T 6507  Advanced Seminar in Learning dis/Abilities - repeated four semesters

Students interested in obtaining further information about the learning dis/abilities concentration
should contact:

Professor D. Kim Reid
Coordinator of Programs in Learning dis/Abilities
Department of Curriculum and Teaching, Box 31
Teachers College, Columbia University
525 West 120th Street
New York, New York 10027
(212) 678-3038
Department of Curriculum and Teaching
Ed.D. Concentration in Reading and Language Arts
as of October 2002

COURSE OF STUDY

Departmental Doctoral Core--12 credits

C&T 5000x  Theory and Inquiry in Curriculum and Teaching (6)
C&T 5000y  Theory and Inquiry in Curriculum and Teaching (6)

Curriculum and Teaching Requirements

at least one content area course:

These might include English/ language arts, mathematics, science, etc. Advisors will review undergraduate and graduate transcripts in helping students plan work in this area. Department courses available include (but are not limited to):

C&T 4136  Methods and Materials for Reading Instruction (2-3)
C&T 4138  Literacy Instruction in the Early and Middle Years (3)
C&T 4140  Literature for Younger Children (2-3)
C&T 4141  Literature for Older Children (2-3)
C&T 4143  Social Studies in the Elementary and Middle Schools (2)

plus at least one of the following (Teaching Strategies):

C&T 4005  Principles of Teaching and Learning (3)
C&T 4121  Early Childhood Teaching Strategies Within a Social Context (2-3)
C&T 4136  Methods and Materials for Reading Instruction (2-3)
C&T 4731  Professional Laboratory Experiences (Including Student Teaching) in Elementary Education (4)
C&T 4835 Multisensory Teaching of Basic Language Skills for Students with Learning Disabilities (0, 3-4)

Educational Foundations

One course minimum from each of the following areas

1. Psychology--Learning/Teaching Theory or Developmental Theory (Child, adolescent or adult)For example:
C&T 4005  Principles of Teaching and Learning (3)
C&T 4117  Play: The Roots Competence in Young Children (3)
C&T 4118  Theoretical Foundations of Childhood Education (2-3)
C&T 5113 I Influence of Social Factors in Childhood Education: Developmental Strategies (2-3)

or courses in HUDK or HBSK or other related courses by approval.

2. Philosophy of Education:
A&HF, HUDF, ITSF, SCFF or other departments offering philosophy.

3. Socio-historical Context of Education:
Courses in Sociology, History, Politics, Economics, Anthropology of Education

Research Core--15 credits
- HUDM 4122 Probability and Statistical Inference (3)
- HUDM 5122 Applied Regression Analysis (3)
- C&T 5502 Introduction to Qualitative Research in Curriculum and Teaching (3) *
- C&T 7500 Dissertation Seminar in Curriculum and Teaching (3)
- C&T 7501 Dissertation Seminar in Curriculum and Teaching (3)

Reading and Language Arts Core

Content and Methods Courses

1. Setting Context--At least one from each of the following two areas:
   - C&T 4113 Early Childhood Methods & Programs (3)
   - C&T 4130 Current Issues in Elementary Education (2-3)
   - C&T 4145 The Education of Youth and Adolescents (2-3)
   OR Substitute advanced course in one of the above areas

2. One of the following content areas:

3. Reading and Language Arts Courses:
   All courses by individual advisement. Modification will be based on previous coursework.
   - HUDK4010 Psychology of Reading (3) or
   - C&T 4136 Methods and Materials for Reading Instruction (2-3)
   - C&T 4138 Literacy Instruction in the Early and Middle Years (3)
   - A&HL4087 Introduction to Second Language Acquisition (3)
   - HBSK4072 Theory and Techniques of Reading Assessment and Intervention (3)
   - C&T 6532 Seminar in Reading/Language Arts and Related Research (3)
   At least one course in children’s literature by advisement.
   Internship or independent field studies in reading/language arts.

Dissertation Advisement
   C&T 8900 Dissertation Advisement in Curriculum & Teaching (0)

Elective Courses
Courses to be determined by the student and his or her advisor in the context of the student’s course of study and in relation to the students post-doctoral aspirations.

* Another research course can be substituted with the advisor’s approval.
Department of Curriculum and Teaching
Ed.D. Concentration in Religion and Education
as of October 2000

COURSE OF STUDY

Departmental Doctoral Core--12 credits

C&T 5000x  Theory and Inquiry in Curriculum and Teaching (6)
C&T 5000y  Theory and Inquiry in Curriculum and Teaching (6)

Research Core

HUDM 4122  Probability and Statistical Inference (3)
HUDM 5122  Applied Regression Analysis (3)

PLUS - One additional course of your choice to prepare for your specific dissertation research.
For Example:

C&T 5502  Introduction to Qualitative Research in Curriculum and Teaching (3)
C&T 7500  Dissertation Seminar in Curriculum and Teaching (3)
C&T 7501  Dissertation Seminar in Curriculum and Teaching (3)

Religious Education Core

Content and Foundation Courses - By advisement depending on prior educational experience and career goals.

Students interested in obtaining further information about a course of study for this concentration should contact:

Professor Frances Schoonmaker
Department of Curriculum and Teaching
Teachers College, Columbia University
525 West 120th Street Box 31
New York, NY 10027
(212) 678-3933
fsb3@columbia.edu
The Department offers courses for doctoral students in various concentrations in the Department and across the College who are interested in preparing for positions as teacher educators. Not all courses are offered each year. Students are expected to meet the requirements of their respective concentrations and programs.

For advisement, see Professors Genor, Goodwin, Oyler, Sabatini, Schoonmaker, Zumwalt

1. Principles of Teaching and Learning (C&T 4005)
2. The Teacher: socio-historical, cultural contexts of teaching (C&T 4161)
3. Research on Teaching and Teacher Education (C&T 5001)
4. Staff Development and Teacher Learning (C&T 5053)
5. Teacher Education Paradigms (C&T 5159)
6. Supervision for Elementary and Secondary Schools (C&T 4051)
   Section 1: Preservice teacher education
   Section 2: In-service teacher education
7. Internship in Supervision and Curriculum Improvement (in-service) (C&T 6452)
8. Internship in Supervision and Curriculum Improvement (preservice) (C&T 6453)
9. Practicum: Teaching in preservice teacher education (C&T 6259)
10. Field Work (C&T 6260)
    Section 1: Teacher Inquiry in Professional Development Schools
    Section 2: Cooperating Teachers
11. Special Topics in Teacher Education (C&T 6501-6502)
    (Oriented to current issues/work of faculty—offered periodically. Such topics as evaluation, accreditation, multi-cultural teacher Education)
12. Advanced Seminar in Teacher Education (C&T 6551 section 2)
    (Focus on research in teacher education/teacher learning)
Department of Curriculum and Teaching
Ed.D. Concentration in Urban and Multicultural Education Concentration
as of October 2000

COURSE OF STUDY

Departmental Doctoral Core--12 credits

C&T 5000x Theory and Inquiry in Curriculum and Teaching (6)
C&T 5000y Theory and Inquiry in Curriculum and Teaching (6)

Curriculum and Teaching Requirements

at least one content area course:

These might include English/ Language Arts, Mathematics, Science, etc. Advisors will review undergraduate and graduate transcripts in helping students plan work in this area.

Courses that explicitly focus on content in an urban or multicultural context include the following (and others not identified):

ITSL4027 Current Topics in Bilingualism & Bilingual/Bicultural Education (1-3)
ITSL4028 Teaching Reading in Bilingual Settings (3)
A&HL4035 New York City as a Learning Laboratory (1-3)
A&HL4070 Cultural Traditions and Achievements in Hispanic America (2-3)
A&HL4072 Humanities in the Hispanic World: Selected Topics (2-3)
A&HL4076 TESOL Methodologies for K-6 (2-3)
A&HL4077 TESOL Classroom Practices (2-3)
A&HL4078 TESOL Materials (2-3)
A&HL4089 Teaching Writing to ESL Students (2-3)
C&T 4114 Multicultural Approaches to Teaching Young Children (3)
C&T 4138 Literacy Instruction in the Early and Middle Years (3)

Teaching Strategies & Curriculum Design

1. C&T 4501 Teacher Education Lectures (1)

2. Plus at least one of the following:
A&HL4058 Teaching of Reading (3)
C&T 4005 Principles of Teaching and Learning (3)
C&T 4021 Nature and Needs of Gifted Students (2-3)
C&T 4136 Methods and Materials for Reading Instruction (2-3)
HBSK4072 Theory and Techniques of Reading Assessment and Intervention (3)
HBSK4085 Behavioral Management in the Classroom (3)
HBSK6380 Practicum in Psychoeducational Assessment with Culturally Diverse Students (2-3)
ITSL4025 Cross-Cultural Communication and Classroom Ecology (3)
Educational Foundations

One course minimum from each of the following areas

1. Psychology: (For example)
  - CCPJ5020  Racism and Racial Identity in Psychology and Education (3)
  - CCPJ5164  Perspectives on Cross-Cultural Counseling and Psychology (2-3)
  - CCPX4010  Psychological Perspectives on Critical Social Problems (3)
  - HUDK4027  Development of Mathematical Thinking (3)
  - HUDK5125  Cross-Cultural Developmental Psychology (2-3)
  - HBSS4114  Health Promotion for Multicultural Populations (3)

2. Philosophy of Education: (For example)
  - A&HF4084  Social Philosophy and Education (3)
  - A&HF4680  Ethical Issues in Educational Practice (3)
  - C&T 5074  Curriculum and Teaching Policy (3)
  - HBSE6004  Public Policy and Administration in Special Education (3)
  - HUDF4000  Education and Public Policy (3)
  - ORLA4040  Education Policy Decision Making (3)
  - ORLA6540  Topics in Urban Education Policy (3)

3. Socio-historical Context of Education:
  - Courses in Sociology, History, Politics, Economics, Anthropology of Education (For Example)
    - HUDF4021  Sociology of Education (3)
    - HUDF4022  Sociology of Urban Education (3)
    - HUDF4024  Social Stratification in Education (3)
    - HUDF4040  American Politics in Education (3)
    - HUDF5028  School Dropouts and Educational Policy (3)
    - HUDF5045  Race, Ethnicity, and U.S. Educational Policy (3)
    - SCFF4010  Cultural and Social Bases of Education (3-4)
    - SCFF4011  Social Context of Education (3-4)
    - SCFF4012  Cross-Cultural Studies of Learning (3-4)
    - SCFF4014  Urban Situations in Education (3-4)
    - SCFF5010  Social Organization in Comparative Institutions (3)

Research Core--15 credits

  - HUDM 4122  Probability and Statistical Inference (3)
  - HUDM 5122  Applied Regression Analysis (3)
  - C&T 5502  Introduction to Qualitative Research in Curriculum and Teaching (3)*

  - C&T 7500  Dissertation Seminar in Curriculum and Teaching (3)
  - C&T 7501  Dissertation Seminar in Curriculum and Teaching (3)

* Another research course can be substituted with the advisor’s approval.
Urban and Multicultural Core

Content and Methods Courses

1. Setting Context—At least one from each of the following two areas:
   - **School (level)**
     C&T 4020 Environments of School (2-3)
     C&T 4113 Early Childhood Methods & Programs (3)
     C&T 4130 Current Issues in Elementary Education (2-3)
     C&T 4145 The Education of Youth and Adolescents (2-3)
     OR Substitute advanced course in one of the above areas
   - **Family & Community**
     ORLA5012 Community Politics, Community Policies, and Administrators (3)
     HUDF5042 Urban Politics & Education (3)
     OR Substitute advanced course in one of the above areas

2. Urban and Multicultural Oriented Program and Staff Development:
   C&T 4078 Curriculum and Teaching in Urban Areas (2-3)

   Plus, at least one of the following:
   HUDF4033 School Improvement in the Inner City: A Sociological View (2-3)
   ITSL5513 Staff Development in Multilingual/Multicultural Settings (3)
   C&T 5053 Staff Development Processes & Procedures (3)
   C&T 4160 Supervision in Preservice Teacher Education Programs (2-3) or
   C&T 4051 Supervision for Elementary and Secondary Schools (2-3)

RECOMMENDED, but not required Evaluation courses:

   HUDF5021 Methods of Social Research: Evaluation Methods (3-6)
   HUDM5055 Evaluation of Institution, Programs, and Curricula (3)
   (Prerequisites for HUDM5055 are HUDM4050 & HUDM 4122 or equivalent, and
   permission is required)

Dissertation Advisement

   C&T 8900 Dissertation Advisement in Curriculum & Teaching(0)

Elective Courses

Courses to be determined by the student and his or her advisor in the context of the student’s
course of study and in relation to the students post-doctoral aspirations.

* Another research course can be substituted with the advisor’s approval.