Program in Social Studies  
Ph.D. and Ed.D.  

Doctoral Handbook  
2009  

Professor Margaret Smith Crocco  
Professor of Social Studies and Education  
Program Coordinator  

Social Studies – Ph.D. and Ed.D.
# Table of Contents

<table>
<thead>
<tr>
<th>Sections</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section I: Introduction</td>
<td>3</td>
</tr>
<tr>
<td>Section II: Requirements for the Ph.D. Degree</td>
<td>11</td>
</tr>
<tr>
<td>Section III: Requirements for the Ed.D. Degree</td>
<td>31</td>
</tr>
<tr>
<td>Section IV: Important Resources</td>
<td>48</td>
</tr>
<tr>
<td>Section V: Forms and Handouts</td>
<td>53</td>
</tr>
</tbody>
</table>
SECTION I: Introduction

Dear Doctoral Students:

Welcome to the Program in Social Studies.

You are about to embark upon a journey that may have a profound and lasting impact on your life. Education has a way of doing that. But doctoral education in social studies will deepen your understanding of one of the most fundamental aspects of life in and beyond the United States — democratic citizenship.

Your experience of studying social studies at an institution where social studies was essentially “invented” will open up a wealth of ideas about democratic rights, responsibilities, social and civic polities, and citizenship education. Your work at Teachers College, Columbia University may challenge, confirm, or extend your thinking about these topics, but it will not leave you unchanged. The time you spend here will surely deepen your understanding of the ways in which academic disciplines as well as educational theories and practices have addressed issues related to citizenship education.

Preparing you well for life as a researcher and teacher educator is our task. It will demand much of you in terms of time, energy, and commitment. However, at the end of this journey you will have a strong sense of accomplishment and the ability to share your enthusiasm and knowledge with others effectively.

We are here to help you along the way. Get to know the social studies faculty at Teachers College, Columbia University as well as faculty around the College. The college, university and city all provide an “embarrassment of riches.” Consider them part of your learning experience and partake of them, as time allows. Your journey will be richer for having done so.

We hope this Doctoral Handbook answers many of your questions, but feel free to let your advisor know if/when you have questions.

All the best,
Margaret
Margaret Smith Crocco, Professor and Program Coordinator
Chair, Department of Arts and Humanities
Program in Social Studies Philosophical Statement

The Program in Social Studies combines history and the social sciences for purposes of instruction. The Program particularly emphasizes the historical development of the field, the selection and organization of subject matter, and the analysis of instructional materials for students of diverse backgrounds in both urban and suburban school settings.

The Program prepares students for professional positions in schools, colleges, universities, and allied institutions. Our faculty's strengths in history and social education, as well as pedagogy, are well suited to that purpose. These strengths, along with the full resources of Teachers College, Columbia University and Columbia University's Graduate School of Arts and Sciences are, of course, available to every student.

The Program in Social Studies is one of the oldest social studies programs in the country. Indeed, social studies as a distinctive school subject was, in a sense, "founded" at Teachers College, Columbia University in the 1920s. A number of the key theorists who helped create and develop the National Council for the Social Studies after its establishment in 1921 served as faculty members at Teachers College, Columbia University.

Since the establishment of the Program, its philosophy has been dedicated to advancing citizenship education, the defining ethos of the field. Imbued with the ideas of John Dewey, especially the notion that democracy is a form of associated living, the Program has sought to offer an educational approach that prepares teachers in history and the social sciences for the demands of citizenship, broadly construed along Deweyan lines.

Because of this legacy, the Program also emphasizes historical development of the field. It is our mission to create educational professionals with the knowledge, skills, and dispositions associated with both the historic and contemporary emphases of this Program. These individuals will serve as leaders in the field no matter where they ultimately take employment—in schools, colleges, universities, or publishing houses, to name just a few of the kinds of institutions in which graduates find work.

The Program in Social Studies takes seriously matters of diversity, educational equity, and the central role played by educators as curricular-instructional gatekeepers with the potential of contributing to positive educational and social change. The Program’s horizons are focused not only on local communities and the United States but also on the lives of communities and nations around the world.

Contemporary concerns of citizenship education, the historical development of the field, diversity and equity, and curricular-instructional gatekeeping are the foundations of the Program’s philosophy. Doctoral students in the Program have a wide range of interests—international education, oral history, gender and multiculturalism, teacher education, technology, media, and controversial public issues. A rich array of resources are available to every doctoral student at Teachers College, with its multiple emphases on education, psychology, and health. A singular institution with a unique culture, Teachers College offers students an unparalleled depth and breadth of educational expertise.
Program for Doctoral Students in Social Studies

The Program in Social Studies at Teachers College, Columbia University offers two programs of advanced study leading to the doctorate: the Degree of Doctor of Philosophy and the Degree of Doctor of Education. The requirements for the two degrees are comparable but not necessarily similar in that the academic requirements are differentiated to meet the respective degree requirements and the needs of candidates who have different academic goals. In the Program in Social Studies at Teachers College, Columbia University, the major field is the Teaching of Social Studies, and the area of specialization is normally American History or Modern History. Emphasis is placed on exposing students to social studies scholarship and preparing students to be researchers and practitioners in the academic field of social studies: that is, the subject matters, methods, and organization of the social studies curriculum.

The Degree of Doctor of Philosophy (Ph.D.) emphasizes research and intensive specialization in a selected field of scholarship. The Ph.D. degree is administered jointly by the Graduate School of Arts and Sciences at Columbia and the Faculty of Teachers College, Columbia University. As a result, some of the features of the Ph.D. degree at the Graduate School of Arts and Sciences govern some of the procedures at Teachers College, Columbia University for admission, program of study, steps towards the degree (e.g. advisement, certification examination, foreign languages), and completion of the degree.

The Degree of Doctor of Education (Ed.D.) emphasizes broad preparation for advanced professional responsibilities through a program based upon extensive study in a specialized branch of the field of education or in an area of instruction. The program requirements for the Ed.D. are administered by the Committee on the Degree of Doctor of Education at Teachers College, Columbia University.

The doctoral programs in the Teaching of Social Studies are designed to prepare students in the following fields:

1.) College/university teaching (ordinarily at institutions in which there is a major commitment to teacher education, and where instructors are expected to supervise teacher preparation programs and/or offer courses both in social studies methods and subject matter)

2.) educational scholarship

3.) educational policy-making

4.) curriculum development
**Social Studies Faculty**

**Margaret Smith Crocco**, *Professor of Social Studies and Education and Program Coordinator, Social Studies*

Scholarly Interests: Diversity issues in social studies education, especially gender. History of citizenship education. Teacher education.

**William Gaudelli**, *Associate Professor of Social Studies and Education*


**Anand Reddy Marri**, *Assistant Professor of Social Studies and Education*


**Jennifer Cutsforth**, *Instructor and Director of Student Teaching, Social Studies*


**Ellen Livingston**, *Instructor, Social Studies*


**Jay Shuttleworth**, *Instructor, Social Studies*


**Adjunct Faculty**

**Sheila Dauer**, Women of the World

**Diana Hess**, Teaching Controversial Issues

**Ronald Knapp**, East Asia History and Geography

**Michael P. Marino**, Teaching Global History, European History

**Jean Marc Oppenheim**, World History and Geography

**Barbara Tischler**, US Constitution, US History, Music, Film, and teaching history
BRIEF STATEMENT OF DEGREE SEQUENCE FOR DOCTORAL STUDENTS
(Adopted and promulgated in January 2009 for all doctoral students
who were enrolled in the Program in Social Studies at that time)

SUMMARY OF THE STEPS REQUIRED TO EARN A DOCTORAL
DEGREE IN SOCIAL STUDIES EDUCATION AT TEACHERS COLLEGE,
COLUMBIA UNIVERSITY

1. ADMISSION.
Seek admission through the Teachers College Admission Office to a program of study
leading toward certification for the Ed.D. or Ph.D. degree.

2. ACADEMIC ADVISOR.
Upon admission you will be assigned an advisor with whom it is deemed you share
research interests. In the first few semesters of your program, should the need to change
advisor arise, you must confirm the change by securing written approval from your new
academic advisor. See note below on advisor – sponsor relationship.

3. TRANSFER CREDITS.
Request your credits be prepared for transfer with an Advanced Standing Review (ASR)
at the office of Admission. Meet with your advisor to go over academic transcripts. You
will receive a print out of your confirmed transfer credits in the mail. The Program in
Social Studies typically accepts a maximum transfer of 30 credits.

4. ENROLL FOR FOUR SEMESTERS OF THE DOCTORAL SEMINAR.
During the student’s first four semesters (fall/spring) at TC, the student is continuously
enrolled in doctoral seminar. The A&HW 5503 paper is developed, completed, and
presented as part of the doctoral seminar. In the fourth and final semester, the student
completes and defends his or her 5503 paper.

AT AROUND 60 POINTS -- COMPLETE THE FOLLOWING WITH ADVISOR
(Steps 5,6,7):

5. PROGRAM PLAN.
Prepare a Program Plan of the required 75 or 90 points including the credits transferred as
a result of the ASR above. Obtain major adviser’s written approval. (Plan must be
submitted to Office of Doctoral Studies as early as possible, not later than the session in
which you complete 60 points, including transfer credits).

6. STATEMENT OF TOTAL PROGRAM.
Prepare a statement giving your plans for meeting total program objectives. Have adviser
indicate approval by signing it, and file it in the Office of Doctoral Studies.

7. BEGIN PREPARATION FOR WRITTEN EXAM.
Students begin to study—ideally with a study group of other doctoral students—for their certification exam. They should meet with their advisor to clarify what this exam will involve.

**BETWEEN 60 AND 70 POINTS – STUDENTS MUST BEGIN CERTIFICATION PROCESS.**

8. **COMPLETE THE A.M. DOCTORAL EXAM AND P.M. EXAM/PILOT STUDY.**
   Note that the Ed.D. degree requires that 20 points in TC courses are completed after certification has begun.

9. **DISSERTATION PROPOSAL HEARING, IRB SUBMISSION, AND APPROVAL.**
   Student signs up for the dissertation seminar in order to present the dissertation proposal. After the proposal hearing, student completes recommended revisions to proposal, completes the IRB submission process, and then student and sponsor complete the Dissertation hearing report form. The revised proposal, IRB letter of approval, and hearing report form are submitted to the Social Studies office, where the process of getting Department Chair approval and submitting to the Office of Doctoral Studies will be completed.

10. **CONTINUOUS REGISTRATION REQUIREMENT/ADVANCED SEMINAR**
   Once proposal is approved, students must register for 3 pts every following fall and spring semester. Nearing the completion of the dissertation, Ph.D. students must arrange with the advisor for the Advanced Seminar.

**SEMESTER BEFORE DISSERTATION DEFENSE**

11. **REVIEW COURSES LISTED IN PROGRAM PLAN, AND, IF NEEDED, SUBMIT CHANGE IN PROGRAM PLAN.**

12. **DEPARTMENT DISSERTATION CONFERENCE.**
   Meet with faculty sponsor to confirm completion of steps 1-10 and review transcripts for missing, WD or IN grades.

13. **DEPARTMENTAL RECOMMENDATION FOR CERTIFICATION.**
   Positive recommendation by your Department, after review of: completed grades, program plan, written exam, proposal defense, IRB, etc.

**FINAL SEMESTER**

First week of Final Semester:

14. **SUBMIT DRAFT OF DISSERTATION TO SPONSOR WITH INTENTION TO DEFEND FORM.**
Note: When you submit an intention to defend, you must be certified, have a complete statement of total program, and have an approved copy of the advanced proposal on file in ODS.

15. **ARRANGE FOR DEFENSE COMMITTEE, TIME AND PLACE.**
   Contact dissertation committee to get several times/days for defense. Submit the completed dissertation at least three weeks prior to defense.

16. **FINAL ORAL DEFENSE OF THE DISSERTATION.**
   Student sees advisor beforehand for final review or the protocol for the defense.

17. **DEPOSIT OF THE DISSERTATION AND ABSTRACT.**
   Student gives TC a copy, as specified by the TC regulations, and a bound copy to the advisor.

**NOTE ON ADVISOR-SPONSOR RELATIONSHIP**
An academic advisor is assigned to you when you enter the doctoral program. You choose your dissertation sponsor (who need not be your advisor) in consultation with the social studies faculty. Generally, the sponsor is a professor in the social studies program. A sponsor’s primary responsibility is to guide you through the successful completion of the dissertation. It is expected that after you have completed the afternoon exam/pilot study, you will formally invite a professor to sponsor your dissertation along with another professor to serve on the dissertation committee. This faculty member need not be in the program. Once the sponsor is secured, s/he becomes your academic advisor overseeing the final requirements of the degree.

**NOTE ON ENROLLMENT:**
All students must maintain continuous enrollment by registering every fall and spring semester. This means registering for: a) Coursework for at least 1 point, and /or B) IND 6000 (no advisement, no certification, no proposals, etc). Be aware that scholarship and housing agreements typically require full time enrollment.

**NOTE ON RESPONSIBILITY:**
All doctoral students must take responsibility for fulfilling all obligations above. They should seek guidance from an advisor, but, ultimately, responsibility for each step rests with doctoral students who need to be pro-active and independent in dealing with these requirements.
Statement on “Satisfactory Progress” for all Doctoral Students in the Program in Social Studies

Each student will turn in an annual review form, the Doctoral Student Status Report, at the end of the academic year (defined as the end of spring term) specifying what progress s/he has made during the preceding year. This form will be the means by which a student’s “satisfactory progress” is monitored.

The form will be turned in by May 20th each year to the academic secretary. The form will be reviewed only by the secretary and by the social studies professors.

In cases where a student is making satisfactory progress, the advisor will arrange a meeting to discuss the student’s academic plans. If a student is not making satisfactory progress, then the advisor will also schedule a meeting to discuss the problems. Faculty may decide, however, that the lack of academic progress should result in termination of the student’s enrollment in the Program in Social Studies.

The specific benchmarks satisfying the need for “satisfactory progress” in the Program in Social Studies are as follows:

1. All students must complete to the professors’ satisfaction the 5503 paper by the end of the 3rd academic year in which a student has been enrolled in the Program. For example, for a student enrolled in the fall of 2007, the 5503 paper must be completed and accepted by the end of spring semester 2010.

2. After acceptance of the 5503 paper, a student must sit for the certification exam within one calendar year. Using the example above, the student must sit for the morning certification exam by end of spring semester 2011.

3. After sitting for the certification exam, then a student has one calendar year to complete the afternoon portion of the exam and defend the dissertation proposal.

You will find a copy of the Doctoral Student Status Report in section V of this handbook.
SECTION II: Requirements for the Degree of Doctor of Philosophy

At a Glance Checklist

_____ Admission and Transfer Credits
_____ Coursework (minimum of 75 points)
_____ Program Plan
_____ Statement of Total Program
_____ Foreign Language Requirement
_____ Certification Exam
_____ Certification Research Paper
_____ Award of M.Phil. degree (doctoral student becomes a certified doctoral candidate)
_____ Dissertation proposal and approval
  • Dissertation seminar (A&HW 7503)
  • IRB Letter
_____ Continuous Dissertation Advisement (A&HW 8903)
_____ Advanced Seminar
_____ Final Oral Defense
_____ Final Deposit
_____ Granting of the Ph.D. degree
Administration of the Ph.D. Degree in Teachers College, Columbia University
Within Teachers College, Columbia University, the Coordinating Committee on the Ph.D.
Degree (which consists of the Teachers College, Columbia University members of the standing
Subcommittee on the Ph.D. in Education) administers the Ph.D. programs through the Office of
Doctoral Studies.

Area Committees
The Area Committee approves the program of study, the statement of total program, the
dissertation, and recommends the candidate for the award of the M.Phil. degree. It also arranges
an Area Seminar and/or Advanced Seminar, and authorizes the candidate to proceed to the Final
Defense of the Dissertation. Each candidate, therefore, has very important relationships with the
Area Committee as well as with the program and the major advisor.

There are four Area Committees (A-D). Social Studies Ph.D. candidates are assigned to the Area
D Committee (the subject matter, methods, and organization of the curriculum).

Responsibilities of Doctoral Candidates
Each doctoral candidate is expected to be fully informed about degree requirements. Important
information is given in the college catalogue, the bulletin “Requirements for the Degree of
Doctor of Philosophy,” and the department’s advisory statements on degree requirements. The
candidate is also expected to read the bulletin boards of the Office of Doctoral Studies and to
confer with an advisor when needed. The Office of Doctoral Studies staff is willing to assist in
providing general information. Each candidate is responsible for informing the program, the
Office of Doctoral Studies and the Registrar of all changes in current and “permanent” addresses.

Period of Eligibility for the Ph.D.
Candidates admitted to a Ph.D. degree program must complete all degree requirements in no
more than seven years. Candidates with an applicable Master’s degree or 30 points of advanced
standing prior to doctoral admission are to complete requirements within six years. The period
of eligibility is set by the Office of Doctoral Studies according to the rules of the Graduate
School of Arts and Sciences, Columbia University.

Admission and Transfer Credits
Admission to the Ph.D. program in the Teaching of Social Studies requires a strong academic
background and at least two years of satisfactory full-time, salaried experience in the teaching of
social studies at any level of school or college. An M.A. in history, an appropriate social science
or interdisciplinary field, or social studies education, is usually preferred. A candidate who is
already pursuing a Master’s degree at Teachers College, Columbia University should receive
encouragement from a Ph.D. advisor before making a formal application for advanced study.

A prospective applicant should obtain an application from the Teachers College, Columbia
University Office of Admission. The applicant must satisfy Teachers College, Columbia
University requirements, general University requirements, and those of the department in which
study is to be undertaken. The applicant must observe the deadline dates for filing of the
application.
A maximum of 30 points of graduate coursework from an accredited graduate school may be applied toward the total point requirement for the degree. Prior to filling out the Allocation of Graduate Credits from the Teachers College, Columbia University Admissions Office, a student should discuss previous coursework with an advisor. If an applicant did not submit official transcripts from other schools in the admissions packet, then he or she must send official transcripts to Teachers College, Columbia University prior to submission of the form. Credits are then brought up from Admissions to advisors for approval. Upon approval, Admissions will send a copy to the student and the Office of Doctoral Studies. Students should double-check with the Office of Doctoral Studies to make sure that they have the appropriate information on transfer credits.

**Course Requirements**

A minimum of 75 points beyond the B.A. degree is required, of which at least 45 points must be completed under Teachers College, Columbia University registration. Students entering with an M.A. in a field related to social studies can have up to 30 points of relevant coursework transferred from an accredited institution and counted towards the 75 points total for the degree.

**I. Required Courses in the Major Field: Social Studies (15 points minimum)**

* A&HW 5030 Diversity and the Social Studies Curriculum
* A&HW 5031 Teacher Education in the Social Studies
* A&HW 6500 The History of Social Studies
* A&HW 6530 Curriculum Development, Research, and Supervision
* A&HW 5530 The History of American Social Thought

Electives:
* A&HW 5037 Advanced Methods of Social Studies
* A&HH 4070 The History of Education in the United States

Note: Students must take the following courses during their first two years in the program, whether they are attending full-time or part-time: Teacher Education in the Social Studies, History of Social Studies, Curriculum Development, Research and Supervision, and the History of American Social Thought.

**II. Required Research Courses, Seminars, and Independent Study (23 points minimum)**

**A. Basic Research Courses (12 points)**

Students are expected to acquire proficiency in a variety of research methods (e.g., historical, observational, statistical, survey, evaluation). It is recommended that students begin with basic research courses – a broad array is offered in all departments of Teachers College, Columbia University (consult the Teachers College, Columbia University “Bulletin” and “Schedule of Classes”) – so as to attain familiarity with a range of research methods, and thereby give students the ability to choose suitable methods for their dissertation work. These research courses should be carefully selected in consultation with an advisor.

**Recommended Research Courses at an introductory level:**

HUD 4120 Methods of Empirical Research – An introduction to basic concepts and issues in measurement. Descriptive statistics, scales of measurement, norms, reliability, validity. Advantages and limitations of measurement techniques are discussed and illustrated.
**ORL 5521** Introduction to research methods in education – This course meets a Departmental requirement for an introductory course on understanding research across a wide spectrum of educational settings. Basic concepts of research methods and theories of research and evaluation. Methods discussed will include both qualitative and quantitative approaches to research, such as surveys, case studies, ethnography, participant observations, interviews, and oral histories.

*Additional research courses include:*

- *A&HE 5149* Writing Research: Methods and Assumptions
- *A&HE 6151* Narrative Research and English Education
- *A&HH 6041* Historical Method
- *C&T 5000* Theory and Inquiry: Curriculum and Teaching
- *C&T 5502* Qualitative Research Methods: Classrooms and Teaching
- *ITSF 4092* Research and Evaluation International Education
- *ITSF 5000* Methods of Inquiry: Ethnography and Participant Observation
- *ORL 6500* Qualitative Research Methods Design and Data Collection
- *ORL 6501* Qualitative Research Methods and Organizations
- *HUDM 4122* Probability and Statistical Inference
- *HUDM 5122* Applied Regression Analysis
- *HUDM 5123* Linear Models and Experimental Design

**B. Required Research Paper for Doctoral Candidacy in Social Studies (1 point)**

During the third semester of A&HW 6503 (Doctoral Seminar in Social Studies), each student will begin writing a research paper that indicates his or her capacity for doctoral-level research. This requires registration for: A&HW 5503 (Research Paper in Social Studies) concurrent with the fourth semester of A&HW 6503, the Doctoral Seminar in Social Studies. The research paper will be defended by the student during the fourth semester of A&HW 6503 (see below).

The 5503 paper is a doctoral student’s first exercise working in the context of the social studies program in defining a problem and creating a research question to investigate this problem. Typically, the paper is about 20 pages long, excluding references. Quite often, the paper takes the form of an extended literature review, but one that is focused around a particular research question significant to the field and of interest to the student.

The topic of this paper should be one the student chooses, one potentially related to an idea the student has for a dissertation. The paper should be written as an argument that advances a well-grounded perspective on its subject. However, this is not to say that the paper should be written as a piece of advocacy. The tone should be scholarly, and the author should consider the possibility that other perspectives might be advanced on the subject. The author is responsible for showing why his/her perspective attends more accurately to the evidence.

The exercise serves as a gatekeeper to further work towards the degree and a predictor of ultimate success with the dissertation.

The paper should be organized in the following fashion:

1. Introduction
II. Problem statement mapping out a hypothesis or research question
III. Subject of study and data set/evidence clearly identified
IV. Methods used for data analysis by the student in investigating the research question
V. Findings as a result of students’ investigation of research question
VI. Significance of findings
VII. Conclusion and recommendations for further research in subject by student or others in the field
VIII. Works cited

Throughout the paper, APA style must be used.

Two readers will be assigned to each paper. The 5503 paper will be judged on a Pass/Fail basis. If the paper is not satisfactory the first time, then the student will have one opportunity to revise it for a passing grade. If this second attempt is not successful, students will be counseled to pursue the Ed.M. degree in lieu of continuing in the doctoral program.

C. Required Seminars in Social Studies (10 points)
All doctoral students in the Program in Social Studies are expected to enroll in A&HW 6503 (Doctoral Seminar in Social Studies) for four semesters (normally held on Thursday at 5:10 pm). If a student has not fulfilled the four-semester requirement or is away from the program for any two semesters, the student will need to re-enroll in the doctoral seminar for the full four semester sequence. Likewise, if a student fails one semester of the doctoral seminar, he or she will ordinarily not be allowed to continue in the doctoral program.

This seminar provides students with opportunities to survey and critique current issues in social studies research and guides students towards the identification of their own research interests and agendas.

Following doctoral certification and the granting of the M.Phil. degree, doctoral candidates are required to enroll in one semester of A&HW 7503 (Dissertation Seminar in Social Studies). The purpose of the dissertation seminar is to develop and refine specific topics for dissertation research and prepare a dissertation proposal. Students should enroll in the dissertation seminar beginning only in the semester in which they intend to present their dissertation proposal for departmental review. Doctoral candidates are required to be registered in the dissertation seminar at the time the proposal is presented.

NOTE: In accordance with Teachers College, Columbia University policy, students are obligated to enroll for continuous dissertation advisement (A&HW 8903) beginning with the semester following enrollment in the dissertation seminar (see “Continuous Dissertation Advisement” section below). For this reason, it is imperative that students enroll in the dissertation seminar only when they are eligible and ready to commence their dissertation project.

D. Independent and Individualized Social Studies Research (1 point)
After being admitted to doctoral candidacy, students (in consultation with their advisors) should embark on individualized social studies research work. They may wish to enroll for one of the following courses in order to support this work:
E. Historical Method (3 points)
All doctoral students in the Ph.D. program are required to take A&HH 6041 (Historical Method). This course focuses on the methods, principles, and problems of historical research and interpretation. It facilitates students in undertaking systematic inquiries on historical topics.

III. Broad Areas of Professional Scholarship outside the Major Field (15 points minimum)

All students must pursue work in broad and basic areas of professional scholarship outside of the Program in Social Studies in order to help inform and contextualize their more specialized work in social studies. The selection of non-major courses will depend on the student’s research interests and plans, as well as previous academic work in various areas of the education field. In consultation with advisors, students will select courses that contribute to their professional development by filling gaps in some areas and by securing greater depth in others (this may require additional study beyond the minimum point requirement). Each nonmajor course taken should be at a level more advanced than courses previously taken in the same field of study. Credit earned through DEPT CODE 6900 – Independent Study – or by Attendance Credit (“R” credit) may not be used to meet this requirement.

At least one course is required in each of the four major areas of educational scholarship described below:

A. The Nature of Education
   e.g., history of education; philosophy of education; sociology of education; anthropological, economic, or political foundations of education; comparative and international education

B. The Nature of Persons and the Learning Process
   e.g., developmental psychology; educational psychology; cognitive psychology; psychology of school subjects; special education and gifted education; Teaching of English to Speakers of Other Languages (TESOL)

C. Curriculum, Schooling, and Leadership in Education
   e.g., curriculum theory and development; instructional processes and resources; multicultural education; diversity in education; urban education; technology in education; organization and administration of education; educational policy

D. Methods of Evaluation and Research
   Additional courses to assist completion of the proposal and the dissertation

IV. Content Courses in the Major Field (21 points minimum)
Soon after beginning the program, students must select an area of content specialization. Students select American History or Modern History or another area of history or social studies content (geography, political science, sociology, economics) specially approved by the student’s advisor.

Because of the vast number of courses in history and the social sciences that are relevant to the social studies field, available both at Teachers College, Columbia University and at Columbia, careful planning and selection are especially important. Students should select all courses in consultation with their advisors. Emphasis should be given to developing a broad, synthetic understanding (rather than narrow specialization) in the student’s specially approved major field. Students are encouraged to take courses in the relevant discipline at Columbia University in order to fulfill this requirement.

*NOTE: Anyone working at the Doctoral level who may not be taking regular courses must be enrolled in IND 6000. This course is for 0 credits, but involves paying the College fee. Students not enrolled in any given semester in either IND 6000 or in a course will not be eligible for advisement or thesis work with a faculty member.*

**V. Breadth Requirement**

The breadth requirement is met by courses taken at Teachers College, Columbia University outside the A&HW course designation. Students must take three courses outside the A&HW course prefix FOR A MINIMUM OF TWO POINTS EACH.

**VI. Other Requirements**

Students enrolled in the Ph.D. program in the Teaching of Social Studies must pass two foreign language examinations given by Columbia University. A sequence of statistics courses can be substituted for one of these exams.

**Limitations**

Some courses may be repeated a limited number of times. See the list of courses offered in the Program in Social Studies below, with the maximum number of times a student may repeat the course.

A&HW 5203 Fieldwork-Tchg of Soc Studies - 4  
A&HW 5223 Fldwrk: Oral History Tchg Tool - 4  
A&HW 5232 Fldwrk Soc Stud Teacher Educ - 4  
A&HW 5430 Intrn:Teachng of Hist/Soc Stud - 4  
A&HW 5503 Rsch Paper: Social Studies - 4  
A&HW 5931 Guided Investigtns-Tchg ScI Std - 4  
A&HW 6203 Adv Fieldwork-Social Studies - 4  
A&HW 6403 Internship-Social Studies - 4  
A&HW 6503 Doctoral Sem-Social Studies - 4  
A&HW 6903 Rsch & Indp Study-Socl Studies - 4  
A&HW 6935 Stds:Hist/Tchng Hist & Soc St - 4
Program Plan
After the completion of 45 points of graduate study, the candidate, in consultation with the advisor, must file a “Program Plan of Study” in the Office of Doctoral Studies. The program details the projected course of study to satisfy the general requirements for the Ph.D. degree, as well as those of the Program in Social Studies. Each plan requires the signature of the candidate, the advisor, and approval by the appropriate Area Committee.

NOTE (Attendance Credit – “R” Credit): Credit earned through DEPT CODE 6900 – Independent Study – or by Attendance Credit (“R” credit) may not be used to meet the “foundations” requirement. Statistics courses used in satisfying a foreign language requirement may not be taken for Attendance Credit. In addition, no more than 9 points in Attendance/“R” Credit can be applied to the minimum point requirement for the Ph.D. degree, and such points must be applied in elective coursework areas only (but NOT as part of the “foundations” requirement).

TIPS:
- Include only transfer credits approved by Teachers College, Columbia University
- Discuss your course taking plan with your advisor
- Ensure that the Program Plan is filled out correctly, so get assistance from your advisor or a fellow student who already has an approved plan
- Make sure you know which courses fit in which columns
- Ensure plan totals AT LEAST 75 credits
- Ensure plan includes all required program classes
- A&HW 7503 (Dissertation Seminar) must appear on the program plan
- DO NOT include IND 6000 (Doctoral Candidate) or A&HW 8903 (Dissertation Advisement) courses
- Signatures from your advisor and from you must appear on the program plan

What happens after you submit the program plan:
1. The Office of Doctoral Studies will review your Program Plan and check it against the general college Ph.D. requirements as well as your Departmental requirements. If revisions are needed, the Office will contact you directly. If your Program Plan is deemed satisfactory, it will be forwarded to your Area Committee for its review and approval. A copy of the approved Ph.D. Program Plan will be mailed to you and to your advisor.
2. If changes need to be made (Examples: adding/dropping a course, or changing number of points) on your course program plan after it has been submitted and approved by the Area Committee, you need to submit a form called Change of Course Program Plan available in the Office of Doctoral Studies to reflect the changes you wish to make. This form should be
signed by your advisor, and submitted to the Office of Doctoral Studies for review. A copy of the revised Program Plan will be mailed to you and to your advisor after the changes have been approved by the Office.

**Statement of Total Program**
The Statement of Total Program is a thematic, narrative essay highlighting the development of the student’s thinking as well as intellectual engagement with one’s professional community at Teachers College, Columbia University. As the doctoral program entails more than simply taking courses and completing a dissertation, it can be pursued effectively only when substantial provision is made for the fulfillment of the following aims:

1. To work closely with a large number of Teachers College, Columbia University and Columbia faculty members and to get to know them well and be known well by them.
2. To establish close personal and professional relationships with other students at Teachers College, Columbia University.
3. To make extensive use of the College’s resources such as the Library and Computer Center.
4. To attend and/or participate in special meetings and programs which are available to students at the College.
5. To participate in special seminars and meetings planned by, or for, full-time students.
6. To work closely with a dissertation advisor and/or committee in connection with dissertation plans and development.

Each student, in consultation with an advisor, is required to develop a plan for meeting these objectives, and to prepare a two-three page written statement of this plan, which is to be approved by the advisor and submitted to the Office of Doctoral Studies along with the Program Plan.

**Foreign Language Requirement**
In accordance with Columbia University regulations, each Ph.D. student at Teachers College, Columbia University must satisfy language requirements equivalent to those of the department in the Graduate School of Arts and Sciences with which his or her work is most closely identified. For most Ph.D. students in the Program in Social Studies, the cognate department at Columbia is the Department of History, but other departments such as political science might also be considered. Thus, students are required to demonstrate proficiency in two foreign languages. Proficiency is assessed in written translation examinations administered on a semi-annual basis, or by special arrangement, with the foreign languages faculty at Columbia. Students may check with the Office of Doctoral Studies to see if a grade of B or above in a 5000-level foreign language class will count in lieu of an examination.

Students majoring in American History normally choose two from among: French, German, Dutch, Italian, Portuguese, Russian, or Spanish. Another language relevant to the student’s research area (e.g., Hebrew) may be substituted following formal petition and approval from the Office of Doctoral Studies.
Students majoring in Modern History are normally required to take French and German. They may substitute another language only when appropriate and relevant to the student’s particular research area, and only following approval by the Office of Doctoral Studies.

*NOTE: A two-semester statistics course sequence may be substituted for one language.
Acceptable statistics courses in the Department of Human Development (HUDM) are: HUDM 4122 (Probability and Statistical Inference); HUDM 5122 (Applied Regression Analysis); HUDM 5123 (Linear Models and Experimental Design). A passing grade must be received from both courses. R credit is not acceptable. Competency tests are available from the Statistics faculty of the Department of Human Development, Programs in Measurement, Evaluation and Statistics by which students may demonstrate their proficiency at the HUDM 4122, HUDM 5122, and HUDM 5123 levels. A report of satisfactory achievement is to be submitted to the Office of Doctoral Studies by the faculty in Statistics.

The foreign language requirement is normally satisfied at around the same time the student completes the certification examination in the program.

**Certification Exam and Paper**
This exam should be taken after completing 60 semester hours of approved coursework. Students must apply with the Office of Doctoral Studies to take the certification examination. In the Social Studies Program, the certification examination process has two parts:

**Examination, Part I: Morning** is a three-hour essay examination (administered by the Office of Doctoral Studies in the fall and the spring, as listed in the academic calendar) on social studies issues and scholarship. There are typically two questions on the morning examination. The examination should demonstrate the student’s mastery of relevant scholarly literature as well as indicate readiness to proceed to formulating a dissertation proposal. Preparation for the exam entails reviewing a specified “Reading List for the Certification Examination in Social Studies”, available from the program coordinator (also see the “Forms” section of this handbook). **Be sure to check the deadlines for certification exam registration; applications are available in the Office of Doctoral Studies.**

If students fail the certification exam given in the morning, he or she has one chance to re-take it.

**Examination, Part II: Research Paper (in lieu of afternoon exam)** is a paper on the student’s area of emphasis for the dissertation. The paper is prepared in two stages:

**Stage One: Preparation of Questions**
Students are required to develop three questions related to their special area of interest. This procedure requires that students prepare a succinct and clearly written statement detailing an idea for research. This statement, thereafter, becomes the basis around which questions will be framed. In developing questions, students will be expected to draw on insights derived from prior coursework in their major, and, where relevant, in their area of emphasis (i.e., American History or Modern History, etc.).

Preparation of the questions must be undertaken with advisement. Once the questions are prepared and approved by the doctoral advisor, they are formally submitted to the Social
Studies faculty. Students will be notified of the acceptability of their questions. If revisions are required, students will be given a date for re-submission.

**Stage Two: Question Response**

Once the questions have been approved, the student will develop one of these questions in full. This question is expected to serve a pilot study for the dissertation. The response should be no longer than 25-30 pages of text, and it should include a full bibliography. Responses should be delivered in triplicate to the Program in Social Studies office by the deadline arranged by the student and his/her advisor.

In reviewing the certification examination and paper, student competencies will be evaluated in such areas as:

- Evidence of familiarity with the full range of literature pertaining to the chosen subject and an ability to analyze from complex bodies of knowledge those insights crucial to the support and development of a personal idea, position, or theory.
- Evidence of careful scholarly work in carrying ideas forward, in using appropriate methodological procedures, in the application of statistics when necessary, and in drawing conclusions from appropriate evidence.
- Evidence of the ability to integrate personal insights within the context of developing ideas, positions, or theories.
- Evidence of well-grounded and carefully thought—through pedagogical implications that derive logically from the central position developed.
- Evidence of the ability to write carefully, succinctly and clearly in such a way that complex ideas are made accessible to an interested reader.

Students will be notified of the acceptability of their work. If revisions are required, a date will be set for re-submission. Students have two opportunities to complete the paper successfully. Once the paper is accepted, formal acknowledgement of successful completion of all certification requirements will be forwarded to the candidate by the Office of Doctoral Studies. Check with the Office of Doctoral Studies to see if a Certification Exam Results Form is required.

**NOTE:** Passing the certification exam portion of the certification process **DOES NOT** certify you as a doctoral candidate, which occurs only when you receive your M.Phil. Degree.

**Award of the Master of Philosophy (M.Phil.) Degree**

When a Ph.D. student is awarded the M.Phil. degree, he or she becomes a certified doctoral candidate.

Following admission to a program of study leading to certification for the Ph.D. degree, the candidate must satisfactorily complete the following requirements:

- Register for courses through Teachers College, Columbia University within one year of admission, and maintain continuous registration *(Course Requirements explained above)*
- File the following in the Office of Doctoral Studies:
1. An approved Program Plan of Study *(explained above)*
2. An approved Statement of Total Program *(explained above)*
3. Complete not less than six courses with evaluative grades, under Teachers College, Columbia University registration
4. Pass the Certification Examination and complete all program certification requirements *(explained above)*
5. Pass the foreign language requirement *(explained above)*
6. Satisfactorily complete a minimum of 75 points of graduate credit, as indicated on the Program Plan of Study
7. A Departmental Recommendation for Award of M.Phil. form

- Upon satisfactory completion of the above requirements, the Program may recommend to the Area Committee:
  1. That the candidate be recommended to the Graduate School of Arts and Sciences for award of the M.Phil. degree (i.e., all requirements less the dissertation have been fulfilled, and the department wishes the candidate to complete remaining Ph.D. requirements under Teachers College, Columbia University faculty supervision).
  2. That the candidate be recommended to the Graduate School of Arts and Sciences for award of the M.Phil. degree, but the completion of the dissertation be done through the extra muros route. (please check with the program and the Office of Doctoral Studies for more information on the extra muros route).
  3. That the candidate not be recommended for the M.Phil. degree, and that candidacy be terminated.

- Contact the Office of Doctoral Studies requesting a filing of the M.Phil. application with GSAS. Notification of recommendation for the award of the M.Phil. degree is sent to the candidate by the Dean’s Office of the Graduate School of Arts and Sciences at Columbia University.

**Transfer credit evaluations**

Students may transfer up to 30 credits of graduate-level work toward their Ph.D. Fill out a form called Allocation of Transfer Credits in consultation with the advisor. Forms are available at the Office of Doctoral Studies.

**Statement on satisfactory progress**

Students are expected to make satisfactory progress toward the completion of degree requirements. Program faculty will annually review each student’s progress. Where there are concerns about satisfactory progress, students will be informed by the program faculty. If a student is performing below expectations he/she may be required to complete additional course work. The program will provide a plan and timeline for remediation so students know the expectation for them to continue in the program. If satisfactory progress is not maintained a student may be dismissed from the program.

**Dissertation Sponsor and Committee**
NOTE: It is important to start considering your committee early in your tenure as a doctoral student. You may want to discuss this with the Office of Doctoral Studies to make certain all requirements are met.

Use the following website to determine which professors are approved as Ph.D. sponsors and are members of the GSAS of Columbia University: http://www.columbia.edu/cu/gsas/lists/sponsors.html. To be sure, check with the Office of Doctoral Studies.

- **Stage One: Dissertation Proposal Committee** → two members
  - Dissertation Sponsor - a TC faculty member who is named on the list of Ph.D. sponsors and is a member of the GSAS of Columbia University, usually a member of the student’s program
  - Dissertation Committee Member - a faculty member who is familiar with the student’s work and/or field of research, usually a member of the student’s program (must hold the rank of Professor, Associate Professor, or Assistant Professor in a faculty or school of CU); there is leeway for whether or not this person is a member of GSAS

- **Stage Two: Advanced Seminar Committee** → three members
  - Dissertation Sponsor
  - Dissertation Committee Member
  - Chairperson of the Advanced Seminar – a **tenured** TC faculty member; the candidate and his/her Dissertation Sponsor should recommend someone to serve in this capacity.
  - **IMPORTANT NOTE:** At this stage, two of the three Teachers College, Columbia University faculty members must be on the list of Ph.D. sponsors.

- **Stage Three: The Final Oral Defense Committee** → five members
  - Dissertation Sponsor
  - Dissertation Committee Member
  - Chair of the Defense Committee (same as Chairperson of Advanced Seminar)
  - Examiner #1 – a member of the GSAS faculty from outside the student’s program
  - Examiner #2 – a member of the GSAS faculty from outside TC (i.e., Columbia, Barnard, etc.)

**Dissertation Proposal and Approval**

The research-oriented dissertation is the only type dissertation allowed within the Ph.D. program. In planning and completing a dissertation, a candidate receives intensive training in research methods appropriate to a discipline and demonstrates competence in their use. A dissertation usually has five chapters: (1) research question/problem; (2) literature review; (3) methodology; (4) data; (5) conclusions and significance of findings. A candidate may choose from a wide range of possible dissertation topics involving an aspect of the teaching of social studies, curriculum change and evaluation, teacher education, assessment of student learning, the form and content of curriculum materials, scholarly or social influences on the curriculum, the role of significant individuals and groups in determining aims and policies, and so forth. The dissertation topic should make an original contribution to the area of research. It should also be able to be completed with the resources available. Finally, appropriate faculty should be available at Teachers College, Columbia University and Columbia University to help guide the student’s research. Early on in a student’s Ph.D. program, he or she should identify a professor
from Columbia University who may be of assistance in crafting the dissertation research. It is important for students to take courses with that professor and develop a relationship with the professor so that he or she would be willing to serve on the dissertation committee.

Students are required to prepare a dissertation proposal that (1) outlines the problem to be considered, (2) identifies the major research questions to be addressed, (3) succinctly reviews the relevant scholarly literature on the topic, and (4) specifies theoretical frameworks and research methodologies that will shape the dissertation work. As a part of preparation in research, every candidate is required to participate in a dissertation research seminar (A&HW 7503), which has as its purpose the development and approval of plans for doctoral dissertations. Guidelines to writing the dissertation proposal are provided in the dissertation seminar, as well as in consultation with the dissertation sponsor. Please also see the proposal guidelines in the “Forms” section of this handbook.

Candidates who plan to use statistics as a methodology are required to demonstrate competence in statistics by passing one or more of the following courses: HUDM 4122 (Probability and Statistical Inference); HUDM 5122 (Applied Regression Analysis); HUDM 5123 (Linear Models and Experimental Design). Other students are encouraged to take statistics. Candidates can also demonstrate competence in statistics by passing the statistics competency examination administered by the statistics faculty in the Department of Human Development.

The candidate’s dissertation proposal must be approved by his or her dissertation committee in a Dissertation Proposal Committee hearing. The dissertation committee may approve the proposal as is or suggest revisions. After the student’s dissertation proposal and plan for its development are approved, the Report of a Departmental Dissertation Conference form must be completed by the student and signed by the committee, the advisor, and the Department Chairperson. The completed Report and a copy of the dissertation proposal must be turned in to the Office of Doctoral Studies. A letter indicating IRB approval (explained below) must also be submitted to the Office of Doctoral Studies.

**Institutional Review Board (I.R.B.)**

Students conducting research with human subjects must complete an Institutional Review Board application at Teachers College, Columbia University and at the place of their research and have it approved before commencing their research activities. The IRB serves as a monitor of special problems that may arise in the context of quantitative or qualitative research projects.

The Office of Sponsored Programs (OSP) has information on the IRB. The Teachers College, Columbia University website has the instructions and procedures for the IRB application (http://www.tc.edu/irb). IRB approval for the dissertation research in Teachers College, Columbia University is obtained after the candidate has successfully defended the proposal. The Office of Sponsored Programs is located in 422K Thompson Hall.

**Continuous Registration and Dissertation Advisement**

After enrollment in the dissertation seminar, students are required to register continuously in doctoral dissertation advisement, namely A&HW 8903 (Dissertation Advisement: Teaching of Social Studies). This registration is required every autumn and spring term, whether or not in attendance, until the final defense of the dissertation. Students must register for A&HW 8903 in
the summer when special permission to schedule a Final Defense has been granted. Continuous registration is required up through and including the term in which the dissertation is given final approval. The obligation for continuous registration ends after the dissertation has received final approval by the Office of Doctoral Studies. Students have until one month into the term after the date of the oral examination to deposit the final copies of the dissertation in the Office of Doctoral Studies without registration. Anyone depositing after this date resumes obligation for continuous registration until the final deposit is made.

Exemptions from Continuous Dissertation Advisement:

A candidate shall be exempt from continuous dissertation advisement registration only for the following reasons:

A. When enrolled in Teachers College, Columbia University for a program of courses in the autumn or in the spring term. Check with the Office of Doctoral Studies regarding the minimum point requirement.
B. When enrolled in an internship course which is full time and required of all candidates in the department’s approved program.
C. When a Leave of Absence has been approved on the basis of a compelling reason, such as sustained illness, maternity leave, or military service.
D. When granted a Ph.D. Exemption from Dissertation Advisement. Examples of acceptable reasons are: research, special study, or experience elsewhere; work on the dissertation not requiring use of College/University facilities or resources. An exemption may be granted for not more than two terms during the period of obligation.
E. When granted a Ph.D. Waiver from Dissertation Advisement on the basis of special circumstances. Such circumstances include inability of the department to provide advisement due to the illness or sustained absence of key faculty members. During the periods of waiver, the candidate must enroll as a “Doctoral Candidate” (IND 6000), paying the current Teachers College, Columbia University fee as to maintain the College/University’s continuous registration requirement.

Students who have been granted a leave of absence, exemption, or waiver must understand that they yield their right to seek or expect advisement from the Faculty. Students should register for IND 6000-Doctoral Candidate and file a Certificate of Equivalency form for review during each term of non-registration for continuous dissertation advisement in the Office of the Registrar.

The Advanced Seminar

The candidate, toward the end of the dissertation research, presents his or her research at an Advanced Seminar, typically held in conjunction with the doctoral seminar. The stage at which an Advanced Seminar is appropriate varies with the nature of the research problem. If the research method is quantitative or qualitative, the candidate should have obtained and analyzed the data which are presented in tabular form so that conclusions relevant to the hypotheses may be drawn. If the method is historical or philosophical, an Advanced Seminar might be appropriate when the dissertation sponsor has approved a draft of the dissertation. The candidate prepares an outline or draft of the dissertation for use by the Advanced Seminar, and submits a copy to each faculty member who will attend, about four weeks before the seminar is held.
Applications to hold an Advanced Seminar are secured by the candidate from the Office of Doctoral Studies. The applicant is to indicate on the form the exact date and two-hour period on which each member of the dissertation committee has agreed to be present. The completed application is to be given by the candidate to the Area Chairperson not less than three weeks before the proposed date of the Advanced Seminar. The Area Chairperson will appoint a chairperson of the Advanced Seminar, although the student and his or her advisor should recommend a tenured faculty member to serve as chairperson. Be sure to double-check on these procedures with the Office of Doctoral Studies.

The purpose of the Advanced Seminar is to assist the candidate in the successful completion of the dissertation. Members of the Seminar judge the quality and scope of the work completed and make recommendations, if needed, for changes. The Chairperson of the Seminar transmits a report of the Seminar and a copy of the dissertation draft to the Area Chairperson who files these documents in the Office of Doctoral Studies.

**Completion of the Dissertation and Preparation of the Manuscript**
Following approval by the members of the Advanced Seminar to proceed with completion of the dissertation, the candidate completes the research under the guidance of the dissertation committee, taking into consideration all suggestions offered at the Advanced Seminar.

In most instances, the dissertation is formatted in final form after receiving the approval of the chairperson or sponsor. In other instances, with approval of the chairperson or sponsor, the candidate may submit clear drafts of the dissertation for use at the Final Oral Defense so as to facilitate revisions. After the Final Oral Defense, the corrected final copy of the manuscript is then prepared.

When preparing the draft and/or the final corrected copies of the dissertation, the candidate is to use the manual, “Preparation of Ph.D. Doctoral Dissertations,” obtainable from the Office of Doctoral Studies. A minimum of six copies of the dissertation (one for each member of the Final Oral Defense Committee, plus an additional copy for the candidate) are to be prepared. All copies must be clean and free of pencil or ink corrections.

In addition, six copies of an Abstract of the dissertation – a summary in 350 words or less – are to be prepared. Further instruction on this requirement is detailed in the manual “Preparation of Ph.D. Doctoral Dissertations.”

Additional instructions for the preparation of the manuscript may be obtained from the dissertation sponsor and the Office of Doctoral Studies.

*NOTE: Dissertation copies to Columbia University have slight formatting differences. Consult the “General Instructions For the Preparation of Dissertations.” You will receive this material upon completion of a successful defense.*

**Preparations for the Final Oral Defense**
The final defense may be scheduled for any time during the regular academic year, and in rare instances during the summer, based upon extraordinary circumstances.
NOTE: When the candidate reaches this stage of the doctoral program, it is imperative that he or she double-check all deadlines.

Notification of Intention to Defend: Each candidate obtains from and returns to the Office of Doctoral Studies the “Notification of Intention to Defend the Dissertation” during the registration dates for the appropriate academic term. See the Academic Calendar for dates, and the Office of Doctoral Studies Instructions for the Ph.D. deadline.

Registration: All candidates are required to enroll in TI 8900-Dissertation Defense: Ph.D., for the term in which the oral defense is being held. Registrations are processed in the Registrar’s Office. The required special fee is listed in the catalog and Schedule of Classes.

Application to Schedule the Ph.D. Final Oral Defense: This form should be submitted to the Office of Doctoral Studies no later than four weeks prior to the date of the scheduled final oral examination. The candidate is responsible for arranging a day and hour at which all members of the Final Oral Defense Committee can attend. Each candidate who has faculty examiners who are not members of the Teachers College, Columbia University Faculty must consult with the Office of Doctoral Studies. When candidates are residing outside of the immediate geographical area, dissertation sponsors are often willing to make these arrangements. Whenever a member of the Final Oral Defense Committee is on leave from the University or is unable to serve as an examiner, the dissertation sponsor must consult with the Office of Doctoral Studies promptly so as to arrange for a suitable substitute. Early notification of the time of the examination is required by the Graduate School of Arts and Sciences.

The Office of Doctoral Studies, upon the candidate’s notification of the day and hour of the Final Defense and receipt of the names of examiners, will notify the Dean of the Graduate School of Arts and Sciences of the scheduled defense. The Office of Doctoral Studies will also select a room for the defense through Room Assignments.

Ph.D. Abstract Approval Form: This form is to be completed by the Dissertation Sponsor and filed in the Office of Doctoral Studies, along with one copy of the abstract. This should be attached to the Application.

Final Oral Defense
The Final Oral Defense on the dissertation is scheduled for a period of two hours and should be held at least 4 weeks before the end of the semester. At the outset, the candidate may be asked to make a brief presentation of the study. The examiners then ask questions to explore the candidate’s background in the field of research, to clarify methodological procedures, results, and implications for theory and application, or to recommend changes in the dissertation study. The examiners may vote the results as follows:

1. The dissertation is deemed acceptable, subject to minor revisions.
2. The dissertation is deemed acceptable, subject to major revisions.
3. The dissertation is deemed unacceptable, the candidate is not recommended for the degree; however, the candidate may elect the extra muros option.

After the candidate has received approval of all revisions of the dissertation as specified by the Final Oral Defense Committee, signatures of the Dissertation Sponsor and the Director of the
Office of Doctoral Studies are required on the GSAS dissertation approval card. At this time, the candidate also completes the Doctoral Studies Office’s record card of degree completion.

**Final Deposit**
Prior to depositing the dissertation, all students must make an appointment with the Office of Doctoral Studies to facilitate the deposit. The Office of Doctoral Studies will then explain the procedure for publishing the manuscript and making the final deposit. Be sure to check for the deadline to make a final deposit.

Depositing the dissertation in the Office of Doctoral Studies at Teachers College, Columbia University and in the Office of the Dean of the Graduate School of Arts and Sciences is the final requirement for the Ph.D. degree. Therefore, a student may not deposit a dissertation until all other requirements have been satisfied, including financial obligations.

**Other program requirements**

**Program Plan**
After the completion of 45 points of graduate study, the candidate, in consultation with the advisor, must file a “Program Plan of Study” in the Office of Doctoral Studies. The program details the projected course of study to satisfy the general requirements for the Ph.D. degree, as well as those of the Program in Social Studies. Each plan requires the signature of the candidate, the advisor, and approval by the appropriate Area Committee. For more information about the Program Plan, please see the Social Studies Doctoral Handbook.

**Statement of Total Program**
The Statement of Total Program is a thematic, narrative essay highlighting the development of the student’s thinking as well as intellectual engagement with one’s professional community at Teachers College, Columbia University. For more information about the Statement of Total Program, please see the Social Studies Doctoral Handbook.

**Other information**

**Granting of the Ph.D. Degree**
Upon completion of the above delineated stages towards the Ph.D. degree, students will be recommended for the Doctor of Philosophy (Ph.D.) degree. Satisfactory completion of all requirements does not constitute the award of the degree, as all program plans, transcripts, and paperwork must also be in order. An application for the Ph.D. degree will be filed by the program and department in the Office of Doctoral Studies. Ultimately, the degree is awarded in October, February, or May, by the Graduate School of Arts and Sciences at Columbia.

**Period of Eligibility for the Ph.D.**
Columbia University requirements state that students admitted after completion of an approved Bachelor's degree have seven years to complete the doctorate, while those with advanced standing of 30 points of graduate work (i.e. Master's degree or equivalent) have six years to complete the doctorate. The period of eligibility is set by the Office of Doctoral Studies according to the rules of the Graduate School of Arts and Sciences at Columbia.
Standard policies and procedures

Services for Students with Disabilities: The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities for information about registration (166 Thorndike Hall). Services are available only to students who are registered and submit appropriate documentation.

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

Resolution of Student Academic Program Concerns: Any student who has a concern regarding an academic matter may seek assistance. The procedure for resolving academic program concerns (see note of grade correction process below) begins with either the faculty member (if the concern is related to a course) or the student’s advisor. If the student is not satisfied with the response or resolution achieved at this first level, or if speaking with the faculty member presents a conflict of interest for the student, the student should proceed to speak with the Program Coordinator in the area in which the academic concern resides. If the student is not satisfied with the response or resolution achieved through the Program Coordinator, the student should proceed to speak with the Chair of the academic department in which the academic concern resides. If the student is still not satisfied with the response or resolution achieved through the Department Chair, or if speaking with the Department Chair presents a conflict of interest for the student, the next step is to contact the Office of the Vice Provost. At any stage of the process, students are welcome to seek the advice and guidance of the Ombudsman, who is charged with attempting to informally resolve student dissatisfaction of an academic nature on a completely confidential basis.

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

**Continuous Registration for Dissertation Advisement: Ph.D. Degree:** Each Ph.D. student must register continuously for the course in doctoral dissertation advisement offered by the department following enrollment in the department’s designated dissertation seminar course(s) or following the term in which the dissertation proposal was approved, whichever comes first, and continuing until all requirements for the degree are met. (See Ph.D. Requirements Bulletin for policy on the dissertation advisement course). Continuous registration for doctoral advisement is required each fall and spring term, whether or not the student is in attendance, and in the summer term when special permission has been granted to schedule an oral examination on the dissertation. Registration for TI 8900, Dissertation Defense: Ph.D. is required for the term in which the oral defense is held. See Fees and General Offerings sections for further details. The obligation to register for dissertation advisement ends after the dissertation has received final approval.
SECTION III: Requirements for the Degree of Doctor of Education

At a Glance Checklist

_____ Admission and Transfer Credits

_____ Coursework (minimum of 90 points)
  • NOTE: A minimum of 20 points must be completed after taking the certification exam for the first time.

_____ Program Plan

_____ Statement of Total Program

_____ Certification Exam

_____ Certification Research Paper

_____ Departmental Recommendation (doctoral student becomes a certified doctoral candidate)

_____ Dissertation proposal and approval
  • Dissertation seminar (A&HW 7503)
  • IRB Letter

_____ Continuous Dissertation Advisement (A&HW 8903)

_____ Final Oral Defense

_____ First Deposit of Dissertation

_____ Final Deposit of Dissertation

_____ Granting of the Ed.D. degree
Administration of the Ed.D. Degree in Teachers College, Columbia University
The program requirements for the Ed.D. are administered by the Committee on the Degree of Doctor of Education.

Responsibilities of Doctoral Candidates
Each doctoral candidate is expected to be fully informed about degree requirements. Important information is given in the college catalogue, the bulletin “Requirements for the Degree of Doctor of Education,” and the department’s advisory statements on degree requirements. The candidate is also expected to read the bulletin boards of the Office of Doctoral Studies and to confer with an advisor when needed. The Office of Doctoral Studies staff is willing to assist in providing general information. Each candidate is responsible for informing the program, the Office of Doctoral Studies and the Registrar of all changes in current and “permanent” addresses.

Each Ed.D. student should seek a major advisor, who is a member of the Faculty of his or her department having the rank of Professor, Associate Professor, or Assistant Professor. The major advisor guides the student’s studies, usually during the entire program.

Admission and Transfer Credits
Admission to the Ed.D. program in the Teaching of Social Studies requires a strong academic background and at least two years of satisfactory full-time, salaried experience in the teaching of social studies at any level of school or college. An M.A. in history, an appropriate social science or interdisciplinary field, or social studies education, is usually preferred. A candidate who is already pursuing a Master’s degree at Teachers College, Columbia University should receive encouragement from an Ed.D. advisor before making a formal application for advanced study.

A prospective applicant should obtain an application from the Teachers College, Columbia University Office of Admission. The applicant must satisfy Teachers College, Columbia University requirements, as well as those of the department in which study is to be undertaken. The applicant must observe the deadline dates for filing of the application.

Typically, thirty credits of graduate coursework from an accredited graduate school may be applied toward the total point requirement for the degree. Prior to filling out the Allocation of Graduate Credits from the Teachers College, Columbia University Admissions Office, discuss your previous coursework with your advisor. If you did not submit official transcripts from other schools in your admissions packet, you must send official transcripts to Teachers College, Columbia University prior to submission of the form. Credits are then brought up from Admissions to the advisor for approval. Upon approval, Admissions will send a copy to the student and the Office of Doctoral Studies.

Requirements for Certification
The admission of an Ed.D. student to candidacy involves two stages. The first stage, described in the preceding section on admission, results in “admission to a program of studies leading toward certification for the Ed.D. degree”. The second stage, “certification”, represents full candidacy for the degree. In the normal progress a student should be certified in the term in which the first 60 points of applicable graduate study is completed.
Excellent scholarship is expected of every doctoral student, both in the area of specialization and outside of it. Before the Ed.D. Committee can consider certification, a student must complete at least six courses in Teachers College, Columbia University subsequent to the first year of graduate study, for which evaluative grades (grades other than P or R) have been received. Most students exceed this minimum.

Certification for a doctoral degree is necessarily selective, and high grades in courses are among the most meaningful criteria for appraising scholarly excellence. In computing grade averages, the doctoral committees use deciles, that is, scores which range from 1 (low) to 10 (high). A sheet describing how deciles are calculated may be obtained from the Office of Doctoral Studies, and each student is encouraged to calculate grade averages and convert them to deciles. A doctoral student is expected to achieve a composite grade decile of 6 or above in work taken before certification.

**Course Requirements**

A minimum of 90 points beyond the B.A. degree is required, of which at least 45 points must be completed under Teachers College, Columbia University registration. Students entering with an M.A. in a field related to social studies typically can have up to 30 points of relevant coursework transferred from an accredited institution and counted towards the 90 points total for the degree.

I. Required Courses in the Major Field: Social Studies (15 points minimum)

- A&HW 5030 Diversity and the Social Studies Curriculum
- A&HW 5031 Teacher Education in the Social Studies
- A&HW 6500 The History of Social Studies
- A&HW 6530 Curriculum Development, Research, and Supervision

A&HW 5530 The History of American Social Thought OR
A&HH 4070 The History of Education in the United States

Elective:
A&HW 5037 Advanced Methods of Social Studies

Note: Students must take the following courses during their first two years in the program, whether they are attending full-time or part-time: Teacher Education in the Social Studies, The History of Social Studies, Curriculum Development, Research and Supervision, and the History of American Social Thought.

II. Required Research Courses, Seminars, and Independent Study (21 points minimum)

A. Basic Research Courses (5-9 points)

Students are expected to acquire proficiency in a variety of research methods (e.g., historical, observational, statistical, survey, evaluation). It is recommended that students begin with basic research courses – a broad array is offered in all departments of Teachers College, Columbia University (consult the Teachers College, Columbia University “Bulletin” and “Schedule of Classes”) – so as to attain familiarity with a range of research methods, and thereby give students the ability to choose suitable methods for their dissertation work. These research courses should be carefully selected in consultation with an advisor.
Recommended Research Courses at an introductory level:

**HUD 4120 Methods of Empirical Research** – An introduction to basic concepts and issues in measurement. Descriptive statistics, scales of measurement, norms, reliability, validity. Advantages and limitations of measurement techniques are discussed and illustrated.

**ORL 5521 Introduction to research methods in education** – This course meets a Departmental requirement for an introductory course on understanding research across a wide spectrum of educational settings. Basic concepts of research methods and theories of research and evaluation. Methods discussed will include both qualitative and quantitative approaches to research, such as surveys, case studies, ethnography, participant observations, interviews, and oral histories.

Additional research courses include:

* A&HE 6151 Narrative Research and English Education
* A&HH 6041 Historical Method in Social Studies Education
* A&HE 5149 Writing Research: Methods and Assumptions
* C&T 5000 Theory and Inquiry: Curriculum and Teaching
* C&T 5502 Introduction to Qualitative Research Methods: Classrooms and Teaching
* ITSF 4092 Research and Evaluation International Education
* ITSF 5000 Methods of Inquiry: Ethnography and Participant Observation
* ORL 6500 Qualitative Research Methods Design and Data Collection
* ORL 6501 Qualitative Research Methods and Organizations
* HUDM 4122 Probability and Statistical Inference
* HUDM 5122 Applied Regression Analysis
* HUDM 5123 Linear Models and Experimental Design

B. Required Research Paper for Doctoral Candidacy in Social Studies (1 point)

During the third semester of A&HW 6503 (Doctoral Seminar in Social Studies), each student will begin writing a research paper that indicates his or her capacity for doctoral-level research. This requires registration for: A&HW 5503 (Research Paper in Social Studies) concurrent with the fourth semester of A&HW 6503, the Doctoral Seminar in Social Studies. The research paper will be defended by the student during the fourth semester of A&HW 6503 (see below).

The 5503 paper is a doctoral student’s first exercise working in the context of the social studies program in defining a problem and creating a research question to investigate this problem. Typically, the paper is about 20 pages in length, excluding references. Quite often, the paper takes the form of an extended literature review, but one that is focused around a particular research question significant to the field and of interest to the student.

The topic of this paper should be one chosen by the student that is potentially related to an idea the student has for a dissertation. The paper should be written as an argument that advances a well-grounded perspective on its subject. However, this is not to say that the paper should be written as a piece of advocacy. The tone should be scholarly, and the author should consider the possibility that other perspectives might be advanced on the subject. The author is responsible for showing why his/her perspective attends more accurately to the evidence.

The exercise serves as a gatekeeper to further work towards the degree and a predictor of ultimate success with the dissertation.
The paper should be organized in the following fashion:

I. Introduction
II. Problem statement mapping out a hypothesis or research question
III. Subject of study and data set/evidence clearly identified
IV. Methods used for data analysis by the student in investigating the research question
V. Findings as a result of students’ investigation of research question
VI. Significance of findings
VII. Conclusion and recommendations for further research in subject by student or others in the field
VIII. Works cited

Throughout the paper, APA style must be used.

Two readers will be assigned to each paper. The 5503 paper will be judged on a Pass/Fail basis. If the paper is not satisfactory the first time, then the student will have one opportunity to revise it for a passing grade. If this second attempt is not successful, students will be counseled to pursue the Ed.M. degree in lieu of continuing in the doctoral program.

C. Required Seminars in Social Studies (10 points)

All doctoral students in the Program in Social Studies are expected to enroll in A&HW 6503 (Doctoral Seminar in Social Studies) for four semesters (normally held on Thursday at 5:10 pm). If a student has not fulfilled the four-semester requirement or is away from the program for any two semesters, the student will need to re-enroll in the doctoral seminar for the full four semester sequence. Likewise, if a student fails one semester of the doctoral seminar he or she will ordinarily not be allowed to continue in the doctoral program.

This seminar provides students with opportunities to survey and critique current issues in social studies research and guides students towards the identification of their own research interests and agendas.

Following doctoral certification (after doctoral exams and related requirements are successfully completed), doctoral candidates are required to enroll in one semester of A&HW 7503 (Dissertation Seminar in Social Studies). The purpose of the dissertation seminar is to develop and refine specific topics for dissertation research and prepare a dissertation proposal. Students should enroll in the dissertation seminar beginning only in the semester in which they intend to present their dissertation proposal for departmental review. Doctoral candidates are required to be registered in the dissertation seminar at the time the proposal is presented.

NOTE: In accordance with Teachers College, Columbia University policy, students are obligated to enroll for continuous dissertation advisement (A&HW 8903) beginning with the semester following enrollment in the dissertation seminar (see “Continuous Dissertation Advisement” section below). For this reason, it is imperative that students enroll in the dissertation seminar only when they are eligible and ready to commence their dissertation project.
D. Electives (5-6 points)
After being admitted to doctoral certification, students (in consultation with their advisors) should embark on individualized social studies research work, choosing from at least one of the following courses:

- A&HW 6030 Research in Social Studies Education
- A&HH 6041 Historical Method in Social Studies Education
- A&HW 6203 Advanced Fieldwork in Social Studies
- A&HW 6903 Research and Independent Studies: Social Studies

III. Broad Areas of Professional Scholarship outside the Major Field (15 points minimum)
All students must pursue work in broad and basic areas of professional scholarship outside the Program in Social Studies in order to help inform and contextualize their more specialized work in social studies. The selection of non-major courses will depend on the student’s research interests and plans, as well as previous academic work in various areas of the education field. In consultation with advisors, students will select courses that contribute to their professional development by filling gaps in some areas and by securing greater depth in others (this may require additional study beyond the minimum point requirement).

At least one course is required in each of the three major areas of educational scholarship described below. Students may choose from among the following types of courses:

A. The Nature of Education
   e.g., history of education; philosophy of education; sociology of education; anthropological, economic, or political foundations of education; comparative and international education

B. The Nature of Persons and the Learning Process
   e.g., developmental psychology; educational psychology; cognitive psychology; psychology of school subjects; special education and gifted education; Teaching of English to Speakers of Other Languages (TESOL)

C. Methods of Evaluation and Research
   Additional research courses designed to help with the completion of the proposal and the dissertation

IV. Content Courses in the Major Field (15 point minimum)
Soon after beginning the program, students must select an area of content specialization. Students may select either American History or Modern History, or another area of history or social studies content (geography, political science, sociology, economics) approved by the student’s advisor.

Because of the vast number of courses in history and the social sciences relevant to the social studies field, available both at Teachers College, Columbia University and at Columbia, careful planning and selection are especially important. Students should select all courses in consultation with their advisors. Emphasis should be given to developing a broad, synthetic...
understanding (rather than narrow specialization) of American History, Modern History, or the student’s approved major field. Students are encouraged to take courses in the relevant discipline at Columbia University in order to fulfill this requirement.

**NOTE:** Anyone working at the Doctoral level who is not taking regular courses must be enrolled in IND 6000. This course is for 0 credits, but involves paying the College fee. Students not enrolled in any given semester in either IND 6000 or in a course will not be eligible for advisement or thesis work with a faculty member.

**NOTE:** Completion of Coursework
Students are required to complete a minimum of 20 points – ultimately totaling a minimum of 90 points for the degree – after taking the Certification Examination for the first time. These 20 points may include the points completed during the term in which the examination was taken. For example, a student taking the exam in February may include points taken in the spring semester as part of his/her 20 points. Points should be given to the doctoral dissertation seminars and to other courses, independent studies, or field experiences, necessary to forward work on the dissertation proposal and the dissertation itself.

**Breadth Requirement**

The breadth requirement is met by courses taken at Teachers College, Columbia University outside the A&HW course designation. Students must take three courses outside the A&HW course prefix FOR A MINIMUM OF TWO POINTS EACH.

**Limitations**

Some courses may be repeated a limited number of times. See the list of courses offered in the Program in Social Studies below, with the maximum number of times a student may repeat the course.

A&HW 5203 Fieldwork-Tchg of Soc Studies - 4
A&HW 5223 Fldwrk: Oral History Tchg Tool - 4
A&HW 5232 Fldwrk Soc Stud Teacher Educ - 4
A&HW 5430 Intrn:Teachng of Hist/Soc Stud - 4
A&HW 5503 Rsch Paper: Social Studies - 4
A&HW 5931 Guided Investgtns-Tchg Scl Std - 4
A&HW 6203 Adv Fieldwork-Social Studies - 4
A&HW 6403 Internship-Social Studies - 4
A&HW 6503 Doctoral Sem-Social Studies - 4
A&HW 6903 Rsch & Indp Study-Socl Studies - 4
A&HW 6935 Stds:Hist/Tchng Hist & Soc St - 4
A&HW 7503 Diss Seminar-Social Studies - 0
A&HW 8903 Diss Adv-Tchg Social Studies – 13
Program Plan
The program plan is prepared in consultation with an advisor, in accordance with the program of specialization. The plan, which varies somewhat among students in the same specialization because of optional courses, is entered on a Program Plan Form that the student obtains from and returns to the Office of Doctoral Studies. The plan details the projected course of study to satisfy the general requirements for the Ed.D. degree as well as those of the Program in Social Studies. The program plan is submitted as early as possible, not later than the term in which 60 points of graduate study have been completed. When approved by the Ed.D. Committee a copy is returned to the student and to the advisor. For more information about the program plan, please see the Social Studies Doctoral Handbook.

TIPS:
- Include only transfer credits approved by Teachers College, Columbia University
- Discuss your course taking plan with your advisor
- Ensure that the Program Plan is filled out correctly, so get assistance from your advisor or a fellow student who already has an approved plan
- Make sure you know which courses fit in which columns
- Ensure plan totals AT LEAST 90 credits
- Ensure plan includes all required program classes
- A&HW 7503 (Dissertation Seminar) must appear on the program plan
- DO NOT include IND 6000 (Doctoral Candidate) or A&HW 8903 (Dissertation Advisement) courses
- Signatures from your advisor and from you must appear on the program plan

Statement of Total Program
The Statement of Total Program is a thematic, narrative essay highlighting the development of the student’s thinking, as well as intellectual engagement with one’s professional community at Teachers College, Columbia University. As the doctoral program entails more than simply taking courses and completing a dissertation, it can be pursued effectively only when substantial provision is made for the fulfillment of the following aims:

1. To work closely with a large number of Teachers College, Columbia University Faculty members and to get to know them well and be known well by them
2. To establish close personal and professional relationships with other students at Teachers College, Columbia University
3. To utilize the resources of the College such as the library, etc.
4. To attend and/or participate in special programs which are available to students at the College
5. To participate in special seminars and meetings planned by, or for, students
6. To work with a dissertation advisor and/or committee in connection with dissertation plans and development

Each student, in consultation with an advisor, is required to develop a plan for meeting these objectives, and to prepare a two to three page written statement of this plan, which is to be approved by the advisor and submitted to the Office of Doctoral Studies along with the Program Plan.
Certification Exam and Paper
This exam should be taken after completing 60 semester hours of approved coursework. Students must apply with the Office of Doctoral Studies to take the certification examination. In the Social Studies Program the certification examination process has two parts:

Examination, Part I: Morning is a three-hour essay examination (administered by the Office of Doctoral Studies at stated dates listed in the academic calendar) on social studies issues and scholarship. There are typically two questions on the morning examination. The examination should demonstrate the student’s mastery of relevant scholarly literature as well as indicate readiness to proceed to formulating a dissertation proposal. Preparation for the exam entails reviewing a specified “Reading List for the Certification Examination in Social Studies”, available from the program coordinator (see also the “Forms” section of this handbook). Be sure to check the deadlines for certification exam registration; applications are available in the Office of Doctoral Studies.

If a student fails the certification exam in the morning, he or she has the chance to re-take it.

Examination, Part II: Research Paper (in lieu of afternoon exam) is a paper on the student’s area of emphasis for the dissertation. Students are required to develop three questions related to their special area of interest. Once obtaining approval from the advisor, the student will develop one of these questions in full. This question is expected to serve as a pilot study for the dissertation. The response should be no longer than 25-30 pages of text, and it should include a full bibliography. Students will be notified of the acceptability of their work. If revisions are required, a date will be set for re-submission. Students have two opportunities to complete the paper successfully. Once the paper is accepted, formal acknowledgement of successful completion of all certification requirements will be forwarded to the candidate by the Office of Doctoral Studies.

Stage One: Preparation of Questions
Students are required to develop three questions related to their special area of interest. This procedure requires that students prepare a succinct and clearly written statement detailing an idea for research or a project (e.g., developing and field testing an innovative curriculum, conducting an evaluation study). This statement, thereafter, becomes the basis around which questions will be framed. In developing questions, students will be expected to draw on insights derived from prior coursework in their major, and, where relevant, in their area of emphasis (i.e., American History or Modern History).

Preparation of the questions must be undertaken with advisement. Once the questions are prepared and approved by the doctoral advisor, they are formally submitted to the Social Studies faculty. Students will be notified of the acceptability of their questions. If revisions are required, students will be given a date for re-submission.

Stage Two: Question Response
Once the questions have been approved, the student will develop one of these questions in full. This question is expected to serve as a pilot study for the dissertation. The
response should be no longer than 25-30 pages of text, and it should include a full bibliography. Responses should be delivered in triplicate to the Program in Social Studies office by the deadline arranged by the student and his/her advisor.

In reviewing the certification examination and paper, student competencies will be evaluated in such areas as:

- Evidence of familiarity with the full range of literature pertaining to the chosen subject and an ability to analyze from complex bodies of knowledge those insights crucial to the support and development of a personal idea, position, or theory.
- Evidence of careful scholarly work in carrying ideas forward, in using appropriate methodological procedures, in the application of statistics when necessary, and in drawing conclusions from appropriate evidence.
- Evidence of the ability to integrate personal insights within the context of developing ideas, positions, or theories.
- Evidence of well-grounded and carefully thought-through pedagogical implications that derive logically from the central position developed.
- Evidence of the ability to write carefully, succinctly and clearly in such a way that complex ideas are made accessible to an interested reader.

Students will be notified of the acceptability of their work. If revisions are required, a date will be set for re-submission. Students have two opportunities to complete the paper successfully. Once the paper is accepted, formal acknowledgement of successful completion of all certification requirements will be forwarded to the candidate by the Office of Doctoral Studies. Check with the Office of Doctoral Studies to see if a Certification Exam Results Form is required.

*NOTE:* Passing the certification exam portion of the certification process **DOES NOT** certify you as a doctoral candidate, which occurs only after the Departmental Recommendation.

**Departmental Recommendation**

Upon completion and approval of the Program Plan, the Statement of Total Program, and the passing of all certification examination requirements, the student is ready for Departmental Recommendation. The Departmental Recommendation form is completed by the advisor. It is sent to the Office of Doctoral Studies by your advisor, along with the Certification Exam Results Form.

**Certification**

When a student has completed all the requirements cited above and has been recommended for certification by the department, the Office of Doctoral Studies presents the student’s records to the Ed.D. Committee. The Committee considers all relevant information about the student including performance on tests and examinations, grades, and the department’s recommendation. If all criteria are deemed satisfactory, the Committee indicates its approval and the Office of Doctoral Studies notifies the student that he or she is a certified candidate for the degree of Doctor of Education.
Transfer credit evaluations

Typically, students may transfer up to 30 credits of graduate-level work toward their Ed.D.

Statement on satisfactory progress

Students are expected to make satisfactory progress toward the completion of degree requirements. Program faculty will annually review each student’s progress. Where there are concerns about satisfactory progress, students will be informed by the program faculty. If a student is performing below expectations he/she may be required to complete additional course work. The program will provide a plan and timeline for remediation so students know the expectation for them to continue in the program. If satisfactory progress is not maintained a student may be dismissed from the program.

Other information

Granting of the Ed.D. Degree
Upon completion of the above delineated stages towards the Ed.D. degree, students will be recommended for the Doctor of Education (Ed.D.) degree. Satisfactory completion of all requirements does not constitute the award of the degree, as all program plans, transcripts, and paperwork must also be in order. An application for the Ed.D. degree will be filed by the program and department in the Office of Doctoral Studies. Ultimately, the degree is awarded in October, February, or May, by the Graduate School of Arts and Sciences at Columbia.

Period of Certification for the Ed.D.
The length of the period of certification depends on whether the student achieves certification early or late in the doctoral program. The period of certification begins at the close of the term during which the student is certified, and its length is:

- Six years for a candidate who completed 50 or fewer points before certification
- Five years for a candidate who completed 51 to 75 points before certification
- Four years for a candidate who completed 76 or more points before certification

The points referred to above include points earned in or through Teachers College, Columbia University, and credits officially transferred, which are applicable to the candidate’s program as shown on the approved Program Plan. Each candidate must complete all remaining requirements for the degree, including the Oral Examination and the approval and filing of final copies of the dissertation and abstract, before the expiration of the designated period of certification.

Standard policies and procedures

Services for Students with Disabilities: The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities for information about registration (166 Thordike Hall). Services are available only to students who are registered and submit appropriate documentation.
Statement on Academic Conduct: A Teachers College student is expected to refrain from any conduct, including cheating, plagiarizing, or purchasing documents submitted for academic evaluation, that calls into question his/her academic and/or professional probity. Decisions regarding academic evaluation in all aspects of students’ work at the college, including coursework, certification examinations, clinical or field experiences, and preparation of dissertations, are within the sole jurisdiction of the faculty concerned, including as appropriate, the department or program staff members. Disciplinary actions (e.g., reprimand, suspension, or dismissal) in cases of academic misconduct can be imposed by the Vice Provost or the Committee on Student Conduct.

Resolution of Student Academic Program Concerns: Any student who has a concern regarding an academic matter may seek assistance. The procedure for resolving academic program concerns (see note of grade correction process below) begins with either the faculty member (if the concern is related to a course) or the student’s advisor. If the student is not satisfied with the response or resolution achieved at this first level, or if speaking with the faculty member presents a conflict of interest for the student, the student should proceed to speak with the Program Coordinator in the area in which the academic concern resides. If the student is not satisfied with the response or resolution achieved through the Program Coordinator, the student should proceed to speak with the Chair of the academic department in which the academic concern resides. If the student is still not satisfied with the response or resolution achieved through the Department Chair, or if speaking with the Department Chair presents a conflict of interest for the student, the next step is to contact the Office of the Vice Provost. At any stage of the process, students are welcome to seek the advice and guidance of the Ombudsman, who is charged with attempting to informally resolve student dissatisfaction of an academic nature on a completely confidential basis.

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

Continuous Registration Requirement for the Ed.D. Degree: Students are required to be in continuous enrollment for a minimum of 3 points of Teachers College course credit, or for the dissertation advisement course, in each fall and spring term, starting with the term following successful completion of the certification examination or following the term in which the dissertation proposal was approved in a departmental hearing, whichever comes first, and continuing until all requirements for the degree are met. (See Ed.D. Requirements Bulletin for policy on the dissertation advisement course). Certification examinations for summer term are
not usually evaluated by departments and programs until the fall term. Consequently, these students will not be obligated for continuous enrollment until the following spring term. The obligation to register continuously ends after the dissertation has received final approval.

**Dissertation Committee**

Each dissertation proposal is guided and supervised by a committee of two or more faculty members, one of whom serves as a dissertation sponsor. The dissertation sponsor is sometimes the candidate’s major advisor but may be another professor if the major advisor approves. All members of the dissertation committee must hold the rank of Professor, Associate Professor, Assistant Professor, or Lecturer in Teachers College, Columbia University or in another faculty or school of Columbia University. Other members of the faculty may serve as consultants and may be asked to attend the dissertation conference even though not members of the committee. Under the guidance of the dissertation sponsor the candidate determines each professor’s consent to serve as a committee member or consultant.

The dissertation committee comes into existence officially when the Report on a Departmental Hearing on the Dissertation (described below) is filed in the Office of Doctoral Studies. It is the candidate’s responsibility to keep committee members informed of progress on the dissertation and to consult them on problems that may arise.

**Statement on integrative project, comprehensive exam, or formal essay**

**Dissertation Proposal and Approval**

The dissertation is an important component of the Ed.D. program. In planning and completing a dissertation, a candidate receives intensive training in the methods appropriate to the selected topic and demonstrates competence in their use. A dissertation usually has five chapters: (1) research question/problem; (2) literature review; (3) methodology; (4) data and analysis; (5) conclusions and significance of the findings. A candidate may choose from a wide range of possible dissertation topics involving an aspect of the teaching of social studies, curriculum change and evaluation, teacher education and professional development, assessment of student learning, the form, content, development, or evaluation of curriculum materials, scholarly or social influences on the curriculum, the role of significant individuals and groups in determining aims and policies, and so forth. The dissertation topic should make an original contribution to the field. Finally, appropriate faculty should be available at Teachers College, Columbia University to help guide the student’s research.

Students are required to prepare a dissertation proposal that (1) outlines the problem to be considered, (2) identifies the major research questions to be addressed, (3) succinctly reviews the relevant scholarly literature on the topic, and (4) specifies theoretical frameworks and methodologies that will shape the dissertation work. As a part of preparation for the dissertation, every candidate is required to participate in a dissertation research seminar (A&HW 7503), which has as its purpose the development and approval of proposals for doctoral dissertations. Guidelines to writing the dissertation proposal are provided in the dissertation seminar, as well as in consultation with the dissertation sponsor.

Candidates who plan to use statistics as a methodology are required to demonstrate competence in statistics by passing one or more of the following courses: HUDM 4122 (Probability and
Statistical Inference); HUDM 5122 (Applied Regression Analysis); HUDM 5123 (Linear Models and Experimental Design). Or candidates can demonstrate competence in statistics by passing the statistics competency examination administered by the statistics faculty in the Department of Human Development.

The candidate’s dissertation proposal must be approved by his or her dissertation committee in a Dissertation Proposal Committee hearing. The dissertation committee may approve the proposal as is or suggest revisions. After the student’s dissertation proposal and plan for its development are approved, the Report of a Departmental Dissertation Conference form must be completed by the student and signed by the committee, the advisor, and the Department Chairperson. The completed Report and a copy of the dissertation proposal must be turned in to the Office of Doctoral Studies. A letter indicating IRB approval (explained below) must also be submitted to the Office of Doctoral Studies.

**Institutional Review Board (I.R.B.)**

Students conducting research with human subjects must complete an Institutional Review Board application and have it approved before commencing their research activities. Even if the dissertation proposal does not use human subjects, the IRB office must provide a letter to the student stating this information. The IRB serves as a monitor of special problems that may arise in the context of quantitative or qualitative research projects.

The Office of Sponsored Programs (OSP) has information on the IRB. The Teachers College, Columbia University website has the instructions and procedures for the IRB application (http://www.tc.edu/irb). IRB approval for the dissertation research in Teachers College, Columbia University is obtained after the candidate has successfully defended the proposal. The Office of Sponsored Programs is located in 422K Thompson Hall.

**Continuous Registration and Dissertation Advisement**

Continuous registration means that the student must take at least three credits or dissertation advisement (A&HW 8903) every semester, starting the semester after the student has either Departmental Recommendation or an approved dissertation proposal. The dissertation advisement course does not carry points of course credit. The obligation for continuous registration ends after the dissertation has received final approval by the Office of Doctoral Studies. Students have until one month into the term after the date of the oral examination to deposit in the Office of Doctoral Studies the final copies without reregistration. Anyone depositing after this date resumes obligation for continuous registration until the final deposit is made.

**Exemptions**

A student shall be exempt from continuous registration only when any of the following provisions is applicable:

A. Has registered in an internship course which is full-time and required as part of the approved program for all doctoral students in the program

B. Has filed a Personal Exemption form certifying that he or she is not able to work on the dissertation and will not be seeking advisement because of pressures of work, or the dissertation is at a stage when advisement is not necessary or because of professional or
Students who have been granted a Personal Exemption or Waiver must understand that they yield their right to seek or expect advisement from the Faculty. Students should register for IND 6000-Doctoral Candidate and file a Certificate of Equivalency form for review during each term of non-registration for continuous dissertation advisement in the Office of the Registrar.

**Completion of Required Courses, Statement of Total Program, and Review of Academic Transcript**
Each student must complete a program of study in accordance with the approved program plan and fulfill his or her commitment of the Statement of Total Program. At the time candidates register for final courses, they must review their permanent transcript in the Office of the Registrar and compare it with the program plan, to make certain that all requirements are complete. This review entails the student checking that minimum points required have been completed, that the 20-point minimum post-certification exam requirement has been satisfied, and that the continuous registration requirement has been maintained. If there is any discrepancy, the student should bring the matter to the attention of the Certification Secretary in the Office of Doctoral Studies for advice.

**Intention to Defend and Oral Defense Committee**
After the candidate has received consent from the dissertation committee that the dissertation research is ready for defense, the candidate obtains from and returns to the Office of Doctoral Studies the form “Notification of Intention to Defend the Ed.D. Dissertation”. This form is to be returned prior to the end of the late registration period for the term in which the final oral defense is scheduled. This form is to be filed only if you are certain that you are ready to stand for the oral defense. Only fully certified candidates may schedule an Oral Defense. The dissertation sponsor needs to sign the “Notification of Intention to Defend” form.

The Oral Defense Committee consists of (a) the two members of the Dissertation Committee, including the Dissertation Sponsor, and (b) two other faculty members whose specializations are related to the dissertation’s subject matter. These two other faculty members include: the Dissertation Chairperson, who is selected by the Dissertation Committee, although the student may suggest a particular professor; and a fourth member, who is selected by the dean’s office after the submission of the Intention to Defend Form. One member of the Committee must be from outside the student’s department.

*NOTE: When the candidate reaches this stage of the doctoral program, it is imperative that he or she double-check all deadlines.*

**Preparation for Defense**
Once the Office of Doctoral Studies reviews the candidate’s records and confirms that he or she is a certified doctoral student, with an approved proposal on file, the student will receive
notification when a fourth member of their oral defense committee is selected. The student should also obtain the Ed.D. Final Oral Defense Application for scheduling the defense.

It is the student’s responsibility to choose a day and two-hour block of time for the defense. If the student can get the signatures of all defense committee members on the Application, he or she should return the form, complete with signatures, to the Office of Doctoral Studies not less than three weeks before the date of the oral defense. If the student cannot get the signatures of the defense committee members, then the student needs to have all defense members send an e-mail confirming the date and time of the oral defense to the student, and then the student forwards them to the Doctoral Studies Secretary. Once all members have confirmed, a room will be selected by Room Assignments through the Office of Doctoral Studies. Once the student knows the room, it is the responsibility of the student to get all the required equipment or items necessary in the room to facilitate the defense. The student MUST be taking 3 credits or TI-8900 during the semester defending the dissertation; double-check with the Office of Doctoral Studies regarding registration requirements.

Not less than three weeks before the date set for the oral defense, the candidate submits a copy of the draft of the dissertation to each member of the defense committee. Each candidate should be sure to check the academic calendar for the deadline to defend the dissertation for a particular semester.

**Final Oral Defense**
The Final Oral Defense on the dissertation is scheduled for a period of two hours and should be held at least 4 weeks before the end of the semester. At the outset, the candidate may be asked to make a brief presentation of the study. The examiners then ask questions to explore the candidate’s background in the field of research, to clarify methodological procedures, results, and implications for theory and application, or to recommend changes in the dissertation study.

Two forms will be handed to the defense committee, one to the Chairperson and one to the Sponsor. The form given to the Chairperson will be the Report on the Defense determining the acceptability of the defense. There are three categories:

- Acceptable with little to no revisions
- Acceptable with major revisions
- Unacceptable

Assuming the dissertation is acceptable, after corrections are made, the Sponsor will fill out his/her form which certifies the dissertation as accepted.

**First Deposit of Dissertation**
The first deposit is done after an acceptable defense. The student must hand into the Office of Doctoral Studies the following:

- both forms, fully completed and signed
- an abstract initialed by the dissertation sponsor with the number of words written in the upper-right corner, printed on regular paper
- the corrected dissertation printed on regular paper
• all of this is put in a box with only the student’s name on it

The Dissertation Secretary will read the dissertation in the order he receives them. He will contact the student when the dissertation is ready to be picked up.

The instructions for arranging and typing the final copies of a dissertation are numerous and complex. The candidate must follow the directions given in the manual “General Instructions for Preparing Doctor of Education Dissertations: A Manual of Style”, obtainable in the Office of Doctoral Studies. This manual supersedes all other guides or instructions with respect to the style of doctoral dissertation.

**Final Deposit of Dissertation and Granting of the Ed.D. Degree**
The student will pick up the dissertation at the Office of Doctoral Studies and it will contain all the required corrections along with a packet of forms that need to be filled out. A final checklist is included to ensure the student completes all required paperwork and pays all required fees. Upon submission of all required items and paperwork, the Dissertation Secretary will make one final check to ensure all corrections were made. If all is complete, the Dissertation Secretary will send his recommendation for the student to receive the Ed.D. degree to the Registrar’s office.

The Registrar’s office will make one final check of the student’s record to ensure all coursework was completed, all fees paid, and paperwork turned in. If all is complete, the student will receive the Ed.D. degree. All degrees are awarded by the University in October, February, and May. However, an interim statement of completion of degree requirements will be issued, upon written request, by the Registrar following the Registrar’s final processing of the degree application.

**Extension of Certification**
There is the possibility for extending the period of certification. Please check with the Office of Doctoral Studies for specific information regarding such extensions.
SECTION IV: Important Resources

The Office of Doctoral Studies
153 Horace Mann

The Office of Doctoral Studies is an invaluable source of information when moving through the doctoral program. You are encouraged to use the Office and to make appointments with the staff to check on deadlines, requirements, and to discuss your general progress as a doctoral student at Teachers College, Columbia University. Most of the information provided earlier in this handbook comes from the Office of Doctoral Studies, but requirements may be updated annually, so each candidate should be sure to maintain contact with the Office. The sample forms that are provided at the end of this handbook are available at the Office of Doctoral Studies.

People to Know:

- Aida M. Christian, Secretary
  - General Questions
  - Processing of Certification Applications
  - Doctoral Studies Forms
  - Ed.D. Proposals

- Marilyn Audain, Certification Secretary
  - Ed.D. Program Plan
  - Ed.D. Statement of Total Program

- Manager, Office of Doctoral Studies
  - Ed.D. Doctoral Dissertation abstracts and microfilming procedures
  - Processing of Ed.D. extensions
  - Personal Exemptions and Waivers

- Gary Ardan, Ph.D. Assistant
  - Ph.D. General Information
  - Ph.D. Program Plan
  - Ph.D. Statement of Total Program
  - Ph.D. Advanced Seminar
  - Ph.D. Proposals
  - Ph.D. Defenses
Gottesman Libraries

TOURS
There are regularly scheduled 60-minute tours of the library held at the beginning of the school year. Tours to orient users to the new building, services, and collections may be arranged upon appointment by writing to library@tc.columbia.edu.

WORKSHOP OFFERINGS
The Library offers the following online tutorials to assist you with your research. Please check with the library website to access these tutorials. You may also check with the library calendar of events to see if on-site workshops are available.

Library Research A-Z, 24/7
Discover the range and variety of research resources that you can search, download, and print. Explore online catalogs, journal indices, full-text databases, and more. You can do all of this in the Library and from home.

Elements of Dissertation Research
Learn to pick a topic, narrow it, and review the literature in your field using annual reviews, bibliographies, indices, databases, citation sources, and more. See who else is writing about your topic area.

How Can I Cite This? Using EndNote for Research and Writing
Learn to use EndNote, which lets you search for, retrieve, store, and format citations. Especially useful for research papers and doctoral dissertations, EndNote creates desktop databases and links directly to Microsoft Word and WordPerfect.

APA Style
Get help learning APA style, including recommended reading resources and practical websites. This session includes basic style tips and further advice on mastering the citation method recommended by the American Psychological Association.

HELPFUL RESEARCH BOOKS


**The Office of Career Services**

44 Horace Mann Hall

Teachers College, Columbia University Career Services (TCCS) is committed to guiding all TC students and alumni throughout the different phases of the career development process. The following lists a number of opportunities that Career Services provides, which may be helpful to doctoral students.

**Career Development Workshops**

Throughout the year, Career Services hosts several workshops to guide students through the career development process. Workshop topics include Resume and Cover Letter Writing, Job Searching and Networking Strategies, Interviewing for Success, Salary Negotiations and The Job Search for International Students. Check the Career Services webpage for an up-to-date Calendar of Events and room locations.

**Career Connections**

The "Career Connections" programming series spotlights careers of interest for current TC students. This series consists of workshops, panel discussions, employer information sessions and networking receptions. Click the Career Services webpage for an up-to-date Calendar of Events and room locations.

**Employer Information Sessions**

These events allow employers to discuss their organizations and employment opportunities in further detail with prospective candidates. Information sessions typically last one hour and include a brief presentation and a question/answer period. Check the Career Services webpage for an up-to-date Calendar of Events and room locations.

**Career Counseling**

The staff at Career Services is available for individual counseling appointments - either in person or by phone - to assist student with career development needs. Please call Career Services to set up an appointment.

**Resume and Cover Letter Review**

Simply email your resume/cover letter to careerservices@tc.edu or drop it off in Career Services (44 Horace Mann) and one of the counselors will review it, make suggestions, and
return it to you within three-five business days. This service also applies to curriculum vitae, personal statements and portfolios. You may also choose to make an appointment with one of our career counselors to review your career documents in person. Please call Career Services to set up an appointment.

**MonsterTRAK**
TC Career Services has a partnership with MonsterTRAK, which allows employers to post career opportunities exclusively to TC students. As a student, you have access to two components of MonsterTRAK: TC TRAK and InterviewTRAK. You access these by clicking on "Jobs & Recruitment" on the main page of the Career Services website. (Please note: you must be a matriculated student or alumni to use MonsterTRAK.) If you need assistance using this resource, please contact Career Services.

**TC TRAK - Job Postings**
TC TRAK is an online database that employers use to post career opportunities to TC students. TC TRAK enables you to:

- Search full-time and part-time job openings, as well as internships and volunteer opportunities-updated daily.
- Submit your resume and cover letter directly to employers
- Choose to make your resume accessible to TC employers and/or to a national employer database
- Receive targeted e-mails from TC Career Services about local career fairs and campus events

**InterviewTRAK - Campus Recruitment**
InterviewTRAK allows employers to coordinate their recruitment efforts online with TCCS and enables you to:

- Submit your resume electronically for campus & employment site interviews
- View campus interview schedules and sign up for campus interviews online
- Participate in resume collections for employer site recruitment

**Alumni Mentoring and Career Networking Program:** Many TC alumni have generously volunteered their time to serve as resources for current students. This program provides students with an opportunity to meet and speak with professionals in various career fields, develop their career plans, and gain "real world" perspectives about possible professions and industries. These generous alumni have volunteered to be either Contacts and/or Mentors. Alumni Contacts allow students to learn about their organizations and what they do. Students can informally email Alumni Contacts through our online form. Alumni Mentors allow students to benefit from their expertise and knowledge through email, phone, or in person. Students are asked to fill out a short profile to send to the mentor(s) prior to meeting with them.

**The Graduate Writing Center**
46 Horace Mann Hall

**About the GWC:**
The Graduate Writing Center's mission is to make better writers. In terms of coursework at TC, the GWC’s purpose is to teach the skills students need to communicate effectively as an academic writer. The GWC helps TC students meet their learning objectives though one-on-one peer consultations and writing workshops. Consultants are trained to work alongside you in the writing process and can assist you with a variety of writing needs - from larger ideas such as organization and development down to the smaller, yet essential, details of documentation and sentence clarity. Most consultations take place in the Graduate Writing Center during open hours. For students who are unable to come into the Graduate Writing Center, online or phone consultations may be available.

**Consultants:**
GWC Consultants are TC students or alumni who have excellent writing skills and enjoy working with other students. Consultants come from a variety of disciplines across campus and are at different stages in their academic careers; some students are in the final stages of their dissertation while others are working on their masters degrees.

**Cost:**
TC students pay a subsidized rate of $25/hr for one-on-one consultations; the fee is subject to change. Clients are billed upon making an appointment at the Graduate Writing Center. On average it takes consultants about one hour to go through 5-6 double spaced pages of writing.

**Writing Workshops:**
Small group, hands-on workshops address a variety of writing concerns relevant to graduate student writers. Workshops are generally held on Saturdays for 3 morning hours. Workshop topics include APA Referencing, Literature Reviews, Overcoming Writer’s Block, Grant Writing, and Writing for Publication.
SECTION V: Forms and Handouts

All forms and handouts are available in either the Office of Doctoral Studies or the Social Studies Office.

**Sample Forms/Handouts for both Ph.D. and Ed.D. Students:**

<table>
<thead>
<tr>
<th>Form/Handout</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change of Course Program Plan</td>
<td>54</td>
</tr>
<tr>
<td>Computation of Grade Deciles</td>
<td>55</td>
</tr>
<tr>
<td>Social Studies Doctoral Certification Exam: Selected Bibliography</td>
<td>56</td>
</tr>
<tr>
<td>Dissertation Proposal Hearing Report</td>
<td>66</td>
</tr>
<tr>
<td>Criteria for Scheduling Summer Dissertation Oral Defense</td>
<td>69</td>
</tr>
<tr>
<td>Doctoral Student Status Report</td>
<td>71</td>
</tr>
</tbody>
</table>

**Sample Forms/Handouts for Ph.D. Students:**

<table>
<thead>
<tr>
<th>Form/Handout</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D. in Social Studies – Degree Checklist</td>
<td>72</td>
</tr>
<tr>
<td>Instructions for Ph.D. Program Plan and Statement of Total Program</td>
<td>75</td>
</tr>
<tr>
<td>Departmental Recommendation for Award of M.Phil. Degree</td>
<td>78</td>
</tr>
<tr>
<td>Ph.D. Dissertation Checklist</td>
<td>79</td>
</tr>
<tr>
<td>Defense Committee Matrix</td>
<td>81</td>
</tr>
<tr>
<td>Information for Dissertation Sponsors</td>
<td>82</td>
</tr>
<tr>
<td>Leave of Absence from Dissertation Advisement for Ph.D. Students</td>
<td>83</td>
</tr>
<tr>
<td>Personal Exemption from Dissertation Advisement for Ph.D. Students</td>
<td>85</td>
</tr>
<tr>
<td>Waiver from Dissertation Advisement for Ph.D. Students</td>
<td>87</td>
</tr>
<tr>
<td>Application for an Advanced Seminar</td>
<td>89</td>
</tr>
<tr>
<td>Notification of Intention to Defend Ph.D. Dissertation</td>
<td>94</td>
</tr>
<tr>
<td>Application to Schedule the Ph.D. Final Oral Defense</td>
<td>95</td>
</tr>
<tr>
<td>Ph.D. Abstract Approval Form</td>
<td>96</td>
</tr>
</tbody>
</table>

**Sample Forms/Handouts for Ed.D. Students:**

<table>
<thead>
<tr>
<th>Form/Handout</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed.D. in Social Studies – Degree Checklist</td>
<td>97</td>
</tr>
<tr>
<td>Instructions for Ed.D. Program Plan and Statement of Total Program</td>
<td>99</td>
</tr>
<tr>
<td>Ed.D. Personal Exemption Request/Waiver Petition</td>
<td>106</td>
</tr>
<tr>
<td>Ed.D. Intention to Defend the Dissertation</td>
<td>112</td>
</tr>
</tbody>
</table>

*Please note: the following forms are merely samples. Please refer to the Office of Doctoral Studies for official color coded handouts and forms.*
Office of Doctoral Studies  
Teachers College, Columbia University  

Change of Course Program Plan  

Change of Course Program Plan for:  
____ Ed.D.  
____ Ed.D. CTAS  
____ Ph.D.  

Candidate’s Name__________________________________  SS #No.  

I request the following change(s) to be made on my Course Program Plan.  

### PART-I  DROP the following course(s)  

<table>
<thead>
<tr>
<th>Course No#</th>
<th>Section</th>
<th>Credits</th>
<th>Course Title</th>
<th>Section of Course Program Plan (Check appropriate column)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(2) (3) (4) (5)</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### PART-II  ADD the following course(s)  

<table>
<thead>
<tr>
<th>Course No#</th>
<th>Section</th>
<th>Credits</th>
<th>Course Title</th>
<th>Section of Course Program Plan Course (Check appropriate column)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(2) (3) (4) (5)</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adviser’s Signature __________________________________________ Date ________  
Action by Office of Doctoral Studies:  

Teachers College
Office of Doctoral Studies

Computation of Grade Deciles

<table>
<thead>
<tr>
<th>No. of Credits of each Letter Grade</th>
<th>Multiplied by Weight of Letter Grade</th>
<th>Weighted Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>x 1</td>
<td>8 credits</td>
</tr>
<tr>
<td>A</td>
<td>x 1</td>
<td>7 credits</td>
</tr>
<tr>
<td>A-</td>
<td>x 1</td>
<td>8 credits</td>
</tr>
<tr>
<td>B+</td>
<td>x 9</td>
<td>12 credits</td>
</tr>
<tr>
<td>B</td>
<td>x 8</td>
<td>3 credits</td>
</tr>
<tr>
<td>B-</td>
<td>x 7</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>x 6</td>
<td>38 credits</td>
</tr>
<tr>
<td>C</td>
<td>x 5</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>x 4</td>
<td></td>
</tr>
</tbody>
</table>

Total No. of Credits: 38
Weighted Total: 347

The **weighted total**, divided by the total number of credits, gives the weighted average. (Figure to the second decimal place.) The correspondence between the weighted average and the decile is given in the following table.

<table>
<thead>
<tr>
<th>Weighted Average</th>
<th>Decile</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.16 and Above...</td>
<td>10</td>
</tr>
<tr>
<td>9.71 to 9.15</td>
<td>9</td>
</tr>
<tr>
<td>9.36 to 9.70</td>
<td>8</td>
</tr>
<tr>
<td>9.01 to 9.35</td>
<td>7</td>
</tr>
<tr>
<td>8.71 to 9.00</td>
<td>6</td>
</tr>
<tr>
<td>8.36 to 8.70</td>
<td>5</td>
</tr>
<tr>
<td>8.01 to 8.35</td>
<td>4</td>
</tr>
<tr>
<td>7.61 to 8.00</td>
<td>3</td>
</tr>
<tr>
<td>7.01 to 7.60</td>
<td>2</td>
</tr>
<tr>
<td>7.00 and below...</td>
<td>1</td>
</tr>
</tbody>
</table>

A doctoral student is expected to achieve a composite grade decile of 6 or above in work taken before certification.

(Rev. 1/99)
SOCIAL STUDIES DOCTORAL CERTIFICATION EXAM

SELECTED BIBLIOGRAPHY

The following books are organized thematically into major subject headings in the field. Students are encouraged to supplement these basic texts with others from their coursework and research.

I. The History of Social Studies and the History of Education


**Reports**


**II. Curriculum**


### III. Foundations of Social Studies


IV. Research on Civics and Economics


V. **Research on History and Geography**


VI. **Global Education**


**VII. Diversity Issues**


VIII. Research and Evaluation


IX. Teaching and Teacher Education


**X. Policy**


XI. **Contemporary Issues in Social Studies Education**


Doctoral students are expected to be regular readers of journals in the field, especially *Theory and Research in Social Education, Social Education, The Social Studies*, and *NCSS Bulletins*. 
Instructions for Completing the Dissertation Proposal Hearing Report

After a successful Dissertation Proposal Hearing, the student completes Part I of the “Dissertation Proposal Hearing Report;” the dissertation sponsor completes Parts II and III; and, the department chair signs Part IV. The Office of Doctoral Studies will not accept an incomplete report. Along with this report, the student must submit the approved dissertation proposal to the Office of Doctoral Studies.

All dissertation research must be reviewed by the Institutional Review Board after a successful Dissertation Proposal Hearing. All students should review the IRB Website (http://www.tc.edu/irb). The Office of Sponsored Programs (OSP) handles the procedures and provides information on the Institutional Review Board (IRB) application, and processes the IRB applications. For additional information and assistance on IRB issues, please contact:

The Office of Sponsored Programs (OSP)
Institutional Review Board (IRB)
Box 151, 422K Thompson Hall
(212) 678-4105
http://www.tc.edu/irb

The TC IRB website has links to IRB forms and guidelines (including NYC Board of Education Guidelines), information on how to satisfy the Human Subjects’ Protection requirement, and a quick reference of review categories and other IRB issues.

An additional resource is the Office of Human Research Protections (OHRP), the agency within the Department of Health and Human Services (DHHS) that oversees research involving human subjects and enforces the federal regulations governing such research. The OHRP’s website is http://ohrp.osophs.dhhs.gov/.
**Dissertation Proposal Hearing Report**

Dissertation Proposal Hearing Date Held: ________________________________

Month       Day       Year

**Note:** After the successful Dissertation Proposal Hearing, the student submits the “Dissertation Proposal Hearing Report” and a copy of the student’s dissertation proposal to the Office of Doctoral Studies and then applies for IRB approval. The Office of Sponsored Programs (OSP) handles the procedures and provides information on the Institutional Review Board (IRB) application, and processes the IRB applications.

Please check your degree program:

- O Ed.D. – Doctor of Education
- O Ed.D. CTAS – Doctor of Education in College Teaching of an Academic Subject
- O Ph.D. – Doctor of Philosophy

---

**Part I – Candidate Statement**

Student Name: ________________________________ TC ID #: __________________

Last Name       First Name       M.I.

Address: _____________________________ Street       City       State       Zip Code

Day Phone #: _____________________________ Email: _____________________________

Department: _____________________________ Program: _____________________________

Title of Proposed Dissertation: ________________________________________________

___________________________________________________________

Dissertation Sponsor Name: _____________________________

Second Committee Member Name: _____________________________

---

**Part II – Dissertation Sponsor Statement Concerning the Use of Statistical Methods**
1. This dissertation proposal requires the use of statistical methods and/or the interpretation of the results of statistical analyses (please check one): Yes No

2. If the answer is YES, the sponsor must select one of the following:

   O – The student has successfully completed one or more of the following courses at Teachers College (please check ALL that apply):

   O   HUDM 4122 Probability and Statistical Inference
   O   HUDM 5122 Applied Regression Analysis
   O       HUDM 5123 Linear Models and Experimental Design

   O – The student has passed an examination given by the Program in Measurement, Evaluation, and Statistics in the Department of Human Development at Teachers College that exempts him/her from taking one or more of the above courses.

Dissertation Sponsor’s Signature: ___________________________ Date: __________

Part III – Approval by Dissertation Sponsor and Second Committee Member

The dissertation sponsor and second committee member and other consultant(s) (if any), agreeing that the proposal is practicable and acceptable, that its plan and prospectus are satisfactory, and that the student is competent in the knowledge and techniques required, approve the proposal and recommend that the student proceed according to the prospectus and under the supervision of the Dissertation Committee.

The faculty present and voting YES sign here (The dissertation sponsor and second committee member signatures are required):

1. _________________________ Print Name _______ Date
   Dissertation Sponsor’s Signature

2. _________________________ Print Name _______ Date
   Second Committee Member’s Signature

The faculty present and voting NO sign here:

1. _________________________ Print Name _______ Date
   Dissertation Sponsor’s Signature

2. _________________________ Print Name _______ Date
   Second Committee Member’s Signature

Part IV – To Be Signed by the Department Chair

_________________________ Print Name _______ Date
   Department Chair’s Signature
Criteria for Scheduling Summer Dissertation Oral Defense

Dissertation Oral Defenses are held in the Autumn Term and Spring Term. Only for reasons of very exceptional urgency, according to criteria established by the Ed.D. Committee (which administers the degree of Doctor of Education and the degree of Doctor of Education in College Teaching of an Academic Subject) and the Ph.D. Coordinating Committee (which administers the degree of Doctor of Philosophy), and upon recommendation by the candidate’s dissertation sponsor and department chair, a Dissertation Oral Defense may be scheduled during the Summer Term. Exceptional urgency is defined by the following:

1. The candidate is from another country and must return before the start of the Autumn Term;
2. The candidate is going on a professional assignment in another country before the start of the Autumn Term;
3. The candidate is going on extended military duty before the start of the Autumn Term; or,
4. The dissertation sponsor and/or committee members are going to be on leave or on an off-campus assignment during the preceding Spring or following Autumn Term.

The Ed.D. Committee and the Ph.D. Coordinating Committee authorize the Director of the Office of Doctoral Studies to review all petitions pertaining to the above conditions or others, which would precipitate exceptional urgency.

Instructions for Ed.D./Ed.D. CTAS Candidates

To obtain authorization for a Summer Dissertation Oral Defense, please follow the procedures below:

3. Ed.D./Ed.D. CTAS candidates must register for Program Code 8900 Dissertation Advisement for zero (0) point or a Teachers College course for three (3) credits to fulfill the continuous registration fee.

Intention to Defend the Dissertation” has been received and processed by the Office of Doctoral Studies and an external examiner has been assigned by the Office of the Vice Provost.

**Instructions for Ph.D. Candidates**

To obtain authorization for a Summer final oral defense, please follow the procedures below:

1. The candidate submits “Notification of Intention to Defend the Dissertation at Final Oral Defense Examination for the Ph.D. Degree” at the beginning of the Summer semester. Once a date for defense has been confirmed with all members of the Final Oral Defense Committee, the “Application to Schedule the Ph.D. Final Oral Defense,” is submitted along with a written statement indicating the reason for requesting a Summer final oral defense.
2. The candidate’s written request to hold a summer final oral defense must include a recommendation from the dissertation sponsor.
3. Ph.D. candidates must register for **TI8900 Dissertation Defense**.

The “Notification of Intention to Defend the Dissertation at Final Oral Defense Examination for the Ph.D. Degree” and the “Application to Schedule the Ph.D. Final Oral Defense” forms are obtainable on the TC Website and in the Office of Doctoral Studies.

**Check the Teachers College Website [http://www.tc.edu](http://www.tc.edu) for the Summer Term dates.**
Doctoral Student Status Report  
Program in Social Studies  
Teachers College, Columbia University  

*Please Submit Annually by May 1*

<table>
<thead>
<tr>
<th>Last Name:</th>
<th>First Name:</th>
<th>Program: Ph.D. or Ed.D.</th>
<th>Advisor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester &amp; Year of Entry:</td>
<td>Last Term Registered:</td>
<td>Points Completed: Missing Grades/IN points:</td>
<td>Total: Points Transferred (non TC):</td>
</tr>
<tr>
<td>Incomplete Grades:</td>
<td>•</td>
<td>Missing Grades:</td>
<td>•</td>
</tr>
<tr>
<td>Out of Program (15 Points)</td>
<td>Completed (Number of Points):</td>
<td>Pending (Number of Points):</td>
<td></td>
</tr>
<tr>
<td>Dissertation Seminar Sequence</td>
<td>A&amp;HW 7503 Dissertation Seminar</td>
<td>A&amp;HW 6503 - Doctoral Seminar</td>
<td></td>
</tr>
<tr>
<td>Doctoral Certification Requirement</td>
<td>5503 Paper</td>
<td>Cert. Exam AM</td>
<td>Cert. Exam PM Proposal</td>
</tr>
<tr>
<td>Ready for Certification</td>
<td>Yes: No: Semester to be Certified:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Research Courses:

Conference and/or Paper Presentations:
Conferences Attended:
Publications in Development:

Comments
Certification/Defense

Need Update on Certification Requirements

Will not be certified unless incompletes/missing grades are removed from the transcript
Submit notification of intention to defend form at the beginning of the semester of defense
Register for 3 credit points or its equivalent of A&HW 8900 Dissertation Advisement once certified

Other Comments:
Research course needed:
# Advising Notes:

## PH.D. IN SOCIAL STUDIES

**DEGREE CHECKLIST**

*(75 Points Minimum)*

Revised 2008

Name: ________________________________

Each student must complete this checklist with his/her advisor when accepted in the program and must update it every semester thereafter.

<table>
<thead>
<tr>
<th>COURSES</th>
<th>SEMESTER / YEAR (specify TC, Columbia, or previous degree)</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. REQUIRED COURSES IN THE MAJOR FIELD</strong> (15 points)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A&amp;HW 5030: Diversity and the Social Studies Curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A&amp;HW 5031: Teacher Education in the Social Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A&amp;HW 5530: The History of American Social Thought</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A&amp;HW 6500: History of Social Studies/Seminar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A&amp;HW 6530: Curriculum Development, Research, and Supervision</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>(The above courses must be taken during the first 2 years of the doctoral program for both full-time and part-time students)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>II. REQUIRED RESEARCH COURSES, SEMINARS, AND INDEPENDENT STUDY</strong> (23 points minimum)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Program Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Basic Research Courses:</em> (12 points)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are encouraged to take courses in quantitative, qualitative, and historical research methods. Select from the recommended list in the doctoral handbook in consultation with advisor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Research Paper:</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A&amp;HW 5503: Research Paper in Social Studies *</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Note: In the 3rd semester of Doctoral Seminar, students begin writing their 5503 paper, which will be defended in the 4th semester (1 point)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Seminars:</em> (10 points)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A&amp;HW 6503: Doctoral Seminar (4 semesters)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
For 2 points per semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>A&amp;HW 7503</td>
<td>Dissertation Seminar (enroll once 2 points)</td>
</tr>
<tr>
<td>A&amp;HW 8903</td>
<td>Dissertation Advisement in social studies</td>
</tr>
</tbody>
</table>

**Independent Studies, such as:** (1 points)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>A&amp;HW 5931</td>
<td>Guided Investigations in the Teaching of Social Studies</td>
</tr>
<tr>
<td>A&amp;HW 6030</td>
<td>Research in Social Studies Education</td>
</tr>
<tr>
<td>A&amp;HW 6203</td>
<td>Advanced Fieldwork in Social Studies</td>
</tr>
<tr>
<td>A&amp;HW 6903</td>
<td>Research and Independent Study: Social Studies</td>
</tr>
<tr>
<td>A&amp;HW 6935</td>
<td>Studies in History and the Teaching of History and Social Studies</td>
</tr>
</tbody>
</table>

### III. BROAD AND BASIC AREAS OF PROFESSIONAL SCHOLARSHIP (15 points minimum)

At least one course is required in each of the four major areas of educational scholarship.

**Nature of Education**

- History of education; Philosophy of education; Sociology of education; Anthropological, Economic, or Political foundations of education; Comparative and International education

**Nature of Persons and the Learning Process**

- Developmental psychology; Educational psychology; Cognitive psychology; Psychology of school subjects; Special education and gifted education; TESOL

**Curriculum, Schooling, and Leadership**

- Curriculum theory and development; Instructional processes and resources; Multicultural education; Diversity in education; Urban education; Technology in education; Organization and administration of education; Educational policy

**Methods of Evaluation and Research**

Additional research courses directed at the
completion of the candidacy paper, proposal, and dissertation

**IV. CONTENT COURSES IN THE MAJOR FIELD**  
(21 points minimum)

<table>
<thead>
<tr>
<th>ADDITIONAL REQUIREMENTS / STEPS TOWARDS DEGREE</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Paper (5503) completed (within second year of doctoral seminar)</td>
<td></td>
</tr>
<tr>
<td>Program Plan of Study</td>
<td></td>
</tr>
<tr>
<td>Statement of Total Program submitted</td>
<td></td>
</tr>
<tr>
<td>Foreign Language ( ____________/ ____________) exams completed</td>
<td></td>
</tr>
<tr>
<td>Certification Examination and Paper completed</td>
<td></td>
</tr>
<tr>
<td>M.Phil. Degree awarded</td>
<td></td>
</tr>
<tr>
<td>Dissertation Proposal approved</td>
<td></td>
</tr>
</tbody>
</table>
INSTRUCTIONS FOR COMPLETING THE Ph.D. COURSE PROGRAM PLAN

The Program Plan of Study details the projected course of study to satisfy the department’s requirements and those of the program. It consists of courses taken at Teachers College and Columbia University as well as those in transfer. Each plan requires the signature of the candidate, the adviser, and approval by the appropriate Area Committee.

Please follow all directions carefully. First, consult the approved Ph.D. adviser in your program available in your department as well as the Ph.D. Degree Requirements Bulletin available in the Office of Doctoral Studies, 153 Horace Mann. Your adviser in the department or program will assist you in planning your course program plan and listing the courses that are required for the degree.

HOW TO COMPLETE THE PROGRAM PLAN

I. Student Information: In the top box of the form enter your name and mailing address. In the right box, enter the name of your Ph.D. adviser, your department and program as they appear on your letter of full admission in the Ph.D. program from the Admissions Office.

II. Entering Courses:

a. Graduate courses completed at other universities and officially transferred by the Admissions Office are entered by writing an abbreviation of the course title, followed by the number of points of credit in parentheses. Ph.D. programs at TC allow a maximum of 30 points in transfer credits from another institution, except the Clinical Psychology Program which limits transfer credits to 12 points. When possible, give the title as stated on the Admissions Office Evaluation Form.


NOTE: You may request an evaluation of transfer credits by submitting the necessary form available in the Admissions Office in room 146 Horace Mann, along with an official copy of your transcript from another institution. Next, confer with your adviser to decide on the transfer credits to be included in your Program Plan. You should not enter transfer credits in the Program Plan until you obtain permission from your major adviser.

b. Graduate courses taken at Columbia University prior to enrollment at TC (those registered through TC are not to be included in this section) are entered by writing the word which indicates the field of study, the course number, and the points in parentheses. Note that, for Columbia courses, the number alone is not sufficient; several different fields of study may offer courses with the same number. A maximum of 45 points from Columbia University are permitted, with adviser’s approval. For courses already completed, give the field of study and number exactly as they appeared in the Columbia announcement at the time you took the course.


c. Courses registered through Teachers College, including Columbia courses, are entered by writing the course number and the points. For subjects already completed, give the number as it was when you took the course.

Do not spell out the full descriptive titles of TC or Columbia courses in the “Courses Registered through TC” section.

III. Use of Upper and Lower Sections:

a. Enter in the Upper Section of the form all courses offered for the Ph.D. Degree which appear, or will appear on your Teachers College transcript. These include Teachers College courses, and courses pursued in other Faculties of Columbia for which you are registered through TC. The courses below the line will be checked against your TC transcript.

b. Enter in the Lower Section of the form only graduate courses officially transferred by the Office of Admissions and approve by your adviser.
IV. Use of Columns:

Column 1. Institutions and dates.
* In the upper section enter the name of the institution from which you have received transferred credit and the inclusive years. Example: New York University, 1981-84, then enter the courses taken there in the correct columns 2-5 at the right. If you have received transfer credit from more than one institution, align each institution’s name and its course horizontally, so that the course can be identified with the institution at which they were taken.
* In the lower section of column 1, enter the Academic Year or Summer Session during which you took, or will take, the courses indicated.

Column 2. Major Area and Specialization.
Enter the course designation and points for each subject in your major field and specialization (except research courses; see Column 3). Major courses are usually but not always in your own department; consult your adviser or the Departmental Ph.D. Program Plan. Align the courses with the dates in Column 1. DO NOT INCLUDE: IND 6000 (Doctoral Candidate), Dept Code _ 8900 (Dissertation Advisement), and courses taken for R credits (Attendance). R credit courses are to be entered in Column 5 (Other).

Enter courses and points in research methods (including but not limited to Statistics) and research seminars. Each Ph.D. student must complete a minimum of 12 points in research methods, or more if required by the nature of the major field or dissertation research topic.

Column 4. Non-Major--“Foundations”.
Consult the approved program statement of your specialization for the non-major requirement.
Example: If you are a student in Psychology, enter course in your own major field in Column 2; place in Column 4 only courses in Philosophy and the Social Sciences.

Column 5. Non-Major.
Enter other non-major courses with their points and courses taken for “R” credit.

V. Use of Lines:
a. Line 6: Total Points. Write the total of the points that have been entered in Columns 2, 3, 4, and 5.
b. Box 7. Languages: Students in departments other than Psychology and Speech Pathology/Audiology are to write the names of foreign languages they have passed with the date when they passed, or the names of other languages they propose to offer. For languages required in your department and area of specialization, check the Ph.D. Degree Requirements Bulletin.
c. Summary of Points.
   * On line 8a state the number of points officially transferred and entered in the upper section.
   * On line 8b, state the number of points completed, or to be completed through TC registration which were entered in the lower section.
   * On line 8c give the total points.
NOTE: All Ph.D. programs require a minimum of 75 points or more as required by the department and area of specialization. No more than 9 points of “R” credit courses may be used and they are to be listed in Column 5 (Other).
d. Signatures: Finally, after your adviser has indicated that your draft is satisfactory, prepare one clean and neat copy of the Program Plan. Type or print all entries INK. Sign, date, and secure your adviser’s signature. You may use as many sheets as you find necessary. File the copy with the original signatures in the Office of Doctoral Studies.

WHAT HAPPENS AFTER YOU SUBMIT THE PROGRAM PLAN?

1. The Office of Doctoral Studies will review your Program Plan and check it against the general college Ph.D. requirements as well as your Departmental requirements. If revisions are needed, the Office will contact you directly. If your Program Plan is deemed satisfactory, it will be forwarded to your Area Committee for its review and approval. A copy of the approved Ph.D. Program Plan will be mailed to you and to your adviser.

2. If changes need to be made (Examples: adding/dropping a course, or changing number of points) on your course program plan after it has been submitted and approved by the Area Committee, you need to submit a form called Change of Course Program Plan available in the Office of Doctoral Studies to reflect the changes you wish to make. This form should be signed by your adviser, and submitted to the Office of Doctoral Studies for review. A copy of the revised Program Plan will be mailed to you and to your adviser after the changes have been approved by the Office.
Statement of Total Program for Ph.D. Students

On May 7, 1976, the Ph.D. Coordinating Committee adopted the Faculty’s resolution of April 30, 1976, changing the “Plan of Residence” as previously stated, to “A Plan for Meeting Total Program Objectives.”

As the doctoral program entails more than simply taking courses and completing a dissertation, it can be pursued effectively only when substantial provision is made for periods of freedom from other activities, so as to ensure the fulfillment of such aims as the following:

1. to work closely with a large number of Teachers College Faculty members and to get to know them well by them,
2. to establish close personal and professional relationships with other students at Teachers College,
3. to make extensive use of the College’s resources such as the Library and Computer Center,
4. to attend and participate in special meetings and program which are available to students at the College,
5. to participate in special seminars and meetings planned by, or for, full-time students, and
6. to work closely with a dissertation advisor and committee in connection with dissertation plans and development.

Each student in consultation with an advisor is required to develop a plan for meeting the above objectives, and to prepare a written statement of this plan, the statement should be approved by the advisor. The statement should be signed by the advisor and the student. The Statement of Total Program should be submitted to the Office of Doctoral Studies with the Program Plan.

The Statement of Total Program does not require approval by the Committee. However, its submission, with departmental approval, continues to be a requirement for the award of the M. Phil. Degree.
TEACHERS COLLEGE
COLUMBIA UNIVERSITY
Office of Doctoral Studies

Departmental Recommendation for Award of M.Phil. Degree

(A requirement for the Ph.D. Degree which replaces the former term “Certification for the Ph.D.”)

Instructions:
- Return to TC Box 172 in an envelope.
- The Departmental Recommendation for Award of M.Phil. Degree must accompany the Certification Examination Results form.
- Definitions of categories on the reverse side.
- Incomplete forms will be returned to the DEPT for completion.

Candidate’s Name: ________________________ SS No. #: ________________________

Address: ________________________________________________________________

__________________________________________________________ Program: ________________________

I. Clearance in Departmental Membership

☑ Check one:
- Candidate has not been a major in any other department in the University.
- Candidate’s record in other department of the University has been cleared in writing with this department.

II. Departmental Recommendation for M.Phil. Degree

☑ Check one category for each (Note: All columns rated Acceptable implies affirmation action):

<table>
<thead>
<tr>
<th>Major Field Rating</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certification Examination Rating</td>
<td>Acceptable</td>
<td>Unacceptable</td>
</tr>
</tbody>
</table>

Upon Departmental review of the candidate’s academic progress and performance, the candidate is recommended for:

1. The Degree of Master of Philosophy (M.Phil.): ☐ YES ☐ NO
2. Continuation for the Degree of Doctor of Philosophy (Ph.D.): ☐ YES ☐ NO
3. Student is permitted to do a retake? ☐ ☐ AM ☐ PM ☐ BOTH

Print Chairperson’s Name: __________________________________________

Chairperson’s Signature: ___________________________ Date: ____________

(REV. 5/04)
Dissertation Checklist

- Visit the Office of Doctoral Studies (ODS) and pick up the Ph.D. Requirement Bulletin.
- Find a Sponsor and a Second Reader. Your Sponsor must be on the GSAS list of approved sponsors.
- Write a Dissertation Proposal. Revise proposal until approved by sponsor.
- Make sure that all committee members have a copy of your Proposal.
- Get a Proposal Hearing Form from ODS (and bring to the Proposal Hearing).
- To defend the proposal, you must register in either your departmental dissertation seminar (7500) or, if you've completed both seminars, dissertation advisement (8900).
- Confirm the meeting time and place with your committee.
- Pass the Proposal Hearing.
- Submit IRB Form if applicable (check with your sponsor on whether the IRB materials should be submitted prior to the proposal hearing)
- Receive IRB Approval: Bring copy to ODS with signed Proposal Hearing Form and one copy of Proposal.
- At this point, you should have completed your Master of Philosophy requirements which includes:
  1) Completing your departmental certification requirements
  2) Submitting your program plan and statement of total program
  3) Completing all course work towards the Ph.D. degree including the dissertation seminar (7500 series)
- With Sponsor's approval and advice recruit a tenured TC Faculty member to serve as chair of your Advanced Seminar, fill out form ("Application for Advanced Seminar") available in ODS, and get the signature of the Area Chairperson.
- Arrange time and place for Advanced Seminar (confirm with committee members a day or two before meeting).
- To hold the Advanced Seminar, you must register in either dissertation advisement or, if you're defending the same term, Ph.D. Oral Defense (TI8900).
- Fill out "Intention to Defend" Form at ODS by semester deadline (see academic calendar in TC catalog or on web site).
To defend the dissertation, you must register in Ph.D. Oral Defense (TI8900) for that semester. There are no exceptions.

Submit dissertation to the Sponsor and Second Reader (and Chair if he/she requests it).

Revise as needed. You should also have the Style manual from ODS.

With Sponsors help, find two GSAS Examiners (outside readers) for Orals. Typically, one is from TC (outside your program), the other from outside TC.

Schedule Oral Defense at least two weeks before Defense date and re-confirm with all five members of your committee several days beforehand.

Submit the defense application with the signatures of your Sponsor and Area Chair to ODS as early as possible and no later than two weeks before the final defense date.

Send all five committee members a copy of your complete dissertation.

Pass Orals.

Revise Dissertation in accord with the suggestions at the Orals.

Before making final deposit of dissertation, bring a copy for Gary Ardan to check the formatting. Avoid the common errors:

GSAS title pages: Two with your name only; the extra title page also lists the sponsor

Copyright date: The year you complete all degree requirements, not necessarily the year you deposit (i.e. pending internship)

Bibliography: Check that references are in the proper order.

Charts & Tables: Page numbers must be in upper right corner.

Write Thank You notes to committee members; send copies of completed dissertation to those committee member who've requested this.

Celebrate.

BAF/GSA (7-22-04)
DEFENSE COMMITTEE MATRIX FOR PH.D. STUDENTS

<table>
<thead>
<tr>
<th></th>
<th>Member of Candidate’s Committee</th>
<th>Member of Candidate’s Department</th>
<th>Member of GSAS</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sponsor (must be Ph.D. approved)</td>
<td>X</td>
<td>X</td>
<td>Usually is a member of GSAS</td>
<td>Can be outside of student’s department – must petition</td>
</tr>
<tr>
<td>Chair (must be tenured)</td>
<td>X</td>
<td>Can be from candidate’s department</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dissertation Member</td>
<td>X</td>
<td>X</td>
<td>Leeway for member of GSAS</td>
<td></td>
</tr>
<tr>
<td>Examiner 1</td>
<td></td>
<td></td>
<td>X</td>
<td>Must be from outside candidate’s program; not necessarily outside of department</td>
</tr>
<tr>
<td>Examiner 2</td>
<td></td>
<td></td>
<td>X</td>
<td>Must be from outside TC – i.e., Columbia, Barnard, etc.</td>
</tr>
</tbody>
</table>

X = Must meet the criteria

General Notes: At least 2 committee members must be from the candidate’s department. At least 4 members must be GSAS approved.
Information for Dissertation Sponsors

1. The Sponsor is responsible for obtaining and recommending defense committee examiners; after which time the student may confer with all members to set a mutually agreed upon date and time. Students may not select their own defense committee nor should they be placed in the position to ask faculty members to serve without prior clearance from the sponsor.

2. Normally, the Oral Defense Committee shall consist of (5) five members:
   1. The Dissertation Sponsor, who must be a Ph.D. approved Sponsor; normally a member of the student’s department.
   2. The Chair, who must be a tenured faculty member;
   3. The Committee Member, who is normally a member of the student’s department.
   4. The two (2) Examiners:
      a. one (1), who is normally a member of the GSAS Faculty from outside the student’s department; and,
      b. one (1), who a member of the GSAS Faculty or an approved GSAS substitute from other faculties of the University (other than Teachers College).

   Note: The Oral Defense Committee will normally include four (4) GSAS faculty, one of whom must be a GSAS faculty member; or an approved GSAS substitute from outside of Teachers College.

3. Nominated faculty examiners who are not members of GSAS require a written rationale from the dissertation sponsor; accompanied by a copy of the nominee’s current vita. Both are then submitted to the Office of Doctoral Studies with the application to Schedule the Oral Defense. The Dean of GSAS makes the final decision on such nominations.

4. Nominated Oral Defense Committees consisting of six members are not encouraged; if approved, the sixth member may examine the candidate but not participate in the final vote on the acceptance of the defense. Only approved members of the Defense Committee and the candidate may be present during the two hour defense.

5. A Defense Committee is permitted to convene in the absence of one member only in cases of emergency or other extremity. If a member of the committee will not be able to attend the defense, the Director of Doctoral Studies must be notified immediately to seek permission from the Dean of GSAS for permission to hold the defense. If approval is granted, the Director will give further instructions to the Chair of the Oral Defense Committee.

6. Applications to schedule the Oral Defense and six (6) copies of the Abstract are due in the Office of Doctoral Studies four (4) weeks prior to the date of defense.

7. Candidates are to submit to all defense committee members a copy of the dissertation three (3) weeks prior to the date of the oral defense.
Leave of Absence from Dissertation Advisement for Ph.D. Students

Notes:

1. A student is not eligible for advisement during the term when a Leave of Absence has been granted.
2. Requests for a retroactive Leave of Absence requires written verification from the adviser and/or sponsor that advisement was not provided during the term. (Please attach a signed statement).
3. If you are granted a Leave of Absence, you do not maintain status as a registered student for the term. If you wish to maintain student status (e.g., for library access, for email privileges, etc.), you must petition for a waiver and register for IND 6000, “Doctoral Candidate.”
4. A maximum of one (1) year may be requested. If additional time is required, a new petition must be submitted and reviewed by the Ph.D. Committee.
5. Your period of eligibility is automatically extended for the time granted for an approved Leave of Absence.
6. The Final Oral Defense may not be held during the term when a Leave of Absence has been granted.

Ph.D. Degree

Print Student’s Name:  Student I.D.:
Surname  First  Full Middle
Address:  
Number and Street  City  State  Zip Code
Department:  Major:  
Adviser:  Email:  

Leave of Absence of Dissertation Advisement for Ph.D. Students
I hereby request a leave of Absence from dissertation advisement for the following term(s). Please check the term and indicate the year.

AUTUMN 20 _ _ or SPRING 20 _ _
YEAR                       YEAR

A leave of absence will be considered only for reasons of compelling necessity please check one:

1. Sustained illness, your completion of this petition authorizes the College to make inquiry of the
   [Physician whose name, address and telephone number is given in this petition.]

2. Maternity Leave, your completion of this petition authorizes the College to make inquiry of the
   [Physician whose name, address and telephone number is given in this petition.]

3. Military Service, attach a letter describing details include supporting documentation from your command.

Student’s Signature: ______________________ Date: ______________________

Continuous Registration of Students Seeking the Degree of Doctor of Philosophy

The Graduate School of Arts and Sciences of Columbia University requires the continuous registration for all Ph.D. students having been admitted to the Ph.D. program. This policy applies to all Ph.D. students in Teachers College.

All Ph.D. students in Teachers College must register for dissertation advisement in the doctoral dissertation advisement course in the major department (DEPT Code 8900) following enrollment in the department’s designated dissertation seminar course(s) (DEPT Code 7500 series) or following the term in which the dissertation proposal was approved, whichever comes first until all requirements for the degree are met.

Please Note: Please obtain the recommendation of your Adviser and Department Chairperson before submitting it to the Office of Doctoral Studies for processing.

Recommended: ______________________________________________________________________________
Adviser’s Signature: ______________________ Chairperson’s Signature: ______________________
Print Adviser’s Name: ______________________ Print Chairperson’s Name: ______________________
Date: ______________________ Date: ______________________

Student first enrolled in the Ph.D. program on: ______________________

Office Use Only

Recommended to: The Dean of The Graduate School of Arts & Sciences

Approved by The Office of Doctoral Studies & Ph.D. Committee

Signed - Director Date

(REV. 11/04)
**Personal Exemption from Dissertation Advisement for Ph.D. Students**

**Notes:**

7. A student is not eligible for advisement during the term when a Personal Exemption has been granted.
8. Requests for a retroactive Personal Exemption requires written verification from the adviser and/or sponsor that advisement was not provided during the term. (Please attach a signed statement).
9. If you are granted a Personal Exemption, you do not maintain status as a registered student for the term. If you wish to maintain student status (e.g., for library access, for email privileges, etc.) you must register for IND 6000, “Doctoral Candidate.”
10. If you have a student loan and a Personal Exemption is granted and wish to be eligible for a loan deferment, you must register for IND 6000, “Doctoral Candidate” and have an approved Certificate of Equivalency on file. Certificates of Equivalency are only granted when a student is working on an approved activity toward the satisfaction of degree requirements for a specific number of hours. The Certificate of Equivalency Forms are available in the Office of the Registrar.
11. A maximum of two (2) terms of Exemptions will be granted during your period of obligation.
12. Approval of a Personal Exemption does not entitle you to an extension of time for your period of eligibility to complete degree requirements.
13. **The Final Oral Defense may not be held during the term when an Exemption has been granted.**

<table>
<thead>
<tr>
<th>Ph.D. Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print Student’s Name:</td>
</tr>
<tr>
<td>Surname</td>
</tr>
<tr>
<td>Address:</td>
</tr>
<tr>
<td>Department:</td>
</tr>
<tr>
<td>Adviser:</td>
</tr>
</tbody>
</table>

**Personal Exemption from Dissertation Advisement for Ph.D. Students**

I hereby request an exemption from dissertation advisement for the following term(s). Please check the term and indicate the year.

| AUTUMN | 20 | or | SPRING | 20 |
| YEAR | YEAR |
Reasons for the personal exemption please √ check one.

4. I am not able to work on the dissertation and thus will not be seeking advisement because of pressure of work.

5. My dissertation is at a stage where advisement is not required.

6. Due to professional or personal circumstances beyond my control I will not be seeking advisement.

Student’s Signature: ____________________________ Date: ____________________________

Continuous Registration of Students Seeking the Degree of Doctor of Philosophy

The Graduate School of Arts and Sciences of Columbia University requires the continuous registration for all Ph.D. students having been admitted to the Ph.D. program. This policy applies to all Ph.D. students in Teachers College.

All Ph.D. students in Teachers College must register continuously for dissertation advisement in the doctoral dissertation advisement course in the major department (DEPT Code 8900) following enrollment in the department’s designated dissertation seminar course(s) (DEPT Code 7500 series) or following the term in which the dissertation proposal was approved, whichever comes first until all requirements for the degree are met.

Please Note: Please obtain the recommendation of your Adviser and Department Chairperson before submitting it to the Office of Doctoral Studies for processing.

Recommended:

Adviser’s Signature: ____________________________ Chairperson’s Signature: ____________________________

Print Adviser’s Name: ____________________________ Print Chairperson’s Name: ____________________________

Date: ____________________________ Date: ____________________________

Student first enrolled in the Ph.D. program on: ____________________________

Office Use Only

Approved by The Office of Doctoral Studies & Ph.D. Committee

Signed - Director: ____________________________ Date: ____________________________

(REV. 11/04)

TEACHERS COLLEGE
COLUMBIA UNIVERSITY
Office of Doctoral Studies
BOX 172 ● 153 HORACE MANN ● 525 W. 120th Street
NEW YORK, NY 10027
PHONE: (212) 678-4058 FAX: (212) 678-3005

Doctor of Philosophy – Ph.D. - Students ONLY
A Waiver from Dissertation Advisement for Ph.D. Students

Notes:

14. A student is not eligible for advisement during the term when a Waiver has been granted.
15. Requests for a retroactive Waiver requires written verification from the adviser and/or sponsor that advisement was not provided during the term. (Please attach a signed statement).
16. Although the Waiver exempts one from dissertation advisement registration, you must enroll for a course or register for IND 6000, “Doctoral Candidate.”
17. If you have a student loan and a Waiver is granted and wish to be eligible for a loan deferment, you must register for IND 6000, “Doctoral Candidate” and have an approved Certificate of Equivalency on file. Certificates of Equivalency are only granted when a student is working on an approved activity toward the satisfaction of degree requirements for a specific number of hours. Certificate of Equivalency Forms are available in the Office of the Registrar.
18. A maximum of two (2) terms may be requested at a time. If additional time is required, a new petition for request of a Waiver must be submitted and approved by the Ph.D. Committee.
19. Approval of a Waiver does not entitle you to an extension of the period of eligibility to complete degree requirements.
20. The Final Oral Defense may not be held during the term when a Waiver has been granted.

Ph.D. Degree

Print Student’s Name: Student I.D.:
Surname First Full Middle
Address: Number and Street City State Zip Code
Department: Major:
Adviser: Email:

A Waiver of Dissertation Advisement for Ph.D. Students

I hereby request a leave of Absence from dissertation advisement for the following term(s). Please check the term and indicate the year.

AUTUMN 2020 or SPRING 2020
YEAR YEAR

Please check one: A Waiver will be considered only for the following reasons:
Continuous Registration of Students Seeking the Degree of Doctor of Philosophy

The Graduate School of Arts and Sciences of Columbia University requires the continuous registration for all Ph.D. students having been admitted to the Ph.D. program. This policy applies to all Ph.D. students in Teachers College.

All Ph.D. students in Teachers College must register continuously for dissertation advisement, in the doctoral dissertation advisement course in the major department (DEPT Code 8900) following enrollment in the department’s designated dissertation seminar course(s) (DEPT Code 7500 series) or following the term in which the dissertation proposal was approved, whichever comes first until all requirements for the degree are met.

Please Note: When the Waiver form is completed have your Adviser and Department Chairperson sign the form before submitting it to the Office of Doctoral Studies for processing.

Recommended:  
Adviser’s Signature: ________________________  Chairperson’s Signature: ________________________
Print Adviser’s Name: ________________________  Print Chairperson’s Name: ________________________
Date: ______________________________________  Date: ______________________________________

Directions for Applying for Advanced Seminar

Area A Committee  The Experimental Study of Human Behavior, Growth Learning, and Adjustment.

Professor Barry A. Farber  328 Horace Mann  ext. 3125  Box 57

<table>
<thead>
<tr>
<th>Department</th>
<th>Programs in Area A</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBS Biobehavioral Studies</td>
<td>Speech-Language Pathology &amp; Audiology</td>
</tr>
<tr>
<td>CCP Counseling &amp; Clinical Psychology</td>
<td>Counseling Psychology</td>
</tr>
<tr>
<td>HUD Human Development</td>
<td>Clinical Psychology</td>
</tr>
<tr>
<td>HBS Health &amp; Behavior Studies</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td></td>
<td>Developmental Psychology</td>
</tr>
<tr>
<td></td>
<td>Measurement, Evaluation, &amp; Statistics</td>
</tr>
<tr>
<td></td>
<td>School Psychology</td>
</tr>
</tbody>
</table>
To:        Ph.D. Candidates Applying for Advanced Seminar

From:  The Office of Doctoral Studies

Note: IT’S ALL IMPORTANT, SO READ IT TO THE END.

1. Please complete all information as requested on the attached forms.

2. The date and time which you set for the seminar must be one which has been definitely confirmed with each member of your committee. The committee should consist of one committee member in addition to the Seminar Chairperson and the Dissertation Sponsor. Important: at this stage, two of the three
Teachers College faculty members must be on the list of Ph.D. Advisors (See Ph.D. Requirement Bulletin).

3. If you need a room outside of your department, contact Room Assignments at 678-3707, 152 Horace Mann.

4. Be sure to give the correct and full title of your dissertation where it is requested, as it will facilitate the assignment of the most appropriate faculty member to serve as chairperson of your seminar. While the appointment of the Chairperson of the Advanced Seminar is technically the responsibility of the Area Chairperson, you or your Dissertation Sponsor should recommend someone to serve in this capacity. You should submit that name with your application, after having confirmed that faculty member’s availability.

5. The application must be signed by your Dissertation Sponsor and the completed application then given by the candidate to the Area Chairperson at least one week before the date of the Advanced Seminar.

6. You must prepare at least (5) FIVE copies of the outline of your dissertation for use at the Advanced Seminar. Tables showing data most directly relevant to your hypotheses should be attached. Give one copy to each member of your committee at least (1) one week before the seminar. Bring one copy with you to the seminar. This copy will be filed with your records upon successful completion of the advanced seminar.

(Application for An Advanced Seminar)

SS No.#______________________________

Student Name  (Please Print) ________________________________

Date of the Dissertation Proposal Hearing ____________________

Month   Day   Yr.

The following faculty members have consented to appear at the Seminar on the date and time indicate below:

Seminar Chairperson: 1.______________________________

Dissertation Sponsor: 2.______________________________
Committee Members:  3. __________________________________________ 
4. __________________________________________ 
5. __________________________________________ 

The Date and Time for the Advanced Seminar is _________________. 
Month __________ Day __________ Yr. 
The time of the Seminar is ___________ to _____________. 

Dissertation Title: ________________________________________________________________________________________________ 
______________________________________________________________________________________________ 
______________________________________________________________________________________________ 

Student Signature ____________________________ Email Address ____________________________ 

this application is approved by ____________________________________________, Dissertation Sponsor 

Signature 

Date _______________________________________. 

================================================================================================== 
To be completed by the Area Chairperson: 

I approve the above application and designate Professor _________________________ as Chairperson. 

_____________________________________________ 

Area Chairperson 

================================================================================================== 

Advanced Seminar Report 

Candidate’s Name ____________________________ Student ID # ____________________________ 

Department ____________________________ 

Major ____________________________ 

Dissertation Title ____________________________
In deciding the acceptability of the report on the study, faculty members should consider the extent to which the candidate has show evidence along lines such as the following:

1. Background of scholarship relative to the area of the study.
2. Thoroughness in gathering pertinent data.
3. Awareness of issues.
4. Broad competence in techniques appropriate to the area.
5. Effective defense of the study.

Results

Check one:

1. Study is approved
2. Study is approved with minor revisions
3. Study is not approved

1. ____________________________, Seminar Chairperson
   Signature
2. ____________________________, Committee Members
   Signature
3. ____________________________, Dissertation Sponsor
   Signature
4. ____________________________, Other Committee Member (if any)
   Signature

Please file (1) one copy of the report with a copy of the candidate’s study in the Doctoral Office, 153 Horace Mann.

TEACHERS COLLEGE - COLUMBIA UNIVERSITY
Office of Doctoral Studies

To: Candidates for the Ph.D. Degree and their faculty advisers

Subject: Deadline Dates for Ph.D. Candidates

Students who plan to have the Final Oral Defense on the Ph.D. Dissertation must follow these deadlines.

No less than (5) Five weeks before the Final Oral Defense Date
• File FORM #1 giving Notification of Intention to Defend the Dissertation at Final Oral Defense Examination for the Ph.D. Degree during the intended term of defense. This information is needed in order to review the student’s records and evaluate their acceptability of proposed defense members.

(NO EXCEPTIONS!)

No later than (4) four weeks prior to the Date of the Scheduled Final Oral Examination

• Notify ODS of the exact date and time of the Final Oral Examination on the attached FORM #2. The candidate is responsible for arranging a day and hour at which all members of the Final Oral Defense Committee, nominated by the Dissertation Sponsor, can attend. Early notification of the time of the examination is required by the Graduate School of Arts and Sciences. The (4) four weeks deadline must be observed, otherwise, the defense will need to be re-scheduled.

No later than (3) three weeks prior to the Date of the Final Oral Examination

• The Candidate distributes copies of the dissertation to all members of the Final Oral Defense Committee and files (6) six copies of the approved dissertation abstracts in the Office of Doctoral Studies.

Revised 1/99

Form #1

TEACHERS COLLEGE - COLUMBIA UNIVERSITY
OFFICE OF DOCTORAL STUDIES

NOTIFICATION OF INTENTION TO DEFEND DISSERTATION AT FINAL ORAL EXAMINATION FOR THE Ph.D. DEGREE
I hereby declare my intention to defend my dissertation at a final oral examination during the current term, on approximately the following date:

<table>
<thead>
<tr>
<th>Month</th>
<th>Day</th>
<th>Year</th>
</tr>
</thead>
</table>

Student’s Name ___________________________/ 
Surname First Full Middle SS #

Address ________________________________

<table>
<thead>
<tr>
<th>City</th>
<th>State</th>
<th>Zip Code</th>
</tr>
</thead>
</table>

Telephone: Business ___________________________ Home ___________________________
Department ___________________________
Program ___________________________
Dissertation Title ___________________________

Dissertation Committee:

Sponsor 1. ___________________________
Members 2. ___________________________
3. ___________________________
4. ___________________________
5. ___________________________
TEACHERS COLLEGE - COLUMBIA UNIVERSITY
OFFICE OF DOCTORAL STUDIES
APPLICATION TO SCHEDULE THE Ph.D. FINAL ORAL DEFENSE

We recommend that____________________________________ / 
Surname First Full Middle SS#

Address

__________________________________________________________
City State Zip Code

be permitted to defend his/her dissertation on__________________________
Month Day Year

at__________________________ in room ______________________ Dept Code ______________________
(Hour) (Arranged by ODS) (Leave Blank)

Dissertation Title:

Nominees for the Ph.D. Final Oral Defense Committee:

<table>
<thead>
<tr>
<th>To the Sponsor:</th>
<th>Member of Diss’t Committee</th>
<th>Member of Candidate’s Dept</th>
<th>Member of GSAS</th>
<th>Other</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please read the instructions on back of this form and use the matrix to complete this form.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Sponsor is to place in the appropriate column to the right:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>for YES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>for NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Prof. Chairperson

Prof. Sponsor

Dissertation Member

Prof. Examiner

Prof. Examiner

/ 
Sponsor’s Signature Date

/ 
Ph.D. Area Chairperson’s Signature

/ 
Director of Doctoral Studies Date
Form #3

TEACHERS COLLEGE - COLUMBIA UNIVERSITY

Ph.D. Abstract Approval Form

To be completed by the Dissertation Sponsor of the candidate’s dissertation committee when approved copies of the abstract are filed in the Office of Doctoral Studies (at least 3 weeks prior to the date of the final defense).

Candidate’s Name______________________________ SS#______________________________

Dissertation Title______________________________________________________________

________________________________________________

________________________________________________

I approved and initialed (1) copy of the abstract of the candidate named above, and I recommend that the student be admitted to the Final Defense for the Ph.D. Degree.

/_____________________________________

Dissertation Sponsor’s Signature Date
# Ed.D. in Social Studies Education
## CHECKLIST
(90 Credits Minimum)

Name: ______________________________________

Each student must complete this checklist with his/her advisor when accepted in the program and must update it every semester thereafter.

<table>
<thead>
<tr>
<th>COURSES</th>
<th>SEMESTER / YEAR (specify TC, Columbia, or previous degree)</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Required Courses in the Major Field: 15 points minimum</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A&amp;HW 5030: Diversity and the Social Studies Curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A&amp;HW 5031: Teacher Education in the Social Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A&amp;HW 5530: The History of American Social Thought or A&amp;HH 4070: The History of Education in the U.S.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A&amp;HW 6500: History of the Social Studies/Seminar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A&amp;HW 6530: Curriculum Development, Research, and Supervision</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Electives:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A&amp;HW 5037: Advanced Methods of Social Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A&amp;HH 4070: The History of Education in the U.S.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B. Research Courses, Seminars and Individualized Work: 21 points minimum</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>(1) Required (11 points):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A&amp;HW 5503: Research Paper (enroll for 1 point) In the 3rd semester of Doctoral Seminar, students begin writing the 5503 paper. It will be defended in the 4th semester of the Doctoral Seminar.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A&amp;HW 6503: Doctoral Seminar (enroll for two points each semester)*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A&amp;HW 7503: Dissertation Seminar (two points)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>(2) Electives (5-6 points):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A&amp;HW 6030: Research in Social Studies Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A&amp;HF 6041: Historical Method</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A&amp;HW 6203: Advanced Fieldwork: Social Studies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Points may include internship credits as determined by the Department. Revised 2008
A&HW 6903: Research and Independent Study: Social Studies

(3) Students are encouraged to take courses in both quantitative and qualitative research methodologies (12 points). Select in consultation with advisor from the list of recommended courses in the Doctoral Handbook.

C. Broad and Basic Areas of Professional Scholarship: 15 points minimum

(1) Nature of Education

(2) Nature of Persons/Learning Process

(3) Methods of Evaluation and Research

D. Content Electives in the Major Field: 15 points minimum

<table>
<thead>
<tr>
<th>ADDITIONAL REQUIREMENTS</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certification Examination</td>
<td></td>
</tr>
<tr>
<td>Dissertation Proposal approved</td>
<td></td>
</tr>
<tr>
<td>Program of Study filed</td>
<td></td>
</tr>
<tr>
<td>Statement of Total Program submitted</td>
<td></td>
</tr>
</tbody>
</table>
Instructions for Completing the Ed.D. Program Plan

Please read the instructions to the end before completing the Program Plan.

The specific requirements for the Ed.D. program are obtained in your department. Your major advisor will assist you in planning and completing your Program Plan. On Part I – Courses Registered Through Teachers College, list the courses you registered through Teachers College (that is, course number and the number of credits for each per line). If applicable, on Part II – Graduate Credit(s) Officially Transferred, list all graduate transferred courses (brief course title and the number of credits for each per line) which have been approved by the Office of Admission and your advisor. Completed samples of Part I, Part II, and III are included as Appendix A. You may transfer a maximum of 45 credits from other institutions. Your departmental program guides list required Teachers College courses and electives necessary to complete your program. A copy of your Teachers College Transcript and accepted transfer credits will help you complete your Program Plan.

1. Type or neatly print all entries in Part I, II, and III. (Use font size 11 or above.) The form may be downloaded from the Office of Doctoral Studies website, but the form must be used and not altered.
2. In Part I and II, please list courses chronologically.
3. If you change your Program Plan after it has been approved by the Ed.D. Committee, obtain a “Change of Program Plan” form in the Office of Doctoral Studies. It is not necessary to alter the Program Plan if you change the term of the courses taken.
4. Dissertation Advisement course (Program Code_8900) and Doctoral Candidate course (IND6000) are offered for zero points. They do not need to be added to your Program Plan.
5. The Dissertation Seminar course (Program Code_7500 series) is a required course and must be on your Program Plan. Exceptions to this requirement:
   a. You have an approved dissertation proposal on file with the Office of Doctoral Studies; or
   b. Your department has approved another course to serve in lieu of this one. (A note from your advisor must be attached.)
6. Have your advisor check for accuracy, and get his/her signature before submitting the Program Plan to the Office of Doctoral Studies for review and approval by the Ed.D. Committee. The Office of Doctoral Studies will review the Program Plan against the current transcript. Courses that have a grade of Incomplete past the one year grace period may not be included as part of the 90 credits.
7. Note that the maximum graduate transfer credits are listed in the Teachers College Catalog. A maximum of 45 transfer credits can be used toward the minimum point requirements for the Ed.D. degree; however please note that your program may allow substantially less than that. The courses designated by the Office of Admission as "available" may be applied toward the minimum requirements for the Ed.D. degree; their applicability toward the degree at Teachers College is not automatic but depends on their relevance to the student's program as judged by the department and the Ed.D. Committee. (Check minimum point requirements for multiple degrees.)
8. A minimum of 90 credits must appear on the Program Plan.
9. If you have not already submitted the Statement of Total Program, attach it to the Program Plan. Instructions for completing the Statement of Total Program can be found in the Office of Doctoral Studies.
10. After your advisor has indicated that your draft is satisfactory, prepare one clean and neat copy of the Program Plan, sign in Part III, date, secure your advisor’s signature in Part III, and submit only one original copy to the Office of Doctoral Studies.
11. After the Ed.D. Committee approves your Program Plan, you and your advisor will both receive a copy.
Instructions for Completing Part I and Part II of the Ed.D. Program Plan
(Explanation of Columns/Rows)

Institution
Enter the name of the college or university. If you cross-registered through Teachers College for courses taken at Columbia University, Union Theological Seminary, Jewish Theological Seminary, or at the Inter-University Doctoral Consortium institutions, place them in the “Courses Registered through Teachers College” section of the Program Plan.

Term and Year
Enter the term and the year of when the course was/will be taken.

Program Code & Course Number OR Brief Course Title
Enter the program code and course number (if registered through Teachers College) or a brief course title (for transfer credit).

Category
Place the number of credit(s) under one of the following columns indicating the type of course. Departmental program guides or your advisor will help you determine under which categories your courses fall. Please list only one course per line. Courses should be listed chronologically. Please note that a course can only be counted once towards one of these categories.

Major Courses: “Introductory and advanced” courses in your major area.

Research Courses: Dissertation Research courses listed in your departmental requirements. Be certain to include the Dissertation Seminar course (Program Code 7500 series).

Broad and Basic Courses: Courses dealing with the nature of education, the nature of a person’s learning processes, and the methods of evaluation and research.

Elective Courses: Courses that do not fit into any of the previous categories such as courses in related scholarly disciplines; and/or those which give an understanding of the functions of related specialties.

Total Number of Credits for Each Column
Add each column separately (per sheet)

Subtotal
Add the totals of each column (per sheet)
Ed.D. Program Plan

Student Name:

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Full Middle</th>
</tr>
</thead>
</table>

TC ID #:

Mailing Address:

- Street
- City
- State
- Zip Code

Country if outside of US:

Day Phone #:  Home Phone #:

Email:

Department:

Program:
**Part I – Courses Registered Through Teachers College**

Please use your Teachers College transcript to complete the chart below. Please list only one course per line. Courses should be listed chronologically. Please note that a course can only be counted once towards one of the four categories.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Term</th>
<th>Year</th>
<th>Program Code &amp; Course Number</th>
<th>Category (Indicate # of credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(M) (R) (B) (E)</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Number of Credits for Each Column (rows 1-25 on this sheet):**

**Subtotal:**
The “Approved Transfer Credits” form from the Office of Admission should be used to complete the chart below. Please list only one course per line. Please note that a course can only be counted once towards one of the four categories. Courses taken at Columbia University that were officially transferred should be listed on this form. Courses not transferred but rather taken as part of the degree should be listed in Part I – Courses Registered Through Teachers College. (Note: A maximum of 45 credits may be transferred from other institutions; however, please check with your advisor on the maximum number of graduate transfer credits that may be used toward your Ed.D. degree as your program may allow substantially less than that.)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Term</th>
<th>Year</th>
<th>Brief Course Title</th>
<th>Category (Indicate # of credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(M)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Number of Credits for Each Column (rows 1-20 on this sheet):

Subtotal:
The minimum program of study for the Ed.D. degree consists of 90 points of acceptable graduate courses, of which at least 45 points must be completed through Teachers College registration. Some specializations have requirements that exceed 90 points. To ensure that the grand total number of credits is at least 90, please complete the chart below using the subtotals from Part I and Part II.

<table>
<thead>
<tr>
<th>Subtotal(s) from Part I – Courses Registered Through Teachers College:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Subtotal(s) from Part II – Graduate Credit(s) Officially Transferred (maximum 45 credits):</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong> (must total at least 90 credits):</td>
<td></td>
</tr>
</tbody>
</table>

**Signatures Required**

Student: ___________________________________________ Date: __________

Signature

Advisor: ___________________________________________ Date: __________

Signature

Print Advisor’s Name

**Note:** Please submit this form to the Office of Doctoral Studies. When the Ed.D. Committee approves your Ed.D. Program Plan, you and your advisor will both receive a copy.
Ed.D./Ed.D. CTAS Statement of Total Program

Student Name: _____________________________   TC ID #: _____________________

Department:  ____________________________________________________________

Program: _______________________________________________________________

Address:  _______________________________________________________________

A doctoral program entails more than simply taking courses and completing a dissertation. It can be pursued effectively only when substantial provision is made for periods of freedom from other activities, so as to ensure the fulfillment of such aims as the following:

1. To work closely with a large number of Teachers College faculty members and get to know them well and be known well by them;
2. To establish close personal and professional relationships with other students at Teachers College;
3. To make extensive use of the College’s resources;
4. To attend and/or participate in special meetings planned by, or for, full-time students; and,
5. To work closely with a dissertation sponsor and/or committee in connection with dissertation plans and development.

The development of criteria and procedures for developing a plan for meeting total program objectives is the responsibility of the individual student, in conjunction with the advisor. Each student in consultation with an advisor is required to develop a plan for meeting these objectives and to prepare a written statement of this plan, which is to be approved by the advisor and submitted to the Office of Doctoral Studies along with the Program Plan. The Statement of Total Program must be signed by the advisor and the student.

Please attach a separate sheet as your Statement of Total Program Plan and submit it to the Office of Doctoral Studies.

Student’s Signature: _____________________________   Date: ______________

Advisor’s Signature: _____________________________   Date: ______________

Print Advisor’s Name: _____________________________

<table>
<thead>
<tr>
<th>Office Use Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action of the Ed.D. Committee:</td>
</tr>
<tr>
<td>Noted for the Ed.D. Committee:</td>
</tr>
<tr>
<td>Date:</td>
</tr>
</tbody>
</table>

TEACHERS COLLEGE
Ed.D./Ed.D. CTAS Personal Exemption Request / Waiver Petition
(from Continuous Registration)

A student shall be exempt from continuous registration only when either of the following provisions is applicable:

- Has filed a Personal Exemption Request (signed by the dissertation sponsor or major advisor) certifying that he or she is not able to work on the dissertation and will not be seeking advisement due to pressures of work, the dissertation being at a stage where advisement is not necessary, or professional or personal circumstances beyond his or her control. A maximum of two terms of Personal Exemption will be granted during the period of certification.
- Has been granted a Waiver (signed by the dissertation sponsor or major advisor) due to special circumstances. Examples of such circumstances include military service, sustained illness, or inability of the department to provide advisement because of the absence of key faculty members.

A student is not eligible for advisement during the term of a Personal Exemption or Waiver. Requests for a retroactive Personal Exemption or Waiver requires written verification from the dissertation sponsor (or major advisor) that advisement was not provided during the term (a signed statement to this effect must be attached to that request). If the student is granted a Personal Exemption or Waiver, he or she does not maintain status as a registered student for the term. If the student wishes to maintain student status (e.g., for library access, for email privileges, etc.) he or she must register for IND6000 “Doctoral Candidate.” Please note that neither a Personal Exemption nor a Waiver extend the period of certification. If the student wishes to extend the certification period, he or she must file the “Petition for Extension of Certification.” If the student has a student loan during the term of a Personal Exemption or Waiver and he or she wishes to be eligible for a loan deferment, the student must register for IND6000 “Doctoral Candidate” and file an approved Certificate of Equivalency. Certificates of Equivalency are only granted when a student is working on an approved activity toward the satisfaction of degree requirements for a specific number of hours. Certificate of Equivalency forms are available in the Office of the Registrar. The Dissertation Oral Defense may not be held during the term when a Personal Exemption or Waiver has been granted.

Instructions
To request a Personal Exemption from continuous registration, please complete Part I and Part II-A. To request a Waiver from continuous registration, please complete Part I and Part II-B.

If you have any questions, please contact the Office of Doctoral Studies at 212-678-4058.
**Part I**

Please circle your degree program:  
| Ed.D. | Ed.D. CTAS (College Teaching of An Academic Subject) |

Student Name:  
| TC ID #: |
| Last Name | First Name | Full Middle |

Address:  
| Street | City | State | Zip Code |

Day Phone #:  
| Home Phone #: |

Email:  

Department:  

Program:  

Dissertation Sponsor Name:  

Major Advisor Name:  

**Part II-A: Personal Exemption Request**

I hereby request a Personal Exemption from continuous registration for the following term(s). Please check the term(s) and indicate the year(s).

| AUTUMN | 20 | or | SPRING | 20 |
| YEAR | YEAR |

Reasons for the Personal Exemption (please check one):

7. **I am not able to work on the dissertation and thus will not be seeking advisement because of pressures of work.**

8. **My dissertation is at a stage where advisement is not required.**

9. **Due to professional or personal circumstances beyond my control I will not be seeking advisement.**

Student:  
| Signature | Date: |

Dissertation Sponsor (or Major Advisor):  
| Signature | Date: |

Department Chair*:  
| Signature | Date: |

(* for retroactive personal exemption request only)

**Part II-B: Waiver Petition**
I hereby petition for a Waiver from continuous registration for the following term(s). Please check the term(s) and indicate the year(s).

<table>
<thead>
<tr>
<th>AUTUMN</th>
<th>20</th>
<th>or</th>
<th>SPRING</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR</td>
<td></td>
<td></td>
<td>YEAR</td>
<td></td>
</tr>
</tbody>
</table>

Reasons for the Waiver (please check one):

1. Sustained illness; please attach a letter from your physician.
2. Maternity leave; please attach a letter from your physician.
3. Military service; please attach a letter describing details and include supporting documentation from your command.
4. Inability of the department to provide advisement because of the illness or the absence of key faculty member(s).

<table>
<thead>
<tr>
<th>Student:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Signature</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dissertation Sponsor (or Major Advisor):</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Signature</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department Chair:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Signature</td>
</tr>
</tbody>
</table>

**NOTE:** Please submit this form to the Office of Doctoral Studies. After action of the Ed.D. Committee, you will be notified if your Personal Exemption Request or Waiver Petition has been granted.

**Office Use Only**

Action of the Ed.D. Committee:
Noted for the Ed.D. Committee:
Date:

(REV. 01/2008)

Purpose of the Dissertation Oral Defense

This guide for faculty and students describes the nature and conduct of the Dissertation Oral Defense. The Dissertation Oral Defense is the culminating experience in an individual’s doctoral study. It is supposed to be a challenging and engaging intellectual experience. It is not merely a ceremony – convocation and commencement serve that purpose. The focus of the Dissertation Oral Defense is the individual’s dissertation although, as will be described later, questioning need not be strictly confined to the dissertation.

The Nature of the Dissertation Oral Defense

A Dissertation Oral Defense usually consists of three parts. In the first part, the candidate is asked to make a short presentation setting forth the purpose of his or her undertaking, documenting why the study is important, how it was done, what was found, and, to some extent, what the results mean. Generally, such a presentation should take less than fifteen minutes. This presentation is intended to orient the people attending the Dissertation Oral Defense and refresh them a bit about the enterprise. (The student may assume that all members of the Dissertation Oral Defense Committee have read the document.)

The second part of the Dissertation Oral Defense consists of questioning by the members of the Dissertation Oral Defense Committee. Normally, the oral defense chair calls on the dissertation sponsor to ask the first series of questions. This is followed by questions from other members of the Dissertation Committee and then by the external examiner(s). Ideally, there would then be additional questions and discussion that go beyond the dissertation and deal with implications of the dissertation and its possible consequences for theory and practice. At this point, the Dissertation Oral Defense becomes a high level discussion among a group of intellectual peers. It is possible, during this stage, that the candidate may not know the answer to a particular question; in fact, no one may know the answer. This is perfectly acceptable. The candidate, however, is expected to at least address the issues contained in a question and draw upon his or her knowledge of the relevant literature even if a complete or conclusive answer is not possible.

The last part of the Dissertation Oral Defense consists of the deliberations among the faculty, after the student has left the room, about the quality of the student’s performance during the Dissertation Oral Defense and the quality of the dissertation. When this is done, the student is invited back into the room and informed of the outcome of the faculty’s deliberations.

The Nature of Questioning
The largest part of the Dissertation Oral Defense should be devoted to questioning the candidate. As a general guide, the candidate should be talking 80% of the time during the Dissertation Oral Defense. The Dissertation Oral Defense is neither the time nor the place for faculty lectures. Nor is it a forum for a discussion among the faculty. The purpose is to examine the candidate. The oral defense chair is responsible for seeing that the Dissertation Oral Defense proceeds in a reasonable and professional manner.

Questioning procedures can be flexible. While the oral defense chair will call on each faculty member in turn to assume the major responsibility for asking questions, it is quite proper for one faculty member to follow up or expand on another faculty member’s questions. For example, after a candidate has answered a question put by the dissertation sponsor, an external examiner may wish to carry the same line of questioning further while it is still fresh instead of waiting for the prescribed turn. Normal courtesy should allow the questioning to proceed in a reasonable way. Questions should be substantive in nature and deal with the purpose, methods, results, conclusions and implications of the candidate’s work. Questions on language usage, spelling, grammar and the like should be avoided. It is common practice for each member of the Dissertation Oral Defense Committee to note such stylistic or technical flaws either in his or her copy of the dissertation or on a separate sheet of paper and submit it to the dissertation sponsor. The dissertation sponsor can then pass it on to the candidate for tidying up.

Preparing the Candidate for the Dissertation Oral Defense

*The dissertation sponsor should not allow a Dissertation Oral Defense to be scheduled until all members of the Dissertation Oral Defense Committee are satisfied that the document is acceptable.* An external examiner who, on reading the dissertation, finds something in the dissertation that makes it clearly unacceptable, should immediately notify the dissertation sponsor. If the dissertation sponsor concurs with the judgment, the Dissertation Oral Defense should be postponed until the flaws have been corrected and the dissertation is judged to be defensible. The Dissertation Oral Defense can be rescheduled when the dissertation is judged to be defensible. Thus, the candidate should feel reasonably confident that he or she could pass the Dissertation Oral Defense. This can remove a good deal of stress from the student in the preparation and conduct of the Dissertation Oral Defense.

The dissertation sponsor is responsible for informing the student about the nature of the Dissertation Oral Defense, the presentation to be made at the beginning and the kinds of questions to be asked. If there are particular issues that the dissertation sponsor wants the candidate to address, these too can be discussed prior to the Dissertation Oral Defense.

The Value of the Dissertation Oral Defense
Besides fulfilling the institutional responsibility of examining the candidate on his or her major piece of work, the Dissertation Oral Defense serves two other purposes. First, it is the culminating intellectual experience of a doctoral candidate’s study. In one sense, it provides closure to an extended period of study. In another sense, it often results in raising questions and issues for further thought and, one hopes, study.

Second, it may be one of the few times in the individual’s life that he or she will sit around a table with a group of thoughtful and able people who are devoting their full attention to his or her work and ideas. The Dissertation Oral Defense is long remembered as a stimulating, challenging and even exhilarating experience. Faculty has a central role to play in making this a peak experience in the student’s life.
Ed.D./Ed.D. CTAS Intention to Defend the Dissertation

After the candidate has received consent from the Dissertation Committee that the dissertation is ready for the Dissertation Oral Defense, the candidate completes the “Ed.D./Ed.D. CTAS Intention to Defend the Dissertation” by the deadline date, which is indicated in the Academic Calendar and is prior to the end of the late registration period during the term the Dissertation Oral Defense will be scheduled. This form is to be filed only if the candidate expects that he or she is ready to stand for the Dissertation Oral Defense in that term. All requirements according to the candidate’s Program Plan and Statement of Program must be met by this time. Any changes that may have been made to the Program Plan must be noted on the “Change of Program Plan” form such that the candidate’s Program Plan matches the candidate’s transcript. The candidate must be a certified doctoral candidate to stand for the Dissertation Oral Defense. Upon receipt of this form, the Office of Doctoral Studies will confirm the candidate’s eligibility to defend and will notify the Office of the Vice Provost to request an external examiner for the candidate’s defense. Please note that only candidates whose period of certification has not expired may apply for the Dissertation Oral Defense. The Office of Doctoral Studies will inform the candidate of his or her eligibility to defend by sending the "Ed.D./Ed.D. CTAS Dissertation Oral Defense Request to Schedule" form with a letter indicating the name of the external examiner assigned by the Office of the Vice Provost.

Instructions

- Please complete Part I and then obtain your dissertation sponsor’s signature for Part II. The dissertation sponsor’s signature will verify that you are ready to defend during the current term. Please note that incomplete forms cause delays.
- Please return this form to the Office of Doctoral Studies. The Office of Doctoral Studies will review your doctoral records to check if you are a certified doctoral student, and have an approved dissertation proposal and IRB approval (if appropriate) on file.
- Students who are not certified and who have neither an approved dissertation proposal nor IRB approval (if appropriate) on file will not be assigned an external examiner by the Office of the Vice Provost and run the risk of not defending in the current term.
- If your records are in order, your form will be submitted to the Office of the Vice Provost where the selection for the external examiner is processed; a letter from the Office of Doctoral Studies will be sent to you with the assigned external examiner and the “Ed.D./Ed.D. CTAS Dissertation Oral Defense Request to Schedule” form for scheduling your defense.
- **NOTE:** To obtain authorization for a summer dissertation oral defense, please review the “Criteria for Scheduling Summer Dissertation Oral Defense” obtainable in the Office of Doctoral Studies.

(REV. 01/2008)
Part I

Candidate Name:  
TC ID #:  

Last Name  First Name  M.I.

Address:  

Street  City  State  Zip Code

Day Phone #:  Home Phone #:  

Email:  

Department:  

Program:  

Print Full Name  TC Ext.

Dissertation Sponsor:  
Second Committee Member:  
Examiner (Oral Defense Chair):  

Dissertation Title:  

Topic of Dissertation (please provide 2-3 keywords):

Methodology Used (please check one):  □ Qualitative  □ Quantitative

Anticipated Dissertation Oral Defense Date:  
Month  Year

Part II

Certification by the Dissertation Sponsor: The above candidate is ready to defend his/her dissertation before the end of the current term. The dissertation sponsor’s signature is required in order to process this form.

Dissertation Sponsor’s Signature  Date

Office Use Only

External Reviewer Assigned:  
Noted for the Office of the Vice Provost:  
Date:

(REV. 01/2008)