

1999 - 2000

# TEACHERSCOLLEGE COLUMBIA UNIVERSITY

Our work is to create the programs, carry out the research, and develop the models that will guide educators and the institutions they serve.



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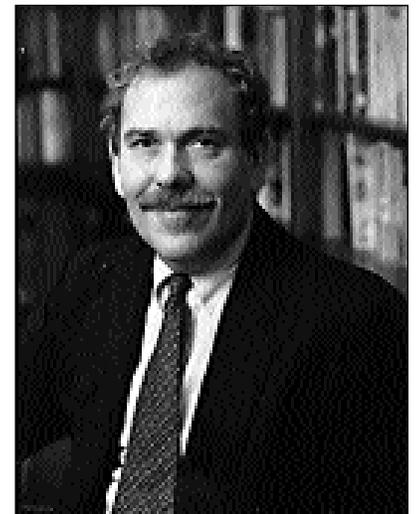
# TEACHERSCOLLEGE

DEFINING THE WORK OF EDUCATORS

Soon after being named president of Teachers College, I received a letter from a well-known educator suggesting the College change its name. The author reasoned that Teachers College is the largest and most comprehensive graduate and professional school of education in the United States.

Teachers College focuses on education in the broadest sense of the word—in and out of the classroom and across a lifespan. A third of our students are in teacher preparation programs. The rest are planning on careers in administration, policy, research, and teaching in fields ranging across education, health, and psychology.

The proposal certainly had merit, but it was at the same time impossible. The most valuable possession we have at Teachers College is our name. The name summons a powerful historical



Arthur E. Levine,  
President,  
Teachers College,  
Columbia University

# T

Teachers College is once again in the top rankings of the 1999 *U.S. News & World Report* survey of graduate schools of education. It is a close second in the nation to Harvard University. In specialties ranked by education school deans and senior faculty, Teachers College is first in Curriculum/Instruction, in the top five in Administration/Supervision, Social/Philosophical Foundations, Elementary Teacher, Secondary Teacher, and Higher-Education Administration, and the top ten in Educational Psychology.

legacy. Teachers College began almost a century ago with the radical mission of preparing a new breed of professional educators. In the years since, Teachers College has been a leader in defining the work of educators and the nature of their field. It has attracted to its faculty the greatest minds in education and educated the students who have led the field.

The name Teachers College also stands for a vital and enduring mission.

For more than 100 years, the College has been committed to:

- Engaging in research on the central issues facing education.
- Preparing the next generation of leaders of education.
- Educating the current generation of leaders in practice and policy to meet the challenges they face.

- Shaping the public debate and public policy in education.
- Improving practice in educational institutions.

We live in an age in which our world is changing dramatically

and quickly. Our educational institutions and the educators who lead them are being buffeted by demographic, economic, global, and technological change.

Our work at Teachers College today, as it was yesterday, is to create the programs, carry out the research, and develop the models that will guide educators and the institutions they serve.



Arthur E. Levine  
*President, Teachers College*



Gita Steiner-Khamsi, Associate Professor of Education in the Department of International and Transcultural Studies, meets with editorial and advisory board members of *Current Issues in Comparative Education (CICE)*, a new online journal at Teachers College.

## A LEADERSHIP ROLE

Teachers College instills in its students the capability to solve problems, motivate learners, inspire hope, raise standards, and take charge of change. It is an approach that leads our students to value independent thinking and persist in lifelong learning.

This vision, renewed and invigorated to meet the changing times, has kept Teachers College in the vanguard of important advances in education during critical periods of the last century. As we confront new challenges, both formidable and unrelenting, we once again are poised to prepare our students for leadership in an age of education where uncertainty reigns and the need for reform rules.

Teachers College sees its leadership role in two complementary arenas: One is as a major player in policy making to ensure that schools are reformed and restructured to welcome learning

for all students regardless of their status or station. The other is in preparing educators who not only serve students directly but coordinate the educational, psychological, behavioral, technological, and health



Professor Craig Richards

If there is an abiding philosophy that best characterizes Teachers College it is engagement. A founding principle of Teachers College, this concept of engagement is embodied in a constant cycling of theory and practice designed to improve the environment for learning in the society at large. It is played out in the teaching, research, training and consulting that engage our faculty and the learning, internships, practice teaching and clinical projects that engage our students. The classroom becomes the forum for faculty and students alike where concepts, theories, tools and skills are integrated to give perspective and purpose to the education issues we address. It is the ultimate expression of learning by doing."

Craig E. Richards  
*Professor of Education,  
Department of Organization  
and Leadership.*

initiatives to remove the barriers and impediments to learning at all ages.

In that regard, we have streamlined our own academic organization to be more responsive to the ideas and interests of our institutional community. By housing programs that complement and reinforce each other in a welcoming department, we are giving faculty and students alike exposure across disciplinary fields and opening up dialogues that encourage the discussion of different and competing points of view.

Because we are a graduate school, our students have greater contact with faculty members as academic colleagues and more opportunities to pursue independent or faculty-sponsored research and scholarship. Moreover, we have reinforced our commitment to strengthen the linkages between theory and practice.

Whatever career path is taken by Teachers College graduates, we want them to understand the real world issues likely to be encountered as professionals and prepared to address the critical areas that determine the fate and future of education covering all of its scope and reaching all of its levels.

By the same token, we are providing practicing professionals already in leadership roles with the new thinking and approaches demanded in a society weathering serious traumas to its institutional structures.



Attentive and curious, elementary school students at PS 199 on the Upper West Side of Manhattan bring words to life as part of the Teachers College-sponsored Reading and Writing Project.

# T

eachers College

offers students more than a degree, as important as that is. What really distinguishes the College is what it is and where it is. Where it is, is in New York City where our students study the array of educational problems and policies played out in real classrooms filled with students of all backgrounds. What it is, is a community of scholars where students join with faculty as colleagues to present and discuss front-line issues of education. In fostering school reform, we believe in making a difference in the classroom where learning takes place. Our role is not to dispense community service nor focus on deficits, but to recognize and build on the unrealized strengths that youngsters bring to the classroom."

James H. Borland  
*Associate Professor of Education  
and Chair of the Department of  
Curriculum and Teaching.*

## THE LEARNING ENVIRONMENT

In its new configuration, Teachers College has organized its academic programs into nine departments augmented by centers, institutes and projects that reinforce instructional areas with research, service, and experiential initiatives. No longer do overarching issues remain imbedded in curtailed-off disciplines, but are vigorously and provocatively explored in an interdisciplinary and holistic context.

For organizational purposes, we have established nine departments, including Departments of: ■ Arts and Humanities ■ Biobehavioral Studies ■ Counseling and Clinical Psychology ■ Curriculum and Teaching ■ Health and Behavioral Studies ■ Human Development ■ International and Transcultural Studies ■ Organization and Leadership ■ Scientific Foundations.

Here, then, in summary form, is a review of the scope and depth of the learning environment at Teachers College (see succeeding sections for more detailed descriptions).

### IDEAS AND INFORMATION

#### *Department of Arts and Humanities*

Teachers College is heavily invested in the intellectual interests and creative ideas that extend beyond the traditional concerns of schooling to engage human endeavors across the lifespan. Our concerns are the values and philosophies underpinning contemporary school reform. What that means in

educational terms is an emphasis on inquiry to explore and analyze competing ideas; a focus on habits of mind to develop and sustain critical thinking; and the role of discovery in expanding our store of knowledge.

Crucial in establishing this foundation for lifelong learning are academic programs in the Department of Arts and Humanities. Concentrations in the Arts include Art and Art Education, Arts Administration, Dance and Dance Education, and Music and Music Education. Humanities houses concentrations in History and Education, Philosophy and Education,

Religion and Education, and Social Studies. The concentrations in Languages and Literature are Applied Linguistics, Teaching of English and English Education, Teaching of English to Speakers of Other Languages (TESOL), and Teaching of Spanish.



Associate Professor James H. Borland

Associated research and service forums include the Center for the Arts, Social Imagination, and Education, the Center for Arts Education Research, and the Center for the Study of the Spiritual Foundations of Education.

#### FUNCTION AND COMMUNICATION

##### *Department of Biobehavioral Studies*

Biological deficits often profoundly limit the capacity of youngsters and adults alike to function and communicate fully in school and in the lifetime that follows.

To address such issues, the Department of Biobehavioral Studies includes such programs as Applied Psychology, exploring the physiological effects of exercise and training to improve health and physical fitness; Motor Learning, the development, acquisition, and control of motor skills; and Speech-Language Pathology and Audiology, providing therapeutic

**T**he role of psy-

chology in education is to help teachers understand childhood development and its impact on the educational process. In particular, psychologists play a critical role in providing teachers with insights in how children experience feelings of attachment and separation, peer cooperation and conflict. And, in classroom encounters, teachers need support in dealing with problem youngsters, socialization of the classroom, stress, parent-teacher relationships, and the pressures and influences in outside communities where youngsters are raised.

For example, the recent emphasis on diversity has helped teachers appreciate the special needs, assets and problems that students from different ethnic and racial backgrounds bring into the classroom. Along with our focus on children, we also help teachers overcome the stress inevitably associated with teaching. The question is whether teachers have enough coping mechanisms or sufficient rewards to handle stress before it leads to burnout."

Barry Farber  
*Professor of Psychology and Education,  
Department of Counseling and Clinical Psychology.*

approaches to minimize and correct speech, language, and hearing disorders.

In that regard, the Edward D. Mysak Speech-Language and Hearing Center offers evaluation and therapy services to individuals with speech, voice, language, or hearing problems.

#### MENTAL HEALTH CONCERNS

##### *Department of Counseling and Clinical Psychology*

The Department of Counseling and Clinical Psychology focuses on the psychological and mental health concerns experienced by children, adolescents, and adults in family, school, community, and work situations.

The program in Clinical Psychology explores the etiology and treatment of such maladaptive behaviors as drug and alcohol abuse, violent and high-risk conduct, depression, schizophrenia, and child abuse. Counseling Psychology concen-

trates on less severe problems in living as well as on normal developmental patterns of identity formation (including racial and gender identity), and vocational choice.

The academic programs are reinforced by research, community interventions, and practica offered through the auspices of the Center for Education and Psychological Services.

Professor Barry Farber leading a seminar on the role of psychology in the educational process across the lifespan.



## RESTRUCTURE AND REFORM

### *Department of Curriculum and Teaching*

Teachers College is a pioneering presence in restructuring and reforming our educational systems. The College engages in research and develops pilot projects to create model school environments where teaching standards are met and learning expectations are realized.

In the Department of Curriculum and Teaching and associated centers and institutes, Teachers College places a high priority on the initiatives that lead to reasserting leadership in education. Central among them are promoting an understanding of teaching and learning processes for learners from birth to adulthood; enhancing the reading and writing skills of youngsters; breaking down bureaucratic barriers to foster

school-based reforms; giving administrators and teachers the backing and resources to develop creative learning concepts; helping educators meet the needs of exceptional children in inclusive settings; and instituting academic rigor and accountability to encourage high performance standards.

The departmental programs include Curriculum and Teaching, Early Childhood Education, Early Childhood/Special Education, Elementary/Childhood Education (Preservice), Gifted Education, Learning Disabilities and Reading and Learning Disabilities.

Research and service support for its academic programs come from the Center for Infants and Parents, Center for Toddlers and Parents, Hollingworth Center for Study and Education of the Gifted, National Center for Restructuring Education, Schools, and Teaching (NCREST), and the Reading and Writing Project.

The learning environment at the Center for Toddlers and Parents.



## HEALTH AND LEARNING

### *Department of Health and Behavior Studies*

Health and learning are inextricably intertwined. Optimal learning cannot take place in an atmosphere rife with physical, psychological, social, and health problems. On the other hand, optimal health cannot be achieved without learning skills and literacy.

The Department of Health and Behavior Studies seeks to enhance one's learning potential by overcoming health-related constraints and other barriers to literacy. Components of that approach include pro-

grams in Applied Educational Psychology, Health Studies, and Special Education.

Academic interests are complemented by the research and service of the Center for Health Promotion, Center for Education and Psychological Services, and Center for Opportunities and Outcomes for People with Disabilities.

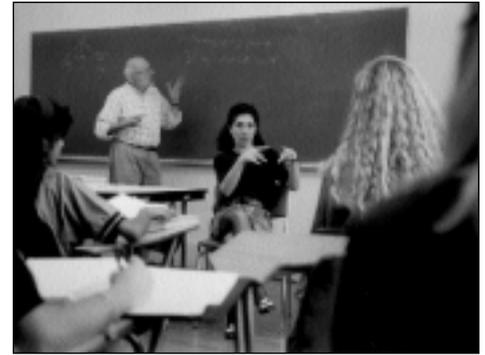
## DEVELOPMENT AND RESEARCH

### *Department of Human Development*

Teachers College has been producing scholars in the social sciences for almost 100 years. Now, however, the challenge is greater than ever before to develop theories and methods of social science—particularly psychology and sociology—that can be used to promote the development and well-being of infants, children, and adults; help teachers understand their students' learning and intellectual abilities; develop and evaluate intellectually stimulating and effective programs of

**I**n preparing teachers to work with hearing impaired children, I take the politically incorrect position that there is more than one way to teach the deaf or hard of hearing student. Therefore, if a child is oriented orally, I encourage teachers to emphasize lip reading and the spoken word. Should signing be dominant, I recommend maximizing ASL or American Sign Language. My allegiance is to the child, not the communication modality. Teachers should pursue whatever is best and works best for the child. To achieve that balance, I stress the fact that the hearing impaired population is incredibly heterogeneous. No two deaf persons are the same. So we treat different people differently."

Robert E. Kretschmer  
*Associate Professor of Education and Psychology,  
Department of Health and Behavior Studies.*



Associate Professor Robert E. Kretschmer

instruction, and assure that the benefits of education for all individuals, especially the disadvantaged, whose ability to gain from education may be at special risk.

The Department of Human Development is dedicated to meeting this challenge through the multi-disciplinary study of development and education across the

lifespan and in the social contexts in which they occur.

That pursuit finds expression in such programs as Developmental Psychology; Cognitive Studies in Education; Measurement, Evaluation and Statistics; Politics and Education, Psychology in Education, and Sociology and Education. A forum associated with human development issues is the Center for the Study of Young Children and Families.

## A WORLD VIEW OF EDUCATION

### *Department of International and Transcultural Studies*

What once stood as a world with well-defined jurisdictional borders now is unable to withstand the flow of populations, information, ideas, goods, and services across national boundaries. While geographic designations remain, the rush of technological advances has removed long-standing barriers to new forms of communication.

What has emerged is a diversification of people and resources that is transcultural in context and international in scope, operating across as well as within national boundaries. Increasingly, a global presence, transcultural and international forces are crucial in understanding education in every domain of human experience.

Thus, the Department of International and Transcultural Studies is a pioneering force in this field with a program focus on Comparative and International Education/International Education Development, Bilingual/Bicultural Education, and Economics and Education. Added institutional elements are the Elbenwood Center for the Study of Family as Educator, Institute on Education and the Economy, and Institute of International Studies.

#### THE EDUCATION OF PROFESSIONALS

##### *Department of Organization and Leadership*

Beyond the campus, Teachers College is becoming more visible as a principal player in the formation of public policy and the policy discussions that govern the future course of education. We have constituted programs for educational professionals and practitioners and influential members of the public and private sectors to focus on the profound changes that have enveloped our entire educational system.

To achieve that goal, we are bringing together national leaders from business, the media, foundations, labor, government, and education to give priority attention to resolve the issues destined to return confidence, credibility, and distinction to environments wherever learning takes place.

"T

o hold true to our legacy as a pacesetter graduate school of education, Teachers College is asserting a leadership role in establishing the agenda for a public dialogue on education issues. We need to be out front advancing new ideas and approaches to counter the worrisome problems that are undermining our society. No longer is it enough to keep our own counsel; we need to collaborate with business, the media, foundations and government to influence public policy considerations about education. We can say the same for our students, who have become more active on the front lines of education working for change and reform."

Karen K. Zumwalt  
*Dean and Professor of Education on the Evenden Foundation.*

In pursuit of that initiative, the Department of Organization and Leadership incorporates such programs as Educational Administration, Higher and Adult Education, Nurse Executive/Health Administration, and Social-Organizational Psychology.

The research and service organizations associated with leadership initiative are the Klingenstein Center for Independent School Education, Institute of Higher Education, Institute of Research and Service in Nursing Education, and International Center for Cooperation and Conflict Resolution.



Dean Karen K. Zumwalt



#### ADVANCES IN SCIENCE AND TECHNOLOGY

##### *Department of Scientific Foundations*

Societies and cultures are the settings within which science, mathematics, technology, and communication media develop and the forces that frame the work they are to do. Technological developments, driven by science and mathematics, can advance and change cultures, but societal and cultural forces can also act to constrain or limit technological development.

Understanding the interrelationships among science (including mathematics), technology (including communication media) and society (including culture) as foundations upon which education and the work of educators is based is the central consideration of the Department of Scientific Foundations.

These concerns are structured programmatically in Anthropology and Education and Applied Anthropology (for society and culture); Communication and Education, Computing and Education, and Instructional Technology and Media (for technology), and the College programs in Mathematics and Science Education. The Institute for Learning Technologies is a service and research forum promoting uses of digital communications technologies to advance innovation in education and society. Another venue, the Center for Technology and School Change helps schools plan for change brought about by technology.

*"Never before as a teacher have I felt more empowered and connected to the global community as I did when 32 laptops arrived in my classroom. When used extensively and from a child-centered point of view, technology helps education work as it should. In that sense, teachers, administrators, students, parents and community and corporate partners interact to discuss the future of education and how best to benefit children from technological innovations."*

**Christine Mulgrave**

**TEACHERS COLLEGE TODAY**  
Given the scope and breadth of its offerings and initiatives, Teachers College is more than its name implies. Indeed, we are a premier training ground of teachers and administrators. But our institutional reach extends much further to encompass the education of psychologists, biobehavioral and behavioral scientists,

health professionals, policy analysts, technologists, and internationalists.

Teachers College today defines itself as a graduate and professional school of education in the broadest sense of the term—concerned with education across the lifespan both in and out of the classroom. It is an education engaged with society and in support of its culture.

**A diverse student population.**



## RESEARCH ON CRITICAL ISSUES

Teachers College students are taught by professors who are outstanding researchers, scholars, and practitioners—most of whom have had professional day-by-day experience in schools or in running school systems, health institutions, psychological clinics, and other services.

Faculty research, mostly conducted in association with students, informs the teaching of our professors. In fact, Teachers College students often are the first to hear about projects that can redirect educational practice and policy. Here are examples of recent faculty research:

### IMPROVEMENTS IN READING AND WRITING

Lucy McCormick Calkins, Professor of English Education and founder of the Reading and Writing Project, continues

to refine techniques for the teaching of writing and reading that are used in classrooms all over the world. Professor Calkins and her staff currently are involved with teachers from more than 600 schools investigating ways in which teachers can help students use their reading to improve their writing. The approach is to involve favorite authors as co-mentors in the creation of writing that is relevant to the children's lives. In her recent book, *Raising Lifelong Learners*, Professor Calkins points out that an open and creative approach to conversations, chores, and games is as important as reading, writing, and mathematics.

### LEGAL ISSUES IN EDUCATION

Jay P. Heubert is a newly appointed Associate Professor of Education and Law with an Ed.D. in Administration, Planning and Social Policy from the Harvard Graduate School of Education and a J.D. from Harvard Law School. His research is focused on legal issues in secondary and postsecondary education, equal educational opportunities, educational testing, law and school reform, sexual harassment, and services for immigrants. Professor Heubert brings to these issues experience as a trial attorney in the Civil Rights Division of the U.S. Department of Justice where he litigated federal cases involving educational testing, employment discrimination, special education, and desegregation. His publications include two



Alexa Stott, a teacher at PS 199, works with two students as part of the Reading and Writing Project.

forthcoming works: “Schools Without Rules? Charter Schools, Federal Disability Law, and the Paradoxes of Deregulation in the *Harvard Civil Rights Liberties Law Review* and *Law and School Reform* published by the Yale University Press.

#### BLACK-WHITE GAP IN TEST SCORES

Teachers College investigators found that the average American black still scores below 75 percent of American whites on standardized test scores. The gap, according to their study, appears before children enter kindergarten and it persists into adulthood. What causes the gap, noted Jeanne Brooks-Gunn, the Virginia and Leonard Marx Professor of Child and Parent Development and Education, “is not an inevitable fact of nature.” It is, Professor Brooks-Gunn reported, the result of poverty and its impact particularly during the first five years of a child’s life.

Inroads into closing the gap, Professor Brooks-Gunn observed, can be profound by focusing on early childhood programs and family literacy programs to enhance school readiness of poor children. “Over time,” she maintained, “as we equalize—if we do equalize—educational quality so that we don’t have a race difference, we should see the test score gap decline...”

The

The Center for Young Children and Families is engaged in a national survey of how youngsters spend their time on an hour by hour basis. We’re interested in specifics—how their days are structured from the time they arise until they retire that include home life, classroom activities, the help they get from parents, and the support parents provide schools. The data we will analyze are based on individual interviews with 3,000 families with children ranging from preschoolers to six graders and detailed diaries maintained by 2,000 teachers. By this process, we can determine the effect of region, income, parental education, behavior patterns and schooling on the lives of children. From that assessment, we can propose policies that best influence the role of schools and families in the educational, psychological, social and cultural development of youngsters.”

Jeanne Brooks-Gunn  
*Virginia and Leonard Marx  
Professor of Child and Parent  
Development and Education.*



Professor Jeanne Brooks-Gunn

#### THE GAP IN TESTING AND ORDINARY ENGLISH

Clifford Alden Hill, Arthur I. Gates Professor of Language and Education, studies the gap between the English language as used ordinarily in society and the English appearing on tests given to foreign learners of the language.

Texts used in school-based tests often are more formal pieces of writing, Professor Hill notes, different in substance and style from the texts in newspaper and magazine articles that non-native learners read outside of schools. The texts in tests also concentrate on reading rather than writing, putting more emphasis on a person’s ability to comprehend the language rather than produce it. *From Testing to Assessment: English as an International Language*, a book based on this thesis and co-edited by Professor Hill, includes essays written by several graduates of Teachers College.

“W

e are observing children at work with mathematics and interviewing them in detail about their thinking. We are not interested so much in right and wrong answers as in understanding how children understand concepts of mathematics. A knowledge of their thinking can lead us away from the kind of mathematics instruction that has not worked for so many children—the rote memorization in which children are called upon to get the right answer in the shortest possible time with the least possible amount of thinking.”

Herbert P. Ginsburg  
*Jacob H. Schiff Foundations Professor of Psychology and Education,  
Department of Human Development.*

#### BIG MATH FOR LITTLE KIDS

Believing in the mathematical competence of preschoolers, particularly among low-income, minority children, Herbert P. Ginsburg, Joseph H. Schiff Professor of Psychology and Education, found in his research that four and five year olds are capable of complex and interesting mathematical thinking. Based on these findings, Professor Ginsburg, together with colleagues at Boston University and Johns

Hopkins University, developed teaching materials involving an exciting set of mathematics activities for preschoolers. “We are now working in several day care centers in Manhattan,” Professor Ginsburg said, “to design and test these materials, which we are calling “Big Math for Little Kids.”

#### WHEN HOPE AND FEAR COLLIDE

In his 1980 book, *When Dreams and Heroes Died*, Arthur Levine, President of Teachers College, portrayed the college students of the late 1970s. In a new book, *When Hope and Fear Collide*, President Levine, together with Jeanette S. Cureton, chronicles a new portrait of college students in the middle 1990s. Their findings provided this profile of how college students view themselves. On the hopeful side, students are optimistic about their personal futures and the nation’s collective future. Desperately committed to preserving the American dream, they are hard working, socially conscious and active, idealistic, altruistic, and committed to doing good. On the fearful side, students are frightened they will not have enough money to finish college and will not be able to find a good job after graduation. They also are afraid of intimacy and of becoming victims of crime.



Professor Herbert P. Ginsburg

On campus, binge drinking is on the rise and traditional dating has all but disappeared. Grade inflation is up and so is remedial education. Campuses are becoming

voluntarily segregated with undergraduates defining themselves in terms of their differences, not their commonalities. Current students are found to be a transitional generation in an era of historical discontinuity.

#### NURTURING YOUNG PEOPLE

A focus on groups and intergroup relations highlights the research, writing, and teaching of Linda Powell, Associate Professor of Psychology and Education. In a study funded by the Carnegie Corporation of New York, Professor Powell is examining the role that adults and schools can play in providing leadership, policies, and structures that foster tolerance, respect, and mutual support among young people. Her most recent book, *Off-White: Essays on Society, Race and Culture*, discusses issues of race from the perspective of understanding whiteness as a race.

#### MIXED RESULTS FOR CAREER MAGNET HIGH SCHOOL

In a study of the effect of career magnet high schools on their graduates, Robert L. Crain, Professor of Sociology and Education, reported mixed results. Compared with students at comprehensive high schools, magnet students “take more college courses and rein in the reckless behavior of adoles-

cence.” However, career magnet programs in the study “seem to fail as often as they succeed.” Moreover, “given the pressure to maintain good relations with employers and find placements for graduates and interns, some schools weeded out the weaker students and devoted limited school resources to the remainder.” And, the findings suggest “that effective school-to-work programs can be created for at least some students without subjecting the high school to the more radical surgery suggested by advocates of privatization, vouchers, charter schools, or apprenticeship models.” If implemented effectively, the report noted, “the career magnet programs we studied are a promising model... inexpensive, attractive to both students and teachers (with high payoffs for many students.”

#### COMPARING TEACHER EDUCATIONAL BACKGROUNDS

Karen Zumwalt, Dean of the College and Professor of Education on the Evenden Foundation, and Gary Natriello, Professor of Sociology and Education, led a multi-year study comparing teachers with traditional teacher education preparation and teachers prepared in alternative, often short-term programs. The findings indicate the differences are not as clear-cut as some policy makers considered. Within several years, the study observes, alternative track teachers developed teaching philosophies not that dissimilar from their traditionally prepared colleagues.

**A**ll of us concerned about the quality of education in our public schools believe in high standards to improve student performance. It is self-defeating, however, to impose standards, as New York is doing, without providing the resources to implement them. That is a recipe for disaster. The proper way to introduce new standards is to analyze the approaches necessary to achieve them and then work back to determine what that would cost and allocate the funding to phase in the qualifying examinations. There is a huge gap to overcome. Teachers need lead time for retraining to prepare students for the tests and students need a long time to prepare to take the tests. When granting a diploma is predicated on meeting the standards it is eminently unfair to prescribe tests without fulfilling the prescription.”

Gary Natriello  
*Professor of Sociology and Education.*

#### STATE STANDARDS TO HURT WEAK STUDENTS, REPORT SAYS

In the wake of new standards for graduation imposed by New York state, a report by the Community Service Society predicted dire consequences for inner-city and rural schools starved for funds and shortchanged in teacher competency and student preparedness. The report, prepared by Sociology and Education Professor Gary Natriello, warned that the standards, now being phased in, are setting up children for failure because the worst schools in the state are not prepared to meet the new goals. Under the new standards, students graduating in the year 2000 must pass an English Regents exam

and 1998 sixth graders must pass all five Regents exams in English, math, United States history and government, global studies and science with a score of at least 65 percent before graduating. The report argues that the standards are being imposed willy-nilly without enough money to back up them up— \$1.5 billion would be needed in New York City alone. Where, the report asked, will inner-city and rural students go who can't meet the benchmarks?



Professor Gary Natriello

“W  
hat can

schools do to address the health and social problems that inhibit young people’s learning and ability to stay in school? They can’t realistically be expected to serve as giant community service agencies. But, nonetheless, much can be accomplished. Schools can effectively educate youngsters about the benefits of nutrition and fitness and the perils of violence, teen-age pregnancy and abuse of alcohol, tobacco, and street drugs. Schools can house clinics and after-school programs, and can serve as links to community-based agencies that provide intervention and counseling. And schools can incorporate health and behavior materials in the content of reading projects in the arts, social sciences, and sciences. It takes cooperation and collaboration between schools, families, and communities to help students make the health and informed choices that enable them to fulfill their learning potential.”

Charles E. Basch  
*Associate Professor of Health Education and Chair of the Department of Health and Behavior Studies.*

#### TEACHING SCIENCE TO THE HOMELESS

Combining scholarly research with social action, Angela Calabrese Barton, Associate Professor of Science Education, is reaching homeless children (who make up 25 percent of the homeless population in the nation) with after-school “science time” conducted in homeless shelters. Together with volunteer teams of Teachers College students, Professor Calabrese Barton is teaching homeless children, for whom regular school attendance is episodic because of frequent housing moves and lack of basic needs, such topics as the quality of water in their buildings and the ground pollution in one-block area of their neighborhood.

Associate Professor Angela Calabrese Barton (center)



#### DRUG ABUSE PREVENTION

Charles E. Basch, Associate Professor of Health Education and Chair of the Department of Health and Behavior Studies, is collaborating with Child Development and Education Professor Jeanne Brooks-Gunn and researchers at Cornell University on a five-year, \$7.8 million program, studying ways to prevent drug abuse by inner-city, multi-ethnic youth.

#### A MAJOR EDUCATIONAL INFLUENCE

Each of these research findings—along with other investigative projects conducted at Teachers College—has had or is destined to have a major influence on educational practice and policy. Most of the ongoing research at Teachers College involves not only professors but also students who learn under the mentorship of experienced and nationally renowned investigators how to explore and examine data, analyze and interpret findings, and present the material in a coherent and comprehensible fashion.

## PREPARING THE NEXT GENERATION OF LEADERS

Down through the decades of its more than 100-year history, Teachers College has both anticipated and acted on critical developments that paved the way for progress in all of education. This ability to foresee societal needs has led to fields of study that now are considered standard parts of education school fields of study. Educational administration. Early childhood education. Special education. Education of the gifted. Educational psychology. Sociology and education.

And, as new issues emerge, many of them deep-seated and difficult, Teachers College remains in the vanguard with creative ideas and solid information to address contemporary concerns. Nutrition education. Science education. Reform of educational systems. Urban education policy. Cross-cultural education.

It is against this background of enterprise that students at Teachers College develop the capacity for leadership in pursuing educational interests that parallel the real and abiding concerns of the society at large. And, in the course of their studies, students have the opportunity not only to absorb the elements of leadership but to engage in the exercise of leadership.

Here are a number of programs that serve to prepare the next generation of leaders:

### PEACE CORPS FELLOWS

Developed in 1985, the Peace Corps Fellows Program offers former volunteers reduced tuition toward a master's degree and a permanent teaching certificate in exchange for a commitment to teach in New York City public schools for two



years. In addition, the program and its graduates offer experience and support to new teachers facing the challenge of underfunded and underserved urban schools.

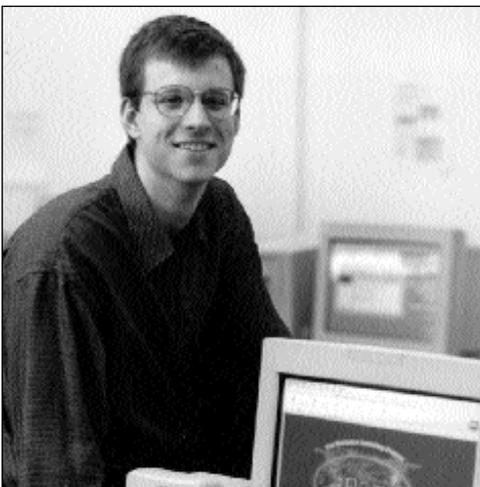
A tenet of school reform is the personal attention provided this elementary school student by a Peace Corps Fellow from Teachers College.

Penny Arnold, a Peace Corps volunteer in Kenya, came to Teachers College in 1993 as a Peace Corps Fellow in TESOL. But she found that it was not enough to focus merely on her own classroom as a teacher. Instead, she went on to serve as a program associate (a mentoring position within the Fellows Program), member of the United Federation of Teachers (UFT) Executive Committee at her school, and member of the National Teacher Policy Institute. More recently, Penny worked with the TESOL program at Teachers College supervising new teachers and teaching the in-service practicum while continuing to teach full time.

Along with numerous other Fellows, Penny combined her experience and leadership skills with her ideals and commitment to change. "In order for anything to be a little bit different," she said, "people who know have to equip themselves to be part of that dialogue and process."

## TECHNOLOGY AND SCHOOL REFORM

The Institute for Learning Technologies, co-directed by Robert O. McClintock and Frank Moretti, has initiated a program, called the Eiffel Project, to integrate digital learning into the curriculum of a number of public schools in New York City. In Community School District 6 located in the northern tip of Manhattan, the Institute has helped four schools set up a network for laptop computers made available to students, connect to the Internet and develop a curriculum incorporating digital information. For example, in the Mott Hall School, a science, technology and mathematics magnet school, students learn how to use computers as creative research tools and routinely for course assignments. "Most digital information projects start with technology," Professor McClintock noted. "We start with educational ideas." Use of laptops, he explained, serve to eliminate barriers between schools and parents. Asked to pay half their monthly lease, leading to ownership in three years, the laptops bring computing into the home where parents have access to e-mail and the Internet.



Kevin Wolff, a doctoral student in Communication and Education, helping to develop technology-based curricula in the public schools.



Jennifer Lombard, a former comedy writer and now a student teacher, with a youngster from PS 87 as she embarks on a new career at Teachers College.

## THE PROFESSIONAL DEVELOPMENT SCHOOL

Now in its eleventh year, the Professional Development School (PDS) project is a collaboration among Teachers College, Community School District 3 in Manhattan, the Alternative High School Division, and the United Federation of Teachers. A major purpose of the partnership is to reinvent the traditional school-university relationship in order to enhance the professional development of future teachers, experienced teachers, and college faculty working in urban schools. Several teacher education programs at Teachers College participate in this collaborative initiative, including five school sites located nearby in Manhattan.

One element in the PDS partnership is an intern program for graduate students who are enrolled in teacher education programs. School-based faculty in the PDS schools work cooperatively with college-based faculty to teach both on-site seminars and seminars at the College for PDS interns. PDS interns receive a small tuition stipend at the end of internship experience and District 3 gives priority to former interns seeking full-time employment in district schools.

#### EDUCATION AND THE ECONOMY

Teachers College students have a direct role in developing educational reforms to meet the changing dynamics of the workplace. Working under the auspices of the Institute for Education and the Economy, graduate students are addressing such issues as on-the-job learning, school-to-work programs, and skill requirements. The Institute, directed by Thomas R. Bailey, Professor of Economics and Education in the Department of International and Transcultural Studies, also houses the Community College Research Center and funds fellowships for doctoral students to examine the role of community colleges in workforce and economic development. With workforce opportunities concentrated in service and scientific areas, where qualified applicants are in short supply, the role of education is crucial in meeting the demand for professionals with a strong background in independent thinking and skills training.

"A

t the Institute for Education and the Economy, we investigate the ways in which schools prepare students for the changing American workplace. How can our educational institutions—including high schools and community colleges—best prepare our citizens for the continuously changing atmosphere that will face them as workers in the 21st Century? This is a question that is paramount in the minds of policymakers, employers and educators. It is also the focus of our research, as we study some of the best links between the school and the workplace and disseminate news about the most productive programs to a wide audience."

Thomas R. Bailey  
*Professor of Economics and Education  
and Director of the Institute for  
Education and the Economy.*



Professor Thomas R. Bailey

#### ACCELERATED SCHOOLS PROJECT

The Accelerated Schools Project is a comprehensive approach to school reform based on the idea that at-risk students will thrive in an atmosphere of rigorous standards and an exciting curriculum. Rather than imposing a remedial approach, Accelerated Schools engage students in a powerful learning experience based on high expectations. Launched at Stanford University in 1986 by Henry Levin, now a professor at Teachers College, the concept was tested at two elementary schools with at-risk students. By the end of the third year, test scores were up, morale among students and staff improved, and parents were much more involved. Based on its success, the idea has crossed the country and is in operation in more than 1,000 elementary and middle schools in 41 states. With Professor Levin in residence, Teachers College is now a satellite center for the project with faculty and students providing the organizational and leadership support for schools interested in becoming an Accelerated School and reaping the benefits of reform.

#### MINORITY POSTDOCTORAL FELLOW

The opportunity to intensity research interests beyond doctoral degrees is made possible at Teachers College with its Minority Postdoctoral Fellows Program. Selected for a year in residence, the current Fellow is Gregory Anderson, a Ph.D. in Sociology from City University of New York, Graduate School and University Center. His research interest is in comparing compensatory education programs of CUNY with those he studied for his doctoral dissertation at the University of Western Cape in South Africa. Unique in South Africa, the University initiated an open admissions policy in 1982 and developed courses and techniques to help disadvantaged students acquire skills to compete at the college level. A South African expatriate who was forced to leave with his family in the 1960s, Dr. Anderson



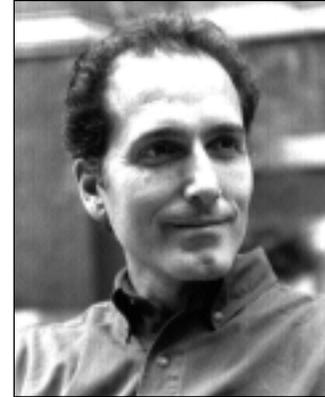
Dr. Gregory Anderson

returned to his homeland to study the open admissions program initiated by the University and analyzed its strengths and weaknesses. Against that background, he is examining the issue of compensatory education at CUNY by observing classes and

“T

he program in Comparative and International Education has provided the ability to view the world from other peoples’ reality. That reality is strengthened by the diversity of the Teachers College student population. The program continues to shape my academic interest in economic development and education, particularly in Southeast Asia. This interest extends to the use of nonformal education in preparing local populations to participate in development through building micro-enterprises while retaining their cultural heritage. My own experiences in the field of international business—combined with the larger world view I have gained at Teachers College—will prove invaluable in my efforts to contribute to the field of international education development.”

*William Coury  
Doctoral Student,  
Department of International and  
Transcultural Studies.*



William Coury

interviewing teachers and students. His focus not only is in analyzing the barriers minority students face, but also such issues as funding, politics, class, ethnicity and race. His hope is to develop the research to determine how well compensatory programs meet or fail to meet their goals.

#### WIDE-RANGING RESEARCH INITIATIVES

With a \$1 million grant from the Spencer Foundation, doctoral students at Teachers College selected as Spencer Fellows have full financial support to carry out research on educational issues. Outstanding minority students from universities across the country selected as Holmes Scholars have the opportunity to engage in research based on a theme selected by Teachers College with their investigative findings presented at a national education conference.

Teachers College students are participating in an exchange program with Russian school administrators to explore ideas and information foreign to their own. Coordinated by Leslie R. Williams, Professor of Education, the students hosted nine Russian educators on a two-week visit to Teachers College

**A**s a Rose Fel-

low, I interned at the Reading Reform Foundation whose mission is to train urban schools teachers and students in undergraduate education programs to provide exciting approaches in how reading is taught. I have observed kindergarten and first-grade classrooms, watching how reading instruction takes place to evaluate the effectiveness of various methodologies. I plan to incorporate my impressions and insights from this on-site experience in my master's project on how best to prepare teachers for reading assignments in the public schools."

Christine Werthmann  
*a candidate for Ed.M. in Reading and Learning Disabilities.*

touring schools and attending a seminar on Lev Vygotsky, a leading Soviet psychologist in the 1920s and 1930s. Several weeks following the seminar, Professor Williams and her students flew to Moscow where the Russian educators played host and gave the delegation tours of their schools.

Other graduate students, like William Coury, engage in foreign studies on their own. Mr. Coury, a doctoral student in the Department of International and Transcultural Studies, studied the impact of economic development on the lives of textile weavers in a small community in Indonesia. Kimberly Woo, who recently completed her doctorate in social studies education, documented the stories of six Asian high school girls to illustrate the diversity of experiences in the Chinese-American community to support and challenge the "model minority" myth.

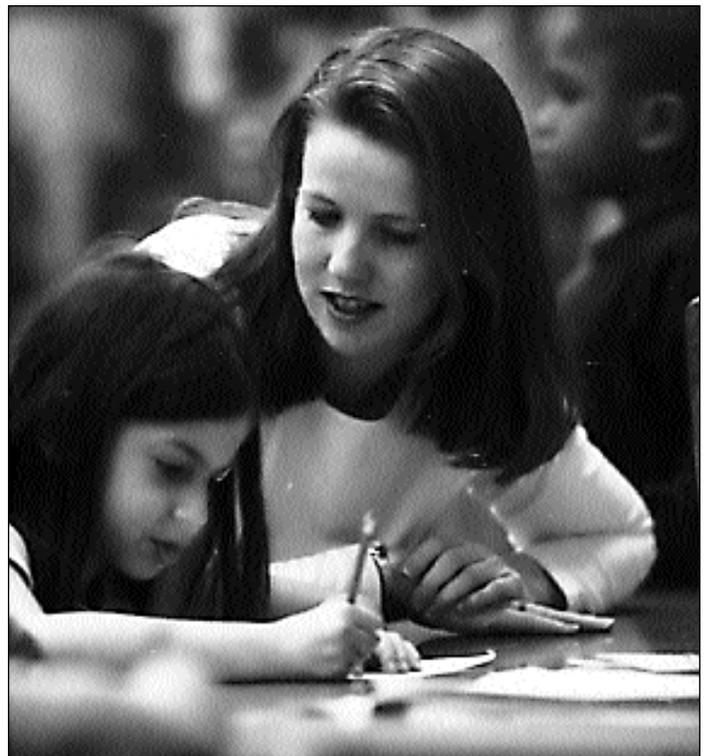
A doctoral student in education and technology, Victor Aluise spends his days as executive producer for wNet School, a Web service from New York's public television station that features information on how teachers can use the Internet effectively to integrate its resources into teaching.

#### STUDENT TEACHING AND INTERNSHIPS

Preservice students are required to spend one or two terms engaged as student teachers in selected elementary schools, junior and senior high schools, and in special education settings as an integral part of their degree requirements. Other practica and internship opportunities are available. For example, as interns, students can be employed as assistant teachers

in day-care centers, nursery schools, elementary schools, or middle schools. Students who are experienced teachers can be employed to assist departmental faculty in supervising and coordinating student teaching placements and internships. Departments that offer doctoral degrees can place candidates in internships in colleges and universities, including junior and community colleges at research facilities, in public and independent schools and in other settings. This range of experiences, a connecting link between theory and practice, provides a foundation in education that serves as a stepping stone to leadership.

A Teachers College student teacher  
in an elementary school.



## MODELS FOR CHANGE

One avenue taken by Teachers College enroute to transforming education is to create coalitions with schools and districts. Clearly demonstrating the links between theory and practice, Teachers College students help invigorate experienced New York City teachers with fresh points of view and novel approaches to resolve nagging problems.



A graduate discussion in art offering critical comments on student paintings.

Teachers College International Center for Cooperation and Conflict Resolution, with participation by students, has worked with many high schools in New York City to train teachers and counselors to mediate student disputes. Faculty members in Teachers College art, dance, and music education programs, together with their graduate students, support the

interdisciplinary Creative Arts Laboratory, a federally funded program to integrate arts education into the core curricula at elementary and middle schools in New York City.

Judith Burton, Chair of the Department of Arts and Humanities, and departmental students have played a leading role in designing the curriculum for the Heritage School, a secondary school seeking to integrate the arts into a traditional curriculum. Professor Burton notes that teachers in the school are trying innovative approaches in learning, such as using the museum collections in New York City as a resource for lessons in arts, history, and the humanities.

## THE KLINGENSTEIN CENTER

Selected on the basis of a national competition to identify leadership potential among independent school teachers, Klingenstein Fellows receive full tuition and living stipends to spend an entire academic year in residence at Teachers College and other graduate schools of Columbia University.

As Fellows, students pursue individual research projects and meet in intensive seminars designed to increase their knowledge of current issues confronting both public and private schools in the United States. In an evaluation of the 1,200 participants in the program since 1977, an astounding 96 percent ranked the experience as outstanding, serving as the foundation for realizing leadership roles as teachers and administrators in independent schools.

## EDUCATION FOR CURRENT LEADERS/DEVELOPMENT OF EDUCATIONAL DISCOURSE

Dialogue. Interaction. Outreach. Innovation. Teachers College engages in the full array of techniques to promote and provoke a spirited exchange of points of view to improve, inform, and reform the state of education.

### CENTER FOR EDUCATIONAL OUTREACH AND INNOVATION

A central player in establishing forums where the competition for good ideas flourishes, the Center for Educational Outreach and Innovation (CEO&I) is engaged in a number of creative initiatives in distant learning, parent involvement, and policy studies. In a long-term agreement with Caliber Learning Network, CEO&I and members of the faculty are developing two graduate certificate programs to train inservice teachers and administrators in Caliber Learning Centers nationwide by live satellite broadcast, interactive videoconferencing, computer networking and the Internet. CEO&I also has teamed with the State Department of Education in New York and EPIC (Every Person Influences Children) to sponsor projects in Buffalo and metropolitan New York that focuses on ways schools can help parents raise responsible children. And, in partnership

A new emphasis on education and the media is bringing journalists to campus to explore educational issues and policy.

The factory

model of education is outdated and counter-productive; today, educators have an opportunity to invent new forms of education that are just and productive. Given its intellectual resources and practical insights, Teachers College represents a catalyst for accelerating the process of educational change at the turn of a new century. Our role in this process is wide ranging. It encompasses collaboration with elementary and secondary schools; educational partnerships with institutions, organizations, and agencies; new institutes; development of leadership conferences on policy issues; worldwide classroom and lifelong learning programs; and special events. Teachers College is poised to become a new kind of graduate school of education—innovative, engaged and upholding the highest intellectual standards.”

Peter W. Cookson  
*Associate Professor and Director of the Center for Educational Outreach and Innovation.*



Associate Professor Peter W. Cookson

with the Institute of International Education, CEO&I offered a course called the Federal Policy Institute, taught by P. Michael Timpane, former president of Teachers College. In a week-long residence in Washington, students explored a policy issue of personal interest with senior policy makers, including high ranking federal officials and education, teacher union, school board and business representatives.

### HECHINGER INSTITUTE ON EDUCATION AND THE MEDIA

Named in memory of Fred M. Hechinger, education editor of *The New York Times* and Teachers College Trustee, the Institute is working to improve press coverage of education by



helping journalists understand the complexities of educational policy and school leaders understand the information interests and deadline pressures of journalists. Over the past year, the Institute has hosted more than 100 editors and reporters at a series of workshops designed to discuss the latest trends and policies in education. The Institute is directed by Gene I. Maeroff, former *New York Times* education correspondent and author of several groundbreaking books on education. His books include *Altered Destinies: Making Life Better for School Children in Need*, which focuses on recommendations to equalize the tremendous imbalance between the education received by affluent and disadvantaged school children. He is editor of *Imaging Education*, which examines what influence the media exert on public perceptions of schools and colleges. The Center is supported by grants from the Carnegie Corporation of New York, William T. Grant Foundation, Ford Foundation, Knight Foundation, the John D. and Catherine T. MacArthur Foundation, and the Teachers College Trustees.

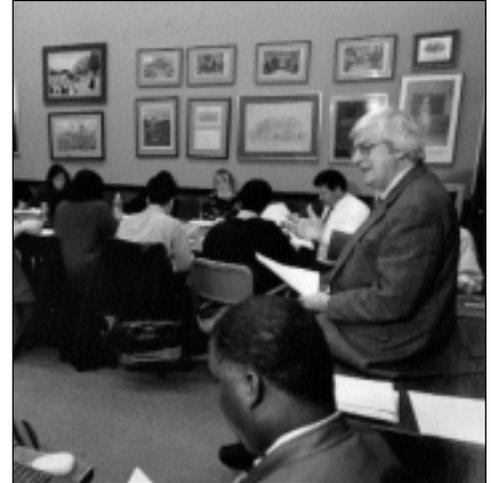
#### SUPERINTENDENTS WORK CONFERENCE

For more than half a century, the Superintendents Work Conference has been instrumental in raising crucial issues in the management of public school districts. The most recent conference, chaired by Thomas Sobol, the Christian A. Johnson Professor of Outstanding Practice, did just that, confronting the conflicts and challenges posed by major changes

“W

e keep asking:  
How can we get kids to learn more?  
How can we get all students to meet new, high academic standards?  
Those aren't bad questions, but they don't go far enough. I think we should be asking: How can we raise and educate our children better?  
When you ask that question, you think of all the ways we want our children to grow, morally and emotionally, as well as mentally. Historically, schools have concerned themselves with making kids good as well as making them smart. I think we have to get back to some of that. Most families want their children to be competent, wise and just. The current reform movement in education emphasizes competence. I favor competence, not incompetence, but I think we ought also to be concerned about instilling a sense of justice and a measure of wisdom in the kids we teach.”

Thomas Sobol  
*Christian A. Johnson Professor of Outstanding Educational Practice, Department of Organization and Leadership.*



Professor Thomas Sobol leading a seminar on public school reform issues.

in public education. To address those issues, a number of provocative and pragmatic approaches were raised: Educate boards, parents, teachers and the community to move forward with measured dispatch to resolve conflicting concerns for improving programs, elevating standards, reversing declining test scores, evaluating teachers, avoiding strikes and reducing swollen budgets. Become change agents in advocating and initiating ideas for alternative schools. Bring principals, teachers and parents into the decision-making process to give them a stake in implementing change. “The condition of the public schools,” Professor Sobol said, “is somewhat like that of the former Soviet Union as Perestroika and Glasnost began: the old structures are cracking up and breaking down, but the new patterns have yet to emerge. All we know is that public schooling is going to change.”

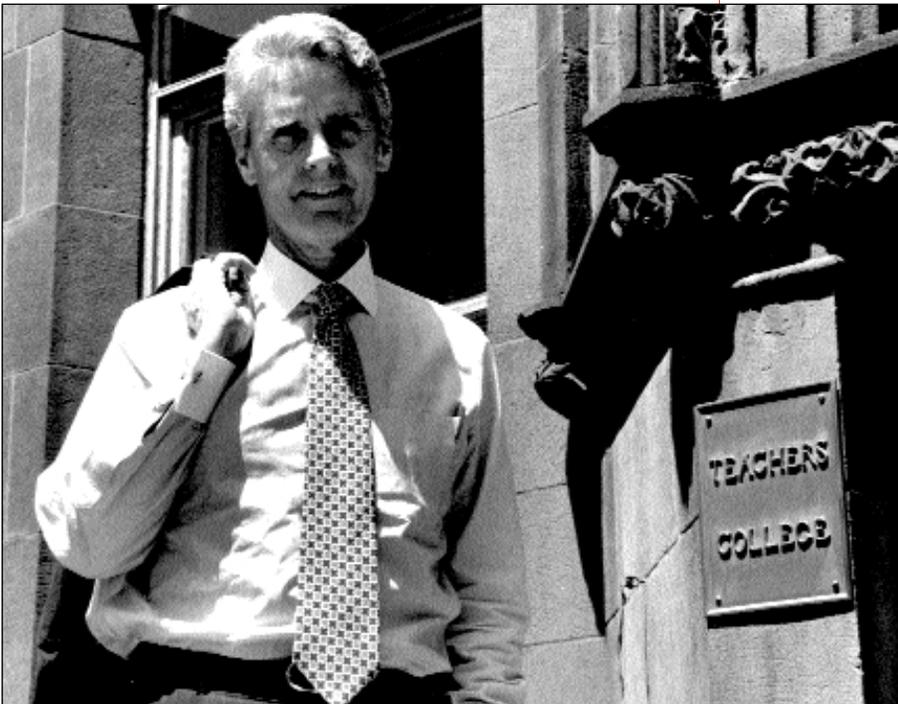
## STATE ISSUES IN EDUCATION

The Institute on Education and Government moved its agenda into high gear with the presentation of the Thomas H. Kean Governor of the Year award and a three-day workshop for ten gubernatorial chiefs of staff on education issues. Directed by former West Virginia Governor Gaston Caperton, the Institute's mission is to disseminate information on education and the impact of public policy to lawmakers and their staffs. The Kean award, named for former New Jersey Governor Thomas Kean, was presented to Georgia Governor Zell Miller and Wisconsin Governor Tommy Thompson. Governor Miller was recognized for pioneering the HOPE (Helping Outstanding Pupil Educationally) Scholarship, providing financial support for Georgia high school graduates with a B average to attend a private or public college in the state. Governor Thompson was cited for his leadership in initiating the first parental

choice program and implementing school-to-work and youth apprenticeship programs. Co-sponsored by the National Governors' Association, the workshop focused on ways to intellectually stimulate rather than remediate at-risk students and on strategies to promote educational reform by enlisting the support of teachers and parents.

## LECTURE SERIES ON CRITICAL ISSUES IN EDUCATION

The on-going dialogue at Teachers College is enlivened by those who come to speak at regular campus lectures, including the annual Virginia and Leonard Marx Lecture, Julius and Rosa Sachs Lecture Series, and Great Speakers Series. When superintendents, legislators, professors, and business leaders gather to exchange views, sparks sometimes fly, but these exchanges almost always are provocative and productive. Teachers College students regularly listen in on these exchanges and are encouraged to ask questions and offer comments.



### *The Sachs Lectures*

Focusing on criticism of public education by business, the media and the Christian right, David Berliner, Dean of the College of Education at Arizona State University, sought to frame the problems faced by the nation's schools in a more balanced and objective light. Serving as a visiting professor at Teachers College and the Julius and Rosa Sachs lecturer, Dean Berliner said he thought "people are overly critical of the schools and they say some things

Gaston Caperton, former governor of West Virginia, and Director of the Institute on Education and Government.



David Berliner, the Julius and Rosa Sachs lecturer

that aren't true. There are many good schools. Many of the problems," he added, "are the result of other factors, such as poverty, minority status, family life, quality of teachers, access to computers, and so on."

In his lecture on the interest of business in education,

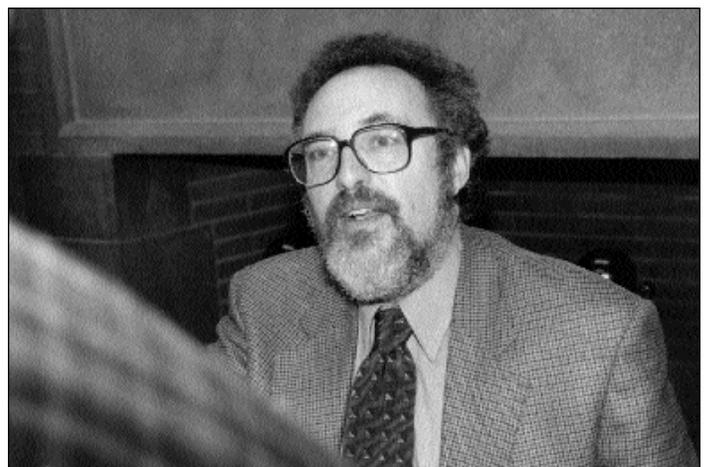
Dean Berliner cautioned about allowing business-oriented policies to dictate the curriculum and culture of schools. "I do not believe (business) is always seeking what is best for America, and too often it is only seeking what is best for business." In his appraisal of press coverage of education, he said the media too often cast schools in the least favorable light. "It is inappropriate to expect a democratic free press to be anything but highly critical of the society in which it lives. There is one of its functions. But is it not inappropriate to ask for balance. And I do not think we have that (in reporting on public education)."

### *The Marx Lecture*

The Marx Lecture featured Howard Gardner, Hobbs Professor in Cognition and Education at Harvard Graduate School of Education, with a discussion of his observations on the many facets of intelligence. Professor Gardner suggested that educators find out as much as possible about each person's mind and help students learn to solve unexpected problems critically and creatively with the knowledge they already possess and relate classroom instruction to their experiences outside of school.

### *Great Speakers Series*

Michael Apple, the John Bascom Professor of Educational Policy Studies at the University of Wisconsin discussed democracy in education at the Great Speakers Series. Professor Apple cautioned against the attitude that "whatever is public is bad and whatever is private is good," a trend, he added, that shortchanges the opportunities for students coming from disadvantaged neighborhoods.



Professor Michael Apple

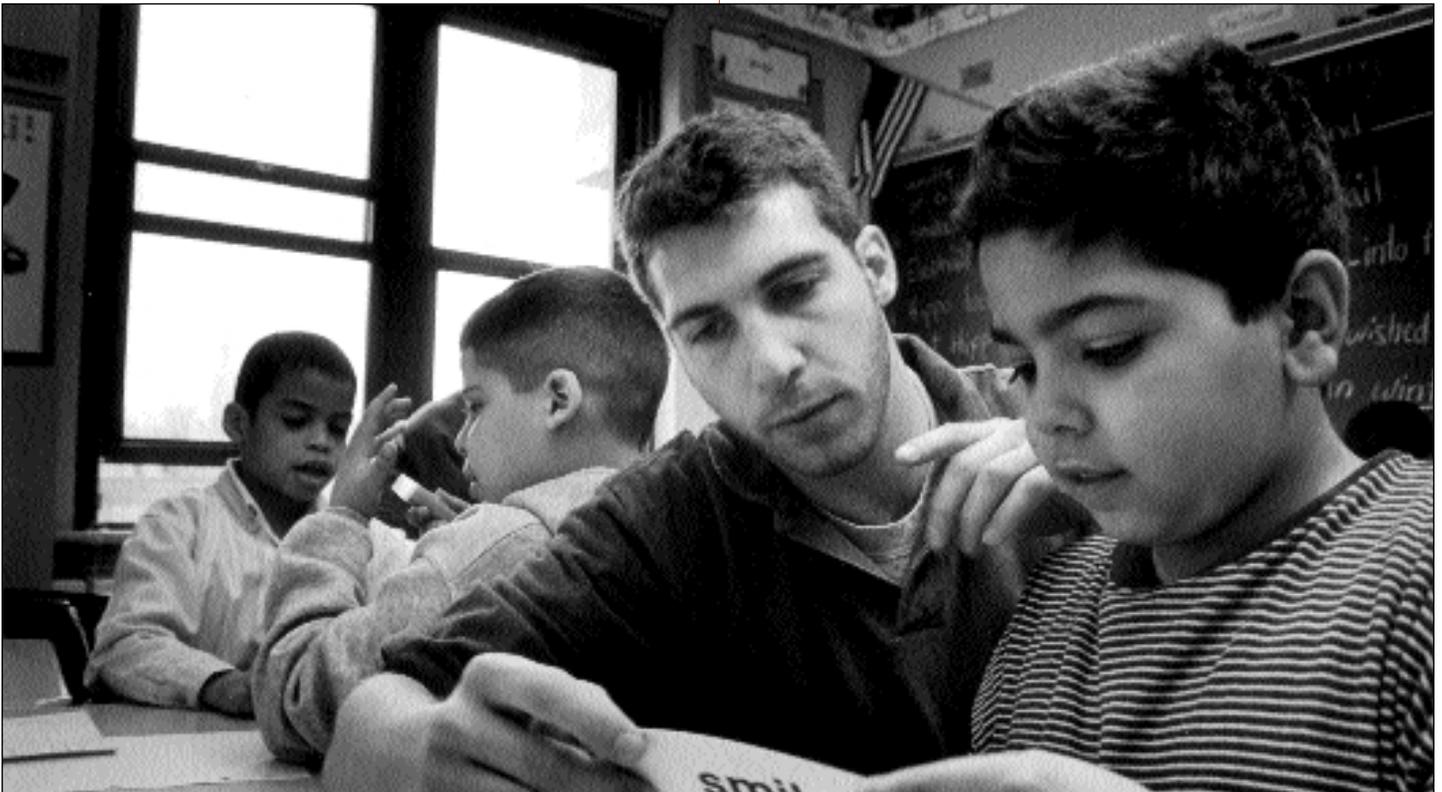
## IMPROVEMENT OF PRACTICE

Teachers College faculty members and students do not spend all of their time within the confines of College buildings. They are in the schools, colleges, businesses, psychological centers and community centers of New York City and the nation—advising on ways to turn new ideas of scholarship into better methods of practice. The changing of practice has been a hallmark of the College since its founding, when a few people saw the need to prepare a new kind of teacher for the immigrant children who were then arriving in New York City.

Today, much of the College's outreach work is initiated by its many centers and institutes. Here are a few examples:

A student teacher from Teachers College conveys the meaning of words to a youngster from PS 8 in Washington Heights.

Researchers from the National Center for Restructuring Education, Schools and Teaching (NCREST), directed by Professor Gary Griffin, travel throughout the nation, studying ways in which teachers, administrators and parents are working to reform schools and educational practice. The researchers then report on what does and does not work in school reform and make those reports available to other school leaders around the world. Recently, NCREST studied the work of four schools in New York City and one in New Castle County, Delaware involved in creating new ways to assess a student's progress. The work, co-authored by Linda Darling-Hammond, Jacqueline Ancess and Beverly Falk, was described in *Authentic Assessment in Action*, published by Teachers College Press.



# "M<sub>y</sub>

colleagues and I in the Reading and Writing Project believe passionately that, if we as teachers are going to create conditions which help children outgrow themselves as readers, writers and learners, those same conditions need to exist for us as teachers. The Project gives us the study groups, think-tanks, writing workshops and research labs that help us to hold onto our dreams for what schools can be."

*Lucy McCormick Calkins  
Director, Reading and Writing  
Project and Professor of English  
and Education.  
Department of Curriculum and  
Teaching.*

The Teachers College Reading and Writing Project is an internationally renowned coalition of teachers, teacher-educators and writers. For almost two decades, The Project has helped teachers in hundreds of schools establish writing and reading workshops in which children pursue projects they care about and in which teachers act as mentors and coaches. The Project also offers more than 60 full-day conferences, which draw as many as 3,000 educators, and an array of summer institutes, study groups, school-based mentor courses, lab schools and research projects.

Researchers from the Institute on Education and the Economy are also traveling the nation, taking close-up looks at school programs that ease the transition from school to work. Led by Thomas Bailey, Professor of Economics and Education, the Institute's researchers (most of them Teachers College students) are working to discover what these programs have in common so that they can share those commonalities of success with other school leaders. Part of the Institute on Education and the Economy is the



Professor Lucy McCormick Calkins

Community College Research Center (CCRC), established by a grant from the Alfred P. Sloan Foundation, which will link administrators from community colleges with researchers who deal with issues regarding the promise of these important American institutions. CCRC will also work to foster more research about community colleges, institutions that too often have been overlooked. It is one

example of how the College is building on its past greatness. For example, in the 1960s and 1970s, another Teachers College Center on Community Colleges prepared hundreds of administrators for those institutions; the College will use its relationship with its alumni, who lead community college systems from New York to California, in creating this new center for research.

Under the direction of Jeanne Brooks-Gunn, Virginia and Leonard Marx Professor of Child and Parent Development and Education, The Center for Young Children and Families conducts a wide range of interdisciplinary studies and provides training for those who will make policy involving children and families. The Adolescent Study Program is now involved in a major four-year project measuring the social and emotional development of girls. More than 200 families are involved in the research project, which will lead to a greater understanding of parenting behaviors, racial and ethnic socialization, identity development, school achievement and other aspects of growing up female.

The International Center for Cooperation and Conflict Resolution has lessened conflict in New York City's high schools by training administrators, faculty members and students in techniques of conflict resolution. Today, in almost every high school in the city, students are teaching other students to resolve disputes before they turn into dangerous altercations. According to Peter T. Coleman, Director of the Center and Research Assistant Professor, "students in the program initially study the fundamentals of conflict resolution. Then, they engage in several practicums in laboratory settings before being involved in internships. For example, some work at the Bronx-based Institute for Mediation and Conflict Resolution where they handle cases referred from the Bronx County Court and the police. Adults in the schools have become more knowledgeable about methods they can use to resolve conflicts between students." Morton Deutsch, Edward Lee Thorndike Professor Emeritus of Psychology and Education, is the founder of the Center and one of the world's most respected scholars of conflict resolution.

The Institute for Learning Technologies (ILT), co-directed by Robert O. McClintock and Frank Moretti, draws together researchers not only from Teachers College but also from the

**D**igital technologies are for education as iron and steel girders, reinforced concrete, plate glass, elevators, central heating and air conditioning were for architecture. Digital technologies set in abeyance significant, long-lasting limits on educational activity. As educators experience changes in the communications constraints, they understand that these developments open the existing educational system to new possibilities. The new possibilities, however, do not determine what will emerge. Educators are determining what emerges through the social construction of digital learning communities. Educational structures from kindergarten through graduate schools and adult education are wrenching open to change; but the course that change can and should take must be determined through the interplay of effort by many different groups."

Robert O. McClintock  
*Professor of History and Education  
and Director, Institute for Learning  
Technologies.  
Department of Scientific  
Foundations.*

Columbia University community as a whole to study ways in which technology can be used to improve education. ILT is committed to expanding the scope of educational attainment by making extensive resources readily available to institutions ranging from pre-kindergarten through higher education. One recent ILT project has allowed elementary-school students in Harlem to link up technologically with "friends" at other schools around the nation to share ideas about school projects and other areas of interest. One boy in Harlem, for example, co-authored a report with another boy about their mutual hero, John Paul Jones, even though the other boy was in Ohio.

Professor Robert O. McClintock



The Leta Hollingworth Center for the Study and Education of the Gifted provides support services for schools and organizations that are concerned with the special needs of gifted and talented youngsters. The Center continues the work of Project Synergy with preschool children in public daycare centers in Central Harlem. Most of the Synergy work, which identifies and supports gifted youngsters from disadvantaged backgrounds and their families, is co-directed by James Borland,

Associate Professor of Education and Chair of the Department of Curriculum and Teaching, and Lisa R. Wright, Director of the Hollingworth Center and Adjunct Assistant Professor of Education.

The Institute for Urban and Minority Education (IUME), is sharing a \$400,000 grant with the University of Colorado from the Metropolitan Life Foundation to help address problems of youth violence. Under the grant, IUME is creating models of anti-violence programs drawn from successful results of community- and school-based initiatives for national distribution. According to Erwin Flaxman, IUME director, the metropolitan grant makes it possible to transform research findings into policy decisions and anti-violence programs.

#### THE LINK BETWEEN THEORY AND PRACTICE

Whether analyzing the special needs of adolescent girls, enriching the educational lives of disadvantaged but gifted children, or helping to replicate programs that best prepare high school students for the world of work, Teachers College institutes and centers are changing practice and policy

**T**here was a time when parents and teachers shared a covenant and a responsibility for the well-being and education of children. But over the years families and schools have come to mistrust and blame each other for all kinds of student failure. With the movement to establish small community schools, we can hope that this covenant will be restored. But we cannot just depend on intimacy alone. Each day we learn more about how students learn and develop better, and we need to help parents and school staff individually and together seize the opportunity to use this knowledge."

Erwin Flaxman  
*Director, Institute for Urban and Minority Education.*



Erwin Flaxman

on a local, state and national level. Faculty members and researchers are devoted to the idea that our research is not

meant to be read only by a small audience of other researchers but by the wider audience of teachers, administrators and other professionals who will put the results of the research into practice.

The link between theory and practice at Teachers College is also enhanced by the fact that so many of our students work—either as interns or as full-time professionals—in schools, clinics, and other organizations around New York City during the day, while taking their classes at Teachers College in the late afternoons and evenings. These students bring practice into the classroom, discussing with their professors the challenges they have faced on the job and keeping the classroom interchange grounded in the reality of practice.

#### THE ADJUNCT FACULTY ROLE

Teachers College's adjunct faculty members play a significant role in bringing the reality of practice into our classrooms and seminars. Examples illustrate their involvement. James J. Shields, former Chair of the Department of Social and Psy-

chological Functions and Director of the School Administration Program at City College, City University of New York, presented a course in “International Planning in International Educational Development.” As a Teachers College visiting professor, he is Director of Sasakawa Young Leaders Fellowships Fund providing professional development workshops under the auspices of the Center for Educational Outreach & Innovation.

Robert E. Fullilove, Associate Dean for Minority Affairs at the Columbia University School of Public Health and a leading researcher on AIDS education, regularly teaches a course on community approaches to prevent HIV infections. A graduate of Teachers College, Dr. Fullilove discusses his own experiences as he works to disseminate information about the disease in minority communities in New York City.

Samuel Johnson, Vice President for Student Affairs at Baruch College of the City University of New York, is an adjunct faculty member in both counseling psychology and higher and adult education. An expert on cross-cultural counseling, Dr. Johnson also founded Teachers College’s famed Winter Roundtable on Cross-Cultural Psychology and Education, drawing hundreds of psychologists and educators to the campus every year.

Nanette A. Kramer, one of the leading experts on the psychological problems of the aging population, is an adjunct associate professor of psychology and education. She has received grants totaling some \$500,000 to evaluate techniques for helping the elderly, including patients with severe dementia. Teachers College students work with her on these evaluations, learning about psychological interventions in the real world of nursing homes and other residencies for older people

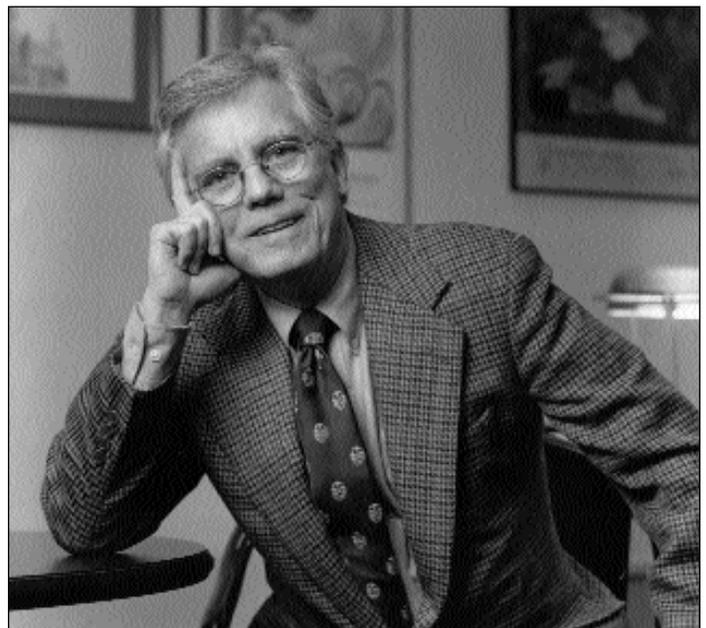
## TEACHERS COLLEGE AND NEW YORK CITY

The multicultural, urban environment that is New York City informs almost everything that Teachers College does. Teacher-education students do practicums in the New York City public schools. Researchers are involved in projects in more than 200 of those schools. Social and organizational psychology students work as interns in businesses from Wall Street to Midtown. Counseling psychology students work in counseling centers and schools across the urban landscape. Arts education students are interns at museums, galleries and arts organizations.

The linkages between Teachers College and New York public schools provide yet other opportunities for students to have an impact on the educational destinies of youngsters.

Under the Neff Tutorial Program, established by James Neff, a retired bank official, three Teachers College students

James J. Shields





Neff Fellow Carolyn Choi works with students at PS 6.

named Neff Fellows are working with elementary school pupils to improve their reading skills. The Neff Fellows, Carolyn Choi, Amy Wolf and Barbara Iverson, master's degree candidates in the Reading Specialist Program, see groups of two to three children in the second and third grades for four 45-minute sessions per week. "What strikes me," Carolyn Choi said reflecting the sentiments of all three, "is the individual time that I've been able to devote to children at risk."

Angel Alexander, a candidate for a master's degree in science education, is also volunteering at a homeless shelter teaching science to children in after-school science time instituted by Angela Calabrese Barton, Associate Professor of Science Education. A graduate of the University of Pennsylvania with a double major in biology and African-American studies, Angela moved from medicine into teaching after being appalled by the sorry state of high school education she experienced as a volunteer in Philadelphia. That transformation brought her to Teachers College where she is "developing into a well-rounded educator, one who will not conform to the traditional didactic teaching methods, but effectively prepare students for the new millennium by enriching their critical thinking skills."

Beyond their practical experiences, Teachers College students can also take advantage of courses offered at one of the world's most prestigious universities by signing up for courses in other divisions of Columbia University. They can also take courses at other institutions in the area, including Union Theological Seminary and Jewish Theological Seminary.

New York City also offers a wealth of informal educational opportunities. Students can take advantage of the theaters, museums, concerts, lectures and discussion groups. The College is located in Morningside Heights, a section of Manhattan that has a long tradition of intellectual excellence. The neighborhood is also one of the safest in New York City, and the streets are usually filled with residents and tourists, browsing through the bookstores and visiting historic and architectural wonders such as the Cathedral of St. John the Divine, Riverside Church and Grant's Tomb.

#### NO IVORY TOWERS

What makes Teachers College different from other graduate schools? Its location in the heart of the major urban center in America and its close contact with the institutions of New York City give the College vibrancy. The wide-ranging expertise of the College's faculty offers students a plethora of philosophies from which each student can form a personal point-of-view. And, especially, the interplay between theory and practice, between the world of the mind and the world of real work with real people, children, adolescents and adults, makes Teachers College the one-of-a-kind institution that it is. And each graduate of Teachers College becomes a one-of-a-kind leader—the kind of leader institutions of our nation and our world need today.



PS Style Score 1 = Individualistic + Cooperative - 2(Nm)  
PS Style Score 2 = Individualistic - Cooperative (3) = 2

Cultural Groups  
N < AA, EA



A seminar led by Professor Linda Hickson on education programs for people with disabilities.



## Academic and Educational Services

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AUTUMN TERM 1999 (September 1–December 20)

August	29	Sunday. Beginning of occupancy in Teachers College residence halls for new students attending the Autumn Term.	22	Friday. Doctoral Certification Examination (Ed.D./Ph.D.), 9 a.m. to 12 noon and 1:45 to 4:45 p.m.
	31	Tuesday. In-person registration for Autumn Term. New international students report to the Student Life Center. Hours: 10 a.m. to 8 p.m. Orientation Program, Horace Mann auditorium 8:30 a.m.–5:00 p.m.	29	Friday. Last day to file or to renew an application, in the Registrar's Office, for Master's degrees and certificates to be awarded in February. (After this date, application may be filed only until November 16 upon payment of \$15 late fee.)
September	1	Wednesday. Classes begin. Autumn Term 1999.	29	Friday. Priority deadline for submission of financial aid applications for scholarship and need-based aid for enrollment periods beginning with the Spring Term 2000. See Student Aid for further details.
	1	Wednesday. Last day to file, in the Registrar's Office, Master's essays for October 20 degree award.	November 1–24	Monday–Wednesday. All loan recipients who will complete degree requirements during Autumn Term 1999 must schedule a loan exit interview with the Office of Student Aid.
	1–3	Wednesday–Friday. Registration and add/drop period. Hours: 9:30 a.m. to 6:00 p.m. Thursday and Monday; 9:30 a.m.–5:00 p.m. Friday. <b>Advisors and/or their representatives available from 3 to 5 p.m.</b>	24	Wednesday. No Classes. Offices open.
	3	Friday. Last day to file notification in Office of Doctoral Studies of intention to defend Ed.D. and Ph.D. dissertations during the Autumn Term 1999.	25–28	Thursday–Sunday. Thanksgiving Holidays.
	3	Friday. Last day to file application for Doctoral Certification Examination (Ed.D./Ph.D.) to be given October 22.	December 1	Wednesday. Financial aid applications for 2000–2001 become available in the Office of Student Aid.
	6	Monday. Labor Day. University Holiday.	3	Friday. Last day to file, in Registrar's Office, Master's degree essays for February degree award.
	14	Tuesday. Last day to add and drop courses for the Autumn 1999 term, and to enroll in Student Health Service and Student Medical Insurance programs.	6	Monday. Registration for the Spring term for continuing students via touch-tone registration begins.
	14	Tuesday. Last day to file a Certificate of Equivalency for the Autumn Term.	14–20	Tuesday–Monday. Final Examination Period for Autumn Term 1999.
	15	Wednesday. Requests for late registration on or after this date require registrar's approval and payment of \$100 late registration fee.	20	Monday. Autumn Term 1999 ends.
	27	Monday. Last day to deposit Ed.D. dissertation and abstracts, which have been corrected in accordance with Dissertation Secretary's evaluation, and pay microfilm fee for October 20 award of degree.	20	Monday. Termination of occupancy in Teachers College residence halls for Autumn Term students not returning for Spring Term 2000.
	28	Tuesday. Last day to change points in <i>variable point</i> courses.		
October	8	Friday. Last day to deposit Ph.D. dissertation with the Office of Doctoral Studies and the Graduate School of Arts and Sciences for the award of the October degree.		
	20	Wednesday. Award of October degrees and certificates. No ceremony.		
	21	Thursday. Midterm date, Autumn Term 1999.		

## SPRING TERM 2000 (January 19–May 9)

January	16	Sunday. Beginning of occupancy in the Teachers College residence halls for the Spring Term.	11	Friday. Doctoral Certification Examination (Ed.D./Ph.D.), 9:00 a.m. to 12 noon and 1:45 to 4:45 p.m.	
	17	Monday. Martin Luther King, Jr. Day Observed. University Holiday.	11	Friday. Last day to file notification in Office of Doctoral Studies of date and time of final Ph.D. Oral Defense to be held in Spring Term 2000.	
	18	Tuesday. Registration for Spring Term 2000. New international students report to the Student Life Center. Hours: 10:00 a.m. to 8:00 p.m.	14	Monday. Last day to change points in <i>variable-point</i> courses.	
	19	Wednesday. Classes begin. Spring Term 2000.	March	1	Wednesday. Last day to file Master's essays for May degrees.
19–21		Wednesday–Friday. Late registration and change period. Hours: Tuesday–Thursday 9:30 a.m. to 6:00 p.m.; Friday 9:30 a.m. to 5:00 p.m. <b>Advisors available from 3:00 to 5:00 p.m.</b>		9	Thursday. Midterm date, Spring Term 2000.
	21	Friday. Last day to file notification in Office of Doctoral Studies of intention to defend Ph.D. and Ed.D. dissertation during Spring Term 2000.	12–19		Sunday–Sunday. Spring Holidays.
	21	Friday. Last day to file application for Doctoral Certification Examination (Ed.D./Ph.D.) to be given February 11.	April	3–28	Monday–Friday. All bank loan recipients who will complete degree requirements during the Spring Term 2000 must schedule loan exit interview with the Student Aid Office.
	28	Friday. Last day to file or to renew an application, in Registrar's Office, for Master's degrees and certificates to be awarded in May. (After this date, application may be filed only until February 19 upon payment of \$15 late fee.)		17	Monday. Registration for the Summer Term for continuing students via touch-tone registration begins.
	28	Friday. Priority deadline for submission of 2000–2001 financial aid application for scholarship and need-based aid in the Student Aid Office and for submission of the 2000–2001 admission application to the Admission Office.		28	Friday. Last day to deposit Ed.D. dissertation and abstracts, which have been corrected in accordance with Dissertation Secretary's evaluation, and pay microfilm fee for May 17 award of degree.
	28	Friday. Last day to deposit Ed.D. dissertation and abstracts, which have been corrected in accordance with Dissertation Secretary's evaluation, and to pay microfilm fee for February 9 award of degree.	May	3–9	Wednesday–Tuesday. Final Examination Period for Spring 2000.
	31	Monday. Last day to add and drop courses for Spring Term 2000 and to enroll in Student Health Service and Student Medical Insurance plans.		9	Tuesday. End of Spring Term 2000.
	31	Monday. Last day to file a Certificate of Equivalency for the Spring Term.		10	Wednesday. Termination of occupancy in Teachers College residence halls for Spring Term 2000 for students not remaining for Summer Session A. Extensions granted for students remaining for Commencement.
February	1	Tuesday. Requests for late registration on or after this date require registrar's approval and payment of \$100 late registration fee.		12	Friday. Last day to deposit Ph.D. dissertation with the Office of Doctoral Studies and the Graduate School of Arts and Sciences for the award of the May degree
	4	Friday. Last day to deposit Ph.D. dissertation with the Office of Doctoral Studies and the Graduate School of Arts and Sciences for the award of the February degree.		16	Tuesday. Teachers College Master's degrees Convocation, 4:00 p.m.
	9	Wednesday. Award of February degrees and certificates. No ceremony.		17	Wednesday. Conferring of degrees, 10:30 a.m.; Teachers College Doctoral degrees Convocation, 2:30 p.m.
				18	Thursday. Termination of occupancy in Teachers College residence halls for Spring Term 2000 for graduating students who remained for Commencement.



## RESEARCH AND SERVICE ACTIVITIES

Organized research and service activities at Teachers College, in addition to being carried on by individual professors, are conducted through special projects and major institutes. Students, in limited number, serve in these institutes and projects as assistants, sometimes with academic credit, thus extending their professional experience while at the College.

**The Center for Adult Education** is interested in research on adult and organizational learning; and on transformative learning for adults in a variety of settings. The Center has conducted award-winning research on literacy and has pioneered an innovative Action Research Professional Development program (ARPD) for literacy teachers through reflective practice and experimentation in the classroom. The Center has also conducted many formative evaluation studies of adult education initiatives using Perspective Discrepancy Assessment.

For further information contact Professor Victoria Marsick, Teachers College, Columbia University, 525 W. 120th St., Box 112, New York, NY 10027; telephone (212) 678-3754.

**The Center for Health Promotion** was established in 1981 to stimulate research and development efforts responsive to national priorities in health promotion and disease prevention. The current work of the Center includes both basic and applied research and development focusing on:

The effects on health of personal behavior and lifestyle, including physical activity and fitness, nutrition, alcohol and other drugs, mental health and mental disorders, violent and abusive behavior; and how educational and community-based programs can be used to improve health and prevent premature death and disability throughout the human life span through schools, patient care, workplace, and other community settings.

The Center comprises a working group of several core faculty members who have been instrumental in organizing and supporting the development of multidisciplinary teams capable of competing for external grant support to address complex research questions. The Center has brought together faculty from numerous

"We share and offer to our students a vision of providing comprehensive school health services, as well as other hospital or community-based interventions. Overlapping public health crises involving violence, drug addiction, and HIV/AIDS suggest the need for the delivery of primary, secondary, and tertiary prevention services in school- and community-based settings. Families, particularly in urban areas, have been negotiating the task of coping with multiple stressors; and schools will be increasingly viewed as settings in which services need to be delivered to children and their families. Whether the preparation of health educators, school psychologists, or educators, our intent is to train and prepare graduates who will go on to actively participate in the design, implementation, and evaluation of services that meet the needs of children, families, and communities in our contemporary society."

Barbara C. Wallace  
*Associate Professor of  
Health Education*

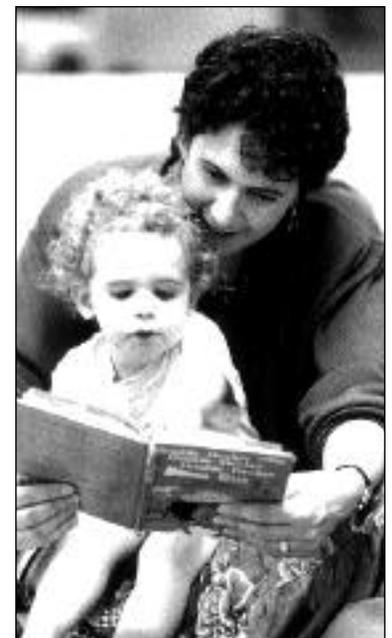
114, 525 W. 120th St., New York, NY 10027.

**The Center for Infants and Parents (CIP) and the Center for Toddlers and Parents (CTP)** serve to promote the growth and development of infants, toddlers, and families through three interrelated practices: supportive early care and education for infants, toddlers, and early preschoolers; transdisciplinary training for students; and ongoing research to improve practice and inform theory in child and family development and

disciplines and departments who have collaborated on consortium projects with physicians and with biostatisticians, epidemiologists and other public health scientists.

Extensive collaborative research activities have been undertaken with faculty from the schools of the Columbia University Faculty of Medicine, Cornell University Medical College, and Albert Einstein College of Medicine. Center projects and investigators have been funded by grants from several of the National Institutes of Health and numerous private foundations, including the Cancer Research Foundation of America, W. K. Kellogg Foundation, Metropolitan Life Foundation, and the Pew Memorial Trusts.

In addition to publication in scientific journals, faculty of the Center also contribute to the science base underlying professional practice and policy development in health promotion and disease prevention by providing consultation and technical assistance to private and voluntary health organizations, governmental agencies, and other research groups. For further information, contact Professor John P. Allegrante, Director, Center for Health Promotion, Teachers College, Columbia University, Box



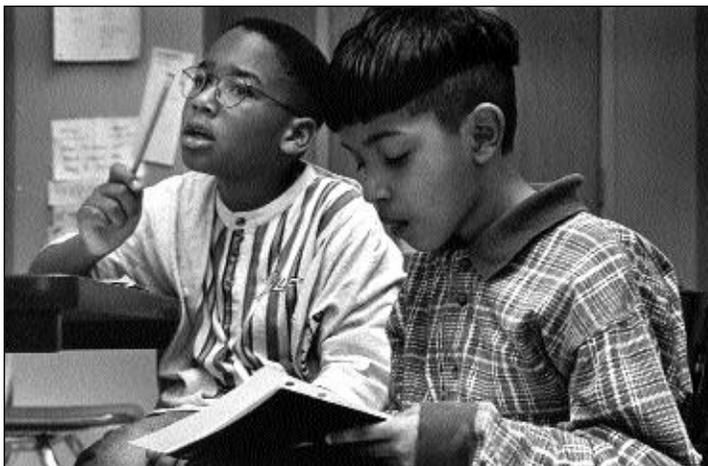
Professor Susan Recchia

care. Founded in 1982, the CIP provides inclusive and culturally responsive care for infants and toddlers and their families who are affiliated with Columbia University. The second room, for children two and a half to four years old, was added in 1998.

The program philosophy supports the development of children's competence by respecting and building upon their experiences within their families. Children, families and caregivers work together to build a caring community. Caregivers, many of whom are graduate students studying infant development and practice, are trained to observe and interpret children's cues and to respond contingently to their needs and requests on an individualized basis and within a group context. Care is provided for an inter-age group of ten children in the CIP and 14 children in the CTP and adaptability to meet a wide variety of developmental needs is built into the program.

For further information, contact: Professor Susan Recchia, Faculty Director of the Center for Infants and Parents, or Leslie R. Williams, Faculty Director of the Center for Toddlers and Parents, Teachers College, Columbia University, 525 W. 120th St., Box 98, New York, NY 10027; telephone: (212) 678-3013.

**The Center for Opportunities and Outcomes for People with Disabilities** provides support for research aimed at increasing understanding of how to enhance prospects for independence and self-determination among individuals with special needs. Its major themes include individual, family, school, and community charac-



"The center is focused on finding proactive ways to support research with direct applications to the lives of people with disabilities. Our interest is in discovering prevention and intervention strategies that can prevent the adverse effects of poverty and disability and improve the academic, personal, and social outcomes of education programs. Center activities are aimed at increasing opportunities for individuals with disabilities to be self-determined, fully included members of society. These efforts include studies designed to increase academic and social resilience and to decrease vulnerability to abuse in high-risk adolescents and adults. Our center provides an interdisciplinary forum for the exchange of research knowledge and ideas that promise to enhance quality of life for people with disabilities."

**Linda Hickson**  
*Professor of Education in the Department of Health and Behavior Studies and Director of the Center for Opportunities and Outcomes for People with Disabilities.*



**Professor Linda Hickson**

teristics as they relate to opportunities and outcomes of people with special needs; the relationship between learner capacity and instructional opportunity that increases self-directed learning and long-term life satisfaction; and outcome indicators that are sensitive to the long term effects of instruction, schooling, and habilitation. For information, contact Professor Linda Hickson, The Center for Opportunities and Outcomes for People with Disabilities, Teachers College, Columbia University, Box 223, 525 W. 120th St, New York, NY 10027.

**The Center for Social Imagination, the Arts and Education** focuses upon interdisciplinary efforts to reach beyond the given to visions of what might be in society, often what ought to be. Working in the traditions of John Dewey and Paulo Freire, the Center brings schoolchildren, artists, academics, and social activists together in conferences and workshops to explore possibilities of reform and transformation in schools and local communities. The Center attempts to generate dialogues and research projects that open new perspectives in the arts, humanities, and the human sciences by sponsoring monthly salons. It also is in the process of developing networks that bring together arts institutions, public schools, and Teachers College. It is directed by founder, Maxine Greene, Emerita Professor of Philosophy and Education, and is funded by the Aaron Diamond Foundation, the Solidago Foundation, and an anonymous donor. For more information, write to Dr. Greene, Teachers College, Columbia University, Box 132, 525 West 120th St, New York, NY 10027.

**The Center for Arts Education Research** consists of an interdisciplinary arts group which engages in basic and applied research in the arts and human development, art education and the arts in education. The Center calls upon expertise from professionals in

the arts: visual, music, dance, theater and media and also from philosophy, cognitive and developmental psychology, curriculum, education and technology. A mix of focuses characterize the Center's work. Studies explore the role of the arts in diverse educational settings from the vantage point of school reform, curriculum development, arts integration and assessment. Of particular interest is the role of the arts as they interweave in urban culture and education. Other studies deal directly with aspects of artistic-aesthetic thinking, perception and action both within and across the diverse domains of the arts. For more information, contact co-directors Professors Hal Abeles and Judith Burton, Teachers College, Columbia University, Box 78, 525 West 120th St., New York, NY 10027; telephone (212) 678-3459.

#### The Center for Young Children and Families

conducts interdisciplinary and policy relevant research on the education and development of children and families, provides training for young scholars and policy analysts to take leadership roles in national and state policy-making activities which focus on children and families, and houses several archival data sets. The Center examines the health and developmental well-being of children and families, combining both biological and environmental perspectives. The Center addresses these perspectives within a framework which links research, policy, practice and training.

The Center's research mission promotes theory construction, a better understanding of child and family well-being, and empirically tests the efficacy of child and family interventions. The policy product of the Center's research is guidance relating to public decisions made regarding the well-being of children and their families. The Center's policy function informs public decision and policy-making through theoretical and empirical examination of intervention programs and policy initiatives.

The Center has developed the following training components:

- Center Assistantships, open to students enrolled in Master's programs, allow students to become acquainted with the practice and policy initiatives of the Center;
- Center Fellowships, open to doctoral students, foster in-depth training in the nexus of policy, practice and research by working on specific Center projects related to children and families; and
- Senior Fellowships, for post-doctoral training, are responsible for managing specific projects, training master's and doctoral level students, writing policy reports, and attending policy conferences.

"Group dynamics play a dominant role in almost every aspect of our daily lives—in families, learning environments, institutions and organizations, and society as a whole. Whatever the venue, collaboration is a key influence in achieving sound objectives from relationships in the community, the workplace, the classroom, or the household. With an understanding of both small and large group dynamics, as well as such concepts as boundaries, authority, role, and task, that collaboration can take the form of shared visions, agreement on plans of responsibility, and participation in action steps. Having a stake in the process can yield good results in the outcome."

Debra A. Noumair  
*Associate Professor of Psychology  
and Education*



Associate Professor Debra A. Noumair

Additional training opportunities are available to graduate students via internships and practica. These include: • Summer Policy Fellowship Program Putting Children First, internships for doctoral students in the applied sciences to link their academic learning with their interests in social policy by conducting a research project in an applied setting, attending weekly seminars, and completing a report on their activities;

• Practice-Policy Internship (jointly sponsored with an international home-based instructional program), a unique opportunity to work with a home-based, early intervention program that helps parents provide educational enrichment for their preschool children; • Educational Research Practica, research training coupled with readings and seminars for master's students and offered for course credit. Other practice and training endeavors include Summer Institutes, Continuing Education Workshops, demonstration projects, and consortium opportunities that are developed to address on-going and newly initiated policy issues affecting young children and families.

The research, policy and practice framework of the Center's work emphasizes four specific themes: • Child Care and Early Intervention, • Families and Parenting, • Vulnerable and At-Risk Families, and • Neighborhood and Community Influences.

For more information, contact Professor Jeanne Brooks-Gunn, Director, Teachers College, Columbia University, Box 39, 525 West 120th St., New York, NY 10027; telephone (212) 678-3904.

#### The Elbenwood Center for the Study of the Family as Educator

pursues various lines of systematic research and inquiry that bring the behavioral sciences to bear in illuminating the educational functions of the family and the relationships between the family and other educative institutions: schools, health and social service agencies, religious institutions, museums, libraries, the media. The Center's activities include research, conferences, symposia, seminars, and workshops.

Current and recent topics considered at the Elbenwood Center include: social networks and educative styles of teenagers, the mediation of television by the family and television in cross-cultural perspective, family contexts of literacy, families and museums, family memories, multigenerational education, grandparents as educators, immigration, migration and family education.

Faculty and students who participate in the Center come from various departments at Teachers College and elsewhere in Columbia University. The Center also maintains liaisons with other institutions through its projects and visiting scholars. Opportunities for pre-doctoral and postdoctoral research are available.

An initial statement of the research agenda of the Elbenwood Center is set forth in the following volumes: *The Family as Educator*. Hope Jensen Leichter, (Ed.). New York: Teachers College Press, 1974. *Families and Communities as Educators*. Hope Jensen Leichter, (Ed.). New York: Teachers College Press, 1979. Address inquiries to: Hope Jensen Leichter, Elbenwood Professor and Director, Elbenwood Center for the Study of the Family as Educator, Teachers College, Columbia University, Box 123, 525 W. 120th St., New York, NY 10027; telephone: (212) 678-3187.

**The Center for Technology and School Change** helps schools integrate technology into their curricula and daily lives, by planning with schools for the use of technology, educating teachers how to use it, planning curriculum projects that include technology, helping teachers to implement projects, and assessing the effect of technology on schools. The Center is based on the idea that technology will have a large impact on the structure of schooling, as it has in the past, and that schools must plan for the kinds of change they want it to have. We believe that technology should be integrated with curriculum in ways that emphasize active student learning, collaboration, interdisciplinary learning and problem-solving in areas that are meaningful to schools, and conducts site-based research. For more information, contact Dr. Howard Budin, Director, Center for Technology and School Change, Teachers College, Columbia University, Box 8, 525 W. 120th St., New York, NY 10027; telephone: (212) 678-3773; Web site: <http://www.tc.columbia.edu/~academic/ctsc>.

**The Esther A. and Joseph Klingenstein Center for Independent School Education** sponsors four programs aimed at the professional development of independent school teachers and administrators and research activities that contribute to the advancement of independent school education.

"The aim of the Klingenstein Center is to nurture and renew leadership among teachers and administrators who have distinguished themselves through their work in independent schools. The Center sponsors a variety of programs that address the needs of different constituents, beginning teachers, mid-career teachers and administrators and heads of schools. The focus is on professional development, believing that the most important component in educational advancement is not bricks and mortar, but the men and women who lead schools. To date, almost 1400 educators from schools throughout the world have participated in Klingenstein Center programs."

Pearl Rock Kane  
Associate Professor of Education and  
Director, The Klingenstein Center

*The Joseph Klingenstein Fellows Award* is granted annually to up to 12 outstanding teachers and administrators for participation in one semester or a year-long intensive program at Teachers College and designed to develop leadership skills in administrative or academic areas. Through reading, research, and discussion in seminars and course work at Teachers College and the other professional and graduate faculties of Columbia University, the program seeks to enlarge the perspectives of Fellows and prepare them to assume increased leadership responsibility within their sponsoring schools. As part of the program, Fellows may earn graduate credits to be counted toward a degree at Teachers College.

Any teacher or administrator of an independent secondary school with a nondiscriminatory admissions policy is eligible to apply. The award includes a stipend, tuition

allowance, a supplement for school age children relocating to New York City, and housing allowance for those who are resident faculty at boarding schools.

*The Klingenstein Visiting Fellows Program* for Heads of Independent Schools allows ten heads of schools to spend a month in residence at Teachers College, Columbia University focusing on problems of particular relevance to their schools, engaging in coursework, meeting in seminars to discuss educational issues, and enjoying the cultural resources of New York City. The program provides school heads with the intellectual stimulation of studying with outstanding professors and the opportunity for meaningful dialogue with independent school colleagues. The purpose of the program is to prepare those already in positions of leadership to face the challenge of leading independent schools in the 1990s. As part of the program, Visiting Fellows may earn graduate credit to be counted toward a degree at Teachers College or elsewhere. Any school head of an elementary or secondary independent school with a nondiscriminatory admissions policy is eligible to apply. The award includes full tuition and fees, housing, and participation in New York City cultural events. Sponsoring schools are asked to provide round-trip travel expenses.

*The Joseph Klingenstein Summer Institute Award* is granted annually to 50 teachers in the independent secondary school sector who have demonstrated outstanding potential for leadership. The Institute is geared toward increasing classroom effectiveness and strengthening commitment to teaching as a career. The Institute program encompasses a variety of activities that are designed to: provide a forum for collegial sharing, explore advanced methodolo-

gies in a particular subject area, stimulate fresh thinking and introduce new ideas in curriculum, methodology, and technique, and increase insight into the nature of educational practice.

Each participant has an opportunity to earn three graduate credits applicable toward a Master's degree at Teachers College or elsewhere. Teachers with more than one and a maximum of five years of experience are eligible to apply. Their school must have a nondiscriminatory admissions policy with regard to race, color, religion, or national origin. Candidates are judged on the basis of a personal essay, evidence of successful academic performance, and a letter of endorsement from the school head or principal. The award includes full tuition and fees, housing, and weekday meals. Sponsoring schools are asked to provide round-trip travel expenses.

*The Master's Degree with a concentration in Private School Leadership* is cosponsored by the Department of Educational Administration and the Esther A. and Joseph Klingenstein Center for Independent School Education. The degree concentration is designed to enhance the professional careers of department heads, deans, division directors, and school heads or to prepare independent school educators for such positions.

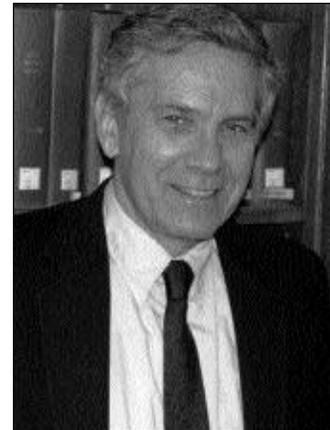
The curriculum focusing on private schools includes courses in the administrative leadership of private schools, legal aspects of private school administration, financial management and marketing, and optional participation in an administrative practicum or consulting project. The special features of the program include site visits to private schools and a connection with a network of cooperating schools. The program may be completed in one year of intensive study or on a part-time basis. Candidates should have at least three years of teaching experience.

For further information contact the Klingenstein Center, Teachers College, Columbia University, Box 125, 525 W. 120th St., New York, NY 10027; telephone: (212) 678-3156; or visit the Center's Web site at <http://www.klingenstein.org>

**The Hechinger Institute on Education and the Media** operates on four levels—helping journalists who cover education do a better job, helping editors and news supervisors better understand the work of the journalists over whom they are responsible, helping educators

"Journalists covering public education have become more probing and persistent than their less confrontational style in the recent past. As a result, educators have grown wary in their relations with the media. The Hechinger Institute conducts seminars for journalists on how to better understand the educational policies and practices that they cover. In an academic forum absent deadline pressures and editorial direction, members of the media can ventilate their frustrations and concerns in covering education at a time when problems seems to overwhelm process. In turn, education officials can provide the press with insights into the vexing and troublesome issues confronting public education against a background of social, political, and economic constraints. And, to discuss with equal candor the initiatives developed and taken by educational systems to both remedy and enhance environments for learning. Our goal is to remove misunderstanding as a barrier to an open and forceful discussion of education news and education coverage."

Gene I. Maeroff  
Director, The Hechinger Institute



Gene I. Maeroff

and journalists better understand each other, and helping the general public understand the issues involving the coverage of education. The Institute carries out its mandate primarily through seminars that it holds for journalists at Teachers College. Presenters include educators from throughout the country, including members of the faculty of Teachers College. The Institute is named in memory of Fred M. Hechinger, who was an education editor of *The New York Times* and a trustee of Teachers College. The founding director of the Institute is Gene I. Maeroff, a former national education correspondent of *The New York Times* and an author whose books have been published by Teachers College Press. Further information is

available from the Hechinger Institute on Education and the Media, Teachers College, Columbia University, Box 127, 525 W. 120th St., New York, NY 10027. Phone: (212) 678-4197.



**The Institute on Education and the Economy (IEE)** is an interdisciplinary policy research center that focuses its attention on the interaction between education and the economy. The Institute is dedicated to carrying out research that will help improve educational policy and practice at the local, state, and national levels and to developing an active research community of TC students and faculty interested in these topics. The IEE's research agenda includes issues such as the changes in the nature, organization, and skill requirements of work; education reforms designed to address the changing needs of the workplace; the educational value of work; learning on the job; the school-to-work model; the design and effectiveness of workbased learning, employer participation in education; academic and industry-based skill standards; and related education reforms.

The IEE is directed by Professor Thomas Bailey, an economist in the Department of International and Transcultural Studies. The Institute's permanent staff includes sociologists, economists, and psychologists. Several Teachers College faculty and faculty from other schools at Columbia as well as other universities and research organizations also work with the Institute. The IEE also offers many opportunities for graduate students to work on research projects under the guidance of faculty and senior researchers. Recent activities have included the development of joint faculty-student study groups on workbased learning and on community colleges.

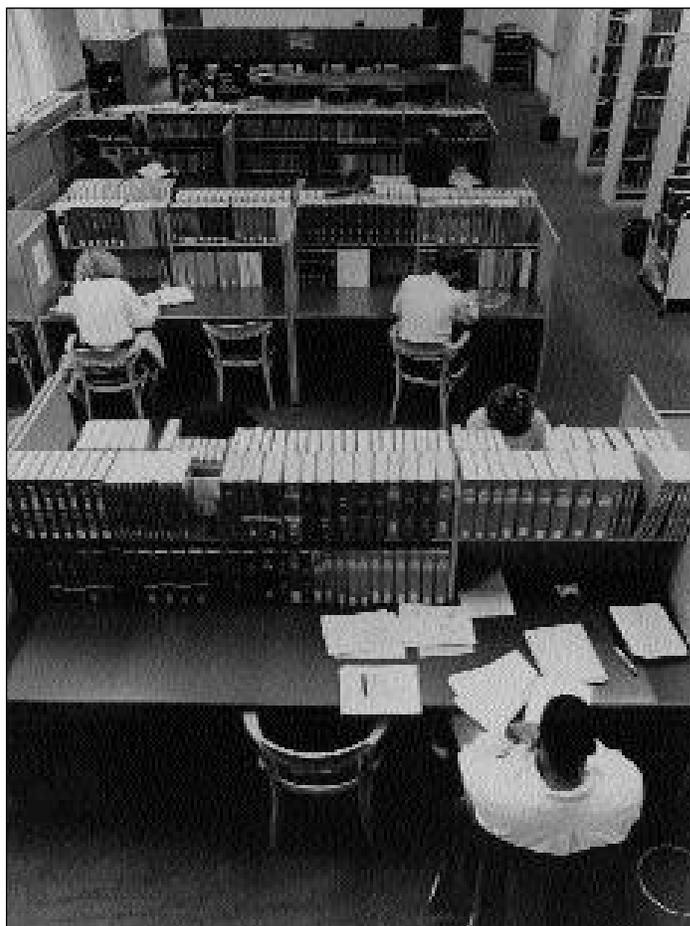
The Institute is funded by grants from private foundations and the federal and state governments. It currently has funding from the W.T. Grant Foundation, the Russell Sage Foundation, the Rockefeller Foundation, the Pew Charitable Trusts, and the Sloan Foundation. It is also part of a consortium of seven universities and research organizations that comprise the National Center for Research in Vocational Education, which is funded by the U.S. Department of Education. Staff at the Institute have been influential in the development and implementation of the School to Work Opportunities Act of 1994 and the Educate America, Goals 2000 Act of 1994. The Institute also houses the Community College Research Center (see the description of the Community College Research Center). For further information, please contact IEE at, Teachers College, Columbia University, Box 174, 525 West 120th Street, New York, NY 10027 or at [iee@columbia.edu](mailto:iee@columbia.edu); telephone: (212) 678-3091; fax: (212) 678-3699.

**The Community College Research Center (CCRC)** was established in 1996 with a three-year grant from the Alfred P. Sloan Foundation and is housed within the Institute on Education and the Economy (IEE). The main purpose of the CCRC is to frame critical questions concerning the fundamental purposes, problems, and

performance of community colleges, and chart a course for strengthening scholarly research on the future of these important institutions.

"When we speak of the transition from school to work, we will be speaking more often of the community college," says Professor Bailey, who is also Director of the Center. "When we speak of retraining our nation's labor force, we will also be speaking more often of the community college."

The Center will take a broad and comprehensive view of the community college over the course of the grant, but will focus initially on the roles of community colleges in workforce and economic development. The specific purposes of the Center will be to: (1) synthesize existing research on the roles community colleges have been playing and the extent and determinants of their effectiveness within those; (2) formulate and answer new research questions on important issues confronting the community college sector; (3) begin exploration of alternative policies and directions for community colleges; (4) attract new researchers to the field and solidify a network of community college practitioners and scholars; and (5) suggest directions for data





collection. The Center will draw on expertise from a national advisory panel of community college practitioners, policy makers, and research scholars. The Center funds fellowships to doctoral students who are interested in writing dissertations on community college issues. The fellowship recipients work at the CCRC and participate in research projects. For further information, please contact the CCRC at Teachers College, Columbia University, Box 174, 525 West 120th Street, New York, NY 10027 or at [ccrc@columbia.edu](mailto:ccrc@columbia.edu).

**The Institute on Education and Government** believes that the education of our youth and life-long learning opportunities for all citizens is our nation's most important challenge, and we believe governors play the critical role in meeting this challenge. Our mission is to provide powerful and effective support to governors and other leaders committed to education. We develop ideas for education innovations and research combined with implementation strategies. Our non-partisan Institute concentrates its efforts with individuals and groups that have the compassion, courage, and determination to create initiatives that fulfill this mission. The Institute accomplishes its mission through four core programs: The Governors' Education Planning Program; the Thomas H. Kean

Governor of the Year Awards; the National Education Advocacy Program; and Leadership Seminars for Governor's Staffs. The Institute also publishes a quarterly report called *The Governors' Briefing*. The Director of the Institute, Gaston Caperton, is a two-term governor of West Virginia who established programs to train teachers across the state, raise teachers' salaries, install a comprehensive, statewide technology program, and build and repair school buildings. Further information is available from the Institute on Education and Government, Teachers College, Columbia University, Box 34, 525 W. 120th St., New York, NY 10027; telephone (212) 678-8402; e-mail: [ieg@columbia.edu](mailto:ieg@columbia.edu).

**The Institute for Learning Technologies (ILT)**, uses digital communications technologies to advance innovation in education and society. Rapid change in information technology is reconfiguring social, cultural and intellectual possibilities. University research, K-12 and post-secondary education, the arts, community and political activities, and social exchange are all in transition. ILT is a major element of Columbia University's effort to shape these transitions—transitions that are central to the university's mission and practice.

ILT takes education in its broadest sense as its primary area of work. In practice, it promotes an intellectually rigorous progressive education accessible to all. To renew progressivism, educators must pose powerful generative questions in cooperative settings; and limitations on the intellectual resources available to students; enable teachers and students to communicate beyond the classroom; and provide advanced tools of analysis, synthesis and simulation.

Increasing the interaction of pre-college and higher education is important. The new technologies provide effective support for such novel interactions. The education of the 21st century will feature extensive collaboration among scholars, teachers, university of students, librarians, museum professionals, community organizers, parents, and children of all ages, and these relationships may span great distances and bridge significant cultural divides.

ILT pursues an integrated program of design, development, implementation, and evaluation.

- School-based projects aim to alter the classroom through infrastructure planning and installation, content and curriculum creation, professional development, technical support, and evaluation.
- Professional development includes workshops on the use of generic and project-specific technologies, seminars on curriculum design and development, and consultations by content experts and instructional technologists.
- Content projects develop multimedia to support innovation in education, delivering high quality intellectual resources and learning tools to students.

- Evaluation projects document the impact of programs and the principles of good design, working with groups in the commercial, governmental, non-profit, and educational sectors.
- Consulting services provide design, development, and strategic analysis for organizations conducting innovative educational projects.
- An internship program provides individuals with experience in school-based projects, professional development workshops, evaluation and policy studies, and in content creation.

Technology does not drive educational change, but it conditions educational possibility. Rooted in traditions of liberal education, ILT acts on the technological context to renew established educational traditions.

For more information visit [www.ilt.columbia.edu](http://www.ilt.columbia.edu) or email [info@ilt.columbia.edu](mailto:info@ilt.columbia.edu) or phone Professor Robert McClintock at (212) 678-3375 or Research Associate Professor Frank Moretti at (212) 678-3404.

**The Institute for Urban and Minority Education (IUME)**, since its inception at Teachers College in 1973, has been devoted to better understanding and influencing the diverse experiences of urban and minority group populations in the situations and institutions which influence their development. The task of the Institute is increase the human potential of these underdeveloped and under-utilized groups through a program of research, professional development, youth programs, technical assistance, knowledge dissemination, and public awareness.

In particular, the Institute works to improve the quality of urban and minority education through a three-pronged approach: (1) conceptualizing fundamental problems and formulating systematic research programs to discover solutions; (2) translating and applying the research in practical situations; and (3) developing new programs, techniques, instruments, and materials that can be disseminated in a variety of educational settings.

“One significant interest of ours is how use of networked-based telecommunications changes the nature of conversation in the real classroom. However a discussion begins, whatever the issue, whenever it ends, it is no longer confined to the classroom. It is often continued in a spirited asynchronous exchange online. The give and take is electric. In the electronic setting, students and faculty alike get to know each other faster, more fully and richly than is often possible in a traditional classroom. So, whenever we return to the classroom, we are not beginning a conversation but entering into one that has been sustained technologically between meetings. Computers do not educate, we do. But, as a tool, they open up learning and exchange outside of traditional time and space. The possibility of conversation and dialogue is based not on proximity, but on access. Our students learn from one another through the strength of their expressed views and the force of their arguments. And, as teachers, we have accomplished our goal: that students be simultaneously independent and communal.”

Frank A. Moretti  
*Co-Director, Institute for Learning Technologies*



Research Associate Professor Frank A. Moretti

Over the years, the Institute has maintained a multidisciplinary, eclectic, and activist perspective. No single area of concern has dominated IUME’s work; an atmosphere of collegiality has enabled ideas and information to be shared across disciplines and departments to keep the Institute’s work vital. Having passed through the rhetoric of the early 1970s and the retrenchment and budget cuts of the early 1980s, and the ambivalences of the 1990s with its original purpose and goals intact, the Institute continues to conduct research and publish findings, to function as an innovator and service provider for educational decision makers, and to influence public policy for the education of racial groups, ethnic groups, and women.

For further information, address specific inquiries to the IUME Director, Dr. Erwin Flaxman, Box 75, Teachers College, Columbia University, New York, NY 10027; telephone: (212) 678-3780.

**The Institute of Higher Education** studies multicultural diversity in the curriculum, student body, faculty and staff of American higher education and regularly sponsors special symposia and conferences on these issues. The Institute also conducts research on the policies and problems, the organization, administration, and financing of educational programs of institutions and of state systems of higher education. Coordinator: L. Lee Knefelkamp, Box 101, Teachers College, Columbia University, New York, NY 10027.



**The Institute of International Studies** was created in 1964 to strengthen the research arm of the College's international enterprise. With the initial aid of a major grant from the Ford Foundation, the Institute began its work with a focus on theoretical and practical studies of the role of education in the modernization of traditional societies. For over a decade, the Institute sponsored and supervised substantial research on Africa, Asia, Latin America, and the industrial nations as well as on a variety of cross-cultural and comparative studies. The Institute helps to formulate and coordinate the College's international effort, to serve as both catalyst and repository for grants and gifts in aid of international studies at the College, to strengthen instructional programs with comparative and international thrusts, and to upgrade the quality of research on international or cross-national themes.

**The Institute of Research and Service in Nursing Education (IRSNE)**, carries on a program of research and coursework on questions in the education of nurse professors, deans, chief executive officers, and developers of human resources. Institute members examine theory-based questions within nursing's history, provide consultant services to professionals involved in nursing research, disseminate research findings through reports, conferences, publications, and continuing education. The Institute is the academic

home of the Program for Nurse Executives. This accelerated program is offered on Fridays for four semesters. A Master of Arts degree is given upon satisfactory completion of the program's requirements.

For further information, address inquiries to the Director, Professor Elaine L. Rigolosi, Box 167, Teachers College, Columbia University, New York, NY 10027; telephone: (212) 678-4004.

**The International Center for Cooperation and Conflict Resolution** offers a concentration in conflict resolution that emphasizes theory, practice and research to address the needs of school systems, non-profit groups and private industry. Housed in the social-organizational psychology program in the Department of Organization and Leadership, the Center embraces an interdisciplinary approach to conflict resolution and courses are open to degree and non-degree students throughout the College. Research and training in the following areas are supported: (1) fostering collaborative approaches to conflict as well as developing negotiation and mediation skills; (2) conflict resolution in schools and industry, helping individuals to learn to manage their own conflicts constructively; (3) creating dispute resolution centers in schools to help students, teachers, administrators and parents resolve conflicts constructively; and (4) research and development analyzing which programs work in schools and industry.

Conferences as well as consulting services and training workshops based on sound empirical theory and research are provided. The Center is directed by Peter Coleman, Research Assistant Professor of Psychology and Education. For further information, contact Professor Coleman at I.C.C.C.R., Box 53, Teachers College, Columbia University, New York, NY 10027; telephone: (212) 678-3402.

**The Hollingworth Center for the Study and Education of the Gifted** provides a wide range of research, consulting, and educational services to school districts, individuals, and organizations concerned with the needs of potentially gifted children.

The Center staff is involved in research and inquiry concerning the nature and education of the gifted and talented and assists school districts in designing and implementing their own research and evaluation programs. Services offered by the Center include evaluation and assessment of school programs for the gifted and talented, both formative and summative.

The Center's consulting and educational services include such activities as program development, the design and implementation of programs for gifted and talented students tailored to the unique needs of the individual school, district, or organization;

development of specific program components such as differentiated curriculum or specific identification procedures (including procedures for identifying minority and handicapped gifted students); design of local needs assessment; and long-term and short-term in-service programs for regular and special classroom teachers.

Educational activities include Weekend Enrichment Courses, a series of high-level courses for students age four through grade 4, the Hollingworth Science Enrichment Camp, the Hollingworth Preschool, Project Synergy: Preschool and a variety of professional workshops.

The Center provides an excellent opportunity for hands-on experience for students concerned with the education of gifted and talented children and youth, since Teachers College students are involved in all aspects of the Center's activities as consultants, teachers, evaluators, and researchers.

The Director of the Center is Dr. Lisa Wright. For further information, contact Dr. Wright, Teachers College, Columbia University, Box 170, 525 W. 120th St., New York, NY 10027; telephone: (212) 678-3851.

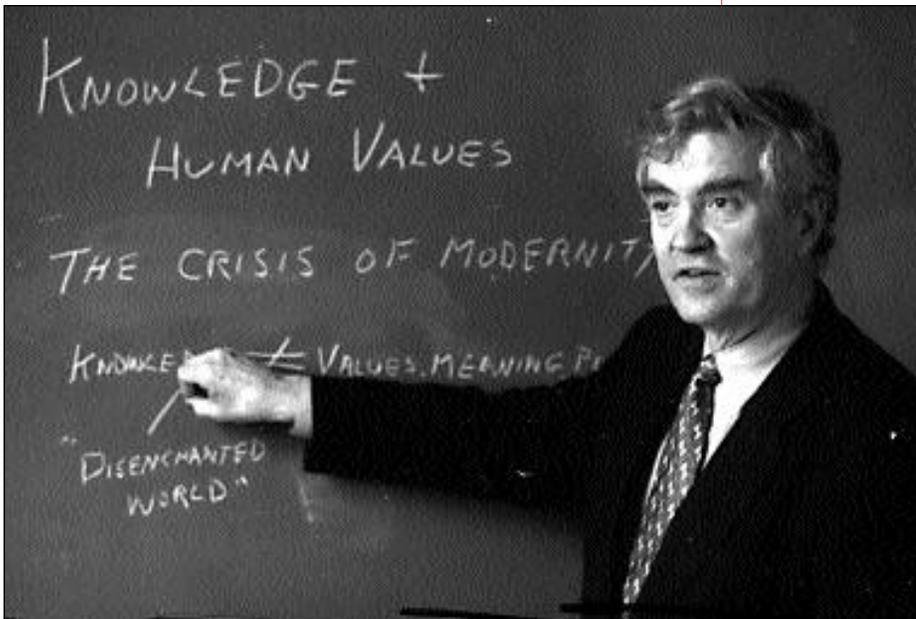
"The role of education is to create a capacity for insight and understanding. This is the heart of its spiritual dimension. It presupposes raising fundamental questions about the forces in our society that have a significant impact on our lives. But modern education has avoided looking deeply into the meaning of life in spiritual terms. We don't ask 'why' enough. To seek meaningful answers, we have to break through the conventions shielding critical examination of technology and science, medicine and ecosystems, and politics and economics. From that examination, we can develop a deeper understanding of both the creative and destructive potentials in our social order and personal lives. That is the most appropriate and pressing task of education. And the depth of understanding we reach is what ultimately determines the spiritual quality of education."

Douglas Sloan  
*Professor of History and Education*

**The Center for the Study of the Spiritual Foundations of Education** provides a forum within mainstream education where central questions about the nature of an education for the whole human being can be raised and their implications pursued. The Center attempts to explore the imaginative, ethical, aesthetic, and other spiritual capacities that our times require, and to find ways in which out educational and social institutions can nourish and give expression to those capacities.

The Center is a part of the Department of Arts and the Humanities, in which the Director of the Center, Douglas Sloan, is Professor of History and Education and Adjunct Professor of Religion and Education at Union Theological Seminary and The Jewish Theological Seminary.

A major activity of the Center has been to hold conferences and research consultations dealing with crucial issues of modern education as these relate to the needs and possibilities of the whole human being—body, soul, and spirit. Since 1993 the Center has held ten public conferences on such topics as, "Consciousness and Reality," "The Future of the Earth: Education and Ecological Awareness," "The Image of the Human Being in Modern Culture and Education," "Healthy Child Development and Its Obstacles," "The Computer in Education: Seeking the Human Essentials," "Care of the Senses: The Necessity of Beauty in Education," "The Politics and Economics of a Holistic Education," and others. The main speakers at each of the conferences have been internationally known, and selected proceedings from the conferences have been published. The conferences are open for the public, and may also be taken for regular course credit. The Center also sponsors a series of lectures for Teachers College faculty and students on the theme, "Exploring the Spiritual Foundations of Education." For additional information, contact Professor Douglas M. Sloan, Director, Box 207, Teachers College, Columbia University, New York, NY 10027.



Professor Douglas Sloan

### The National Center for Restructuring Education, Schools, and Teaching

(NCREST), established at Teachers College in 1990, supports restructuring efforts by documenting successful school improvement initiatives, creating reform networks to share new research findings with practitioners, and linking policy to practice.

NCREST works to develop understandings that help schools become: learner-centered by focusing on the needs of learners in decisions about school organization, governance, and pedagogy; knowledge-based, by restructuring teacher learning and professional development that are supported by disciplined inquiry; and responsible and responsive, by refocusing and re-inventing accountability and assessment practices.

Currently, NCREST is involved in a variety of projects including aligning curriculum and educational technology, Professional Development Schools, teacher learning, student assessment, the documentation of successful school reform efforts in elementary and secondary schools, and the development of local, state, and national policies that reflect the relationship of research and practice.

For further information contact NCREST, Teachers College, Columbia University, 525 W. 120th St., Box 110, New York, NY 10027; telephone: (212) 678-3432.

**The Teachers College Reading and Writing Project** is a staff development organization that works in intimate and long-lasting ways with communities of educators in the New York City metropolitan area and also provides more limited assistance to educators in schools from all over the United States. Currently the Project serves over 100 schools.

For nearly two decades, the Project has supported educators establishing reading and writing workshops in which teachers act as mentors and coaches to children. Project staff and teachers become co-researchers, observing what children do in writing and reading, theorizing about what their behaviors mean, and planning teaching moves to help them learn. To nurture this school-based work, Project staff meet at the College with educators from Project-schools: Each week 100 teachers gather in study groups focusing on becoming teacher-leaders in workshop teaching, and each month 40 principals gather in a think-tank focusing on the problems, challenges, and opportunities of being a school leader in literacy education.

*"In preparing our graduate students to teach reading and writing, I urge them to think for themselves in the classroom, avoid orthodoxy, ask questions, be flexible, and don't take everything for granted. I want them to become researchers in the classrooms, documenting what they observe children doing, linking that to educational theories, and become curriculum makers themselves."*

*Marjorie Siegel  
Associate Professor of Education*

The Project's school-based consulting, study groups, and think-tanks are complemented by an array of other professional education opportunities at the College. Throughout the year, thousands of teachers attend one or more of fifty full-day Project-run conferences providing information and insight about how to structure and sustain high quality literacy education. Every summer, three thousand teachers attend one of several week-long Project Institutes which include keynote

addresses, small groups study, and interactive discussion groups.

The Project was founded and is directed by Lucy McCormick Calkins, Professor of Education. For further information contact the Teachers College Reading and Writing Project, 525 W. 120th St., Box 77, New York, NY 10027; telephone: (212) 678-3104.



Associate Professor Marjorie Siegel

## THE MILBANK MEMORIAL LIBRARY

The Milbank Memorial Library of Teachers College is one of the nation's largest and most comprehensive research libraries in education. The Library's collection provides a wealth of source materials for advanced study and research in education, psychology, and the health professions.

The library collection is comprehensive in American elementary and secondary education, and in such subject areas as psychology, particularly applied psychology, educational administration, the history and philosophy of education, guidance, special education, higher and adult education, speech and language pathology and audiology, health and nursing education, nutrition, curriculum and teaching, communications and computing technology, recreation, and international and comparative education.

### Distinctive Collections

The library is noted for the variety and depth of its distinctive collections of materials documenting education in its local, national and international dimensions. These include: the Rare Books in Education Collection, classic works on education dating from the 15th through the 19th centuries; the Darton Collection of British children's literature of the 17th through 19th centuries; the Historical Collection of American and British children's books of the 19th century; the Annie Moore Collection of illustrated children's literature; the American nineteenth century textbook collection; and the International Textbook Collection, comprising elementary and secondary school texts from throughout the world.

The Adelaide Nutting Collection of books, pamphlets, and manuscripts on the history of nursing and the David E. Smith Collection of writings on mathematics education provide unusual depth of coverage in their fields. Other notable holdings include the International Collection of works on education abroad, extensive collections of 20th century textbooks and courses of study, and a regularly updated collection of 20th century fiction and nonfiction for children.

"Our Library both houses and connects to a vast repository of information that is easily accessible to members of our Teachers College community wherever they are and whatever they are doing. Technology has transformed the Library from a manually managed center to a computer-oriented environment with information immediately available at the touch of fingertips on a keyboard. And, to help our Library patrons, we offer a range of services, including instruction on the ability to use the new technology, maneuver among the various pages of the World Wide Web to connect to remote libraries with primary materials, cultural depositories and museums, evaluate vast amounts of information, and seek insights into various educational questions. We used to speak of sources as multidisciplinary. Now, we refer to them as megadisciplinary."

Jane P. Franck  
*Director  
Milbank Memorial Library*



Jane P. Franck

Manuscripts and archival collections cover a wide range of educational topics and include the records of such major organizations as the National Council for the Social Studies, the Board of Education of the City of New York, the Bank Street College of Education, the William T. Grant Foundation, the National Kindergarten Association, and the American Montessori Society.

The Teachers College Archives holdings include the records of college offices and the papers of individual faculty members. Major collections include the papers of Dean James Earl Russell, Dean William Russell, and President Hollis L. Caswell, the historical records of the Nursing Education program, the Guidance Laboratory Test Collection, the records of the Peace Corps Training Program and of international education programs in Asia, Africa, and Latin America. Notable faculty papers include those of William H. Kilpatrick, Paul Monroe, A. Harry Passow, and others leaders in education throughout the twentieth century.

### Academic Information Resources and Services

MilbankWeb, the Library's World Wide Web home page located at URL: <http://lweb.tc.columbia.edu/>, is the focal point for a growing array of library services that support instruction and research at the College. MilbankWeb combines news and information, access to local and remote databases, and exhibits that showcase the accomplishments and contributions of notable Teachers College persons and programs, particularly as they relate to or are reflected in Library collections and archives. Through advances in electronic information resources and global networks, library users increasingly have access to the 'virtual library,' providing the means to search and retrieve a

growing percentage of the universe of documents and files. The home page is accessible during regular Library hours from workstations in the Library, and at all times from any computer with a World Wide Web browser and access to the Internet.

EDUCAT, the online public access catalog, integrates the Library's catalog information with up-to-the-minute circulation, reserve, acquisitions, and serial control information. The EDUCAT database currently includes over 316,000 volumes and plans are under way to add all of the Library's print and non-print collections by the year 2000. It remains necessary to consult the public card catalog for full coverage of pre-1975 materials. EDUCAT is available during regular Library hours from workstations in the Library, and at all times through the Library's home page; through telnet to: 128.59.88.2; and through dial-up to: (212) 678-4118. WebPac, the web version of EDUCAT is available from the Library's home page at URL: <http://lweb.tc.columbia.edu/>. WebPac includes over 250 records with direct links to full-text journals on the World Wide Web.

#### **The Columbia Connection**

Access to CLIO via EDUCAT is the means for our student to connect to the collection of the Columbia University Library system, the national seventh largest academic library housing more than six million volumes, four million units of microfilm, 2,500 separate collections, important maps, phonograph records, pamphlets and CD-ROMs.

To facilitate access to scholarly materials, the Libraries have developed CLIO Plus, a powerful integrated library computer system and Library Web, its WWW-based counterpart. These resources link users to library catalogs, electronic reference tools and indexes, digital collections (including numerous electronic journals), subject guides and bibliographies, search engines, and extensive information on individual libraries, services, and events.

#### **Milbank Services**

The Research Services Department provides reference, research support, and library instruction services, including instruction in the use of online and card catalogs, assistance with reference materials, referral to other libraries, bibliographic instruction, online database search services, research consultation, and course-specific instructional support.

Research Services offers access to ERIC, the major education database and LLBA, the linguistic and language behavior resource, in CD ROM format. Other research-oriented databases include and 13 online FirstSearch databases available through MilbankWeb: WorldCat, Article First, Contents First, FastDoc, GPO, ERIC, Medline, Papers First, Proceedings First, ECO, NetFirst, Union Lists, and WilsonSelect. Reference queries, suggestions and recommendations, and requests for services may be submitted in person or by e-mail via the library's home page.

Interlibrary Loan provides Teachers College students, faculty, and staff with access to books and periodical literature not owned by Milbank Memorial Library or Columbia University Libraries. By use of national and world-wide catalogs and through cooperative agreements with libraries around the world, the Library can provide a book, dissertation, or photocopy of an article.

Services for Student with Disabilities provide a variety of special equipment and services for differently abled users.

The Periodicals, Microforms, and Copy Services (PMC) manages 3,000 currently received serial titles, including journals, newspapers, and other serials in hard copy and microform as well as dissertations on microform, college catalogs, and the complete ERIC Document Collection on microfiche.

In its development as a model school library, the Resource Center supports instructional programs of Teachers College and provides curriculum orientations and workshops in the use of K-12 printed collections, multimedia and Internet resources. Also hosted are demonstrations of new educational software for acquisition. Cooperative outreach efforts include a weekly story hour for local school children. The Center's technology offers full Internet capability, a multi-laser disc player, video cassette recorders, an 8mm video viewer, fiche reader, and other instructional equipment for onsite use.

The Access Services department provides library patrons prompt access to all circulating and non-circulating items. Services include processing course reserve and "rush" catalog requests; placing holds and recalls; collection maintenance; and electronic renewal for users via the World Wide Web.

Audiovisual and Video Services provide faculty and students with access to equipment and facilities necessary for classroom instruction and for assistance in visual literacy and video instruction.

For further information contact Milbank Memorial Library, Teachers College, Columbia University, 525 W. 120th St., Box 307, New York, NY 10027; telephone: (212) 678-3494.



## COMPUTING AND INFORMATION SERVICES

Computing and Information Services (CIS) is responsible for academic and administrative computing, the campus data, voice and video network, and telecommunications. These services include desktop computers, student laboratories and multi-media classrooms, management information systems, telephone and video-conferencing connections, and cable television in Whittier and Lowell Halls.

### Academic Computing Services

The Microcomputer Center with approximately 60 PC and Macintosh computers provides students with an extensive array of software and the ability to share disk, files, and printer resources among the PCs and Macs. Black and white and color laser printers are available for letter quality and near photo quality printing. This laboratory is open daily, for a total of more than 90 hours per week. Students access the Internet as well as their electronic mail accounts at Columbia University from these machines. The Microcomputer Center also provides CD-ROMs, zip drives, and a color scanner. The Center's software library includes PC and Mac programs for word processing, Web development, graphics, data graphing, spreadsheets, qualitative analysis and databases. There are also several language interpreters and compilers, including FORTRAN, Visual BASIC, C++, Turbo Pascal, Perl and Java. One room is dedicated to statistical data analysis, with SPSS, SAS and Systat on high-end machines.

E-mail and TC, Columbia and local websites are also accessible from a dozen workstations which are located in corridors on the first and ground floors of campus buildings and the Student Lounge. Milbank Library has more than 50 public workstations, including some which are specially equipped for disabled users.

Computer classrooms for hands-on instruction include both a PC and a Macintosh room, each for 18 students. Workstations allow for computer-based full motion video from camera, VCR, or videodisk to be integrated with animation and digitized voice and music and to be written to CD-ROM, Jaz or Zip disks. The Goodman Family Computer Classroom suite, opened in 1999, includes a classroom equipped with 32 notebook computers on tables which can be reconfigured to accommodate full class or small workgroup activity for exceptional flexibility and power. It also has a seminar room for 10 people. All four classrooms are equipped with projection equipment and are available for use by students and faculty when not scheduled for instruction.

Multi-media display classrooms provide Mac, PC, VCR and audio-tape players, and a document camera, all of which can be used with ceiling mounted projectors and motorized screens. Plans call for building equipping additional classrooms in this manner each year.

### Electronic Mail Accounts

In an arrangement with Academic Information Systems at Columbia University, Teachers College students, faculty, and staff are entitled to create electronic mail accounts that provide communications over the Internet and space for personal home pages. EDUCAT (from Teachers College) and CLIO Plus (from Columbia) provide access to library catalogs, periodical indexes, encyclopedias, CD-ROM materials, and National Bibliographic databases. Faculty and staff also have MS Exchange e-mail accounts hosted at Teachers College to foster workgroup computing.

### TC ClassWeb

Web pages are generated for all credit courses prior to each semester with basic schedule information. A friendly facility provides a discussion group and allows instructors to add syllabi and email students individually or by class. Both workshops and individual support in using this facility are provided.

## Training

Training workshops are scheduled throughout the year on how to use electronic mail, word processing, spreadsheets, the Internet, statistical analysis, photo and video manipulation and multimedia authoring. In addition to workshops, individualized training is also available. Academic Computing Services also provides auto-tutorial materials on CD-ROMs.

## Campus Network

Newly installed network infrastructure brings data, voice, and video capability to all of the classrooms, offices, and residences on the main portion of the campus. The network backbone is Fast Ethernet over fiberoptic cable, with Category 5 unshielded twisted pair copper media connecting to each workstation from a switched Ethernet port. Internet access is provided by Columbia University, via a T-3 connection (45 Mbps).

Video-conferencing connections are provided for special events at any location upon request, in support of the Intel Teamstation from the Center for Educational Outreach and Innovation.

## Administrative Systems

Students are able to register, drop and add classes, check grades and pay by credit card using Touchtone Services. With the exception of credit card payment, these functions are also offered via the WorldWideWeb.

## Microcomputer/LAN Services

All faculty and staff have workstations appropriate to their work, with budgeted replacement at 25% per year. Windows NT file-servers provide file and print services as well as Microsoft Exchange, MS Schedule+ and other shared applications. The CIS Help Desk provides problem resolution via telephone and office visits.

## Telecommunications

TC Telephone service is provided in student and faculty residences. With the exception of Seth Low Hall, this includes voicemail. Those living in Whittier and Lowell Halls can connect to the campus data network and also to 66 channels of cable television.

"Speech pathology is a profession that focuses on preventing and rehabilitating a wide variety of communications disorders and difficulties. They include articulation disorders, language delay, accent problems, stuttering, swallowing problems, and deficits from strokes. In addressing these concerns, our graduate students work with clients in clinic settings on campus and in field placements off campus. One of the reasons our graduates are so much in demand as professionals is the wealth of practical experience they have. That, combined with the physiological and neurological aspects of speech, leads them to career positions in schools, geriatric clinics, hospitals, rehabilitation units, speech clinics, and private practice. Our students need not have undergraduate training in the field, but we attract the best and most interesting candidates because of the rigorous and rewarding program we offer."

Patricia Sweeting  
Director, Edward D. Mysak  
Speech and Hearing Clinic

## INSTRUCTION AND RESEARCH SUPPORT SERVICES

### Edward D. Mysak Speech-Language and Hearing Center

Director: Patricia M. Sweeting, Ph.D., CCC-SLC  
Assistant Director of Audiology Services:  
Teresa Boemio, M.S., CCC-A  
Assistant Director of Speech and Language Services:  
Laura Fitzpatrick, M.S., CCC-SLP

The Edward D. Mysak Speech-Language and Hearing Center provides advanced students in Speech and Language Pathology and Audiology master's program with additional practical experience in a professional setting. The Center offers evaluation and therapy services to individuals in the College, University, and community who may have speech, voice, language, or hearing problems.

A complete speech and language and/or hearing evaluation is given initially; speech and language therapy sessions, a minimum of two half-hour sessions a week, are conducted on an individual and/or small group basis. In addition, special clinics are available for infant evaluation stuttering treatment and for care and development of the speaking voice.

Aural rehabilitation services, including hearing aid dispensings, counseling about effective use of amplification, assistive listening devices and communication strategies, and speechreading therapy, are available for both children and adults.

Initial contacts with the Center may be made in person, by letter, by telephone, or by referrals from professionals and agencies. A sliding fee scale is available. Diagnostic fees are waived for Teachers



Patricia Sweeting

College students, faculty, and staff. Further information may be obtained by calling (212) 678-3409 (speech and language services) or (212) 678-3408 (audiology services) or writing the Center at Teachers College, Columbia University, Box 191, 525 W. 120th St., New York, NY 10027.

#### Center for Educational and Psychological Services

*Co-Directors: Laurence R. Lewis and Virginia Stolarski*

The Center for Educational and Psychological Services is both a training and research center for the College and a community resource that provides help to people of all ages with educational and personal problems. The services offered include full psycho-educational evaluations and educational evaluations focusing on a specific learning issues coupled with appropriate remediation, instructional planning and instruction for students with disabilities, adult and child psychotherapy, personal and vocational counseling and psychological diagnostic evaluation. Several hundred psycho-educational assessment and evaluation instruments, as well as a growing library of materials for reading and mathematics remediation are available for use by the students attending practica affiliated with the Center.

Services are provided by advanced graduate students in Applied Educational Psychology, Clinical Psychology, Counseling Psychology and Special Education. All work is supervised by full-time or adjunct faculty of the College's programs. Fees are set on a sliding scale that is designed to meet all budgets.

Further information and applications for service may be obtained by calling (212) 678-3262; by writing to Center for Educational and Psychological Services, Teachers College, Columbia University, Box 91, 525 West 120th Street, New York, NY 10027-6696; or by coming to the Center on the sixth floor of Thorndike Hall.

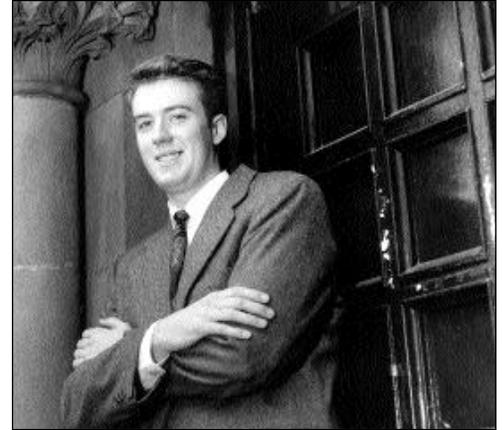
#### Teachers College Press

*Director: Carole Pogrebin Saltz*

Established in 1904 as the Bureau of Publications, Teachers College Press is one of the oldest and most distinguished publishers of educational materials in the United States. Since 1965, when the Bureau of Publications became Teachers College Press, its primary purpose has been to publish works that respond to, examine, and confront issues and change pertaining to education and the educational

"Having earned a bachelor's degree in English from the University of Notre Dame, I was attracted to Teachers College for its emphasis on content in the master's program in English and Education. This approach was borne out in my student teaching at an alternative middle school where I taught a novel about Egypt that corresponded to a social studies unit on Egypt. I introduced creative writing in the Humanities course when I assigned the students to write their own endings to the action adventure novel. With the support of my cooperating teacher, also a Teachers College graduate, I work on involving kids in their own education to keep them interested in learning. In turn, I've learned to be myself because the class can see through anyone putting on airs. Whatever assignment I ultimately get, and I'm interested in teaching in New York City, I feel I can be a catalyst to turn students on to reading and writing that sets the stage for lifelong learning."

David M. Robinson  
*Master of Arts Program in English and Education*



David Robinson

process. Over the years the publication program has included scholarly and professional works in the humanities, the sciences, psychology, philosophy, women's studies, nursing, and health-related fields. The Press also produces various kinds of classroom materials and assessment instruments. It now publishes about 55-60 books a year and has over 500 titles in print. The Press's authors include many members of the Teachers College faculty, as well as distinguished educators from throughout the world.

## TEACHER EDUCATION PROGRAMS AND INTERNSHIPS

### Teacher Education Programs

Teachers College offers a wide variety of educational experiences for students at the preservice and in-service levels. The Office of Teacher Education coordinates the many teacher education programs located in various departments at the College. Programs are field-based, offering up to two semesters of observations, internships, and student teaching.

Departments offer, for qualified holders of a Bachelor's degree, programs that lead simultaneously to a Master of Arts degree and to New York State certification for teaching in elementary or secondary schools. Many of these departments also offer New York State Teacher Certification with a bilingual extension. Except for candidates who have completed student teaching before admission to Teachers College, the programs require an academic year and a summer term (see both the statements in this catalog and the supplementary requirements bulletins of the departments listed below.) Applicants need not have included courses in education in their undergraduate programs, but inadequate preparation in the

proposed teaching field may necessitate specific course work to fulfill the usual requirements for the Master's degree.

Application for admission to all programs should be made to the Office of Admission, Teachers College. In some programs enrollment is limited; thus early application for admission is advisable. Some programs offer partial tuition grants to qualified applicants. Persons interested in learning more about the College's preservice and in-service programs in teacher education should contact Dr. Joann Jacullo-Noto, Director, Office of Teacher Education.

*New York State and New York City Certification of Teachers and Administrators*

Requirements for teaching and administration and supervisory positions vary throughout the country. The completion of a degree does not automatically mean fulfillment of state/city certification requirements in states other than New York. Such requirements are to be taken into consideration during program completion. Test requirements also vary from state to state.

A passing score on the New York State Teacher Certification Examinations (NYSTCE) is required for those wishing New York State Certification in secondary academic subjects and in elementary education. All persons applying for New York State Certification must have proof of completion of a two-session course providing instruction in the detection and reporting of child and substance abuse. In addition, applicants for New York State Teacher Certification must satisfy qualitative and personal requirements. For permanent certification, applicants must receive a Master's degree in the field, or a related field in which he or she received a provisional license and complete two years of full time teaching experience on the provisional license. Students desiring to fulfill requirements for teacher certification in states other than New York should confer, at an early stage of their study, with the Registrar. Basic information regarding certification in other states is also available in the Office of Teacher Education.

For New York State certification, the student obtains from and returns to the Registrar the appropriate New York State Teacher Certification Application form. Students desiring New York City licensure as a teacher or administrator should inquire at the New York City Board of Education, Division of Personnel, 65 Court Street, Brooklyn, NY 11201, to ascertain specific requirements.

**New York State approved teacher education programs are available in:**  
*Elementary Education Nursery through Grade 6*

- Nursery schools, day-care centers, kindergartens, elementary, and middle schools (ages 2 to 14) through the programs in Curriculum and Teaching
- Art, music, and dance through the programs in the Arts and Humanities in Education



- Teaching of remedial reading and teaching the mentally retarded, physically handicapped, hearing impaired, visually impaired, emotionally disturbed, neurologically impaired through the programs in the Department of Health and Behavior Studies

*Intermediate or Middle Schools and Junior and Senior High Schools*

- Elementary education for intermediate or middle schools through the programs in Curriculum and Teaching
- Remedial reading through the programs in the Department of Health and Behavior Studies
- English, social studies, TESOL, bilingual education, art and music through the programs in the Department of Arts and Humanities
- Physical education through the programs in the Department of Biobehavioral Studies
- Mathematics, general science, biology, chemistry, earth science, and physics through the programs in the Department of Scientific Foundations

**Student Teaching and Prerequisites**

The student must satisfy certain requirements set by the department in the areas of specialization.

**Elementary Childhood Education**

Students enrolled in pre-service programs in Early Childhood or Elementary Education (preparing for certification in Elementary Education) must take student teaching courses. The program includes all-day and part day student teaching for one or two terms. State regulations require students teach at the lower elementary grade levels (K-3) and at upper elementary grade levels (4-6).

### **Junior High School and Senior High School Teaching**

Before beginning student teaching, students preparing for teaching fields at the secondary level must as a rule have been enrolled at Teachers College for a specified period of time to be determined by the department. Summer attendance may be applied toward this requirement. Because of new New York State requirements, many students must have student teaching experience at both the junior high (grades 7–9) and high school (grades 10–12) levels. Some departments require students to complete both placements in the course of one semester, others require two semesters of student teaching, either in the regular terms. In planning programs, students must be prepared to meet the heavy time demands of student teaching in the cooperating schools and in the student teaching seminars. Programs usually require student teachers (1) to have all mornings (or in some cases all afternoons) free for student teaching throughout the entire Autumn or Spring term, or both terms of the cooperating school and (2) to carry a reduced program (including the credit for the student teaching course) while doing student teaching. More specific information is available from each department.

### **Special Education**

Students enrolled in pre-service Special Education programs must take student teaching courses. The programs usually include all-day or part-day student teaching for one or two terms. More specific information is available in the areas of specialization in the department.

### **Procedures for Student Teaching and Field-Based Teaching**

Since early arrangements must be made for placing prospective candidates in cooperating schools, students interested in student teaching courses should secure the student teaching application form from the Office of Teacher Education (Box 97) well in advance of the term in which they wish to enroll in student teaching and should request a copy of “Student Teaching Procedures Manual” which lists contact people in individual programs.

### **Internships in Elementary Education**

In the programs in Curriculum and Teaching, assistant teachers employed in day-care centers, nursery schools, elementary schools, or middle schools may enter an internship program, substituting their current classroom teaching for supervised student teaching. Interns register for the Preservice Program in Elementary Education, participate in preservice seminars and receive supervision in their present settings. Openings for assistant teachers are occasionally available through the preservice programs. Interested students should apply to the Director of the Preservice Program in Elementary Education.

### **Post-M.A. Supervision Internships**

The departments that provide student teaching or internship experience for Master’s degree candidates often employ students who are experienced teachers to assist the departmental coordinator of student teaching and internships. Appointees hold the rank of part-time instructor. Salary and degree-credit vary with the extent of responsibilities; in some cases the appointment, in addition to salary, entitles the recipient to some tuition exemption during each term of employment.

### **Internships for Prospective College Teachers**

Most of the departments that offer the degree of Doctor of Education in the College Teaching of an Academic Subject, for which either salaried full-time teaching experience or an internship is required, can arrange for internships in colleges, including junior and community colleges, within the New York metropolitan area. Candidates, who must have completed Master’s degree requirements and in some cases a second year of relevant graduate study, should apply to the appropriate program coordinators before April 1.

### **Teacher Opportunity Corps**

The Teacher Opportunity Corps has been established to encourage individuals to prepare to teach in urban settings and to serve the needs of students at risk of dropping out of school. The program emphasizes knowledge of urban schools, effective teaching strategies, and reflection on teaching. Students who are N.Y. State residents, who are not permanently certified to teach in N.Y. State, and are African-American, Hispanic, Native American or Alaskan-American are eligible for this program. Those selected for this program are awarded a stipend each semester and are eligible for a variety of academic supports. For more information and application materials contact The Office of Teacher Education, Teacher Opportunity Corps, Teachers College, Columbia University, Box 97, New York, NY 10027; telephone: (212) 678-3466.

### **Peace Corps Fellows Program**

Former Peace Corps volunteers with a strong commitment to teach in the demanding urban environment of New York City are placed in full-time, salaried positions in the public schools and attend Teachers College with scholarships covering 50 percent of tuition. The program, now in its second decade, carries a two-year commitment with at least an additional two years of teaching in the city strongly encouraged. Anticipated scholarships cover one-third to one-half of tuition costs. For more information please contact, Daniel Tamulonis, Coordinator, Peace Corps Fellows Program, Teachers College, Columbia University, 525 West 120th Street, Box 90, New York, NY 10027; telephone: (212) 678-4080.

## RESEARCH FELLOWSHIPS

The Office of Teacher Education offers a limited number of research fellowships each year to qualified doctoral students. Apply directly to the Office of Teacher Education, 413 Main Hall.

### Visiting Scholars

The privilege of auditing courses, with permission of the instructor, attending open lectures, and on-premise use of the Milbank Memorial Library resources is extended to Teachers College doctoral alumni, to faculty from other colleges and universities, and to other persons with appropriate qualifications. To be eligible for visiting scholar privileges, an applicant must (1) hold an earned doctorate and (2) be on leave from the employing institution, as attested to by a written statement from an official of that institution.

No official records are maintained and no statement of activities is issued. For the Summer, Fall, and Spring terms, or any portion thereof of these terms, the fee is equivalent to three points of tuition. The fee is waived for Teachers College doctoral alumni.

### Inter-University Doctoral Consortium

Fully admitted doctoral candidates who find they must supplement remaining course requirements for the degree with up to a maximum of two or three graduate courses offered at another institution

"The campus comes alive in late afternoon when most classes are scheduled to begin and remains well populated with students and faculty until nine o'clock in the evening. Even though we have a sizable residential population, the College is organized to accommodate a majority of our students who work in full-time positions during the day. More than anything, our student body is highly diverse. There is a generous mix of experienced professionals and recent college graduates, a large contingent of foreign students, people of all racial and ethnic backgrounds, some returning after raising a family and others interested in pursuing new careers and stepping up in the ones they have. Here, differences are what make a difference."

Yvonne K. Destin  
*Associate Director of Student Life*

which participates in the Inter-University Consortium may do so with the prior written permission of the department and the Associate Dean of the College.

## STUDENT LIFE AND STUDENT SERVICES

Teachers College participates in the Inter-University Doctoral Consortium which provides for cross-registration among member institutions. Fully admitted doctoral candidates in Teachers College may register for courses at the Graduate School and University Center of the City University of New York, Fordham University, the New School for Social Research, and New York University. Ordinarily, such courses must not be available within Columbia University. Applications are available in the Office of the Associate Dean, 113 Main Hall.

Students taking cross-listed courses at another university are subject to the academic regulations of the host university, including the grading system, calendar, and academic honor system. It is the responsibility of the students to familiarize themselves with the pertinent regulations of the host university. Teachers College students pay tuition to Teachers College for any such courses they take.

Teachers College combines a large number of part-time students who are very much involved in professional education circles with full-time students preparing for careers in education. Part-time students are largely commuters, while full-time students usually reside on or nearby the campus. Student life and student services are organized to meet the sometimes separate and different interests of both full-time and part-time students.



Depending on their availability and schedules, Teachers College students can take advantage of an array of activities and services. They include career services, student organizations, student government, fitness and recreation, health services and insurance, and social and cultural activities.

#### **Career Services Center**

The Career Services Center provides matriculants and alumni with the career planning resources requisite to the development and refinement of their job search skills. The resources and services offered by the Center are many and varied.

Individual consultations and group workshops on career planning and job development equip participants with the skill sets necessary for a successful job search. Career reference files contain information relevant to the all important research phase of the job search. The Alumni Mentoring Initiative matches matriculants and alumni for networking and information sharing.

*Career Services Corner*, the Center's quarterly newsletter, is devoted to in-depth analyses of job search resources available to students in each academic major. *Career Services Connection*, the bi-weekly job newsletter, lists openings for K-12 administrative and teaching positions as well as positions in higher education administration, college teaching, business and human services.

Employers can interview students and alumni for both internship and full-time positions on-campus at the Center. Corporate recruiting is scheduled in the Fall and late Winter. School district recruiting starts with the annual K-12 Educator's Job Fair in late February and continues through March and April. Recruiting for positions in human services occurs at the Resume and Information Exchange each February. Not-for-profit organizations visit the campus in April for the Columbia University sponsored Not-for-Profit Job Fair. Additionally, students can visit the Career Services Centers of Columbia University and other peer institutions to broaden their job searches. The Center also publishes resume books to market the capabilities of the Teachers College student population to prospective employers.

"The Center assists both matriculants and alumni with the career planning process by offering a wealth of resources including career development seminars, individual counseling, on-campus recruiting, annual job fairs, career reference files, and on-line job search tools. The challenge we face is marketing our services and resources to the diverse, critical mass of Teachers College matriculants, alumni, faculty, and staff."

Tanya Cobbs Leslie  
*Director, Career Services Center*



Tanya Cobbs Leslie

#### **Student Life Center**

The Student Life Center includes four major areas: Disability Services, Health and Recreation, International Student and Scholar Services, and Student Activities. Through the promotion of social, cultural, co-curricular, recreational and professional programs, the center seeks to build community, celebrate diversity, develop leadership, and foster healthy living.

#### **Student Organizations**

Student organizations enrich campus life with a focus on social, cultural, academic, and professional areas and networking among students with common interests. Among them are:

- Black Student Network
- Diversity Task Force
- Green Education Organization
- Kappa Delta Phi, a national honor society
- Korean Graduate Student Association
- Lesbian, Bisexual, Gay and Transgender Community
- Professional Counseling Association
- Society for Human Resource Management
- Society for International Education
- Soka Gakkai International-USA
- Student Dance Education Organization
- Voice Off

The Teachers College Student Senate represents the student body with elected representatives of the various departments. Serving as the advocate for students on campus, the Senate responsibilities include engaging in and influencing College-wide decision-making, facilitating College-wide communications with students, and identifying common problems that students may encounter and working on practical solutions.

### International Student and Scholar Services

Teachers College has a long history of welcoming international students to our academic and social community. Currently, about 400 students from 70 countries are enrolled at all degree levels and in every department. International Student & Scholar Services (ISS) provides orientation and intercultural programs; advice on responsibilities, benefits and alternatives under Immigration laws and regulations; and counsel on personal, financial, cultural, academic and other concerns. The International Student Advisor also assists students in contacting campus and community resources when it is appropriate. The office is located in 5L Whittier Hall; telephone (212) 678-3406.

### Students with Disabilities

Programs and services have been developed to ensure that the higher education environments at Teachers College are physically, programmatically, and attitudinally accessible to students with such disabilities as vision, hearing, or mobility impairments, medical conditions such as diabetes, cancer, or heart disease, or a learning disability that affects one or more academic activities. Limited parking is available for students with disabilities. A full-time Director of Services for Student with Disabilities and assistants are available to counsel students, arrange accommodations, and advocate on behalf of students with disabilities.

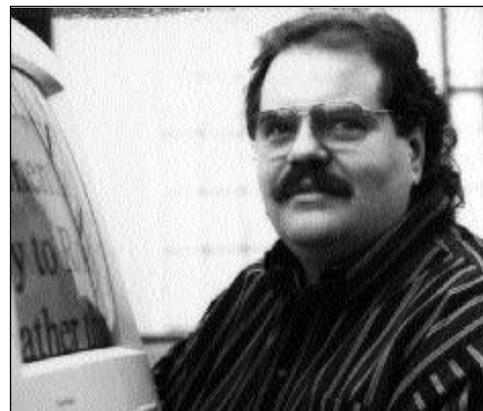
### Recreation and Fitness

Teachers College has a gymnasium equipped for basketball, indoor soccer, and jogging; a fitness center equipped with Nautilus machines, life steppers, free weights, and cycles; and a swimming pool.

Directly across the street from Teachers College is the Marcellus Hartley Dodge Physical Fitness Center, an indoor sports and exercise facility open to our students. The center features two full-size gymnasiums, a swimming pool, 16 squash and handball courts, fully equipped exercise and weight rooms, a judo-karate room, fencing room, wrestling room, indoor track, and two saunas. In addition, there are three tennis courts located on the Morningside Heights campus.

" Teachers College strives to be responsive to both the letter and spirit of the Americans with Disabilities Act and provide a wide range of individual services for students with different disabilities. Services that deaf students request include sign language interpretation and notetaking. Blind students may be assisted by readers and research assistants and a variety of alternative formats to access the printed word. Students with physical disabilities have access to campus facilities along with a variety of low-tech and high-tech support services. We support students with learning disabilities with strategies to manage reading and writing tasks along with individualized testing accommodations. Our aim is to ensure equal access for students with disabilities to all Teachers College academic programs and events. As a colleague with a disability, I hope that students find our office empowering yet sensitive."

Richard Keller  
*Director, Office of Services for  
Students with Disabilities*



Richard Keller

### Health Service and Student Medical Insurance

Primary care, women's health, counseling, travel, health education and wellness services are offered free or at a nominal charge to students who have paid the Health Service fee. The fee is mandatory for all full-time students and all students living in college residence halls. When hospital care is necessary, most costs are defrayed by a student medical insurance program available through Teachers College. Information is available from the Student Life Center.

### Immunization

New York State requires that all students born on or after January 1, 1957 provide proof of immunity to measles, mumps, and rubella. Hepatitis B and DPT are strongly recommended, as well as results of a current PPD test for tuberculosis. The PPD is required for practice teachers.

### Other Services

Other services available to students include the Teachers College Bookstore, Teachers College Cafeteria, Information Desk, Psychological Counseling Services, Center for Infants and Parents, Office of Ombudsman, ATM and postage machines.



Columbia University Campus

## Faculty Members and College Officials

62 Faculty

82 Special Term Faculty 1999-2000

xx Officers Not In Active Service

xx Trustees and Officers

**Harold F. Abeles**

*Professor of Music Education*  
Department of Arts and Humanities  
B.S., M.S., University of Connecticut; Ph.D., University of Maryland

SCHOLARLY INTERESTS:  
Assessment in music pedagogy. Technology in music education. Research strategies in music pedagogy.

SELECTED PUBLICATIONS:  
*Foundations of Music Education* (Schirmer Books). "The sex-stereotyping of music instruments" (*Journal of Research in Music Education*). "Different criteria for evaluating applied music instruction" (*The Quarterly Journal of Music Teaching and Learning*). "Responses to music" (*Handbook of Music Psychology*).

**John P. Allegrante**

*Professor of Health Education*  
Department of Health and Behavior Studies  
B.S., State University of New York at Cortland; M.S., Ph.D., University of Illinois

SCHOLARLY INTERESTS:  
Health education in multiple settings, interdisciplinary research, health policy.

SELECTED PUBLICATIONS:  
*Investing in Employee Health* (Jossey-Bass). "When health policy becomes victim blaming" (*New England Journal of Medicine*). *The President's Committee on Health Education: A 20-year retrospective on its politics and policy impact* (*American Journal of Public Health*). "Health Education Intervention Strategies: Recommendations for Future Research" (*Health Education Quarterly*).

**O. Roger Anderson**

*Professor of Natural Sciences*  
Department of Scientific Foundations  
A.B., M.Ed., Ed.D., Washington University

SCHOLARLY INTERESTS:  
Neurocognitive theory to science learning. Electron microscopic and physiological ecological studies of eukaryotic microbiota.

SELECTED PUBLICATIONS:  
*Comparative Protozoology: Ecology, Physiology, Life History* (Springer-Verlag). *Teaching and Learning of Biology in the United States* (Springer-Verlag). "Neurocognitive models of information processing and knowledge acquisition" (*Progress in Sensory Physiology*). "A neurocognitive and philosophical perspective on current learning theory and science instructional strategies" (*Science Education*).

**René V. Arcilla**

*Associate Professor of Philosophy and Education*  
Department of Arts and Humanities  
B.A., Ph.D., The University of Chicago

SCHOLARLY INTERESTS:  
Ethics and education. The role of philosophical study in teacher education.

SELECTED PUBLICATIONS:  
*For the Love of Perfection: Richard Rorty and Liberal Education* (Routledge, Chapman, Hall). "Metaphysics in education after Hutchins and Dewey" (*Teachers College Record*). "Tragic Absolutism in Education" (*Educational Theory*). "For the stranger in my home: Self-knowledge, cultural recognition, and philosophy of education" (*Critical Conversations in Philosophy of Education*).

**Thomas R. Bailey**

*Professor of Economics and Education*  
Department of International and Transcultural Studies  
A.B., Harvard University; Ph.D., Massachusetts Institute of Technology

SCHOLARLY INTERESTS:  
Labor and education policy.

SELECTED PUBLICATIONS:  
*The Double Helix of Education and the Economy* (Institute for Education and the Economy, Teachers College). *Employee Training and US Competitiveness: Lessons for the 1990's* (Westview). *Changes in the Nature and Structure of Work: Implications for Skills and Skill Formation* (National Center for Education and Employment, Teachers College). *Learning to Work: Employer Involvement in School-to-Work Transition Progress* (Brookings Institution).

**William J. Baldwin**

*Associate Dean of Teachers College. Associate Professor of Education*  
A.B., Villanova University; M.A., University of Toledo; Ed.M., Ed.D., Teachers College, Columbia University



René V. Arcilla, Associate Professor of Philosophy and Education

SCHOLARLY INTERESTS:  
College and university administration. Financing higher education. Technology in higher education. Institutional research and planning.

**Angela Calabrese Barton**

*Associate Professor of Science Education*  
Department of Scientific Foundations  
B.S., University of Notre Dame; Ph.D., Michigan State University

SCHOLARLY INTERESTS:  
Science education and urban problems. Teacher research and radical curriculum theory.

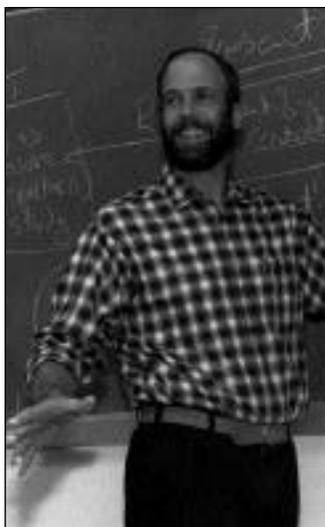
SELECTED PUBLICATIONS:  
*Feminist Science Education* (Teachers College Press). *Teaching Science with Homeless Children: Pedagogy, Representation and Identity* (*Journal of Research in Science Teaching*). *Margin and center: Intrasections of homelessness and a pedagogy of liberation* (*Theory into Practice*). *Liberatory science education: Weaving connections between feminist theory and science education* (*Curriculum Inquiry* 27(2), 141-164).

**Charles E. Basch**

*Professor of Health Education and Chair of the Department of Health and Behavior Studies*  
B.S., M.S., State University of New York at Brockport; Ph.D., Southern Illinois University

SCHOLARLY INTERESTS:  
Behavioral epidemiology. Health education program planning and evaluation. Urban and minority populations.

SELECTED PUBLICATIONS:  
"Using the telephone as a medium for health education" (*Health Education Quarterly*). "Promoting the selection of low-fat milk in elementary school cafeterias in an inner-city latino community: Evaluation of an intervention" (*American Journal of Public Health*). "The Washington



**Charles E. Basch**  
Professor of Health Education

Heights-Inwood Healthy Heart Program: A 6-Year Report from a disadvantaged urban setting" (*American Journal of Public Health*). Preventing AIDS through education: concepts, strategies and research priorities" (*Journal of School Health*).

**Leslie M. Beebe**  
Professor of Linguistics and Education  
Department of Arts and Humanities  
B.A., Colorado College; M.A.T., Reed College; M.A., Ph.D., University of Michigan

SCHOLARLY INTERESTS:  
Applied Linguistics. Sociolinguistics and second language acquisition. Rude speech and social rules of speaking.

SELECTED PUBLICATIONS:  
*Issues in Second Language Acquisition: Multiple Perspectives* (Harper and Row). *English in the Cross-Cultural Era: Social Rules of Speaking and TESOL* (Simul Press). "Risk-taking and the language learner" (*Classroom Oriented Research in Second Language Acquisition*). "Sociolinguistic variation and style shifting: Chastisement and disagreement" (*Language Learning*).

### Benjamin Bell

Assistant Professor of Instructional Technology  
Department of Scientific Foundations  
B.S.E., University of Pennsylvania; M.S., Drexel University; Ph.D., Northwestern University

SCHOLARLY INTERESTS:  
Intelligent learning environments and case-based reasoning. Hypermedia exploration.

SELECTED PUBLICATIONS:  
"Sickle Cell Counselor: A prototype goal-based scenario for instruction in a museum environment" (*The Journal of Learning Sciences*). "The Design of Goal Based Scenarios" (*The Journal of Learning Sciences*). "Supporting educational software design with knowledge-rich tools" (*The International Journal of Artificial Intelligence and Education*). "Investigate and Decide Learning Environments: Specializing task Models for authoring tool design" (*The Journal of Learning Sciences*).

### John B. Black

Professor of Computing and Education  
Department of Human Development  
B.S., Massachusetts Institute of Technology; Ph.D., Stanford University



**Leslie M. Beebe**  
Professor of Linguistics and Education

### SCHOLARLY INTERESTS:

Cognition and neural network models of understanding, learning and memory. Using cognitive and neural net models to design learning environments. Effects of using various technologies on cognition.

SELECTED PUBLICATIONS:  
*Cognition, Computing and Cooperation* (Ablex). *Knowledge Structures* (Ablex). "Analog imagery in mental reasoning; depictive models" (*Cognitive Science*). "Shuttling between depictive models and abstract rules" (*Cognitive Science*).

### Caryn J. Block

Associate Professor of Psychology and Education  
Department of Organization and Leadership  
B.S., University of Illinois; M.A., Ph.D., New York University

SCHOLARLY INTERESTS:  
Gender and racial issues in the workplace. Motivation and performance.

SELECTED PUBLICATIONS:  
"White racial identity and theory: A framework for understanding reactions toward interracial situations in organizations" (*Journal of Vocational Behavior*). "Presumed incompetent? Stigmatization and affirmative action efforts" (*Journal of Applied Psychology*). "White racial identity attitude theories: A rose by any other name is still a rose" (*The Counseling Psychologist*). "The affirmative action stigma of incompetence: Effects of performance information ambiguity" (*Academy of Management Journal*).

### George A. Bonanno

Assistant Professor of Psychology and Education  
Department of Counseling and Clinical Psychology  
B.A. Hampshire College; Ph.D., Yale University

SCHOLARLY INTERESTS:  
Coping with grief and trauma. Emotion and emotion regulation. The adaptive consequences of self-deception.

SELECTED PUBLICATIONS:  
"When avoiding unpleasant emotions might not be such a bad thing: Verbal-autonomic response dissociation and midlife conjugal bereavement" (Bonanno, G.A., Keltner, D., Holden, A., & Horowitz, M.J., 1995) (*Journal of Personality and Social Psychology*, 69). "Facial expressions of emotion and the course of conjugal bereavement" (Bonanno, G.A. & Keltner, D., 1997) (*Journal of Abnormal Psychology*, 106). "A study of laughter and dissociation: Direct correlates of laughter and smiling during bereavement" (Keltner, D. & Bonanno, G.A., 1997) (*Journal of Personality and Social Psychology*, 73). "Interpersonal ambivalence, perceived dyadic adjustment, and conjugal loss" (Bonanno, G.A., Notarius, C.I., Gunzerath, L. Keltner, D., & Horowitz, M.J., 1998) (*Journal of Consulting and Clinical Psychology*, 66).

### George C. Bond

Professor of Anthropology and Education  
Department of Scientific Foundations  
B.A., Boston University; M.A., Ph.D., London School of Economics

SCHOLARLY INTERESTS:  
Education and elite formation in United States and Africa. African studies. African religions and politics. Agrarian transformations. Cultural dimensions of urban and minority populations.

SELECTED PUBLICATIONS:

*The Politics of Change in a Zambian Community* (Chicago University Press, 1976). *African Christianity* (Academic Press, 1979). *The Social Construction of the Past* (Routledge, 1994). *AIDS in Africa and the Caribbean* (Westview, 1997).

**James H. Borland**

*Associate Professor of Education and Chair of the Department of Curriculum and Teaching*  
B.A., Johns Hopkins University; M.S., Clarion State College; Ph.D., Teachers College, Columbia University

SCHOLARLY INTERESTS:

Education of gifted students. Economically disadvantaged gifted students. Conceptions of giftedness.

SELECTED PUBLICATIONS:

*Planning and Implementing Pro-*

*grams for the Gifted* (Teachers College Press). "Gifted education and the threat of irrelevance" (*Journal for the Education of the Gifted*). "Identifying young, potentially gifted, economically disadvantaged students" (*Gifted Child Quarterly*). "The construct of giftedness" (*Peabody Journal of Education*).

**Judith Berman Brandenburg**

*Professor of Psychology and Education*  
Department of Counseling and Clinical Psychology  
B.S., Cornell University; M.A.T., Harvard University; Ph.D. (honors), New York University

SCHOLARLY INTERESTS:

Gender issues in education, workplace, and psychology. Psychology of the undergraduate. Academic administration. Professional and ethical issues for counselors. Sexual harassment.

SELECTED PUBLICATIONS:

*Confronting Sexual Harassment: What Schools and Colleges Can*

*Do* (Teachers College Press). *Women and Men in Yale College: Majors and Educational Aspirations*. (Yale University). "Sexual harassment: A challenge to schools of education" (*American Association of Colleges for Teacher Education*). "The needs of women returning to school" (*Personal and Guidance Journal*).

**Marla R. Brassard**

*Associate Professor of Psychology and Education*  
Department of Health and Behavior Studies  
B.A., Whitworth College; Ph.D., Teachers College, Columbia University

SCHOLARLY INTERESTS:

Parent-child relations. Crime and violence in schools. Psychological maltreatment of children.

SELECTED PUBLICATIONS:

"Psychological Maltreatment" (*APSAC Handbook on Child Maltreatment*). "The Psychological Maltreatment Rating Scales" (*Child Abuse and*

*Neglect*). "What can children expect? Protecting and nurturing children in school and community contexts" (*School Psychology Review*).

**Jeanne Brooks-Gunn**

*Virginia and Leonard Marx Professor of Child and Parent Development and Education*  
Department of Human Development  
B.A., Connecticut College; M.Ed., Harvard University; Ph.D., University of Pennsylvania

SCHOLARLY INTERESTS:

Early development and education of young children and their families. Children and family policy and programs. Growing up female.

SELECTED PUBLICATIONS:

*Neighborhood Poverty: Context and Consequences for Children. Six Studies of Children in Families in Neighborhoods, (Volume 1). Conceptual, Methodological, and Policy Approaches to Studying Neighborhoods, (Volume 2)* (Russell Sage Foundation Press, 1997). *Consequences of Growing Up Poor*. (Russell Sage Foundation Press, 1997). *Adolescent Mothers in Later Life* (Cambridge University Press, 1987). *Escape from Poverty: What Makes a Difference for Children* (Cambridge University Press, 1995) *Encyclopedia of Adolescence (Three volumes)* (Garland, 1991).

**John M. Broughton**

*Associate Professor of Psychology and Education*  
Department of Arts and Humanities  
B.A., M.A., Cambridge University; Ph.D., Harvard University

SCHOLARLY INTERESTS:

Cultural studies. Education and violence. Masculinity and war. Unconscious fantasies about technology. Youth subcultures. Cinema as educator. Social theory and ideology.





**Judith M. Burton**  
Professor of Art Education

SELECTED PUBLICATIONS:  
*Critical Theories of Psychological Development* (Plenum Press).  
"Smart weapons and military TV" (*Technoscience and Cyberculture*). "The experience of the father" (*Insights*). "Hollywood ultraviolence as educator" (*Psychoanalysis and Education*).

**W. Warner Burke**  
Professor of Psychology and Education and Chair of the Department of Organization and Leadership  
B.A., Furman University; M.A., Ph.D., University of Texas

SCHOLARLY INTERESTS:  
Organizational change. Leader and manager competencies. Self-awareness and performance.

SELECTED PUBLICATIONS:  
*Organization Development: A Process of Learning and Change* (Addison-Wesley). *Organization Development: Principles and Practices* (Harper Collins). "Leadership Development" (*What Works: Training and Development Practices*). "Organization change: What we know, what we need to know" (*Journal of Management Inquiry*).

**Judith M. Burton**  
Professor of Art Education and Chair of the Department of Arts and Humanities  
Academic Diploma, University of London; M.Ed., University of Manchester; Ed.D., Harvard University

SCHOLARLY INTERESTS:  
Artistic-aesthetic development in children and adolescents. Gender bias in representation of subject matter. Aesthetic responses of adolescents to mature works of art. Role of artists in the education of children.

SELECTED PUBLICATIONS:  
"Natural allies: Children, teachers and artists" (*Beyond Enrichment, ACA*). "The arts in school reform: Other conversations" (*Teachers College Record*). "Trends and issues in visual art education curriculum" (*Visual Arts Resource Handbook*). "Art education and the plight of the culture" (*Art Education in the United States of America, Hochschule Der Kuenste*).

**Lucy McCormick Calkins**  
Professor of English Education  
Department of Curriculum and Teaching  
B.A., Williams College; M.A., University of Hartford; Ph.D., New York University

SCHOLARLY INTERESTS:  
Teaching of reading and writing. Reforming schools.

SELECTED PUBLICATIONS:  
*The Art of Teaching Writing* (Heinemann). *Lessons From a Child* (Heinemann). *A Teacher's Guide to Standardized Reading Tests: Knowledge is Power* (Heinemann, 1998). *Raising Lifelong Learners: A Parent's Guide* (Addison-Wesley, 1997).

**Robert T. Carter**  
Professor of Psychology and Education  
Department of Counseling and Clinical Psychology  
B.A., Columbia University; Ed.M., Teachers College, Columbia University; Ph.D., University of Maryland

SCHOLARLY INTERESTS:  
Multicultural education. Race and racial identity. Cross-cultural psychology. Career development. Gender issues. Psychotherapy process, race and legal issues.

SELECTED PUBLICATIONS:  
*The Influence of Race and Racial Identity in Psychotherapy: Toward a Racially Inclusive Model* (Wiley, 1995). *Racial Identity Theory: Applications to individuals, groups and organizations* (Earlbaum, 1997) *Addressing cultural issues in organizations: Beyond the corporate context* (Sage, 1999) *Multicultural Counseling*

*Competencies* (Sage, 1998)  
"Racial identity and education" (*Review of Research in Education*).

**Peter T. Coleman**  
Research Assistant Professor and Director of International Center for Cooperation and Conflict Resolution (ICCCR)  
Department of Organization and Leadership  
B.A., University of Iowa; Ph.D., Teachers College

SCHOLARLY INTERESTS:  
Individual and social factors that facilitate or inhibit power-sharing in organizations and other systems. Conflict resolution and change processes. Discrimination and social justice.

SELECTED PUBLICATIONS:  
"The Mediation of Inter-ethnic Conflict in Schools" (*Toward a Common Destiny: Improving Race and Ethnic Relations in America*, Jossey-Bass). "Redefining Ripeness: A Social-Psychological Perspective" (*Peace and Conflict: Journal of Peace Psychology*, Lawrence Erlbaum Associates). "Power and Influence in Conflict Resolution" (to be published in *Conflict Resolution: Theory and Practice*, edited by Morton Deutsch).

**Madonna G. Constantine**  
Associate Professor of Psychology and Education



**Lambros Comitas**

*Gardner Cowles Professor of Anthropology and Education*  
Department of Scientific Foundations  
A.B., Ph.D., Columbia University

SCHOLARLY INTERESTS:  
Sociocultural change. Education in the developing world. Drugs and society. Migration studies.

SELECTED PUBLICATIONS:  
*The Complete Caribbeana 1900–1975: A Bibliographic Guide to the Scholarly Literature* (4 vols., Kraus Thomson). *Ganja in Jamaica: A Medical Anthropological Study of Chronic Marihuana Use* (Mouton). *West Indian Perspectives* (4 vols., Anchor Press/Doubleday). *Interdisciplinary Research and Doctoral Training: A Study of the Linköping University (Sweden) Tema Departments* (Swedish National Board of Universities and Colleges).

**Madonna G. Constantine**

*Associate Professor of Psychology and Education*  
Department of Counseling and Clinical Psychology  
B.S., Xavier University of Louisiana; M.A., Xavier University of Louisiana; Ph.D., University of Memphis

SCHOLARLY INTERESTS:  
Multicultural issues in counseling, training, and supervision; Professional development issues, particularly issues concerning predoctoral internship training and people of color; Vocational and psychological issues of underserved populations.

SELECTED PUBLICATIONS:  
“Developing competence in multicultural assessment: Implications for counseling psychology training and practice” (*The Counseling Psychologist*, 1998). “Examining social constructions in vocational counseling: Implications for multicultural counseling com-

petency” (*Counseling Psychology Quarterly*, 1998). “The impact of managed health care on predoctoral internship sites: A national survey” (*Professional Psychology: Research and Practice*, 1998). “Post-notification day perceptions of unplaced internship applicants and their academic training directors: Recommendations for improving future internship selection processes” (*Professional Psychology: Research and Practice*, 1997).

**Isobel Contento**

*Mary Swartz Rose Professor of Nutrition and Education*  
Department of Health and Behavior Studies  
B.Sc., University of Edinburgh; M.A., Ph.D., University of California at Berkeley

SCHOLARLY INTERESTS:  
Psychosocial factors influencing food choice, particularly among children and adolescents. Nutrition education guidelines and curriculum development. Behavioral aspects of dietary assessments.

SELECTED PUBLICATIONS:  
“Relationship of mothers’ food choice criteria to food intake of preschool children: Identification of family subgroups” (*Health Education Quarterly*). “Cognitive, motivational, social and environmental influences on children’s food choices” (*Health Psychology*). “Food choice criteria of adolescents: Role of weight and dieting states” (*Appetite*). “Effectiveness of nutrition education and implications for nutrition education policy, programs and research: A review of research” (*Journal of Nutrition Education*).

**Peter W. Cookson, Jr.**

*Director of the Center for Educational Outreach and Innovation and Associate Professor of Education*  
B.A, M.A., Ph.D., New York University

SCHOLARLY INTERESTS:

Educational reform and school improvement, policymaking at the national level, education and inequality and the sociology of education.

SELECTED PUBLICATIONS:

*Choosing Schools—Vouchers and American Education* (American University Press). *School Choice—The Struggle for the Soul of American Education* (Yale University Press). *Transforming Schools* (Garland Press). “New kid on the block—A closer look at America’s private schools” (*The Brookings Review*).

**James E. Corter**

*Associate Professor of Statistics and Education*  
Department of Human Development  
B.A., University of North Carolina; Ph.D., Stanford University

SCHOLARLY INTERESTS:

Clustering and scaling methods for multivariate data. Human learning, categorization, and problem-solving.

SELECTED PUBLICATIONS:

“An efficient metric combinatorial algorithm for fitting additive trees” (*Multivariate Behavioral Research*, 1998). *Tree Models of Similarity and Associa-*

*tion* (Sage, 1996). “Using clustering methods to explore the structure of diagnostic tests” (*Cognitively Diagnostic Assessment*, 1995). “Explaining basic categories: Feature predictability and information” (*Psychological Bulletin*, 1992).

**Robert L. Crain**

*Professor of Sociology and Education*  
Department of Human Development  
B.A., University of Louisville; Ph.D., University of Chicago

SCHOLARLY INTERESTS:

Desegregation of schools and communities. Magnet schools. Racial tensions in schools. Quantitative methods.

SELECTED PUBLICATIONS:

*Making Desegregation Work: How Schools Create Social Climates* (Ballinger). *Discrimination, Personality and Achievement* (Academic Press). *School-based Enterprise* (Jossey-Bass). “Perpetuation Theory and the long-term effects of school desegregation” (*Review of Educational Research*).

**Margaret Smith Crocco**

*Associate Professor of Social Studies and Education*  
Department of Arts and Humanities  
B.A., Georgetown University; Ph.D., University of Pennsylvania

SCHOLARLY INTERESTS:

Women’s history. Feminist issues in education. The effects of school restructuring on school subjects.

SELECTED PUBLICATIONS:

*Reclaiming Lost Ground: The Struggle for Woman Suffrage in New Jersey* (The New Jersey Historical Commission). *Civil Women: Theorizing Education in a Pluralistic Democracy* (Rowman and Littlefield). *Pedagogies of Resistance: Women Educator Activists 1880–1960* (Teachers College Press), “Mary Ritter Beard and Marion Thompson



**Margaret Smith Crocco**  
Associate Professor of Social Studies and Education

Wright: Shaping inclusive social education" (*Theory and Research in Social Education*).

**Lori A. Custodero**

*Assistant Professor of Music and Music Education*  
Department of Arts and Humanities  
Bachelor of Music, University of Redlands; M.A., California State University; D.M.A., University of Southern California

SCHOLARLY INTERESTS:  
Music learning in early childhood, the incipient nature of musical experience, and musical creativity across the lifespan.

SELECTED PUBLICATIONS:  
"Observing Flow in Young People's Music Learning" (*General Music Today*). "Context and Discovery: Rethinking the Nature of Creativity" (*The Orff Echo*).

**Lawrence T. DeCarlo**

*Assistant Professor of Psychology and Education*  
Department of Human Development  
B.A., SUNY at Stony Brook; M.A., Boston University; M.S., Columbia University; Ph.D., SUNY at Stony Brook

SCHOLARLY INTERESTS:  
Psychological measurement and scaling, statistical methodology, repeated measures, and categorical data analysis.

SELECTED PUBLICATIONS:  
"Signal detection theory and generalized linear models" (*Psychological Methods*). "On the meaning of use and kurtosis" (*Psychological Methods*). "A dynamic theory of proportional judgment: Context and judgment of length, heaviness, and roughness" (*Journal of Experimental Psychology: Human Perception & Performance*).



**Clea Fernandez**  
*Assistant Professor of Psychology and Education*

**Ronald E. DeMeersman**  
*Professor of Applied Physiology and Education*  
Department of Biobehavioral Studies  
B.S., M.S., University of Utah; Ph.D., Indiana University

SCHOLARLY INTERESTS:  
Modulators of autonomic output. Frequency domain analyses. Non-invasive assessment of physiologic data.

SELECTED PUBLICATIONS:  
"Influence of respiration on metabolic, hemodynamic, psychometric, and R-R Interval Spectral Parameters" (*American Journal of Physiology*). "Vagal Withdrawal as a function of audience" (*American Journal of Physiology*). "Deriving respiration from Pulse Wave: A new signal-processing technique" (*American Journal of Physiology*). "Effect of Provocative Maneuvers on heart rate variability in subjects with

paraplegia" (*American Journal of Physiology*). "Estrogen, and vascular stiffness" (*American Journal of Physiology*).

**Barry A. Farber**  
*Professor of Psychology and Education*  
Department of Counseling and Clinical Psychology  
B.A., Queens College of the City University of New York; M.A., Teachers College, Columbia University; Ph.D., Yale University

SCHOLARLY INTERESTS:  
Psychotherapy research. Self-disclosure. Burn-out in teaching and the helping professions.

SELECTED PUBLICATIONS:  
*The Psychotherapy of Carl Rogers* (Guilford). *Crisis in American Education: Stress and Burnout in the American Teacher* (Jossey-Bass). "Gender and representation in psychotherapy" (*Psychotherapy*). "The therapist as attachment figure" (*Psychotherapy*).

**Clea Fernandez**  
*Assistant Professor of Psychology and Education*  
Department of Human Development  
B.A., Barnard College; Ph.D., University of Chicago

SCHOLARLY INTERESTS:  
The analysis of classroom processes with a special emphasis on cross-cultural comparisons; the psychology of learning from instruction; and teachers' theories of instruction and teacher development.

SELECTED PUBLICATIONS:  
"Japanese and American teachers' evaluations of mathematics lessons: A new technique for exploring beliefs" (*Journal of Mathematical Behavior*). "Cultures of mathematics instruction in Japanese and American elementary classrooms" in *Teaching and learning in Japan* (Cambridge university Press). "Traditions of school mathematics in Japanese and American elementary classrooms" in *Theories of mathematical learning* (Hillsdale, NJ: Lawrence Erl-

baum Associates. "Learning mathematics from classroom instruction: On relating lessons to pupils' interpretations" (*Journal of the Learning Sciences*).

**Celia Genishi**

*Professor of Education*  
Department of Curriculum and Teaching  
B.A., Barnard College; M.A.T., Harvard University; Ph.D., University of California at Berkeley

SCHOLARLY INTERESTS:

Early childhood education. Language in the classroom. Qualitative research. Childhood bilingualism.

SELECTED PUBLICATIONS:

*Ways of Assessing Children and Curriculum: Stories of Early Childhood Practice* (Teachers College Press). *The Need for Story: Cultural Diversity in Classroom and Community* (National Council of Teachers of English).

"Visions of children as language users: Research on language and language education in early childhood" (*Handbook of Research on Young Children*). "Teaching in early childhood education: Understanding practices through research and theory" (*Handbook of Research on Teaching*, 4th ed.).

**Antoinette M. Gentile**

*Professor of Psychology and Education*  
Department of Biobehavioral Studies  
B.S., Brooklyn College of the City University of New York; M.S., P.E.D., Indiana University; Ph.D., State University of New York at Stony Brook

SCHOLARLY INTERESTS:

Motor learning and development. Neuromotor control processes. Rehabilitative strategies.

SELECTED PUBLICATIONS:

"The reaching movements of patients with parkinson's disease under self-directed maximal speed and visually-cued conditions" (*Brain*). "A model of functional skill acquisition: Implications for therapeutic practice" (*Rehabilitation of Children With Cerebral Palsy*). "Implicit and explicit processes during acquisition of functional skills" (*Scand. J. Occupational Therapy*).

**Herbert P. Ginsburg**

*Jacob H. Schiff Foundations Professor of Psychology and Education*  
Department of Human Development  
B.A., Harvard University; M.S., Ph.D., University of North Carolina

SCHOLARLY INTERESTS:

Intellectual development. Mathematics education. Testing and assessment.

SELECTED PUBLICATIONS:

*The Myth of the Deprived Child: Poor Children's Intellect and Education* (Prentice-Hall). *Children's Arithmetic* (Pro-Ed). *Piaget's Theory of Intellectual Development* (Prentice-Hall). *Entering the Child's Mind* (Cambridge).

**A. Lin Goodwin**

*Associate Professor of Education*  
Department of Curriculum and Teaching  
B.S., Central Connecticut State University; M.A., Ed.M., Ed.D., Teachers College, Columbia University

SCHOLARLY INTERESTS:

Teacher education for urban and multicultural contexts  
Teacher beliefs. Equality education. Asian American educational experiences and identity development.

SELECTED PUBLICATIONS:

*Assessment for Equality and Inclusion: Embracing All Our Children* (Routledge). "Multi-

cultural stories: Preservice teachers' conceptions of and response to issues of diversity" (*Urban Education*). "Voices from the margins: Asian American teachers' experiences in the profession" (*Teacher Education Yearbook V: Research on the Education of Our Nation's Teachers*). "Racial identity and education" (*Review of Research in Education*).

**Andrew Gordon**

*Associate Professor of Movement Sciences and Education*  
Department of Biobehavioral Studies  
B.A., Hampshire College; M.S., Pennsylvania State University; Ph.D., Karolinska Institute; Postdoctoral Fellow, University of Minnesota

SCHOLARLY INTERESTS:

Neural control of movement. Motor learning and development. Movement disorders. Brain processes. Professional development and research training of therapists and clinical educators.

SELECTED PUBLICATIONS:

"Bilateral coordination of fingertip forces in children with hemiplegic cerebral palsy" (*Developmental Medicine and Child Neurology*). "Development of neural mechanisms underlying grasping in children" (*Neu-*



**Andrew Gordon**  
Associate Professor of Movement Sciences and Education

*rophysiology and Psychology of Motor Development*). "Functional magnetic resonance imaging of motor, sensory and posterior parietal cortical areas during performance of sequential typing movements" (*Experimental Brain Research*). "Task-dependent deficits during object release in Parkinson's Disease" (*Experimental Neurology*) "Eye-movements and eye-hand coordination during typing" (*Current Directions in Psychological Science*).

**Merrilyn L. Gow**

*Assistant Professor of Speech and Language Pathology*  
Department of Biobehavioral Studies  
B.App.Sc., University of Sydney (Australia); M.A., Ph.D., University of California Santa Barbara

SCHOLARLY INTERESTS:

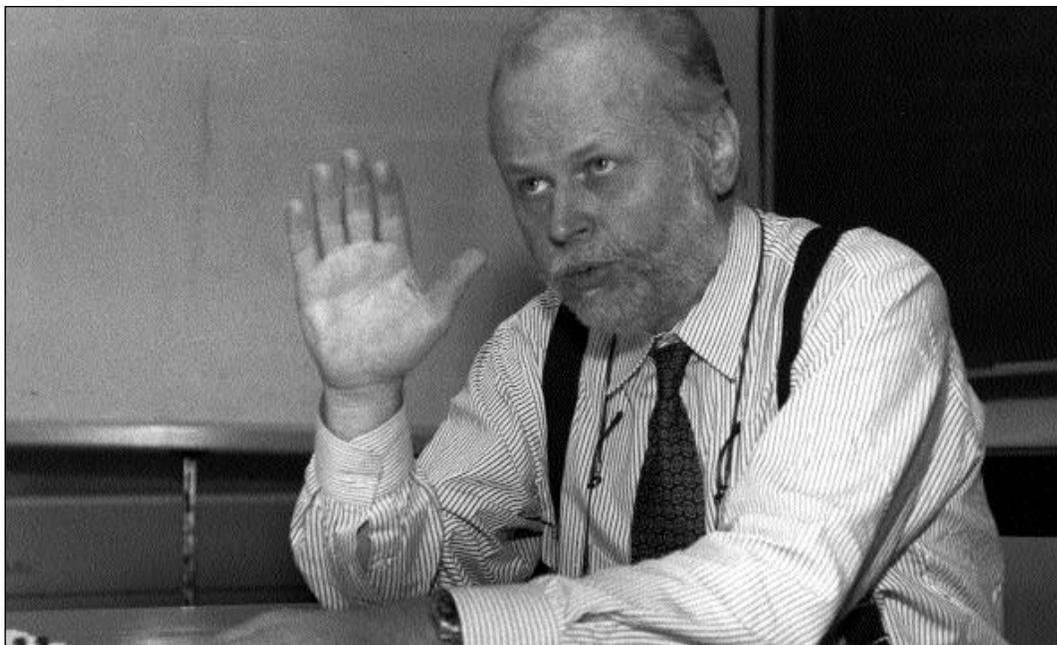
Speech movement control, speech fluency and stuttering, neurogenic and developmental speech disorders.

SELECTED PUBLICATIONS:

"Perceptual evaluation of the naturalness of synthetic speech" (*Speech Technology Laboratory Research Reports*). "Stuttering modification and changes in phonation: Observations on findings from recent reports" (*Journal of Speech and Hearing Research*). "Stuttering and speech naturalness: Some additional data" (*Journal of Speech and Hearing Disorders*). "Sentence final accents in synthesized American English speech" (*Journal of the Acoustical Society of Japan*).

**R. Douglas Greer**

*Professor of Education and Psychology*  
Department of Health and Behavior Studies  
B.M.E., M.M.E., Florida State University; Ph.D., University of Michigan



**Charles C. Harrington,**  
Professor of Anthropology, Psychology  
and Education

SCHOLARLY INTERESTS:  
Comprehensive Application of Behavior Analysis to Schooling (CABAS®). Teaching operations for the acquisition of verbal behavior by students with language deficits. Research in the learn-unit as a natural fracture of teaching.

SELECTED PUBLICATIONS:  
"The educational crisis" (*Social Problems in American Society and Solutions*). "Collateral gains and short term maintenance in reading and on task by inner-city adolescents as a function of their use of social reinforcement while tutoring" (*Journal of Applied Behavior Analysis*). "The measure of a teacher" (*Behavior Analysis in Education: Focus on Measurably Superior Instruction*). "Contingencies of the science and technology of teaching and prebehavioristic research practices in education" (*Educational Researcher*).

**Gregory W. Hamilton**  
Assistant Professor of English  
Education

Department of Arts and  
Humanities  
B.A., Lewis and Clark College;  
M.A., Ed.D., Teachers College

SCHOLARLY INTERESTS:  
Middle school readers and their relationship to young adult novels. Curriculum and staff development. School reform. Teaching for diversity.

SELECTED PUBLICATIONS:  
"Reading Jack" (*English Education*). "Making connections" (*English Education*). "Lessons from our past: History of English education" (*New York City Association of Assistant Principals Supervision, English IV*). "Professional educators" (*Yahoo! Internet Life*).

**Charles C. Harrington**  
Professor of Anthropology,  
Psychology and Education and  
Chair of the Department of  
Scientific Foundations  
A.B., Syracuse University;  
Ph.D., Harvard University

SCHOLARLY INTERESTS:  
Human development in social and cultural contexts. The study of Pathmakers: resiliency, resistance, invulnerability and success in at-risk populations. Psychological anthropology and education.

SELECTED PUBLICATIONS:  
*Paths to Success: Beating the Odds in American Society* (Harvard University Press). *Educational Policy in an Era of Conservative Reform* (AMS Press). *Race, Sex, and National Origin: Public Attitudes of Desegregation* (AMS Press). *Psychological Anthropology and Education* (AMS Press).

**Jay P. Heubert**  
Associate Professor of Education  
and Law  
Department of Organization  
and Leadership  
B.A., Swarthmore College;  
M.A.T., Duke University; J.D.,  
Harvard Law School; Ed.D.,  
Harvard Graduate School of  
Education

SCHOLARLY INTERESTS:  
Legal issues in education.  
Equal educational opportunity.  
Interprofessional collaboration.  
Educational testing. Law and  
school reform.

SELECTED PUBLICATIONS:  
*Law, Lawyers and School Reform* (Yale University Press). "Schools Without Rules? Charter Schools, Federal Disability Law, and the Paradoxes of Deregulation" (*Harvard Civil Rights-Civil Liberties Law Review*). "The More We Get Together: Improving Collaboration Between Educators and Their Lawyers" (*Harvard Educational Review*). "The Legality of Minimum Competency Test Programs Under Title VI of the Civil Rights Act of 1964" (*Harvard Civil Rights-Civil Liberties Law Review*).

**Linda Hickson**  
Professor of Education  
Department of Health and  
Behavior Studies  
B.A., College of New Rochelle;  
M.A., Ph.D., George Peabody  
College, Vanderbilt University

SCHOLARLY INTERESTS:  
Education of children and adults with disabilities/mental retardation. Cognitive, motivational, and emotional aspects of decision-making. Cognition and comprehension. Substance abuse prevention.

SELECTED PUBLICATIONS:  
Decision-Making and Mental Retardation (*International Review of Research in Mental Retardation*). "A Closer Look at Interpersonal Decision-Making in Adults with and without Mental Retardation" (*American Journal on Mental Retardation*). *Comprehension and Mental Retardation* (International Review of Research in Mental Retardation). *Mental Retardation: Foundations of Educational Programming* (Allyn & Bacon).

**Christopher R. Higgins**  
Assistant Professor of Philosophy  
and Education  
Department of Arts and  
Humanities  
B.A., Yale University; Ph.D.,  
Teachers College, Columbia  
University

SCHOLARLY INTERESTS:

The role of the liberal arts in teacher education. The nature of the teacher-student relationship. Educational ethics. Hermeneutics. Psychoanalytic perspectives on educational practice. Dialogue.

SELECTED PUBLICATIONS:

"Transference love from the couch to the classroom: A psychoanalytic perspective on the ethics of teacher-student romance" (*Philosophy of Education*), "Socrates' effect/Meno's affect: Socratic elenchus as kathartic therapy" (*Philosophy of Education*).

**Clifford A. Hill**

*Arthur I. Gates Professor of Language and Education*  
B.A., Wheaton College; M.A., Columbia University; Ph.D., University of Wisconsin

SCHOLARLY INTERESTS:

Language and literacy assessment. African languages and literature. English language teaching in China.

SELECTED PUBLICATIONS:

*Children and Reading Tests* (Ablex Press). "English language teaching in China: A policy for the year 2000" (*Foreign Languages and Translation*). "From testing to assessment: English as an international language" (*Longman*). "Recherches Interlinguistiques en Orientation Spatiale" (*Communications*).

**Elaine Virginia Howes**

*Assistant Professor of Science Education*

Department of Scientific Foundations  
B.A., Oakland University Honors College; Ph.D., Michigan State University

SCHOLARLY INTERESTS:

Feminist teaching and education in science and mathematics.

**Pearl R. Kane**

*Associate Professor of Education*  
Department of Organization and Leadership  
B.A., City College of New York; M.A., Smith College; Ed.D., Teachers College, Columbia University

SCHOLARLY INTERESTS:

Independent schools. Private school governance. The privatization movement. Professional development of teachers and administrators.

SELECTED PUBLICATIONS:

*Independent Schools, Independent Thinkers* (Jossey-Bass). *The First Year of Teaching: Real World Stories from America's Teachers* (Walker). *The Challenge in Trusteeship* (Association of Governing Boards). "Teacher incentive policies and independent schools" (*Independent Schools*).

**Barbara Kiefer**

*Associate Professor of Education*

**Barbara Kiefer**

*Associate Professor of Education*  
Department of Curriculum and Teaching  
B.A., M.Ed., Westminster College; Ph.D., Ohio State University

SCHOLARLY INTERESTS:

Children's literature, especially the use of picture-books in reading education. Reading language arts. Literacy education.

SELECTED PUBLICATIONS:

*Children's Literature in the Elementary School, 6th Ed.* (Brown & Benchmark). *The Potential of Picture-books: From Visual Literacy to Aesthetic Understanding* (Prentice Hall). *An Integrated Language Perspective in the Elementary School: Theory into Action*, 3rd. Edition (Longman). "Picture-books as contexts for literary, aesthetic and real world understandings" (*Language Arts*).

**Ursula Kirk**

*Associate Professor of Neuroscience and Education*  
Department of Health and Behavior Studies  
B.A., M.A., Manhattanville College; M.S. in Counseling, Iona College; M.S. in Guidance, State University of New York at Albany; Ed.M., Ed.D., Teachers College, Columbia University. Certificate in Pediatric Neuropsychology, New England Medical Center, Tufts University

SCHOLARLY INTERESTS:

Developmental neuropsychology. Assessing neuropsychological development in children. Learning as a multifactorial process.

SELECTED PUBLICATIONS:

*NEPSY: A Developmental Assessment of Neuropsychological Functions* (The Psychological Corporation). "The development and use of rules in the acquisition of perceptual-motor skills" (*Child Development*). "Learning to copy letters: A cognitive, rule-governed task" (*Elementary School Journal*). "Confrontation naming in normally developing children: Word-retrieval or word knowledge" (*The Clinical Psychologist*).

**JoAnne Kleifgen**

*Associate Professor of Linguistics and Education*

Department of International and Transcultural Studies  
B.A., Our Lady of the Lake of San Antonio; M.A., The University of Alabama; Ph.D., University of Illinois

SCHOLARLY INTERESTS:

Discourse analysis. Children's second language and literacy development. Computers and communication in school and at work.

SELECTED PUBLICATIONS:

"Assembling Knowledge" (*Research on Language and Social Interaction*). "Problem-solving at a circuit board assembly





**Michelle G. Knight**  
Assistant Professor of Education

machine: A micro-analysis" (*NCRVE*). "Kreyol Ekri, Kreyol Li: Haitian children and computers" (*Educational Horizons*). "Achieving coherence in multi-lingual interaction" (*Discourse Processes*).

**L. Lee Knefelkamp**

*Professor of Higher Education*  
Department of Organization and Leadership  
B.A., Macalester College;  
M.A., Ph.D., University of Minnesota

SCHOLARLY INTERESTS:  
Undergraduate curriculum. Curriculum transformation. Theories of student development. The design of effective learning communities. Women in higher education. Feminist pedagogy, theory, and research. Intellectual and ethical development. Diversity in Higher Education.

SELECTED PUBLICATIONS:  
*Workbook for the Practice-to-Theory Model* (American College Personnel Association). *New Directions in Higher Education: Applying New Developmental Findings* (Jossey-Bass). "Higher education and the consumer society", "Seasons of academic life: Honoring our

collective autobiography", "The multi-cultural curriculum and communities of peace" (*Liberal Education*). "Education for a world lived in common with others" (*Education and Democracy*, College Board).

**Michelle G. Knight**

*Assistant Professor of Education*  
Department of Curriculum and Teaching  
B.A., Franklin and Marshall College; M.A., Monterey Institute of International Studies; Ph.D., University of California, Los Angeles

SCHOLARLY INTERESTS:  
Teacher education. Equity issues in urban education. Multicultural feminisms and feminist pedagogy. African-American teaching practices with diverse populations.

SELECTED PUBLICATIONS:  
"Learning from the conceptualization of and the development of anti-racist teaching practices of beginning African-American teachers" in *The Thought and Practice of Anti-Racist Teaching* (Routledge). "The role of English in anglophone Africa" (*Monterey Review*).

**Susan Koff**

*Assistant Professor of Dance Education*  
Department of Arts and Humanities  
B.F.A., University of Arizona; M.A., Teachers College, Columbia University; Ed.D., Temple University

SCHOLARLY INTERESTS:  
Dance education: urban settings, teaching and curriculum.

SELECTED PUBLICATIONS:  
"The influence of dance training and foot position on landing mechanics" (*Medical Problems of Performing Artists*). "Experiment in education: Description of an urban high school's arts-based program" (*Impulse*). "Dance science considerations of dance educators" (*JOPERD*). "The role of the

arts in the undergraduate curriculum" (*Journal of General Education*).

**Robert E. Kretschmer**

*Associate Professor of Education and Psychology*  
Department of Health and Behavior Studies  
B.S., M.A., Northwestern University; Ph.D., University of Kansas

SCHOLARLY INTERESTS:  
Teaching of the deaf and hard of hearing. Linguistics of English and ASL. Literacy development. Text Structure. School Psychology. Auditory streaming.

SELECTED PUBLICATIONS:  
*Reading and Hearing Impaired Individuals* (Alexander Graham Bell Association). "Metacognition, Metalinguistics and Intervention" (*Applied Psycholinguistics*). "The psycho-educational assessment of hearing impaired children" (*Auditory Disorders in School Children*, third edition, Theime and Stratton). "Educational consideration of at-risk hearing impaired children" (*Speech, Language and Hearing Services in the Schools*). "Teachers-as-researchers: Supporting professional development" (*Volta Review*). "Multihandicapped, hearing impaired students as thinkers and 'feelers'" (*Volta Review*). "Developing a functional encoding screening program: Implications and relationship to action based research" (*Volta Review*).

**Deanna Kuhn**

*Professor of Psychology and Education*  
Department of Human Development  
B.S., University of Illinois; Ph.D., University of California at Berkeley

SCHOLARLY INTERESTS:  
Cognitive development across the life span and implications for educational theory and practice.

SELECTED PUBLICATIONS:  
*The Skills of Argument* (Cambridge University Press). "Children and adults as intuitive scientists" (*Psychological Review*). "Education for thinking: What can psychology contribute?" (*Promoting Cognitive Growth Over the Life Span*). "Thinking as argument" (*Harvard Educational Review*).

**Lawrence Haruo Kushi**

*Ella McCollum Valteich Professor of Human Nutrition*  
Department of Health and Behavior Studies  
A.B., Amherst College; Sc.D., Harvard School of Public Health

SCHOLARLY INTERESTS:  
Nutritional epidemiology. Diet and chronic disease risk. Nutrition interventions to promote health. Complementary and alternative health practices.

SELECTED PUBLICATIONS:  
"Prospective Study of Diet and Ovarian Cancer" (*American Journal of Epidemiology*). "Physical Activity and Mortality in Postmenopausal Women" (*Journal of the American Medical Association*). "Healthy Implications of Mediterranean Diets in Light of Contemporary Knowledge" (*American Journal of Clinical Nutrition*). "Dietary Antioxidant Vitamins and Death from Coronary Heart Disease in Postmenopausal Women" (*New England Journal of Medicine*).

**Leah B. Lapidus**

*Professor of Psychology and Education*  
Department of Counseling and Clinical Psychology  
B.A., Ph.D., New York University; M.A., Teachers College, Columbia University

SCHOLARLY INTERESTS:  
Stress and coping. Trauma reduction. Child abuse identification, intervention, and prevention. Psychopathology and

schizophrenia. Legal issues in diagnosis and treatment. Cross-cultural mastery of parent-child intervention. Psychological differentiation and reduction of violence in families, schools, and the community. Impact of early social experience on brain function and psychophysiology in facilitation of adaptive coping.

SELECTED PUBLICATIONS:  
 "Cognitive control and reactions to stress: Conditions for mastery in the anticipatory phase" (*Proceedings of the American Psychological Association*).  
 "Anxiety, Arousal, and Schizophrenia: A theoretical integration" (*Psychological Bulletin*).  
 "Cross-cultural consistencies in prenatal perceptual patterns and prenatal practices" (*International Journal of Prenatal and Prenatal Studies*).

**Hope Jensen Leichter**

*Elbenwood Professor of Education*  
 Department of International and Transcultural Studies  
 A.B., Oberlin College; Ph.D., Harvard University

SCHOLARLY INTERESTS:  
 Families and communities as educators. Family memories and narratives. Kinship networks and grandparents as educators. The mediation of television by the family. Museum education for families. Families and school reform. Immigration, migration and family education.

SELECTED PUBLICATIONS:  
*Kinship and Casework: Family Networks and Social Intervention* (Russell Sage Foundation). *Families and Communities as Educators* (Teachers College Press). "The school and parents" (*The Teachers Handbook*). "The concept of educative style" (*Teachers College Record*). "Family contexts of television" (*Educational Communication and Technology*). "Families and museum" (*Marriage and Family Review*).

**Nancy Lesko**

*Associate Professor of Education*  
 Department of Curriculum and Teaching  
 B.S., Georgetown University; M.S., University of Wisconsin-Madison; Ph.D., University of Wisconsin-Madison

SCHOLARLY INTERESTS:  
 Curriculum theory and history. Conceptions of children and youth in theory and practice. Gender issues in education. Service-learning curricula.

SELECTED PUBLICATIONS:  
 "Denaturalizing adolescence: The politics of contemporary representations" (*Youth & Society*). "Past, present, and future conceptions of adolescence" (*Educational Theory*). "The 'leaky needs' of school-aged mothers: An examination of U.S. programs and policies" (*Curriculum Inquiry*). *Reducing the Risk: Schools as Communities of Support* (Falmer Press).

**Henry M. Levin**

*Professor of Education*  
 Department of International and Transcultural Studies  
 B.S., New York University; M.A., Ph.D., Rutgers University

SCHOLARLY INTERESTS:  
 Economics of Education, Cost-Effectiveness Analysis, School Reform, Educational Vouchers

SELECTED PUBLICATIONS:  
 "Educational Vouchers: Effectiveness, Choice, and Costs," *Journal of Policy Analysis and Management*, Vol. 17, No. 3 (Summer 1998). "Educational Performance Standards and the Economy," *Educational Researcher*, Vol. 27, No. 4 (May 1998), pp. 4-10. "Accelerated Schools: A Decade of Evolution," In A. Hargreaves, A. Lieberman, M. Fullan, and D. Hopkins, eds. *International Handbook of Educational Change* (Boston: Kluwer Academic Publishers, 1998). "Raising School Productivity: An X-

Efficiency Approach," *Economics of Education Review*, Vol. 16, No. 3 (Summer 1997), pp. 303-311.

**Arthur E. Levine**

*President of the College and Professor of Education*  
 B.A., Brandeis University; Ph.D., State University of New York at Buffalo

SCHOLARLY INTERESTS:  
 College students and multiculturalism. College and university leadership. Curriculum. History of higher education.

SELECTED PUBLICATIONS:  
*When Hope and Fear Collide: A Portrait of Today's College Student* (Jossey-Bass, 1998). *Beating the Odds: How the Poor Get to College* (Jossey-Bass). "How the Academic Profession is Changing" (*Daedalus*, Fall 1997). *When Dreams and Heroes Died: A Portrait of Today's College Students* (Jossey-Bass).

**Suniya S. Luthar**

*Associate Professor of Psychology and Education*  
 Department of Human Development  
 B.Sc., M.Sc., Delhi University (India); Ph.D., Yale University

SCHOLARLY INTERESTS:  
 Developmental psychopathology and resilience among children and families at risk.

SELECTED PUBLICATIONS:  
*Developmental psychopathology: Perspectives on adjustment, risk and disorder* (Cambridge University). "Social competence in the school setting: Prospective cross-domain associations among inner-city teens" (*Child Development*). "Vulnerability and competence: A review of research on resilience in childhood" (*American Journal of Orthopsychiatry*). "Parental psychopathology and disorders in offspring: A study of families of drug abusers" (*Journal of Nervous and Mental Disease*).

**Dale Mann**

*Professor of Education*  
 Department of Organization and Leadership  
 A.B., University of California at Berkeley; Ph.D., Teachers College, Columbia University

SCHOLARLY INTERESTS:  
 Entertainment and technology contributions to educational improvement. International school reform. The politics of schools and education.

SELECTED PUBLICATIONS:  
 "Home Again: Private and Public Prospects for Internet Delivered Learning @ Home". "Serious Play" (*Teachers College Record*, Spring 1996). "Technology and Achievement" (*The American School Board Journal*, July 1997). *Making Change Happen?* (Teachers College Press).

**Victoria J. Marsick**

*Professor of Education*  
 Department of Organization and Leadership  
 B.A., Notre Dame University; M.I.P.A., Maxwell School; Ph.D., University of California at Berkeley

SCHOLARLY INTERESTS:  
 Workplace learning. Learning organizations. International models of management.

SELECTED PUBLICATIONS:  
*Informal and Incidental Learning in the Workplace* (Routledge). *Sculpting the Learning Organization* (Jossey-Bass). *Team Learning Survey* (Organization Design and Development).

**Jason H. Mateika**

*Assistant Professor of Movement Sciences and Education*  
 Department of Biobehavioral Studies  
 B.Sc., University of Guelph (Canada); M.Sc., Ph.D., University of Toronto

SCHOLARLY INTERESTS:  
 Exercise and breathing. Sleep disordered breathing and its effect on cardio-respiratory function.

SELECTED PUBLICATIONS:

“Long-term facilitation of upper airway respiratory muscle activity in the cat” (*Journal of Applied Physiology*). “Contractile Properties of Human Nasal Dilator Motor Units” (*Journal of Neurophysiology*). “Co-activation of Tongue Protruder and Retractor Muscle During Chemoreceptor Stimulation in the Rat” (*Journal of Physiology*). “The Effect of Snoring on Mean Arterial Pressure During REM Sleep” (*American Review of Respiratory Disease*).

**Robert O. McClintock**

*Professor of History and Education*  
Department of Scientific Foundations  
A.B., Princeton University;  
M.A., Columbia University;  
Ph.D., Teachers College,  
Columbia University

SCHOLARLY INTERESTS:

Applications of digital technology to educational reform. Interaction of political and educational theory. Urban education.

**Lisa Miller**

*Assistant Professor of Psychology*

SELECTED PUBLICATIONS:

*Power and Pedagogy: Transforming Education Through Information Technology* (Institute for Learning Technologies). *Man and His Circumstances: Ortega as Educator* (Teachers College Press). “Renewing the progressive contract with posterity” (*U.S. Department of Education Whitepaper on Technology and Learning*).

**Elizabeth Midlarsky**

*Professor of Psychology and Education*  
Department of Counseling and Clinical Psychology  
B.A., Brooklyn College of the City University of New York; M.A., Ph.D., Northwestern University

SCHOLARLY INTERESTS:

Psychoeducational approaches to mental and physical health in siblings of children with disabilities, older adults, and women. Altruism, helping and volunteerism. Life span and aging issues. Sex roles. Socio-emotional facets of development.

SELECTED PUBLICATIONS:

“Competence and adjustment among siblings of children with mental retardation” (*American Journal of Mental*

*Retardation*). *Altruism in Later Life* (Sage). “Altruism through the life course” (*Family Caregiving Across the Lifespan*). “The generous elderly” (*Psychology and Aging*). “Competence, reticence and helping” (*Developmental Psychology*).

**Lisa Miller**

*Assistant Professor of Psychology and Education*  
Department of Counseling and Clinical Psychology  
B.A., Yale College; Ph.D., University of Pennsylvania

SCHOLARLY INTERESTS:

Depression and substance abuse, related risk factors and protective factors.

SELECTED PUBLICATIONS:

“Intergenerational transmission of parental bonding among women” (*Journal of the American Academy of Child & Adolescent Psychiatry*). “Religion and depression; Ten year follow-up of depressed mothers and offspring” (*Journal of the American Academy of Child & Adolescent Psychiatry*). “A case study of religious ceremony on a psychiatric inpatient unit” in Bergin, A. & Richards, P.S. (Eds.) (APA Books). “Self-esteem and depression; Ten year follow-up



**Dennis E. Mithaug**  
*Professor of Education*

of depressed mothers and offspring” (in press), (*Journal of Affective Disorders*).

**Dennis E. Mithaug**

*Professor of Education*  
Department of Health and Behavior Studies  
B.A., Dartmouth College;  
M.A., M.Ed., Ph.D., University of Washington

SCHOLARLY INTERESTS:

Equal opportunity. Disabilities studies. Moral and political theory. Self-determination. Self-regulation. Social Policy. Special education leadership.

SELECTED PUBLICATIONS:

*Inclusive Schooling: National and International Perspectives* (Earlbaum). *Equal Opportunity Theory* (Sage). *Self-Regulation Theory: How Optimal Adjustment Maximizes Gain* (Praeger). *Self-Determined Kids: Raising Satisfied and Successful Children* (Lexington Books).



**Jane A. Monroe**

*Associate Professor of Statistics and Education and Chair of the Department of Human Development*  
B.A., Midwestern University; M.S., University Wisconsin at Madison; Ed.D., Teachers College, Columbia University

SCHOLARLY INTERESTS: Probability. Statistical inference. Multivariate techniques. Psychological factors that relate to performance in statistics, cognitive abilities and attitudes.

SELECTED PUBLICATIONS: *Introductory Statistics* (Scott Foresman).

**Frank Moretti**

*Research Associate Professor of Education*  
Department of Scientific Foundations  
B.A., St. Bonaventure University; M.A., M.Ed., Teachers College; M.A., M.Phil., Ph.D., Columbia University

SCHOLARLY INTERESTS: Communications technology and education in the context of cultural and intellectual history. Educational software development.

SELECTED PUBLICATIONS: "The software search for justice: The multi-media case maker" (*The "Rodney King" Trial; Court TV*). "Neue Technologien: Der Schlüssel Zur Chancengleichheit?" (*Bertelsmann Briefe, German*). "Unexpected learning in a changing communications ecology" (*Proceedings, 13th International Conference on Technology and Education*). "Who controls the canon? A classicist in conversation with cultural conservative" (*Teachers College Record*).

**Gary Natriello**

*Associate Professor of Sociology and Education*  
Department of Human Development  
A.B. Princeton University; A.M., Ph.D. Stanford University

SCHOLARLY INTERESTS:

Social dimensions of performance assessment. School and classroom organization. Schooling for at risk-youth.

SELECTED PUBLICATIONS: *Schooling Disadvantaged Children: Racing Against Catastrophe* (Teachers College Press). "The impact of evaluation processes on students" (*Educational Psychologist*). "The impact of evaluation processes: The case of teachers" (*Advances in Educational Administration*). "A population at risk: Potential consequences of tougher school standards for student dropouts" (*American Journal of Education*).

**Nel Noddings**

*Professor of Philosophy and Education*  
Department of Arts and Humanities  
B.A., Montclair State College; M.A., Rutgers University; Ph.D., Stanford University

SCHOLARLY INTERESTS: Philosophy of education with special interest in feminist ethics, moral education and mathematics education.

SELECTED PUBLICATIONS: *The Challenge to Care in Schools* (Teachers College Press). *Caring: A Feminine Approach to Ethics and Moral Education* (U. California). *Educating for Intelligent Belief or Unbelief* (Teachers College Press). *Philosophy of Education* (Westview).

**Debra A. Noumair**

*Associate Professor of Psychology and Education*  
Department of Counseling and Clinical Psychology  
B.S., Boston University; Ed.M., Ed.D., Teachers College, Columbia University

SCHOLARLY INTERESTS: Power and authority relations. Influence of diversity, authority and identity on relationships at work. Gender issues.

SELECTED PUBLICATIONS:

"Clarence Thomas, Anita Hill and us: A group relations perspective" (*Journal of Applied Behavior Science*). "The tiller of authority in a sea of diversity: Empowerment, and disempowerment, and the politics of identity" (*New Paradigms of Leadership in the 21st Century: Diversity and Consultation*). "Self and identity in career development: Implication for theory and practice" (*Journal of Counseling and Development*).

**Honor O'Malley**

*Associate Professor of Audiology*  
Department of Biobehavioral Studies  
B.A., Marymount Manhattan College; M.S., Ph.D., Purdue University

SCHOLARLY INTERESTS:

Function of the normal ear. Psychoacoustics and auditory physiology. Intraoperative monitoring of hearing during neurotologic surgery.

SELECTED PUBLICATIONS: "Influence of Temporal Masking on Click-Pair Discriminability" (*Perception and Psychophysics*). "Two-Tone Auditory Spectral Resolution" (*Journal of the Acoustical Society of America*). "Relationship Between Psychophysical Tuning Curves and Suppression" (*Journal of the Acoustical Society of America*). "The Relationship Between Loudness-Intensity Functions and the Click-ABR Wave V Latency Functions" (*Ear and Hearing*). "Cross-modality Matching and the Loudness Growth Function for Click Stimuli" (*Journal of the Acoustical Society of America*).

**Margaret Terry Orr**

*Associate Professor of Education*  
Department of Organization and Leadership  
B.A., Denison College; M.A., Ed.M., Ph.D., Teachers College, Columbia University

SCHOLARLY INTERESTS:

School restructuring and reform. Problem solving and organizational change. School-to-work transition for secondary and post-secondary education. Dropout prevention. Evaluation and action research.

SELECTED PUBLICATIONS:

*Opportunities and Choices: Lessons Learned From a Community Youth Services Effort* (Peter Lang Publishing, Inc., forthcoming). *Keeping Students in School* (Jossey-Bass). *Evaluating School-to-Work Transitions* (National Institute on Work and Learning). "Linking secondary schools and community colleges for school-to-work transition" (*Journal of Research Vocational Education*, forthcoming).

**Celia Oyler**

*Assistant Professor of Education*  
Department of Curriculum and Teaching  
B.S., Southern Connecticut State College; M.Ed., University of Vermont; Ph.D., University of Illinois at Chicago

SCHOLARLY INTERESTS:

Issues of power; equity and social justice; inclusion of students with disabilities in general education.

SELECTED PUBLICATIONS:

*Making room for students: Sharing teacher authority in Room 104* (Teachers College Press). "Teaching beyond the progressive-traditional dichotomy: Sharing authority and sharing vulnerability" (*Curriculum Inquiry*). "Sharing authority: Student initiations during teacher-led read-alouds of information books" (*Teacher and Teacher Education*). "Reaching beyond ourselves" (*Teaching Education*).

**Dolores Perin**

*Associate Professor of Psychology and Education*  
Department of Health and Behavior Studies  
B.A., Ph.D., University of Sussex

## SCHOLARLY INTERESTS:

Reading and writing disabilities in children and adults. Curriculum and pedagogy in community colleges. Adult and workplace literacy.

## SELECTED PUBLICATIONS:

"Workplace literacy assessment" (*Dyslexia*). "Assessing the reading-writing relation in adult literacy students" (*Reading Psychology*). "What should workers learn in workplace Basic Education Programs?" (*Adult Learning*). "Understanding dropout in an urban worker education program: Retention patterns, demographics, student perceptions, and reason given for early departure" (*Urban Education*).

**Elissa L. Perry**

*Assistant Professor of Psychology and Education*  
Department of Organization and Leadership  
B.S., Trinity College; M.S., Ph.D., Carnegie Mellon University

## SCHOLARLY INTERESTS:

Social cognition and human resource decision making. The effects of personal characteristics on human resource judgments and organizational behavior. Diversity training and sexual harassment awareness training effectiveness.

## SELECTED PUBLICATIONS:

"A closer look at the effects of subordinate-supervisor age differences" (*Journal of Organizational Behavior*). "A cognitive approach to understanding discrimination: A closer look at applicant gender and age" (*Research in Personnel and Human Resources Management*). "Moderating effects of personal and contextual factors in age

discrimination" (*Journal of Applied Psychology*). "Explaining gender-based selection decisions: A synthesis of contextual and cognitive approaches" (*Academy of Management Review*).

**Lisa Ann Petrides**

*Assistant Professor of Education*  
Department of Organization and Leadership  
B.S., University of California; MBA, Sonoma State University; Ph.D., Stanford University

## SCHOLARLY INTERESTS:

Management systems and information technology. Higher education and workforce preparation. Access and equity in math and science education.

## SELECTED PUBLICATIONS:

Higher Education and Professional Preparation (*The Encyclopedia of Third World Women*). *A Gendered Construction of Engineering in the Academic Context in Science Coeducation: Viewpoint from Gender, Race and Ethnic Perspectives* (National Association of Research in Science Teaching). *Social Applications of Simulation in Educational Management* (The Society for Computer Simulation).

**Stephen T. Peverly**

*Associate Professor of Psychology and Education*  
Department of Health and Behavior Studies  
B.A., Manhattan College; M.S., Ed.S., State University of New York of Albany; Ph.D., Pennsylvania State University

## SCHOLARLY INTERESTS:

Cognition and instruction, studying, memory.

## SELECTED PUBLICATIONS:

"The effect of adjunct questions and feedback on improving the reading comprehension of learning disabled adolescents" (*Contemporary Educational Psychology*). "Curriculum based assessment of reading skills" (*Psychology in the Schools*). "An overview of the potential

impact of cognitive psychology on school psychology" (*School Psychology Review*). "Problems of knowledge-based explanations of memory and development" (*Review of Educational Research*).

**Lenore Pogonowski**

*Associate Professor of Music Education*  
Department of Arts and Humanities  
B.S., Western Connecticut State University; M.A., University of Connecticut; D.M.A., Temple University

## SCHOLARLY INTERESTS:

Development of Musicality. Musical Creativity and Problem Solving. Metacognition. Interdisciplinary Arts Education.

## SELECTED PUBLICATIONS:

"Critical thinking and music listening" (*Music Educators Journal*). "Metacognition: A dimension of musical thinking" (*Dimensions of Musical Thinking*). "Attitudinal assessment of upper elementary students in a process-oriented music curriculum" (*Journal of Research in Music Education*). "Creative Arts Laboratory" (Final Report—U.S. Department of Education, *Fund for Innovative Education*). "Arts curricula in transition" (*Journal of Aesthetic Education*). "Experience, critical thinking and problem solving in music teacher preparation" (*Music Educators Journal*).

**Linda C. Powell**

*Associate Professor of Psychology and Education*  
Department of Organization and Leadership  
B.S., Northwestern University; M.Phil., George Washington University; Ph.D. George Washington University

## SCHOLARLY INTERESTS:

Group relations theory, urban school reform efforts and professional development/graduate education for educators.

## SELECTED PUBLICATIONS:

*Off-White: Essays on Society, Race and Culture* (Routledge Press). "Facing reality: Using Racial Identity Theory with urban public schools" (*Racial Identity Development Theory: Applications to Individual, Group, and Organizational Interventions*, Lawrence Erlbaum Associates). "In our own hands: Diversity literacy." (*Transformations*). "Interpreting social defenses: Family group in Philadelphia public schools" (*Chartering Urban School Reform: Reflecting on Urban High Schools in the Midst of Change*, Teachers College Press).

**James E. Purpura**

*Assistant Professor of Language and Education*  
Department of Arts and Humanities  
B.A., Marietta College; M.A., University of Colorado; Ph.D., University of California, Los Angeles

## SCHOLARLY INTERESTS:

Second language assessment; SL acquisition theory; and Syntactic and Conversational analysis. Effects of socio-psychological background characteristics on SL performance.

## SELECTED PUBLICATIONS:

*Strategy use and second language test performance*. (Cambridge University Press). *An Analysis of the Relationships between Test Takers' Cognitive and Metacognitive Strategy Use and Second Language Test Performance* (Language Learning). The development and construct validation of an instrument designed to investigate the cognitive background characteristics of test takers (Lawrence Erlbaum Associates). *A Review of Bialystok's Communication Strategies* (Issues in Applied Linguistics).

**Patricia M. Raskin**

*Associate Professor of Psychology and Education*  
Department of Counseling and Clinical Psychology  
B.S., M.Ed., Pennsylvania State University; Ph.D., New York University

SCHOLARLY INTERESTS:  
Career development of women. Identity. Work/family issues.

SELECTED PUBLICATIONS:  
*Vocational Counseling* (Farber, B.A., Brink, D.C., & Raskin, P.M., 1996). *The Psychotherapy of Carl Rogers: Cases and Commentary* (Raskin, P.M., Kummel, P. & Bannister, T.) (Guilford, 1998) "The relationship between coping styles, attachments and career salience in partnered working women with children" (*Journal of Career Assessment*, 6(4), 403-416, 1998). "Career maturity: The construct's validity, vitality, and viability" (*Career Development Quarterly*, 47(1), 32-35).

**Susan L. Recchia**

*Associate Professor of Education*  
Department of Curriculum and Teaching  
B.A., University of California at Santa Cruz; M.A., California State University at Northridge; Ph.D., University of California at Los Angeles

SCHOLARLY INTERESTS:  
Social and emotional development of young children. Adult-child relationships across contexts. Infants and preschoolers with special needs.

SELECTED PUBLICATIONS:  
"Social Communication and Response to Ambiguous Stimuli in Toddlers with Visual Impairments" (*Journal of Applied Developmental Psychology*). "Establishing Inter-subjective Experience: Developmental Challenges for Young Children with Congenital Blindness and Autism and

their Caregivers" (*Blindness and Psychological Development in Young Children*). "The issue of Multiple Pathways in the development of handicapped children" (*Issues in the Developmental Approach to Mental Retardation*). "Self-evaluation in young children" (*Monographs of the Society for Research in Child Development*).

**D. Kim Reid**

*Professor of Education*  
Department of Curriculum Teaching  
B.A., Montclair State University; M. Ed., Temple University; Ph.D., Temple University

SCHOLARLY INTERESTS:  
Special Education, assessment of students with special needs, social and individual forces in learning, cognitive approaches to learning disabilities.

SELECTED PUBLICATIONS:  
"Scaffolding: A broader view" (in press) (*Journal of Learning Disabilities*). "Narrative knowing: Basis for a school-univer-

sity partnership" (*Learning Disabilities Quarterly*). *Classroom language problems: A handbook for teachers* (in progress) (Austin, TX: PRO-ED). *Cognitive approaches to learning disabilities*, (3rd edition) (Austin, TX: PRO-ED).

**Craig E. Richards**

*Professor of Education*  
Department of Organization and Leadership  
B.S., University of Wisconsin at Green Bay; M.S., University of Wisconsin at Milwaukee; M.A., Ph.D., Stanford University

SCHOLARLY INTERESTS:  
School finance. Institutional incentives. Performance accountability systems. Strategic management and organizational learning concepts.

SELECTED PUBLICATIONS:  
*Risky Business: Private Management of Public Schools* (Economic Policy Institute). *Rethinking Effective Schools* (Prentice-Hall). *Microcomputer Applications for Strategic Management in Educa-*

*tion: A Case Study Approach* (Longman).

**Elaine L. Rigolosi**

*Professor of Nursing Education*  
Department of Organization and Leadership  
B.S., Columbia Union College; M.N., University of Florida; Ed.D., University of Massachusetts; J.D., Benjamin N. Cardozo School of Law, Yeshiva University

SCHOLARLY INTERESTS:  
Health care administration. Health care law. Nursing administration and education. Consumer satisfaction with health care. Humanistic applications in health care delivery.

SELECTED PUBLICATIONS:  
*The Empathy Construct Rating Scale* (XICOM). *The LaMonica Empathy Profile* (XICOM). *Management in Health Care: A Theoretical and Experiential Approach* (Macmillan). *Management in Nursing: An Experiential Approach that Makes Theory Work for You* (Springer).

**Francisco Rivera-Batiz**

*Associate Professor of Economics and Education*  
Department of International and Transcultural Studies  
A.B., Cornell University; Ph.D., Massachusetts Institute of Technology

SCHOLARLY INTERESTS:  
Labor economics. Economic status of immigrant groups. Gender and the labor market.

SELECTED PUBLICATIONS:  
*Island Paradox: Puerto Rico in the 1990s* (Russell Sage). *Reinventing Urban Education: Multiculturalism and the Social Context of Schooling* (IUME). *U.S. Immigration Policy Reform in the 1980s: A Preliminary Assessment* (Praeger). "Vocational education and urban and minority populations" (*Education and Urban Society*).



**D. Kim Reid**  
Professor of Education

**H. Jane Rogers**

*Associate Professor of Psychology and Education*

Department of Human Development

B.A., University of New England (Australia); M.Ed., Ph.D., University of Massachusetts

SCHOLARLY INTERESTS: Potentially biased test items. Criterion-referenced measurement problems.

SELECTED PUBLICATIONS: "Detecting potentially biased test items: A comparison of the IRT Area and Mantel-Haenzel methods" (*Applied Measurement in Education*). "Evaluation of the plot method for identifying potentially biased test items" (*Computer-Based Human Assessment*). "Evaluation of Computer-Simulated Baseline Statistic for use in Item Bias Studies" (*Educational and Psychological Measurement*).

**Ernst Z. Rothkopf**

*Cleveland E. Dodge Professor of Telecommunications and Education*  
Department of Scientific Foundations

A.B., Syracuse University; M.A., Ph.D., University of Connecticut

SCHOLARLY INTERESTS: Psychology of human learning and instruction. Information technology in education. Management of training.

SELECTED PUBLICATIONS: "Adjunct aids and the control of Mathemagenic Activities during purposeful reading" (*Reading Expository Materials*). "Statistical inference of individual styles in purposeful reading" (*Mathematical and Statistical Models in Behavioral Research*). "Persistence in memory of the surface organization of simple maps as performance aids" (*Information Design Journal*). "Particularization: Inductive [Speeding] of Rule-Governed Decisions by Narrow Applica-

tion Experience" (*Journal of Experimental Psychology: Learning, Memory and Cognition*).

**Mordecai Rubin**

*Professor of Spanish*  
Department of Arts and Humanities

A.B., Rutgers University; Ph.D., University of Maryland

SCHOLARLY INTERESTS: Applied linguistics in the teaching of Spanish. Distance learning. Poetry in Spanish.

SELECTED PUBLICATIONS: *Una Poetica Moderna* (University of Alabama Press and National University of Mexico Press). "The image of the language teacher" (*Journal of English as a Second Language*). "A modern methodology for teaching Chinese" (*Journal of the American Association of Teachers of Chinese*).

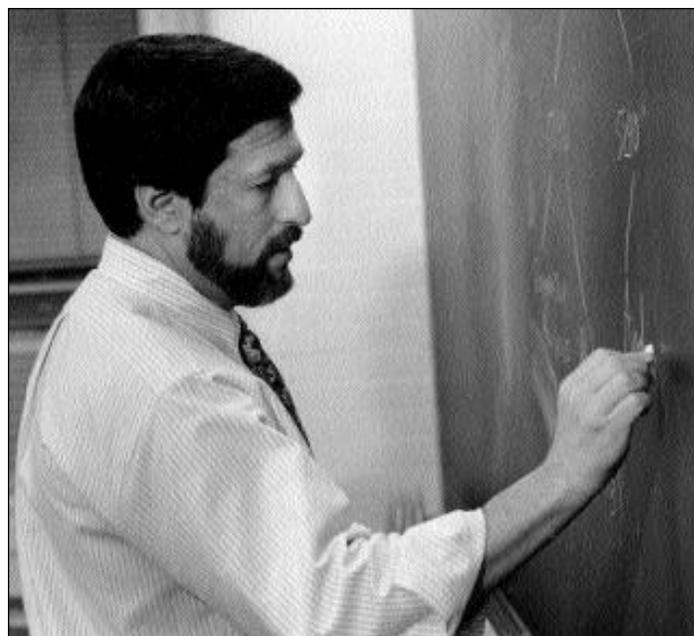
**John Saxman**

*Professor of Speech Pathology and Chair of the Department of Biobehavioral Studies*

B.A., San Diego State University; M.S., Ph.D., Purdue University

SCHOLARLY INTERESTS: Communication disorders. Phonatory behaviors across the life-span. Experimental Phonetics.

SELECTED PUBLICATIONS: *Introduction to Communication Disorders* (Prentice-Hall). "Acoustic observations in young children's non-cry vocalization" (*Journal of the Acoustical Society of America*). "A comparison of selected phonatory behaviors of healthy aged and young adults" (*Journal of Speech and Hearing Research*).



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Department of Curriculum and Teaching  
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SCHOLARLY INTERESTS: Curriculum and teaching history, theory and practice. Teacher preparation. Caring and values education. Religious education.

SELECTED PUBLICATIONS: *Growing Up Caring: Exploring Values and Decision-Making* (McGraw Hill). "Supervision in historical perspective" (*1992 ASCD Yearbook: Supervision*). "Curriculum implementation" (*AERA Handbook on Research on Curriculum*). "Promise and Possibility: Learning to Teach" (*Teachers College Record*, 1998).

**Dorothy Shipp**

*Assistant Professor of Education*  
Department of Organization and Leadership  
B.A., University of California; M.A., University of California; Ph.D., Stanford University

SCHOLARLY INTEREST: History and politics of urban and state school reform, private interests in school governance, and organizational and institutional analysis.

SELECTED PUBLICATIONS: "Corporate Involvement in School Reform" in Clarence Stone (Ed.) *Changing Urban Education* (University Press of Kansas). "The Invisible Hand: Big Business and Chicago School Reform" (*Teachers College Record*). Recent reports on: "Institutional Context for the Chicago Annenberg Challenge". "Decentralization in Practice: Toward a System of Schools". "Restructuring California Education: A Design For Public Education in the 21st Century" (*University of Chicago*).

**Marjorie Siegel**

*Associate Professor of Education*  
Department of Curriculum and Teaching  
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SCHOLARLY INTERESTS:  
Reading mathematics. Literacy and the arts. Literacy and culture.

SELECTED PUBLICATIONS:  
“The practice of reading in an inquiry-oriented mathematics class” (*Reading Research Quarterly*). “More than words: The generative power of transmediation for learning” (*Canadian Journal of Education*). “Supporting students’ mathematical inquiries through reading” (*Journal for Research in Mathematics Education*). “The politics of method: From Leftist Ethnography to Educative Research” (*International Journal of Qualitative Studies in Education*).

**Stephen J. Silverman**

*Professor of Education*  
Department of Health and Behavior Studies

SCHOLARLY INTERESTS:  
Physical education, research on teaching, and research methodology.

SELECTED PUBLICATIONS:  
“Task structures, student practice, and student skill level in physical education” (*Journal of Education Research*). “The unit of analysis in field research: Issues and approaches to design and data analysis” (*Journal of Teaching in Physical Education*). “Teacher feedback and achievement in physical education: Interaction with student practice” (*Teacher and Teacher Education*). *Proposals that work: A guide for planning dissertations and grant proposals* (3rd ed.) (Sage).

**Douglas Sloan**

*Professor of History and Education*  
Department of Arts and Humanities  
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SCHOLARLY INTERESTS:  
Epistemology, science and education. Waldorf education. The epistemological, cultural, and spiritual foundations of education.

SELECTED PUBLICATIONS:  
*Faith and Knowledge: Mainline Protestantism and 20th-Century American Higher Education* (John Knox Press). *Insight-Imagination: The Emancipation of Thought and the Modern World* (Greenwood Press). *The Great Awakening and American Education: A Documentary History* (Teachers College Press). *The Scottish Enlightenment and the American College Ideal* (Teachers College Press).

**Frank L. Smith, Jr.**

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SCHOLARLY INTERESTS:  
Organizational theory. Urban high schools. School assessment.

SELECTED PUBLICATIONS:  
*Language in the Classroom* (Teachers College Press). “The large city high school” (*NASSP Bulletin*). “Admissions policy” (*New York City High Schools*).

**Thomas Sobol**

*Christian A. Johnson Professor of Outstanding Educational Practice*  
Department of Organization and Leadership  
A.B., Harvard College; A.M. in Teaching, Harvard Graduate School of Education; Ed.D., Teachers College, Columbia University

SCHOLARLY INTERESTS:

Education policy. Elementary and secondary education reform. Public school governance and finance. The development of reflective education practitioners.

SELECTED PUBLICATIONS:  
*Your Child in School* (Arbor House). “Revising the New York State Social Studies Curriculum” (*Teachers College Record*). *Teaching in Cities* (Whitbread PLC). “Beyond standards: The rest of the agenda” (*Teachers College Record*).

**Gita Steiner-Khamsi**

*Associate Professor of Education*  
Department of International and Transcultural Studies  
B.A., M.A., Ph.D., University of Zurich

SCHOLARLY INTERESTS:  
Educational transfer and globalization from an international comparative perspective. Civic literacy and political socialization. Forced and voluntary migration, multiculturalism and educational policy studies. Colonial and postcolonial studies in education.

SELECTED PUBLICATIONS:  
*Multicultural Educational Policies in Postmodern Societies* (Leske & Budrich, Germany). “Transferring Education, Displacing Reform” (Comparative Studies Series). “Minority-Inclusive History Curricula in Secondary Schools: Adopting Methods of Comparison and Multiperspectivity” (*European Journal of Intercultural Studies*).

**Graeme L. Sullivan**

*Associate Professor of Art Education*  
Department of Arts and Humanities

SCHOLARLY INTERESTS:  
Cognition and artistic practice, research methods for arts disciplines, and children’s cognitive functioning.



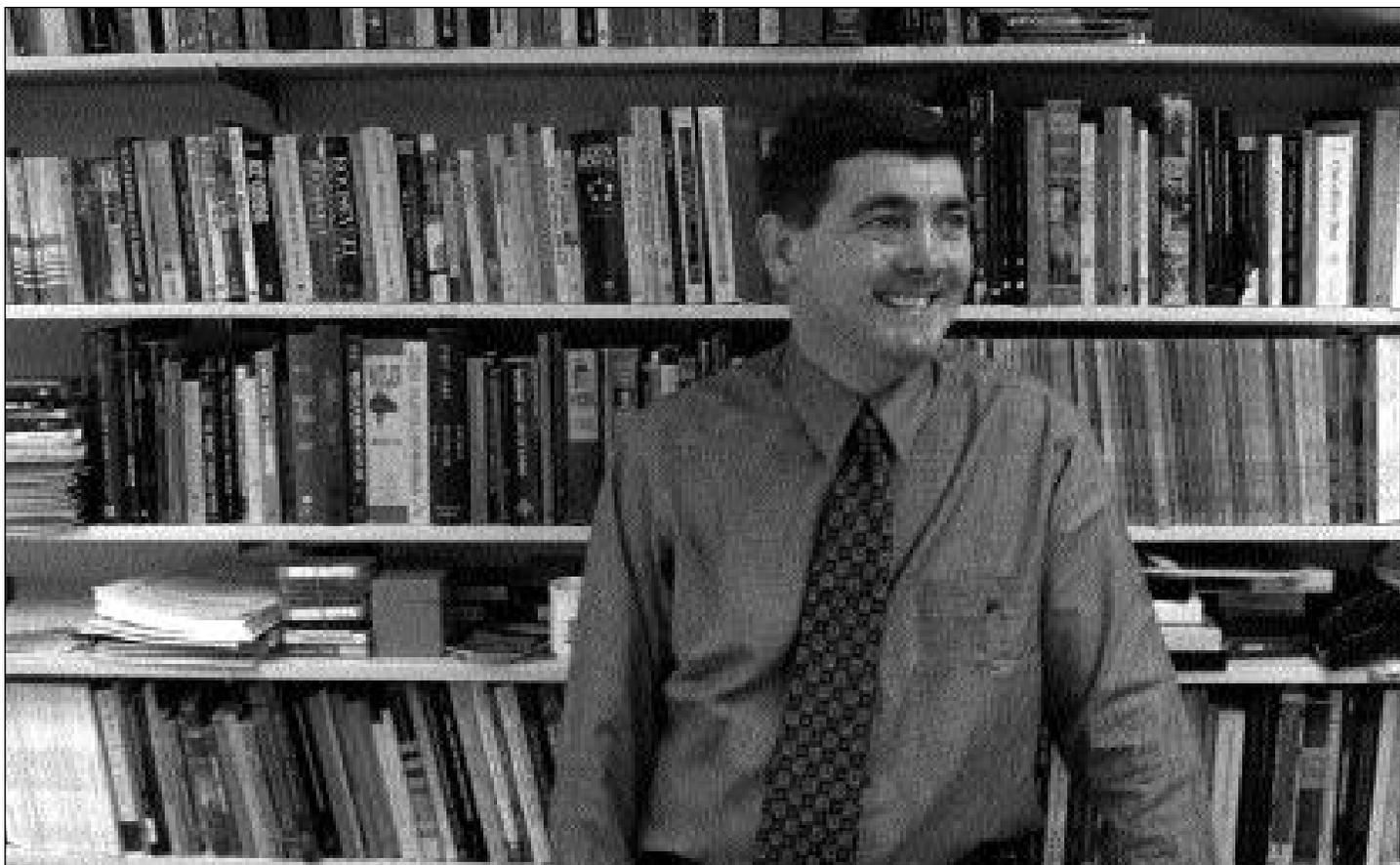
**Gita Steiner-Khamsi**  
Associate Professor of Education

SELECTED PUBLICATIONS:  
*Seeing Australia: Views of Artists and Artwriters* (Piper Press). “Critical Interpretive Inquiry: A Qualitative Study of Five Contemporary Artists’ Ways of Seeing” (*Studies in Art Education*). “Beyond the Quantitative and Qualitative Divide: Research in Art Education as Border Skirmish” (*Australian Art Education*). *Critical Influence: Interactive CD-ROM* (University of New South Wales).

**Robert P. Taylor**

*Associate Professor of Computing and Education*  
Department of Scientific Foundations  
B.A., Denison University; B.D., M.A., University of Chicago; Ed.D., Teachers College, Columbia University

SCHOLARLY INTERESTS:  
Computer-based technology in education, across the curriculum, and around the world, including its utility for human survival in a balanced ecosystem.



**Stephen J. Thornton**  
Associate Professor of Social  
Studies and Education

SELECTED PUBLICATIONS:  
*The Computer in the School: Tutor, Tool, Tutee* (Teachers College Press). "Communicative Technology and the Emerging Global Curriculum" (*ACM Siccue Outlook*). "The use of the computer in teaching mathematics" (*Journal of Technology and Teacher Education*). "Educational problems and solutions incorporating technology" (in Spanish, *Memorias: II Congreso Colombiano de Informatica Educativa*).

**Stephen J. Thornton**  
Associate Professor of Social  
Studies and Education  
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Humanities  
B.A., M.A., University of  
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of Education, Mitchell College  
(Australia); A.M., Ph.D., Stan-  
ford University

SCHOLARLY INTERESTS:  
Social studies education. Cur-  
riculum studies. Teaching poli-  
cies and educational practice.  
Teaching of history.

SELECTED PUBLICATIONS:  
"Teacher as a curricular-  
instructional gatekeeper in  
social studies" (*Handbook of  
Research on Social Studies Teach-  
ing and Learning*). "Toward the  
desirable in social studies  
teaching" (*Advances in Research  
on Teaching, Vol. 4: Case Studies  
of Teaching and Learning in  
Social Studies*). "The social stud-  
ies near century's end: Recon-  
sidering patterns of curriculum  
and instruction" (*Review of  
Research in Education, Vol. 20*).  
*The Curriculum Studies Reader*  
(editor with David Flinders,  
Routledge Press).

**Maria Emilia Torres-Guzman**  
Associate Professor of Bilingual  
Education

Department of International  
and Transcultural Studies  
B.A., Universidad de Puerto  
Rico; M.A., University of  
Michigan; M.A., Ph.D., Stan-  
ford University

SCHOLARLY INTERESTS:  
Cross-cultural communication  
and classroom interaction.  
Diversity and teacher Educa-  
tion. Bicultural/bilingual cur-  
riculum. Parental involvement  
in bilingual/bicultural educa-  
tion. Spanish language arts.

SELECTED PUBLICATIONS:  
"Stories about differences in a  
collaborative with middle  
school students (*Theory into  
Practice*). "Language, culture  
and literacy in Puerto Rican  
communities" (*Literacy in  
Diverse Communities*). "Recast-  
ing frames: Latino parent

involvement" (*Policy and Prac-  
tice in Bilingual Education:  
Extending the Foundations*).  
"Language minorities: Moving  
from the periphery to the cen-  
ter?" (*Educational Forum*).

**Mun C. Tsang**  
Professor of Education and Chair  
of the Department of International  
and Transcultural Studies  
B.S., M.S., Massachusetts Insti-  
tute of Technology; M.A.,  
Ph.D., Stanford University

SCHOLARLY INTERESTS:  
Costs and financing of educa-  
tion. Comparative/Internat-  
ional education. Education  
and economic development.

SELECTED PUBLICATIONS:  
"Financial reform of basic edu-  
cation in China" (*Economics of  
Education Review*). "Cost analy-  
sis of educational inclusion of  
marginalized population"  
(UNESCO). "The impact of



**Christine J. Yeh**  
Assistant Professor of Psychology and Education

surplus schooling on worker productivity” (*Industrial Relations*). “The impact of intergovernmental grants of educational expenditure” (*Review of Educational Research*).

**Hervé Varenne**  
Professor of Education  
Department of Scientific Foundations  
License-ès-Lettres, Université d’Aix-Marseille; M.A., Ph.D., University of Chicago

SCHOLARLY INTERESTS: Culture and communication theory. Comparative study of education in and out of school. Family structure.

SELECTED PUBLICATIONS:  
*Ambiguous Harmony* (Ablex).  
*American School Language* (Irv-  
ington). *Americans Together*  
(Teachers College Press). *Suc-  
cessful Failure* (Westview). *Sym-  
bolizing America* (Nebraska).

**Ruth Vinz**  
Associate Professor of English  
*Education*  
Department of Arts and  
Humanities  
B.S., Montana State University;  
M.A., Boise State University;  
Ph.D., New York University

SCHOLARLY INTERESTS:  
Changes in the nature and  
structure of English class-  
rooms. Research on teaching  
English. Representation in  
research. Multicultural and  
Interdisciplinary education.  
Adolescent readers and writers.

SELECTED PUBLICATIONS:  
*Composing A Teaching Life*  
(Heinemann, Boynton/Cook).  
*On Writing Qualitative Research:  
Living by Words* (Falmer). “Hor-  
rorscapes: (In)Forming adoles-  
cent identity and desire” (*Jour-  
nal of Curriculum Theorizing*).  
“Opening moves: Conversa-  
tions on the first year of teach-  
ing” (*English Education*).

**Bruce R. Vogeli**  
Clifford Brewster Upton Professor  
of Mathematical Education  
Department of Scientific  
Foundations  
B.S., Mount Union College;  
A.M., Kent State University;  
Ph.D., University of Michigan

SCHOLARLY INTERESTS:  
International and comparative  
mathematics education. Cur-  
riculum design. Education of  
the mathematically gifted.

SELECTED PUBLICATIONS:  
*SBG Mathematics* (six-book  
series, Silver Brudett and  
Ginn). Special Schools for the  
Mathematically Talented—*An  
International Pandrama* (Lampa-  
dia Foundation). *The Textbook  
in America: 1900–2000*  
(NCTM History Resource  
Book) “Cuban schools for the  
mathematically gifted” (*Gifted  
Child Today*).

**Cally L. Waite**  
Assistant Professor of History and  
*Education*  
Department of Arts and  
Humanities  
B.A., New College; M.A.,  
Stanford University; Ed.D.,  
Harvard University

## SCHOLARLY INTERESTS:

The transformation of higher education in the late 19th century; education for African Americans in the north during the 19th century; the history of teacher training.

**Barbara C. Wallace**

*Associate Professor of Health Education*

Department of Health and Behavior Studies

A.B., Princeton University; M.A., Ph.D., City University of New York

## SCHOLARLY INTERESTS:

Primary, secondary and tertiary violence prevention in school- and community-based settings. Domestic violence. Addictions and dependencies, especially to crack and cocaine. Drug abuse and HIV/AIDS. Health promotion in multicultural settings.

## SELECTED PUBLICATIONS:

*Ending Violence in the Lives of The Chemically Dependent: A Clinician's Guide* (in press, Jason Aronson); *Adult Children of Dysfunctional Families: Prevention, Intervention and Treatment for Community Health Promotion*



**Cally L. Waite**

Assistant Professor of History and Education

(Praeger). *Crack Cocaine: A Practical Treatment Approach for the Chemically Dependent* (Brunner/Mazel). *The Chemically Dependent: Phases of Treatment and Recovery* (Brunner/Mazel).

**James D. Westaby**

*Assistant Professor of Psychology and Education*

Department of Organization and Leadership

B.A., University of Wisconsin; Ph.D., University of Illinois

## SCHOLARLY INTERESTS:

Work attitudes and motivation. Organizational change and development. Customer satisfaction. Job search and reemployment.

## SELECTED PUBLICATIONS:

"Factors Underlying Behavioral Choice: Testing a New Reasons Theory Approach" (*Journal of Applied Social Psychology*). "Presence of Others and Task Performance in Japan and the United States: A Laboratory Investigation" (*International Journal of Psychology*). "Self-Reported Reasons: A Test and Application of Reasons Theory of Occupational Behavior" (*Basic and Applied Social Psychology*).

**Joanna P. Williams**

*Professor of Psychology and Education*

Department of Human Development

A.B., Brown University; Ed.M., Harvard University; M.S., Ph.D., Yale University

## SCHOLARLY INTERESTS:

Text comprehension. Beginning reading. Students with learning disabilities and other at-risk students.

## SELECTED PUBLICATIONS:

"Improving the comprehension of disabled readers" (*Annals of Dyslexia*). "Teaching decoding with an emphasis on Phoneme Analysis and Phoneme Blend-

ing" (*Journal of Educational Psychology*). "Learning-disabled adolescents' difficulties in solving personal/social problems" (*Teaching Decision-Making to Adolescents*). "Comprehension of students with and without learning disabilities: Identification of Narrative Themes and Idiosyncratic Text Representations" (*Journal of Educational Psychology*).

**Leslie R. Williams**

*Professor of Education*

Department of Curriculum and Teaching

B.A., Wellesley College; M.A.T., Harvard University; Ed.D., Teachers College, Columbia University

## SCHOLARLY INTERESTS:

Early childhood education. Multicultural education. Curriculum development. Program development and implementation.

## SELECTED PUBLICATIONS:

*Kaleidoscope: A Multicultural Approach for the Primary School Classroom* (co-author, Prentice-Hall) *Encyclopedia of Early Childhood Education* (Garland). *Multicultural Education: A Source Book* (Garland). *ALERTA: A Multicultural, Bilingual Approach to Teaching Young Children* (Addison-Wesley). "Does practice lead theory? Teachers constructs about teaching: Bottom-up perspectives" (*Advances in Early Education and Day Care*, Vol 8, Jai Press).

**Christine J. Yeh**

*Assistant Professor of Psychology and Education*

Department of Counseling and Clinical Psychology

B.A., Swarthmore College; Ed.M., Harvard University; Ph.D., Stanford University

## SCHOLARLY INTERESTS:

Self and morality in different cultures. Cross-cultural counseling. Asian-American ethnic identity development.

## SELECTED PUBLICATIONS:

The collectivistic nature of ethnic identity development among Asian-American college students (*Adolescence*). A comparative study of gender consciousness among Japanese and American college students (*U.S.—Japan Women's Journal*). A U.S.-Japan comparison in completing imperfect oral episodes (*Human Development Research*). *Teaching students about ethnic identity development* (Sage Publishers).

**Karen Kepler Zumwalt**

*Dean of College and Professor of Education on the Evenden Foundation*

B.A., Mount Holyoke College; M.A.T., Harvard University; Ph.D., University of Chicago

## SCHOLARLY INTERESTS:

Curriculum. Teaching. Teacher education. Alternative routes to certification.

## SELECTED PUBLICATIONS:

"Research on teaching: Policy implications for teacher education" (*NSSE Yearbook*). *Improving Teaching* (ASCD Yearbook). "Curriculum implementation" (*AERA Handbook of Research on Curriculum*). "Beginning professional teachers: The need for a curricular vision of teaching" (*AACTE Knowledge Base for Beginning Teachers*).

## ARTS AND HUMANITIES

Rita Aiello  
*Visiting Professor of Music and Education*  
B.M., The Manhattan School of Music, 1970; M.M., 1971; Columbia University, 1976

Philip E. Aarons  
*Adjunct Assistant Professor of Arts Administration*  
B.A., Columbia University, 1973; J.D., 1976

Dino Anagnost  
*Adjunct Professor of Music Education*  
B.A., Boston University, 1966; M.S., The Julliard School, 1969; A.M., Columbia University, 1973

Paul J. Arcario  
*Adjunct Assistant Professor of Language and Education*  
B.A., New York University, 1975; M.A., 1977; M.Ed., Columbia University, 1990; Ed.D., 1994

Zelman Bokser  
*Adjunct Associate Professor of Music Education*  
B.A., SUNY Binghamton, 1972; M.A. 1978; DMA, Eastman School of Music, 1983

Gay Brookes  
*Adjunct Professor of Education*  
B.A., New Hampshire College; A.M., Columbia University, 1962, Ed.M., 1984, Ed.D., 1987

Lan-Ku Chen  
*Adjunct Associate Professor of Music Education*  
B.A., Chinese Culture University, 1973; M.A., Yale University, 1977; Ed.D., 1983

Angiola Churchill  
*Adjunct Professor of Art and Education*  
B.S., Teachers College, Columbia University, 1944; M.A., 1958, Ed.D., 1967

Alice H. Deakins  
*Adjunct Assistant Professor of Education*  
B.A., Whitworth College, 1959; M.A., University of Washington, 1962; Ph.D., Columbia University, 1975

Janice L. Dowd  
*Adjunct Assistant Professor of Linguistics and Education*  
B.A., Marietta College, 1969; M.A., Columbia University, 1971, M.Ed., 1979, Ed.D., 1984

Eugenia Earle  
*Adjunct Associate Professor of Music Education*  
B.A., Birmingham Southern College, 1943; A.M., Columbia University, 1952, Ed.D., 1979

Leonard Fleischer  
*Adjunct Assistant Professor of Arts Administration*  
B.A., NYU, 1954; J.D., Brooklyn Law School, 1954; M.A., Columbia, 1961; Ph.D., NYU, 1971

Alvin Fossner  
*Adjunct Associate Professor of Music Education*  
B.A., New England Conservatory of Music, 1947; A.M., Columbia University, 1949, Ed.D., 1969

Wendy A. Gavis  
*Adjunct Assistant Professor of Language and Education*  
M.A., Middlebury College, 1979; M.Ed., Teachers College, 1982; Ed.D., 1998

Susan J. Glaser  
*Adjunct Assistant Professor of Music and Education*  
B.S., Indiana University, 1980; M.M., Northwestern University, 1981; Doctor of Musical Arts, The Julliard School, 1995

Jeanne C. Goffi  
*Adjunct Assistant Professor of Music Education*  
B.A., Boston University, 1984; M.A., Boulder, 1988; Ph.D., Teachers College, 1996

Robert Greenblat  
*Adjunct Assistant Professor of Art Administration and Education*  
B.S., Brooklyn College, 1959; M.A., Yale University, 1962, Ph.D., 1963

Franklin E. Horowitz  
*Adjunct Associate Professor of Linguistics and Education*  
A.B., Columbia University, 1953, Ph.D., 1971

Robert A. Horowitz  
*Adjunct Assistant Professor of Music Education*  
B.A., Rutgers University, 1986; M.A., Columbia University, 1991, Ed.M., 1993, Ed.D., 1994

Thomas H. Hoyt  
*Adjunct Assistant Professor of Music and Education*  
B.A., SUNY Purchase, 1987; M.M., Yale University, 1989; Doctor of Musical Arts, SUNY Stony Brook, 1992

Joan Jeffri  
*Adjunct Professor of Arts Administration*  
B.F.A., Boston University, 1967

Chin Kim  
*Adjunct Assistant Professor of Music Education*  
D.M., The Julliard School, 1989

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*Adjunct Assistant Professor of Arts Administration*  
B.A., Cornell University; M.A., University of Pennsylvania; J.D., Columbia University 1995

Bert Konowitz  
*Adjunct Professor of Music Education*  
B.A., Queens College, 1953; A.M., Columbia University, 1954, Ed.D., 1969

Leonard Leibowitz  
*Adjunct Assistant Professor of Arts Administration*  
B.A., Bucknell University, 1960; J.D., Brooklyn College, 1965

Linda New Levine  
*Adjunct Assistant Professor of Linguistics and Education*  
B.A., Seton Hill College, 1965; M.A., New York University, 1980, Ph.D., 1981

Joseph Sander Lukinsky  
*Adjunct Professor of Religion and Education*  
A.B., Roosevelt University, 1951; M.H.S., Jewish Theological Seminary, 1956; Ed.D., Harvard University, 1968

Helaine W. Marshall  
*Adjunct Assistant Professor of Language and Education*  
B.A., Tufts University, 1968; M.A., Boston University, 1971; Ph.D., Teachers College, 1979

Pamela Martin  
*Lecturer*  
A.B., Vassar College, 1977; A.M., Columbia University, 1982, Ed.M., 1983, Ed.D., 1990

Solomon Mikowsky  
*Adjunct Associate Professor of Music Education*  
B.S., Juilliard School of Music, 1960; M.S., 1961; Ed.D., Columbia University, 1973

Timothy Miller  
*Adjunct Assistant Professor of History and Education*  
B.A., State University of New York (Binghamton), 1971; M.A., University of Vermont, 1975; Ph.D., University of Rochester, 1984

Joy Moser  
*Adjunct Associate Professor of Art Education*  
B.A., Sarah Lawrence College, 1954; M.A., New York University, 1963, Ph.D., 1981

Michael B. Nord  
*Adjunct Assistant Professor of Music Education*  
B.A., SUNY Buffalo, 1981; M.M., Manhattan School of Music, 1986; Ed.M. Teachers College, 1995; Ed.D., 1998

Alison Nowak  
*Adjunct Assistant Professor of Music Education*  
B.A., Bennington College, 1970; A.M., Columbia University, 1972, D.M.A., 1980

Deirdre O'Donohue  
*Adjunct Assistant Professor of Music and Education*  
B.A., Mount Holyoke, 1965; Diploma in Piano, Akademie für Musik und Darstellende Kunst, Austria, 1973; Ph.D., New York University, 1987

Susan L. Price  
*Adjunct Assistant Professor of Linguistics and Education*  
B.A., Purdue, 1972; M.A., 1978; Ed.D. Teachers College, 1989

Jan Prokop  
*Adjunct Assistant Professor of Music Education*  
B.A., University of Missouri (St. Louis); M.M., University of Illinois, D.M.; Indiana University, 1987

Estrella Pujadas  
*Adjunct Assistant Professor of Teaching of Spanish*  
B.A., NY School of Interior Design, 1955; M.A., Pedro Henriquez Ureña Univ.; 1978; M.Ed., Teachers College, 1990; Ed.D., 1991

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*Adjunct Assistant Professor of Language and Education*  
B.S., Loyola University, 1964; M.Ed., 1967; Ph.D., 1971

Nathalie Gail Robinson  
*Adjunct Assistant Professor of Music Education (Honorary)*  
B.S., Western Connecticut University, 1976; M.M.Ed., Temple University, 1980; Ed.D., Teachers College, 1995

Prabha Sahasrabudhe  
*Adjunct Assistant Professor of Art Education*  
B.S., Agra (India), 1947, B.A., 1951; M.A., New York University, 1955, Ed.D., 1961

Hadassah Sahr  
*Adjunct Associate Professor of Music Education*  
Artist Diploma, The Julliard School, 1944; B.S., Columbia University, 1954; A.M., Charles 1955, Ed.D., 1969

Richard Sang  
*Visiting Associate Professor of Music Education*  
B.M., Michigan State University, 1970; M.M., University of Michigan, 1973, Ed.S., 1979, Ph.D., 1982

Barbara L. Tischler  
*Adjunct Assistant Professor of History and Education*  
B.A., Douglass College, 1971; A.M., Columbia University, 1978, M.Phil., 1980, Ph.D., 1983

Ronald Joseph Topping  
*Adjunct Assistant Professor of Art and Education*  
B.A., Hunter College, 1956; M.A., 1962; Ed.D., Teachers College, 1971

Howard A. Williams  
*Lecturer in Applied Linguistics*  
B.A., Boston University, 1973; M.A., University of Washington, 1979; M.A.T.E.S.L., 1986; Ph.D., UCLA, 1996

## BIOBEHAVIORAL STUDIES

Sergei Aleshinsky  
*Adjunct Associate Professor*  
M.S. Moscow State University, 1968, Ph.D., 1977

Mark Budde  
*Adjunct Assistant Professor of Speech and Language Pathology*  
B.S., Moorhead State University, 1974; M.S.U., University of Wisconsin, 1975; Ed.M., Teachers College, 1990, Ed.D., 1992

Dympna Gallagher  
*Adjunct Assistant Professor of Applied Physiology*  
B.A., St. Patrick's College, 1985; M.A., St. Mary's College, 1987; M.A., Teachers College, 1990, Ed.D., 1992

Susan Goldfein  
*Adjunct Assistant Professor of Speech Pathology*  
B.B.A., Baruch College, 1961; M.A., Hunter College, 1972; Ed.M., Teachers College, 1983, Ed.D., 1991

Terry Kaminski  
*Adjunct Associate Professor of Movement Sciences*  
B.S., State University of New York (Syracuse), 1976; Ed.D., Teachers College, 1986

Jack Light  
*Adjunct Associate Professor (Honorary)*  
B.S., Indiana University, 1969; M.S.D., New York University, 1974; M.P.H., Johns Hopkins University, 1978; D.D.S., College of Dentistry, Indiana, 1950

Roger Muzii  
*Adjunct Assistant Professor of Movement Sciences*  
B.A., New York University, 1974; M.A., Teachers College, 1980; Ph.D., Columbia University, 1988

Lorraine Ramig  
*Adjunct Professor of Speech Language Pathology*  
B.S., University of Wisconsin, 1972; M.S., University of Wisconsin, 1975; Ph.D., Purdue University, 1980

Justine Sheppard  
*Adjunct Associate Professor of Speech Pathology*  
B.A., New York University, 1959; M.A., Teachers College, 1964; Ph.D., Columbia University, 1979

Patricia Sweeting  
*Adjunct Associate Professor of Speech Pathology*  
B.A., College of New Rochelle, 1956; M.A., Teachers College, 1971; Ph.D., Columbia University, 1979

Karen Wexler  
*Adjunct Associate Professor of Speech Pathology (Honorary)*  
F.M., Uppsala (Sweden), 1968; M.A., Columbia University, 1971, Ph.D., 1978

## COUNSELING AND CLINICAL PSYCHOLOGY

Xavier F. Amador  
*Adjunct Associate Professor of Psychology and Education*  
B.A., SUNY Purchase, 1982; M.A., New York University, 1982, Ph.D., 1989

Jill Backfield  
*Adjunct Assistant Professor of Psychology and Education*  
B.S., Brooklyn College, 1986; M.S., Teachers College, 1988, Ph.D., 1996

Ron Balamuth  
*Adjunct Assistant Professor of Psychology and Education*  
B.A., Tel-Aviv University, 1981; M.A., New York University, 1986, Ph.D., 1990

Michele M. Barnett  
*Adjunct Assistant Professor of Psychology and Education*  
B.A., City University of New York, 1971; M.A., Teachers College, 1979; M.A., New York University, 1986, Ph.D., 1992

Ghislaine Boulanger  
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A.B., Bucknell, 1936; M.S.P.H., Michigan, 1940; Ed.D., Columbia, 1948
- Joseph R. Higgins. *Professor Emeritus of Education*  
A.B., San Fernando Valley State, 1960; M.S., Utah State, 1962; Ed.D., Stanford, 1970
- Harvey A. Hornstein. *Professor Emeritus of Psychology and Education*  
B.B.A., Baruch College of the City University of New York; M.A., Teachers College, Columbia University, 1962, Ph.D., 1964
- Chang-Tu Hu. *Professor Emeritus of History and Education*  
A.B., Fu-Tan (China), 1942; Ph.D., Washington, 1953
- Dwayne E. Huebner. *Professor Emeritus of Education*  
A.M., Chicago, 1949; Ph.D., Wisconsin, 1959
- Francis A. J. Ianni. *Professor Emeritus of Education*  
B.S., Pennsylvania State, 1949, A.M., 1950, Ph.D., 1952
- Willard J. Jacobson. *Professor Emeritus of Natural Sciences*  
B.S., Wisconsin (River Falls), 1946; A.M., Columbia, 1948, Ed.D., 1951

Carroll F. Johnson. *Professor Emeritus of Education*  
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Milton A. Kaplan. *Professor Emeritus of English*  
B.S.S., City College, 1929, M.S., 1934; A.M., Columbia, 1937, Ph.D., 1946

Henry Kavkewitz. *Professor Emeritus of Psychology and Education*  
B.S.S., City College, 1934, M.S., 1935; Ph.D., New York University, 1954

Frederick D. Kershner, Jr. *Professor Emeritus of History*  
A.B., Butler, 1937; A.M., Wisconsin, 1939, Ph.D., 1950

Phil C. Lange. *Professor Emeritus of Education*  
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Margaret Lindsey. *Professor Emeritus of Education*  
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Gordon N. Mackenzie. *Professor Emeritus of Education*  
B.S., Minnesota, 1929, A.M., 1929; Ed.D., Stanford, 1940

William J. Mahoney. *Professor Emeritus of Art and Education*  
B.S., Columbia, 1948, A.M., 1949, Ed.D., 1957

James L. Malfetti. *Professor Emeritus of Education*  
B.S., Columbia, 1947, A.M., 1948, Ed.D., 1951

Elizabeth M. Maloney. *Associate Professor of Nursing Education*  
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Eugene V. Martin. *Associate Professor of Nursing Education*  
B.A., Brooklyn College, 1937; M.A., New York University, 1947; Ph.D., California (Berkeley), 1965

Jack David Mezirow. *Professor Emeritus of Adult and Continuing Education*  
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Mildred L. Montag. *Professor Emeritus of Nursing Education*  
A.B., Hamline, 1930; B.S., Minnesota, 1933; A.M., Columbia, 1938, Ed.D., 1950; LL.D., Bridgeport, 1967, State University of New York, 1981; L.H.D., Adelphi, 1968; D.Sc., Eastern Kentucky, 1981

Eleanor B. Morrison. *Associate Professor of Speech Pathology*  
A.B., City College, 1957; A.M., Columbia, 1959, Ph.D., 1967

Roger A. Myers. *Richard March Hoe Professor Emeritus of Psychology and Education*  
A.B., Bradley, 1952; A.M., Ohio State, 1955, Ph.D., 1959

Harold J. Noah. *Gardner Cowles Professor Emeritus of Economics and Education*  
B.Sc. (Econ.), London, 1946, Academic Diploma in Education, 1954; Ph.D., Columbia, 1964

Robert Pace. *Professor Emeritus of Music Education*  
B.S., Juilliard College, 1948; A.M., Columbia, 1949, Ed.D., 1951

Philip H. Phenix. *Arthur I. Gates Professor Emeritus of Philosophy and Education*  
A.B., Princeton, 1934; M.Div., Union Theological Seminary, 1942; Ph.D., Columbia, 1950; L.H.D., Alderson-Broaddus, 1970

E. Edmund Reutter, Jr. *Professor Emeritus of Education*  
A.B., Johns Hopkins, 1944; A.M., Teachers College, 1948, Ph.D., 1950

Seymour Rigrodsky. *Professor Emeritus of Speech Pathology*  
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B.S., New Jersey State (Trenton), 1949; A.M., Columbia, 1953, Ed.D., 1957

Paul C. Rosenbloom. *Professor Emeritus of Mathematics*  
B.S., Pennsylvania, 1941; Ph.D., Stanford, 1944

Robert J. Schaefer. *Professor Emeritus of Education*  
A.B., Columbia, 1939, A.M., 1946, Ph.D., 1950

Rosalea A. Schonbar. *Professor Emeritus of Psychology and Education*  
A.B., Smith, 1940; A.M., Columbia, 1942, Ph.D., 1945

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B.S.S., City College, 1950; A.M., Columbia, 1951, Ed.D., 1962

Margaret Jo Shepherd. *Professor Emeritus of Education*  
B.S., University of Illinois, Urbana 1955; Ed.M., University of Illinois, 1958; Ed.D., Teachers College, Columbia University, 1968

Francis Shoemaker. *Professor Emeritus of English*  
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Marvin Sontag. *Associate Professor of Psychology and Education*  
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A.B., Eastern Nazarene, 1944; M.Div., San Francisco Theological Seminary, 1956; A.M., Toronto, 1966; Ph.D., Columbia, 1969

Abraham J. Tannenbaum. *Professor Emeritus of Education and Psychology*  
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A.B., Yale, 1948, Ph.D., 1952

Albert S. Thompson. *Professor Emeritus of Psychology and Education*  
A.B., Ursinus, 1931; A.M., Pennsylvania, 1934, Ph.D., 1943

Craig A. Timberlake. *Associate Professor of Music Education*  
A.B., Southern Methodist, 1942; A.M., Columbia, 1963, Ed.D., 1966

Kenneth H. Toepfer. *Professor Emeritus of Higher Education*  
A.B., Cornell (Iowa), 1951; M.I.A., Columbia, 1953, Ph.D., 1966

Paul Vahanian. *Associate Professor of Psychology and Education*  
A.B., Florida Southern, 1949; A.M., Columbia, 1952, Ed.D., 1957

Charles W. Walton. *Professor Emeritus of Music Education*  
M.B., Oberlin, 1938; M.M., Cincinnati Conservatory, 1939; A.M., Columbia, 1947, Ed.D., 1951

Sloan R. Wayland. *Professor Emeritus of Sociology and Education*  
A.B., Hendrix, 1940; A.M., Louisiana State, 1941; Ph.D., Columbia, 1951

Mary Alice White. *Professor Emeritus of Psychology and Education*  
A.B., Vassar, 1941; A.M., Columbia, 1944, Ph.D., 1948

Richard M. Wolf. *Professor Emeritus of Psychology and Education*  
B.A., Antioch College, 1957; Ed.M., University of Buffalo, 1959; Ph.D., University of Chicago, 1964

Warren Yasso. *Professor Emeritus of Natural Sciences*  
B.S., Brooklyn College; A.M., Columbia, 1961, Ph.D., 1964

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*Secretary of the College and Assistant to the President*



Broadway view of Horace Mann Hall,  
Teachers College.

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## COURSE NUMBERING

Beginning with the Autumn 1998 semester course designations for departments have changed to reflect the reorganization of the College into nine units. Formerly, all courses had a two place alphabetical sequence that began with "T". Under the new arrangement the "T" is replaced by:

A&H	for	Arts and Humanities
BBS	for	Biobehavioral Studies
CCP	for	Clinical and Counseling Psychology
C&T	for	Curriculum and Teaching
HBS	for	Health and Behavior Studies
HUD	for	Human Development
ITS	for	International and Transcultural Studies
ORL	for	Organization and Leadership
SCF	for	Scientific Foundations
IND	for	Interdepartmental Courses

The second alphabetical character under the old number system remains the same in most instances as does the four digit number; examples are:

TF4070	History of Education in the United States becomes	A&HF 4070
TR4095	Applied Physiology I becomes	BBSR 4095
TJ6362	Group Practicum becomes	CCPJ 6362

Courses that cross disciplines within a department may use the three character departmental designation only, as do the interdepartmental and the curriculum and teaching courses.

**Admissions Application Deadlines**

For applicants wishing to start in the Summer or Fall Semesters

Doctoral programs: Priority Deadline: January 15. Final Deadline: May 1.  
 Master's programs: Priority Deadline: February 1. Final Deadline: May 15.

For applicants wishing to start in the Spring Semester

All programs: Priority Deadline: October 15. Final Deadline: December 1.

Students must meet the priority deadline to be considered for scholarships.  
 Admissions applications received after the priority deadline are considered on a space available basis.  
 Certain programs have special application deadlines. Please refer to "Special Application Requirements/Information" section in individual program descriptions.

Three lists follow: programs which start only in specific semesters, programs which do not accept applications after the priority deadline, and programs which review applications after the final deadlines on a space available basis.

**Programs starting only in specific semesters**

- Adult and Continuing Education (TDA): Fall only
- Adult Education Guided Intensive Study (AEGIS) (TDS): Summer odd years only
- Applied Linguistics (TLA) M.A., Ed.M., Ed.D.: Fall and Spring only
- Arts Administration (TGC): Fall only
- Bilingual/Bicultural Education (TLB): Fall only
- Clinical Neuropsychology (TSK): Fall only
- Clinical Psychology (TXC): Fall only
- Clinical Psychology Post-doctoral Respecialization (TZH): Fall only
- Cognitive Studies in Education (TK) Ed.D. & Ph.D.: Fall; Spring only in extraordinary circumstances
- Counseling Psychology (TJV) Ph.D. & Ed.D.: Fall only
- Curriculum and Teaching (TYZ) Ed.D.: Fall only
- Developmental Psychology (TKD): Fall only
- Early Childhood (TYD) Ed.D.: Fall only
- Early Childhood Special Education (TYD) Ed.D.: Fall only
- Educational Administration (TA) Ed.D. & Ph.D.: Fall only
- Educational Leadership & Management (TAA): Ed.D./M.B.A.: Fall only

- Gifted Education (TYZ): Ed.D.: Fall only
- Higher Education (TDJ): Fall only
- History and Education (TFH): Ph.D. and Ed.D: Fall only
- Inquiry in Educational Administrative Practice (TAI): Summer only
- Learning Disabilities (TYZ): Ed.D.: Fall only
- Motor Learning (TRM) Ed.M. & Ed.D.: Fall & Spring only
- Music and Music Education (TGM) Ed.D & Ed.D.C.T.: Fall only
- Neurosciences and Education (TKN & TZL): Fall only
- Nurse Executives (TNR & TNZ) M.A. & Ed.D.: Fall only
- Politics and Education (TFG): Ed.D. & Ph.D.: Fall only
- Religion and Education (TFU): Ed.D: Fall only
- School Psychology (TKL & TKT): Fall only
- Social Studies (TLW) M.A. & Ed.M.: Fall or Summer only
- Social Studies (TLW) Ph.D.: Fall or Spring only
- Social-Organizational Psychology (TJP, TJG) Ph.D. & Ed.D.: Fall only
- Sociology and Education (TFS) Ed.D. & Ph.D.: Fall only
- Speech and Language Pathology and Audiology (TQC) M.S.: Fall only
- Student Personnel Administration (TDH): Fall only
- Teaching of English to Speakers of Other Languages (TESOL) (TLZ) M.A.: Fall only

## ADMISSIONS APPLICATION DEADLINES

### Programs not accepting applications after the Priority Deadline

Adult and Continuing Education (TDA) Ed.D. only.  
Applied Linguistics (TLA) M.A., Ed.M., Ed.D.  
Clinical Psychology (TXC) Ph.D.  
Counseling Psychology (TJV) Ph.D. & Ed.D.  
Curriculum and Teaching (TYZ) Ed.D.  
Developmental Psychology (TKD)  
Early Childhood (TYD) Ed.D.  
Early Childhood Special Education (TYD) Ed.D.  
Educational Administration (TA) Ed.D. & Ph.D.  
Educational Leadership & Management (TAA): Ed.D./M.B.A.  
Gifted Education (TYZ): Ed.D.  
History and Education (TFH) Ph.D. & Ed.D.  
Learning Disabilities (TYZ): Ed.D.  
Politics and Education (TFG) Ph.D. & Ed.D.  
Religion & Education (TFU) Ed.D.  
School Psychology (TKL & TKT) Ed.M., Ph.D. & Ed.D.  
Social-Organizational Psychology (TJP, TJG) Ph.D. & Ed.D.  
Sociology and Education (TFS) Ph.D. & Ed.D.  
Speech and Language Pathology and Audiology (TQC) M.S.  
Teaching of English to Speakers of Other Languages (TESOL) (TLZ)  
M.A., Ed.M., Ed.D.

### Programs which review applications after the final deadlines on a space available basis

Adult and Continuing Education (TDA) M.A.  
Anthropology & Education (TFA)  
Applied Anthropology (TFO)  
Applied Physiology & Nutrition (TZR)  
Applied Physiology (TRA)  
Art and Art Education (TGA)

Clinical Psychology Post-doctoral Respecialization (TZH)  
Cognitive Studies in Education (TKE) M.A. & Ed.M.  
Communication & Education (TUC) M.A. & Ed.M.  
Computing & Education (TUD) M.A.  
Dance Education (TGD)  
Developmental Psychology (TKA) M.A.  
Economics & Education (TFE)  
Health Education (TSD)  
Higher Education (TDJ)  
History and Education (TFH) M.A.  
Instructional Technology & Media (TUT) M.A. & Ed.M.  
Mathematics Education (TCA)  
Measurement, Evaluation, and Statistics (TMM & TMX)  
Motor Learning (TRM)  
Nutrition and Education (TSA, TSB, TSC)  
Philosophy and Education (TFP)  
Physical Education (TRC, TRP)  
Politics and Education (TFG) M.A. & Ed.M.  
Psychology and Education (TXA or TXG) M.A.  
Reading and Learning Disabilities (TZB)  
Reading Specialist (TKU)  
Religion & Education (TFU) M.A.  
Science Education (TCB-X)  
Sociology and Education (TFS) M.A. & Ed.M.  
Special Education Programs in Department of Health and Behavior Studies  
Student Personnel Administration (TDH)  
Teaching of English (TLE)  
Teaching of Spanish (TLS)

Chair: Professor Judith M. Burton  
Location: 445A Macy  
Telephone Number: (212) 678-3362  
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### Programs:

#### Arts:

Art and Art Education  
Arts Administration  
Dance and Dance Education  
Music and Music Education

#### Humanities:

Applied Linguistics  
History and Education  
Philosophy and Education  
Religion and Education  
Social Studies  
Teaching of English and English Education  
Teaching of English to Speakers of Other Languages (TESOL)  
Teaching of Spanish

### Faculty:

#### Professors:

Harold F. Abeles (Music)  
Leslie M. Beebe (Applied Linguistics/TESOL)  
Mary C. Boys (Union Theological Seminary)  
Judith M. Burton (Art)  
John F. Fanselow (TESOL, Tokyo)—Emeritus  
Maxine Greene (Philosophy and Aesthetics)—Emeritus  
Joseph S. Lukinsky (Jewish Theological Seminary)  
Rebecca Oxford (Applied Linguistics/TESOL)  
Nel Noddings (Philosophy)  
Mordecai Rubin (Spanish)  
Douglas M. Sloan (History/Religion)

#### Adjunct Professors:

Dino Anagnost (Voice, Conducting)  
Zelman Bokser (Music)  
Gay Brookes (TESOL)  
Angiola Churchill (Painting)  
Robert Greenblatt (Arts Administration)

Joan Jeffri (Arts Administration)  
Bert Konowitz (Jazz)

#### Associate Professors:

René V. Arcilla (Philosophy)  
John M. Broughton (Philosophy/Cultural Studies)  
Margaret Smith Crocco (Social Studies)  
Lenore M. Pogonowski (Music) (sabbatical leave, spring, 2000).  
Graeme Sullivan (Art)  
Stephen J. Thornton (Social Studies)  
Ruth Vinz (English)

#### Adjunct Associate Professors:

Lan-Ku Chen (Music)  
Eugenia Earle (Harpsichord)  
Alvin Fossner (Oboe, Saxophone)  
Franklin E. Horowitz (Applied Linguistics)  
Solomon Mikowsky (Piano)  
Joy Moser (Painting)  
Hadassah Sahr (Piano)

#### Assistant Professors:

James Albright (English)  
Lori Custodero (Music)  
Gregory W. Hamilton (English)  
Zhao Hong Han (Applied Linguistics/TESOL)  
Christopher Higgins (Philosophy)  
Susan Koff (Dance)  
James E. Purpura (Applied Linguistics/TESOL)

#### Adjunct Assistant Professors:

Philip Aarons (Arts Administration)  
Joe Amorino (Art Education)  
Paul Arcairo (TESOL)  
Alice H. Deakins (Applied Linguistics)  
Janice Dowd (TESOL/Applied Linguistics)  
Leonard Fleischer (Arts Administration)  
Wendy Gavis (Applied Linguistics)  
Susan Glaser (Music, Flute)  
Jeanne C. Goffi (Voice)  
Robert Horowitz (Music)  
Thomas Hoyt (Music)

Chin Kim (Music)  
I. Fred Koenigsberg (Arts Administration)  
Leonard Leibowitz (Arts Administration)  
Linda New Levine (TESOL)  
Helaine Marshall (TESOL)  
Roberta Martin (Social Studies)  
Timothy Miller (Social Studies)  
Michael B. Nord (Music Technology)  
Alison Nowak (Music Theory, Composition)  
Estrella Pujadas (Spanish)  
Jennybelle Rardin (TESOL)  
Nathalie Robinson (Music)  
Prabha Sahasrabudhe (Art)  
Barbara Tischler (Arts Administration/Social Studies)  
Ronald Topping (Art Education)

#### Lecturers:

Randi Dickson (English)  
Janine Graziano-King (Applied Linguistics/TESOL)  
Tatsuya Komatsu (TESOL, Tokyo)  
Pamela Martin (TESOL/ Applied Linguistics)  
Masumi Muramatsu (TESOL, Tokyo)  
Howard A. Williams (Applied Linguistics)

#### Instructors:

Randall E. Allsup (Saxophone)  
Ronald Anderson (Trumpet)  
Paul Arcario (TESOL)  
Mary Barto (Flute)  
Barbara Bashaw (Dance)  
John Beaumont (TESOL)  
Stanley Bednar (Violin)  
Elsa Bekkala (Painting)  
Cindy Bell (Guitar)  
Evangeline Benedetti (Cello)  
Martha Bixler (Recorder)  
Beth Brisbane (English)  
Rika Burnham (Museum Studies)  
Don Butterfield (Tuba)  
Alexander K. Cates (TESOL, Tokyo)  
Carolyn Clark (Arts Administration)  
Julian Cohen (Social Studies)  
Scott Conti (Social Studies)  
Joyce Culver (Photography)  
Renee Darvin (Art Education, Museum Studies)

Judith Davidoff (Renaissance Instruments)  
Alan de Mause (Guitar)  
Evelina Dimitrova (TESOL)  
Megen Driscoll (English)  
Margaret Dwyer (TESOL)  
Laurance Fader (Viola)  
Bayard Faithful, (Social Studies)  
Anita Feldman (Dance)  
Ellen Flanagan (English)  
Shakfi Gattegno (TESOL)  
Carolyn Graham (TESOL)  
Deborah Greh (Computer Graphics)  
Jacqueline Hand-Vigario (Dance)  
Liz Henly (Applied Linguistics)  
Sheldon Henry (French Horn)  
A. C. Hickox (Dance)  
Sheila A. Honess (TESOL, Tokyo)  
Susan Jolles (Harp)  
Eileen Jones (Dance)  
Caitlin Kirmser (English)  
Lisa Klein (English)  
Ada Kopetz-Korf (Piano)  
Jeffrey Kraus (Percussion)  
Lori Don Levan (Photography)  
Marijeanne Liederbach (Dance)  
Thomas Lollar (Ceramics)  
Linda Louis (Art Education)  
Stephen Maxym (Bassoon)  
Linda McKnight (String Bass)  
Oneida Morrober-Tester (Spanish)  
Michael Pellettieri (Printmaking)  
Claire Porter (Dance)  
James Preiss (Percussion)  
Raymond S. Pultinas (English)  
Alan Raph (Trombone, Baritone)  
John Schuder (Organ)  
Mary Anne Rose (Drawing)  
Terry Royce (TESOL, Tokyo)  
René Schillinger (English)  
Stephen Shapiro (English)  
Marilyn Shaw (English)  
Susan Stempleski (TESOL)  
Peter Swords (Arts Administration)  
Gerard Vezzuso (Photography)  
Martin Vinik (Arts Administration)  
Lisa Vujovich (English)  
Brenda Wallace (English)  
Julian Williams (English)  
Martha Williams (Cello)

For information about faculty and their scholarly and research interests, please refer to the "Faculty" section of the Catalog on page 61.

**Department Mission:**

The Department of the Arts and Humanities consists of academic and professional specializations in philosophical, historical, cultural, critical, religious and social studies, as well as language studies and the arts. The Department promotes inquiry into the processes, purposes and practices of education within specialist domains and across interdisciplinary frameworks. While the separate programs of the Department maintain disciplinary integrity, they also represent modes of inquiry, discovery and creation that share a concern with the production and interpretation of societies and cultures. The Department is committed to an understanding of culture as a broad and diverse process, a constitutive human activity involving the various modes of representation and ways of thinking within which meaning is constructed and historically transmitted.

Within the Department, the study of education is envisioned broadly in terms of intellectual, creative ideas, and practices that extend beyond the traditional concerns of schooling to engage human endeavor across the life-span. There is a shared concern with the learner's construction of knowledge, the art and practices of teaching, the realities of the contemporary classroom, the relationship of schools to their communities and the values and philosophies underpinning contemporary school reform. Seven of the programs of the Department prepare teachers for positions in schools and universities; each is committed to the education of reflective practitioners, the

improvement of learning and the integration of theory, as well as research and practice within the domain of students' future professional roles.

Faculty in the Department share the view that informed, imaginative and critical thinking enables scholars and educators to take an active role in shaping cultural concepts of learning through education. With this in mind the programs of the Department, both separately and together, offer students the skills and knowledge needed to thrive and assume leadership in today's swiftly changing cultural and educational environment.

**Arts:**

*Art and Art Education*  
*Arts Administration*  
*Dance and Dance Education*  
*Music and Music Education*

**Art and Art Education**

(Code: TGA)  
Program Coordinator: Professor  
Judith M. Burton

**Degrees offered:**

Master of Arts (M.A.)  
Master of Education (Ed.M.)  
Doctor of Education (Ed.D.)  
Doctor of Education in College  
Teaching of Art (Ed.D.C.T.)

**Special Application**

**Requirements/Information:**  
All applicants are required to submit a portfolio (slides or original works) and examples of scholarly writing (papers, thesis, publications) directly to the Program. Applicants must have completed an undergraduate degree in studio art, art education, art history or criticism, art or museum education, or present other evidence of competence. For the M.A. degrees a personal interview with a faculty advisor is strongly advised. For the Ed.D. and the Ed.D.C.T.A. degrees an interview with the Program

Coordinator is required. All applications for whom the English is not their first language are required to submit either a 600 TOEFL (250 computer) or 10 English Language proficiency.

The 32 point M.A. degree is specially designed for individuals seeking in-service opportunities, or who wish to complete a special curriculum project, or who need the master's degree to complete state certification. The degree is flexibly structured to accommodate various academic and professional needs.

The 38 point M.A. degree with teacher certification is a State-approved program for those wishing to teach art K-12 in public schools.

The 60 point Ed.M. degree is designed for individuals seeking the highest level of professional achievement within the arts in education. The degree is also designed for students contemplating future doctoral study. Applicants are required to have a minimum three years of experience as an educator or practicing professional in the arts; 30 points of prior graduate study may be transferred providing they meet the requirements for the degree. Applicants for the Administrative-Supervisory Certification option are expected to have at least five years of teaching or other professional experience in art education.

The 90 point Ed.D. and Ed.D.C.T.A. degrees are designed for individuals interested in serious research and who wish to contribute new scholarship and practice to the field. Applicants are required to have five years of professional experience in arts/museum/studio education. For both degrees, applicants are accepted to the program following faculty review of their artistic, professional and

scholarly materials. In some instances, applicants may be requested to complete prerequisites as a condition of entry to the program. Similarly, applicants may be requested to complete the Ed.M. degree prior to acceptance to the Ed.D.

The 90 point Ed.D. in Art Education is designed for those wishing to teach art education at the college/university level, become arts supervisors in school systems, education curators in museums, administrators in arts agencies or enter other arts education leadership positions. Applicants for this degree are expected to exhibit strong writing skills.

The 90 point Ed.D.C.T.A. is designed for those wishing to teach studio art, history, or criticism in higher education: art school, college or university. Applicants for this degree program will be expected to have an established, critically reviewed, exhibition record either national or international.

**Program Description:**

The Program in Art and Art Education embraces a conception of art ranging from the traditions of fine art to the popular arts of mass culture. Within this context, courses in art education examine the different settings and populations in which the various art forms reach their audiences: public and private schools, colleges, museums, arts centers, hospitals and other special settings. Central to the Program is a concern for the role of the arts in nurturing human growth and development across the life span. The Program seeks to encourage in students flexible and informed habits of mind such that they can enter leadership positions in the profession. Faculty of the program are seasoned practitioners, who embrace a comprehensive range

of expertise in art, studio, museum, and diversity education; they are national leaders in arts education research.

The five programs in Art and Art Education are each built around a core of courses considered central to exemplary arts education. Beyond the core, students have flexibility to plan with their advisor individual programs designed to meet particular needs and goals. In addition to courses in arts education, students are expected to select from other offerings of Teachers College and Columbia University in order to fulfill degree requirements. The 38 point M.A. offers New York State-approved teacher certification; students in the other M.A. degree programs may opt for the State-approved Art Administrative-Supervisory Certification, or the Museum Education concentration (see below).

Weekend institutes, colloquia, mini-courses, opportunities for involvement in professional development workshops, and summer study provide additional richness to student experiences. Suitably qualified students may also apply for apprenticeships in the Center for Arts Education Research to assist on funded projects studying artistic development or assessment of the relationships between schools and cultural organizations. The vast cultural resources of New York City offer students myriad opportunities to enrich their conceptions of art and its diverse practices.

### ***Degree Requirements:***

#### **Master of Arts**—Two tracks:

The M.A. in Art Education offers a minimum of 32 points of graduate study.

Required courses in Art Education (14 points minimum):

Artistic development:  
Children  
Artistic development:  
Adolescence to Adulthood  
Curriculum design in Art  
Education  
Historical foundations in Art  
Education  
Studio: Two sessions  
Master's Seminar

Required courses outside the  
program (6–9 points)  
Chosen with advisor  
approval

Elective courses from: Art edu-  
cation, studio, other programs  
of the College (9–12 points)  
Chosen with advisor  
approval

In addition: Students in this  
M.A. program are required to  
complete an integrated written  
project on a theme or research  
topic arising from their inter-  
ests; they may also offer a Macy  
Gallery exhibition in partial  
fulfillment of their degree  
requirements. All students are  
urged to attend the Program  
and Department-wide work-  
shops offered throughout the  
academic year; topics vary.

The M.A. in Art Education  
with Teachers Certification  
offers a minimum of 38 points  
of graduate study.

Required courses in Art Educa-  
tion (26 points minimum)  
Artistic development:  
Children  
Artistic development:  
Adolescence to Adulthood  
Field observation in Art  
Education (two sessions)  
Curriculum design in Art  
Education  
Historical foundations in  
Art Education  
Processes and structures in  
the visual arts  
The arts in education  
Studio (two sessions)  
America's cultures: Implica-  
tions for Art Education

Supervised student teaching  
and seminar: elementary  
Supervised student teaching  
and seminar: secondary  
Plus: two weekend work-  
shops, topics vary each  
year  
Child substance abuse  
detection

Required courses outside the  
program (6–9 points)  
Chosen with advisor  
approval

Elective courses from: Art edu-  
cation, studio, other programs  
of the College (3–6 points)  
Chosen with advisor  
approval

In addition: Students in this  
program are required to com-  
plete an integrated written  
project on a theme or research  
topic arising from their inter-  
ests, and mount a Macy Gallery  
exhibition combining their  
own art work with that of the  
pupils taught during their  
practicums. Students are also  
expected to attend the Depart-  
ment-wide series of workshops  
offered throughout the acade-  
mic year; topics vary.

#### **Master of Education**

The Master of Education in Art  
Education offers a minimum of  
60 points of graduate study.

Required courses in Art Educa-  
tion (27 points minimum)  
Artistic development:  
Children and/or  
Artistic development:  
Adolescence to Adulthood  
Curriculum design in Art  
Education  
Research methods in arts  
education  
Processes and structures in  
the visual arts  
The arts in education  
Studio (two sessions)  
Studio seminar  
America's cultures: implica-  
tions for Art Education  
Master's seminar

Required courses outside the  
program (6–9 points)  
Chosen with advisor  
approval

Elective courses from: Art  
Education, studio, and other  
programs of the College  
(variable points)  
Chosen with advisor  
approval

In addition: see expectations  
for the M.A. above.

The Ed.M. degree offers two  
additional options:  
Art Administrative-Supervisory  
Certification. Consistent with  
New York State regulations,  
the Certification option requires  
18 points of course work in  
museum studies, aesthetics,  
artistic development, research,  
arts administration and a super-  
vised internship.

#### **Doctor of Education**

The Ed.D. in Art Education  
offers a minimum of 90 points  
of graduate study.

Required courses within the  
specialization (16 points):  
Research in arts education  
Studio seminar  
Pro-seminar  
Doctoral seminar  
Dissertation seminar (two  
sessions)  
Dissertation advisement

Suggested courses (15 points  
minimum):  
Artistic development:  
children  
Artistic development:  
adolescent to adult  
Advanced curriculum design  
Historical foundations  
Arts in contemporary life  
Processes and structures  
Arts administration and  
supervision  
Clinical internship

Required courses outside the  
Program (15 points minimum)  
Chosen with advisor  
approval

Elective courses from: Art education, independent studio, studio, other programs of the College (points vary).

Chosen with advisor approval

In addition: Students must complete between 50–60 points in the program—including those transferred—before entering the first of the Dissertation seminars. The first seminar prepares students to write the certification papers. To complete certification, students are expected to offer a professional presentation such as: a public reading from a published work of their own, a Macy Gallery art exhibition, a curated exhibition in a public or private gallery, an account of a research or curriculum development project. Each level of certification is accomplished through faculty review; students must complete each level satisfactorily before they are given permission to write the dissertation. *Candidates should be in touch with the Office of Doctoral Studies to be certain of complying with the latest procedures, deadlines and documents.*

#### Doctor of Education in the College Teaching of Art

The Ed.D. in the College Teaching of Art offers a minimum of 90 points of graduate study.

Required courses within the specialization (16 points)

Teaching art at the college level

Curriculum in higher education

Internship or special project

Studio seminar

Pro-seminar

Doctoral seminar

Dissertation seminar (two sessions)

Dissertation advisement

Suggested courses (10 points minimum):

Artistic development: adolescent to adult

Aesthetic development  
Philosophies of art in education

Arts in contemporary life  
Research in arts education  
Administration and supervision at the college level

Required courses outside the Program (15 points minimum)

Chosen with advisor approval

Suggested studio electives (15 points minimum)

Chosen with advisor approval

In addition: see Ed.D. above. Requirements for the dissertation for the Ed.D.C.T.A may be met by combining studio work and a written document. *Candidates should be in touch with the Office of Doctoral Studies to be certain of complying with the latest procedures, deadlines and documents.*

**Courses:** (\* = open to non-majors)

#### Art Theory and Research

A&HG 4082. **The arts in contemporary life** (2–3)

Faculty. An examination of the roles of the arts in individual and societal life, employing experiences with artworks, readings, and discussion.

A&HG 5082\*. **Philosophies of art in education** (2–3)

Faculty. Examination of theories of the arts, including functions and aesthetic values which underlie arts education practice and criticism. Development of student's own views and references for practice. Special fee: \$15.

A&HG 5181. **The arts in education** (2–3)

Faculty. An examination of ideas about the interdisciplinary role of the arts in traditional and nontraditional educational and administrative settings through analysis of programs, projects, policy issues, and political processes that involve the visual arts, dance, music, and theater. Special fee: \$30.

A&HG 5581. **Studio art seminar** (2)

Dr. Moser and Guest Critics. Permission required. Required seminar for Ed.M. and Ed.D. candidates where studio art students meet for critique, interchange, and support, and for help in relating their art to teaching, the art world and society. Special fee: \$15.

A&HG 6502. **Doctoral seminar: Arts in education** (2)

Faculty. For doctoral candidates to identify their area of research interest and to narrow their topic.

A&HG 6580. **Problems in art and education** (2–4)

Faculty. Specific problems of art and art education examined. Different topics each semester. Permission required. Special fee \$15.

A&HG 7502. **Dissertation seminar in the arts in education** (2)

Professor Burton and faculty. Two required group tutorials for doctoral students to help develop or refine topics of inquiry for research. The teaching format is flexible and may include faculty/ student presentations, group discussions and critiques. May be repeated. Section 2 is required of all doctoral students in the department in the semester following successful completion of written certification examination and involves preparation and presentations/dissertation proposal for approval. Sections: (1) Certification preparation (2) Dissertation proposal preparation.

A&HG 8900.02. **Dissertation advisement in art education** (0)

Individual advisement on doctoral dissertations. Fee: to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration for Ed.D. degree.

#### Art Education

\*A&HG 4078. **Art for classroom teachers: Teaching art to children** (2)

Ms. Louis. Introduction to theories of artistic development, uses of art materials and processes, and lesson planning strategies for art experiences with children and young adolescents. Designed for classroom teachers and in-service students. Special fee \$30.

\*A&HG 4079. **Exploring America's cultures: Implications for arts education** (Noncredit or 2–3) Professor Sahasrabudhe. The course will explore the arts and aesthetics of various American sub-cultures, including cultures-of-origin, and will involve art teachers, art educators and other participants in a process of defining and articulating understandings of America's emerging cultures. Class lectures will focus on critical issues, problematic domains in specific cultures, and will develop understandings, sensitivities and skills required for cross-cultural and intercultural dialogues and interactions. Also discussed will be models for program design, the identification of content (artists, artworks, aesthetic theories, philosophies, art-events, myths, folklore, rituals) and cultural conventions which must be considered when planning for multicultural art education. Special fee: \$25.

\*A&HG 4080. **Artistic development of children** (2–3)

Professor Burton. Required of all candidates seeking New York State art teacher certification (K–12). Recommended for all degree candidates in elementary education. An examination of the role of the senses, emotions, and intellect in artistic development and of the layered integrations they form over time. Discussion of ways in which developmental insights are basic to the design and implementation of exemplary visual arts lessons and offer critical starting points for research. Special fee: \$10.

A&HG 4081. **Curriculum design in art education** (2–3)

Professor Sullivan. Introduction to curriculum theory and design in the larger context of education and schooling. The course also explores alternative conceptual models as reflected in different art curricula, and engages students in review of curricular issues related to learning outcomes, standards and assessment in art education. Lab fee: \$30.

A&HG 4085. **Historical foundations of art education** (2–3)

Professor Sullivan. An introduction to major historical events and underlying beliefs, values, and practices that have influenced contemporary art and art education programs at all levels of instruc-

tion in the U.S. as well as internationally. Special fee: \$30.

**A&HG 4086. Current issues and practices in art and art education (2–3)**

Faculty. An analysis of current philosophies, theories, and practices in art and art education at all levels of instruction. Programs in public schools, higher education, museum education, and other non-traditional settings are examined, along with advocacy initiatives and policy issues appropriate to the various issues discussed. Special fee: \$30.

**A&HG 4087. Processes and structures in the visual arts (2–3)**

Dr. Amorino. Opportunity for in-depth and sustained exploration of the properties, structures and expressive uses of selected art materials. The course aims to enrich and extend personal visual repertoires and, in parallel, provoke insights about the role of materials in supporting, integrating and challenging the artistic growth of young people in school. Prerequisite: A&HG 4080, A&HG 4088, or permission of instructor. Required of all students in all degree programs. Special fee: \$30.

**\*A&HG 4088. Artistic development: Adolescence to adulthood (2–3)**

Professor Burton. An examination of sensory, biological, affective, cognitive and cultural issues influencing continuing development in the visual arts. Discussion of ways in which developmental insights are basic to designing challenging lessons which enrich growth and learning as well as offering critical starting points for research. Required of all candidates seeking State Art Certification K–12. Special fee: \$10.

**\*A&HG 4090. Museum issues I: Art museums and their culture (3)**

Ms. Burnham. An examination of the challenges facing art museums in the twentieth century, with a focus on changing interpretations of objects and how museums respond to public need. Special fee: \$25.

**A&HG 4281. Field observations in art education (1)**

Ms. Louis. Required of M.A. students or art teacher certification majors. To be taken concurrently with A&HG 4080, Artistic development of children, and A&HG 4088, Artistic development: Adolescence to adulthood. Involves observations in schools of various types; videotaping of contrasting teaching styles and curricular approaches; analysis of perceptual, artistic, and societal assumptions implicit within programs observed.

**A&HG 4702. Supervised teaching in art education: secondary (3)**

Ms. Darvin. For majors only. A variety of supervised teaching experiences (7–12), supplemented by conferences, evaluation, and seminars. The student completes 200 hours in schools observing, assisting, teaching, and evaluating. Required of those seeking state certification in Art in New York state and other states. Prerequisites: A&HG 4080, A&HG 4081, A&HG 4087 and A&HG 4088. M.A. candidates should plan to take student teaching in their last semester of course work towards their degree.

**A&HG 4722. Supervised student teaching in art education: elementary (3)**

Ms. Darvin. For majors only. A variety of supervised teaching experiences (K–6) supplemented by conferences, evaluation and seminars. The student completes 200 hours in an elementary school observing, assisting, teaching and evaluating. Required of those seeking state certification in New York State and other states. Prerequisites: A&HG 4080, A&HG 4081, A&HG 4087, and A&HG 4088. M.A. candidates should plan to take student teaching in their last semesters as final course work towards their degrees.

**\*A&HG 5064. Experiments in content (1–3)**

Faculty. An examination of new technologies, materials, concepts, attitudes, both in their current forms as well as future application. Participants will investigate a personal topic through field experience, hands-on demonstration, observation, readings and lectures.

The topic focuses for the course will be drawn from art and design/studio/research/psychology/teaching. Special fee: TBA.

**A&HG 5081. Curriculum design in art education: Advanced (3)**

Professor Sullivan. An analysis of curricular models at all levels of instruction. Emphasis on evaluation techniques, subject matter, and implementation processes. Prerequisite: A&HG 4081 or consent of instructor. Special fee: \$20.

**A&HG 5085. Varieties of visual experience: Museums and education (2)**

Ms. Darvin. Participants will visit New York City museums and use the multiple resources of the museums to develop personalized curriculum materials. Enrollment limited. Special fee: \$30.

**\*A&HG 5090. Museum Issues II: Missions and Standards (3)**

Faculty. An examination of the changing purposes of museums, both American and international, as they confront new technologies and expectations for greater participation in education. Issues of ethics and standards for museum education will also be discussed. In the context of the section reform movement. Special fee: \$25

**\*A&HG 5804. Museums as resource: Workshops at the Metropolitan Museum (1–4)**

Professor Burton or Ms. Darvin. Independent study at Teachers College combined with workshops, lectures and seminars at the Metropolitan Museum of Art. Students work collaboratively with both Museum and College faculty to develop and carry out individual projects, which may lead in the direction of research and inquiry or into the development of instructional materials for different levels of schooling.

**A&HG 5922. Master's seminar in art education (2)**

Professor Sullivan. Permission required. Required for all M.A. and Ed.M. students in the last 10 credits of their program. Guided independent work in the study of music, art, and dance, culminating in the development of a master's project. Special fee: \$30.

**A&HG 6002. Teaching and administration of art education in college (3)**

Dr. Churchill. The role and status of art in higher education, varying programs and objectives, problems and approaches in teaching and administration. Special fee: \$15.

**A&HG 6021. Supervision and administration in arts education (3)**

Ms. Darvin. Permission required. Prerequisite: substantial teaching and/or arts administration experience. The function of supervision and administration: effective programs in city, county, and state school systems; in-service education and workshop techniques; school and community relationships; nontraditional settings such as museums, arts councils, etc. Special fee: \$25.

**A&HG 6520. Seminar in clinical supervision in the arts: K through 12 (2)**

Ms. Darvin. Permission required. Seminar in classroom supervision and its application to student teaching and in-service training. On-site field experience, analysis of observation and assessment, readings and discussion. Participants must have a minimum of 5 years teaching. Special fee: \$10.

**Studio Art**

**\*A&HG 4061. Printmaking I: Lithographic processes (Noncredit or 2–3)**

Mr. Pellettieri. A basic course in lithography for the beginning student. Stones, metal plates, screens, photo-lithographic plates, and silkscreen utilized. Group and individual instruction to enhance the skills and aesthetic perception of each student. Special fee: \$100. Noncredit fee: TBA plus special fee.

**\*A&HG 4062. Printmaking: Etching I (Noncredit or 2–3)**

Mr. Pellettieri. Designed to introduce the beginner to the intaglio process (hard and softground etching, etc.). Group and individual instruction to help students acquire printmaking skills and discover their artistic capabilities. Special fee: \$100. Noncredit fee: TBA plus special fee.

\*A&HG 4063. **Painting I** (Noncredit or 2–3)  
Ms. Bekkala. Development of fundamental painting skills and understandings within the quest for individual expression and style. Oils, acrylics, collage, and watercolor employed. Noncredit fee: TBA. Special fee: \$30.

\*A&HG 4084. **Art and technology** (Noncredit or 2–3)  
Dr. Greh. Through class production utilizing electronic imagery systems (computer graphics, computer animation, video synthesizing, digital video effects), the student develops the ability to create artistic statements utilizing technological means. *Offered summers.* Special fee: \$25.

A&HG 4089. **New media, new forms: Technological trends in art education** (2–3)  
Dr. Greh. Examines new technological tools and new media in art education: the impact of technology in the art room, the changing role of the art educator, and the convergence of visual technologies. *Offered summers.* Enrollment limited. Special fee: \$25.

\*A&HG 4092. **Ceramics I** (Noncredit or 2–3)  
Mr. Lollar. Enrollment limited. For beginners only. Introduction to the basic techniques of hand building, the potters wheel and slab construction. Surface decoration and three-dimensional design. Stoneware and earthenware clay bodies and firing procedures will be addressed. Special fee: \$100. Noncredit fee: TBA plus special fee.

\*A&HG 4093. **Sculpture I** (Noncredit or 2–3)  
Ms. Weller. An exploration into the world of the third dimension through both figurative and abstract styles. There will be classroom discussions plus experimentation in wood and stone carving, clay, plaster, assemblage, and welding. Special fee: \$100. Noncredit fee: TBA plus special fee.

\*A&HG 4094. **Photography I** (Noncredit or 2–3)  
Ms. Culver/Mr. Vezzuso. An introductory course in black and white photography and darkroom techniques. Participants will study applications of the camera as an

instrument for producing artistic images, and the darkroom as a setting for reproducing those images, as well as the implications for using these techniques within various educational settings and contexts. Special fee: \$100. Noncredit fee: TBA plus special fee.

\*A&HG 5060. **Drawing from life** (Noncredit or 2–3)  
Ms. Rose A critical examination of the relationship among structure, form and surface in drawing from life: objects, humans and landscape. Students will track the emergence and development of expressive configurations in their own work from the vantage point of evolving aesthetic and critical responses. Special fee: \$60. Noncredit fee: TBA plus special fee.

\*A&HG 5061. **Printmaking: Lithography II** (Noncredit or 2–3)  
Mr. Pellettieri. Designed to explore and develop the lithography printing process, including the use of color and photolithography. Group and individual instruction to promote the artistic and technical potential and capacities of each participant. Special fee: \$100. Noncredit fee: TBA plus special fee.

\*A&HG 5062. **Printmaking: Etching II** (Noncredit or 2–3)  
Mr. Pellettieri. Designed to expand the printmaking competencies and aesthetic development of the artist-teacher. Group and individual instruction. Special fee: \$100. Noncredit fee: TBA plus special fee.

\*A&HG 5063. **Painting II** (Noncredit or 2–3)  
Ms. Bekkala. Artists capable of independent endeavor share their ideas and work in critiques and discussions and undertake advanced artistic problems suggested by the instructor or of their own devising. Noncredit fee: TBA. Special fee: \$30.

\*A&HG 5092. **Ceramics II** (Noncredit or 2–3)  
Mr. Lollar. Further studies of ceramics with an emphasis on individual projects on an advanced level. Educational aspects of the medium will be discussed along with marketing opportunities for the professional craftsperson. Special fee: \$100. Noncredit fee: TBA plus special fee.

\*A&HG 5093. **Sculpture II** (Noncredit or 2–3)  
Ms. Weller. Further studies of sculptural elements with an emphasis on content, craft, and individual development. Special fee: \$100. Noncredit fee: TBA plus special fee.

\*A&HG 5094. **Photography II** (Noncredit or 2–3)  
Ms. Culver. Advanced work concentrating on the inherent problems, limits and possibilities of the medium. Critical evaluation of student's own work and that of professionals through group discussion; attention given to different forms of presentation such as exhibitions, magazines, books, and slides. Special fee: \$100. Noncredit fee: TBA plus special fee. Prerequisite: A&HG 4094 or equivalent.

\*A&HG 5095. **Color photography** (2–3)  
Mr. Vezzuso. Course addresses both the aesthetic and technical aspects of color photography including theory, lighting, use of positive and negative films, prints, exposure to a professional lab. Prerequisite: A&HG 4094 or equivalent. Special fee: \$100.

#### Independent Studio Work

A&HG 6902. **Studio work in art and education: Sculpture** (Noncredit or 1–4)  
Faculty. Permission required. Enrollment limited. For advanced independent study. Noncredit for majors only. Special fee: \$100. Noncredit fee: TBA plus special fee.

A&HG 6903. **Studio work in art and education: Drawing** (Noncredit or 1–4)  
Faculty. Permission required. Enrollment limited. For advanced independent study. Noncredit for majors only. Special fee: \$30. Noncredit fee: TBA plus special fee.

A&HG 6904. **Studio work in art and education: Painting** (Noncredit or 1–4)  
Faculty. Permission required. Enrollment limited. For advanced independent study. Noncredit for majors only. Special fee: \$30. Noncredit fee: TBA plus special fee.

A&HG 6905. **Studio work in art and education: Printmaking** (Noncredit or 1–4)  
Faculty. Permission required. Enrollment limited. For advanced independent study. Noncredit for majors only. Special fee: \$100. Noncredit fee: TBA plus special fee.

A&HG 6906. **Studio work in art and education: Ceramics** (Noncredit or 1–4)  
Faculty. Permission required. Enrollment limited. For advanced independent study. Noncredit for majors only. Special fee: \$100. Noncredit fee: TBA plus special fee.

A&HG 6907. **Studio work in art and education: Photography** (Noncredit or 1–4)  
Faculty. Permission required. Enrollment limited. Prerequisites: A&HG 4094, A&HG 5094 or extensive experience in photography and darkroom techniques. For advanced independent study. Noncredit for majors only. Special fee: \$100. Noncredit fee: TBA plus special fee.

A&HG 6999. **Exhibition rating** (0)  
Rating of certification Ed.M. and Ed.D. exhibitions: offered in fulfillment of degree requirements. To be taken during the semester in which work is presented in the Macy Art Gallery. Special fee: \$120.

#### Independent studies and research

A&HG 4202. **Fieldwork in art education** (1–4)  
Permission required. Professional activities in the field under faculty supervision.

A&HG 4902. **Research and independent study in art education** (1–4)  
Permission required. Research and independent study under the direction of a faculty member.

A&HG 5202. **Fieldwork in art education** (1–4)  
Permission required. Professional activities in the field under the supervision of a member of the arts faculty.

**A&HG 5902. Research and independent study in art education (1–4)**

Permission required. Research and independent study under the direction of a faculty member.

**A&HG 6202. Fieldwork in the art education (1–4)**

Permission required. Professional activities in the field under the supervision of a member of the arts faculty.

**A&HG 6422. Internship in the supervision and administration of the art education (1–4)**

Qualified students work as interns with supervisors or administrators in selected sites. Satisfies the internship requirement for administrative and supervisory certification. Provision is made for assessment of field-based competencies in fulfillment of program requirements.

**A&HG 6482. Internship in the teaching of college and museum programs (3)**

Permission required. Guided experiences in the teaching of the arts in departments of metropolitan area colleges. Sections: (1) Teaching art programs: college (2) Teaching art programs: museum.

**A&HG 6972. Research and independent study in art education (1–4)**

Permission required. Research and independent study under the direction of a faculty member.

*See also:*

**A&H 5500. Pro-seminar in arts and humanities (2)**

Noddings. Arts and humanities faculty present their recent research or debate contemporary issues to illuminate critical issues in the field, current challenges to education, innovative methods of inquiry and contemporary cultural issues.

**Arts Administration**

(Code: TGC)

Program Coordinator:  
Professor Joan Jeffri

*Degree offered:*

Master of Arts (M.A.)

*Special Application Requirements/Information:*

In addition to the general Teachers College admission requirements, applicants to the program must submit a third letter of reference and scores on the GRE General Test. Personal statements of 750–1000 words should indicate why applicants wish to pursue careers in arts administration, what led them to this point and what they feel makes them good candidates for admission to the program and to the field. An interview is required for finalists and will be arranged at any time in the application process by the Program Coordinator.

Students usually begin the program in the fall semester only.

*Program Description:*

The program in Arts Administration encourages integration of all the arts and education, while focusing on the educational role of the artist and the missions and activities of arts and cultural agencies, collectives, and institutions.

The program reflects the conviction that the management of cultural institutions is a profession that requires both creativity and commitment and that, at its best, the profession has a positive impact on the quality of artistic life. Arts Administration is organized in conjunction with the programs in arts and humanities education, further reflecting the importance of the basic educational role, mission, and activities of the arts in both profit and Non-profit sectors.

The arts manager capable of responding to the challenge and responsibility of the arts at the start of the twenty-first century must have an amalgam of managerial and financial skills, a knowledge of pertinent artistic disciplines, an awareness of community dynamics, a commitment to education in its broadest sense, and a sensitivity to the artist and the artistic process. The essence of the program lies in its effort to provide a carefully constructed core curriculum while making available the extraordinary range of intellectual and cultural resources of the College, the University, and New York City.

Established at Columbia University's School of the Arts in 1980, the program moved to Teachers College in 1991, expanding its curriculum and student body and maintaining its interdisciplinary curriculum with Columbia's Graduate Schools of Business and Law. A special area of study has been created with the Program in Art Education which focuses on Museum Education; similar collaborations are being developed with music, dance and other disciplines. From its inception, its faculty and staff have consisted of persons actively involved in the field as managers, board members, consultants, authors, and artists. In addition, the program draws on a vast pool of artists, arts managers, and persons in related professions to deliver and take part in guest lectures, seminars, and informal discussions.

*Program Objectives*

The objectives of the program are to:

- Train new leaders to manage and administer arts and cultural venues.
- Raise standards of arts administration to a new level of social responsibility.

- Broaden the horizons of arts educators, facilitating their interactions with the arts community.
- Give arts educators new management and administrative tools.
- Strengthen advocacy roles for artists.
- Provide theoretical and practical preparation for students whose professional objective is a career in arts administration, arts education, or a combination of the two.

The Research Center for Arts and Culture acts as a complement and a resource for the Program, offering opportunities each year to Arts Administration students with a special interest in research and public policy. The Center is committed to applied research in the relatively new disciplines of arts management and arts law, providing the academic auspices for exploration, education, policy-making, and action.

*Degree requirements:*

The M.A. degree requires a minimum of 60 points of course work composed of 24 points from the program offerings listed below, 12 points through the Graduate School of Business, 15 points in Teachers College courses, 9 elective points, an internship, and a master's thesis.

The core curriculum represents an unusual alliance among the faculties of Teachers College, the Graduate School of Business, and the School of Law. Included in the core requirements are principles of arts administration, cultural policy, fundraising, historical foundations and problem-solving in arts education, accounting, financial planning, marketing, business policy, labor relations, and copyright law. Students and applicants should refer to additional information on requirements available at the

program office. Tuition rates may vary for certain elective courses, depending on the offering school. Each student is evaluated in the first year to ensure that satisfactory progress is maintained.

#### Courses:

##### A&HG 4170. Principles and practice in arts administration (3)

Ms. Jeffri. Permission required. Basic overview in arts administration covering major areas of concern to small, medium, and large institutions. Specific aspects of arts management, planning, program development, artist relations, marketing, and fundraising.

##### A&HG 4173. Arts in context (3)

Dr. Tischler. Permission required. A seminar and lecture-style course designed to provide a cultural context for discussions of aesthetic, ethical, and political questions that define and challenge the responsible arts administrator's role.

##### A&HG 4174. Law and the arts I (3)

Mr. Koenigsberg. Permission required. Principal artistic applications of U.S. law in areas drawn from copyright law, unfair competition and trademark law, misappropriation, First Amendment questions, miscellaneous torts including rights of privacy and publicity, defamation, interference with contract, other problems relating to authenticity of art works.

##### A&HG 4175. Law and the arts II (3)

Mr. Aarons, Ms. Clark, and Mr. Swords. Permission required. Lectures and seminars on not-for-profit corporations, alternative forms of organization, tax exemption, the role and problems of trustees, directors, and officers, commercial and political activity, administrative regulations concerning arts organizations, and arts-specific contracts.

##### A&HG 4176. Support Structures: Development and fund raising in the arts and humanities (3)

Dr. Fleischer. Permission required. A practical exploration of fundraising research and proposal writing methods. Proposals are developed for private and public agencies and foundations. Course incorporates aspects of support for the arts, arts education, the humanities, education and artists.

##### A&HG 4180. Labor relations in the arts (3)

Mr. Leibowitz. Permission required. Theory and practice. Special emphasis on employers, unions, contracts, grievance procedures in the arts. Simulated bargaining sessions, evaluation and discussion of dispute resolution, arbitration, contract results. Negotiation by student teams.

##### A&HG 4575. Master's seminar in Arts Administration (3)

Mr. Vinik. Permission required. Full-time degree candidates only. Required for all master's students in the last 10 credits of their program. Guided independent work culminating in the development of a master's essay.

##### A&HG 4576. Master's seminar in Arts Administration B: Research Apprenticeship (3)

Ms. Jeffri/Mr. Vinik. Interview required. Supervised individual apprenticeship to ongoing projects in arts management, arts law, and data and information gathering on living artists in the Research Center for Arts and Culture.

##### A&HG 5173. Principles and practice in arts administration: Performing arts (3)

Mr. Vinik. Permission required. Prerequisite: A&HG 4170. A continuation of A&HG 4170 with special reference to the management principles and skills of the performing arts, including music, dance, and theater; audience development; unions; and the study of physical facilities.

##### A&HG 5174. Principles and practice in arts administration: Visual arts (3)

Ms. Jeffri. Permission required. Prerequisite: A&HG 4170. A continuation of A&HG 4170 with

special reference to the application of management principles and skills to the visual arts, including museums, commercial and cooperative galleries, artists' spaces, public art, corporate and individual collectors.

##### A&HG 5175. Business policy and planning for the arts manager (3)

Mr. Vinik. Permission required. Designed to integrate arts administration course-work from business, law, and the arts. Moves from the financial, cultural, political environment to strategic planning tools to specific arts situations in the creation and implementation of policy and planning objectives.

##### A&HG 5178. Special topics: Critical issues in arts management (3)

Permission required. A course in conceptualizing problems. Use of existing documents, studies, databases to support investigations into critical issues, while identifying how these documents have been constructed, their hidden and political agendas, and suggestions for improvement and integration into existing systems.

#### Practicum and Internship

##### A&HG 4370. Practicum in arts administration and arts education (1)

Ms. Jeffri. Permission required. Supplement to the required internship. Work with organizations or on projects on or off-campus; work must meet test of relevance to student's program of study, supervisor approval, and judgment of satisfactory performance. At least 30 hours during the term; no more than 1 point per term; no more than 3 points during course of program for practicum.

##### A&HG 4470. Internship in arts administration and arts education (0 or 3)

Ms. Jeffri. Permission required. Internship arranged with host institutions on an individual basis, taking into account the student's needs, interests and capacities, and the host's abilities to integrate those with its operation in an educationally useful manner. Twenty hours per week over four months or the equivalent.

#### Independent Research

##### A&HG 4970. Supervised individual research in arts administration and arts education (3)

Ms. Jeffri and staff. Permission required. Independent research in arts administration.

#### Residency

##### A&HG 4100. Master's essay residency (0)

Ms. Jeffri. Permission required. To maintain residency and receive advisement on the Master's essay, students who have registered for the 60 required points of course-work and have not completed the master's essay, must register for this course after six terms. Special tuition: the equivalent of 1 point of credit.

#### See also:

A&HG 4048. Creative computing applications in education and the arts (3)

A&HG 4079. Exploring America's cultures: Implications for arts education (Noncredit or 2-3)

A&HG 4090. Museum issues I: Art museums and their culture (3)

A&HG 5001. Research in arts education (3)

A&HG 5002. Assessment strategies for the arts (Noncredit or 3)

A&HG 5019. Dance in cultural contexts (2-3)

A&HG 5082. Philosophies of art in education (2-3)

A&HG 5181. The arts in education (2-3)

A&HG 5804. Museums as resource: Workshops at the Metropolitan Museum (1-4)

A&HG 6001-A&HG 6002. Teaching and administration of the arts in college

A&HG 6001. Music education (3)

A&HG 6002. Art education (3)

A&HG 6021. Supervision and administration in arts education (3)

A&H 5500. Pro-seminar in arts and humanities (2)

## Dance and Dance

### Education

(Code: TGD)

Program Coordinator: Professor Susan Koff

#### *Degree offered:*

Master of Arts (M.A.)

#### *Special Application*

##### *Requirements/Information:*

Acceptance into the program is by audition, interview, and a review of past dance-related experiences and educational background. While it is suggested that a candidate have an undergraduate degree in dance, an undergraduate degree in any field and other appropriate dance experiences will be considered for admission.

Auditions are held twice a year: January and April. Details concerning the audition and special application forms for the program in Dance and Dance Education are available along with program information from the Dance Education office. Candidates for admission from foreign countries or from the western United States may audition via videotape. Information concerning format and specific requirements will be sent on request.

Students desiring scholarships, grants, fellowships, or financial aid are urged to audition in January and to submit all required forms by the February 1st scholarship deadline. Program assistantships are available, as are limited merit scholarships.

#### *Program Description:*

The Dance and Dance Education program encompasses a broad conception of dance ranging from the traditions of dance as ritual and fine art to the popular view of dance in mass culture. Dance education is emphasized throughout the curriculum and is approached as a life-long activity, taking

place in multiple settings and pursued by a variety of people. Courses in dance education examine the different settings and populations in which the various dance forms reach their audience: public and private schools, higher education, arts centers, cultural institutions, video, television and film, and other special settings.

Central to the program is a concern for the role of dance as it supports and promotes human growth and development through studio practice and cultural appreciation. The program is built around a core of courses considered essential to exemplary dance education. The curriculum offers courses within four major areas: the body sciences, performance practice and analysis, dance pedagogy, and theory: research and implementation. Dance courses are offered in anatomy and kinesiology, composition, technique, body work, Laban Movement Analysis, cultural, historical and social contexts, production, teaching and curriculum. Utilizing the vast resources of the New York City metropolitan area, professional studio technique classes and other related courses may be taken for academic credit, provided that appropriate arrangements can be established with that school, program or organization.

In addition to courses taken in arts education, students are expected to select courses from other offerings at Teachers College and Columbia University in order to fulfill degree requirements. Weekend workshops, master classes, colloquia, research/independent studies, fieldwork, and student teaching provide additional richness to diverse teaching, research and performing opportunities.

Within the program there are two tracks leading to the Master of Arts degree. The first is

flexible, allowing the student to shape an individual program in consultation with a faculty advisor (minimum of 36 points). The second track offers experiences and study that lead to an M.A. plus a K-12 Dance Teacher Special Certification in the State of New York (minimum 48 points). In order to meet certain state and degree requirements, students work closely with their advisors to select appropriate courses and evaluate abilities.

Completion of the K-12 Certification track qualifies the graduate (upon successful completion of state tests) to teach in public education, K-12 in the state of New York. Reciprocal arrangements with other states can qualify the graduate to teach in other states as well. Students completing the degree (with or without certification) have continued to doctoral study in dance or related fields; have worked in education departments of cultural institutions; and have taught in private education, colleges and universities. Other graduates have continued to perform and choreograph in New York and other areas.

Student work may be shown as part of our Graduate Student Dance Concert Series. Some students choreograph, perform and self-produce professionally while pursuing a graduate degree from Teachers College. Teaching, performance, research and administrative internships offer students "real world" experience. The Dance and Dance Education program maintains professional partnerships with many of the major dance institutions and artist/educator/scholar arts organizations in New York City, nationally and internationally. Each internship is tailored towards the goals of the individual student.

#### *Degree Requirements:*

Required courses for both tracks are:

BBSR 4005. **Applied Anatomy and Biomechanics** (if not studied in the undergraduate degree)  
A&HG 5012. **Kinesiology for dance**  
A&HG 5017. **Movement retraining**  
A&HG 4018. **Laban Movement Analysis I**  
A&HG 5013. **Choreography I**  
A&HG 5018. **Dance Production**  
A&HG 5019. **Dance in cultural contexts: theory and application**  
A&HG 5120. **Introduction to dance research**  
A&HG 5007. **Curriculum design in dance education**  
A&HG 5016. **Teaching dance: adolescence through adulthood**  
OR  
A&HG 5110. **Teaching children's dance**

The K-12 certification track will complete both A&HG 5016 and A&HG 5110, a teaching practicum (A&HG 4203 Fieldwork) and Supervised Student Teaching (A&HG 4703) as well as several education courses.

*Courses:* (\* = open to Non-majors)

#### **Body Sciences**

A&HG 5012. **Kinesiology for dance** (Noncredit or 3)  
Ms. Liederbach. Prerequisite: BBSR 4005. Dance movements are analyzed and understood through application of anatomical principles. Special consideration is given to body alignment, range of motion, and identification and remediation of poor movement habits. Special fee: \$25. Noncredit fee: \$200.

\*A&HG 5017. **Movement re-training** (Noncredit or 2)  
Ms. Eddy. Provides an experimental framework for movement learning for dancer/choreographers, special educators, dance and arts

educators and school psychologists. Based on the systems of Bartenieff Fundamentals and Body-Mind Centering both teaching experientially the observable features of motor development and their relationship to child and adult movement habits. Special fee: \$25. Noncredit fee: \$200.

### Performance Practice and Analysis

\*A&HG 4010. **Modern dance I** (Noncredit or 2)  
Faculty. Develops an understanding of the basic principles of modern dance technique through a sequence of movement experiences, exploration or improvisational structures, and discussions of dance performance viewing. Noncredit fee: \$200.

\*A&HG 4011. **Modern dance II** (Noncredit or 2)  
Faculty. Permission required. Prerequisite: A&HG 4010 or equivalent. Continuation of Modern Dance I. Designed to expand on the basic principles of modern dance technique through the exploration of learned dance phrases, improvisational structures and/or selected choreography and discussions of dance performance viewing. Noncredit fee: \$200.

\*A&HG 4014. **Ballet I** (Noncredit or 2)  
Faculty. Practice and examination of the fundamentals of classical ballet, including elements of technique, theory, and historical background. Noncredit fee: \$200.

\*A&HG 4015. **International dance forms** (Noncredit or 2)  
Faculty. Theoretical and experiential exploration of one or more dance forms from other cultures enabling entry into the contexts of other cultures. Noncredit fee: \$200.

\*A&HG 4018. **Laban movement analysis I** (Noncredit or 3)  
Ms. Jones. A course in the principles of human movement as developed by Rudolf von Laban, and further applied in such areas as dance, acting, sports, work patterns, gesture, physical and dance therapy, psychology, and anthropology. Movement experience and analysis on four integrated levels: body, space, dynamic qualities and

movement relationships to self and others. Special fee: \$25. Noncredit fee: \$200.

\*A&HG 4019. **Laban movement analysis II** (Noncredit or 2–3)  
Ms. Hand-Vigario. Prerequisite: A&HG 4018 or equivalent. Continuation of Laban movement analysis I. An examination of the principles of human movement as developed by movement theorist Rudolf von Laban. Continued analysis of the principles of Effort and Shape (Choreutics/space harmony) as guided through movement experiences. Dynamic qualities and spatial potentials are analyzed, explored and synthesized through spontaneously invented or reproduced dance/movement material in relation to self and others. Special fee: \$25. Noncredit fee: \$200.

A&HG 5013. **Choreography I** (Noncredit or 2–3)  
Ms. Porter. Development of strategies and understandings concerning the nature of the dance-making process through improvisation, creation of short movement studies and complete dances, and viewing/perceiving the processes and results. Special fee: \$25. Noncredit fee: \$200.

A&HG 5014. **Choreographic problems** (2–3)  
Ms. Feldman. Permission required. Prerequisites: A&HG 5013 or equivalent. An in-depth exploration of creative process and teacher/learner interactions as applied to the teaching of choreography. Special fee: \$25.

A&HG 5018. **Dance production** (0–2)  
Ms. Hickox. A lecture/laboratory class focusing on theory and practice of production of dance concerts and events. Special fee: \$25. Tuition for zero (0) points: \$200.

A&HG 5111. **Dance technique** (Noncredit or 1)  
Faculty. Permission required. Enrollment limited. Studio course to study techniques in selected professional dance schools/studios in New York City. Spring and summer semesters meet on campus. Course meets two days per week. Special fee: \$50. Noncredit fee: \$200.

### Theory: Research and Implementation

A&HG 4903. **Research and independent study in dance education** (1–4)  
Faculty. Permission required. Research and independent study under the direction of a member of the dance education program faculty.

\*A&HG 5019. **Dance in cultural contexts: Theory and application** (Noncredit or 3)  
Professor Koff. Enrollment limited. A view of dance focusing on historical, sociological, religious, anthropological, cultural and political perspectives. This course includes individual and group learning of a selected culture's dance(s) and practical, developmentally appropriate methodologies for the teaching/learning process in various contexts. Special fee: \$25. Noncredit fee: \$200.

A&HG 5120. **Introduction to dance research** (2)  
Professor Koff. This course provides a forum for preparing the master's project proposal. This course includes an introduction to qualitative inquiry in dance and dance education. Special fee: \$25.

A&HG 5903. **Research and independent study in dance education** (1–4)  
Permission required. Research and independent study under the direction of a dance education faculty member.

### Dance Pedagogy

A&HG 4203. **Fieldwork in dance education** (1–4)  
Professor Koff. Permission required. Professional activities in the field under the supervision of a member of the dance education program faculty.

A&HG 4703. **Supervised teaching in dance education** (4)  
Professor Koff. Permission required. Prerequisites: A&HG 5016 and A&HG 5110. A variety of supervised teaching experiences (K–12), supplemented by conferences, evaluation, and seminars. The student completes 200 hours in schools observing, assisting,

teaching, and evaluating. Required for those interested in dance certification in New York City and other states. M.A. candidates should plan to take student teaching in their last semester of course work towards their degree.

A&HG 5007. **Curriculum design in dance education** (Noncredit or 3)  
Professor Koff. Introduction to principle models of dance education curricula and supporting literature embedded within historical context. Analysis of curriculum organization, discipline content, desired learning outcomes, human development in relation to dance study and assessment models as highlighted by current research. Special fee: \$25. Noncredit fee: \$200.

\*A&HG 5016. **Teaching dance: Adolescence through adulthood** (Noncredit or 3)  
Professor Koff. Prerequisites: A&HG 4018, A&HG 5110, or equivalent. Enrollment limited. Theory, practice, history and philosophy of goals, concepts, methods and strategies for teaching dance in various settings of adolescents and adults of all ages. Special fee: \$25. Non credit fee: \$200.

\*A&HG 5110. **Teaching children's dance** (Noncredit or 3)  
Ms. Bashaw. Permission required. Enrollment limited. An exploration of the materials and methods of children's dance as an art form and as an educational tool to enhance learning in the classroom or studio setting. Includes theory and practice in planning, implementing, and evaluating children's dance. Special fee: \$25. Noncredit fee: \$200.

A&HG 5203. **Fieldwork in dance education** (1–4)  
Faculty. Permission required. Professional activities in the field under the supervision of a member of the dance education program faculty.

A&HG 5519. **Current topics and issues in dance education** (1–3)  
Professor Koff. Permission required. Enrollment limited. Focus on topics and issues in dance education (i.e., curriculum design, assessment, advocacy) as highlighted by current research or conferences. Special fee: \$25.

*See also:*

BBSK 4005. **Applied anatomy and biomechanics** (3)  
 A&HG 4020. **Music for the world's children** (2–3)  
 A&HG 4048. **Creative computing applications in education and the arts** (3)  
 A&HG 4079. **Exploring America's cultures: Implications for arts education** (3)  
 A&HG 4082. **The arts in contemporary life** (2–3)  
 A&HG 4084. **Art and technology** (Noncredit or 2–3)  
 A&HG 4089. **New media, new forms: Technological trends in art education** (2–3)  
 A&HG 4090. **Museum issues I: Art museums and their culture** (3)  
 A&HG 5001. **Research in arts education** (3)  
 A&HG 5002. **Assessment strategies for the arts** (Noncredit or 3)  
 A&HG 5025. **Creativity and problem solving in music education** (Noncredit or 2–3)  
 A&HG 5082. **Philosophies of art in education** (2–3)  
 A&HG 5181. **The arts in education** (2–3)  
 A&HG 5804. **Museums as resource: Workshops at the Metropolitan Museum** (1–4)  
 A&H 5500. **Pro-seminar in arts and humanities** (2)

**Music and Music**

**Education:**

(Code TGM)  
 Program Coordinator:  
 Professor Harold Abeles

*Degrees offered:*

Master of Arts (M.A.)  
 Master of Education (Ed.M.)  
 Doctor of Education (Ed.D.)  
 Doctor of Education in College Teaching of Music (Ed.D.C.T.M.)

*Special Application*

*Requirements/Information:*

Applicants for the M.A. must have an undergraduate degree with a major in music or music education; or an undergraduate degree with evidence of sufficient musical training and experience to qualify the student for graduate work in this field.

Teachers College Master of Education students wishing to apply to the Doctor of Education Program are required to submit a scholarly paper along with their application for change of degree status. It is expected that most students will also use this scholarly paper as the final project for their Ed.M. degree.

Applicants for the Ed.D. normally have previously received a Master of Arts or Master of Music degree. Applicants for the Ed.D. or the Ed.D.C.T. are encouraged to have several years of professional experience as an educator or performing musician prior to beginning the doctoral program. Both doctoral programs are very selective with only a few students being admitted each year.

Applicants for the Ed.D.C.T. must submit a recent audiotape of their performance or arrange for an audition.

Applications for the Ed.D. and the Ed.D.C.T. are reviewed once each year, in the spring. The deadline is March 1.

*Program Description:*

The Program in Music and Music Education embraces humanistic values as they relate to contemporary musical and educational life while respecting the musical traditions of the past. The faculty in Music and Music Education recognize the importance and uniqueness of the arts in our society and strive to offer flexible and individualized programs for the preparation of musician-educators; they are seasoned practitioners, who reflect a wide range of expertise in comprehensive musicianship, early childhood music, the full spectrum of public and private school music through graduate school and research practices.

The four degree programs in Music and Music Education are each built around a core of courses considered central to exemplary music education. Beyond the core, students have flexibility to plan with their advisor individual programs designed to meet particular needs and goals. In addition to courses in music and music education, students are expected to select courses from other offerings of Teachers College and Columbia University in order to fulfill degree requirements. The 36 point Master of Arts offers New York State approved Teacher Certification; students in this M.A. program take course work and then a semester of carefully guided student teaching in a school that reflects the Music Program's philosophy.

Students in the remaining degree programs can prepare for the following positions:

- Teaching and supervision of music in elementary and secondary schools;
- Teaching and administration of music in colleges and universities;
- Teacher of music in private school and studios;
- Research and practice of music in institutions of higher learning;
- Interdisciplinary areas of arts and humanities, music and special education, new technology in music education, and adult education.

Programs of study for all degrees include four major categories: pedagogy of music, research, comprehensive musicianship, performance, and non-major requirements. The music courses are divided into five general areas:

- Pedagogy
- Comprehensive Musicianship
- Music Performance
- Research

The traditional M.A. program is a post-bachelor's degree program that provides graduate studies with a balance of work in performance, comprehensive musicianship, pedagogy, and research. The degree program is designed to allow flexibility in course selection, so that each student may prepare for his or her professional career in music education.

The Master of Education degree (Ed.M.) in Music Education is an advanced professional degree for practitioners in music education that is designed to prepare students for a career in elementary schools, secondary schools, and colleges. It is awarded upon satisfactory completion of sixty points of graduate study. Major emphasis is placed on the improvement of instruction and curriculum. The program for the degree may also be designed to include New York State Certification as School Administrator and Supervisor. Preparation for the following professional positions is offered: Teacher or Administrator of Music in Colleges, and Teacher of Music in Special Education Programs. Candidates who show clear promise of success in further graduate study may apply the completed course work toward the doctorate.

The Ed.D. and the Ed.D. in College Teaching offer preparation for professional careers in a variety of settings. The Ed.D. prepares students for positions in the Teaching and Supervision of Music in Elementary and Secondary Schools, the Teaching and Administration of Music in Early Childhood Settings, the Teaching of Music in Private School and Private Studios, the Teaching and Administration of Music in Colleges and Universities, and careers in Music and Interdisciplinary Areas, such as the Arts and Humanities, Special and Adult Education. The Ed.D. in College Teaching is

designed primarily for students with a high level of performance skills whose goal or present position is focused on the teaching of performance in higher education.

#### **Degree Requirements:**

##### **Master of Arts**

A minimum of 32 points is required. Some programs may exceed the minimum number due to professional goals, special interests, or deficiencies in undergraduate. No more than 12 points of graduate credit from other faculties of the University may be applied to the minimum point requirement, and no points will be accepted from other institutions.

A student enrolled in the 32-point master's degree is expected to plan a program of study with an advisor that reflects a balance of work in each of four areas of music study, based upon the training, experience and specific needs of the student. The four areas of music study are: 1) Pedagogy, 2) Research, 3) Comprehensive Musicianship, and 4) Music Performance. In order to broaden the student's background, in addition to the course work in music, three Teachers College courses (a course is defined as one for which at least two points are earned) outside of the Program (A&HG) are required. Specifically, students are expected to enroll in:

- (1) At least two courses from the Pedagogy area, one of which must be selected from the following:
  - A&HG 5020. **Foundations of music education**
  - A&HG 5025. **Creativity and problem solving in music education**
  - A&HG 5026. **Music skills and the creative strategy**
  - A&HG 6001. **Teaching and administration of the arts in college music**

- (2) At least one course from the Research Area (A&HG 5023, Vocal Pedagogy, may be used to fulfill this requirement).

- (3) At least one course from Comprehensive Musicianship Area.

- (4) At least one course from the Music Performance Area.

- (5) The remaining course in music can be selected from any of the four areas, in consultation with your advisor.

In order to graduate at student must complete the necessary course work, complete a summative project, and demonstrate competent musicianship in performance.

##### **Master of Arts with K-12 Certification**

The M.A. degree with Teacher Certification is a program designed for students with an undergraduate degree in music who wish to prepare for teaching music in the public schools. The 36-point degree program leads to both the M.A. degree and New York State Teacher of Music, K-12 Certification. Students desiring state certification should identify themselves at their first registration, and be assigned to the certification advisor for guidance in this process. All requirements for certification can be completed in the M.A. program if the candidate is identified at the first registration.

*Teachers College courses required to fulfill state certification requirements (10 points):*

- A&HG 5025. **Creativity and Problem Solving in Music Education**
- A&HG 5026. **Music Skills and the Creative Strategy**
- A&HG 4701. **Supervised Teaching of Music—Section 1**
- C&TY 4504. **Child Abuse/Alcohol and Drug Abuse Detection**

*Pedagogy Requirements (8 points):* Students may choose courses from the Teachers College Catalog with the assistance of the faculty advisor.

*Required Non-Departmental Courses (6-9 points):* **Three** Teachers College courses, each a **minimum** of 2 points, selected from outside of the Program in Music Education (courses other than "A&HG").

*Other Music Courses (9-12 points):* Elective courses to fulfill state certification requirements

In order to graduate students must complete the necessary course work, complete student teaching (the summative project), and demonstrate competent musicianship in performance.

##### **Master of Education**

The general course requirement is a minimum of 60 graduate semester hours, 30 points of which must be completed under the auspices of Columbia University, with at least 18 points in Teachers College course work. Candidates who have earned a Master of Arts degree from Teachers College must complete at least 45 of the 60 graduate points at Teachers College.

Programs of study and courses for the degree are divided into four general areas: 1) pedagogy, 2) research, 3) comprehensive musicianship, and 4) music performance. A program of study should reflect a balance of courses in these areas. In addition to the music program courses, each candidate is expected to complete four courses of at least 2 credits each from outside the Programs in Music Education (A&HG). These electives are to be selected from areas deemed appropriate in consultation with the faculty advisor.

Candidates for the Ed.M. degree must complete a summative project. However, students planning to apply for admission to the doctoral program at Teachers College may choose to write a scholarly paper demonstrating their ability to research a topic approved by their advisor.

##### *New York State Approved Program for Music Administrative Supervisory Certification*

Institutional recommendation for the certificate is based upon the completion of the requirements for the Ed.M. degree in Music Education (refer to Ed.M. degree statement) which shall include 18 points in course work dealing with public school administration and supervision and an internship. Points related to the internship are not to be included in the 18 points of school administration and supervision courses.

##### *I. Fundamentals of Administration (6 points)*

Courses chosen in consultation with Certification Coordinator. Suggested courses:

- ORLA 4001. **Overview of Administration**
- ORLA 4031. **Leadership & Institutional Analysis: early childhood education administration**
- ORLA 4033. **Leadership & Institutional Analysis: administration of secondary schools**
- ORLA 4038. **Leadership & Institutional Analysis: reforming elementary schools**
- ORLA 6018. **Staff personnel administration**

##### *II. Curriculum and Teaching: (6 points)*

Courses chosen in consultation with Certification Coordinator. Suggested courses:

- C&TY 4004. **Basic course in School Improvement**
- C&TY 4008. **Creativity, critical thinking, and curriculum design**

C&TY 4051. **Supervision for elementary and secondary schools**

C&TY 4052. **Designing curriculum and instruction**

C&TY 4145. **The education of youth and adolescents**

C&TY 4160. **Supervision in pre-service teacher education programs**

C&TY 5053. **Staff development processes and procedures**

C&TY 6152. **Changes in role and organization of instructional leaders**

*III. Music Education: (6 points)*

A&HG 5020. **Foundations of Music Education**

A&HG 6021. **Supervision and administration in arts education**

*IV. Internship: (1–4 points)*

A&HG 6421. **Internship in the supervision & administration of the arts—Music education**

**Doctor of Education and Doctor of Education in College Teaching of an Academic Subject**

Basic requirements include:

1) satisfactory completion of a program of 90 points beyond the baccalaureate degree, 2) successful performance on a departmental certification examination, and 3) preparation and defense of a dissertation.

At least 54 points of work must be completed at Teachers College. A maximum of 36 graduate points may be accepted from other recognized graduate schools. Transfer credits are evaluated and allocated by the Admissions Office for consideration by the Music Program.

Doctoral students must complete a minimum of 15 points of coursework in areas other than those in the Music Program. For the Ed.D. in College

Teaching program, two of these courses must be in the area of higher education.

To insure breadth in professional background, course work should result in competency in the following four broad areas: 1) Pedagogy, 2) Research, 3) Comprehensive Musicianship, and 4) Music Performance. Refer to the catalog for course listings under these general headings.

Initially the student is admitted to a program of study leading toward becoming a certified doctoral candidate when the following has been achieved: 1) successful completion of at least 15 points of course work and 2) passing the departmental certification examination.

The preparation and the defense of a dissertation is required for the doctoral degree. When writing the dissertation, each candidate has a sponsor and an additional committee member. Most often the sponsor is a faculty member of the Program in Music and Music Education. Committee members may be chosen from among the professional faculty elsewhere at Teachers College or the University. Topics are selected from a variety of areas to meet professional needs and interests. For more details, consult the dissertation proposal bulletins.

Students should consult the appropriate bulletins of the Office of Doctoral Studies and the current Catalog for more specific information.

**Courses:** (\* = open to non-majors)

**Pedagogy**

A&HG 5141–A&HG 5143.

**Special topics in music**

Faculty. Selected topics of interest in music examined in depth. Topic announced each semester.

A&HG 5141. **Research** (Noncredit or 1–4)

A&HG 5142. **Pedagogy** (Noncredit or 1–4)

A&HG 5143. **Structure and organization of music** (Noncredit or 1–4)

\*A&HG 4020. **Music for the world's children** (2–3)

Faculty. Focuses on the development of student's musical thinking through active participation in classroom strategies. A broad multicultural repertoire serves to stimulate children's creative musical responses through movement, and exploration of sound and imagery. Includes integrated creative activities involving the combination of movement, vocal and instrumental performance, and listening. Materials fee: \$30.

A&HG 4023. **Choral methods, procedures, and materials** (3)

Dr. Anagnost. Recommended for vocal-choral majors. A study of the choir as a performing medium. Rehearsal techniques and procedures as they apply to the development of artistic choral performance. Choral literature available for school, community, and church groups at all levels of proficiency. Materials fee: \$50.

A&HG 4028. **Practices and materials of teaching piano** (Noncredit or 3–4)

Faculty. The presentation and analysis of procedures for group and individual piano instruction. Modern texts, supplementary materials, and general piano repertory are discussed with relation to their use in private studios and public schools.

A&HG 4029. **Introduction to new technologies in music education** (2–3)

Dr. Nord. Understanding the principles of creating and teaching with synthesizers, MIDI, computers, emphasizing the application to music education. Materials fee: \$50.

\*A&HG 4030. **Integrating music in the classroom** (2–3)

Professor Pogonowski. Primarily for non-majors. Focuses on music and its relationship to other curriculum areas as a means to facilitate students' abilities to make connections and conceptualize

points of view from a variety of perspectives. Materials fee: \$30.

\*A&HG 4048. **Creative computing applications in education and the arts** (3)

Professor Abeles. This course will examine strategies for developing creativity and problem-solving behaviors employing arts and other educational software. Pedagogical principles underlying the design of the software and instructional applications will be reviewed. Special fee: \$75.

A&HG 4051. **Musical theater in education** (2–3)

Faculty. A study of the process of producing a musical in educational theater. A brief survey of the history of the American musical. Special emphasis given to the functions of the director and musical director at all phases of the production process. Students acquire skills as directors and singer-actors through scene study. Materials fee: \$30.

A&HG 4701. **Supervised teaching in music education** (4)

Professor Pogonowski. Permission required. A variety of supervised teaching experiences (P–12), supplemented by conferences, evaluation, and seminars. The student completes 200 hours in schools observing, assisting, teaching, and evaluating. Required of those seeking state certification in Music in New York City and other states. Prerequisites: A&HG 4025. M.A. candidates who are student teaching must complete a minimum of 36 points.

A&HG 5020. **Foundations of music education** (3)

Professor Abeles. An examination of the historical, philosophical, psychological and sociological bases of music education, emphasizing the implications for the development of curriculum, policy, and administrative leadership.

A&HG 5021. **Piano instruction for children** (Noncredit or 3–4)

Professor Custodero. For private and group music teachers. Developmentally appropriate strategies and materials for keyboard instruction integrating improvisation, composition, movement, singing, and ensemble playing. Special fee \$25.

A&HG 5023. **Vocal pedagogy I** (3)  
Dr. Goffi. Permission required. Investigation and application of recent research in voice production and pedagogy. Phonetic approach to singers' diction; consideration of style and interpretation in the performance of assigned solo and concert literature.

A&HG 5024. **Vocal pedagogy II** (3)  
Dr. Goffi. Permission required. Prerequisite: A&HG 5023. Continuation of background studies begun in A&HG 5023, Vocal Pedagogy I. Directed teaching of voice comprised of student assignments, observed lessons, and lesson evaluation. Diagnosis of vocal condition and the design of lesson plans to affect change and growth will be emphasized. Special fee: \$50.

A&HG 5025. **Creativity and problem-solving in music education** (Noncredit or 3)  
Professor Pogonowski. Designed for pre-service and in-service majors to experience and explore critical thinking as a means for establishing a framework for music learning at all levels. Materials fee: \$30.

A&HG 5026. **Music skills and the creative strategy** (Noncredit or 3)  
Professor Pogonowski. Prerequisite: A&HG 5025. Designed for pre-service and in-service majors to examine and experience problem-solving techniques for developing musical skills within the framework of the creative strategy. Materials fee: \$30.

A&HG 5029. **Intermediate and advanced applications of new technologies in music education** (Noncredit or 2–3)  
Dr. Nord. Specific demonstrations with new music technology emphasizing the development of creative strategies for music education at various levels. Special fee: \$75. Noncredit fee: TBA.

A&HG 5047. **Creative strategies for teaching music literature** (3)  
Professor Pogonowski. Selected works from the repertoire serve as the basis for demonstrating how to develop creative music strategies for teaching and enhancing the

learning of music literature at all levels, including college teaching. Materials fee: \$30.

A&HG 5048. **Integrating the computer into the music curriculum** (2–3)  
Faculty. Demonstrating hands-on participation to introduce students on how the use of Apple Personal computers and MIDI equipped keyboards, and other voice generators, can be integrated into the music curriculum.

A&HG 5921. **Master's seminar in music education** (2)  
Professor Custodero. Permission required. Required for all M.A. and Ed.M. students in the last 10 credits of their program. Guided independent work in the study of music culminating in the development of a master's project. Special fee: \$25.

A&HG 6001. **Teaching and administration of music in college** (3)  
Professor Abeles. Major issues relating to the curriculum, instruction, and administration of programs of music and music education in colleges and universities.

A&HG 6022. **Piano teaching in college** (Noncredit or 3–4)  
Faculty. Procedures and materials for piano and electronic keyboard instruction at college level, including non-music beginners, music education majors and professional pianists. Additional work on special problems, observation, or participation is required for the fourth point.

A&HG 6023. **The teaching of applied music in college** (2–3)  
Dr. Glaser. Music majors only. Theory and practice of applied music instruction in college for both major and non-major students. Emphasis on developing individual competence and musical understanding.

A&HG 6024. **Piano teaching: Intermediate and advanced** (Noncredit or 3–4)  
Faculty. Procedures and materials for piano instruction from the intermediate to college levels, including problems of the adolescent student. Additional work on special problems, observation, or participation required for 4th point of credit.

A&HG 6421. **Internship in the supervision and administration of music** (1–4)  
Qualified students work as interns with supervisors or administrators in selected sites. Satisfies the internship requirement for administrative and supervisory certification. Provision is made for assessment of field-based competencies in fulfillment of program requirements.

#### Research

A&HG 5001. **Research in arts education** (3)  
Professor Abeles. An examination of research studies and strategies for conducting research in the arts. Special fee: \$25.

A&HG 5002. **Assessment strategies for the arts** (Noncredit or 3)  
Professor Abeles. An examination of traditional and alternative strategies for assessing art objects and artistic performance, knowledge of the arts, and attitudes toward the arts.

A&HG 5003. **Introduction to music perception and cognition** (3)  
Professor Abeles. An examination of acoustic and psychological foundations of music.

#### Comprehensive Musicianship

\*A&HG 4043. **Contemporary music** (3)  
Permission required for non-majors. The changing role of music in the 20th century; evolution of new social functions of music and musical institutions; the contemporary composer and development of new musical languages. Special fee: \$25.

\*A&HG 4044. **Interpretation of Baroque music** (Noncredit or 2)  
Dr. Earle. Permission required for nonmajors. Laboratory courses in ornamentation improvisation and idiomatic conventions of notation and rhythm in Baroque keyboard solo and ensemble music.

A&HG 4045. **Popular and youth music in the curriculum** (Noncredit or 2)  
Faculty. A comprehensive study of the components of jazz, folk, rock, country, and other popular idioms through analysis and performance

with application to school music curricula. Special fee: \$25.

A&HG 5030. **Music analysis** (3)  
Dr. Nowak. For Music majors only. Designed for doctoral students whose dissertations relate to musical analysis. Techniques and approaches to analysis based upon representative literature of all periods.

A&HG 5031. **Counterpoint** (2)  
Faculty. The study of counterpoint techniques in a wide range of Baroque, classical, and romantic settings with analysis and related writing assignments.

A&HG 5032. **Comprehensive musicianship I** (3)  
Professor Pogonowski. Through analysis, composition, critical listening, improvisation, and performance, 17th and 18th century theoretical constructs are explored, including an overview of the development of harmony and polyphony leading up to these eras. Materials fee: \$30.

A&HG 5033. **Comprehensive musicianship II** (3)  
Professor Pogonowski. An examination of 19th century theoretical constructs through analysis, composition, critical listening, improvisation, and performance. Materials fee: \$30.

A&HG 5040–A&HG 5041. **Interpretation of piano literature** (Noncredit or 3)  
Faculty. Prerequisite: A&HG 5350 or equivalent. The study and performance of representative piano compositions from the Baroque through contemporary periods, with appropriate harmonic, stylistic, and technical analysis.

A&HG 5042. **Choral literature survey** (2–3)  
Dr. Anagnost. Recommended for vocal-choral majors. A comprehensive survey of representative choral music, from the early Renaissance period to the present. Examination of the development of choral forms, stylistic features, and performance practice of the periods. Materials fee: \$50.

A&HG 6030. **Composition and analysis** (3)  
Dr. Nowak. For music majors only. Recommended for doctoral students whose dissertations involve composition or musical analysis.

**Music Performance—  
Conducting**

The non-credit fee for conducting courses is equal to 2 points at the current tuition rate.

A&HG 4050. **Conducting and score reading** (Noncredit or 2–3)  
Dr. Anagnost. Principles of conducting as a performing medium; emphasis on technique development for effective artistic visual portrayal of music; reading and memorization of scores. Classes videotaped for viewing. Special fee: \$50.

A&HG 5050. **Advanced conducting and interpretation** (Noncredit or 2–3)

Dr. Anagnost. Prerequisite: A&HG 4050 or equivalent. For students experienced in conducting. Reading and memorization of scores involving clefs and transpositions. Videotapes made and studied. Special fee: \$50.

**Music Performance—  
Instrumental/Vocal**

The non-credit fee for instrumental instruction is equal to 2 points at the current tuition rate.

\*A&HG 4055. **Class instruction in piano for non-music majors** (Noncredit or 2)

Faculty. Class instruction in piano for students with little or no musical background. How to read and create music at the piano; ways to use music in relation to major study or personal enrichment.

A&HG 4056. **Chamber music** (Noncredit or 2)

Dr. Earle. For music majors only. The study and performance of chamber works from the Baroque through contemporary periods. Special fee: \$35.

A&HG 4057. **Sight-reading at the piano** (Noncredit or 2)

Faculty. Practicum for keyboard majors on the development of sight-reading techniques. To

improve skills and gain a conceptual understanding of the reading process.

A&HG 4058. **Piano ensemble** (Noncredit or 2)

Faculty. Survey and performance of original works for duet and two pianos from the easier grades through the advanced repertoire. Special emphasis on teaching procedures and ensemble rehearsal techniques.

A&HG 4059–A&HG 4060. **Jazz improvisation** (Noncredit or 2)

Dr. Konowitz. A sequentially developed performance experience focusing on the basic skills and concepts of jazz performance and improvisation for keyboard, instrumental and vocal musicians. Students will learn how to improvise from the beginning, performing and listening to standard jazz and blues repertoire.

\*A&HG 4150. **Instrumental music instruction I** (Noncredit or 2)

Faculty. Written permission from the Music Education Program, Room 520A Horace Mann, required. Primarily for beginning students. With permission of the advisor, students may register continuously for the above number. Special fee: \$35.

\*A&HG 4343. **Organ instruction for non-majors** (Noncredit or 2)

Mr. Schuder. Written permission from the Music Education Program, Room 520A Horace Mann, required. Class and individual instruction focusing on the rudiments of organ technique, leading to the playing of four-part chorales and simple trios. Piano proficiency required. Special fee: \$35.

\*A&HG 4350. **Piano instruction for non-majors** (Noncredit or 2)

Faculty. Written permission from the Music Education Program, Room 520A Horace Mann, required. Individual instruction includes repertoire, technical, and musical problems, performing experience, and understanding of teaching strategies. Special fee: \$35.

\*A&HG 4351. **Harpichord instruction I** (Noncredit or 2)

Dr. Earle. Written permission from the Music Education Program, Room 520A Horace Mann, required. Harpichord lessons designed especially for keyboard students with no previous harpichord experience. Emphasis on elements of style and special techniques of performance of representative early keyboard music. With the permission of the advisor, a student may register continuously for the above course number. Special fee: \$35.

\*A&HG 4352. **Voice instruction for non-majors** (Noncredit or 2)

Faculty. Written permission from the Music Education Program, Room 520A Horace Mann, required. Beginning voice instruction: technical and musical growth through examination of teaching strategies and repertoire. With the permission of the advisor, a student may register continuously for the above number. Special fee: \$35.

A&HG 4355–A&HG 4356. **Keyboard musicianship for instrumentalists and vocalists** (Noncredit or 2)

Faculty. The development of basic skills in sightreading, transposing, improvising, and melody harmonization in traditional and contemporary idioms. Focus on professional needs of music educators.

A&HG 4357–A&HG 4358.

**Ensemble performance: Music**  
For music majors only. For instrumental and vocal majors, a course designed for performance by chamber ensembles. Repertoire determined by registration. Public concert performances each semester.

A&HG 4357. **Instrumental** (Noncredit or 1)

A&HG 4358. **Vocal** (Noncredit or 1)

A&HG 5052. **Vocal literature and interpretation** (Noncredit or 3)

Faculty. For students of singing, accompanying, and coaching. Offers performing and teaching command of representative literature, techniques of interpretation and presentation; German, Italian, and French diction for singers. Course may be repeated. Materials fee: \$40.

A&HG 5058–A&HG 6058. **Recital**

For music majors only. Co-requisite: simultaneous registration for applied music instruction. The student will mount a recital by securing a date, designing programs and flyers, advertising, arranging for personnel, rehearsing, and finally performing. If s/he chooses to perform in a group with classmates, then s/he should register for 0 points. If the student wishes to give a full, solo recital, then s/he has the option of registering for 1 point to receive additional coaching from the applied music instructor.

A&HG 5058. **Recital I** (0–1)

Open only to music education program majors at the M.A. level.

A&HG 6058. **Recital II** (0–1)

Open only to music education program majors at either the Ed.M. or Ed.D. level.

A&HG 5150–A&HG 5171. **Instrumental music instruction II** (Noncredit or 2)

Faculty. Written permission from the Music Education Program, Room 520A Horace Mann, required. For intermediate and advanced music majors only. With permission of advisor, students may register continuously for the above number. Special fee: \$35.

A&HG 5150. **Violin**

A&HG 5151. **Trumpet**

A&HG 5152. **Harp**

A&HG 5153. **Cello**

A&HG 5154. **Viola**

A&HG 5155. **String Bass**

A&HG 5156. **Percussion**

A&HG 5157. **French Horn**

A&HG 5158. **Trombone,**

**Baritone**

A&HG 5159. **Tuba**

A&HG 5160. **Oboe**

A&HG 5161. **Saxophone**

A&HG 5162. **Flute**

A&HG 5163. **Clarinet**

A&HG 5164. **Bassoon**

A&HG 5165. **Recorder**

A&HG 5166. **Guitar**

A&HG 5167. **Synthesizer**

A&HG 5168. **Strings**

A&HG 5169. **Woodwinds**

A&HG 5170. **Brass**

A&HG 5171. **Renaissance Instruments**

A&HG 5350. **Piano instruction for music majors** (Noncredit or 2) Faculty. Written permission from the Music Education Program, Room 520A Horace Mann, required. Individual instruction includes repertory, technical and musical problems, performing experience, and intensive understanding of teaching strategies. With the permission of the advisor, students may register continuously for the above number. Special fee: \$35.

A&HG 5351. **Harpsichord instruction II** (Noncredit or 2) Dr. Earle. For music majors only. Written permission from the Music Education Program, Room 520A Horace Mann, required. Advanced harpsichord instruction: emphasis on elements of style and special techniques of performance of early keyboard music. Discussion of teaching material from beginning to advanced repertory. With permission of the advisor, a student may register continuously for the above number. Special fee: \$35.

A&HG 5352. **Voice instruction for music majors** (Noncredit or 2) Faculty. For music majors only. Written permission from the Music Education Program, Room 520A Horace Mann, required. Advanced individual voice instruction includes repertory, technical, and musical problems, performing experience, and intensive understanding of teaching strategies. With the permission of the advisor, a student may register continuously for the above number. Special fee: \$35.

A&HG 5353. **Organ instruction for music majors** (Noncredit or 2) Mr. Schuder. Written permission from the Music Education Program, Room 520A Horace Mann required. For experienced organists and music majors. Individual instruction on technical problems, repertory and performance practice. With the permission of the advisor, a student may register continuously for the above number. Special fee: \$35.

A&HG 5355. **Art and technique of keyboard accompaniment** (2–3) Faculty. For music majors and music education majors whose main performing medium is piano.

Provides practical experience with the varieties of music the accompanist needs to know and attention to accompanying skills.

**Fieldwork, Internships and Research/Independent Study** Permission required.

A&HG 4201. **Fieldwork in music education** (1–4) For music majors only. Professional activities in the field under the supervision of a member of the music education program faculty.

A&HG 4901. **Research and independent study in music education** (1–4) For music majors only. Research and independent study under the direction of a member of the music education program faculty.

A&HG 5201. **Fieldwork in music education** (1–4) For music majors only. Professional activities in the field under the supervision of a member of the music education program faculty.

A&HG 5901. **Research and independent study in music education** (1–4) For music majors only. Research and independent study under the direction of a member of the music education program faculty.

A&HG 6201. **Fieldwork in music education** (1–4) For music majors only. Professional activities in the field under the supervision of a member of the music education program faculty.

A&HG 6421. **Internship in the supervision and administration of music education** (1–4) Professor Abeles. For music majors only. Qualified students work as interns with supervisors or administrators in selected sites. Satisfies the internship requirement for administrative and supervisory certification. Provision is made for assessment of field-based competencies in fulfillment of program requirements.

A&HG 6481. **Internship in the teaching of college music** (3) Dr. Glaser. Guided experiences in the teaching of music in departments of metropolitan-area colleges.

A&HG 6501. **Doctoral seminar in music education** (1–3) For music majors only. For music doctoral candidates to identify their area of research interest and to narrow their dissertation topic.

A&HG 6971. **Research and independent study in music education** (1–4) Permission required. Research and independent study under the direction of a faculty member in music education.

A&HG 7501. **Dissertation seminar in music education** (1–3) For music majors only. A required group tutorial for music doctoral students to help develop or refine topics of inquiry for research. The teaching format is flexible and may include faculty/student presentations, group discussions and critiques. Preparation and presentation of dissertation proposal for approval. May be repeated.

A&HG 8900. **Dissertation advisement in music education** (0) Section: 01. Individual advisement on doctoral dissertations for music majors only. Fee: to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration for Ed.D. degree.

*See also:*  
A&HG 4048. **Creative computing applications in education and the arts** (3)  
A&HG 4079. **Exploring America's cultures: implications for arts education** (Noncredit or 2–3)  
A&HG 5002. **Assessment strategies for the arts** (Noncredit or 3)  
A&HG 5082. **Philosophies of art in education** (2–3)  
A&HG 5181. **The arts in education** (2–3)  
A&HG 6021. **Supervision and administration in arts education** (3)  
A&H 5500. **Pro-seminar in arts and humanities** (2) Professor Noddings. Concentration on the ethics of social research, examining special problems that arise in both quantitative and qualitative research.

## Humanities

*Applied Linguistics*  
*History and Education*  
*Philosophy and Education*  
*Religion and Education*  
*Social Studies*  
*Teaching of English and English Education*  
*Teaching of English to Speakers of Other Languages (TESOL)*  
*Teaching of Spanish*

## Applied Linguistics

(Code: TLA)  
Program Coordinator: Professor Leslie M. Beebe

### Degrees offered:

Master of Arts (M.A.)  
Master of Education (Ed.M.)  
Doctor of Education (Ed.D.)

### Special Application

#### Requirements/Information:

All non-native speakers of English, including those who have an undergraduate degree from a university in the United States, must either:

- submit a minimum score of 5 on the Test of Written English (TWE) in addition to the college-wide requirement of a minimum score of 600 on the TOEFL or a computer-based score of 250 or
- submit a score of B or better on the Cambridge Certificate of Proficiency in English (CPE) or
- submit a score of 7.5 or better on the Cambridge International English Language Testing System (IELTS) or
- successfully complete level 10, including the essay portion, of the English Placement Test (EPT) administered by the Columbia University American Language Program.

Nonnative speakers of English must also submit either a Test of Spoken English (TSE) score of 50 or a SPEAK score of 50.

Students are expected to write and speak in a way that is appropriate to their professional responsibilities. Students having difficulty in achieving these standards will be required to take additional course work.

Applications received after the priority deadline will not be reviewed.

Ed.M./Ed.D. applicants must have a degree in Applied Linguistics or TESOL; a writing sample is required.

**Program Description:**

The program in Applied Linguistics will provide students with a solid foundation for defining and resolving questions related to the nature of language, how it is used in educational and naturalistic contexts, how it is taught, learned and evaluated. The program emphasizes study in the following:

- Syntax
- Phonetics/phonology
- Semantics
- Discourse
- Cross-cultural pragmatics
- Sociolinguistics
- Language acquisition
- Second language literacy
- Language pedagogy
- Testing and assessment

**Degree Requirements:**

**Master of Arts**

The Applied Linguistics Program offers a 34-credit Master of Arts degree. Students will take a wide range of courses offered in Applied Linguistics and related areas that will provide breadth in the field of Applied Linguistics.

Courses in Applied Linguistics (or TESOL) (24–25)

- Problems in contemporary English grammar (3)
- Phonetics and Phonology (3)

- One other elective in linguistic analysis (3)
- Second language acquisition (3)
- Sociolinguistics and education (3)
- Discourse analysis (3)
- Second language assessment (3)
- Teaching practicum along with an elective (3)

Required courses out of program (3 courses of at least two points each: 6 points minimum)

- Chosen with advisor's approval

Elective courses in Applied Linguistics (or TESOL) (3–4)

In addition, students must complete a master's project written on a theme or research topic arising from their interests and subject to approval by their advisor.

**Master of Education**

The Applied Linguistics Program offers an Ed.M. that requires 60 credits beyond the bachelor's degree. The program involves in-depth study in one or more of the language-related areas. The Ed.M. may serve as continued professional development or as groundwork for future doctoral studies in Applied Linguistics.

Students who did not receive their M.A. from Teachers College will be expected to have completed all the required courses from the M.A. in Applied Linguistics above.

Required Courses in Applied Linguistics (or TESOL) (9)

- Advanced syntax (3)
- Critical review of readings in ESOL/applied linguistics (3)
- Seminar in second language acquisition (3)

Electives in Applied Linguistics (or TESOL) (3 from the following)

- Linguistic Analysis
- Interlanguage analysis
- Gender, language & education
- Semantic systems and the lexicon
- Advanced topics in applied linguistics I
- Advanced topics in applied linguistics II
- Teaching English in diverse social/cultural contexts
- Psycholinguistic dimensions of SLA
- Sociolinguistics dimensions of SLA
- The sociopsychology of SLA
- Interlanguage phonology
- Interlanguage syntax
- Trends in SLA Research
- Language transfer in SLA
- Second language literacy

Required courses out of program (3 courses of at least two points each: 6 points minimum)

Choose one of these from the following courses in statistics, measurement or research design:

- Introduction to measurement
- Basic concepts in statistics
- Methods of empirical research I
- Qualitative research methods for educators

Chose the other two in consultation an advisor.

In addition, students must complete an Ed.M. project written on a theme or research topic arising from their interests and subject to approval by their advisor.

**Doctor of Education**

The Applied Linguistics Program offers a 90-credit Ed.D. beyond the B.A. for students wishing to pursue empirical research in linguistic analysis, discourse analysis, sociolinguistics, cross-cultural pragmatics,

language acquisition, language pedagogy and language testing and assessment.

Students who did not receive their M.A. or Ed.M. from Teachers College will be expected to have completed all the required courses from these programs.

Doctoral students have three types of requirements: concentration requirements, research methods requirements, and doctoral preparation requirements.

*Concentration Requirements:*

Students are required to take a minimum number of points in their concentrations. The exact courses should be decided in consultation with their advisor.

*Research Requirements (15 points)*

To ensure that students have the skills to do scholarly research in an area of concentration, they are required to take a minimum of 15 points in research methods, statistics and measurement. Depending on the type of dissertation, they may be asked to take additional courses in statistics or measurement.

*Required Courses*

HUDM 5021. **Methods of empirical research I** (3)

One of the following:

SCFF5000. **Methods of inquiry: Ethnography & participant observation** (3)  
SCFF5001. **Ethnography & participant observation: Structural & interpretative analysis** (3)

C&T 5502. **Introduction to qualitative research in curriculum & teaching** (2–3)

SCFF5059. **Qualitative research methods for educators** (3)

HUDM4120. **Basic concepts in statistics** (3)

HUDM4122. **Probability and statistical inference** (3)

Other courses in consultation with an advisor

*Doctoral Preparation Requirements:* Students must also pass a doctoral research paper, a certification exam and a certification paper. They must also write a dissertation prospectus and a doctoral dissertation as evidence that they are able to carry out original research under the guidance of their doctoral committee.

To prepare for these requirements, students will need to take the following seminars:

A&HL 5501. **Research paper: Applied Linguistics (1–3) OR**

A&HL 5507. **Research paper: TESOL/Applied linguistics/SLA (1–3)**

A&HL 6501. **Doctoral seminar: Applied Linguistics (1–3) OR**

A&HL 6507. **Doctoral seminar: TESOL/Applied linguistics/SLA (1–3)**

A&HL 7501. **Dissertation seminar: Applied Linguistics (1–2) OR**

A&HL 7507. **Dissertation seminar: TESOL/Applied linguistics/SLA (1–2)**

A&HL 8900. **Dissertation advisement in language and literature (0)**

*Candidates should be in touch with the Office of Doctoral Studies to be certain of complying with the latest procedures, deadlines and documents.*

**Courses:** (\* = course open to non-majors)

#### General

\*A&HL 4000. **The study of language (2–3)**

Faculty. Survey of cognitive and social approaches to the study of language, language acquisition, language systems, 20th century movements in linguistics, language varieties and attitudes, forms and functions of language in the classroom.

\*A&HL 4001. **Sociolinguistics and education (3)**

Professor Beebe. Language variation based on social class, race, ethnicity, age, and gender; cross-cultural pragmatics, interactional sociolinguistics, conversational analysis. Pedagogical implications.

A&HL 4003. **Schools of Linguistics (3)**

Dr. Horowitz/Dr. Williams. A comparative examination of major approaches to linguistic analysis, specifically systemic and transformational, with particular reference to pedagogical applications. Special fee: \$10.

A&HL 4005. **Semantic systems and the lexicon (3)**

Dr. Horowitz/Dr. Williams. A comparative examination of the semantic systems of English and other languages, with particular reference to the teaching and learning of vocabulary. Special fee: \$10.

A&HL 4008. **Interlanguage analysis (3)**

Faculty. Analysis of the processes of rule formation in second language acquisition, with focus on the classification and interpretation of learners' errors. Special fee: \$10.

\*A&HL 4014. **Gender, language and education (2–3)**

Dr. Deakins. An exploration of gender-based differences in both the structure and use of the English language. *(Summers only)*

A&HL 4085. **Problems in contemporary English grammar for ESOL teachers (3)**

Faculty. A systematic, in-depth examination of English grammar with particular reference to the teaching and learning of grammar.

A&HL 4087. **Introduction to second language acquisition (3)**

Faculty. Prerequisite: A&HL 4085. Survey of models and basic principles of second language acquisition and examination of how language acquisition research can inform language teaching, learning and policy. Special fee: \$20.

A&HL 4101. **Phonetics and phonology (2–4)**

Dr. Martin. A comparative examination of the sound system and orthographic system of English and other languages, with particular reference to problems of learning and teaching. Lab fee: \$25.

A&HL 4104. **Discourse analysis (3)**

Dr. Williams or Professor Purpura. Overview of diverse approaches to analyzing discourse: pragmatics, conversational analysis, interactional sociolinguistics, cohesion/coherence with reference to native and nonnative language acquisition and teaching. Materials fee: \$15.

A&HL 5085. **Advanced syntax (3)**

Dr. Williams. Prerequisite: A&HL 4085. Analysis of the more complex syntactic structures and semantic categories of English or other languages. Materials fee: \$10.

A&HL 5152. **Academic writing I (3)**

Faculty. Permission required. An introduction to the theory and teaching of various genres of academic writing for native and non-native writers. Teachers are given opportunities to develop their academic writing skills.

A&HL 5153. **Academic writing II (3)**

Faculty. Permission required. An advanced course in the theory and teaching of expository writing. Students will work systematically on a major writing project.

#### Research Seminars

A&HL 5515. **Advanced topics in applied linguistics I (3)**

Faculty. Permission required. Research in such areas as sociolinguistics, second language acquisition, assessment and literacy skills. Materials fee: \$20.

A&HL 5516. **Advanced topics in applied linguistics II (3)**

Faculty. Permission required. Research in various methods of discourse analysis of talk or text in selected formal and informal contexts. Materials fee: \$20.

A&HL 5581–A&HL 5589. **Topics in second language acquisition**

(Noncredit or 1–3 each course) Professor Beebe and staff. Prerequisite: A&HL 4087 or permission of instructor. An in-depth examination of various perspectives on second-language acquisition. Materials fee: \$5 each course.

A&HL 5581. **Psycholinguistic dimensions of SLA**

A&HL 5582. **Sociolinguistic dimensions of SLA**

A&HL 5583. **The social psychology of SLA**

A&HL 5585. **Discourse analysis and SLA**

A&HL 5586. **Interlanguage phonology**

A&HL 5587. **Interlanguage syntax**

A&HL 5588. **Trends in SLA research**

A&HL 5589. **Language transfer in SLA**

A&HL 6587. **Seminar in second language acquisition (3)**

Professor Beebe. Permission required. Pre-requisite: A&HL 4087 or permission of instructor. An in-depth analysis of research on second language acquisition, focusing on topics such as cross-cultural pragmatics, pragmatic development, accommodation, stylistic variations, and language transfer.

#### Doctoral preparation

Doctoral preparation involves three successive stages;

1. Exposure to basic research methods,
  2. Identification of dissertation topic,
  3. Presentation of a prospectus,
- In order to encourage doctoral students to progress through these stages, a sequence of seminars is customarily offered. Progress through these stages usually involves enrollment in the following sequence of seminars:

A&HL 5501. **Research paper in Applied Linguistics (1–3)**

A&HL 5507. **Research paper in Applied Linguistics/ TESOL (1–3)**

A&HL 6501. **Doctoral seminar in Applied Linguistics (1–3)**

A&HL 6507. **Doctoral seminar in Applied Linguistics/ TESOL (1–3)**

A&HL 7501. **Dissertation seminar in Applied Linguistics** (1–2)

A&HL 7507. **Dissertation seminar in Applied Linguistics/TESOL** (1–2)

A&HL 8901. **Dissertation advisement in Applied Linguistics** (0)

A&HL 8907. **Dissertation advisement in Applied Linguistics/TESOL** (0)

These seminars are ordinarily undertaken as soon as possible after completing the M.A. degree. Consult advisor as to which course or courses you should enroll in during any particular semester.

#### Independent Research, Fieldwork and Internships

A&HL 4901. **Research and independent study in Applied Linguistics** (1–6);

A&HL 4907. **Research and independent study in Applied Linguistics/TESOL** (1–6)

Permission required. To be taken under the direction of a faculty member. Students work individually or with others.

A&HL 5201. **Fieldwork in Applied Linguistics** (1–6);  
A&HL 5207. **Fieldwork in Applied Linguistics/TESOL** (1–6)

Permission required. Opportunity for qualified students, individually or in small groups, to develop and pursue projects, in consultation with an advisor, in schools, communities, and other field settings.

A&HL 6201. **Advanced fieldwork in Applied Linguistics** (1–6);

A&HL 6207. **Advanced fieldwork in Applied Linguistics/TESOL** (1–6)

Permission required. See description for A&HL 5201/A&HL 5207.

#### See also:

A&H 5500. **Pro-seminar in arts and humanities** (2)

Professor Noddings. Concentration on the ethics of social research, examining special problems that arise in both quantitative and qualitative research.

## History and Education

(Code: TFH)

Program Coordinators:  
Professor Douglas Sloan and  
Professor Cally Waite

#### Degrees offered:

Master of Arts (M.A.)

Master of Education (Ed.M.)

Doctor of Education (Ed.D.)

Doctor of Philosophy (Ph.D.)

#### Special Application

##### Requirements/Information:

Educational Policy option available. Sample of historical writing required for Ed.M., Ed.D., Ph.D. Students cannot begin in the summer.

#### Program Description:

The Program in History and Education is one of the oldest at Teachers College, the history of education having been one of the first components of the university study of education. Many of the earliest doctoral dissertations at Teachers College dealt with historical subjects, even in the case of students aspiring to careers in curriculum, guidance, and administration.

Primarily, the Program in History and Education prepares persons to teach in graduate schools of education, undergraduate departments of education, departments of history, theological seminaries, or other academic institutions; to work as research scholars in institutes, government bureaus, or social service agencies where a deep understanding of education in historical perspective is essential.

The program addresses important educational questions, first, by examining the ideas, individuals, and institutions of the past with a view to determining their influence on their own times; and, second, by bringing historical knowledge and perspective to bear on current educational issues, examining the history, for example,

of childhood and family education, women's education, informal and popular education through museums, newspapers, television, and other forms of mass media, minority education, religion and education, politics and education, and educational change in relation to social change. The program offers courses in American and European educational history.

The program is open to students of broad and diverse backgrounds who can give evidence of academic competence and personal qualities suggesting high probability of professional success. Each student in the program is expected to take courses in the history of education, as well as in the more generalized fields of social, political, and cultural history. Students can also take subject matter courses in cognate areas aimed at complementing and supporting their special concerns within the history of education. In addition, most students engage in continuous independent research under the supervision of a faculty member.

Students in the program are encouraged, with their advisor's guidance, to make full use of resources offered by other programs at Teachers College, Columbia University, the Jewish Theological Seminary, and Union Theological Seminary.

#### Degree Requirements:

All courses should be determined with the advice and approval of the student's advisor.

#### Master of Arts

The Master of Arts offers two approaches: 1) 30 points and a formal master's thesis, or 2) 32 points and a special project. Topics and preparation of the thesis or the special project are to be determined in consultation with the student's advisor. At least 12 of the points taken

for the degree must be in the field of history and education, and at least three Teachers College courses must be taken outside the program.

#### Master of Education

The Master of Education requires 60 points, at least 30 of which must be completed under the auspices of Teachers College. Students must take at least 30 points in history and education and at least three Teachers College courses outside the program.

#### Doctor of Education

The Doctor of Education requires 90 points with emphasis on broad preparation for a variety of teaching, research and administrative responsibilities informed by an understanding of historical development and context.

#### Doctor of Philosophy

The Doctor of Philosophy requires 75 points, including demonstrated proficiency in two foreign languages. Program emphasis on historical research in education. *Candidates should be in touch with the Office of Doctoral Studies to be certain of complying with the latest procedures, deadlines and documents.*

**Courses:** (\*= open to non-majors)

#### Introductory

\*A&HF 4070. **History of education in the United States** (3)  
Professor Waite. The development of American education in the context of American social and intellectual history.

\*A&HF 4075. **Waldorf Education: An Introduction** (3)  
Professor Sloan. Introduction to history, theory, and practice of Waldorf Education, with particular attention to Waldorf Education's unique curriculum, pedagogy, and understanding of child development in the context of current educational reform issues.

\*SCFF 4078. **Technology and education in Western history** (3) Professor McClintock. An historical inquiry into the educational implications of technological change, particularly as it has affected cultural values and the capacities to organize action and to communicate ideas. Special fee: \$30.

\*A&HF 4171–A&HF 4172. **Religion and education in American culture** Professor Sloan. The educational role of religious ideas, institutions, and movements in American culture.

A&HF 4171. **18th and 19th centuries** (2–3)  
A&HF 4172. **20th century** (2–3)

#### Intermediate

\*A&HF 5070. **History and theory of higher education** (3) Faculty. Fundamental ideas that have shaped liberal education in the United States and basic issues that arise in the formulation of purposes, policies, and educational programs in colleges and universities.

\*A&HF 5075. **Knowledge and human values** (2–3) Professor Sloan. Historical and philosophical perspectives on conceptions of knowing, modes of consciousness, and educational aims in 19th and 20th century American thought.

\*A&HF 6041. **Historical method** (3) Professor Waite. Permission required. Methods, principles, and problems of historical research and interpretation. Designed for students throughout the College undertaking systematic inquiries on historical topics.

A&HF 6042. **Theories of history** (3) Faculty. Permission required. Theories of historical knowledge and the historical process.

#### Advanced

\*A&HF 5670. **Colloquium in history and education** (1–3) Faculty. For majors only. Discussion of research and teaching topics in history and education, presentation of dissertation proposals

and drafts, explorations of the employment prospects of specialists in history and education.

A&HF 6574–A&HF 6575. **Seminar in the history of American education** (3) Faculty. Permission required.

A&HF 6577. **Topics in the history of American educational thought** (3) Faculty. Permission required. Prerequisite: A&HF 4070 or equivalent. Readings, discussions, and research in the intellectual history of American education.

#### Individualized Studies

A&HF 4901. **Research and Independent Study** (1–8) Permission required.

A&HF 6200. **Field research outside the United States** (0) Faculty. Permission required. Required of doctoral students when choice of doctoral research necessitates data generation in other countries. One year of field experience under supervision in approved geographical and institutional site. Students secure approval of department chair and principal advisor in advance, and render periodic reports.

A&HF 7500. **Dissertation seminar in philosophy and the social sciences** (0–3) Permission required. Required of doctoral students in the semester following successful completion of certification examinations.

A&HF 8900. **Dissertation advisement in philosophy and the social sciences** (0) Individual advisement on doctoral dissertations. Fee: to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration for Ed.D./Ph.D. degrees.

A&HF 6970. **Studies in history and education** (1–6) Faculty. Advanced students may register for intensive individual study of some aspect of their specialization. Registration is only by permission of the professor under whose guidance the work will be undertaken. Times for individual

conferences will be arranged. Enrollment may be for 1 or more points each term, and registration is not limited to one or two terms.

*See also:*  
A&HF 4603. **Human and social dimensions of peace** (1–2)

A&HF 4611–A&HF 4614. **Education for peace, disarmament, and the control of nuclear weapons**

A&HF 4611. **Security issues in the nuclear age** (1–3)  
A&HF 4613. **Fundamental concepts of peace education** (1–2)  
A&HF 4614. **The United Nations as peace educator** (2–3)  
A&HL 4042. **The History of American social thought** (3)  
A&H5500. **Pro-seminar in arts and humanities** (2)

## Philosophy and Education

(Code: TFP)  
Program Coordinator: Professor René Arcilla

*Degrees offered:*  
Master of Arts (M.A.)  
Master of Education (Ed.M.)  
Doctor of Education (Ed.D.)  
Doctor of Philosophy (Ph.D.), (Educational Policy option available)

*Special Application Requirements/Information:*  
Background in philosophy required for M.A., Ed.M., and Ed.D. Undergraduate major in philosophy required for the Ph.D. Sample of philosophical writing required for Ed.M., Ed.D., Ph.D. applicants.

*Program Description:*  
The Philosophy and Education program offers students a unique opportunity to develop their humanistic, philosophical thinking about education.

Central questions guiding this philosophical exploration include:

- What are the ultimate purposes that an education, in its largest sense, should serve?
- What ideals inform the educated person and society?
- How is the developing sense of selfhood connected to the ideals that orient one's conduct?
- What is the role of aesthetic experience in education, from the experience of art, literature and music to the experience of beauty in everyday life?
- How can education be a force for social reform?

The range of educational practices that might be illuminated by these and similar philosophical concerns is limited only by the interests of the particular student. Among the topics on which such philosophical study might bear are:

- The education of democratic citizens
- The role of critical thinking skills
- Multicultural and gender issues
- New roles for educational technology
- The professional ethics of teaching
- Moral and aesthetic education

The philosophy program provides an opportunity for educators to broaden and deepen their understanding of the processes and aims of education by mastering a spectrum of philosophical approaches, including those in the fields of moral philosophy and ethics, social and political philosophy, epistemology, aesthetics, and philosophy of science. Study of a variety of historical and conceptual frameworks enables students to develop theoretical perspectives on education, and to effectively analyze and criticize arguments in contemporary educational debates.

Recent dissertations have included discussions of feminist theory and moral education, narrative and dialogical reasoning in education, democratic education from a Habermasian perspective, and African-American philosophies of education.

The program has shaped the historical course of philosophy of education in America. Those who taught in it in the past—proceeding from the groundbreaking work of John Dewey and William Heard Kilpatrick, to the achievements of their most recent successors, Jonas Soltis and Maxine Greene—have been leaders in the field.

### *Degree requirements:*

#### **Master of Arts**

The Master of Arts program is designed to introduce educators and professionals with a wide variety of interests to the study of philosophy and education. In addition to major courses in philosophy and education, students may use their electives to develop an area of philosophical interest (e.g., ethics, social philosophy, epistemology, etc.), to develop and area of educational interest (e.g., educational foundations, curriculum studies, theories of teaching and learning, etc.), or to generally broaden their professional education.

#### **Doctoral Programs**

The doctoral program in philosophy and education is flexible and responsive to individual student backgrounds, needs, interests, and career goals. Each student takes responsibility, in consultation with his or her adviser, for designing a course of study that will meet the general program requirements as well as the individual's professional goals.

At the center of that course of study are classes in philosophy and education. In addition to those major courses, some students use their electives to develop an expertise or “minor” in foundations of education, including history, psychology, sociology, or politics. Others may wish to develop a minor in educational studies related to their philosophical interests, such as curriculum development, approaches to teaching, or educational policy.

The Philosophy and Education program offers both the Doctor of Education (Ed.D.) and Doctor of Philosophy (Ph.D.) degrees. The Ed.D. requires a minimum of 90 points of credit, and offers a broad preparation for professional and academic responsibilities with emphasis on a particular area of education. The Ph.D. requires a minimum of 75 points, and emphasizes research and intensive specialization in a particular area of philosophy. *Candidates should be in touch with the Office of Doctoral Studies to be certain of complying with the latest procedures, deadlines and documents.*

**Courses:** (\* = course open to non-majors)

\*A&HF 4081. **Philosophies of education** (3)  
Professor Noddings. An introduction to philosophies of education from and the problems addressed currently in Philosophy of education.

\*A&HF 4082. **Race, racism and socio-cultural identity** (2–3)  
Faculty. A brief history of the concept of “race” in the West and U.S. “Race” as scientifically invalid. Race as social construction. Individual, cultural, and institutional forms of racism. Overuse of concept of “racism.” Racial and ethnic identity among African-Americans, Latinos, Asian-Americans, and white ethnics. “Mixed race” identity.

\*A&HF 4083. **Philosophy of science and human inquiry** (3)  
Faculty. Relates major themes in philosophy of science to the conception of research on human beings and social institutions.

\*A&HF 4084. **Social philosophy and education** (3)  
Faculty. Major concepts in social philosophy and their application to educational issues.

\*A&HF 4085. **The arts and American education** (3)  
A comparative study of responses by educators, literary artists, and painters to the American experience in the 19th and 20th centuries.

\*A&HF 4086. **Aesthetics and education** (3)  
Faculty. The relation of art and education, with attention to theories of the creative act, aesthetic experience, and the criteria governing criticism.

\*A&HF 4180. **Education and the making of the modern self** (3)  
Professor Arcilla. A critical study of modern philosophical and literary works on self-cultivation and of their implications for education.

\*A&HF 4181. **Critical theory and education** (3)  
Professor Arcilla. An examination of key ideas and texts in the critical theory tradition of social philosophy, using them to illuminate humanistic issues in contemporary education.

\*A&HF 4183. **Philosophies of multiculturalism and pluralism** (2–3)  
Faculty. An examination of the major historical and current American views of the nature and value of multiculturalism and of cultural pluralism, in education and in society more generally. Some attention to criticisms of multiculturalism.

\*A&HF 4680. **Ethical issues in educational practice** (3)  
Faculty. A study of how modern ethical theories illuminate ethical predicaments in education.

\*A&HF 5035. **Women and moral theory** (3)  
Professor Noddings. Historical association of women with moral inferiority; contemporary work in feminist moral theory; associated writings in education. (*Not offered in 1999–2000.*)

A&HF 5082. **The philosophy of John Dewey** (3)  
Faculty. An analysis of the principal works of John Dewey on education.

A&HF 5080. **Advanced topics in social and moral education and philosophy** (3)  
Faculty. Close reading of important (mostly contemporary) philosophical texts on several topics relevant to education. Topics will vary and can include racism, cultural and moral relativism, morality, multiculturalism, and religion.

\*A&HF 5086. **Changing styles: philosophy, art and literature** (3)  
Professor Broughton. An exploration of Western traditions of thought and practice with relation to the general problems of contemporary culture and the emerging demands of “cultural literacy” in a fragmented society.

A&HF 5680. **Colloquium in philosophy and education** (1–3)  
Professors Arcilla, Broughton and Noddings. For majors only. A dissertation seminar and treatment of topics related to the development of competence in research and teaching philosophy of education.

A&HF 5681. **Colloquium in existentialism and education** (3)  
Professor Arcilla. Permission required. A study of selected writings in existentialism and their implications for education.

\*A&HF 6580. **Seminar in philosophy and education** (3)  
Faculty. An advanced seminar. Permission required

### Individualized Studies

A&HF 4901. **Research and independent study** (1–8)  
Permission only.

A&HF 7500. **Dissertation seminar in philosophy and education** (0–3)  
Faculty. Permission required.  
Required of doctoral students in the semester following successful completion of certification examination.

A&HF 8900. **Dissertation advisement in philosophy and education** (0)  
Individual advisement on doctoral dissertations. Fee: to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration for Ed.D./Ph.D. degrees.

A&HF 6980. **Studies in philosophy and education** (1–6)  
Faculty. Advanced students may register for intensive individual study of some aspect of their specialization. Registration is only by permission of a faculty member, under whose guidance the work will be undertaken. Times for individual conferences will be arranged. Enrollment may be for 1 or more points each term, and registration is not limited to one or two terms.

### Cultural Studies

\*A&HF 4088. **Popular culture**.  
Professor Broughton. Critical examination of mass communication as an informal medium of education: film, TV, comic books, music, dance, advertising. “Low” vs. “high” culture and hybrid forms. Enrollees learn to create and promote their own pop-cultural commodity. Special fee: \$40.

\*A&HF 4089. **Aesthetics of technology** (2–3)  
Professor Broughton. Technology as a cultural form regulating the development of the human self. Metaphysical, symbolic and fantasy components in computing, space travel, medicine, reproduction, and children’s toys. Literary and artistic representations. Special fee: \$40.

\*A&HF 4130. **Gender and violence** (2–3)  
Professor Broughton. How literal and symbolic violence shape gender formation. Aggression in the lives of men and women. Racism, homophobia, child-abuse, date-rape, demonism, guns and bombs, in reality, art, and fiction. Special fee: \$40.

*See also:*  
A&H 5500. **Pro-seminar in arts and humanities** (2)  
Professor Noddings. Concentration on the ethics of social research, examining special problems that arise in both quantitative and qualitative research.

### Religion and Education (Code: TFU)

Program Coordinator: Professor Douglas Sloan  
Program Advisors: Professor Douglas Sloan, Teachers College; Professor Mary Boys, Union Theology Seminary; Professor Joseph Lukinsky, The Jewish theological Seminary

*Degrees offered:*  
Master of Arts (M.A.)  
Master of Education (Ed.M.)  
Doctor of Education (Ed.D.)

*Special Application Requirements/Information:*  
Students may not begin program in the summer.

*Program Description:*  
For three quarters of a century Teachers College has offered advanced studies of various fields related to religion and education. Today, the program in religion and education, leading to the M.A., Ed.M., and Ed.D. degrees, offers the opportunity for combining religious studies at Union Theological Seminary, the Jewish Theological Seminary of America, and the Columbia University Graduate School of Arts and Sciences with studies in education at Teachers College.

Many students in the program, particularly at the doctoral level, transfer substantial credits in graduate or professional religious studies from other institutions and devote the major part of their effort in the program to acquiring the educational knowledge and skills needed to complement their previous theological study. Each student’s program is worked out to meet his or her particular objectives, using the combined resources of Teachers College and the other institutions mentioned above.

The program prepares its graduates to teach in colleges, universities, and theological schools, with special concern for the religious dimensions in education. Such persons would also be prepared to teach courses in religion or to serve with various religious organizations in positions of leadership in matters of educational policy.

For information about the joint Ed.D. program and the related Master of Arts in Education and Theological Studies at Union Theological Seminary, consult the Seminary’s catalog.

*Degree Requirements:*  
The program of courses in Religion and Education is worked out with one of the advisors from the three cooperating institutions. Drawing on these combined resources each student’s program is designed to meet his or her own particular objectives. All courses should be determined with the advice and approval of the student’s advisor.

### Master of Arts

The degree requirements can be met in one of two ways: 1) completing 30 points and a formal master’s thesis, or, 2) completing 32 points and a special project. The topics and preparation of the thesis and

the special project are to be determined in consultation with the student’s advisor. At least 12 of the points taken for the degree must be in the field of religion and education, and at least three Teachers College courses must be taken outside the program.

### Doctor of Education

The Doctor of Education is a 90 point program. All students must take a minimum of 6 points of A&HF6581, Studies in Religion and Education. The full program of other courses is developed on an individual basis for each student in consultation with the advisors of the program. In developing the full course program, every effort is made to ensure that the student receives a solid grounding in the nature of religion (with courses in fields pertaining to literature of religion, history of religions, philosophy of religion and theology, social science and religion, and psychology of religion), and in the nature of education (with courses pertaining to history and education, philosophy and education, anthropology and sociology of education, international education, curriculum and teaching and adult education). Other courses deemed important for the student’s particular goals in the study of religion and education also become part of the course program. Further detailed requirements for the Ed.D. are available from the Office of Doctoral Studies. *Candidates should be in touch with the Office of Doctoral Studies to be certain of complying with the latest procedures, deadlines and documents.*

**Courses:** (\* = course open to non-majors)

A&HF 6581. **Seminar: Studies in religion and education** (1–3)  
Professors Boys, Lukinsky, and Sloan. Required for all Ed.D. candidates in religion and education at the Jewish Theological Seminary, Teachers College, and Union Theological Seminary. Introduces doctoral students to the history, issues, and research methods in the field of religion and education and provides a collegium for developing proposals for dissertations. Cross listed at Union Seminary as RE 505–506 and at Jewish Theological Seminary as Ed. 9547.

#### Individualized Studies

A&HF 4901. **Research and independent study** (1–8)  
Permission only.

A&HF 7500. **Dissertation seminar in religion** (0–3)  
Faculty. Permission required. Required of doctoral students in the semester following successful completion of certification examinations.

A&HF 8900. **Dissertation advisement in religion** (0)  
Individual advisement on doctoral dissertations. Fee: to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration for Ed.D./Ph.D. degrees.

In each of the areas within the department, advanced students may register for intensive individual study of some aspect of their specialization. Registration is only by permission of the instructor under whose guidance the work will be undertaken. Times for individual conferences will be arranged. Enrollment may be for 1 or more points each term, and registration is not limited to one or two terms.

A&HF 6981. **Studies in religion and education** (1–6)

#### See Also:

A&HF 4603. **Human and social dimensions of peace** (1–2)

A&HF 4611–A&HF 4614. **Education for peace, disarmament, and the control of nuclear weapons**

A&HF 4611. **Security issues in the nuclear age** (1–3)

A&HF 4614. **The United Nations as peace educator** (2–3)

A&H5500. **Pro-seminar in arts and humanities** (2)

### Social Studies

(Code: TLW)

Program Coordinator: Professor Stephen J. Thornton

#### Degrees offered:

Master of Arts (M.A.)

Master of Education (Ed.M.)

Doctor of Education (Ed.D.)

Doctor of Philosophy (Ph.D.)

#### Special Application

##### Requirements/Information:

Standardized tests are not required for social studies programs. However, the GRE General Test is encouraged for those with undergraduate GPAs below 3.5. Master's students can begin in the fall or summer only.

Students should indicate on the specialization section of application whether they wish to pursue teacher certification.

Applicants to the Master of Arts degree program must have taken at least 30 credits in history or appropriate social science course work. For those courses that are not listed under a history department, and which the applicant feels may be counted as part of the “history” requirement, applicants must submit course descriptions in order for the social studies faculty to determine the content. M.A. inquiries should be directed to Mr. Scott Conti, Social Studies Program Office, Box 66, (212) 678-3173. The program secretary for Social Studies can be reached at (212) 678-4083.

Applicants to the Master of Education degree should be aware that the Program admits students after several years of teaching or after completion of an M.A. degree in Social Studies education or in an appropriate content field. Admission requirements in terms of undergraduate background are the same as the M.A.

An M.A. in appropriate content field or Social Studies education is required for applicants to the Doctor of Education or Doctor of Philosophy degree programs. In addition to the general Teachers College admission requirements, doctoral applicants must submit a writing sample and recommendations written by persons qualified to address the potential for doctoral-level work. If the applicant will be in or near New York City, an interview is recommended.

Inquiries for the Ed.M., Ed.D. and the Ph.D. degrees should be directed to Professor Stephen J. Thornton, Box 66, Teachers College; telephone: (212) 678-3150.

#### Program Description:

The social studies combine history and the social sciences for purposes of instruction. To this end, the social studies must maintain a balance between constancy to their parent disciplines and dedication to the oneness of learning.

The program particularly emphasizes the historical development of the field, the selection and organization of subject matter, and analysis of materials of instruction.

Social studies teachers must be schooled in subject matter, practiced in the arts of pedagogy, attuned to the needs of students, and alive to the interplay of theory and practice in everything they do. These are

the professionals who will lead the way in formulating and confronting the great educational questions of the day.

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

#### Degree Requirements:

##### Master of Arts

The Master of Arts offers the following two tracks:

*The Master of Arts in Social Studies* requires a minimum of 32 points and an integrative project. This degree program focuses on social studies teaching in middle and high schools, and is designed primarily for in-service teachers. The 32 points should be distributed as follows:

#### Methods and Materials

(9 points minimum)

Required:

A&HL4030. **The study of history\***

A&HL4036. **The teaching of social studies\*\***

Take at least one of the following:

A&HL5030. **Diversity and the social studies curriculum**

A&HL5035. **History of the social studies since 1880**

A&HL5037. **Alternative models of social studies curriculum**

\*Students who were undergraduate history majors may substitute A&HL5035 or A&HL5530

\*\*Students who have taken an equivalent course should substitute A&HL5037

Social Studies Content Courses  
(14–17 points)

In consultation with an advisor, students should select courses to round out their knowledge of the subject matters taught in secondary schools.

Professional Development Courses (6–9 points)

Three 2–3 point Teachers College courses outside the Social Studies Program, chosen with advisor approval.

Further Requirements

Students must complete an integrative project, selected with advisor approval.

*The Master of Arts in Social Studies with Teacher Certification* requires a minimum of 38 points and an integrative project and is designed for pre-service teachers. Successful completion of this program of study leads to the M.A. degree and recommendation for New York State teacher certification (grades 7–12). Student teaching is undertaken in cooperating middle and high schools, both city and suburban. A committee of social studies faculty and cooperating professionals from the school to which the student is assigned supervises and evaluates the student teacher's work. This program is registered by New York State.

The 38 points should be distributed as follows:

Methods and Materials  
(9–12 points)

Required:

- A&HL4030. **The study of history\***
- A&HL4036. **The teaching of social studies**
- A&HL5030. **Diversity and the social studies curriculum\*\***

Elective:

- A&HL5035. **History of the social studies since 1880**

A&HL5037. **Alternative models of social studies curriculum**

\*Students who were undergraduate history majors may substitute A&HL5035 or A&HL5530

\*\*Students may substitute another Teachers College course that satisfies the “diversity” requirement with the consent of an advisor.

Social Studies Content Courses  
(11–14 points)

Same as 32 point M.A. program. See above.

Student Teaching (9 points)

A&HL4530. **Seminar for student teachers in social studies\***

A&HL4730. **Supervised student teaching in social studies\*\***

\*Students enroll for 1 point in the fall and for 2 points in the spring.

\*\*Students enroll for 3 points in both the fall and the spring.

Professional Development Courses (6–9 points)

Same as 32 point M.A. program. See above.

Further Requirements

Students must complete an integrative project, satisfy the requirement for study of a language other than English, and register for and attend the teacher education lectures on detection of child and substance abuse.

Master of Education

The Master of Education in Social Studies offers the following two tracks:

*The Master of Education in Social Studies* requires a minimum of 60 points and an integrative project. The degree is intended for experienced educators; it is aimed at developing leaders in

social studies education for settings such as middle and high schools, community colleges, curriculum agencies and publishing, and foundations and historical museums. Emphasis is on specialized work in curriculum development and the subject matters, methods, and materials of instruction. This degree program is also suitable for students contemplating future doctoral study. The program is flexible in nature and can be tailored to the student's specific career goals.

Social Studies Foundations, Methods, and Professional Content (30 points minimum)

The courses in this area are intended to familiarize students with the historical development and current state of social studies and to provide experience in research on educational practices. Students should consult with an advisor to determine what additional research courses outside the program will be needed in their individual programs of study; these out-of-program courses may be used to satisfy points requirements in this area.

Required:

- A&HL4030. **The study of history**
- \*A&HL4036. **The teaching of social studies**
- A&HL5035. **History of the social studies since 1880**
- A&HL5037. **Diversity and the social studies curriculum**

Suggested, consult an advisor:

- \*\*A&HL4903. **Research and independent study in social studies**
- A&HL5037. **Alternative models of social studies curriculum**
- \*\*A&HL5203. **Fieldwork in social studies**
- A&HL5223. **Oral history as a multidisciplinary teaching tool**

A\*HL5530. **The history of American social thought**

\*\*A&HL5931. **Guided investigations in the teaching of social studies**

\*\*A&HL6530. **Curriculum development, research, and supervision**

\*Students who have taken an equivalent course should substitute A&HL5037

\*\*May be taken more than once

Social Studies Content Electives (15 points minimum)

Same as for M.A. See above.

Professional Development Courses (6–9 points minimum)

Same as for M.A. See above.

Further Requirements

The integrative project can be either a publishable article or a similar quality curricular project arising out of the student's particular program of study. Students will register for A&HL6030 with an advisor to conceptualize and begin to prepare this project.

*The Master of Education in Social Studies with New York State Certification in Administration and Supervision* requires a minimum of 60 points and an integrative project.

Social Studies Foundations, Methods, and Professional Content (18 points minimum)

Required:

Same as Ed.M. above

Suggested:

Consult an advisor:

Except for A&HL6530, same choices as Ed.M. above

Public School Administration  
(12 points required)

Courses selected in consultation with an advisor

Public School Supervision

(12 points required)

Required:

C&TY4051. **Supervision for elementary and secondary schools**

A&HL6530. **Curriculum development, research, and supervision**

Suggested:

Consult an advisor

Internship in supervision

(4–6 points over two terms)

C&TY6542. **Internship program in supervision (in-service)**

Guidance in development of integrative project (3 points)

A&HL6030. **Research in social studies education**

Electives (9–11 points)

Must include courses in both social studies content and professional development. Chosen with advisor approval.

Further requirements

Same as for Ed.M. above.

**Doctor of Education**

The Doctor of Education in Social Studies requires 90 points of graduate study and a dissertation. The Ed.D. degree program emphasizes broad preparation for advanced professional responsibilities in social studies.

Courses in the major field

(15 points minimum)

Required:

A&HL4030. **The study of history**

A&HL4036. **The teaching of social studies (or equivalent)**

A&HL4042. **The history of American social thought**

A&HL5035. **History of the social studies since 1880**

Take at least one of the following:

A&HL5030. **Diversity and the social studies curriculum**

A&HL5037. **Alternative models of social studies curriculum**

A&HL6530. **Curriculum development, research, and supervision**

Research courses, seminars and individualized work (15 points minimum)

Required:

A&HL5503. **Research paper in social studies**

A&HL6503. **Doctoral seminar in social studies**

A&HL7503. **Dissertation seminar in social studies**

Suggested:

Consult an advisor

Broad and basic areas of professional scholarship (15 points minimum)

Required:

In consultation with an advisor, select at least one course in each of the following three areas: the nature of education, the nature of persons and the learning process, and, methods of evaluation and research.

Other course work in this area should be tailored to the individual student's needs; consult an advisor.

Electives in the major field (15 points minimum)

Soon after beginning this program, students should select an area of emphasis, either American history or modern history, broadly conceived. These courses should be selected for their applicability to the student's area of dissertation research. Course work in the area of emphasis normally includes both the subject matters themselves and the design and evaluation of educational programs in those subject matters.

Further requirements

In addition to the dissertation, there are other requirements. Students should consult an advisor in the Program and read the *Requirements for the*

*Degree of Doctor Education* bulletin, obtainable from the Office of Doctoral Studies.

**Doctor of Philosophy**

The Doctor of Philosophy in Social Studies requires 75 points of graduate study and a dissertation. The Ph.D. program emphasizes research and intensive specialization in social studies scholarship.

Courses in the major field

(15 points minimum)

Required:

A&HL4030. **The study of history or alternative with consent of advisor**

A&HL4036. **The teaching of social studies or alternative with consent of advisor**

A&HL4042. **The history of American social thought**  
A&HL 5035. **History of the social studies since 1880**

Suggested:

A&HL6203. **Advanced fieldwork in social studies**  
A&HL6530. **Curriculum development, research, and supervision**

Electives in the area of specialization (15 points minimum)

Soon after beginning the Program, students must select an area of specialization. Students may select either American history or modern history. Students should select courses with an advisor, taking care to include courses relevant to the area of dissertation research at both Teachers College and the Graduate School of Arts and Sciences.

Research methods (15 points minimum)

Required:

A&HF6041. **Historical method**

Altogether students must complete a minimum of 12 points in research methods course work. The sequence of doctoral preparation seminars is the same as for the Ed.D.

Non-major foundations

(15 points minimum)

Same as "Broad and basic areas of professional scholarship" in Ed.D.

Further requirements

In addition to the dissertation, students must satisfy the foreign language requirements equivalent to those of the department of the Columbia University Graduate School of Arts and Sciences with which their work is most closely identified. For Ph.D. students in social studies, the usual cognate department in the Graduate School is History. Students should read the *Requirements for Doctor of Philosophy* obtainable from the Office of Doctoral Studies at Teachers College.

*Courses:* (\* = course open to non-majors)

**Methods and Materials**

\*A&HL 4030. **The study of history** (3)

Professor Thornton. Methods of historical analysis and interpretation. The discipline of history and its relationship to the social sciences. Suggested for all social studies majors; required for those who were not history majors.

A&HL 4036. **The teaching of social studies** (3)

Faculty. Basic classroom methods for teaching social studies in secondary schools; teaching resources and aids; assessment and testing. Special fee: \$10.

A&HL 4530. **Seminar for student teachers in social studies** (1–3)

Faculty. Must be taken concurrently with A&HL 4730.

A&HL 4730. **Supervised student teaching in social studies** (3)

Professor Crocco and Faculty. Permission required. Must be taken concurrently with A&HL 4530.

A&HL 5030. **Diversity and the social studies curriculum** (3)

Professor Crocco and faculty. Curriculum theory and instructional methods related to teaching sec-

ondary school social studies in the diverse classroom. Particular attention paid to gender and multicultural issues in urban settings. Special fee: \$10.

**A&HL 5031. Teacher education in social studies (1–3)**

Professor Thornton. Permission required. Problems, issues, and new directions in college teaching of methods courses. Supervision of practice teaching and other professional programs.

**A&HL 5035. History of the social studies since 1880 (3)**

Professor Thornton. An historical investigation of the development of the secondary school history/social studies curriculum, including questions related to objectives, content, and methods of instruction.

**A&HL 5037. Alternative models of social studies curriculum (3)**

Faculty. Examination of alternatives to dominant approaches to social studies. Suitable for experienced teachers interested in advanced methodology.

**A&HL 6500. Seminar in the history of the social studies (3)**

Professor Thornton. Permission required. Individual and group investigation and group discussions of such topics as listed in A&HL5035, which is ordinarily a prerequisite.

**A&HL 6530. Curriculum development, research, and supervision (3)**

Professor Thornton. Aspects of curriculum; teaching and learning processes; attention to problems and techniques of supervision. For advanced students interested in the analysis and evaluation of educational programs and methods of instruction.

**Social Studies Content**

**\*A&HL 4032. Problems in teaching world history (2–3)**

Faculty. Particular attention paid to problems of conceptualization and interpretation involved in organizing and teaching the course.

**\*A&HL 4033. History of Europe since 1914: Selected topics (2–3)**

Professor Thornton. Main themes and problems in the teaching of recent European history. Topics: World War I, totalitarianism, World War II, the new Europe, social and intellectual change.

**\*A&HL 4035. New York City as a learning laboratory (1–3)**

Faculty. New York City's cultural, social, governmental, business, financial, medical institutions, neighborhoods, green spaces studied through field experiences.

**\*A&HL 4037. East Asia: Survey of modern history and culture (2–3)**

Dr. Martin. An overview of central themes in the modern history and culture of China, Japan and Korea.

**\*A&HL 4038. Problems in teaching American history (2–3)**

Faculty. Main themes in American history, selection, and interpretation; past and future of the survey course; its relation to textbooks, curriculum design, social science, and professional teaching.

**\*A&HL 4039. The United States Constitution (2–3)**

Dr. Tischler. Course includes major philosophical foundations, problems preceding and during the convention, the struggle for ratification, detailed examination of the document, important court cases, non-written constitutional traditions, and unresolved constitutional issues.

**\*A&HL 4040. Women of the world: Issues in teaching (2–3)**

Professor Crocco. Women's lives (e.g., Africa, China, Latin America) past and present provide text for the course. Students' stories as told via oral/family history supplement. Reconceptualizing the history curriculum is a dominant theme. Special fee: \$10.

**A&HL 4041. Approaches to economics in secondary education (2–3)**

Dr. Miller. Integration of economics in the secondary school social studies curriculum. Attention to organizing an instructional program.

**\*A&HL 5530. The history of American social thought (3)**

Professor Crocco. The history of American social thought as it has influenced and been influenced by theories of education and patterns of educational practice.

**Doctoral preparation**

Doctoral preparation involves three successive stages:

1. Exposure to basic research methods,
2. Identification of dissertation topic,
3. Presentation of a prospectus.

In order to encourage doctoral students to progress through these stages, a sequence of seminars is customarily offered. Progress through these stages usually involves enrollment in the following courses:

**A&HL 5503. Research paper in Social Studies (1–3)**

**A&HL 6503. Doctoral seminar in Social Studies (1–3)**

**A&HL 7503. Dissertation seminar in Social Studies (1–2)**

**A&HL 8903. Dissertation advisement in Social Studies (0)**

These seminars are ordinarily undertaken as soon as possible after completing the M.A. degree. Consult program advisor as to which course or courses you should enroll in during any particular semester.

**Independent Research, Fieldwork and Internships**

**A&HL 4903. Research and independent study in social studies (1–6)**

Faculty. Permission required. To be taken under the direction of a faculty member. Students work individually or with others.

**A&HL 5203. Fieldwork in social studies (1–6)**

Faculty. Permission required. Opportunity for qualified students, individually or in small groups, to develop and pursue projects, in consultation with an advisor, in schools, communities, and other field settings.

**A&HL 5223. Oral history as a multidisciplinary teaching tool (0–2)**

Professor Crocco. Students will learn the steps of oral history design for the classroom, including research, selection of interviewees, contact and context, conducting the interview, transcribing, reviewing, editing and processing.

**A&HL 5232. Fieldwork in social studies teacher training (2–3)**

Professor Crocco. Permission required. For advanced students engaged in supervision of student teachers. Supervised field work, individual conferences, and group seminar.

**A&HL 5430. Internship in the teaching of history and social sciences (1–3)**

Faculty. Permission and advance application required. Ordinarily in secondary schools, junior colleges, teacher training programs or publishing work.

**A&HL 5931. Guided investigations in the teaching of social studies (1–3)**

Faculty. Permission required. For advanced students. Individual fieldwork in secondary school or introductory college social studies.

**A&HL 6030. Research in social studies education (1–3)**

Faculty. Permission required.

**A&HL 6203. Advanced fieldwork in social studies (1–6)**

Faculty. Permission required. See description for A&HL 5203.

**A&HL 6403. Internship in college teaching in social studies (1–6)**

Faculty. Permission required. Occasional opportunities in college programs in areas represented by the program. Students must inquire to see if opportunities are available during any given semester.

**A&HL 6935. Studies in history and in the teaching of history and social studies (1–3)**

Faculty. Permission required. Individual research and advanced historical method ordinarily related to a doctoral dissertation.

*See also:*

A&H 5500. **Pro-seminar in arts and humanities** (2)  
Professor Noddings. Concentration on the ethics of social research, examining special problems that arise in both quantitative and qualitative research.

**Program in History and Education:**

A&HF 4070. **History of education in the United States.** (3)  
A&HF 6041. **Historical method** (3)

**Columbia University's Graduate School of Arts and Sciences, for example: (three thousand level courses require approval of advisor and Registrar)**

Hist. W4674, American urban history  
Hist. W3005, Main currents in African History  
Hist. W3121, America in the era of slavery and Jackson  
Hist. W4010, Roman imperialism  
Hist. W4779, Latin American civilization  
Hist. W4825, History of modern South Asia  
Pol. Sci. G4461, Latin American politics.

**Teaching of English**

(Code: TLE)

Program Coordinator:  
Professor Ruth Vinz

**Degrees offered:**

Master of Arts (M.A.)  
Master of Education (Ed.M.)  
Doctor of Education (Ed.D.)  
Doctor of Education (Ed.D.C.T.) in the College Teaching of English  
Doctor of Philosophy (Ph.D.) in English Education

**Special Application**

**Requirements/Information:**

The M.A. degree in English Education is designed for students who plan to teach or are currently teaching. This program offers new and experienced educators opportunities for intensive study in disciplined-based content, inte-

grated curriculum, and pedagogy. Applicants are required to submit official transcripts from all undergraduate institutions attended, two letters of recommendation, and a personal statement. Applicants must have completed at least 24 undergraduate and/or graduate credits in English prior to entering the program. For certification, students must also have completed, at the time of graduation, 6 points of study at the undergraduate level in a foreign language. Waivers for second language fluency are available.

The Ed.M. degree in English Education offers experienced teachers the opportunity to continue their examination of issues, pedagogy, policy, and practice in the teaching of English. Special emphasis is placed on classroom based research and an examination of leadership roles in schools. Ed.M. applicants are required to submit a writing sample, must have earned an M.A. in English, English Education, or in an analogous field, and must have teaching experience at the secondary classroom level. A personal interview with a faculty advisor is strongly advised.

The Ed.D., Ed.D.C.T., and Ph.D. degrees in English Education combine course and fieldwork for teachers who: 1) have the desire to examine theoretical, research, and pedagogical principles as they apply to practice; 2) wish to prepare prospective teachers and continue conversations with in-service teachers; and 3) prepare themselves for leadership roles in the field of teaching English. Applicants are required to submit a writing sample, must have an M.A. in English, English Education, or in a closely related field, and must have classroom teaching experience. A personal interview with a faculty advisor is strongly advised.

**Program Description:**

An English teacher creates contexts for reading, writing, listening, and speaking. Classrooms are transitory environments and demand teachers who are aware of themselves as learners, capable of adapting to change, skilled at negotiating, and respectful of diversity. Our program is committed to the professional development of teachers as they pursue their teaching and scholarly lives. We recognize and value the variety of needs and experiences of a diverse student body, and we strive to provide our students with individualized programs.

Our program encourages students to seek a balance between breadth and specialization by offering a variety of both methods and content courses. Methods courses focus on the design and implementation of curriculum as well as diverse strategies and methods for the teaching of literature, writing, and language. Content courses include literature and writing electives that model the various literacy practices that can be useful in teaching secondary students in English classrooms.

Two semesters of student teaching, primarily in public urban sites, complement the course work in the M.A. and provide students with placements at both the middle school and high school levels where they can apply what they are learning in the program.

**Degree requirements:**

**Master of Arts**

The M.A. in English Education is a 36-point program (with certification for pre-service teachers) or a 32-point program (for in-service teachers) and can be completed with full-time enrollment in one academic year plus two sum-

mer sessions. For the award of the M.A., a special master's project must be completed.

The 36-point program should be distributed as follows:

Required writing courses (6 points minimum):  
A&HL4151. **Teaching of Writing**  
A&HL4156. **Writing: Non Fiction**

Required literature courses (6 points minimum):  
A&HL4058. **Teaching of Reading**

Take at least one of the following:  
A&HL4050. **The Study of Literature**  
A&HL4051. **American Literature**  
A&HL4052. **Adolescent Literature**  
A&HL4053. **African American Literature**  
A&HL4056. **Women Writers of the 20th Century**  
A&HL4100. **Contemporary Theater**  
A&HL4561. **American Short Story**  
A&HL5151. **Perspectives on Popular Texts**

Required methods courses (6 points minimum):  
A&HL4057. **English Methods**

Take at least one of the following:  
A&HL4155. **Teaching Strategies**  
A&HL4550. **Teaching of Poetry**  
A&HL4551. **Teaching of Shakespeare**  
A&HL5518. **Diversity: Social and Cultural Contexts in the English Classroom**

Required Student Teaching course work (8 points minimum):

**A&HL4750. Supervised Student Teaching of English Seminar\***

\*Students enroll in A&HL4750 twice in order to support: 1) a middle/junior high school student teaching experience, and 2) a senior high school student teaching experience. This seminar serves as a forum to address the needs, issues and challenges that may arise during the student teaching experience.

Required Foundations course work (6–9 points minimum):

Any three Teachers College courses that are NOT A&HL. Each Foundations course must be taken for a minimum of 2 points.

Electives (1 point minimum):

Any graduate-level course(s) taken at Teachers College and/or Columbia University applied to overall credit requirement for the M.A.

Special Project (0 points):

**A&HL5590. Master's Seminar\***

\*Required by the College of all Master's-level students. Must be taken twice as a companion course to each semester of A&HL4750.

The 32-point program should be distributed as follows:

Required writing courses (6 points minimum):

**A&HL4151. Teaching of Writing**  
**A&HL4156. Writing: Non Fiction**

Required literature courses (6 points minimum)

**A&HL4058. Teaching of Reading**

Take at least one of the following:

**A&HL4050. The Study of Literature**

**A&HL4051. American Literature**

**A&HL4052. Adolescent Literature**

**A&HL4053. African American Literature**

**A&HL4056. Women Writers of the 20th Century**

**A&HL4100. Contemporary Theater**

**A&HL4561. American Short Story**

**A&HL5151. Perspectives on Popular Texts**

Required methods courses (6 points minimum)

**A&HL4057. English Methods**

Take at least one of the following:

**A&HL4155. Teaching Strategies**

**A&HL4550. Teaching of Poetry**

**A&HL4551. Teaching of Shakespeare**

**A&HL5518. Diversity: Social and Cultural Contexts in the English Classroom**

Required Foundations course work (6–9 points minimum):

Any three Teachers College courses that are NOT A&HL. Each Foundations course must be taken for a minimum of 2 points.

Electives (1 point minimum):

Any graduate-level course(s) taken at Teachers College and/or Columbia University applied to overall credit requirement for the M.A.

Special Project (0 points):

**A&HL5590. Master's Seminar\***

\*Required by the College of all Master's-level students.

**Master of Education**

The Ed.M. in English Education is a 60-point plan of study that includes in-depth work in theory and pedagogy as it applies to the teaching of liter-

ature, writing, and language. Up to 30 points may be transferred from previous graduate study at an accredited institution toward the Master of Education degree. This master's program is designed for individuals interested in advanced study within the field of English Education or in interdisciplinary studies. The degree represents a commitment to research and study of issues in teaching and learning. The Ed.M. is designed for in-service teachers as a way to complement their work in schools and can serve as a preparation program for students who may want to enter the doctoral program. An acceptable special project is required for the degree.

The 60-point program should be distributed as follows:

Research Methods (9 points minimum):

These courses may be taken in any department of Teachers College and may be from either 4000 or 5000 level. Although courses may include both quantitative and/or qualitative methods, we recommend that at least one course represent study in the area of qualitative research. One course should be taken from the research offerings in the English Education program:  
**A&HL4904. Research and Independent Study in the Teaching of English**

**A&HL5149. Writing Research: Methods and Assumptions**  
**A&HL5150. Action Research**

Foundation courses (6 points minimum):

These courses are intended to broaden knowledge of educational issues and practices beyond those of your particular area con-

centration. Students must take at least three Teachers College courses (for a minimum of 2 points each) from departments outside of Arts & Humanities. This requirement must be completed while at Teachers College.

Courses within the English Education program (15 points minimum\*):

Recommended courses at the 4000 level (no more than 12 points) include:  
**A&HL4050. The Study of Literature**  
**A&HL4051. American Literature**  
**A&HL4052. Adolescent Literature**  
**A&HL4053. African American Literature**  
**A&HL4056. Women Writer's in the 20th Century**  
**A&HL4057. English Methods**  
**A&HL4058. Teaching of Reading**  
**A&HL4100. Contemporary Theater**  
**A&HL4154. Rhetoric: Connecting Reading and Writing**  
**A&HL4155. Teaching Strategies**  
**A&HL4550. Teaching of Poetry**  
**A&HL4551. Teaching of Shakespeare**  
**A&HL4561. American Short Story**  
**A&HL4151. Teaching of Writing**

Recommended courses at the 5000 and 6000 level (no more than 30 points):  
**A&HL5149. Writing Research: Methods and Assumptions**  
**A&HL5151. Perspectives of Popular Literature in the English Classroom**

A&HL5504. **Research Paper in the Teaching of English**

A&HL5514. **Reader Response: Research, Theory, and Practice**  
A&HL5518. **Diversity: Social and Cultural Contexts in the English Classroom**  
A&HL6011. **The Politics of Teaching English**

A&HL6015. **College Teaching of English**  
A&HL6450. **Internship in the Teaching of Writing**  
A&HL6514. **Postmodern Literary Theory: An Aesthetic Dimension**

\* Students must complete between 15–45 credits of study at the 4000, 5000, and 6000 level within the English Education program, depending on how many credits are transferred in. It is possible to substitute a 12–15 credit specialization in another area with advisor's approval. Students transferring up to 30 points should take most of their courses at the more advanced 5000 and 6000 level.

Research Paper/Project (1–3 points minimum):

A&HL5504. **Research Paper in the Teaching of English\***

\*This course is required of all Ed.M. students and is the core course of the program. This course entails work on a major paper and research project that will form the basis for the Ed.M. thesis. This major paper (commonly referred to as the “5500” paper) involves students in synthesizing work in theory, research, and practice as related to the student's chosen area of inquiry.

Thesis:

The Ed.M. thesis will incorporate a coherent assimilation of the work undertaken in the A&HL5504 paper and extensions from it. The thesis will represent a refined presentation of the student's area and question of inquiry and will include:

- a) an introduction that sets forth the student's orientation and interest in the topic of the thesis;
- b) a literature review that explores theoretical research and practical perspectives that relevantly bear on the thesis topic;
- c) a methodology section, explaining how and why data was collected, with whom, how it was analyzed and interpreted, and the role of the researcher therein;
- d) the results of the research;
- e) a concluding section that sets forth the relevance of this work for teachers within the fields of English Education, interdisciplinary, or literacy studies.

#### Doctoral Programs

The Doctor of Education (Ed.D.), Doctor of Education in the College Teaching of English (Ed.D.C.T.), and the Doctor of Philosophy (Ph.D.) programs in English Education synthesize theoretical, pedagogical, and research-oriented course work in literary and rhetorical studies. The student will eventually focus on an area of interest for further inquiry. Teaching experience in secondary education is required for admittance to both the Ed.D. and Ph.D. programs. Course work within doctoral programs reflects a range of issues and areas of study within

the field. Represented schematically these areas include, but are not limited to:

Literary Studies: various literature courses at the 4000 level; various literature and/or literary theory and research courses at the 5000 level; consistent emphasis within courses on social and political contexts within the field of English Education. Issues of teacher education pertain consistently. (See above Ed.M. program plan for 4000 and 5000 level course suggestions.)

Rhetorical Studies: various writing courses at the 4000 level; various composition and/or rhetorical theory courses at the 5000 level.

Methodological/Pedagogical: various courses at the 4000 & 5000 level that apply research methods, given related theoretical and practical applications within the field of English Education.

Students must complete at least a 50-point program of study to meet requirements for the doctoral degrees within the English Education program. The program of study encompassing these points is designed to represent a coherent network of courses. The number of courses you will take also depends, in part, on the number of points you are able to transfer from your previous graduate work.

Students working toward a 90-point Ed.D degree are able to transfer a maximum of 40 points from previous graduate study. Ed.D. students will complete at least 50 points within the program to complete their doctoral work.

Students working towards a 75-point Ph.D. degree will also complete a 50-point program and thus may transfer up to 25 points from previous graduate work. In certain exceptional cases, Ph.D. students may be able to transfer more than 25 points. You will find some information pertaining to this point in the “requirements” booklets that are available from the Office of Doctoral Studies in the first floor of Horace Mann.

Required doctoral course work within the English Education program (with advisor's approval):

A&HL6015. **College Teaching of English\***  
A&HL5504. **Research Paper in the Teaching of English**  
A&HL6504. **Doctoral Seminar in the Teaching of English**  
A&HL7504. **Dissertation Seminar in the Teaching of English**  
A&HL8904. **Dissertation Advisement in the Teaching of English**

\*for students seeking the Ed.D.C.T.

*Candidates should keep in touch with the Office of Doctoral Studies to obtain information about the latest procedures, deadlines and documents.*

**Courses:** (\* = course open to non-majors)

\*A&HL 4050. **The study of literature (3)**

Faculty. Teachers examine multiple approaches to reading traditional and contemporary texts using theory and criticism as tools for framing the teaching of literature.

\*A&HL 4051. **American literature: Critical approaches for the prospective teacher (2–3)**  
Faculty. Classical and contemporary literary selections are explored within various critical frameworks.

**A&HL 4052. Adolescent literature (3)**

Faculty. Students examine contemporary young adult literature and traditional canonical texts. Discussions focus on issues of diversity, the urban experience, gender and the teaching of adolescent literature.

**\*A&HL 4053. African-American literature (3)**

Faculty. Contemporary African-American literary selections are explored within a theoretical context that emphasizes cultural, political, and aesthetic dimensions of these texts.

**\*A&HL 4056. Women writers of the 20th century (2–3)**

Faculty. The course focuses on women writers of the 20th century, exploring common themes: growing up female, marriage and the family, women as artists and minority women within a feminist theoretical framework.

**A&HL 4057. English methods (3)**

Faculty. Majors only. A required course which focuses on practical aspects of teaching English, including lesson and unit plans, effective teaching strategies, evaluation and assessment, curriculum design, and integration in language arts.

**A&HL 4058. Teaching of reading (3)**

Faculty. The course focuses on helping teachers examine both theoretical and pedagogical principles relevant to teaching literary and non literary texts.

**A&HL 4100. Contemporary theater (3)**

Faculty. The role of drama in the classroom. Students will examine how theaters in their community function for learning about production and performance.

**A&HL 4151. Teaching of writing (3)**

Faculty. The course integrates theory and practice for teachers. Topics include writing development, research on writing, evaluation and assessment of writing, and classroom methods for teaching the writing process. This course is taught with A&HL 4156, Writing: Nonfiction, as part of a 6 credit sequence.

**A&HL 4154. Rhetoric: Connecting reading and writing (3)**

Faculty. The course examines the applicability of this two-thousand-year-old tradition for present day students and teachers. Emphasis on rhetorical principles in the analysis and creation of literary and non literary texts.

**A&HL 4155. Teaching strategies for the secondary English classroom (2–3)**

Faculty. Current approaches to the teaching of reading, writing, drama, and language skills.

**A&HL 4156. Writing: Nonfiction (3)**

Faculty. Participants write out of their own areas of expertise, drafting and revising articles for publication. This course is taught as part of 6 credit block with A&HL 4151, Teaching of writing.

**A&HL 4157. Writing: Fiction and personal narrative (3)**

Faculty. In a small, intensive setting, teachers write their own fiction and study models from current fiction.

**A&HL 4158. Writing: Poetry (3)**

Faculty. A poetry writing class combined with close readings of selected contemporary poets.

**A&HL 4550. Teaching of poetry (3)**

Faculty. Experience in reading and writing poetry, designing curriculum, and determining effective teaching practices.

**A&HL 4551. Teaching of Shakespeare (3)**

Faculty. An examination of a sequence of Shakespeare plays, with emphasis on diverse theoretical perspectives and pedagogical principles for teaching Shakespeare.

**\*A&HL 4561. The American short story (3)**

Faculty. Explores the introduction of the contemporary short story to middle and high school students.

**A&HL 4750. Supervised teaching of English (3)**

Faculty. Majors only. Students may satisfy state certification requirements by participating in the supervised teaching program in the Fall and Spring semesters. Stu-

dents should plan to reserve part of each day Monday through Friday for classroom experience.

**A&HL 5149. Writing research: Methods and assumptions (3)**

Faculty. A study of methods and findings in current research, with attention to connections between research and practice.

**A&HL 5150. Action research (2)**

Faculty. Links research and practice through participatory research and action inquiry.

**A&HL 5151. Perspectives on popular texts in English classrooms (3)**

Faculty. This course unites post-structuralist literacy theory with cultural studies. Through a range of class activities and readings, the course will explore intersections between feminism, post-modern aesthetics, and popular literature.

**A&HL 5153. Academic writing II (3)**

See program in Applied Linguistics.

**A&HL 5514. Reader response: Research, theory and practice (3)**

Faculty. This course is an advanced seminar for students exploring research issues related to theories of reader-response. Various models of the literary-reading process will be studied including psychological, transactional, feminist, and social accounts of reading.

**A&HL 5518. Teaching English in diverse social and cultural contexts (3)**

Faculty. A seminar examining how gender, class, race, ethnicity and sexual orientation issues inform instructional goals, curriculum planning/implementation, and practices in the teaching of literature, language, and composition in English language arts classrooms.

**A&HL 5590. Master's seminar: Teaching of English (0)**

Faculty. For Ed.M. and doctoral students only. Designed to prepare students for completing integrative project for the M.A. degree, students participate in seminars which are oriented towards creating an academic, professional, and social network. Students research an area of special interest and share their findings.

**A&HL 6011. The politics of teaching English (3)**

Faculty. An examination of political and sociocultural theories of language, literature, and composition that inform diverse ideological constructions of knowledge, curriculum, and pedagogy in English language arts education.

**A&HL 6015. College teaching of English (3)**

Faculty. An examination of programs and methods of instruction in English courses on the college level.

**A&HL 6514. Postmodern literary theory: The aesthetic dimension (3)**

Faculty. Teachers will examine literary and theoretical texts central to postmodern theory. Students will explore, through a diverse range of means and media, texts deemed pivotal to postmodern approaches and principles.

**Doctoral preparation**

Doctoral preparation involves three successive stages;

1. Exposure to basic research methods,
2. Identification of dissertation topic,
3. Presentation of a prospectus, In order to encourage doctoral students to progress through these stages, a sequence of seminars is customarily offered. Progress through these stages usually involves enrollment in the following sequence of seminars:

**A&HL 5504. Research paper in the Teaching of English program (1–3)**

**A&HL 6504. Doctoral seminar in the Teaching of English Program (1–3)**

**A&HL 7504. Dissertation seminar in the Teaching of English Program (1–2)**

**A&HL 8904. Dissertation advisement in the Teaching of English program (0)**

Consult program advisor as to which course or courses you should enroll in during any particular semester.

**Independent research, fieldwork and internships**

**A&HL 4904. Research and independent study in Teaching of English (1-6)**

Permission required. Research and independent study under the direction of a faculty member. Students work individually or with others.

**A&HL 5204. Fieldwork in Teaching of English (1-6)**

Permission required. Opportunity for qualified students, individually or in small groups, to develop and pursue projects, in consultation with an advisor, in schools, communities, and other field settings.

**A&HL 6204. Advanced fieldwork in Teaching of English (1-6)**

Permission required. See description for A&HL 5204.

**A&HL 6404. Internship in college teaching of English (1-6)**

Permission required. Opportunities to work in college programs. Students must inquire to see if opportunities are available during any given semester.

**A&HL 6450. Internship in teaching writing (1-3)**

A forum designed to offer students with a deep interest in the teaching of writing an opportunity to explore key issues in the field through their involvement with students, teachers, and classroom settings throughout the city or, for some students, tutoring work for the TC Writing Skills Center.

**See also:**

**A&HT 5500. Pro-seminar in arts and humanities (1)**

Faculty. Arts and humanities faculty present their recent research or debate contemporary issues to illuminate critical issues in the field, current challenges to education, innovative methods of inquiry and contemporary cultural issues.

Department of International and Transcultural Studies:

**SCFU 4040. Computers and writing (3)**

**Teaching English to Speakers of Other Languages (TESOL)**

(Code: TLZ)

Program Coordinator: Professor Rebecca Oxford

**TESOL in Japan:**

(Code: TLX)

Master of Arts (M.A.)

For those interested in the off-

campus M.A. in Tokyo, contact:

Dr. John F. Fanselow, Program

Director or Terry Royce,

Program Coordinator

Simul Academy, Teachers

College/Simul Academy,

2-22-1, Yoyogi, Shibuya-ku,

Tokyo 151 Japan;

Fax: 81 (3) 3372-3280

**Degrees offered:** (New York)

Master of Arts (M.A.)

Master of Education (Ed.M.)

Doctor of Education (Ed.D.)

**Special Application**

**Requirements/Information:**

All non-native speakers of English, including those who have an undergraduate degree from a university in the United States, must either:

- submit a minimum score of 5 on the Test of Written English (TWE) in addition to the college-wide requirement of a minimum score of 600 on the TOEFL or a 250 on the computer-based equivalent, or
- submit a score of B or better on the Cambridge Certificate of Proficiency in English (CPE), or
- submit a score of 7.5 or better on the Cambridge International English Language Testing System (IELTS), or
- successfully complete level 10, including the essay portion, of the English Placement Test (EPT) administered by the Columbia University American Language Program.

Non-native speakers of English must also submit either a score of 50 on the Test of Spoken English (TSE) or a SPEAK score of 50.

Students are expected to write and speak in a way that is appropriate to their professional responsibilities. Students having difficulty in achieving these standards will be required to take additional course work.

M.A. applicants: The M.A. program accepts students for the Fall semester only.

Ed.M./Ed.D. applicants: Applications will be accepted on the Fall and Spring priority dates only. Applicants must have an M.A. in TESOL, applied linguistics or related-field.

Ed.M.: Up to 30 points may be transferred from previous graduate study at an accredited institution, pending approval by a faculty adviser. Students who have already earned an M.A. from Teachers College may transfer only 15 points from outside. A writing sample is required.

Any application received after the priority deadline will NOT be reviewed.

Ed.D.: For students wishing to pursue empirical research. Up to 45 credit points may be transferred from previous graduate study at an accredited institution, pending faculty approval.

**Program Description:**

The TESOL program serves those who plan to teach English as a second or foreign language in the US or abroad, or who plan to do research on the teaching, learning or assessment of English as a second or foreign language. TESOL grad-

uates typically teach in elementary or secondary schools, in universities or in English language institutes around the world. Some graduates teach ESOL for businesses or international organizations.

New York City provides one of the most diverse settings in the world for teaching ESOL, and participants in the program make good use of the range of teaching situations in the city. In addition to the variety of settings where our students teach and observe, we sponsor the Community English Program for nonnative English speaking adults from the adjoining community. These classes are organized and taught by those enrolled in the TESOL program.

Ed.M. students combine both 4000- and 5000-level courses, while doctoral candidates make selections from all levels to round out their programs. The Ed.M. is designed to complement former professional training at the M.A. level and sometimes serves as an initial preparation for entering the doctoral program.

In addition, an off-campus M.A. in TESOL is offered in Tokyo for teachers of English in Japan.

Doctoral studies (Ed.D.) emphasize research, especially in the areas of second language acquisition and teaching. The doctoral program serves those interested in research, university teaching, teacher education, or curriculum development. Those interested in research on second language acquisition should see Professor Beebe as their advisor.

**Degree Requirements:**

**Master of Arts**

The TESOL program offers the following two tracks in the Master of Arts program:

*The M.A. in TESOL offers a minimum of 34 points of graduate study.*

Required courses in TESOL:

- TESOL Classroom practices
- TESOL workshops (minimum of 3)
- Specialized practica (minimum of 2)
- Problems in contemporary English grammar for ESOL teachers
- Phonetics and phonology
- Introduction to second language acquisition
- Second language assessment

Required courses outside the program (6–9 points). *Chosen with advisor approval.*

Elective courses in: Sociolinguistics and education, Semantic systems and the lexicon, Interlanguage analysis, Discourse analysis, Advanced English syntax, Trends in second language acquisition. (6 points) *Chosen with advisor approval*

In addition: Students in this M.A. program are required to complete a three part comprehensive exam consisting of two multiple choice sections and a final essay.

*The M.A. in TESOL with Teacher Certification offers a minimum of 34 points of graduate study.*

Required courses in TESOL:

- TESOL classroom practices
- TESOL methodologies for K–6
- Language through the content areas for 7–12
- TESOL workshops (minimum of 3)
- Specialized practicum

- Supervised student teaching (1 semester K–6, 1 semester 7–12)
- Problems in contemporary English grammar for ESOL teachers
- Phonetics and phonology
- Introduction to second language acquisition
- Second language assessment

Required courses outside the program (6–9 points)

- Special education
- Bilingual education
- Multicultural education

Elective in: Sociolinguistics and education, Semantic systems and the lexicon, Interlanguage analysis, Discourse analysis, Linguistic Analysis, Psycholinguistics, Advanced English syntax, Trends in second language acquisition. (3 points) *Chosen with advisor approval.*

In addition: Students in this M.A. program are required to complete a three part comprehensive exam consisting of two multiple choice sections and a final essay.

**Master of Education**

The Ed.M. in TESOL offers a minimum of 60 points of graduate study. In order to ensure that Ed.M. students are well-rounded in the field of TESOL, they are required to take one or more courses in: teacher education, English language analysis, second language acquisition, sociolinguistics and second language assessment.

Required courses in TESOL:

- TESOL classroom practices
- Specialized practicum
- Problems in contemporary English grammar for ESOL teachers
- Phonetics and phonology
- Introduction to second language acquisition
- Second language assessment
- Language teacher education programs

- Discourse analysis
- Semantic systems and the lexicon
- Sociolinguistics and education
- Critical review of readings in ESOL and applied linguistics
- Seminar in second language acquisition

Required courses outside the program (6–9 points). *Chosen with advisor approval.* At least one course must be in statistics, measurement and research design.

In addition: Students in the Ed.M. program are required to complete an integrative project.

**Doctor of Education**

The Ed.D. in TESOL offers a minimum of 90 points of graduate study. In order to ensure that Ed.D. students are well-rounded in the field of TESOL, they are required to take one or more courses in: teacher education, English language analysis, second language acquisition, sociolinguistics and second language assessment.

Required courses in TESOL research:

- Doctoral seminar
- Dissertation seminar
- Dissertation advisement

Required courses in TESOL:

- TESOL classroom practices
- Specialized practicum
- Problems in contemporary English grammar for ESOL teachers
- Phonetics and phonology
- Introduction to second language acquisition
- Second language assessment
- Language teacher education programs
- Discourse analysis
- Semantic systems and the lexicon
- Sociolinguistics and education

- Critical review of readings in ESOL and applied linguistics
  - Seminar in second language acquisition
- Required courses in TESOL concentration (at least 15 points): *Chosen with advisor approval.*

Required courses in statistics, measurement and research design (15 points). *Chosen with advisor approval.*

In addition: Students must complete a library research paper, certification exam, certification paper and dissertation prospectus before they begin writing their dissertation.

*Candidates should be in touch with the Office of Doctoral Studies to be certain of complying with the latest procedures, deadlines and documents.*

**Courses:** (\* = courses open to non-majors)

**Basic Courses**

\*A&HL 4076. **TESOL methodologies for K–6** (2–3)  
Dr. Levine. Introduction to activities, materials, and principles particularly suited to students in elementary and secondary schools. Special fee: \$10.

\*A&HL 4077. **TESOL classroom practices** (2–3)  
Faculty. Introduction to the major language teaching approaches that have been influential in the 20th century. Special fee: \$10.

\*A&HL 4078. **TESOL materials** (2–3)  
Faculty. Practice in characterizing and critiquing materials in use and determining their suitability for different settings.

\*A&HL 4080. **Teaching in linguistically diverse classrooms** (3)  
Ms. Dwyer. Supports teachers in mainstream classrooms, grades 5–12, in building a knowledge base and a repertoire of instructional strategies that will enhance the learning of language-minority students.

**A&HL 4085. Problems in contemporary English grammar for ESOL teachers (2–3)**

Faculty. An in-depth examination of English language grammar as it applies to language teaching and learning. Special fee: \$10.

**A&HL 4086. Observation (1–3)**

Faculty. Introduction to systematic observation of methods and other communications in classrooms and of a range of interactions outside of classrooms as well.

**A&HL 4087. Introduction to second language acquisition (3)**

Faculty. Prerequisite: A&HL 4085. Survey of models and basic principles of second language acquisition and examination of how language acquisition research can inform language teaching and learning. Special fee: \$20.

**A&HL 4088. Second-language assessment (2–3)**

Professor Purpura. Prerequisite: A&HL 4085 or permission of instructor. Introduction to language assessment practices including: test design, construction and analysis; introduction to measurement concepts and basic statistics; use of the computer in language assessment. Special fee: \$20.

**A&HL 4089. Teaching writing to ESL students (2–3)**

Faculty. Teaching writing to ESL students, particularly for secondary, college and adult teachers. Theory and classroom practices integrated through readings, writing, discussion, and experiences.

**A&HL 4160–A&HL 4180. Specialized TESOL methodology (Noncredit or 0–1 each course)**

Faculty/Staff. Not all courses are offered each term or year. Selections are offered according to student interest and staff availability. Courses usually meet over 1 or 2 weekends.

A&HL 4160.® **The Silent Way**  
A&HL 4161.® **Counseling Learning/Community Language Learning**

A&HL 4162. **Small group activities and Cooperative Learning**

A&HL 4163. **Role playing**  
A&HL 4164. **English for specific purposes**

**A&HL 4165. English for academic purposes**

A&HL 4166. **Models of learning languages through the use of computers**

A&HL 4167. **Learning from television, radio, video, and other media**

A&HL 4168. **Culture and second language teaching**

A&HL 4169. **Literature in the ESOL class**

A&HL 4170. **Drill and practice**

A&HL 4172. **Teaching English in non-English speaking countries**

A&HL 4173. **The functional approach**

A&HL 4174. **The grammatical approach**

A&HL 4175. **Facilitating autonomy in language learning**

A&HL 4176. **Listening**

A&HL 4177. **Speaking**

A&HL 4178. **Reading**

A&HL 4179. **Writing**

A&HL 4180. **Trends: New directions in ESOL**

**A&HL 4171. Language through the content areas (2–3)**

Ms. Dwyer. Teaching English to 7–12 students through content areas like science, math and social studies. Special fee: \$10.

**\*A&HL 4500. Advanced English language study (1–2)**

Faculty. Development of speaking, listening, reading, and writing skills for use in an academic setting; emphasis on composing and editing projects for previous and ongoing classes; discussion of cross-cultural topics. Topics and emphasis change each term. Course may be taken more than once. Ideal for nonnative writers of English or those wishing to develop their writing skills. Limit 1 point toward TESOL or Applied Linguistics degree. Special fee: \$10.

**A&HL 4570. Classroom strategies for teaching language minority learners (0)**

Ms. Dwyer. Introduction to accommodating language minority learners in mainstream classes. Required for supervised student teaching in Arts and Humanities.

**A&HL 4817–A&HL 4819.**

**Experiences in learning another language (Noncredit or 1 each course)**

Faculty. Experience in learning to read, write, speak, and listen to a foreign language through a brief immersion; perspective on principles and methods from a learner's point of view. Method varies from term to term and the course may be taken more than once.

A&HL 4817.® **The Silent Way**

A&HL 4818.® **Counseling Learning/Community Language Learning**

A&HL 4819. **Trends in language teaching**

**A&HL 4860–A&HL 4880.**

**Specialized materials (Noncredit or 0–1 each course)**

Faculty/Staff. Not all courses are offered each term or year. Courses are offered according to student interest and staff availability. Courses usually meet over 1 or 2 weekends. The titles of the courses A&HL 4860–A&HL 4880 parallel those of courses A&HL 4160–A&HL 4180.

**Advanced Courses**

**A&HL 5575. Critical review of current readings in ESOL and applied linguistics (1–3)**

Professor Beebe. Sustained reading of professional journals and classic works in the field of language teaching and seminal works related to the field of ESOL, methods, second language acquisition, and bilingual education.

**A&HL 5577. Language teacher education programs (1–3)**

Faculty. Models, practices, and issues in teacher preparation and professional development, including supervision.

**A&HL 5581–A&HL 5589. Topics in second language acquisition (Noncredit or 1–3 per section)**

See *Applied Linguistics program*.

**A&HL 6587. Seminar in second language acquisition (3)**

Professor Beebe. Permission required. Prerequisite: A&HL 4087 or permission of instructor. An in-depth analysis of research on second-language acquisition, focusing on topics such as cross-

cultural pragmatics, pragmatic development, accommodation, stylistic variations, and language transfer.

**Practica**

These practica are designed to enable degree candidates to translate their other course work into practice. The credit hours for practica do not accurately reflect the time commitment they each require. In addition to teaching from 6 to 12 clock hours per week, participants must set aside 2–3 hours per week for seminars and from 6 to 10 hours per week for teaching preparation, observation, and individual conferences to discuss their teaching.

**A&HL 4776. Supervised student teaching in ESOL (3)**

Faculty. Permission required. A supervised teaching experience for all those M.A. candidates who are interested in working for a New York State teaching certificate in ESOL N–12 (nursery School to 12th grade) and who have not taught ESOL in grades N–12 for at least two years, full time. During the terms of practice teaching, students are not permitted to hold full-time jobs. Course may be taken more than once.

**A&HL 5360–A&HL 5379.**

**Specialized practica for ESOL teachers (2 each course)**

Faculty/Staff. A parallel course from A&HL 4160–A&HL 4180 and/or A&HL 4860–A&HL 4880 is required. For example, if a candidate wants to enroll in a practicum in role playing, A&HL 5363, then previous or concurrent registration of A&HL 4163 and/or A&HL 4863 is necessary. The titles of courses A&HL 5360–A&HL 5379 and A&HL 4860–A&HL 4879 parallel those of courses A&HL 4160–A&HL 4179. All practica are not offered each term or year. Courses are offered as a result of student interest and staff availability.

**A&HL 5380. Specialized practica for ESOL teachers: in-service teaching (3)**

Faculty. Permission required. A supervised student teaching experience for those M.A. candidates interested in a New York State teaching certificate in ESOL who

are currently teaching full-time in the schools. Course may be taken more than once.

A&HL 6375. **Professional development seminar in TESOL** (3–9) Faculty. Permission required. Participants relate their own teaching experiences to other courses they audit at the College. They develop projects related to their courses and readings but do not have to fulfill the requirements of other courses. Work can be done at Teachers College and in New York City or at one's own teaching site any place in the world.

#### Independent research, fieldwork and internships

A&HL 4095. **Research in TESOL** (1–6)  
Permission of instructor. Research under the direction of a faculty member. Students work individually or with others. Course may be taken more than once.

A&HL 5205. **Fieldwork in TESOL** (1–6)  
Permission of instructor. Opportunity for qualified students, individually or in small groups, to develop and pursue projects, in consultation with an advisor, in schools, communities, and other field settings. Course may be taken more than once.

A&HL 6205. **Advanced fieldwork in TESOL** (1–6)  
Permission of instructor. See description for A&HL 5205. Course may be taken more than once.

A&HL 6405. **Internship in college teaching in TESOL** (1–6)  
Permission of instructor. Occasional opportunities in college programs in areas represented by the department. Students must inquire to see if opportunities are available during any given semester. Course may be taken more than once.

#### Doctoral preparation

Doctoral preparation involves three successive stages:

- Exposure to basic research methods
- Identification of dissertation topic
- Presentation of a prospectus

In order to encourage doctoral students to progress through these stages, a sequence of seminars is offered. Progress through these stages usually involves enrollment in a sequence of seminars such as the following:

A&HL 5505. **Research paper in the Teaching of English to Speakers of Other Languages (TESOL) program.** (1–3 each course)

A&HL 6505. **Doctoral seminar in the Teaching of English to Speakers of Other Languages (TESOL) program.** (1–3 each course)

A&HL 7505. **Dissertation seminar in the Teaching of English to Speakers of Other Languages (TESOL) program.** (1–2 each course)

A&HL 8905. **Dissertation advisement in the Teaching of English to Speakers of Other Languages (TESOL) program.** (0)

These seminars are ordinarily undertaken as soon as possible after completing the M.A. degree. The details of seminar organization vary considerably between programs. Consult your advisor as to which course or courses you should enroll in during any particular semester.

#### See also:

A&H 5500 **Pro-seminar in arts and humanities** (2)  
Professor Noddings. Concentration on the ethics of social research, examining special problems that arise in both quantitative and qualitative research.

### Teaching of Spanish (Code: TLS)

Program Coordinator: Professor Mordecai Rubin

#### Degrees offered:

Master of Arts (M.A.)  
Master of Education (Ed.M.)  
Doctor of Education (Ed.D.)  
Doctor of Education in College Teaching (Ed.D.C.T.)  
Doctor of Philosophy (Ph.D.)

#### Special Application

**Requirements/Information:** Functional proficiency in Spanish required for all degree applicants, evaluated by the adviser through interview, correspondence or writing sample.

M.A.: An undergraduate major in Spanish, or 24 college credits in the language, or the equivalent via examination, by the end of the first semester at Teachers College.

Where the fulfillment of admission requirements is questionable or incomplete at the time of registration, probationary acceptance into the program is often possible. It is also permissible to begin studies (up to 16 credits) before being formally accepted into a degree program, while admission documents are being processed.

M.A. with Teacher Certification: same as for the M.A.

Ed.M.: An M.A. degree that includes at least 12 graduate credits in Spanish. Application may be made to transfer up to 30 credits from other graduate studies.

Ed.D.: An M.A. in Spanish or equivalent including 12 graduate-level credits in Spanish. Admission should not be confused with doctoral certification. Admission permits a student to study towards a doctorate, usually passing through the Ed.M. degree. (Certification means that the students, after admission to the doctoral program, has successfully completed the formal research paper (A&HL 5506) and has passed the comprehensive certification examination. These tasks are usually undertaken after some 15 credits of course work.)

Two writing samples, one in English, one in Spanish, must be submitted. Students who are

not native speakers of English must present 600 on the TOEFL (English) examination or equivalent (250 computer; 10 English Language Proficiency, etc.). Proficiency in Spanish must be demonstrated.

Ed.D.C.T. (College Teaching): coincident with the Ed.D.

Ph.D.: The M.A., writing samples and demonstrated language proficiency, as for the Ed.D. Application may be made to transfer credits from other institutions.

The Ph.D. requires acceptance by a special University Committee of Columbia, in addition to the usual admission by Teachers College. Where no problem is anticipated, and where the Ed.D. or Ed.D.C.T. constitute acceptable alternatives in the event of problems exclusive to Ph.D. requirements, students admitted to Teachers College may begin their studies before their documents are examined by the University Committee.

#### Program Description:

The Teaching of Spanish program is concerned both with training high school and college teachers of Spanish and with preparing professionals proficient in a foreign language for non-teaching settings. Courses embrace both methods and content and address the areas of language, culture, and literature.

The Teaching of Spanish program draws on other programs at Teachers College and the Graduate School of Arts and Sciences of Columbia University to make available to students individually formulated programs with emphases in Bilingual Education, Linguistics, English as a Second Language, or more than one foreign language.

*Experiential Opportunities:*

Internships in distance learning, field projects, and teaching community service courses in conversational Spanish for adults are some of the opportunities that add to the flexibility of Spanish language study at Teachers College. Such activities are planned in conjunction with each student's advisor. Weekend workshops, visiting lectures, and special mini-courses of two to eight weeks duration are listed in semester bulletins; they provide a variety of special topics and skills for Spanish language majors and teachers in the field.

The following Hispanic literary societies hold their meetings, readings, and special events at Teachers College, enriching the cultural experience of Spanish majors: Academia Norteamericana de la Lengua; Academia Iberoamericana de Poesía; Asociación Puertorriqueña de Escritores; Círculo de Poetas y Escritores Iberoamericanos; Arregni Memorial Foundation; Fundación Cultura Hispánica de los Estados Unidos.

*Degree Requirements:*

**Master of Arts**

32–36 points plus a project, research paper or comprehensive examination. Credits from other institutions are not transferable at the master's level.

- 15 points in Spanish, including at least one course at the Columbia Graduate School of Arts and Sciences
- 6 points in methods (consult with advisor)
- 3 points in linguistics
- 3 TC courses outside the major

Of the foregoing, three courses are specific requirements for the M.A.

**A&HL 4049. Spanish methods and class management**

**A&HL 4069. Spanish pronunciation and intonation for teachers, and A&HL 5061. Advanced Spanish syntax**

For teacher certification, A&HL 4760, Supervised practice teaching (4 points) is required, generally to be taken in the last spring semester at both middle and high school levels. Students seeking certification should consult with the Registrar concerning the latest requirements.

An average of B in all major courses and a comprehensive examination are required for the M.A.

**Master of Education**

If the M.A. is not from Teachers College, the student will be expected to include in his Ed.M. program requirements for the M.A. (see above), where the equivalents do not appear on the transcript of the transferred master's degree. A minimum of 60 points of graduate course work, of which no less than 30 must be taken through Teachers College. Application may be made to transfer a limited amount of credits from other graduate studies. After course work, a project, research paper or a comprehensive examination must be completed.

**Doctor of Education**

A total of 90 credits beyond the B.A. are required. Application may be made for the transfer of credits from other institutions. In addition to the usual content courses, doctoral students are expected to give particular attention to *tertulias* and other cultural programs sponsored by the Teaching of Spanish Program, as well as to Internship and teaching opportunities at the College.

After doctoral certification (achieved through the Certification Examination and the for-

mal research paper of A&HL 5506, for 1–3 credits and a letter grade) and most of the course work, preparation for the dissertation includes two “seminars” (no class sessions): A&HL 6506 which is the determination of the dissertation topic and the writing of a thesis proposal or prospectus (1–3 credits, P or F grade); and A&HL 7506 which is the presentation and acceptance of the proposal (1–2 credits, P or F grade).

Following the semester of registration in A&HL 7506, the student must enroll in the non-credit A&HL 8906, Dissertation Advisement, in which continuous registration is generally required until achievement of the degree. The dissertation committee consists of two or three faculty members; the doctoral jury will consist of four professors. *Candidates must be in touch with the Office of Doctoral Studies to be certain of complying with procedures, deadlines and documents.*

**Doctor of Education in the College Teaching of an Academic Subject**

While all doctorates are most meaningful for teaching at the college level, this specialized degree suggests to employing institutions a particular expertise. The appropriate emphasis is achieved in the course of study via:

- a) at least two courses in Higher Education (catalog ORLD), such as (but not only):  
  - ORLD 4040. **The American college student**
  - ORLD 4051. **How adults learn**
  - ORLD 4053. **Facilitating adult learning**
  - ORLD 4820. **Cultural diversity training in higher education settings;**
- plus
- b) at least one supervised semester of A&HL 6406, Internship in college teaching

of Spanish, generally arranged on campus, with Distance learning Spanish or Conversational Spanish classes.

It will be anticipated that the dissertation defended for this degree will be especially relevant to adult-level Spanish education.

**Doctor of Philosophy**

75 graduate credits. A special Ph.D. examination in a foreign language must be taken at the Graduate School of Arts and Sciences.

*Note:* Successful completion of course work, the Certification Examination, and the formal research paper (A&HL 5506) permits the candidate to apply for the M.Phil. status (in lieu of the doctoral certification for the Ed.D.). *Candidates should be in touch with the Office of Doctoral Studies to be certain of complying with the latest procedures, deadlines and documents.*

**Courses:** (\* = courses open to non-majors)

\*A&HL 4049. **Spanish methods and class management** (2) Faculty. A “hands-on”, practical survey of objectives, strengths and weaknesses of the principal approaches to foreign-language teaching since 1945. Special problems of multi-cultural settings will also be explored.

\*A&HL 4060. **Practical Spanish for urban communication** (Noncredit or 2–3) Professor Rubín and Staff. Practical conversational Spanish taught by the direct method. Beginner, Intermediate and Advanced sections. Very limited use of books and assignments. Special fee: \$20. Non-credit fee: \$210. For distance-learning version see offerings of Educational Outreach and Innovation.

A&HL 4069. **Spanish pronunciation and intonation for teachers** (3) Professor Rubín. Required for the M.A. degree. Conducted in Spanish. Standard and regional Spanish phonology; contrasts with English; pedagogical problems.

\*A&HL 4070. **Cultural traditions and achievements in Hispanic America (2–3)**  
Professor Rubin. An examination of the values and traditions of Hispanic America or of a specific country, as reflected in literature and language, education, government, and fine arts. Topics change; course may be repeated.

\*A&HL 4072. **Humanities in the Hispanic world: Selected topics (2–3)**  
Faculty. This course is generally conducted in Spanish, but all work is acceptable in Spanish or English. Sample semester topics: Jose Ortega y Gasset; Lessons from Revolutions (Mexican, Cuban, others); The Arts in the Golden Age (Spain); Miguel de Unamuno; Gabriel Garcia Marquez; Dario and the Modernists.

A&HL 4760. **Supervised teaching of Spanish in secondary schools (4)**  
Professor Rubin and staff. Generally taken in the final spring semester at both middle and high school levels. During the practice teaching period a coordinate seminar meets periodically at the College.

A&HL 5061. **Advanced Spanish syntax (3)**  
Professor Rubin. Required for the M.A. degree. Conducted in Spanish. Intensive study of contemporary Spanish syntax; contrasts with English; pedagogical implications.

A&HL 5062. **Techniques and problems of translation (English-Spanish) (3)**  
Primarily for Spanish majors and native speakers of Spanish majoring in English or the teaching of English to Speakers of Other Languages. The use of translation in language teaching; translating literature (prose and poetry); considerations of commercial and technical translation.

A&HL 5064. **The teaching of Spanish literature (3)**  
Professor Rubin. Conducted in Spanish. Methods and problems in teaching various forms of Spanish literature in the light of aesthetics, stylistics, and the general character of the Spanish or Spanish-American culture in which the literature arises. First half of semester devoted to prose; second half to poetry.

A&HL 5070. **Stylistics and writing in Spanish (3)**  
Faculty. Conducted in Spanish. Designed to upgrade writing skills as well as assist teachers in the teaching of composition in Spanish.

A&HL 5565. **Advanced seminar in historical Romance linguistics (3)**  
Professor Rubin. Permission required. Generally for students beyond the Master's level. Development of Romance languages from the Indo-European family, with major stress on the evolution of the languages in which the seminar students are specializing. Some contrast made with the evolution of English. Independent work assigned to each student in his or her language specialization.

#### Doctoral preparation

In order to encourage doctoral students to progress through the appropriate stages, a series of seminars is offered. Progress through these stages usually involves enrollment in a sequence of seminars such as the following:

- A&HL 5506. **Research paper in the Teaching of Spanish program (1–3)**
- A&HL 6506. **Doctoral seminar in the Teaching of Spanish Program (1–3)**
- A&HL 7506. **Dissertation seminar in the Teaching of Spanish Program (1–2)**
- A&HL 8906. **Dissertation advisement in the Teaching of Spanish program (0)**

These seminars are ordinarily undertaken as soon as possible after completing the M.A. degree. Consult program advisor as to which course or courses you should enroll in during any particular semester.

#### Independent research, fieldwork and internships

A&HL 4906. **Research and independent study in Teaching of Spanish (1–6)**  
Research and independent study under the direction of a faculty member. Students work individually or with others.

A&HL 5206. **Fieldwork in Teaching of Spanish (1–6)**  
Opportunity for qualified students, individually or in small groups, to develop and pursue projects, in consultation with an advisor, in schools, communities, and other field settings.

A&HL 6206. **Advanced fieldwork in Teaching of Spanish (1–6)**  
Permission required. See description for A&HL 5206.

A&HL 6406. **Internship in college teaching of Spanish (1–6)**  
Opportunities in teaching direct-method conversational Spanish and in projects in distance learning. Students must inquire to see if opportunities are available during any given semester.

#### See also:

For additional acceptable courses in teaching methods and practice, see the listing under TESOL program (Teaching English to Speakers of Other Languages) and Bilingual Education.

A&H 5500. **Pro-seminar in arts and humanities (2)**  
Noddings. Concentration on the ethics of social research, examining special problems that arise in both quantitative and qualitative research.

Chair: John H. Saxman  
Location: 1159 Thorndike Hall  
Telephone Number:  
Department Secretary,  
(212) 678-3895; Department  
Chair, (212) 678-3892  
Email: yew4@columbia.edu  
(Department Secretary)  
Email: jhs37@columbia.edu  
(Department Chair)  
Fax: (212) 678-8233  
Web Address:  
ywallace@exchange.tc.colum-  
bia.edu (General Department  
information)  
Web address:  
saxman@exchange.tc.colum-  
bia.edu (Department Chair)

### Programs:

Movement Sciences and  
Education  
Speech-Language Pathology  
and Audiology

### Faculty:

#### Professors:

Ronald DeMeersman  
(Movement Sciences:  
Applied Physiology)  
Antoinette Gentile (Movement  
Sciences: Motor Learning  
and Control)  
John H. Saxman (Speech-  
Language Pathology)

#### Adjunct Professors:

Steven Heymsfield  
(Movement Sciences:  
Applied Physiology)  
Lorraine Ramig (Speech-  
Language Pathology)  
Xavier Pi-Sunyer  
(Movement Sciences:  
Applied Physiology)  
Richard Stein (Movement  
Sciences: Applied  
Physiology)

#### Associate Professors:

Andrew M. Gordon  
(Movement Sciences: Motor  
Learning and Control)  
Honor O'Malley (Audiology)

#### Adjunct Associate Professors:

Sergei Yu Aleshinsky  
(Movement Sciences:  
Applied Physiology)  
Dympna Gallagher  
(Movement Sciences:  
Applied Physiology)  
Judith Gravel (Audiology)  
Terry Kaminski (Movement  
Sciences: Motor Learning  
and Control)  
Jack Light (Speech-Language  
Pathology)  
J. Joan Sheppard (Speech-  
Language Pathology)  
Patricia M. Sweeting (Speech-  
Language Pathology)  
Karen B. Wexler (Speech-  
Language Pathology)

#### Assistant Professors:

Merrilyn L. Gow (Speech-  
Language Pathology)  
Jason H. Mateika  
(Movement Sciences:  
Applied Physiology)

#### Adjunct Assistant Professors:

Mark Budde (Speech-Language  
Pathology)  
Roger A. Muzii (Movement  
Sciences: Motor Learning  
and Control)  
Susan Goldfein (Speech-  
Language Pathology)

#### Instructors:

Cynthia S. Cohen (Speech-  
Language Pathology)  
Catherine Crowley,  
*Distinguished Practitioner*  
(Speech-Language  
Pathology)  
Susan V. Duff (Movement  
Sciences: Motor Learning  
and Control)  
Julie Fineman (Movement  
Sciences: Motor Learning  
and Control)  
Maria Grigos (Speech-  
Language Pathology)  
Carol M. Kaufman (Speech-  
Language Pathology)  
Iris A. Klatsky (Speech-  
Language Pathology)  
Sally McCormack  
(Movement Sciences:  
Applied Physiology)  
Carol Tompkins (Speech-  
Language Pathology)

#### Clinical Staff:

Teresa R. Boemio (Audiology)  
Laura Fitzpatrick (Speech-  
Language Pathology)  
Kathy Goodhart (Speech-  
Language Pathology)

For information about faculty  
and their scholarly and research  
interests, please refer to the  
“Faculty” section of the Catalog  
on page 61.

#### Departmental mission:

The Department of Biobehav-  
ioral Studies offers programs  
which derive educational and  
clinical applications from an  
understanding of the biological  
processes underlying human  
communication, movement,  
and their disorders. An under-  
standing of the normal biobe-  
havioral processes is applied to  
clinical practice. The scientific  
knowledge obtained from  
studying each of these special-  
ized fields is used to enhance  
the educational, adaptive and  
communicative capabilities of  
individuals with normal and  
impaired abilities across the  
life span.

Graduates of our master's pro-  
grams assume professional roles  
in educational, health-related,  
and community agency set-  
tings as speech-language  
pathologists, exercise physiolo-  
gists, fitness trainers, cardiac  
rehabilitation therapists, occu-  
pational therapists, and phys-  
ical therapists. As these profes-  
sionals often work in  
interdisciplinary teams, the  
Department facilitates oppor-  
tunities for students to interact  
across professional boundaries.

Our Doctoral graduates are  
prepared for university faculty  
positions, administrative posi-  
tions in field-based settings,  
and to pursue careers in  
research.

The Department maintains  
clinics and laboratories to sup-  
port the teaching and research

components of the programs.  
These facilities include the  
Edward D. Mysak Speech-  
language and Hearing Center,  
as well as laboratories in  
applied physiology, motor  
learning and control, kinemat-  
ics, speech physiology and  
acoustics, and psychoacoustics.

The master's degree program in  
Speech and Language Pathol-  
ogy is accredited by the Coun-  
cil on Academic Accreditation  
of the American Speech-Lan-  
guage-Hearing Association  
(ASHA). The Edward D.  
Mysak Speech and Hearing  
Center is accredited by the Pro-  
fessional Services Board of  
ASHA.

#### Courses:

**BBS 4043. The human nervous  
system (3)**  
Faculty. Anatomy and basic physi-  
ology of the central and peripheral  
nervous systems. Reflex systems,  
sensorimotor processes and the  
special senses; introduction to neu-  
ropathology and clinical neurology  
as related to rehabilitation.

**BBS 4050. Applied biomedical  
instrumentation (3)**  
Faculty. Permission required. Elec-  
tronic instrumentation for detec-  
tion and characterization of physi-  
ologic phenomena. Basic elements  
of instrumentation arrays, includ-  
ing transduction, signal condition-  
ing, and output displays. Evalua-  
tion of displacements, force EMG,  
ECG, and ventilatory parameters.  
Has special relevance to students  
in motor learning and control, and  
applied physiology.

**BBS 5069. Brain and behavior I:  
Communication in the nervous  
system (1–2)**  
Professor Gentile. An introduction  
to communication within the ner-  
vous system and functional brain  
neuroanatomy. Examination of  
chemical circuits in brain and asso-  
ciated pathologies, such as Parkin-  
son's disease, Tourettes, schizo-  
phrenia, depression and anxiety.

**BBS 5069. Brain and behavior  
II: Perception, emotion memory  
and cognition (1–2)**

Professor Gentile. An introduction to brain processes associated with perception, emotion, memory and cognition. Consequences of damage to these neurobehavioral processes are examined through reading and discussion of clinical case studies.

**BBS 5060. Neuromuscular responses and adaptation to exercise (2)**

Professor Mateika. A review of the physiology of muscle contraction in addition to in-depth discussion of topics related to the field which include, the relationship between muscle activation and respiration during exercise, muscle fatigue, eccentric versus concentric contractions and adaptation to strength training.

**BBS 4032. Neuroscience of human speech and language (2)**

Professor Gow. This course combines lectures and laboratory learning to provide an understanding of the neuroscience of human communication.

**BBS 4065. Biological and behavioral basis of sleep (3)**

Professor Mateika. This course is designed to introduce students to the biological and behavioral mechanisms responsible for sleep, dreaming, and attention.

**BBS 6070. Neural basis of respiration (3)**

Professor Mateika. This course is designed to expose students to topics in respiratory control which relates to the fields of motor learning and control, exercise physiology, and speech. Topics include posture, balance and breathing, respiratory control of upper airway muscle activity, neural basis of exercise hyperpnea.

see also:

**SCFC 5000. Neurobiology of consciousness, constructivism and information processing (2-3)**

## Movement Sciences and Education

(Code: TR)

**Applied Physiology**  
(Code: TRA)

**Motor Learning and Control**  
(Code: TRM)

**Physical Education**  
(Codes: TRP & TPC)

See offerings in the Department of Health and Behavior Studies, p. 171

See also: The interdepartmental program in Applied Physiology and Nutrition in the Department of Health and Behavior Studies

**Degrees offered:**

Master of Arts (M.A.)

Master of Education (Ed.M.)

Doctor of Education (Ed.D.)

**Special Application**

**Requirements/Information:**

While students have come from a variety of fields, backgrounds in movement sciences, exercise science, physical therapy, occupational therapy, physical education, athletic training, biology, nutrition, nursing, and psychology are most appropriate. Students with strong academic records, who have deficiencies in their science backgrounds, may be admitted with the understanding that these deficiencies will be remedied with appropriate courses. When possible, it is strongly recommended that prospective students communicate with an academic advisor to discuss program plans prior to admission.

Interviews are required for applicants planning to pursue the doctoral program (although exceptions are made when extensive travel is necessary). Students intending to pursue doctoral study are strongly encouraged to make an appointment to visit the Col-

lege for at least one day to meet with faculty and doctoral students, to audit a course or seminar, and to become acquainted with research areas and resources. Students seeking admission to the doctoral program are customarily admitted to the Ed.M. for at least one year. Formal admission to the doctoral program is based upon level of achievement in course work and seminars; demonstration of research competence; a research direction compatible with faculty and laboratory resources; and signs of professional promise. A list of current research projects in applied physiology and in motor learning and control can be obtained from the secretary in the Movement Sciences office.

Applicants are reviewed on an ongoing basis throughout the academic year. However, consideration for general and minority scholarship awards is given to those applicants who meet the priority deadline. Prior to formal admission, enrollment in up to 8 points of study as a non-matriculated student is permitted.

**Program Description:**

Each of the subspecialties in Movement Sciences has five components, including:

1. Substantive study of theory and research as embodied in lecture and laboratory courses.
2. Development of clinical or educational skills in laboratory and fieldwork courses.
3. Research training to enable students to read and interpret original research and to carry out educational, clinical or laboratory research.
4. Seminars to discuss theory and research, identification of research problems, and clinical/educational applications.

5. Elective courses to meet specific student needs which may be taken throughout the College and University in such areas as anatomy, biology, business, chemistry, computer science, health education, higher and adult education, neurosciences, nutrition, physiology, psychology and science education. A list of recommended elective and related courses is available to students in the Movement Sciences office.

Applied physiology deals with the physiological effects of exercise, training, and arousal (with reference to autonomic nervous system functions, such as, cardiovascular processes and sleep regulation). Application of study in applied physiology is made to the improvement of health and physical fitness. Interaction with nutritional factors is also emphasized. Professionals can gain insight into the role of exercise in diagnosis and treatment of health problems of interest to them.

In motor learning and control, study focuses on the behavioral, biomechanical and neural bases of development, acquisition and performance of functional movement skills. Acquisition of skill is examined over the life span in typically developing and impaired individuals. Movement analysis is used to elucidate the neuromotor control processes underlying skilled performance in everyday functional behaviors, sport, and dance. The teacher's or therapist's role in facilitating skill learning and performance is emphasized.

### **Degree Requirements:**

#### **Master's Degree Programs**

For the M.A. and Ed.M. programs, students have two options. They may specialize in one of the three areas offered within Movement Sciences or, in consultation with an advisor, they may arrange a flexibly-designed program of study cutting across specialization in the movement sciences which will meet their professional needs and academic interests.

#### **Master of Arts**

The M.A. program emphasizes bridging between the movement sciences and clinical or education practice. The objective is to develop a comprehensive and coherent view of theory and research that can be applied to practice within the student's professional field. The program requires 32 points of study. A culminating project is required for the M.A. and may involve: (a) a scholarly review of research and theory within a topical area drawing application to educational or clinical practice, or (b) a basic or applied research report. For initial advisement and approval of M.A. projects, students must consult with Professors Gordon or Mateika. The M. A. program can be completed in 12–18 months of full-time study or two to three years of part-time study (depending on the student's other responsibilities).

Specific requirements for distribution of courses in the M.A. program, are:

BBS 5068. **Brain and Behavior I: Communication in the nervous system** (2)

BBS 4060. **Neuromuscular response and adaptation to exercise** (2)

BBSR 5582. **Research design in the movement sciences** (3)  
Substantive study in movement sciences including offerings in physical education in the Department of Health and Behavioral Studies (minimum 6 points)

One laboratory course in Movement Sciences (minimum 2–3 points)

Seminars or tutorials (minimum 2–3 points)

Individual program in movement sciences (additional substantive, laboratory, fieldwork or seminar study) or in related areas outside of movement sciences (minimum 6 points)

Electives with provision that the total program includes at least three courses outside of the movement sciences.

#### **Master of Education**

The Ed.M. program provides for advanced study in the movement sciences and for individually designed study to meet the student's professional needs and interests. The program requires 60 points of graduate study. Students can focus on: (a) preparation as a "scholar of practice" able to translate research and theory into appropriate clinical or educational strategies; (b) preparation as a clinical instructor, clinical or educational supervisor or applied investigator; or (c) preparation for study towards the doctoral degree. All Ed.M. students must complete a final, culminating project involving either (a) an applied research report which can focus on clinical or educational issues, or (b) a laboratory research paper. Students intending to continue study towards the doctoral degree should arrange their Ed.M. program to include core courses required for doctoral specialization in applied physiology or in motor learning and control.

For the Ed.M. program, specific requirements for distribution of courses or equivalents transferred from prior graduate study are:

BBS 5068. **Brain and Behavior I: Communication in the nervous system** (2)

BBS 4060. **Neuromuscular response and adaptation to exercise** (2)

BBSR 5582. **Research design in the movement sciences** (3)

Research preparation: minimally one course selected from BBSR 5504, 5505, 5595 (2–3)

Substantive study in the movement sciences including offerings in physical education in the Department of Health and Behavioral Studies (minimum 15 points)

Two laboratory courses: (minimum 5–6 points)

Seminars or tutorials: (minimum 5–6 points)

Individual program in movement sciences (additional substantive, laboratory, fieldwork or seminar study) or in related areas outside of movement sciences (minimum 12 points)

Electives (12)

#### **Doctoral Program**

Specialization in applied physiology or in motor learning and control is required for the doctoral program. Within each area of specialization, students prepare course and laboratory projects, research papers and other materials appropriate for their projected professional activities. The program requires 90 points of graduate study. The doctoral program prepares individuals for leadership roles in the movement sciences and in the fields of physical education, nutrition and rehabilitation (occupational, physical and respiratory therapy). Graduates have assumed positions as faculty members and program directors in universities and colleges; as researchers in educational, clinical or biomedical settings; and as administrators, supervisors or consultants in clinical or educational facilities. Preparation focuses advanced study and research training within the specialization.

#### **Specialization in Applied Physiology**

Program Coordinators: Professors DeMeersman and Mateika

The goal of the applied physiology specialization is to pre-

pare doctoral students to pursue scholarly and scientific work. Students are expected to contribute significantly to the completion of at least one research project prior to initiation of their dissertation proposal. The skills developed during completion of this project will enable students to carry out their dissertation project independently. Students are encouraged to present the work leading up to the dissertation proposal at national meetings and to contribute to the publication of results in peer reviewed journals.

Research may be completed in the applied physiology laboratories at Teachers College or in the student's own clinical/research setting. If the work is completed outside of Teachers College, students are expected to demonstrate that they have contributed significantly to the completion of the required projects. All work (either at Teachers College or outside of the College) must be developed and completed in conjunction with advisement of Movement Sciences faculty. Students are expected to commit themselves to their graduate studies. A minimum commitment entails engaging in research activity related to the doctoral degree three days per week (at least two weekdays). This minimum commitment will ensure that advisement, research activities and course work can be completed in an efficient and timely fashion.

For the doctoral program with specialization in applied physiology, specific course requirements (or equivalents transferred from prior graduate study) include:

BBS 5068. **Brain and Behavior I: Communication in the nervous system** (2)

BBS 4060. **Neuromuscular response and adaptation to exercise** (2)

BBSR 4095. **Applied physiology I** (3)  
BBSR 5095. **Exercise and Health** (3)  
BBSR 4065. **Biological and behavioral basis of sleep** (3)  
BBSR 4195. **Applied physiology laboratory I** (3)  
BBSR 5194. **Applied physiology laboratory II** (3)  
One additional laboratory course: BBSR 5195 or BBSR 5055 (3)  
BBSR 5596. **Topics in applied physiology** (3)  
BBS 6070. **Neural basis of respiration** (3)  
Three courses (9) selected from BBSR 4050, BBSR 4055, BBSR 4060, BBSR 4005, BBSR 5028, BBSR 5055, BBSR 5057, BBSR 5200, SCFC 4054, SCFC 5052, BBS 4043, HBSS 5010, HBSS 5011, HBSS 5034  
BBSR 5582. **Research design in the movement sciences** (3)  
Statistics sequence minimally two courses (6 points) from: HUDM 4122, HUDM 5122 and HUDM 5123  
BBSR 5595. **Research seminar in applied physiology** (typically, students enroll each semester until degree requirements are completed) (3 points each semester)

### *Specialization in Motor Learning and Control*

Program Coordinators:  
Professors Gentile and Gordon

In the preparation of doctoral students, the goal is to develop those competencies necessary to pursue scholarly and scientific work and to formulate strategies to enhance professional practice. Research training uses an apprenticeship model. Students work closely with faculty throughout their preparation: initially as an apprentice with access to considerable advisement, subsequently as a collaborator, then progressing to a position as an independent researcher. Typically, the dissertation research is an extension of one or two prior studies. Often, research leading up to the dissertation is presented at national meetings or is pub-

lished in professional journals. In addition to substantive study and research preparation, students are expected to design an individual program representing their research area and professional concerns. Such preparation requires a significant commitment to graduate study. Doctoral students (and Ed.M. students planning to pursue the doctoral degree) are required to be engaged in research at least three days per week (on- or off-site) and be available for advisement at least two mornings or afternoons.

For the doctoral program with specialization in motor learning and control, specific course requirements (or equivalents transferred from prior graduate study) are:

BBS 5068. **Brain and Behavior I: Communication in the nervous system** (2 points)  
BBS 4060. **Neuromuscular response and adaptation to exercise** (2 points)  
BBSR 4060. **Motor learning** (2–3 points)  
BBSR 4050. **Analysis of human movement** (3 points)  
BBSR 4150. **Motor learning laboratory** (2 points)  
BBSR 4151. **Laboratory methods in biomechanics** (3 points)  
BBSR 5860. **Movement sciences conference** (enrollment required during each year of study towards the Ed.D., minimum 3 points, other enrollments can be non-credit)  
Three enrollments in BBSR 6563 Conference seminar (6 points)  
Four courses (12 points) selected from:  
BBSQ 4047, BBSR 4055, BBSR 4070, SCFC 5000, BBSR 5028, BBSR 5050, BBSR 5055, BBSR 5057, BBSR 5251.  
Three topical seminars (9 points) selected from: BBSR 5596, BBSR 6263, BBSR 6564, BBSR 6565, BBSR 6571  
Statistics sequence minimum (9 points): HUDM 4122, HUDM 5122 and HUDM 5123  
BBSR 5582. **Research design in the movement sciences** (3 points)

BBSR 5151. **Analysis of biomechanical signals or an approved course in computer programming** (3 points)  
BBSR 5504. **Research training in motor learning and control** (2–3 points each semester, continuous enrollment required until completion of degree requirements, typically 18 points)  
Individual program and electives (22 points)

Graduate Study/Clinical Practice Traineeships are available for occupational and physical therapists enrolled in or admitted to degree programs in Movement Sciences. These traineeships are offered in collaboration with several clinical agencies located in the metropolitan New York area, that provide services to diverse groups including pediatric, adult and geriatric clients. These traineeships carry an award of \$32,000 in stipend and tuition benefits. Clinical supervision is provided by the instructional staff in Movement Sciences. A case study approach is used to directly bridge between substantive study and clinical practice. For more detailed information, contact the coordinator of Clinical Traineeships at 212-678-3325.

In addition to scholarship awards, advanced students in the Ed.M. or Ed.D. programs may have an opportunity for funding by serving as research, laboratory or teaching assistants, conference coordinators or through appointment as instructors in basic courses.

### *Courses:*

#### **Substantive study**

BBSR 4005. **Applied anatomy and biomechanics** (3)  
Ms. Duff. Topics include: gross anatomy and function of human skeletal and muscular systems, mechanics of human movement, and analysis of skills in dance and physical education. Designed primarily for students without a prior course in anatomy or biomechan-

ics. Students will be expected to participate in a laboratory offered immediately preceding the scheduled class time. Lab fee: \$50.

BBSR 4050. **Analysis of human movement** (3)  
Professor Gordon. Permission required. Covers the principles and techniques required to analyze human movement, which can be used to develop practical research questions. Quantitative and qualitative techniques for analysis of movement are discussed in relation to the study of learning, motor control, motor development, and motor impairments. Lab fee: \$50.

BBSR 4055. **Neuromotor processes** (3)  
Professor Gentile. Prerequisite: BBSQ 4043 or equivalent. An examination of the structure and function of the nervous system with specific reference to adaptive motor control.

BBSR 4060. **Motor learning** (2-3)  
Professor Gentile. Study of factors relating to the acquisition and performance of motor skills. Includes review and analysis of appropriate research findings. Co-requisite: BBSR 4861, Section 1.

BBSR 4070. **Introduction to the psychosocial study of human movement** (2-3)  
Dr. Muzii. A general overview of knowledge and theory pertaining to the psychosocial dynamics of behavior in sports and dance.

BBSR 4090. **Physical fitness, weight control, and relaxation** (3)  
Dr. Gallagher. Contributions of exercise to human well-being throughout life. Classroom, gymnasium, and laboratory experiences included. Designed for teachers, counselors, and others who desire an introduction to basic concepts of physical fitness.

BBSR 4095. **Applied physiology I** (3)  
Professor DeMeersman. Prerequisite: a course in human physiology. Physiological bases of exercise. Lectures concerning the effects of exercise on the major physiological systems (cellular, cardiovascular, thermoregulatory, pulmonary, renal, body fluids, hormonal).

**BBSR 5028. Motor development (2–3)**

Professor Gentile. Review and analysis of theoretical models and experimental research related to development and performance of motor skills throughout the life span.

**BBSR 5050. Neurophysiology of motor control and electromyography (3)**

Professor Mateika. Advanced topics dealing with the experimental and clinical use of electromyography. Topics will be integrated with the kinematics of movements being observed. A laboratory project using EMG will be required. Lab fee: \$50.

**BBSR 5055. Bases of motor control systems (3)**

Professor Gentile. Study of control processes subserving the coordination of movement.

**BBSR 5057. Movement disorders (3)**

Professor Gordon. Study of the pathophysiology of various movement disorders and the resulting motor impairments.

**BBSR 5095. Exercise and health (3)**

Professor DeMeersman. Prerequisite: BBSR 4095 or equivalent. The role of exercise in diagnosis, prevention, and rehabilitation of health problems such as cardiovascular disease, pulmonary disease, diabetes, obesity, and stress. Interactions with nutrition are stressed.

**BBSR 5098. Biochemistry of exercise (3)**

Professor DeMeersman. Enzymatic, hormonal, and metabolic responses to exercise. Interactions of exercise and nutrition. Application to exercise performance and health concerns such as carbohydrate metabolism, diabetes, cardiovascular disease, lipoprotein profile, pregnancy, body composition, and osteoporosis.

**Laboratory Courses**

**BBSR 4151. Laboratory methods in biomechanics (3)**

Dr. Kaminski. Permission required. Enrollment limited. Prerequisite: BBSR 4050. Students develop technical skills in the

application of biomechanics to the study of movement behavior including video-based data collection and computer-based kinematic analysis. Students design and conduct a pilot research study using biomechanical analysis of a functional movement. Special fee: \$75.

**BBSR 4161. Motor learning laboratory (1–2)**

Faculty. An introduction to qualitative and quantitative analysis of movement and action during acquisition of functional skills.

**BBSR 4195. Applied physiology laboratory I (3)**

Professors DeMeersman, Mateika and Lab Assistant. Co- or prerequisite: BBSR 4095. The discussion and practice of techniques for collection and analyses of physiologic data (calibration, basal metabolism, body composition, static pulmonary functions, VO<sub>2</sub> measurements, physiography). Lab fee: \$100.

**BBSR 5151. Introduction to the analysis of biomechanical signals (3)**

Professor Gordon. Introduction to the concepts and techniques used in the analysis of biomechanical signals. Students will apply these techniques to actual kinematic, kinetic, and electromyographic data using the LabVIEW programming language.

**BBSR 5194. Applied physiology laboratory II (3)**

Professor DeMeersman, Mateika and Lab Assistant. The discussion and practice of techniques for collection and analysis of physiologic data (strength testing, electromyography, computerized data acquisition). Lab fee: \$100.

**BBSR 5195. Advanced applied physiology laboratory (3)**

Professor DeMeersman. Prerequisite: BBSR 5194. Introduction of advanced techniques and concepts. Included are indirect calorimetry, spectrophotometry, vascular volume dynamics, autonomic reflexes, thermoregulation, noninvasive cardiac output, pulmonary acquisition and post-acquisition analyses. Lab fee: \$100.

**Seminars and Conferences**

**BBSR 4865. Tutorials in motor learning and control (1–3 or noncredit)**

Faculty. Review of theoretical and experimental studies in motor learning and motor control. Topics to be announced.

**BBSR 5596. Topics in applied physiology (3)**

Professor Mateika. Prerequisite: BBSR 5095 or equivalent. A seminar format used for discussion of advanced topics. Open only to doctoral and advanced master's students.

**BBSR 5860. Movement sciences conference (1 or noncredit)**

Faculty. Topics and speakers are announced in a separate brochure which may be obtained from the department office.

**BBSR 6562. Review and analysis of clinical literature (3)**

Faculty. Review and analysis of literature in rehabilitation (physical therapy, occupational therapy) and special education, with reference to theory and research in the neurosciences and motor control.

**BBSR 6563. Movement sciences conference seminar (2)**

Faculty. Offered in conjunction with BBSR 5864. Review and analysis of research related to conference topic.

**BBSR 6564. Advanced topics in neuromotor processes (2–3)**

Faculty. Topic changes annually.

**BBSR 6565. Seminar in motor learning and motor control (3)**

Professor Gentile. Review and analysis of theories and research in a selected topical area pertaining to acquisition of skill or control processes underlying skilled performance. Re-enrollment is permitted as topics vary.

**BBSR 6571. Research seminar in the psychosocial study of human movement (3)**

Dr. Muzii. Examines research topics, problems, design, and methodologies in the psychosocial study of human movement.

**Fieldwork**

**BBSR 5200. Fieldwork in movement sciences (1–4)**

Permission required. For advanced students prepared to investigate problems.

**BBSR 5251. Fieldwork seminar in motor learning and motor control (1–2)**

Faculty. Applications of theory/research to therapeutic or educational practice for students in field-based settings.

**BBSR 6201. Supervision of educational or clinical practice in the movement sciences (0–2)**

Professor Gentile. Permission required. Co-requisite: actual supervisory experience during that semester. For doctoral students in the movement sciences. Field-based experiences in the guidance of therapists or educators engaged in applying the movement sciences to clinical practice.

**Research Preparation**

**BBSR 4900. Research and independent study in movement sciences and education (1 or more).**

Master's degree students undertake research and independent study under the direction of a faculty member.

**BBSR 5504. Research training in motor learning and control (1–3)**

Professors Gentile, Gordon, and Kaminski. Permission required. A competency-based approach to the preparation of researchers in the areas of neuromotor control and perceptual-motor processes. Several learning experiences are offered each semester, involving lectures, laboratory practica, seminars and individual research advisement.

**BBSR 5505. Tutorial in research conceptualization (2–3)**

Faculty. Formulation and design of field-based studies and library research projects. Intended for master's (M.A. and Ed.M.) students.

BBSR 5582. **Research design in the movement sciences (3)**  
Faculty. Basic concepts of research design and statistical analysis. Students learn to interpret articles and design projects.

BBSR 5595. **Research seminar in applied physiology (3)**  
Professors DeMeersman, and Mateika, and Ms. Gallagher. M.A. students carrying out research-culminating projects enroll in this course near the end of their course of study to discuss and present their projects. Ed.M. and doctoral students enroll at least once in connection with each research project they complete.

BBSR 6900. **Supervised independent research in movement sciences (1–9)**  
For advanced students who wish to conduct research under faculty guidance.

BBSR 7500. **Dissertation seminar in movement sciences (0–3)**

BBSR 8900. **Dissertation advisement in movement sciences (0)**  
Advisement on doctoral dissertation. Fee: to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration for Ed.D. degree.

## Speech-Language Pathology and Audiology

(Code: TQ)  
Program Coordinator: Professor John H. Saxman

**Speech and Language Pathology**  
(Code: TQC)

**Audiology**  
(Code: TQE)

**Degrees offered:**  
*Speech-language Pathology*  
Master of Science (M.S.)  
Doctor of Education (Ed.D.)  
Doctor of Philosophy (Ph.D.)

**Audiology**  
Master of Education (Ed.M.)  
Doctor of Education (Ed.D.)\*  
Doctor of Philosophy (Ph.D.)\*

\*These programs are currently not admitting new students.

**Special Application Requirements/Information:**  
Ideally, candidates should have a broad liberal arts background with concentration in the biological and behavioral sciences. Foundation courses that provide information relating to normal speech, language and hearing processes; introductory level courses in speech, language, and hearing disorders; and, appropriate related areas required for the master's program can be taken as a matriculated graduate student at Teachers College or at another accredited institution. Students with undergraduate preparation in communication sciences and disorders typically have completed the foundation courses. Students who choose to take the foundation work at Teachers College should plan on extending their master's program as appropriate, usually one semester and a summer session. Students from diverse academic and experience backgrounds are routinely accepted into the program and encouraged to apply.

The Master of Science degree in Speech and Language Pathology accepts applicants for the Fall semester only, and does not accept applications after the priority deadline.

Doctoral candidates should have completed a professional master's degree in communication sciences and disorders prior to matriculation. Under exceptional circumstances, students with a master's degree in a closely related field will be considered for admission.

In addition to the regular admission requirements, doctoral applicants must also submit:

**Doctor of Education (Ed.D.)**  
At least one letter of recommendation specifically related to the applicant's professional ability and potential. Whenever possible, this should be from a licensed or certified speech and language pathologist or audiologist familiar with the applicant's area of specific interest. A paper, no more than 5 or 6 pages in length, describing a major clinical problem in need of investigation or clarification in the applicant's area of interest.

**Doctor of Philosophy (Ph.D.)**  
If possible, at least one letter of recommendation related to the applicant's research potential by a professional familiar with the applicant's interests and aptitudes. A paper, not more than 5 or 6 pages in length, describing a major research need in the applicant's area of interest. Completion of at least 90 credits in liberal arts courses.

**All Doctoral Applicants**  
Doctoral applicants are strongly urged to discuss their plans with one of the department's faculty before completing the application process. After all credentials have been received in the Admission Office, an interview will be arranged by the Department's Doctoral Admission and Monitoring Committee.

**Program Description:**  
The programs in Speech and Language Pathology and Audiology offer advanced education and training in the processes of individual human communication (speech, hearing, language), disorders of human communication, and remedial procedures for such disorders. Emphases and interests of the

program are reflected by the following work and present concerns of its faculty: Professor O'Malley—psychoacoustics, including frequency selectivity, two-tone suppression, auditory spectral resolution, pitch, and auditory temporal acuity; Professor Saxman—speech and language development and disorder; Dr. Sweeting—vocal tract function and dysfunction and life span development of speech processes; Professor Gow—fluency disorders and articulation/ phonology disorder.

Programs leading to the M.S., Ed.M., Ed.D., and Ph.D. degrees in Speech and Language Pathology or Audiology (doctoral only) prepare graduates for positions in a variety of professional settings: school systems, community speech and hearing centers, rehabilitation centers, hospital clinics, private practice, state departments of education, health departments, federal agencies, and colleges and universities.

Because of the program's central concern with the processes of individual human communication and their disorders and management, it has special interests in and relations with the fields of psychology, linguistics, anatomy and physiology, acoustics, special education, medicine, and dentistry. In turn, many of the program's courses in normal and disordered speech and hearing processes contribute to professional preparation in speech and language arts, kindergarten through secondary school education, special education, remedial reading, psychology, and various health related professions, including physical therapy, occupational therapy, dental hygiene, nursing, and hospital administration.

**Degree Requirements:**

**Master of Science in Speech-Language Pathology**

This degree program leads to professional licensing, professional certification, and if elected, to teacher of speech and hearing handicapped certification. Students are required to complete academic and practice requirements for the New York State License in Speech-Language Pathology and the Certificate of Clinical Competence offered by the American Speech-Language-Hearing Association to be eligible for graduation with the Master of Science Degree. This requirement means that it is the responsibility of the student to satisfy the required 75 credits of course work in appropriate specified areas for the ASHA CCC-SP before completion of the M.S., either through course work taken at Teachers College or through an approved distribution of courses completed at Teachers College and at another regionally accredited institutions (including undergraduate course work). This requirement is in addition to the specific courses and minimum credits required by the Teachers College faculty to satisfy the Master of Science degree requirements. Although course credits from other institutions are not transferred to the students program, courses taken elsewhere and approved by the student's academic advisor as equivalent to course work required to satisfy the ASHA certification requirements or selected departmental requirements do not need to be repeated at Teachers College. Teachers College requires a minimum of 32 points for the Master of Science Degree. The minimum number of points for completion of the Program in Speech-Language Pathology is approximately 50, including practicum courses. Students who have no previous applicable coursework in the

field typically require 74 points to complete the requirements for graduation

Students admitted to the program with undergraduate majors in speech and language pathology or with substantial prior coursework can expect to complete the program within two calendar years (four semesters and two summer sessions) of full time study. Students admitted with little or no prior coursework can expect to complete the program in two and one-half calendar years of full-time study. Some accommodations can be made for part-time study during a portion of the program, but students must be enrolled in practicum experiences (TQ 5331/2) from their first semester and in all subsequent semesters of their enrollment.

*Academic and Practicum Requirements*

**Basic Human Communication Processes**

In the area of normal human communication processes, students are required to take two courses in each of three areas of speech, language, and hearing, including:

- anatomic and physiologic bases
- physical and psychophysical bases
- linguistic and psycholinguistic aspects

These courses will total at least 15 points. This coursework may be taken at either the undergraduate or graduate level. Students with an undergraduate degree in communication disorders will have taken some or all of this coursework as part of their undergraduate preparation.

Material covered in the following courses must have been included as part of the student's prior coursework or

must be taken at Teachers College:

- BBSQ 4030. **Physiologic phonetics** (3)
- BBSQ 4031. **Articulatory, vocal and auditory mechanism** (3)
- BBS 4032. **Neuroscience of human speech and language** (2)
- BBS 5069. **Brain and behavior I: Communication in the nervous system** (1-2)

The remainder of the normal human communication processes requirement can be fulfilled through a variety of course options such as: BBSQ 5044 Speech and language perception and processing; A&HL 4101 Phonetics and phonology; HBSE 4079 Language development and habilitation; HUDK 5024 Language development; HUDK 5090 The psychology of language and reading; HUDK 5091 Applied psycholinguistics; A&HL 4000 The study of language; A&HL 4003 Approaches to linguistic analysis; ITSL 4024 Linguistic foundations of bilingual/bicultural education; and other courses listed in the program materials.

*Professional Course Work*

In professional area coursework, students are required to take 7 points in hearing disorders and a minimum of 30 points in speech-language disorders. The professional area coursework in speech-language pathology must be at the graduate level and must include a minimum of 3 points in courses within the program that are not part of the core requirements. In addition, only 3 points of practicum coursework can be used to fulfill the 30 point professional area requirement. Only courses for which a grade of at least a C has been earned can be used to fulfill these requirements.

*Core Course Work*

The following core courses must be taken at Teachers College or the equivalent course material must have been taken as part of a student's prior coursework and approved by the student's academic advisor: Speech-Language Pathology: BBSQ4040. **Speech and Language Disorders** (2)  
BBSQ 5111. **Tests and Testing Procedures** (3)  
BBSQ 5112. **Articulation Disorders** (3)  
BBSQ 5113. **Voice Disorders** (3)  
BBSQ 5114. **Stuttering: theory and therapy** (3)  
BBSQ 5115. **Language disorders in Children** (3)  
BBSQ 5116. **Language disorders in Adults** (3)

*Hearing*

- BBSQ 4042. **Audiology** (2)
- BBSQ 5125. **Clinical Approaches to Aural Rehabilitation** (3)
- BBSQ 5129. **Audiological Concepts** (1)
- BBSQ 5343. **Hearing Measurements** (1)

*Additional Course Work*

Students are required to take a minimum of 3 points of coursework within the program in Speech-Language Pathology in addition to the required core courses. Some additional courses are offered yearly, while others are offered on a less regular or a one-time basis. There are also seminars that are open to advanced master's students. The following is a list of additional courses:

- BBSQ 4046. **Non-speech Communication: Alternative & Augmentative Systems** (2)
- BBSQ 5118. **Cleft Palate** (2-3)
- BBSQ 5119. **Alaryngeal Speech** (1)
- BBSQ 5130. **Assessment & Intervention for Dysphagia** (2)
- BBSQ 6111. **Neurogenic Speech Disorders** (2-3)
- BBSQ 4047. **Early Motor Behaviors in Children: Normal and Abnormal** (3)

BBSQ 5117. **Cerebral Palsy and Speech Habilitation** (3)  
BBSQ 6111. **Current Issues and Practices in Speech-Language Pathology** (1–3)

#### *Research Methods*

Students are required to take BBSQ5940, *Evaluating Research in Speech-Language Pathology*, or to have previously taken equivalent coursework. This course is offered during the Fall term.

#### *Out-of-Department Courses*

Students at Teachers College are required to take 2 courses in departments other than their major program area. These courses may be used to fulfill the requirements for coursework in normal human communication processes or may be in related professional areas. Out-of-department courses may be taken pass/fail. Currently, any advisor approved non BBSQ course meets the “out of department” requirement.

#### *Practicum Requirements*

Therapy practicum. Students enroll in Practicum (BBSQ5331/2) starting with their first semester at Teachers College and continue in Practicum during each subsequent semester, including at least one summer (BBSQ5315/6). Assignment and participation in each of these Practicum experiences is determined by and at the discretion of the Clinic Program Coordinator.

Students continue in Practicum until a satisfactory level of clinical competence appropriate for entry into the Clinical Fellowship Year has been demonstrated. Students without background in the field typically enroll for six or seven semesters of Practicum, while students with background tend to enroll for five or six semesters of Practicum. Students accrue a minimum of

350 supervised clinical hours within a minimum of 3 service sites in addition to the on-campus Edward D. Mysak Speech and Hearing Center. These field placements typically include a school site, a hospital, and a rehabilitation site.

Diagnostics. Students are required to enroll in one semester of diagnostic Practicum (BBSQ5312). This Practicum experience follows BBSQ5111 (Tests and Testing Procedures) and is contingent upon satisfactory completion of academic coursework and therapy Practicum experiences in a variety of disorder areas. Assignment to this Practicum is also determined by and at the discretion of the Clinic Program Coordinator.

Clinic Lab. Students must enroll in BBSQ5333 and BBSQ5334. This is a two semester series in Laboratory Methods and Instrumentation in Clinical Practice that is taken for 0 credit. All students meet on Friday mornings for a lecture/presentation. Students are also assigned to small group workshop sessions.

Hearing Practicum. Students are required to enroll in BBSQ5343 (Hearing Measurement). This is a one semester, one point Practicum that fulfills the ASHA requirement for clinical hours in Audiology.

#### **Master of Education in Audiology**

This program requires previous completion of the professional master's degree. At Teachers College, the professional masters degree is the Master of Science. Programs are planned for individuals who desire preparation for advanced professional responsibilities. Goals of candidates for the degree may include concentrations in pediatric communicology, geriatric

communicology, and supervision. Further details on the Ed.M. degree, including the satisfactory completion of an integrative research training paper, may be obtained by requesting the general statement on Ed.M. programs from the program office.

#### **Doctor of Education**

This degree program leads to a professional doctorate in Speech-Language Pathology and is designed to prepare candidates for professional leadership in clinical, supervisory, and teaching activities. A minimum of 90 points must be completed. There is no language requirement.

#### **Doctor of Philosophy**

This program is designed for individuals primarily interested in careers in Speech-Language Pathology, in research, and college teaching. A minimum of 75 points must be completed. There is no language requirement.

All doctoral candidates must complete a dissertation. For details concerning the various doctoral programs, consult the Office of Doctoral Studies' bulletins, “Requirements for the Degree of Doctor of Education” and “Requirements for the Degree of Doctor of Philosophy,” and request from the program office statements on Ed.D. and Ph.D. programs.

#### *Continuing Professional Education:*

Each year, the Speech and Language Pathology program offers courses, workshops, and special events designed for postgraduates and other practicing professionals in the field and related fields. Also, under the Alumni Audit Program, alumni may audit courses offered through the program at substantially reduced fees. The program in Speech and Lan-

guage Pathology and Audiology is approved by the Continuing Education Board of the American Speech-Language-Hearing Association as a continuing education sponsor.

#### *Academic, Practical, and Research Training Opportunities:*

Instruction in the areas of speech and language pathology and audiology includes formal course work (lectures, seminars, colloquia) and practica training. The formal course work within each area is supplemented by videotape and live-case presentations by the instructors and by direct experiences with clients within the Edward D. Mysak Speech-Language and Hearing Center. Practical training at the master's and doctoral levels includes lecture-demonstrations, small-group instruction, and direct experience with clients. Students engaged in practica are supervised individually and in groups by the faculty and staff of the program. Unusual opportunities for learning and inquiry with reference to advanced clinical, supervisory, teaching, and research activities are provided within the large, well-equipped, and active Edward D. Mysak Speech-Language and Hearing Center.

Opportunities for clinical and research experiences also exist in numerous affiliated field settings. For example, practical training experiences are available in approximately 60 selected field facilities including hospital, rehabilitation centers, and school settings.

The program's Clinic Laboratory is used to train students in the application of precision instrumentation for objective measurement of the phonatory, articulatory, and fluency dimensions of speech behavior. The laboratory is an integral element in the diagnostic and

treatment services provided by the Speech-Language and Hearing Center and enhances opportunities for clinical research.

Special learning and research experiences are available through the program's Speech Research Laboratory, and, for qualified students, laboratories maintained by the Department's programs in applied physiology and motor learning and control. Additional research facilities are available in several related Teachers College programs and Columbia University departments in various affiliated institutions throughout the greater New York metropolitan area.

*Traineeships:*

Traineeships on the master's and doctoral levels from the Veterans Administration, the Shield Institute, the Parkside School, the League Center, and others are available through the department. For information and applications, contact the Office of Student Aid.

The program for preparing teachers of the speech and hearing handicapped is approved by the New York State Education Department. The Ph.D., Ed.D., Ed.M., and M.S. programs are also registered by the New York and New Jersey State Education Departments.

*Courses:*

**General**

**BBSQ 4040. Speech and language disorders (2-3)**  
Professor Saxman. Discussion of speech and language disorders and of remedial procedures. For speech pathology-audiology majors without academic background in speech and hearing and students in language arts, psychology, guidance, special education, childhood education, health education, nursing education, physical and occupational therapy, and dental hygiene.

**BBSQ 4042. Audiology (2-3)**  
Professor O'Malley. This course covers the anatomy and physiology of the auditory system, pure tone and speech audiometry, types and effects of hearing loss, amplification, and immittance audiometry.

**BBSQ 4045. Communication problems among the aging (2-3)**  
Faculty. Survey of disordered communication processes in the aged, its assessment and its management in a variety of settings. Designed for non-majors, especially for those in gerontology, psychology, social work, nursing, health education, health administration, physical and occupational therapy, and dental hygiene.

**BBSQ 4046. Introduction to augmentative and alternative communication (2)**  
Dr. Budde and Ms. Cohen. Introduction to basic sign language and alternative and augmentative communication systems. Students informed on how to serve communicatively handicapped hearing impaired, emotionally disturbed, mentally retarded, and severely and profoundly involved individuals. Important to special educators, psychologists, occupational and physical therapists, and other health professionals.

**BBSQ 4047. Early motor behaviors in children: Normal and abnormal (3)**  
Dr. Sheppard. Study of normal and abnormal development of sensory-motor speech processes and related oral motor behaviors; etiology, diagnosis, and management of pre-speech and eating pathologies in infants and severely handicapped individuals.

**BBSQ 5041. School speech-language-hearing program (2)**  
Faculty. Prerequisite: BBSQ 4040 or equivalent. Organization and development; survey techniques, testing, reports, records, materials, equipment; relationship of the program to the classroom teacher and other personnel.

**BBSQ 5042. Geriatric communicology (2)**  
Faculty. Biomedical, psychosocial, and environmental factors as they relate to speech and hearing in the aged. Adaptations and innovations

in procedures for assessment and management of geriatric communication problems. Programs for the delivery of services in institutions and the community.

**Basic Speech and Hearing Science**

**BBSQ 4030. Physiologic phonetics (3)**  
Faculty. Kinesiological approach to the study of phonetics and the phonetics of physiologic impairment. Practice in use of the International Phonetic Alphabet and other descriptive systems.

**BBSQ 4031. Articulatory, vocal, and auditory mechanisms (3)**  
Faculty. Basic structures and functions of the articulatory, vocal, and auditory mechanisms. Application of such study to the field of speech pathology and audiology.

**BBSQ 5044. Speech and language perception and processing (2-3)**  
Professor O'Malley. Examination of the models proposed to explain speech perception, and discussion of the research which assigns to speech and language a "special" role.

**Applied Speech Science Courses (Speech-Language Pathology)**

**BBSQ 5105. Assessment of child language (2-3)**  
Faculty. This course will cover procedures for analyzing and probing a child's language for the purposes of identifying language impairment and determining individualized intervention goals. Areas of language needed to be covered include morphology, syntax, semantics, pragmatics, and narrative for the agespan from toddlers to preadolescence.

**BBSQ 5110. Pathologies of speech systems (3)**  
Faculty. Prerequisite: an introductory course in speech pathology. Discussion of major speech systems including the integrator, facilitator, receptor, effector, transmitter, and sensor systems. Identification of anomalies and diseases that affect the systems and accompanying speech, hearing, and language symptoms.

**BBSQ 5111. Tests and testing procedures in speech-language pathology (3)**  
Faculty. Permission required. Required of speech pathology majors. Prerequisite: an introductory course in speech pathology. Study of tests and testing procedures for evaluating articulation, phonation, resonance, fluency, and language.

**BBSQ 5112. Articulation disorders (3)**  
Professor Gow. Prerequisites: phonetics course and an introductory course in speech pathology. Study of phonological rule disorders and disorders associated with functional and various structural and neurological problems. Critical analysis of research in etiology, testing, and therapy.

**BBSQ 5113. Voice disorders (3)**  
Dr. Sweeting. Prerequisite: BBSQ 4031 or equivalent and an introductory course in speech pathology. Study of voice disorders associated with functional, structural, endocrinological, and neurological problems. Analysis of recent research and major approaches to voice therapy.

**BBSQ 5114. Stuttering: Theory and therapy (3)**  
Professor Gow. Prerequisite: an introductory course in speech pathology. Analysis of major theories and research on stuttering. Study of prophylactic principles for younger children and evaluative and therapeutic procedures for older children and adults.

**BBSQ 5115. Language disorders in children (3)**  
Faculty. Prerequisite: an introductory course in speech pathology. Definition of language disorders and description of deviant language behavior for purposes of (1) identifying children with a language disorder and (2) planning goals of language learning.

**BBSQ 5116. Language disorders in adults (3)**  
Dr. Goldfein. Prerequisite: an introductory course in speech pathology. Study of aphasia: etiology, diagnosis, classification, and remedial procedures.

**BBSQ 5118. Cleft palate and speech habilitation (2-3)**  
Professor Saxman. Prerequisite: an introductory course in speech pathology. Etiology and symptomatology of the communication impairment associated with cleft lip and palate and other craniofacial disorders. The role of the speech pathologist in the multidisciplinary approach to total habilitation of children and adults.

**BBSQ 5119. Alaryngeal speech (1)**  
Ms. Klatsky. Prerequisite: an introductory course in speech pathology. Survey of medicosurgical treatments for laryngeal carcinoma. Analysis of physiologic, acoustic, and psychosocial aspects of alaryngeal speech. Study of therapeutic methods.

**BBSQ 5130. Assessment and intervention in dysphagia (2)**  
Dr. Sheppard. Study of eating and swallowing disorders in children and adults. Assessment and management strategies for eating and swallowing disorders.

#### **Applied Hearing Science Courses (Audiology)**

**BBSQ 5125. Clinical approaches to aural habilitation of children (3)**  
Ms. Boemio. Prerequisite: BBSQ 4042 or equivalent. Clinical procedures available to audiologists, speech pathologists and deaf educators for implementing speech-reading, auditory training, speech-language therapy for the hard-of-hearing child. Use of amplification and counseling approaches.

**BBSQ 5126. Clinical approaches to aural rehabilitation of adults (3)**  
Faculty. Prerequisite: BBSQ 4042 or equivalent. Recent developments in speech-reading, auditory training, and speech conservation. The audiologic problems of the geriatric population. Principles of therapy and clinical techniques emphasized.

**BBSQ 5129. Audiological concepts and principles (1)**  
Professor O'Malley. Prerequisite: BBSQ 4042 Audiology or equivalent. This course covers pathologies of the auditory system; electrophysiological measures,

otoacoustic emissions, tests of central auditory function.

#### **Practica**

**BBSQ 5210-BBSQ 5212. Practicum in school speech-language pathology (3)**  
Dr. Sweeting. Permission required. Participation and student teaching in a school remedial speech and hearing program: survey, organization, remedial procedures. Special fee: \$150.

**BBSQ 5312. Diagnostic methods and practice in speech-language pathology (3 per section)**  
Dr. Sweeting. Sections: (1) TBA. (2) TBA. (3) TBA. (4). Required of speech pathology majors. Prerequisites: BBSQ 5110 and BBSQ 5111. Observation and participation in methods of evaluation of individuals with speech and language disorders at the Edward D. Mysak Speech-Language and Hearing Center. Practice in report writing. Special fee: \$100.

**BBSQ 5331-BBSQ 5339. Clinic practicum**  
Faculty. Therapeutic methods and practice in speech-language pathology:

**BBSQ 5331-BBSQ 5332. Regular clinic (3)**  
Dr. Sweeting (Coordinator). Observation and practice in speech and language therapy at the Speech and Hearing Center and at related field facilities. Weekly lecture on principles of speech and language therapy. Majors enroll until practicum requirements for the M.S. degree are completed. Special fee: \$150.

**BBSQ 5333-BBSQ 5334. Laboratory methods and instrumentation in clinical practice (0)**  
Faculty. Instruction and practice in acoustic and physiologic measures related to voice, articulation, and fluency disorders. Majors must enroll for one Autumn and one Spring term. Special fee: \$150.

**BBSQ 5335. Infant evaluation clinic (0)**  
Dr. Sheppard. Observation and participation in the evaluation of pre-speech and feeding behaviors in at-risk infants and in the development of individualized management programs. Special fee: \$150.

**BBSQ 5336. Stuttering clinic (0)**  
Dr. Wexler. Observation and participation in group therapy for adult stutterers. Special fee: \$150.

**BBSQ 5337. Aphasia clinic (0)**  
Faculty. Observation and participation in group therapy for adult aphasics. Special fee: \$150.

**BBSQ 5338. Voice clinic (0)**  
Faculty. Observation and participation in group therapy for adults with voice problems. Special fee: \$150.

**BBSQ 5339. Computer applications in clinical practice (0)**  
Faculty. Understanding, evaluating, and implementing microcomputer facilities in speech and hearing practice. Special fee: \$150.

**BBSQ 5340-BBSQ 5343. Methods and practice in audiology**  
Faculty. Permission required. Pre- or co-requisite : BBSQ 5120. May be repeated for credit.

**BBSQ 5342. Auditory rehabilitation clinic (0)**  
Faculty. Observation and participation in individual and group therapy for hearing impaired individuals. Special fee: \$150.

**BBSQ 5343. Hearing measurement (1)**  
Ms. Boemio. Practice in hearing screening, audiologic evaluation, hearing aid fittings and troubleshooting malfunctioning hearing aids. For speech and language pathology majors. Prerequisite: BBSQ 4042. Special fee: \$150.

**BBSQ 6351-BBSQ 6355. Advanced practice (2)**  
Faculty  
Advanced practice in speech-language pathology and audiology required. Doctoral students are required to register in four sections during their period of candidacy. Observation of faculty during therapy, diagnosis, supervisory, teaching, or research activities and participation in such activities.

**BBSQ 6351. Clinical (2)**

**BBSQ 6352. Supervision (2)**

**BBSQ 6353. Teaching (2)**

**BBSQ 6354. Laboratory (2)**

**BBSQ 6355. Administration (2)**

#### **Research Courses and Seminars**

**BBSQ 5940. Evaluating research in speech-language pathology and audiology (3)**  
Professor O'Malley. Required of all Master's and first-year doctoral students. Evaluation of research methods.

**BBSQ 5941. Research needs and methods in speech-language pathology and audiology (3)**  
Professor Saxman. Permission required. Prerequisite: BBSQ 5940. Required of first-year doctoral students. Development of rationales for doctoral dissertations and projects.

**BBSQ 6511. Seminar in supervision in speech-language pathology and audiology (2)**  
Faculty. Permission required. Study of supervisory models in speech-language pathology and audiology and related areas.

**BBSQ 6512. Seminar in the practice of supervision in speech-language pathology and audiology (3)**  
Faculty. Permission required. Prerequisite: BBSQ 6511. Continued study of supervisory processes and opportunity for supervisory experiences.

**BBSQ 6513-BBSQ 6517. Seminars in basic and applied speech science (3)**  
Faculty. Permission required. For doctoral candidates and advanced master's degree students in speech-language pathology. Doctoral candidates are required to enroll in at least three sections. Seminars involve intensive study and analysis of current research and issues in the particular topics.

**BBSQ 6513. Phonological impairment (children and adults) (3)**

**BBSQ 6514. Language impairment (children and adults) (3)**

**BBSQ 6515. Voice and its disorders (3)**

**BBSQ 6516. Fluency and its disorders (3)**

**BBSQ 6517. Neuropathology of speech (3)**

**BBSQ 6520. Seminars in basic and applied hearing science (3)**  
Professor O'Malley. Permission required. For doctoral candidates and advanced master's degree students in audiology. Doctoral candidates are required to enroll in at least three seminars. Intensive study and analysis of current issues on particular topics.

**BBSQ 6940–BBSQ 6941. Supervised research in speech-language pathology and audiology (3 per section)**  
Sections: (1) Professor Saxman. (2) Professor O'Malley. (3) Faculty (4) Professor Gow. Permission required. Prerequisite: BBSQ 5941. Doctoral candidates are required to enroll in their advisor's section for both semesters. Opportunity to design and conduct pilot studies and projects.

**BBSQ 7500. Dissertation seminar in speech-language pathology and audiology (2)**  
Professor Saxman and Faculty. Prerequisite: BBSQ 6941. Development of doctoral dissertations and projects and presentation of plans for approval. Doctoral candidates are required to enroll for one year and must begin the sequence in the Autumn term immediately following completion of BBSQ 6941.

**BBSQ 8900. Dissertation–advisement in speech-language pathology and audiology (0)**  
Faculty. Prerequisite: BBSQ 7500. Individual advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration for Ed.D./Ph.D. degrees.

#### Continuing Education

**BBSQ 6111. Current issues and practices in speech-language pathology (1–3)**  
Faculty. Topics will vary with respect to current issues and practices in speech-language pathology.

**BBSQ 6112. Neurospeech therapy for the cerebral palsied (1–3)**  
Faculty. Required. Application of developmental neurophysiology to cerebral palsy speech habilitation. Discussion, demonstration, and

practice in neurophysiological evaluation of and neurospeech therapy for cerebral palsied children.

**BBSQ 6120. Current issues and practices in audiology (1–3)**  
Faculty. Topics will vary with respect to current issues and practices in audiology.

**BBSQ 6811. Neuromuscular facilitation approaches to assessment and treatment of oral motor dysfunction (Noncredit or 1–3)**  
Dr. Sheppard. Application of neuromuscular facilitation approaches to the various eating, pre-speech, and motor speech disorders caused by oral motor dysfunction in infants and the severely, developmentally disabled.

**BBSQ 6812. Symposium on care of the professional voice (1)**  
Faculty. Course taken in association with the annual symposium on the care of the professional voice sponsored by The Voice Foundation. The purpose of the symposium is to present the latest information on research findings and on teaching and clinical activities pertinent to the care of the professional singing and speaking voice.

Chair: TBA  
Location: 428 Horace Mann  
Telephone Number:  
212-678-3257  
Fax: 212-678-3275

### Programs:

Psychological Counseling  
Counseling Psychology  
Clinical Psychology  
Psychology in Education  
Clinical Post-doctoral  
Respecialization Program

### Faculty:

#### Professors:

Judith Berman Brandenburg  
(Counseling)  
Robert T. Carter (Counseling)  
Barry A. Farber (Clinical)  
Leah Blumberg Lapidus  
(Clinical)  
Elizabeth Midlarsky (Clinical)  
Rosalea A. Schonbar  
(Clinical)-Emeritus

#### Associate Professors:

Madonna Constantine  
(Counseling)  
Patricia M. Raskin  
(Counseling)

#### Assistant Professors:

George Bonanno (Clinical)  
Lisa Miller (Clinical)  
Christine Yeh (Counseling)

#### Adjunct Professors:

James Fosshage (Clinical)  
Samuel D. Johnson  
(Counseling)  
Jerome W. Kosseff (Clinical)  
Arnold W. Wolf (Counseling)

#### Adjunct Associate Professors:

Xavier Amador (Clinical)  
Ghislaine Boulager (Clinical)  
Nurit N. Israeli (Counseling)  
Nanette A. Kramer  
(Counseling)  
Laurence Lewis (Clinical)  
Aracelia Pearson-Brok  
(Clinical)  
Stephen Reisner (Clinical)

#### Adjunct Assistant Professors:

Adeyinka Akinsulure-Smith  
(Counseling)  
Jill Backfield (Clinical)  
Donna Bender (Clinical)  
Ann Fenichel (Counseling)  
Lisa Kentgen (Clinical)  
Michael J. Koski (Counseling)  
Samuel E. Menahem (Clinical)  
Patricia D. Strasberg  
(Counseling)

For information about faculty and their scholarly and research interests, please refer to the "Faculty" section of the Catalog on page 61.

#### Departmental mission:

This department prepares students to investigate and address the psychological needs of individuals, families, groups, organizations/institutions and communities. Counseling psychology focuses on normal and optimal development across the lifespan, with particular attention to expanding knowledge and skills in occupational choice and transitions, and multicultural and group counseling. Clinical Psychology primarily uses a broad-based psychodynamic perspective to study and treat a variety of psychological and psychoeducational problems. In addition to sharing an interest and appreciation for the critical role of culture in development and adaptation, both programs highly value the teaching of clinical and research skills. Thus, students in this department are trained to become knowledgeable and proficient researchers, to provide psychological and educational leadership, and to be effective practitioners. Specifically, graduates from these programs seek positions in teaching, research, policy, administration, psychotherapy, and counseling.

### Counseling Psychology

Program Coordinator:  
Professor Robert T. Carter  
Director of Training: TBA

#### Degrees Offered:

Master of Education (Ed.M.)  
(Code: TJE) M.A. en passant  
Doctor of Education (Ed.D.) —  
currently not accepting  
applications  
Doctor of Philosophy (Ph.D.)  
(Code: TJV)

#### Special Application Requirements/Information:

##### General

While an undergraduate major in psychology or one of the other social or behavioral sciences is desirable, it is not essential. It is expected that the personal statement which accompanies the student's application will show a realistic assessment of his/her professional interests and goals, as well as how they fit with the program's training objectives.

Applications are considered once a year for the doctoral program and throughout the year for the master's program. Master's applications received after the priority deadline for the fall semester will be considered until May 15 on a space-available basis.

##### Ed.M.

At least *one* of the two required letters should be an academic reference. The GREs are *not* required for the Ed.M.

##### Ph.D.

Doctoral applicants must submit all credentials along with their scores on the Graduate Record Examination General (Aptitude) Test by January 15. Doctoral applicants are also required to submit a copy of a recently completed paper on some topic of interest to them. This may be, but does not have to be, a paper submitted to satisfy course

requirements. Admissions decisions are made once a year, usually by April 1st. **It is the responsibility of the applicant to ensure that all admissions materials are received by the January 15 deadline.**

While admission to the Ph.D. program requires acceptance by the Columbia University Graduate School of Arts and Sciences as well as Teachers College, the administrative details for this process are managed by the Teachers College Admissions Office. **Applicants should NOT submit an application directly to the Graduate School of Arts and Sciences.** The Graduate School of Arts and Sciences requires that applicants have a Bachelor of Arts degree with 90 points of liberal arts credit.

Preference is given to candidates with excellent verbal and quantitative skills whose transcripts, references, performance in an admissions interview, and previous work experience suggest that they have the potential to make a significant contribution to theory, research, practice or policy-making.

#### Program Description:

The Program in Counseling Psychology is dedicated to preparing psychological counselors (master's students) and counseling psychologists (doctoral students) who facilitate the normal and optimal development across the life span of individuals, groups, and organizations/institutions that is culturally relevant and psychologically appropriate. Our students are taught to use strategies of prevention, intervention, and remediation to assist others in developing effective coping skills and responses to their environments.

The objectives of the program are to prepare students to:

- 1) focus on the development of individuals and groups, their education and careers, their assets and strengths, the importance of person-environment interactions, psychoeducation and preventive needs as well as their pathology;
- 2) intervene in appropriate arenas through their commitment to education, evaluation, research, and program development;
- 3) be self-aware and sensitive to social constructions, to issues related to identity group membership, and to participate in a variety of settings with diverse populations;
- 4) integrate theory, practice, and research, and
- 5) develop identities as ethical counselors who are socialized into the profession and contribute to the discipline and society.

These competencies prepare students to work in a variety of settings with emphasis on educational (e.g. schools, colleges, and universities, etc.), health (e.g. outpatient clinics, hospitals, nursing homes, etc.) and related agencies. In roles as psychological counselors, masters graduates will be able to apply the competencies stated above in school counseling, clinical practice, administration, assessment, and research. As a result of more in depth and broader training at the doctoral level, the roles of counseling psychologists include a capacity to produce knowledge, to be leaders in relation to policy development and implementation, and to work in independent practice.

With the help of a faculty advisor, students register for required and elective courses, that in light of their previous preparation, special needs, and

career objectives, will prepare them appropriately. Depending on their area of interest and level of training, graduates have found employment in universities, colleges, elementary and secondary schools, adult basic education centers, employment and training programs, rehabilitation centers, hospitals, mental health centers, industry, senior citizens centers, and community and government agencies. Regardless of eventual work setting, students in the program are expected by the end of their training to have the following in common:

They are concerned with assessing, facilitating and guiding individual development. Their focus is on enhancing those conditions which further human development and on eliminating or ameliorating those that hamper it. They are as concerned with promoting normal and optimal development as they are with preventing or ameliorating faulty development. They help individuals to discover and take advantage of choice possibilities in the environment and developmental possibilities in themselves. They are skilled in working with individuals from diverse ethnic, racial, cultural, and socioeconomic backgrounds.

They are concerned with the social and situational as well as the psychological determinants of behavior. They use their knowledge of theories of human development and learning, the structure of groups, institutions, and subcultures to bring about growth-facilitating changes in individuals and their environments. They are concerned with providing individuals and groups with experiences that will help them to discover, develop, and use their assets, resources, and potentials. They help individuals to

understand themselves better, to examine and clarify their values, to make good choices and decisions, to set meaningful life goals, and to make use of appropriate resources in moving toward these goals.

They are skilled in several modes of facilitating human development, such as individual and group counseling, environmental intervention, and planned exploratory and developmental experiences. They are concerned with translating concepts and theories from the behavioral sciences into strategies and programs of intervention. In addition to engaging in innovative program development and designing planned interventions, they are committed to evaluating the outcomes of such undertakings using appropriate assessment techniques.

Experience has shown that students who are principally motivated to become psychotherapists are usually the least satisfied and least satisfactory students in the program. Applicants who are so motivated are advised to seek admission to a program in clinical psychology.

#### *Transfer Credits*

Up to 30 points of recent and directly relevant graduate work in appropriate areas of study may be transferred toward the Ed.M. or Ph.D.

Possibly relevant graduate work completed at other institutions or in other departments or programs at Teachers College is indicated by the Admissions Office. Your advisor, in consultation with other members with other members of the faculty, then determines the applicability of previously earned graduate credits to your program. Ordinarily only those courses will be credited which a) have been completed in the

last five years, b) are equivalent in subject matter, scope, depth and level to courses normally taken by students in the Counseling Psychology Program and c) contribute directly, significantly and substantively to sound preparation in counseling psychology. Exceptions to the recency requirement will be considered when there is evidence that skills and knowledge acquired more than five years before have been refined and updated through on-the-job training and participation in professional workshops and seminars.

Very few students, usually those from a closely and directly related specialty, are given full credit for courses taken in other programs or institutions. If a student's decision to enroll in the program is contingent on the number of transfer credits which will be approved, he or she should ask to have them evaluated in advance and, in any case, no later than the end of the student's first semester at Teachers College.

When students wish to request permission to transfer graduate credits they should submit to their advisor course syllabi and readings lists with the written request. The Counseling Psychology Program Faculty will process all requests collectively.

#### *Degree Requirements:*

##### **Master of Education**

The Ed.M. is granted after successful completion of a special project and 60 points of planned, sequential study beyond the bachelor's degree, of which at least 30 must be taken at Teachers College. The Ed.M. can lead to the doctorate at Teachers College and elsewhere, but usually with some loss of time and credits because of differences in emphasis between master's and doctoral level programs.

Students who choose to specialize in school counseling can, by completing a series of specified courses, be eligible for provisional certification as a School Counselor in New York State. See specific course requirements in the Curriculum section below. For permanent certification, New York State requires two years of employment as a school counselor and 30 additional credits of graduate work. The credits from the Ed.M. beyond the M.A. will be applied toward the 30. Students planning to obtain New York State Certification in School Counseling use the *en passant* M.A. to apply for provisional certification. The application for certification is made upon graduation.

Similarly, students can become certified as rehabilitation counselors by completing a series of specified courses as well as 3 to 4 years of post-master's work experience in an appropriate setting, and successful performance on an examination sponsored by the Commission on Rehabilitation Counselor Certification (CRCC). See details in the "Curriculum" section below.

With careful planning, students who are interested in counseling within a corporate/business setting can complete the requirements for the Ed.M. degree in Psychological Counseling and the M.A. degree in Organizational Psychology. It is not possible to choose this option and follow the School Counselor track as well.

A terminal M.A. degree is not offered. However, students who have completed 32 credits of appropriate work and passed the master's level comprehensive examination at Teachers College may apply for the award of the *en passant* M.A. during their third full-time (or part-time equivalent) semester of study.

To satisfy residence requirements, 45 points out of the 60 must be completed at Teachers College if both the M.A. and Ed.M. are sought. Those 45 credits must include all courses required for the M.A.

Most required courses are scheduled in the evening, thus making it possible for students to complete the program as part-time students. Full-time students generally complete the program in two calendar years.

Length of completion for part-time students varies with the number of points for which they enroll each semester.

#### Curriculum

In addition to required core courses, students will be expected to select electives from the various areas of psychology and other appropriate disciplines that will provide breadth and depth to their preparation as a counselor.

*The core courses are:* CCPJ 4064, Principles and Methods of Counseling; CCPJ 5062, Career Counseling and Development; CCPJ 4560, Professional Issues; CCPJ 5361, Preparation for Individual Counseling and Interviewing; CCPJ 5362, Group Dynamics or an approved substitute; as well as either CCPJ 5020, Racism and Racial Identity in Psychology and Education or CCPJ 5164, Perspectives on Cross-Cultural Counseling and Psychology; and CCPJ 5165, Racial/Cultural Lab.

*The courses for the broad and basic areas are:* HUDM 5059, Psychological Measurement; as well as HUDK 4022, Developmental Psychology: Childhood; or HUDK 4023, Developmental Psychology: Adolescence or HUDK 4024, Developmental Psychology: Adulthood and the Life Span.

*The Clinical Psychology requirement may be met by one of the following four courses:* CCPX 4030, Psychology of Adjustment or CCPX 4035, Personality and Behavior Change or CCPX 5032, Personality and Psychopathology or CCPX 5034, Developmental Psychopathology.

*The Research requirements may be met by taking one of the following two sequence:* HUDM 4122, Probability and Statistical Inference and HUDM 5122, Applied Regression Analysis; OR ORLJ 4009, Understanding Behavioral Research and HUDM 5021, Methods of Empirical Research I.

*Students should register for the following courses to meet Fieldwork and Practicum requirements:* CCPJ 5260, Fieldwork in Counseling and Rehabilitation or CCPJ 5263, Supervised Fieldwork in Elementary School Counseling or CCPJ 5265, Supervised Fieldwork in Secondary School Counseling; and CCPJ 5360, Practicum in Educational and Vocational Appraisal in Counseling.

**Students must have completed all prerequisites for the Fieldwork and Practicum before they will be allowed to register for these courses. Please see prerequisites which are listed with the course descriptions. Students must apply for CCPJ 5360 between April 15th and June 1st of the Academic Year prior to their planned enrollment in the practicum. Applications are available from the program secretary. In addition, CCPX 5630 (Case Conference), offered for zero credit, must be taken concurrently with CCPJ 5360.**

Students planning to complete the requirements for N.Y.S. certification in School Counsel-

ing must take either CCPJ 4160, School Counseling for Children and Youth or ITSL 5023, Counseling Techniques for the Bilingual-bicultural Children and Their Families and do their fieldwork (CCPJ 5263 or CCPJ 5265) in a school setting. Colleges are not a recognized school setting for certification purposes.

Students interested in becoming a Certified Rehabilitation Counselor must take: CCPJ 4065, Career Development of Women; CCPJ 4062, Medical Aspects of Disabilities and Rehabilitation or CCPJ 5063, Psychological Aspects of Disabilities and Rehabilitation; and CCPJ 4061, Rehabilitation Counseling: Principles and Practices. Students' fieldwork (CCPJ 5260) must be done in a rehabilitation setting under the supervision of the Certified Rehabilitation Counselor (CRC).

A Special Project is required in addition to the 60 points of course work. Students should plan to complete their project in the same semester that they apply for the Ed.M. degree.

The Comprehensive Exam, which is a mandatory requirement for obtaining the *en passant* M.A., is generally taken in the semester in which 45 credits are completed.

*Earning the M.A. en route to the Ed.M.*

While students are not accepted into the program as candidates for the terminal M.A., Ed.M. students may apply for the M.A. degree *en passant*. To satisfy residence requirements, the candidate may apply for the M.A. degree in the semester in which s/he will complete 45 out of the 60 points required for the Ed.M. at Teachers College. After completing a minimum of 45 points, which must include the appropriate required courses (listed in Ed.M. Program Infor-

mation which is available at a student's initial registration), applications will be approved. A comprehensive exam must be successfully completed. It should be taken in the semester in which the student applies for the M.A.

The M.A. degree application should only contain 32 points of course work even though the student must have completed at least 45 points. They should include the required courses listed in the Ed.M. Program Information document, which is available to students at their initial registration.

With the exception of courses in which the only grades awarded are "P" and "F," grades in the aforementioned courses must be letter grades.

#### Doctor of Philosophy

The program of study that follows is described in terms of full-time study. Some of the courses may be taken on a part-time basis. At least one full year of full-time study after the first 30 applicable credits is required unless the student can present persuasive evidence that his/her living and working circumstances have not prevented and will not prevent him/her from taking full advantage of the College's resources. Certain essential subjects and practica are offered only in the morning and early afternoon hours.

The doctorate is granted after successful completion of a minimum of 90 points of planned, sequential study beyond the bachelor's degree, of which at least 60 points must be taken at Teachers College. The doctoral program is approved by the American Psychological Association and requires at least four years, including the equivalent of three years of academic study beyond the Bachelor's degree and one calendar year of internship.

- Students entering Fall 1997 and beyond are required to take 6 semesters of Advanced Professional Issues. These six semesters should be taken in the students' first three years of study.
- Students must take 5 semesters of practicum, beginning in the spring semester of the first year. Students are required to attend a weekly 2 hour seminar as well as meet with the individual supervisor and with each client.
- Students must take 5 semesters of research focused courses, beginning with. Review of Research in Counseling in the spring of the first year followed by one year (two semesters) of Research Practicum with a faculty member, followed by a two semester Dissertation Seminar. These courses are in addition to the two semesters of statistics required of each student, and a semester of Research Methods in Social Psychology.
- Students must complete at least 6 general psychology core requirements in the areas of cognitive and affective aspects of behavior, human development, social aspects of behavior, biological aspects of behavior, history and systems of psychology, and measurement.
- Students must also complete a course in ethics, to be taken in the first year.
- Students must also take: Group Dynamics or its equivalent, Racism and Racial Identity in Psychology and Education or Perspectives on Cross-cultural Counseling in Psychology, Racial Cultural Laboratory in Counseling Psychology, Integration of Group Counseling and Theory, and 1 year of Psychological Testing.

Please note that upon admission to the Ph.D. students will receive a *Handbook for the Ph.D. in Counseling Psychology*.

#### Curriculum

The program of study leading to the doctorate in Counseling Psychology is guided by criteria adopted by the American Psychological Association for accredited programs in professional psychology. In consultation with their advisor, students will select the courses and other learning experiences which best utilize what they have already mastered and will add to their mastery of areas of competence considered necessary and desirable.

The course of studies includes: Scientific and professional ethics and standards; Psychological measurement, statistics and research design and methodology; Knowledge and understanding of, a) history and systems of psychology, b) the biological basis of behavior (e.g., physiological psychology, comparative psychology, neuropsychology, sensation, psychopharmacology), c) the cognitive-affective bases of behavior (e.g., learning, memory perception, cognition, thinking, motivation, emotion, d) The social bases of behavior (e.g., social psychology, cultural, ethnic and group process, sex roles, organizational and systems theory), and e) individual behavior (e.g.; personality theory, human development, individual differences, abnormal psychology); Introductory and advanced work: leading to competence in the specialization in this instance, counseling psychology; Intervention strategies and service delivery systems; Methods of inquiry; Preparation to undertake a doctoral dissertation.

In developing the necessary mastery of these areas the student is expected to be attentive

to the historical roots of counseling psychology, i.e., the study of individual differences, the vocational guidance movement and the mental health movement. Similarly he/she is expected to be prepared for the probable future of counseling psychology in the areas of expertise represented by this faculty, especially the influence of social and cultural systems (home, family, workplace and environment) on human development and change.

In addition to a common core of required courses, courses in specific and specialized areas of counseling psychology are available. Courses in the department are supplemented by appropriate offerings of other programs and departments at Teachers College and Columbia University.

#### Required Courses

##### *General Psychology*

Please note that satisfactory performance in required courses is defined as an overall grade point average of B+ and no courses in which the grade earned is lower than B. Students will be permitted to compensate for a grade lower than a B by completing another course in the same category as that in which the low grade was earned.

In the General Psychology area the requirements are:

*Cognitive and affective aspects of behavior*; e.g., HUDK 4029 Theories of human cognition and learning  
*Human Development*, e.g., HUDK 5029 Personality development and socialization across the life span  
*Social aspects of behavior*; e.g., ORLJ 5540 Pro-seminar in social psychology or CCPJ 5020 Racism and racial identity in psychology and education

*Biological Aspects of Behavior*, e.g., CCPJ 4075 Brain and behavior  
*History and Systems of Psychology*, e.g., CCPX 6020 History and systems of psychology  
*Measurement*, e.g., HUDM 5059 Psychological Measurement

#### *Professional Development*

Required courses are: CCPJ 6569 Scientific and professional ethics, and CCPJ 5346 Advanced professional issues (first three years)

#### *Research*

Within the research domain students are required to take:

#### *Research Methodology*

CCPJ 5560, Review of research in counseling psychology; CCPJ 6572–79 (Year Course) Research practicum in counseling psychology; CCPJ 5040–41 (Year Course) Research methods in social psychology; CCPJ 7502 (Year Course), Dissertation seminar; CCPJ 8900, Dissertation advisement.

#### *Techniques of data analysis*

The Statistics courses: HUDM 4122, Probability and statistical inference, and HUDM 5122, Applied regression analysis

#### *Practice*

Our practice sequence includes: courses that include requirements associated with *Individual differences, Human functioning, dysfunctional behavior or psychopathology, Theories and methods of assessment, diagnosis and effective interventions*. They are: CCPJ 4064, Principles & methods of counseling (needed if admitted without Counseling Masters); CCPJ 5361 Preparation for individual counseling (needed if admitted without Counseling Masters); CCPJ 5362 Group dynamics: theory and experience, Integration of group counseling and theory; CCPJ 5062, Career Counseling and Development

(needed if admitted without Masters); CCPJ 5060–61 (Year Course), Assessment in counseling psychology (individual psychological testing)<sup>®</sup>; CCPX 5032, Personality and psychopathology OR CCPX 5037, Dynamic psychotherapies OR CCPX 5038, Cognitive and behavioral therapies; CCPJ 5165, Racial-cultural counseling laboratory<sup>®</sup>; CCPJ 5360, Practicum in vocational appraisal and counseling (semester) (needed if admitted without M.A.); CCPJ 6369 Practicum in individual counseling/psychotherapy (semester)<sup>®</sup>; CCPJ 6360Z (Year Course), Practice in psychological counseling<sup>®</sup>; CCPJ 5364 Advanced practicum in cross-cultural counseling and psychotherapy or related courses<sup>®</sup>; CCPJ 5368, Supervision and teaching of counseling; CCPJ 6362, Group practicum; CCPJ 6460 (Year Course), Internship<sup>®</sup>

#### *Electives*

Elective possibilities are: CCPJ 6363, Advanced group practicum, and CCPJ 6368, Advanced supervision and training.

<sup>®</sup> = Required

#### *Doctoral Certification*

Counseling psychology students do not become official candidates for the degree of Doctor of Philosophy until they have passed a program certification comprehensive exam and an interdepartmental examination on research methods and design and submitted a scholarly review of research on a psychological topic of particular interest to them. In addition, they must satisfy all other requirements for certification prescribed by the Office of Doctoral Studies (see the bulletins issued by that office). Students who fail to take the certification examination at the appropriate point in their stud-

ies are subject to certain penalties described in a bulletin entitled Continuous Enrollment and Post-Certification Examination Course Requirements available in the Office of Doctoral Studies (153 Horace Mann). To avoid these penalties the certification examination must be taken no later than the semester following the one in which the number of points accumulated at Teachers College and elsewhere do not exceed the specified maximum, 75 for students in the Ph.D. program.

Candidacy as a doctoral student expires after a certain number of years. Ph.D. candidates must complete all degree requirements within seven years of first entering the program (six years if they have an applicable master's degree or 30 points of advanced standing prior to doctoral admission).

#### *The Program Certification and Comprehensive Exam*

The Certification and Comprehensive Exam will have two components: (A) a scholarly paper involving a comprehensive and integrative review of the literature in a topic chosen by the student in consultation with his or her advisor; and (B) a written exam covering several areas in counseling psychology. Exam questions will assess the students' command of: (1) theoretical concepts; (2) core psychology course work; (3) clinical interventions; (4) assessment in career work and personal/social counseling; (5) professional issues such as ethics, professional trends, and developments in counseling psychology. Cultural issues will be infused in the content questions in the exam.

#### *The Dissertation*

For most doctoral students the completion of course requirements presents few problems. Successful completion of a dissertation is usually less easily

managed. Unless carefully planned in advance, it can prove a difficult hurdle. Accordingly, the program has several built-in features designed to facilitate the formulation and successful execution of an acceptable dissertation proposal.

Students must have an approved dissertation proposal before they can apply for an internship. Students must petition the faculty if they wish to apply for internship. There are progress evaluations done annually to facilitate students timely completion of the Ph.D. degree. Please see the Ph.D. Handbook for further details.

#### *Courses:*

Courses at the 4000-level do not usually require permission of the instructor and are open to non-majors as well as majors. Many 5000-level courses are also open to non-majors with appropriate background; 6000-level courses are usually limited to majors with advanced standing in the program. See listings below for prerequisites and limitations on enrollment. In addition to the courses listed below, students should consult the offerings of other psychology programs, many of which are recommended in the various program guides which are obtainable from the program coordinator.

#### CCPJ 4061. **Rehabilitation counseling: Principles and practices** (2–3)

Dr. Wolf. History and legislation, principles, settings, major issues. The counselor's role in the rehabilitation program.

#### CCPJ 4062. **Medical aspects of disabilities and rehabilitation** (2–3)

Faculty. Limiting aspects of the major physical and emotional disabilities. Understanding and using medical knowledge in rehabilitation counseling.

**CCPJ 4064. Principles and methods of psychological counseling (3)**

Professor Raskin. Approaches to appraisal and counseling; theories and research findings; procedures employed in educational, vocational, and personal counseling; typical problems; illustrative cases.

**CCPJ 4065. Career development of women (2-3)**

Professor Raskin. Applicability of existing theories of vocational choice and adjustment to the career development of women. New and emerging concepts, theories, and research findings. Psychological, sociological, and economic factors which facilitate or impede the career development of women.

**CCPJ 4068. Counseling women: Cultural, familial, and intrapsychic factors (2-3)**

Emphasis on the cultural factors that influence the familial and intrapsychic issues of women. The integration of feminist, psychoanalytic, and family systems theories provides a framework for understanding the implications of women's development for counseling and psychotherapy. Class format includes lectures and small application/discussion groups. Special fee: \$50.

**CCPJ 4160. School Counseling for children and adolescents (2-3)**

Professor Yeh. Principles and practices in the guidance of children and adolescents examined from a multidisciplinary and multicultural perspective with special emphasis on facilitating developmental processes of school, family, and community contexts. The role of the Guidance Counselor in developing preventive and rehabilitative interventions in urban and suburban schools/communities will be considered. Special fee: \$15.

**CCPJ 4165. Community agencies and resources (2-3)**

Faculty. Community services and programs in family and personal counseling, health and child care, mental health, career counseling, job placement, and service to the aged.

**CCPJ 4166. Current issues in gerontology (2-3)**

Dr. Kramer. Current and emerging emphases in theory, research, and practice. Registration not limited to one term. Topics are announced in the preliminary and final course schedules distributed each semester.

**CCPJ 4560. Professional issues in psychological counseling (1)**

Professor Brandenburg. Professional orientation for Ed.M. students in psychological counseling. Ethics and professional issues; employment opportunities and work settings. Registration in the first year is recommended. Special fee: \$10.

**CCPJ 5020. Racism and racial identity in psychology and education (3)**

Professor Carter. A review of the debate on the influence of race and racism on education, mental health, and other social sciences. Introduction of current theoretical and research developments which explore the influence and role of racial identity (black and white) in individual development and professional practice.

**CCPJ 5060-CCPJ 5061. Assessment in Counseling Psychology (2-master's, 3-doctoral)**

CCPJ 5060. Dr. Kramer. The course is designed to provide an overview of the basic principles, theories, issues and practices in the field of psychological testing. Tests of both cognitive and personality functioning will be included, with emphasis on identification of both problems and strengths. This course is divided into 2 sections, as follows:

Section 1: is open to all students. It is a one semester course which covers theories and concepts of testing, understanding and interpreting of test results and test reports, and use of assessment results to develop treatment plans and interventions.

Section 2: is open only to doctoral students in Counseling Psychology. In addition to the material covered in section 1, it includes training in the administration, scoring, interpretation and reporting of results of a standard battery of test instruments. Section 2 students will

meet for weekly small-group supervision as well as for class instruction. This course is offered in the Fall. Special fee: \$150.

CCPJ 5061. Dr. Kramer. Students will explore a range of contemporary issues in testing and will also receive supervised testing experience in a hospital or clinic. This course is offered in the Spring only for the students who have completed CCPJ 5060, Section 2.

**CCPJ 5062. Career Counseling and Development (2-3)**

Dr. Constantine. General concepts of career development and methods of assessment in career counseling. This course also highlights various issues related to the vocational development of diverse client populations in light of contemporary socio-political phenomena. Materials fee: \$40.

**CCPJ 5063. Psychological aspects of disability and rehabilitation (2-3)**

Dr. Wolf. Personality theory and physical disabilities. Personality and environmental variables in the adjustment and rehabilitation process.

**CCPJ 5064. Family therapy: Theory and practice (3)**

Dr. Israeli. Permission required. Prerequisite: CCPJ 4064 or equivalent. Open to majors in counseling and clinical psychology and to others with appropriate backgrounds. The course focuses on the relationship between self and system. Integrative theory models based on systemic thinking are explored. Family systems approaches relevant to working with individual adults, children, couples and families are studied. Illustrative cases are presented and discussed.

**CCPJ 5065. Psychology of the undergraduate: Issues for counseling and psychology (3)**

Professor Brandenburg. Theory and research on the psychological development of women and men in college. Focus on intellectual, psychosocial, moral, and vocational development with attention to the needs of special student groups, and to the campus context and climate. Institutional structures and responses. Issues for counseling and education. Special fee: \$15.

**CCPJ 5161. Counseling and normal aging (2-3)**

Dr. Kramer. Exploration of factors impacting on psychological treatment for normative problems of later adulthood such as physical illness and retirement, and survey of interventions designed to address these problems.

**CCPJ 5162. Counseling and psychopathology in older persons (2-3)**

Dr. Kramer. Exploration of factors impacting on psychological treatment of serious psychological dysfunctioning in later life, such as senile dementia and clinical depression, and survey of interventions designed to address these problems.

**CCPJ 5164. Perspectives on cross-cultural counseling and psychology (2-3)**

Professor Carter. Introduces students to a range of approaches used in psychology and other disciplines for developing therapeutic intervention across racial and cultural groups.

**CCPJ 5165. Racial-cultural counseling laboratory (4)**

Professor Carter. Permission required. Prerequisites: CCPJ 4064, CCPJ 5361, CCPJ 5362 and CCPJ 5020 or CCPJ 5164. An advanced experiential course designed to increase awareness of, and sensitivity to cultural and ethnic factors in psychological counseling.

**CCPJ 5167. Consultation and supervision in counseling (2-3)**

Faculty. Prerequisites: CCPJ 4064, CCPJ 5361, and CCPJ 5362, or equivalent training and experience. For advanced master's and doctoral students. Introduction to the knowledge and skills of consultation and supervision in the helping professions, emphasizing the work of the counselor in schools and agencies.

**Relevant Courses in Other Departments:**

*HUDK 5122. Psychological factors in later life (3)*

*ITSL 5023. Guidance techniques for the bilingual/bicultural child and family (3)*

### Fieldwork and Internships

#### CCPJ 5260. **Fieldwork in psychological counseling and rehabilitation** (2–4)

Professor Carter (Coordinator). Limited to second-year students. Required: written application by midterm date of the preceding semester and permission of the instructor. Prerequisites: CCPJ 4064, CCPJ 5062, CCPJ 5361, CCPJ 5362; and either HUDK 4022, HUDK 4023, or HUDK 4024; or approved substitutes. Supervised experience in various types of social agencies, rehabilitation agencies, vocational guidance centers, business establishments, educational institutions, and facilities serving the elderly. Normally a minimum of two semesters is required at 2 points per term. Additional points of credit may be added only with the approval of the instructor. Special fee: \$20.

#### CCPJ 5263. **Supervised fieldwork in elementary school counseling** (2–4)

Professor Yeh. Required: Permission of the instructor. Limited to second-year students specializing in elementary guidance. Prerequisites: CCPJ 4064, CCPJ 5062, CCPJ 5361, CCPJ 5362; and either HUDK 4022, HUDK 4023, or HUDK 4024; or approved substitutes. Normally a minimum of two semesters is required at 2 points per term. Additional points of credit may be added only with the approval of the instructor. Special fee: \$20.

#### CCPJ 5265. **Supervised fieldwork in secondary school counseling** (2–4)

Professor Yeh. Required: Permission of the instructor. Limited to second-year students specializing in secondary guidance. Prerequisites: CCPJ 4064, CCPJ 5062, CCPJ 5361, CCPJ 5362; and either HUDK 4022, HUDK 4023, or HUDK 4024; or approved substitutes. Normally a minimum of two semesters is required at 2 points per term. Additional points of credit may be added only with the approval of the instructor. Special fee: \$20.

#### CCPJ 6260. **Advanced fieldwork** (2–4)

Professor Carter. (Coordinator) and Faculty. Permission required. Limited to advanced students who have completed the regular fieldwork sequence in their area of concentration. Registration not limited to one semester.

#### CCPJ 6460z. **Internship in counseling psychology** (0–6)

TBA. Permission required. For doctoral students only. Supervised experience in approved and appropriate agencies, institutions, and establishments.

### Practica

#### CCPJ 5360. **Practicum in educational and vocational appraisal and counseling** (4)

TBA (Coordinator) and Faculty. Limited enrollment. Required: written application by June 1 for either semester of next academic year, permission of the instructor, and concurrent registration for CCPX 5630. Prerequisites: CCPJ 4064, CCPJ 5062, CCPJ 5361, HUDK 4022 or HUDK 4023 or HUDK 4024 or their equivalents. Limited to second-year students (30 or more points) majoring in counseling. Supervised practice in vocational appraisal and short-term educational and vocational counseling. Students work with clients of the Center for Psychological Services. Special fee: \$115.

#### CCPJ 5361. **Preparation for individual counseling and interviewing** (3)

Autumn: Dr. Fenichel; Spring: Professor Brandenburg. Permission required. Limited enrollment. Prerequisite: for counseling psychology majors, CCPJ 4064 completed or taken concurrently; CCPJ 4064 recommended but not required of other students. A laboratory experience for counselors and others in the helping professions. Practice in clarifying, understanding, and responding to personal communications. Graduated exercises and videotapes are used to develop counseling and interviewing skills and desirable counselor attitudes. Special fee: \$20.

#### CCPJ 5362. **Group dynamics: A systems perspective** (4)

Professor Noumair. Permission required. Enrollment limited. Special hours and dates. Social processes in groups and their impact on individual behavior. In addition to a series of lectures/discussions, students are required to participate as members of an experiential group designed to provide opportunities for learning about group dynamics through an examination of power, authority, leadership, intergroup and interpersonal processes. Special fee: \$65.

#### CCPJ 5363. **Practicum in educational, vocational, and personal counseling in school settings** (3)

Faculty. Permission required. Prerequisite: CCPJ 4064, CCPJ 5062, CCPJ 5361, CCPJ 5362, HUD M5059 and HUDK 4022 or 4023. Students take responsibility for counseling under supervision.

#### CCPJ 5364. **Advanced practicum in cross-cultural counseling and psychotherapy** (4)

Professor Carter and Dr. Johnson. Course will involve placement in a human service setting with individual supervisor and a weekly seminar. Prerequisites: CCPJ 4064, CCPJ 5062, CCPJ 5165, CCPJ 5360, CCPJ 5361, CCPJ 5362, HUDK 4022 or HUDK 4023 or HUDK 4024.

#### CCPJ 5368. **Supervision and teaching of counseling** (0–2)

Permission required. Prerequisite: successful completion of appropriate practica in individual and/or group counseling. Experience in practicum supervision and related teaching activities under the guidance of a faculty member. Enrollment not limited to one term.

#### CCPJ 6360z. **Practice in psychological counseling** (8)

Prof. Constantine (Coordinator) and Faculty. Required: written application by June 1 for the next academic year, permission of the instructor, and concurrent registration for CCPX 5630. For advanced doctoral candidates in counseling psychology. Counseling of persons with personal, social, vocational, and educational problems; work under close supervision with adolescent and adult clients in the Center for Psychological Services.

Students register for 4 points each term. Special fee: \$115 each semester.

#### CCPJ 6362. **Group practicum** (3)

Dr. Koski (Autumn) and Prof. Noumair (Spring). Permission required. Students must submit written application by the midterm date of the preceding semester. Limited to advanced students with appropriate backgrounds in group work. A small group training experience in which students alternate the co-leadership of a group composed of other students. Students receive faculty supervision and feedback of their videotaped work as co-leaders. Special fee: \$50.

#### CCPJ 6363. **Advanced Group practicum** (1–2)

Dr. Cecil. Permission required. Prerequisites: CCPJ 5361, CCPJ 5362, and CCPJ 6362. Written application by midterm date of the preceding semester required. Advanced group supervision to provide service to clients in the Center for Psychological Services and/or outside agencies.

#### CCPJ 6368. **Advanced supervision and teaching of counseling** (0–2)

Permission required. Prerequisite: Completion of, or concurrent enrollment in, an advanced practicum. Experience in practicum supervision and related teaching activities for advanced doctoral students under the guidance of a faculty member. Registration not limited to one term.

### Seminars

#### CCPJ 5560. **Review of research in counseling psychology** (3)

Professor Carter. Required of and limited to doctoral candidates in counseling psychology.

#### CCPJ 5563. **Special topics and issues in counseling psychology** (1–3)

Faculty. New and emerging developments, practices, and concerns in the field are examined and evaluated. Topics are announced in the preliminary and final course schedules distributed each semester. Registration not limited to one term.

CCPJ 6569. **Professional ethics and standards in psychology** (3) Professor Brandenburg. Ethics and standards of psychological practice and research. Limited to doctoral students in psychology. Others by special permission.

CCPJ 6572–CCPJ 6579. **Research practicum in counseling psychology**

Permission of instructor required. Students participate in ongoing research under the direction of a faculty member. Participation includes formulation of hypotheses, identification of appropriate variables and measures, data collection and analysis, and preparation of research reports. Students register for two consecutive terms.

CCPJ 6572. **Multicultural Competencies**(2–3) Professor Constantine

CCPJ 6573. **Cross Cultural Research** (2–3) Professor Yeh  
CCPJ 6575. **Research models and procedures with racial/cultural emphasis** (2–3) Professor Carter.

CCPJ 6577. **Psychological interventions with older persons** (2–3) Dr. Kramer.

CCPJ 6578. **Sexual harassment, psychology of the undergraduate, gender and leadership** (2–3) Professor Brandenburg.

CCPJ 6579. **Identity and intimacy** (2–3) Professor Raskin.

CCPJ 7502. **Dissertation seminar** (1–3)

Permission required. Prerequisite: CCPJ 5560 and CCPJ 6572–CCPJ 6579. Development of doctoral dissertations and presentation of plans for approval. Registration limited to two terms. For requirements, see section in catalog on Continuous Registration for Ed.D./Ph.D. degrees.

CCPJ 7572. **Advanced research practicum in counseling psychology** (0)

Permission required. Prerequisite: CCPJ 6572–79. This course is a continuation of CCPJ 6572–79 and is only open to students who have completed two semesters of the prerequisite.

**Independent Study and Research**

Students may register for intensive individual study of a topic of special interest. Registration in independent study is by permission of the instructor under whose guidance the work will be undertaken. Credit may range from 1 to 3 points each term except for CCPJ 8900 (Dissertation Advisement); and registration is not limited to one term. Hours for individual conferences are to be arranged.

CCPJ 4902. **Research and independent study in psychological counseling** (1–3 each course)

CCPJ 6902. **Advanced research and independent study in counseling psychology** (1–3 each course)

CCPJ 8900. **Dissertation advisement** (0 each course)

**Clinical Psychology**

Program Coordinator and Director of Clinical Training: Professor Barry A. Farber

**Degrees Offered:**

Master of Arts (M.A.)

(Code: Applied Track—TXA)

(Code: General Track—TXG)

Doctor of Education (Ed.D.) — *currently not accepting students*

Doctor of Philosophy (Ph.D.) (Code: TXC)

Master of Science (M.S.) *en passant*

Post-doctoral Respecialization Certificate

(Code: TZH)

**Special Application**

**Requirements/Information:**

*M.A.*

At least *one* of the two required letters should be an academic reference. The GREs are *not* required for the M.A.

*Ph.D.*

1. A bachelor's degree from a regionally accredited college or university or its equivalent in another country. An applicant who applies while still an undergraduate can be accepted only on condition

that the degree be received in time for enrollment. The undergraduate transcript must include a course in statistics and at least nine additional credits from among the following areas, at least one of which should include a laboratory experience: personality, social psychology, developmental psychology, abnormal, learning theory, and experimental psychology. An applicant may be accepted with a deficiency in one of these areas on condition that the deficiency be remedied (either during the summer or, without degree credit, during the first semester).

2. **Clinical and Research Experience:** Though not required, the Program values the additional evidence of maturity, competence, and capacity for responsibility that comes from a broad range of work and life experiences. Thus, most students admitted to the program have engaged, after college, in both supervised psychological research and some type of supervised work in a clinical setting.
3. **Graduate Record Examination (GRE):** Applicants must submit the results of the GRE Aptitude tests and the GRE Advanced Examinations in Psychology, taken no more than two years prior to the date of the application. Unless English is not the applicant's first language, scores on the Verbal and Quantitative tests and the Advanced Test of less than 650 will make acceptance less likely. On test retakes, the Admissions Committee will consider the higher scores. Applicants are urged to take the GRE no later than November.

4. **References:** Applicants must submit at least two letters of recommendation from individuals able to comment on their scholarly and personal qualifications.

5. **Personal Statement:** Applicants should try to say something about the range of their interests and experience, attempting to give the Admissions Committee a flavor of the person behind the application.

Applicants whose paper qualifications appear most promising are invited to a personal interview, usually during the month of March. As a rule, no applicant will be accepted on the basis of written application alone. Applicants are interviewed by one student and one faculty member of the Admissions Committee. All material included in the admissions procedure is accorded professional confidentiality by the Committee. The fact that students submit their applications with this knowledge constitutes permission to have these materials read by both faculty and student members of the Committee.

**Post-doctoral Respecialization**

Program is open to those with a doctoral degree in Psychology from a regionally accredited university. The deadline date for applications is June 15th.

**Program Description:**

The Clinical Psychology Program offers a course of scholarly/professional education leading to the degree of Doctor of Philosophy (Ph.D.). The Master of Science (M.S.) and Master of Philosophy (M.Phil.) degrees are earned *en passant*. The Clinical Psychology Program also offers a Master of Arts (M.A.) in Psychology in Education and a Postdoctoral Respecialization Program for qualified psychologists with doctorates in other areas.

Applicants to the Master of Arts (M.A.) program in Psychology in Education are able to choose between two tracks: Applied Psychology (TXA) and General Psychology (TXG). Both tracks are now under the auspices of the Clinical Psychology Program and both provide a terminal master's degree. The General Psychology track is designed to provide students with a general introduction to the field which is the "next step" after college graduation for many students. The Applied Psychology track is specifically designed to give students a foundation for master's-level practice, or for additional graduate work in mental health; it includes clinical course work and opportunities to gain experience in clinically relevant fieldwork and research, both inside and outside the classroom. Although completion of the M.A. degree does not guarantee admission to a doctoral program, either at Teachers College or elsewhere, outstanding students are likely to be more attractive candidates for admission to a doctoral program than they were before enrolling. Graduates are also expected to have enhanced opportunities for employment. Please note that differences between the masters and doctoral level requirements can reduce the number of master's credits that will be accepted for transfer to a doctoral program.

The doctoral program prepares graduates for professional work in community agencies, hospitals, research centers, colleges and universities, and independent practice. It is accredited by the American Psychological Association. Completing a 100-point doctoral degree, including an internship, typically takes five to seven years. Practicum work is done in the Teachers College Center for Educational and Psychological Services (Director: TBA). Clinical super-

vision is offered by full-time and adjunct faculty and staff.

The doctoral program has been continuously accredited by the American Psychological Association since accreditation was initiated in 1948. Notable graduates both before and after 1948 include Virginia Axline, Albert Ellis, Chaim Ginott, Helen Singer Kaplan, Perry London, Rollo May, M. Powell Lawton, and Carl Rogers. Our current training model is that of the Scholar-Practitioner. This model best reflects the traditional strengths of this program (e.g., equal weight placed on scholarship and practice, significant faculty involvement in community and professional activities, and faculty scholarship that includes but is not restricted to empirical research articles). Our scholar-practitioner model means that we are dedicated to training students who are proficient at providing clinical services and who are also able to expertly analyze, discuss, and generate scholarly materials whether in the form of empirical research or theoretical exposition; we fully expect our students' work to be constantly informed by traditional and emerging scholarship in the field. Conversely, we expect our students' work to give rise to theoretical and technique oriented questions that can become the basis for scholarly enterprise. Further, we are committed to the belief that training as a clinical psychologist involves firm embeddedness in psychology itself with its body of knowledge and methods; exposure to theories, knowledge, and ethical principles which form the basis and context of clinical practice; and training in the methods of research and scholarship that advance the field of psychology. The theoretical orientation of the Program may be broadly described as psychodynamic. Although we offer exposure to

other perspectives (e.g. cognitive-behavioral therapy, family therapy), the Program emphasizes instruction in a variety of psychodynamic models, including traditional insight-oriented psychotherapy, ego psychology, interpersonal approaches, short-term therapy, self psychology and object relations. In short, the primary objective of the program is to train psychodynamically-informed clinical psychologists who are prepared for research and practice with a diverse population in a variety of settings and who are able to integrate the theoretical, research, and clinical aspects of their training. Increasingly, the Program is emphasizing work in the child-clinical area.

The Program shares an in-house clinic (The Center for Educational and Psychological Services) with several other College programs. All clinical psychology doctoral students are staff members in the Center after their first semester in the Program, carrying a regular caseload of clients. The Center sponsors a weekly case conference, at which students present and discuss cases. Clinical work is supervised by core faculty members or by adjunct faculty who are psychologists in private practice throughout New York. Students usually carry four clients as part of their psychotherapy practicum and receive two hours of supervision each week with two different supervisors.

The Clinical Psychology Program also offers a Postdoctoral Respecialization Program for psychologists with doctoral degrees in other areas of psychology. The Respecialization Program requires two years of academic work and practica followed by a one-year internship. Fulfillment of all requirements results in a certificate of completion.

### ***Degree Requirements:***

#### **Master of Arts *Applied Psychology*** (Code: TXA)

Students in the Applied Psychology track are expected to complete a 32-credit program, which includes a special project, fieldwork and research. The program is tailored to students' individual interests around an 18-credit clinical psychology core of courses. This program can be completed in two academic semesters.

#### ***General Psychology*** (Code: TXG)

The General Psychology track is designed to help potential teachers and psychologists gain an understanding of basic principles in psychology and education. Course work is intended to provide a foundation of knowledge in a 32-credit program. At least 18 credits must be taken in psychology, and a special project is required. This track can also be completed in two academic semesters.

Students from both tracks should plan to meet the Program Coordinator at registration time to finalize course selection. Coordinator: Professor Midlarsky

#### **Doctor of Philosophy** (Code: TXC)

The Program requires:

1. The completion of 100 points of academic credit during three to four years of residence at the College;
2. A full-time, twelve month clinical internship during the fourth or fifth year of study;
3. An original piece of empirical research, which also serves as a qualifying paper, to be completed during the second year of study;
4. A passing grade on the certification examination (on Research Methods) during the third year of study;

5. A case presentation and accompanying paper during the third year, demonstrating the student's ability to integrate theory, research, and practice; and
6. A doctoral dissertation, which must be completed no later than the seventh year after matriculation.

During their first year of study, doctoral students typically take the following didactic courses: Professional and Ethical Issues in Clinical Psychology, Personality and Psychopathology, Psychological Measurement, Applied Regression Analysis, Research Methods, Developmental Psychopathology, and Dynamic Approaches to Psychotherapy. Students also take two semesters of psychological testing, a course in clinical interviewing and a practicum in psychological assessment. Many students also begin working with faculty members on research during this first year. During their second year, students' didactic courses include Research methods (II), Experimental Design, Empirical Bases of Psychotherapy, Psychotherapy with Children, DSM-IV, History and Systems, and the Evolution of Freud's Psychological Theories. In addition, students sign up for a full year of research practicum with a faculty member (culminating in an empirical Second-Year Project) and a full year clinical practicum. Third year didactic courses include Group Dynamics, Cognitive and Behavioral Psychotherapies, Transference and Countertransference, and Dissertation Seminar. There is also a full year clinical practicum.

Fourth year features an optional clinical practicum but is typically devoted to work on the dissertation. Year five is usually spent on a full-year clinical internship. Students who elect either a special child-

track or neuropsychology-track take additional didactic courses and practica. Elective courses for all students include Short-term Dynamic Psychotherapy, Forensic Psychology, Object Relations, Self Psychology, Working with Children-At-Risk, Women and Mental Health, Family Counseling and Therapy, and Assessment and Treatment of Alcohol and Chemical Dependency.

The program allows only 12 points of graduate work from another institution to be transferred. No transfer credits are awarded for practica. Coordinator: Professor Farber

**Post-doctoral Respecialization (Code: TZH)**

Individual courses of study are determined in consultation with the student's academic advisor within the context of the candidate's previous education. Since APA mandates that respecialization programs be equivalent to those of predoctoral students except for those courses or areas already studied at the graduate level, the post-doctoral students' programs will likely include:

- Course work in clinical theory and practice, psychopathology, assessment, and professional ethics and standards;
- Practica in psychological assessment and intervention, including an externship when possible, and an internship;
- Course work in areas of general psychology and/or research in which the candidate has a deficiency;
- Electives in related fields of psychology.

Coordinator: Professor Schonbar

*Financial Aid (Doctoral Program)*

Teachers College has three scholarship funds: General, Minority and International

Student. The College also arranges with banks a variety of student loans, most of them repayment- and interest-deferred. Limited work study funds may also be available. Since 1993, the Clinical Psychology Program has also granted partial scholarships via the James S. Scappaticcio Fellowship for Gay Men and Lesbian doctoral candidates in Clinical Psychology. Tuition grants are available for one or two "self-identified gay clinical doctoral candidates"; small grant-in-aids are also made available for research on topics relevant to homosexuality, including psychological and/or psychosocial aspects of AIDS or AIDS treatment." The program currently does not have NIMH-funded traineeships to offer. Most doctoral students with significant financial need obtain help in the form of a tuition scholarship that covers approximately 25% of the cost of a year's tuition. Most students also work part-time to cover expenses. Students who anticipate needing financial assistance must submit financial aid forms to the College by January 15th.

*Student and Faculty Research*

Despite the small size of the faculty, the range of both student and faculty research in recent years has been broad. Representative faculty research can be found elsewhere in this Catalog. Examples of recently completed student dissertations include: "The effects of family functioning on the psychological and social adjustment of Jamaican immigrant children" (Sponsor: Elizabeth Midlarsky); "Ageism in diagnosis and prognosis by practicing psychologists." (Sponsor: Elizabeth Midlarsky); "The importance of shape and weight in normal-weight women with Bulimia Nervosa, normal-weight restrained eaters and normal weight con-

trols" (Sponsor: Elizabeth Midlarsky); "Psychological differentiation, symptom profiles, and mental health status in male and female survivors of sexual and physical abuse and non-abused adults" (Sponsor: Leah Lapidus); "The desire to parent in gay men" (Sponsor: Leah Lapidus); "Arousal patterns, emotion identification, and cognitive style in depressed and nondepressed inner-city adolescent Latinas" (Sponsor: Leah Lapidus); "Factors affecting parental attitudes toward a child's therapist and therapy" (Sponsor: Barry Farber); "Significant others' perceptions of the effects of their partner's psychotherapy" (Sponsor: Barry Farber); "The half-life of psychotherapy: A follow-up study of post-termination effects of psychotherapy on self-representation and representation of the therapist" (Sponsor: Barry Farber).

**Courses:**

Note that 4000-level courses are generally open to non-majors, as are certain 5000-level courses. See listings below for prerequisites and limitations on enrollment.

**CCPX 4000. Introduction to Applied Psychology (3)**  
Professor Midlarsky. This course is designed to provide an introduction to multidisciplinary approaches to mental health including clinical psychology, school psychology, pediatric psychology/child psychology, forensic and health psychology.

**CCPX 4010. Psychological perspectives on critical social problems (3)**  
Professor Midlarsky. Psychological perspectives on social problems such as eating disorders, domestic violence, AIDS and HIV infection, and mental health in late life.

**CCPX 4030. Psychology of adjustment (3)**  
Dr. Pearson-Brok. Healthy and pathological adjustment throughout the life span: stress, defense mechanisms, and coping.

**CCPX 4032. Assessment and treatment of alcohol and chemical dependency (3)**

Dr. Derby. Overview of the clinical principles governing assessment and treatment of addictive disorders; stages of addiction; issues of comorbidity; resistances to treatment.

**CCPX 4033. Advanced clinical interventions with addicted patients and families (3)**

Permission required. Prerequisite: CCPX 4032. Focus on developing advanced alcohol-specific intervention techniques, and group and family counseling skills for work with addicted individuals and their families.

**CCPX 4035. Personality and behavior change (3)**

Dr. Pearson-Brok. Review of the major theories of personality; mechanisms of behavioral change.

**CCPX 4038. Comparative psychotherapies (3)**

Professor Farber. Survey and analysis of representative psychotherapies in current practice: psychoanalytic, neo-Freudian, Gestalt, Jungian, client-centered, existential, behavior therapy, and others.

**CCPX 4039. Critical perspectives on nontraditional psychotherapies (3)**

Dr. Menahem. Overview and evaluation of nontraditional psychotherapeutic approaches including existential psychotherapy, Eriksonian hypnosis, transpersonal therapy, and Eastern-oriented models.

**CCPX 4120. Psychotherapy through fiction and film (3)**

Professor Farber. Psychotherapy, the therapist, and psychopathology as reflected in current fiction and film.

**CCPX 4125. Women and mental health (3)**

Dr. Bender. Stressors, manifestations, and treatment of psychopathology in women; theories of Klein, Horney, Thompson, and others.

**CCPX 4150. Introduction to forensic psychology (3)**

Professor Lapidus. The practice and application of forensic psy-

chology to medical-legal problems and nomenclature in diagnosis, evaluation, assessment, treatment, and testimony regarding criminal behavior, psychopathology, and civil, family and criminal law.

**CCPX 4230. Fieldwork in applied psychology (3)**

Professor Midlarsky. Supervised practice in field placements.

**CCPX 5030. Ethical and professional issues in clinical psychology (1)**

Professor Schonbar. Limited to doctoral and postdoctoral students in clinical psychology. Orientation to program and field; ethical and professional issues.

**CCPX 5032. Personality and psychopathology (3)**

Professor Midlarsky. Major clinical disorders of adulthood viewed from clinical and research perspectives; current issues in diagnosis and treatment.

**CCPX 5033. The evolution of Freud's psychological theories (3)**

Dr. Reisner. Intensive examination of selected psychological works of Sigmund Freud from 1892 to 1940, focusing on theoretical innovations, modifications, and elaborations.

**CCPX 5034. Developmental psychopathology (3)**

Professor Farber. Major clinical syndromes of childhood and adolescence viewed within the context of normal development. Consideration of various theoretical, diagnostic, etiological, and therapeutic viewpoints.

**CCPX 5036. Transference and countertransference arising from differences in age, gender, racial, ethnic, and sexual orientation backgrounds (3)**

Permission required. An experiential seminar for practicum students in clinical and counseling psychology who are working with clients different from themselves.

**CCPX 5037. Dynamic psychotherapies (3)**

Dr. Boulanger. Spring: open to doctoral candidates in psychology; others by permission. Theories of psychoanalytic psychotherapy with

emphasis on original sources: Freud, Winnicott, Kohut, ego psychology, and object relations theory.

**CCPX 5038. Cognitive, behavioral and interpersonal (IPT) Therapies (3)**

Professor Miller. Doctoral candidates in psychology; others by permission. Introduction to theory and technique underlying treatment within the following modalities: Cognitive, Behavioral, Interpersonal, and Short-Term Psychodynamic. The course will explore the application of these various treatment approaches to a range of disorders to include Depressive Disorders, Anxiety Disorders, OCD, and management of Schizophrenia.

**CCPX 5039. Empirical bases of psychotherapy (3)**

Professor Farber. Permission required. Analysis of research efforts concerned with investigating the process and outcome of psychotherapy. Emphasis on client, therapist, and system variables that contribute to the probability of therapeutic success.

**CCPX 5102. Research in psychopathology, diagnosis, and legal applications of DSM IV (3)**

Dr. Amador. Experimental research in psychopathology and legal diagnosis: empirical studies and applications of multiaxial diagnosis. Understanding and use of *The Diagnostic and Statistical Manual of Mental Disorders* (4th edition).

**CCPX 5230. Fieldwork in clinical psychology (1)**

Supervised practice in field placements. Sections: (1) Adult Externship (Prof. Midlarsky). (2) Child Externship (Prof. Miller).

**CCPX 5330. Principles and techniques of clinical assessment (3)**

Professor Lapidus. Doctoral candidates in clinical, counseling, and school psychology. Theory and practice of assessing individual personality functioning and styles of adjustment through observation, interview, and diagnostic instruments. Course requirements include a laboratory experience. Special fee: \$150.

**CCPX 5333. Practicum in clinical assessment (1 for Spring and 0-1 for Summer)**

Professor. Lapidus. Permission required. Supervised practice in assessment as staff members of the Center for Psychological Services. Special fee: \$115; \$45 for Summer.

**CCPX 5334. Clinical assessment and research with children and adolescents (3)**

Dr. Kentgen. Doctoral candidates in clinical, counseling, and school psychology. Psychological assessment of children and adolescents, including interviewing techniques, observational methods, and psychodiagnostic testing.

**CCPX 5531. Psychotherapy with children (3)**

Professor Miller. Open to doctoral students in psychology; others by permission. Introduction to contemporary models of child psychotherapy to include Psychoeducational, Cognitive Behavioral, Interpersonal, and Psychodynamic. Emphasis will be upon a comparison of the theoretical foundations and techniques across paradigms.

**CCPX 5532. Risk and resilience in children and adolescents (3)**

Professor Miller. Open to all students. The course will focus upon current research on risk factors and resiliency factors developed from within epidemiological, social, and intra-psychic perspectives. Research findings will be discussed within the context of theories of development.

**CCPX 5533-CCPX 5534. Research methods in clinical psychology (3 each semester)**

Fall: Professor Bonanno. Spring: Dr. Amador. Permission required. Design, methodology, and artifact in research. Development of research proposals. Critical review of journal articles.

**CCPX 5535. Research practicum in clinical psychology (2)**

Faculty. Permission required. Supervised research in clinical psychology.

**CCPX 5539. Clinical assessment: The interview (3)**

Professor Lapidus. Doctoral students in clinical, counseling,

school psychology, speech and hearing, learning disabilities, special education, and pre-doctoral students providing intake services at the Teachers College Clinic. Introductory didactic and practice seminar in clinical interviewing.

**CCPX 5542. Psychoanalytic issues: Theory and research (2–3)**

Examination of selected topics in psychoanalytic theory and technique, e.g., dreams, transference, autobiographical memories.

**CCPX 5544. Cross-cultural issues in psychopathology, resilience and coping (2–3)**  
Professor Lapidus. Doctoral and masters students in psychology, social work and public health. Others by permission. Examination of pathology and resilience in the context of cultural patterns of coping with developmental life tasks and reactions to stress. Special fee: \$50.

**CCPX 5546. Research perspectives on critical social problems (3)**  
Professor Midlarsky. Exploration of research and theory emerging from the interface of social and clinical psychology. Topics include helping, help-seeking, gender roles, aging and mental health, AIDS, and stress coping.

**CCPX 5610. Clinical psychology colloquium (0)**  
Professor Farber (Coordinator), Clinical faculty and guest speakers. Permission required.

**CCPX 5630. Case conference (0)**  
TBA. (Coordinator). Permission required. Corequisite: CCPX 5333, CCPX 6335z, CCPX 6336z, CCPJ 5360, CCPJ 6360z, or CCPJ 6364z. For practicum students in the Center for Educational and Psychological Services. All trainees must attend at least five conferences each term.

**CCPX 6020. History and systems of psychology (3)**  
Professor Midlarsky. Survey of the history of psychology from the Ancient Greeks to the present. Discussion of theoretical systems including Associationism, Structuralism, Behaviorism, Psychoanalysis, and Existentialism.

**CCPX 6332–CCPX 6333. Supervision of assessment, intake, educational, or abuse prevention family services (1–3)**  
Professor Lapidus. Permission required. For post-internship students in clinical, and counseling, school psychology, and qualified doctoral and pre-doctoral supervisors of services in the Teachers College Clinic or in the community. Seminar and supervised practice in the teaching and supervision of clinical assessment and intake.

**CCPX 6335. Practicum in clinical intervention (4; 0–2 during Summer)**  
Professor Farber. Permission required. For doctoral students in clinical psychology, two semesters, 4 points each semester. Supervised practice in psychotherapy as staff members of the Center for Psychological Services. Special fee: \$115 each semester; \$45 for Summer.

**CCPX 6336. Advanced practicum in clinical intervention (4; 0–2 during Summer)**  
Professor Bonanno. Permission required. Prerequisite: CCPX 6335. For third-year doctoral students in clinical psychology. Special fee: \$115 each semester; \$45 for Summer.

**CCPX 6338. Fourth-year practicum in clinical intervention (1)**  
Professor Schonbar. Permission required. Prerequisite: CCPX 6336. For fourth-year students in clinical psychology, two semesters, 1 point each semester. Special fee: \$30 each semester.

**CCPX 6430z. Internship in clinical psychology (0)**  
Advanced doctoral students in clinical psychology. Experience under supervision in approved mental health agency. One year full-time or part-time equivalent.

**CCPX 6530. Short-term dynamic psychotherapy (2–3)**  
Dr. Lewis. Permission required. For doctoral students in clinical, counseling, and school psychology. Focus on theoretical and technical aspects of short-term therapy; key concepts illustrated by clinical material presented by instructor and students.

**CCPX 6531. Personality assessment: Projective tests, self-report measures and structured interviews (2)**  
Faculty. Permission required. Prerequisites: CCPX 5330, CCPX 5331. Emphasis on the Exner system of Rorschach scoring and interpretation, on self-report measures (e.g., MMPI), and on structured clinical interviews.

**CCPX 6532–CCPX 6533. Advanced topics in clinical theory, research, and practice (2–3)**  
Clinical Faculty and Invited Instructors (Faculty and Dr. Fosshage in alternate years). Advanced doctoral candidates in clinical and counseling psychology; other candidates by permission (different sections may have different criteria). Seminars for the intensive study of specialized areas of theory, research, and practice for advanced students. Content varies.

**CCPX 6534. Object relations and self psychology (2–3)**  
TBA. Permission required. British and American schools of object relations; discussion of the role of such clinical phenomena as internalization, splitting, regression, and projective identification.

**CCPX 6536. Postdoctoral seminar in clinical psychology (3)**  
Professor Schonbar. Emphasis on the relationship between newly acquired knowledge of clinical theory and technique and the students' previously acquired research competence and interests.

**CCPX 6538. Advanced object relations theory (2–3)**  
TBA. Permission required. Prerequisite: CCPX 6534. Emphasis on clinical material illustrative of object relations phenomena.

**Independent Study and Research**

Students may register for intensive individual study of a topic of special interest. Registration in independent study (CCPX 4900 and CCPX 6900) is by permission of the instructor under whose guidance the work will be undertaken. Credit may range from 1 to 3 points each term, and registration is not limited to one term. Hours for individual conferences are to be arranged.

**CCPX 4900. Research and independent study (1–3)**

**CCPX 5110. Research apprenticeship (0–2)**  
Faculty. Permission required. Involvement as a research extern in community agencies or as a research assistant to departmental faculty.

**CCPX 6900. Advanced research and independent study (1–3)**  
Faculty. Permission required.

**CCPX 7500. Dissertation seminar (1 each semester)**  
*Fall:* Dr. Amador. *Spring:* Professor Farber. Permission required. Development of doctoral dissertations and presentation of plans for approval. Registration limited to two terms.

**CCPX 8900. Dissertation advisement (0)**

Chair: Professor James H. Borland  
Location: 306 Main Hall  
Telephone: (212) 678-3765

### Programs:

Curriculum and Teaching  
Early Childhood Education  
Early Childhood Special Education  
Elementary/Childhood Education, Preservice  
Gifted Education  
Learning Disabilities  
Reading and Learning Disabilities (Offered jointly with the Department of Health and Behavior Studies)

### Faculty:

#### Professors:

Jeanne Brooks-Gunn  
Lucy McCormick Calkins  
Celia Genishi  
D. Kim Reid  
Leslie R. Williams  
Karen Zumwalt

#### Adjunct Professor:

Beatrice Fennimore

#### Associate Professors:

James H. Borland  
A. Lin Goodwin  
Barbara Kiefer  
Nancy Lesko  
Susan Recchia  
Frances Schoonmaker  
Marjorie Siegel (on sabbatical AY 1999–2000)

#### Adjunct Associate Professors:

Joann Jacullo-Noto  
Lisa Wright

#### Assistant Professors:

Michelle Knight  
Celia Oyler

#### Adjunct Assistant Professors:

Valerie Bang-Jensen  
Toni Bernard  
Judith Birsh  
Gloria Farber  
Stephen Farena  
Valerie Henning-Piedmonte  
Janet Hoffman  
Lori Langer de Ramirez

Jed Luchow  
Maris Manheimer  
Eileen Marzola  
Karen Megay-Nespoli  
Judy Randi

#### Lecturer:

Anne Sabatini

#### Instructors:

Nadine Bryce  
Robert Cunningham  
John Gray  
Djanna Hill  
Robert Lane  
Aliex Lawrence  
Leslie Laud  
Roberta Newton  
Mindy Ochsner  
Azuka Okeke  
Mary Rowe  
Alison Rutter  
Kathy Sood  
Robyn Ulzheimer  
Michelle Yang

For information about faculty and their scholarly and research interests, please refer to the “Faculty” section of the Catalog on page 61.

#### Departmental Mission

The Department of Curriculum and Teaching has two broad goals: first to contribute to the fields of early childhood education, early childhood special education, educational and instructional leadership, general curriculum design and theory, gifted education, learning disabilities, supervision and curriculum development, and teacher education; and, second, to prepare prospective teachers and other professionals to assume leadership roles in educational programs for learners of all ages.

To elaborate, we aim to educate leaders who will engage in inquiry into and reform of curriculum, teaching, the organization of schools, and teacher education. We are committed to understanding and working with children and adults in culturally and socially diverse field

settings (e.g., schools, centers, homes, workplaces, neighborhoods). We approach our work from a critical, historical perspective and cultivate an ethic of care and rigorous scholarship, taking collaborative approaches to inquiry, teaching, and governance. We respect a broad range of ways of knowing and inquiring and believe in the need for both qualitative and quantitative research methods.

Our intellectual and theoretical roots are deep in the Progressive Education tradition, which places high priority on direct experience in teaching, learning, and research; integration of the social, emotional, intellectual, and moral dimensions of education; and authentic respect for learners, the process of learning, and the wisdom gained through practice. We view meaning and truth as constructions, literally built through study, conversation, thought, writing, and critique in the context of a learning community. We—faculty and students in the Department—participate in a number of overlapping communities, incorporating into them diverse individuals and our respective cultures, life experiences, and points of view. Our central goal is to create, participate in, and nurture many learning communities, pursuing deeper understanding and mitigation of persistent problems of educational practice. Along the way, we deliberately educate prospective and experienced professionals and ourselves about ways to initiate, sustain, and provide leadership for these learning communities in a variety of educational settings, including urban contexts and public schools.

Typical positions for which students are prepared include:

- Teacher or supervisor of:
  - infancy or early childhood education
  - early childhood special education

- elementary or secondary education
- learning disabilities
- gifted education
- Director of:
  - child-care center
  - infant and parent center
  - early childhood program
- College teacher in undergraduate or graduate programs specializing in:
  - infancy or early childhood education
  - early childhood special education
  - elementary or secondary education
  - learning disabilities
  - gifted education
  - curriculum development
  - research and theory in curriculum and teaching
- Administrator (such as assistant superintendent, consultant, coordinator, director) in charge of:
  - curriculum and instruction
  - curriculum research
  - professional development
  - special education
  - gifted education
- Teacher-leader in programs for learners from infancy to adulthood
- Consultant or educational specialist in a non-school agency.

Preservice teacher education programs are designed to meet New York State and City teacher certification requirements. Requirements for school administrator/supervisor (SAS) may be met through courses incorporated in the Ed.M. degree.

### Programs in Curriculum and Teaching

#### Areas of Specialization:

##### *Master of Arts*

There are two different types of Masters Programs within the Department of Curriculum and Teaching: Preservice Programs and Inservice Programs.

**Preservice M.A.** programs are designed for people with little or no teaching experience or preparation who are seeking certification in Early Childhood Special Education, Elementary/Childhood Education, Gifted Education, or Learning Disabilities. The M.A. programs in Early Childhood Special Education, Elementary/Childhood Education, and Learning Disabilities are registered with the State of New York, and graduates of these programs are recommended for certification in their respective fields. Preservice graduates of the M.A. program in Gifted Education can become certified by applying for certification directly to the State Education Department.

**Inservice M.A.** programs are designed for people who are already certified or are provisionally certified to teach in New York, in another state, or on another grade level and who seek a Masters of Arts degree in Curriculum and Teaching, Early Childhood Education, Early Childhood Special Education, Elementary/Childhood Education, Gifted Education, or Learning Disabilities. Graduates of inservice M.A. programs can become permanently certified by applying for permanent certification directly to the State Education Department.

#### *Master of Education*

The Master of Education degree (Ed.M.) within the Department of Curriculum and Teaching affords students the opportunity to develop an area of expertise beyond that required for classroom teaching. The degree is comprised of 60 points. Thirty of those 60 points may be transferred from previous graduate work at another institution or at Teachers College, upon the recommendation of the student's program advisor. See specific programs for additional admission requirements.

#### *Doctoral Programs*

The Doctor of Education Programs require 90 points of graduate study beyond the Baccalaureate. The Department of Curriculum and Teaching offers doctoral programs in Curriculum and Teaching and in Early Childhood Education. Concentrations within Curriculum and Teaching include:

- Curriculum and Teaching: Theory, Research, and Practice
- Educational Leadership: Teacher Education/Supervision/Staff Development
- Gifted Education
- Learning Disabilities
- Reading and Language Arts
- Religious Education
- Urban Education

Within the area of specialization of Early Childhood Education there are several areas of concentration, including

- Infant Study and Practice
- Early Childhood Special Education
- Multicultural Early Childhood Education
- Theoretical and Social Foundations of Early Education
- Early Childhood Curriculum Development

See specific programs for additional admission requirements.

#### *Enrollment Requirements for First-Year Ed.D. Students*

Every first-year Ed.D. student in the Department of Curriculum and Teaching is required to enroll in C&T 5000, Theory and Inquiry in Curriculum and Teaching, in both the fall and the spring semesters of his or her first year. C&T 5000 is a 6-point course that meets for a double class session once per week, resulting in a minimum first-year enrollment of 12 points. A student can enroll for more than this minimum, but C&T 5000 must be part of his or her first-year course of study. A first-year student is defined as a student who matriculates

in the fall term or who matriculated in the previous spring or summer term and is enrolling for his or her first fall term.

C&T 5000 is designed to make beginning doctoral students aware of, among other things, important problems and issues in curriculum and teaching, to introduce students to methods of formulating questions and to modes of inquiry appropriate to doctoral-level research, and to build a cohesive student cohort.

### Curriculum and Teaching

(Code: TYZ)

Program Coordinators: Professors Borland, Calkins, Kiefer, Knight, Lesko, Griffin, and Siegel

#### *Degrees Offered:*

Master of Arts (M.A.)  
Master of Education (Ed.M.)  
Doctor of Education (Ed.D.)

#### *Special Application*

##### *Requirements/Information:*

For M.A. admission, please submit proof of early childhood or elementary school teacher certification (provisional or permanent) or proof that you have completed an accredited Elementary or Early Childhood student teaching program in another state.

In addition to the above, Ed.M. students must provide evidence of a minimum of two years of successful teaching experience, and students seeking the Ed.D. degree must provide evidence of a minimum of three years of successful teaching experience.

Admission to programs leading to the Ed.D. degree is determined on the basis of academic ability as evidenced by success in prior academic work and/or other measures of academic aptitude; demonstrable poten-

tial for research, field inquiry, or development activities in education; and three years of successful teaching or equivalent experience. All applicants are required to submit GRE or Miller Analogy Test scores that are no more than five years old and are required to submit a writing sample. **The Department of Curriculum and Teaching evaluates Ed.D. applications once per year. The application deadline is January 15th. Applications received after January 15th will be evaluated in the following year.**

#### *Program Description:*

The Program in Curriculum and Teaching is designed for experienced inservice teachers, administrators, and other educators who have professional preparation in preschool through grade twelve. Students will have opportunities to become expert in such areas as curriculum development, school change and reform initiatives, action research and other school-based inquiry strategies, and will gain perspectives on teaching as complex intellectual activity. The overarching intention of the program is to assist educators who expect to exert leadership in their school settings and with their colleagues. (See above for areas of concentration within this program.)

#### *Degree Requirements:*

##### **Master of Arts**

*The basic curriculum for M.A. students includes:*

- Curriculum Design (3 points):  
Choose from C&T 4023, Differentiated curriculum for the gifted and talented, C&T 4052, Designing curriculum and instruction, or C&T 5114, Cognitive curriculum in early childhood education.

- Teaching Strategies (3 points): Choose from C&T 4005, Principles of teaching and learning or C&T 4121, Early childhood teaching strategies within a social context.
- Basic Course in Curriculum Theory (3 points): C&T 4002, Basic course in theory of curriculum design
- Other than the above courses at least one course addressing one of the following:
  - a) subject focus, b) age focus, or c) setting/context focus.
- C&T 4501, Teacher education lectures (1 point)
- C&T 4502, Master's project (1 point)
- A minimum of 12 points in the department
- At least 3 courses (at least 2 points each) outside of the department
- Completion of the action research project (0 points)

*The basic curriculum for M.A. students with a concentration in Elementary/Secondary (TYZT) includes:*

- At least one of the following: C&T 4130, Current issues in elementary education (3 points) C&T 4145, The education of youth and adolescents (3 points)
- At least one of the following: C&T 4020, The environments of school (2–3 points) C&T 4118, Theoretical foundations of childhood education (2–3 points) C&T 5036, Child and Family Policy (2–3 points)
- C&T 4501, Teacher education lectures (1 point)
- C&T 4502, Master's project (1 point)
- A minimum of 12 points in Department
- At least 3 courses (at least 2 points each) outside Department
- Completion of Master's Action Research Project (0 points)

*The basic curriculum for M.A. students with a concentration in Reading/Writing (TYZL) includes:*

- C&T 5037, Literacy, culture and the teaching of reading (3 points) or HUDK 4010, Psychology of reading (3 points)
- C&T 4136, Methods and materials for reading instruction (2–3 points)
- C&T 4140, Literature for younger children (2–3 points) or C&T 4141, Literature for older children (2–3 points) or another course in children's literature
- At least one of the following: C&T 4113, Early childhood methods and programs (3 points) C&T 4118, Theoretical foundations of childhood education (2–3 points) C&T 4130, Current issues in elementary education (3 points) C&T 4145, The education of youth and adolescents (3 points)
- C&T 4501, Teacher education lectures (1 point)
- C&T 4502, Master's project (1 point)
- A minimum of 12 points in Department
- At least 3 courses (at least 2 points each) outside Department
- Completion of Master's Action Research Project (0 points)

#### **Master of Education**

The basic curriculum for Ed.M. students includes:

- Core: C&T 4002, Basic course in theory of curriculum design (3 points) C&T 4004, Basic course in school improvement (3 points) C&T 4005, Principles of teaching and learning (3 points)

- Practical Curriculum Design Course (at least one) of the following: C&T 4052, Designing curriculum and instruction (2–3 points), C&T 4023, Differentiated curriculum for the gifted-talented (2–3 points), C&T 5114, Cognitive curriculum in early childhood education (3 points), or SCFU4083, Instructional technology & media systems (3 points).
- One course in social-historical foundations of curriculum and teaching. Choose from: C&T 4118, Theoretical foundations of childhood education (2–3 points), C&T 5036, Child and Family Policy (2–3 points), C&T 4020, The environments of school (2–3 points), C&T 5074, Curriculum and teaching policy (3 points).
- Beyond the core courses, students' programs are individually planned with their advisors, based on their professional goals and interests.

#### **Doctor of Education**

The basic curriculum for Ed.D. students includes:

- Core: C&T 5000, Theory and Inquiry in Curriculum and Teaching (6 points)\*
  - Research Requirements: Departmental research requirements include courses in research methods, statistics, and one or two semesters of Dissertation Seminar in Curriculum and Teaching (C&T 7500 and C&T 7501). See departmental guidelines for specific requirements.
  - Other courses are selected in consultation with an advisor.
- \*Taken both fall and spring of first year for 6 points per semester.

Concentrations include:

- Curriculum and Teaching: Theory, Research, and Practice

- Educational Leadership: Teacher Education/Supervision/Staff Development
- Gifted Education
- Learning Disabilities
- Reading and Language Arts
- Religious Education
- Urban Education

### **Early Childhood Education**

(Code: TYD)

Program Coordinators: Professors Genishi and Williams

#### **Degrees Offered:**

Master of Arts (M.A.)

Master of Education (Ed.M.)

Doctor of Education (Ed.D.)

#### **Special Application**

##### **Requirements/Information:**

Admission to programs leading to the Ed.D. degree is determined on the basis of academic ability as evidenced by success in prior academic work and /or other measures of academic aptitude; demonstrable potential for research, field inquiry, or development activities in education; and three years of successful teaching or equivalent experience. All applicants are required to submit GRE or Miller Analogy Test scores that are no more than five years old and are required to submit a writing sample.

#### **Program Description:**

The program in Early Childhood Education is concerned with the education of children from birth to eight years of age. It is designed to accomplish three major goals: (1) to relate research on the growth, development, and education of young children to practice in current early childhood educational programs, including curriculum development and program assessment and evaluation, (2) to strengthen and augment the competencies of teachers and other educational

personnel, and (3) to investigate historical, current, and projected issues central to early childhood education.

The Master of Arts program in Early Childhood is an inservice program, primarily for people already certified (or provisionally certified) to teach. Consideration may also be given to applicants whose training and experience are in closely allied professional fields, but they may have to take additional credits to meet the requirements for the M.A.

Students who seek preparation in Early Childhood Education and are not certified may seek admission to the degree program in Elementary/Childhood Education-Preservice and can concentrate in the early childhood grades by completing 14–15 credits of electives in early childhood courses and doing one semester of student teaching at the kindergarten or pre-kindergarten level.

At the doctoral level, the program in Early Childhood Education prepares candidates for college teaching, research, and other leadership positions in early childhood education. The program is highly selective, aiming to identify and train individuals whose prior education and experience, whether or not it has been specifically in the field of early childhood, gives promise of the ability to develop modes of inquiry suitable to the field's complexities.

### **Degree Requirements:**

#### **Master of Arts**

The basic curriculum for M.A. students includes:

- Core:  
C&T 4113, Early childhood methods and programs (3 points)  
C&T 4118, Theoretical foundations of childhood education (2–3 points)

C&T 5321, Practicum in early childhood education (3–4 points)

- A minimum of 12 points within the department
- A minimum of 18 points related to early childhood
- At least 3 courses outside the department for at least 2 points each
- Master's project (0 points)

#### **Master of Education**

The basic curriculum for Ed.M. students includes:

- Core:  
C&T 4002, Basic course in theory of curriculum design (3 points)  
C&T 4004, Basic course in school improvement (3 points)  
C&T 4005, Principles of teaching and learning (3 points)  
C&T 5513, Seminar in early childhood education (3 points)  
C&T 5514, Seminar in early childhood education (3 points) or C&T 5036, Child and Family Policy (2–3 points)

Beyond the core courses, students' programs are individually planned with their advisors, based on their professional goals and interests.

#### **Doctor of Education**

The basic curriculum for Ed.D. students includes:

- Core:  
C&T 5000, Theory and Inquiry in Curriculum and Teaching (6 points)\*
- Research Requirements: Departmental research requirements include courses in research methods, statistics, and one or two semesters of Dissertation Seminar in Curriculum and Teaching (C&T 7500 and C&T 7501). See departmental guidelines for specific requirements.

- Other courses are selected in consultation with an advisor.  
\*Taken both fall and spring of first year for 6 points per semester.

### **Early Childhood Special Education**

(Code: TEC)

Program Coordinator: Professor Recchia

#### **Degrees Offered:**

Master of Arts (M.A.)

Master of Education (Ed.M.)

Doctor of Education (Ed.D.), concentration available through Early Childhood Education (Code: TYD).

#### **Special Application**

##### **Instructions/Information:**

Admission to programs leading to the Ed.D. degree is determined on the basis of academic ability as evidenced by success in prior academic work and /or other measures of academic aptitude; demonstrable potential for research, field inquiry, or development activities in education; and three years of successful teaching or equivalent experience. All applicants are required to submit GRE or Miller Analogy Test scores that are no more than five years old and are required to submit a writing sample. Ed.D. applicants should indicate interest in early childhood special education on application.

#### **Program Description:**

Early Childhood Special Education is a rapidly expanding field providing early intervention and educational services to infants, toddlers, and preschool children with disabilities (including those at-risk for developing disabilities) and their families in home, hospital, and center-based settings. This program prepares educators to work with young children and their families by emphasizing early

development, curriculum, and instructional strategies within a family-oriented, child-focused model. Students are prepared to work with a range of ages and disabilities, and to apply their skills within both inclusive and self-contained settings.

The course of study for the M.A. in Early Childhood Special Education makes provision for students with backgrounds in special education, for students with backgrounds in education but not in special education, and for students with no previous course work in the field of education. As a result, the number of credits required for graduation and teacher certification and the course of study varies as a function of the student's previous educational history. Students with special education backgrounds can complete the course of study for the Master of Arts degree by earning 32 credits of course work, as can those with education backgrounds outside the field of special education. Students with no previous course work in education must complete at least 36 credits in order to obtain the Master of Arts degree and the department's recommendation for provisional certification as a teacher of special education.

The Ed.M. Program in Early Childhood Special Education offers students who have already completed the Master of Arts degree (or the equivalent), an opportunity for more specialized and advanced study, training, and practice in the field. Ed.M. students take a series of interdisciplinary courses focused on their individual areas of interest (e.g., infant development and practice, working with families, working in inclusive settings, curriculum development, etc.). Teaching and research practica are incorporated into the program.

The Department of Curriculum and Teaching offers a doctoral concentration in Early Childhood Special Education through its program in Early Childhood Education. This concentration prepares students for careers related to leadership and advocacy in the field, research and scholarship, and higher education and teacher preparation programs. Core courses emphasize theory and foundations in general and early childhood education and research methods and training. Seminars and advanced practica focus on special topics in the field. Opportunities for involvement in faculty-sponsored research and professional development activities are an integral part of the program concentration.

#### **Degree Requirements:**

##### **Master of Arts**

*Course requirements for M.A. students with backgrounds in Special Education include (minimum of 32 points):*

- Core (19–23 points):  
C&T 4080, Normal and atypical development in young children (2–3)  
C&T 4081, Programs for young children with disabilities (2–3)  
C&T 4082, Assessment of young children with exceptionalities (2–3)  
C&T 4083, Working with families of young children with disabilities (2–3)  
C&T 4302, Supervised practicum in the assessment of young children with exceptionalities or HBSE 4300, Supervised practicum in the educational assessment of exceptional children (2–3)  
C&T 4308, Pre-Student teaching practicum in early childhood special education (3)  
C&T 4708, Observation and student teaching in special education: Early childhood (3)

C&T 5114, Cognitive curriculum in early childhood education (3)

- Special Education Focus (6–9 points):  
Students, with the approval of their advisor, will select a meaningful combination of three special education elective courses. These may consist of either three courses within one area of focus, or three courses from diverse areas of focus.
- Teachers College Breadth (4–6 points):  
Two additional TC courses in Programs other than the home program. These courses should be selected carefully, with an eye toward enhancing the students program of study.
- Culminating Project (0 points)

*Course requirements for M.A. students with Education backgrounds but No Previous course work in Special Education include (minimum of 32 points):*

Students who are certified/have backgrounds in elementary education, including 6 credits in the teaching of reading, follow the course of study described above with the addition of C&T 4001, Teaching students with disabilities in the regular classroom or HBSE 4002, Adapting curriculum and instruction for children with disabilities (or an approved equivalent). All students should have a minimum total of 24 points in courses in special education by the end of the program.

*Course requirements for M.A. students with No background in Education include (minimum of 36 points):*

Students with no background in education follow the course of study described above with several additions. First, C&T 4001, Teaching students with disabilities in the regular class-

room, HBSE 4002, Adapting curriculum and instruction for children with disabilities, or an approved equivalent will be added to the Core requirement. Second, students must secure a placement (either a paid position or a volunteer position) in a program which serves young children with or without disabilities during their first semester enrolled (or during the semester previous to the one in which they do their student teaching). Third, students may consider selecting courses in the teaching of reading as part of their breadth requirement.

##### **Master of Education**

*Course requirements for Ed.M. students include:*

30 points in Special Education and/or Early Childhood Education, 12 points in related social science courses (e.g. child development, speech and language development, neurophysiology, etc.), 10–12 points in research and technology, and 6–8 points in practicum experience. 30 points may be transferred in from other programs. The exact course of study is designed by students in collaboration with their program advisors.

##### **Elementary/Childhood Education-Preservice**

(Code: TYP)

Program Coordinators:  
Professors Goodwin, Oyler, and Schoonmaker

##### **Degree Offered:**

Master of Arts (M.A.)

##### **Special Application**

**Requirements/Information:**  
Applicants who wish to enroll in the Summer or Fall semester should make every effort to meet the February 1 priority deadline. Applications will be considered until April 1 on a

space-available basis. Those who complete their applications after the priority deadline may not have the opportunity to begin student teaching in their first year, even if admitted.

Applicants who wish to enroll in the Spring semester must submit their applications no later than the October 15 priority deadline.

##### **Program Description:**

This is a 40-point M.A. preservice program for applicants with little or no teaching experience or preparation who are seeking certification at the elementary level, grades N–6. Extensions for Early Childhood and Middle School levels are possible. The program includes a professional student-teaching sequence from September through May. Students may complete the program on a full-time or part-time basis; students have the option to complete an accelerated program (an academic year plus preceding and following summer sessions) or to extend their program over 2–5 years. Students planning to student teach are required to file a Declaration of Intention to Student Teach (available from the Department Office) by May 15 prior to the Fall term in which they plan to student teach. A non-refundable deposit of \$150.00, which is later released into the student's account upon registration for student teaching that Fall, is also required by May 15. Some courses may be taken before beginning the professional sequence.

New York State and the Preservice Program require that degree/teacher certification candidates complete a distribution of liberal arts course work at either the graduate or undergraduate levels. This includes a minimum of 6 credits in each

of the following domains: English, mathematics, social science, science, and two term length courses in a language other than English (proven proficiency may substitute for course work in language). This requirement can be satisfied by:

1. transcript review of course work taken prior to entering Teachers College;
2. elective course work taken at Teachers College either as a part of or in addition to the 40 points required for the degree;
3. graduate or undergraduate course work taken elsewhere, with permission of the Registrar, while completing the Teachers College degree; these would be in addition to Preservice Program degree requirements;
4. successful completion of the College Level Examination Program (CLEP) test can be substituted for course work in a second language, or in each of the liberal arts subjects. Upon successful completion, it may fulfill the course requirement in English, social science, mathematics, and/or science.

Please note that for New York City licenses and for states other than New York, requirements for certification may be different. It is up to the student to be aware of any additional provisions. Contact the Board of Education of New York City and State Education Departments for current licensing requirements.

#### ***Degree Requirements:***

The basic curriculum for M.A. Elementary Preservice students includes:

- The Preservice Seminar Core, which includes as topics teaching methods, child development, curriculum development, alternative models of teaching, social studies curriculum, and

classroom management and organization (designated C&T 4123, C&T 4334/5 and C&T 4726 in the Fall; C&T 4124, C&T 4143, C&T 4336, C&T 4501, C&T 4726 in the Spring). Students complete the Preservice Seminar Core concurrently with the student teaching semesters. In addition to the Preservice Core, which accounts for approximately half of the 40 points required, the following courses are required for certification and the master's degree:

- one course in Child Development (2–3 points)\*, such as C&T 4118, Theoretical foundations of childhood education
  - one course in Educational Foundations (2–3 points)\*, philosophical, historical, sociological etc.
  - two courses in Methods of Teaching Reading (3 points each): C&T 4132 and C&T 4133, to be taken in conjunction with student teaching.
  - one course in Methods of Teaching Math (3 points): SCFC 5010, Mathematics in the elementary school
  - one course in Methods of Teaching Science (3 points): SCFC 4040, Science in childhood education and SCFC 4140 Laboratory methods and experiences for elementary school teachers
  - one course in Special Education Methods (2–3 points)
- \*Appropriate undergraduate courses may be substituted for these requirements; please consult with Preservice faculty.

Each student may use the balance of his/her 40 points as he/she decides, in consultation with an advisor, to specialize in an area of interest, to obtain additional certification, or to sample a variety of graduate-level courses at Teachers Col-

lege, Columbia University, Union Theological Seminary, or Jewish Theological Seminary.

### **Gifted Education**

(Code: TEI)

Program Coordinator:  
Professor Borland

#### ***Degrees Offered:***

Master of Arts (M.A.),  
Doctor of Education (Ed.D.),  
available through Curriculum  
and Teaching (Code:TYZ)

#### ***Special Application***

#### ***Requirements/Information:***

Admission to programs leading to the Ed.D. degree is determined on the basis of academic ability as evidenced by success in prior academic work and/or other measures of academic aptitude; demonstrable potential for research, field inquiry, or development activities in education; and three years of successful teaching or equivalent experience. All applicants are required to submit GRE or Miller Analogy Test scores that are no more than five years old and are required to submit a writing sample. Ed.D. applicants should indicate interest in Gifted Education on application.

#### ***Program Description:***

The M.A. program in gifted education is designed primarily for teachers, both inservice teachers (those who already hold teaching certificates) and preservice teachers (individuals who have no background in the field of education but wish to become teachers). Preservice students who complete the M.A. degree in the Program in Gifted Education become certified as elementary or secondary school teachers by applying directly to the State Education Department for Certification.

The Ed.D. degree is a concentration within the general Curriculum and Teaching

Ed.D. program. Students enrolled for this degree meet the departmental doctoral core requirements, complete coursework in gifted education, and undertake dissertation research on a problem related to gifted students.

#### ***Degree Requirements:***

#### **Master of Arts**

The basic curriculum for M.A. students includes:

- The Nature of Giftedness (6–9 points)\*.  
*Required:* C&T 4021, Nature and needs of gifted students (2–3 points) and C&T 5023, Exceptionality and intelligence: Theoretical approaches (2–3 points).  
*Elective:* C&T 4025, Educating the young gifted child (2–3 points)
- Teaching Gifted Students (9–12 points)\*.  
*Required:* C&T 4023, Differentiated curriculum for gifted students (2–3 points), C&T 5023, Planning and implementing programs for gifted students (3 points).  
*Elective:* C&T 4822, Instructional models in the education of gifted students (1–2 points), C&T 5810, New approaches to identifying and educating gifted students (1–2 points), C&T 5902, Problems in special education: Giftedness (1–3 points)
- Out-Of-Department Requirements (9–12 points):  
*Preservice students* must take two 3-point courses in teaching reading (6 points) and one additional pedagogy course to be determined in consultation with their advisor (3 points).  
*Inservice students* select additional courses in consultation with their advisor.
- Student Teaching (3–6 points):  
*Preservice students* take C&T 4702, Observation and student teaching in special edu-

cation: Gifted (3 points) twice, in separate semesters. *Inservice students* take C&T 4702, Observation and student teaching in special education: Gifted (3 points) one semester.

- **Culminating Project** (0 points): A culminating project, arranged in consultation with your advisor, that demonstrates your ability to integrate your theoretical knowledge with practical problems and issues in gifted education.

\*The number of points in the first two categories must equal 17–20.

## Learning Disabilities

(Code: TEN)

Acting Program Coordinator:  
Professor Reid

### Degrees Offered:

Master of Arts (M.A.)  
Doctor of Education (Ed.D.), available through Curriculum and Teaching (Code: TYZ)

### Special Application

#### Requirements/Information:

Admission to programs leading to the Ed.D. degree is determined on the basis of academic ability as evidenced by success in prior academic work and/or other measures of academic aptitude; demonstrable potential for research, field inquiry, or development activities in education; and three years of successful teaching or equivalent experience. All applicants are required to submit GRE or Miller Analogy Test scores that are no more than five years old and are required to submit a writing sample. Ed.D. applicants should list interest in Learning Disabilities on application.

### Program Description:

The Master of Arts program is designed to prepare teachers to work with students with specific disabilities. The program is based on the assumption that successful teachers of students with learning disabilities must have a thorough understanding of the nature of learning and of learning disabilities and must also be skilled in planning and evaluating instruction and in collaborating with others who work with these students in various settings. The program requires a minimum of 32 points. Graduates who meet the requirements of the program will be recommended for the New York State Certificate in Special Education.

The Ed.D. degree is a concentration within the general Curriculum and Teaching Ed.D. program. Students enrolled for this degree meet the departmental doctoral core requirements, complete course work in learning disabilities, and undertake dissertation research on a problem related to learning disabilities.

### Degree Requirements:

#### Master of Arts

The basic curriculum for M.A. students includes:  
C&T 4046, Introduction to learning disabilities (2 points)  
C&T 4047, Education of students with learning disabilities (2 points)  
C&T 4048, Diagnosis and remediation of math learning disabilities (2 points)  
C&T 4853, Multisensory teaching of basic language skills (3 points)  
C&T 4049, Tests and remedial work (2 points)  
C&T 4301, Practicum in educational assessment (3 points)  
C&T 4705, Student teaching in learning disabilities (3 or 6 points)\*  
HBSK 4072, Theory and techniques of reading assessment

and intervention (3 points)  
HBSK 5373, Practicum in diagnosis of reading difficulty (3 points)

HUDM 4050, Introduction to measurement (2 points)

C&T 4501, Teacher education lectures (0–2 points)\*\*  
C&T 4504, Child abuse & Drug abuse detection and reporting (0 points)\*\*\*

\* C&T 4705, section 001, for three credits, is required for all students; C&T 4705, section 002, for three credits, is also required only for those with no previous student teaching or classroom experience in either general or special education settings.

\*\*Students must enroll for, and meet the requirements of, C&T 4501 in order to meet New York State Certification requirements for work in multicultural education.

\*\*\* Students must enroll for, and meet the requirements of, C&T 4504 in order to meet New York State Certification requirements. This course costs \$10.00 and meets for 6 hours over the course of two Friday afternoons.

In addition to the above, four to six points in elective courses should be chosen in consultation with an advisor. Selection is influenced by factors such as previous academic background and career objectives.

## Reading and Learning Disabilities

(Code: TZB)

Offered jointly with Department of Health and Behavior Studies, see page 171.

### Program Coordinators:

Professor Reid and Professor Perin (Health and Behavior Studies)

### Degree Offered:

Master of Education (Ed.M.)

### Special Application

#### Requirements/Information:

Applicants must hold a graduate M.A. degree in Learning Disabilities or Reading from either Teachers College or another accredited institution. Admission decisions are based upon undergraduate and graduate academic records (a GPA of B+ or better is required), letters of recommendation, and a personal statement. Applicants must also have at least three years of full-time teaching experience either at the time of admission, or before the granting of the degree.

### Program Description:

The Reading and Learning Disabilities Ed.M. requires a minimum of 60 points and is offered to applicants who have either teacher certification or a master's degree in a related area and desire additional, more specialized training within the reading specialist area, without making the extended commitment required to undertake pursuit of a doctoral degree. Graduates are eligible for state certification as a reading teacher and as a teacher of special education. Applicants who have neither a master's degree nor teaching certification in either Reading Specialist or Learning Disabilities should apply to the Master of Arts program in one of these two areas. Subsequent to completing this Master of Arts degree, persons are eligible to apply for admission to the Ed.M. program in Reading and Learning Disabilities.

### Degree Requirements:

The basic curriculum for Ed.M. students includes:  
Courses marked with an \* are required courses. Other courses necessary to fulfill each core should be selected in consultation with an advisor.

- Reading and Learning Disabilities Core (25 points):

- C&T 4000, Introduction to special education (2–3 points)  
 C&T 4046, Introduction to learning disabilities (2–3 points)\*  
 C&T 4047, Education of students with learning disabilities (2–3 points)\*  
 C&T 4048, Diagnosis and remediation of math learning disabilities (2–3 points)\*  
 HBSK 4072, Theory and techniques of reading assessment and intervention (3 points)\*  
 HBSK 4074, Reading comprehension strategies and study skills (3 points)\*  
 HBSK 4077, Adult basic literacy (3 points)  
 C&T 4136, Methods and materials for reading instruction (2–3)  
 C&T 4705, Student teaching in learning disabilities (3 points)\*  
 C&T 4853, Multisensory teaching of basic language skills (3 points)  
 HUDK 5090, Psychology of language and reading (2–3 points)  
 HBSK 5099, Theories of cognitive processes in writing (3 points)  
 HBSK 5376, Practicum in intervention with reading and school subject difficulty (3 points)\*  
 HBSK 5377, Advanced practicum in intervention with reading and school subject difficulty (3 points)  
 HBSK 5080, Seminar in consultation and evaluation in reading (3 points)\*  
 C&T 4501, Teacher education lectures (0–2 points)\*  
 C&T 4504, Child abuse & drug abuse detection and reporting (0 points)\*
- Testing and Measurement Core (13 points):  
 C&T 4049, Tests and remedial work (2–3 points)\*  
 HUDM 4050, Introduction to measurement (2–3 points)\*
- C&T 4301, Practicum in educational assessment (3 points)\*  
 HBSK 5373, Practicum in diagnosis of reading difficulty (3 points)\*  
 HBSK 5374, Advanced practicum in the psychoeducational assessment of reading difficulties (3 points)\*
- Learning and Development Core (9 points):  
 HUDK 4020, Theories of human development (2–3 points)  
 HUDK 4022, Developmental psychology: Childhood (2–3 points)  
 HUDK 4023, Developmental psychology: Adolescence (2–3 points)  
 HUDK 4027, Development of mathematical thinking (3 points)  
 HUDK 4029, Theories of human cognition and learning (2–3 points)  
 HBSE 4076, Introduction to neuropsychology (3 points)  
 HBSE 4079, Language development and habituation: The foundations (2–3 points)  
 HUDK 4121, Developmental psychology (2–3 points)  
 HBSK 5070, Neural bases for language and cognitive development (3 points)
- Electives (13 points):  
 The remaining points should be taken in courses that reflect the emphasis of the individual student's program. Those points may include any courses listed above, or in other areas. Electives should be selected in consultation with an advisor.
- Courses:**
- C&T 4000. **Introduction to special education** (2–3)  
 Faculty. Enrollment limited to 35 students. A first course in special education offered for students who are not special education majors. The course is a study of educational programs for children and adolescents with physical, mental, emotional, or sensory handicaps. Emphasis is placed on the way these special education programs fit, or should fit, into ongoing work in schools. Special fee: \$25.
- C&T 4001. **Teaching students with disabilities in the regular classroom** (3)  
 Faculty. Problems of educational assessment, curriculum and teaching, organization, and guidance of students with physical, cognitive, affective, and sensory disabilities. For non-majors. Special fee: \$10.
- C&T 4002. **Basic course in the theory of curriculum design** (3)  
 Professor Lesko or Schoonmaker. The nature and design of educational activities: theory, research, and practice of curriculum design.
- C&T 4004. **Basic course in school improvement** (3)  
 Professor Knight. Major themes include state of the field regarding school change, schools as social organizations, the individual in the organization, theories of change, and implementation strategies and processes.
- C&T 4005. **Principles of teaching and learning** (3)  
 Dr. Randi. Examination of principles of teaching that can be derived from psychological theories and research, including behavioral, cognitive, and social cognitive theories. Classroom teaching strategies and principles of teaching are integrated for novice teachers.
- C&T 4020. **The environments of school** (2–3)  
 Faculty. Space, objects, and territoriality; school and classroom size; the environment as hidden curriculum; risk and stress in school; interrelationship of the cognitive, social and physical conditions and outcomes of schools and classrooms.
- C&T 4021. **Nature and needs of gifted students** (2–3)  
 Dr. Wright. Psychological factors personal and social affecting identification and development of gifted children and youth: implications for education, counseling and guidance.
- C&T 4022. **Instructional models in the education of gifted students** (2–3)  
 Professor Borland. A review and application of special instructional systems for educating the gifted. Special attention devoted to frameworks developed by Gordon, Jacobs and Borland, Parnes, Renzulli, Taba, Tannenbaum, Taylor and Williams. Course also offered as summer workshop C&T 4822.
- C&T 4023. **Differentiated curriculum for gifted students** (2–3)  
 Dr. Wright. Development and application of guidelines and planning differentiated curriculum for gifted and talented students.
- C&T 4025. **Educating young gifted children** (2–3)  
 Dr. Wright. Examination of theories and practices relevant to the education of the young (preschool through second grade) gifted child with particular focus on the development of critical-thinking and problem-solving skills.
- C&T 4029. **Creativity: Its nature and nurture** (2–3)  
 Faculty. An examination and critical appraisal of theories of creativity, test development to measure creativity, and methods designed to enhance the creativity of children and adults.
- C&T 4046. **Introduction to learning disabilities** (2–3)  
 Professor Reid. Enrollment by permission only. This course is designed to examine the psychological and social characteristics of children and adolescents described as learning disabled.
- C&T 4047. **Education of students with learning disabilities** (2–3)  
 Faculty. Procedures for teaching students with learning disabilities. Discussion and demonstration of selected methods applicable in resource room programs, regular and special classes, and individual remedial instructional settings.

**C&T 4048. Diagnosis and remediation of math learning problems (2–3)**

Faculty. Techniques for identifying and remediating problems affecting math mastery in children who are learning disabled. Review of relevant research. Evaluation of materials, methods, and remedial techniques in resource room programs, regular and special classes, and individual remedial instruction.

**C&T 4049. Tests and remedial work for children with disabilities (2)**

Professor Reid. This course is designed for students preparing to become teachers of students with learning disabilities. The focus is on the diagnosis of dyslexia, non-verbal learning disabilities and attention disorders. Special fee: \$25.

**C&T 4051. Supervision for elementary and secondary schools (2–3)**

Professor Schoonmaker or Dr. Maiocco. Theory and practice of supervision in elementary and secondary schools. Emphasis is on the role of the supervisor in improvement of instruction and curriculum development. Students practice techniques for improving supervisory skills through role playing, case studies, and analysis of teaching. Attention given to creating programs for continuous professional growth of elementary and secondary school teachers, paraprofessionals, and leadership personnel.

**C&T 4052. Designing curriculum and instruction (2–3)**

Professor Lesko or Oyler or faculty. Application of models for designing curriculum and instruction. Students design curriculum in collaborative groups.

**C&T 4078. Curriculum and teaching in urban areas (2–3)**

Professor Knight. Analysis of social context and resources for curriculum and teaching in urban areas.

**C&T 4080. Normal and atypical development of young children (2–3)**

Professor Recchia. A first course in early childhood special education for majors and non-majors. Devel-

opment of infants, toddlers, and preschoolers with and without disabilities. Cross-categorical.

**C&T 4081. Programs for young children with disabilities (2–3)**

Professor Recchia or Dr. Bernard. Curriculum development and instructional strategies for exceptional young children birth to age 5, in home and center-based programs. Organization and planning of activities and intervention models; analysis and selection of materials; community resources. Cross-categorical and transdisciplinary.

**C&T 4082. Assessment of young children with exceptionalities (2–3)**

Professor Recchia. An introduction to formal and informal assessment strategies and their application to work with young children.

**C&T 4083. Working with families of young children with disabilities (2–3)**

Professor Recchia or faculty. Current and historical perspectives on parent involvement in the special education and rehabilitation of infants, children, and youth with disabilities. Emphasis on strategies and materials to facilitate a continuum of parent and family participation. Special fee: \$10.

**C&T 4113. Early childhood methods and programs (3)**

Professor Genishi or Williams or Dr. Fennimore. Comparative study of traditional, current, and innovative program models designed for children from birth through 8 years of age.

**C&T 4114. Multicultural approaches to teaching young children (3)**

Professor Williams. Analysis of major curriculum models for learning in young children through use of culturally and environmentally-derived content.

**C&T 4117. Play: The roots of competence in young children (3)**

Faculty. The origins of play and related aspects of development with implications for practice.

**C&T 4118. Theoretical foundations of childhood education (2–3)**

Professor Genishi. Major theories relevant to contemporary research and practice in early childhood and childhood education: learning theory, Piaget's interactionism, Vygotsky's sociocultural developmental theory, and Bruner's theory of pragmatics and context in development.

**C&T 4119. Issues and interdisciplinary methods for working with parents of young children (2–3)**

Dr. Hoffman. Issues such as separation, problematic behaviors, and assessment are examined in the development of interdisciplinary strategies for working with parents of normal, at risk, and handicapped young children. Sessions are taught by an interdisciplinary team of faculty and invited speakers from special education, clinical psychology, early childhood education, psychiatry, pediatrics, and social work.

**C&T 4121. Early childhood teaching strategies within a social context (2–3)**

Professor Genishi or Williams or faculty. Exploration of the teaching strategies used in early childhood education through analysis of the social contexts out of which they have arisen. Emphasis on assimilation and application of differing strategies through workshop format.

**C&T 4124. Curriculum development in elementary education (2–3)**

Professors Goodwin, Oyler, Schoonmaker and Staff. Permission required. Open to student teachers, interns, assistant and beginning teachers who are concurrently working in elementary or middle schools. Continuation of C&T 4123, with emphasis on teaching of social studies, the interrelationship of various instructional fields, and team curriculum development.

**C&T 4130. Current issues in elementary education (2–3)**

Professor Zumwalt or faculty. Required for all Elementary Education in-service majors and open to non-majors. A critical study of

curriculum and instructional practices in American elementary schools. Curriculum trends in subject areas such as reading, social studies; trends and intended/unintended consequences of practices in areas such as management and discipline; teacher expectancy and accountability. Special attention will be paid to the role of educational leadership.

**C&T 4132. Learning and teaching in the primary reading/writing classroom (3)**

Professor Calkins, Kiefer, or Siegel. Permission required. Examines principles of literacy learning in young children and introduces theories, practices, and materials for teaching reading/writing in primary grades.

**C&T 4133. Learning and teaching in the intermediate reading/writing classroom (3)**

Professors Calkins, Kiefer, or Siegel. Permission required. Examines strategies for teaching, organizing and assessing reading and writing in intermediate grades.

**C&T 4136. Methods and materials for reading instruction (2–3)**

Professor Kiefer or Professor Siegel. A survey of approaches to reading instruction from kindergarten through middle school with a critical examination of modern methods, materials, trends, and issues.

**C&T 4140. Literature for younger children (2–3)**

Professor Kiefer. Critical study of literary trends and materials for children in pre-kindergarten, kindergarten, and early grades. Consideration of developmental issues and reader response theory relating to young children.

**C&T 4141. Literature for older children (2–3)**

Professor Kiefer. Interpretive and critical study of literature suitable for later elementary grades and junior high school. Consideration of promising practices in using literature in school groups.

**C&T 4143. Social studies in the elementary and middle school (2)**  
Professors Goodwin, Oyler, Schoonmaker and Staff. Permission required. Developing a curriculum in social studies: emphasis on rational-empirical and emergent models; critical examination of current practices. Material fee: \$20.

**C&T 4145. The education of youth and adolescents (2-3)**  
Professor Knight. A comprehensive examination of adolescent development and learning as they relate to issues of curriculum, teaching, and learning.

**C&T 4151. Teaching of Writing (3)**  
Professor Calkins. The course integrates theory and practice for teachers. Topics include writing development, research on writing, models for responding to and evaluating student writing, and classroom methods for teaching the writing process in elementary classrooms.

**C&T 4159. Teacher education programs (2-3)**  
Faculty. Current developments in programs for the preparation and inservice development of teachers for elementary and secondary schools.

**C&T 4160. Supervision in preservice teacher education programs (2-3)**  
Faculty. Theory and practice of supervision of student teachers. Designed especially for cooperating teachers, this course will help students develop supervisory skills through case studies, role playing, and analysis of teaching. Lab fee: \$5.

**C&T 4161. The teacher: Professional/social/personal context of teaching (2-3)**  
Professor Zumwalt or faculty. Exploration of dilemmas facing teachers today through analysis of historical studies, recent reports, and autobiographical reflections. Consideration of teacher development theories and recent proposals regarding teachers. Prerequisite: teaching experience.

**C&T 4200. Fieldwork in curriculum and teaching (1-4)**  
Faculty. Permission required. Majors work under guidance. Students should have had previous course work with their supervising staff member and should select a problem relating to this work.

**C&T 4301. Supervised practicum in the educational assessment of exceptional children (2-3)**  
Professor Reid. Permission required. Prerequisite: C&T 4004. Participation in educational assessment of exceptional children. Analysis of observational and test data; formulation of educational programs for exceptional learners. Conducted in the Center for Educational and Psychological Services or in appropriate community facilities. Course meets one full day a week. Lab fee: \$150.

**C&T 4302. Supervised practicum in the educational assessment of young children with exceptionalities (2-3)**  
Professor Recchia and Faculty. Permission required. Prerequisite: C&T 4082. Participation in educational assessment of young children with exceptionalities. Analysis of observational and test data; formulation of educational interventions. Conducted in the Center for Infants and Parents and the Center for Toddlers and Parents. Course meets one full day a week. Lab fee: \$150.

**C&T 4308. Pre-student teaching practicum in early childhood special education (3)**  
Professor Recchia or Dr. Bernard. This course is a practicum for students in the Early Childhood Special Education Program that serves as a prerequisite for student teaching. Students will work on and off campus to develop competencies in such skills as C.P.R., program planning, and working effectively with children and families. Special fee: \$50.

**C&T 4334-C&T 4337. Models of teaching: Practicum**  
Professors Goodwin, Oyler, Schoonmaker, and Staff. Permission required. Class meets for six sessions. Consult instructors for exact dates during the term each

class will meet. A laboratory course for developing teaching skills and strategies based on contemporary models (group process, cooperative learning, synectics, role play, concept development). Application of the models to field problems in teaching, staffing, supervision, and curriculum design. Video tape recorded peer teaching and analysis.

**C&T 4334. Group process strategies (1)**  
**C&T 4335. Cooperative learning (1)**  
**C&T 4336. Synectics and role playing (1)**  
**C&T 4337. Concept attainment and formation (1)**

**C&T 4501. Teacher education lectures (0-2)**  
Dr. Langer de Ramirez. Open to preservice and inservice students in all subject departments. Class meets for seven sessions (consult department secretary or instructor for dates). Student diversity (characterized by gender, race, ethnicity, language, special needs, and sexual orientation) is examined in relation to decisions about teaching methodology, curriculum, instructional materials, student grouping, home-school-community relationships, and teachers' professional growth and development.

**C&T 4502. Master's project (1)**  
Professor Genishi, Goodwin, Lesko, Kiefer, or Siegel. Permission required. Required for TYZ Master's students. Students work to develop proposals to initiate required Master's action research project.

**C&T 4503. Independent study (1-3)**  
Faculty. Permission required. Majors work individually or in small groups with a staff member. Students should have had previous course work with their supervising staff member and should select a problem relating to this work.

**C&T 4504. Child abuse & substance abuse detection and reporting (0-2)**  
Dr. Jacullo-Noto. Specialized training in the Detection and Reporting of Child Abuse and the Detection of Drug and Alcohol

Abuse required for teacher certification by the State of New York.

**C&T 4615. Young children and social policy: Issues and problems (2-3)**  
Dr. Fennimore. Overview of social policy towards young children as it affects classroom practice and professional goals. Situations such as child abuse, divorce and custody, student classification, and foster care are examined.

**C&T 4702. Student teaching-giftedness (3)**  
Dr. Wright. Observation and student teaching. Permission Required. Course requires 3-5 days a week for participation in community, school, and agency programs and a weekly seminar on campus.

**C&T 4705. Student teaching-learning disabilities (3)**  
Faculty. Observation and student teaching. Permission Required. Course requires 3-5 days a week for participation in community, school, and agency programs and a weekly seminar on campus.

**C&T 4708. Student teaching-infancy and early childhood (3)**  
Professor Recchia and Faculty. Observation and student teaching. Permission required. Course requires 3-5 days a week for participation in community, school, and agency programs and a weekly seminar on campus.

**C&T 4726z. Professional laboratory experiences (including full-time student teaching) in elementary education (4-6)**  
Professors Schoonmaker, Goodwin, Oyler, and Staff. Permission required. Students must begin in the Autumn term. Full-time student teaching under the sponsorship of the regular classroom teacher with supervision shared by the cooperating teacher and Teachers College staff members. Assignments to classrooms provide for emphasis on education for younger and older children in traditional and innovative settings, including the College's Professional Development School. Given in conjunction with C&T 4123 and C&T 4124. Eighteen hours per week field placement plus class hours. Stu-

dents registering to begin student teaching must file a Declaration of Intention to Student Teach by May 15 prior to the Fall term.

**C&T 4729. Professional laboratory experiences (including student teaching) in elementary education (4)**

Professor Goodwin. Permission required. Prerequisites C&T 4123 or C&T 4124 and C&T 4726. Designed for students who have completed two semesters of student teaching as an additional laboratory experience. (See C&T 4726z description). Students registering to begin student teaching must file a Declaration of Intention to Student Teach by May 15 prior to the Fall term.

**C&T 4731. Professional laboratory experiences (including student teaching) in elementary education (4)**

Professor Goodwin. Permission required. Given in conjunction with C&T 4123 or C&T 4124. Laboratory experience designed for certified teachers. (See C&T 4726z description). Students registering to begin student teaching must file a Declaration of Intention to Student Teach by May 15 prior to the Fall term.

**C&T 5000. Theory and Inquiry in Curriculum and Teaching (6 points each semester, fall and spring).**

Faculty. Required of and limited to first-year Ed.D. students in the Department of Curriculum and Teaching; must be taken in both the fall and spring semesters. Introduction to and exploration of important problems and issues in curriculum and teaching, methods of formulating questions, and modes of inquiry appropriate to doctoral-level research.

**C&T 5023. Exceptionality and intelligence: Theoretical approaches (2–3)**

Professor Borland. Theories of cognition as they relate to the issues of intelligence and creativity presented as a basis for conceiving of students as exceptional and for differentiating their curriculum.

**C&T 5024. Planning and implementing programs for gifted students (3)**

Professor Borland. Examination of factors affecting planning and implementation of programs for the gifted, components of gifted programs, and systems approach to program planning. Students develop written program plans for specific settings.

**C&T 5036. Child and Family Policy (2–3)**

Professor Brooks–Gunn. Course provides a foundation of knowledge concerning the role of child and family perspectives in informing public policy.

**C&T 5037. Literacy, culture and the teaching of reading (3)**

Professor Siegel. Prerequisite: C&T 4136, C&T 4138, or equivalent. Examines current practices of reading instruction in light of theory and research on literacy as a social, cultural and political practice.

**C&T 5042. Special topics in children's literature (3)**

Professor Kiefer. Study of specific genres or curriculum issues in children's literature. Topics are announced in preliminary and final course schedules distributed each semester. Registration not limited to one term.

**C&T 5053. Staff development processes and procedures (3)**

Faculty. Concepts and practices related to staff development, in-service education, and organizational improvement. Attention given to applications of staff development using institutional cooperation, organizational dynamics, and research on teacher training. Designed for principals, supervisors, curriculum directors, and others concerned with staff and program development to deal with change in their own institutional contexts.

**C&T 5074. Curriculum and teaching policy (3)**

Professor Sobol. Prerequisite: C&T 4004. Examination of the theoretical and political bases of curriculum and teaching policies and their influences on school organizations and teaching practices. Explores the policy-making

process from policy design through implementation.

**C&T 5112. Issues in child care: Birth through school age (2–3)**

Dr. Farber. Impact of recent social and demographic changes on caregiver/teacher training needs; and contributions from transdisciplinary approaches to family day care and center-based programs.

**C&T 5113. Influence of social factors in childhood education: Developmental strategies (2–3)**

Professor Genishi. Application of developmental, sociocultural, ethological, and socialization theory and research to the understanding of children's social lives in the classroom and other settings.

**C&T 5114. Cognitive curriculum in early childhood education (3)**

Professor Williams or Dr. Hoffman. Focus on the practical application of cognitive theory and research in the design of curricula for children from birth to 8 years of age. Emphasis on development of a sample curriculum.

**C&T 5118z. Infant development and practice (2–4)**

Professor Recchia. Permission required. Theory is related to practice and research with infants and their parents. Enrollment is for 2 semesters as a training fellow at the Center for Infants and Parents.

**C&T 5302 Advanced practicum-giftedness (1–6)**

Professor Borland and Dr. Wright. Permission required. Guided experiences for advanced students in Giftedness. Supervised group field visits. Preservice internships arranged. Students submit reports analyzing experiences.

**C&T 5305. Advanced practicum-learning disabilities (1–6)**

Faculty. Permission required. Guided experiences for advanced students in Learning Disabilities. Supervised group field visits. Preservice internships arranged. Students submit reports analyzing experiences.

**C&T 5308. Advanced practicum-infancy and early childhood (1–6)**

Professor Recchia. Permission required. Guided experiences for advanced students in Early Childhood Special Education. Preservice internships arranged. Students submit reports analyzing experiences.

**C&T 5321. Practicum in early childhood education: Curriculum development, observation, and assessment in early childhood (3–4)**

Professor Genishi or Williams. Permission required. Supervised in-service competency-based field experiences in early childhood settings. Emphasis on emerging issues and refinement of practice.

**C&T 5323. Supervision and the organization of programs for families with young children (3)**

Faculty. Prerequisites: C&T 5118. Assessment procedures, supervision, and social policy are related to the development and administration of programs for families with infants and toddlers.

**C&T 5500. Development of the curriculum field (2–3)**

Professor Schoonmaker. Permission required. Critical analysis of current and historical developments in the theory and practice of curriculum making.

**C&T 5501. Research methods in curriculum and teaching (2–3)**

Professor Borland or Siegel. Understanding and developing competence in research methods for studying curriculum and teaching.

**C&T 5502. Introduction to qualitative research in curriculum and teaching (2–3)**

Professor Genishi or Siegel. Introductory seminar on methods in qualitative research, with focus on case studies in classrooms and schools.

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

Professor Genishi, Recchia, or Williams. Required of all second-year doctoral students in early childhood education and open to other post-Master's students with permission. Examination of under-

lying issues and currents in early childhood education, with formulation of initial research plans.

**C&T 5515. Infancy research seminar** (non-credit or 0–3)  
Professor Recchia. Permission required. Research in infant development is facilitated and coordinated through training in a variety of research methods and a seminar.

**C&T 5902. Independent study-giftedness** (1–4)  
Professor Borland. Permission required. Qualified students work under guidance on practical research problems. Proposed work must be outlined prior to registration; final written report required.

**C&T 5905. Independent study-learning disabilities** (1–4)  
Faculty. Permission required. Qualified students work under guidance on practical research problems. Proposed work must be outlined prior to registration; final written report required.

**C&T 5908. Independent study-infancy and early childhood** (1–4)  
Professor Recchia. Permission required. Qualified students work under guidance on practical research problems. Proposed work must be outlined prior to registration; final written report required.

**C&T 5913. Independent study of infants and parents** (3)  
Professor Recchia. Permission required. Workshop approach to the study and support of infants and their parents.

**C&T 6200–C&T 6201. Field study in designing curriculum and instruction** (2–8)  
Faculty. Permission required. Field experiences in relation to designing, conducting, and evaluating programs in curriculum and instruction.

**C&T 6259–C&T 6260. Field-work in preservice teacher education** (1–4)

**C&T 6400. Internship program in curriculum research** (2–4)  
Faculty. Permission required. For doctoral candidates. Firsthand experience in a center where curriculum research is in progress.

**C&T 6402. Advanced internship-giftedness** (1–6)  
Professor Borland. Permission required. Post-master's level. Intensive inservice internship at agency chosen to meet individual student's needs. Students submit reports analyzing experiences.

**C&T 6405. Advanced internship-learning disabilities** (1–6)  
Faculty. Permission required. Post-master's level. Intensive inservice internship designed to meet individual student's needs. Students submit reports analyzing experiences.

**C&T 6408. Advanced internship-infancy and early childhood** (1–6)  
Professor Recchia. Permission required. Post-master's level. Intensive inservice internship at agency chosen to meet individual student's needs. Students submit reports analyzing experiences.

**C&T 6452–C&T 6453. Internship program in supervision and curriculum improvement**  
Professors Schoonmaker, Goodwin, Oyler, and Staff. Permission required. Prerequisite: C&T 4160 or C&T 4051. Work with curriculum leaders in an ongoing program. Fieldwork involves school system problems and leadership processes.

C&T 6452. **In-Service** (2–4)  
C&T 6453. **Preservice** (2–4)

**C&T 6501–C&T 6502. Studies in curriculum and teaching** (2–3)  
Faculty. Permission required. Integrating seminar provides an opportunity for students to discuss issues and questions fundamental to the field of curriculum and teaching.

**C&T 6503–C&T 6504. Seminar in field research** (2)  
Faculty. Permission required. Corequisite: C&T 6200–C&T 6201. Collect and organize data and report field study findings. Abstract generalizations or limited theories as guides to practice and further research.

**C&T 6505. Spencer Seminar: School Research and Development** (2)  
Professor Goodwin. This seminar is designed to prepare doctoral students to conduct collaborative school-based inquiry focused on educational practice in elementary, middle, and high schools. Special attention is given to issues of school-university collaboration, context-sensitive research methodologies, urban educational improvement, and the relation of research to development in school settings. Participation in field research and development is required.

**C&T 6506. Advanced seminar-giftedness** (3)  
Professor Borland. For doctoral students in Giftedness. Recent developments in theory and research in gifted education.

**C&T 6507. Advanced seminar-learning disabilities** (2–3)  
Faculty. For doctoral students in learning disabilities and related fields. Recent developments in theory and research as related to learning disabilities from psychological, educational, sociological, and/or medical sources.

**C&T 6508. Advanced seminar-infancy and early childhood** (3)  
Professor Recchia. For doctoral students in special education and related fields. Recent developments in theory and research as related to the specialization from psychological, educational, sociological, and/or medical sources.

**C&T 6532. Seminar in reading/language arts and related research** (3)  
Professor Siegel. Permission required. Open only to advanced Master's and doctoral students with a specialization in reading or related area who have completed a recent methods course in reading. In-depth study and discussion of trends and issues in reading development and instruction.

**C&T 6533. Advanced study of children's literature** (3)  
Professor Kiefer. Permission required. Issues and problems relating to the formulation of knowledge about children's literature.

**C&T 6551. Seminar in supervision and curriculum improvement** (3)  
Professor Schoonmaker. Permission required. Prerequisite: C&T 4051, C&T 4005, or equivalent. Primarily for doctoral students. Intensive study of selected problems. Major emphasis on formulation of supervision strategies and curriculum change.

**C&T 6569. Seminar in theory and research in curriculum** (1–3)  
Faculty. Permission required. Critical study of classroom environment as a laboratory for teacher education.

**C&T 6900–C&T 6901. Directed research and theory development in curriculum and teaching** (1–4)  
Faculty. Permission required.

**C&T 6914–C&T 6915. Advanced studies in early childhood and childhood education** (1–4)  
Professor Brooks-Gunn, Genishi, Recchia, or Williams. Permission required. Identification and theoretical and empirical investigation of selected topics, problems, and issues in early childhood and childhood education. Topics vary. May be taken more than once for credit.

**C&T 7500–C&T 7501. Dissertation seminar in curriculum and teaching** (1–3)  
Professors Genishi or Zumwalt. Two semesters required of all doctoral candidates in the department. Development of doctoral dissertations and presentation of plans for approval.

**C&T 8900. Dissertation advisement in curriculum and teaching** (0)  
Individual advisement on doctoral dissertations. Fee: to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration for Ed.D. degree.

### Continuing Education

#### C&T 4802. **Models of curriculum and teaching** (non-credit or 1)

Professor Goodwin, Genishi, or Williams. An institute focusing on current issues in curriculum and teaching, such as innovative models of teaching or curriculum development in specific settings. Topics vary and institute may be taken more than once for credit.

#### C&T 4803. **Facing History**. (1 to 2)

Mr. Nelson. A workshop designed for educators who want to think about innovative approaches to citizenship education. Participants will have the opportunity to investigate the consequences of racism, anti-Semitism, and violence in society and ways to teach responsibly about these issues in the classroom. Case study of the events that led to the Holocaust will be used to explore the significance of decisions by individuals and groups in history and the connections to the choices adolescents face today.

#### C&T 4822. **Instructional models in the education of gifted students** (non-credit, 1 or 2)

Professor Borland. What should gifted students learn? How can we differentiate the curriculum for gifted learners in order to meet their special needs more effectively? These and other questions will be addressed in this three-day workshop devoted to the discussion, analysis, and evaluation of instructional models designed or adapted for gifted students. Emphasis will be placed on the principles of curricular differentiation and on providing an overview of a range of models designed to modify content, enhance the development of thinking skills and enhance creativity.

C&T 4835. **Improving reading instruction** (non-credit or 1–3)  
Professor Kiefer or Siegel. An institute focusing on current issues in reading and related areas. Includes oral and written language development and children's literature.

#### C&T 4853. **Multisensory teaching of basic language skills for students with learning disabilities** (non-credit or 3–4)

Dr. Birsh. Introduction to the theoretical and practical issues of teaching a Multisensory Structural Language approach in reading, spelling, and handwriting, and in the structure of English, based on Alphabetic Phonics to dyslexic students. Four-week summer session. Materials fee: \$30.

#### C&T 4854. **Multisensory teaching of basic skills I** (non-credit or 1)

Dr. Birsh. Prerequisite: C&T 4853. Two day-long workshops combined with the teaching of Alphabetic Phonics curriculum in school settings. Extension of practice in Schedule II, teaching reading, spelling, and handwriting.

#### C&T 4855. **Multisensory teaching of basic skills II** (non-credit or 1)

Dr. Birsh. Prerequisite: C&T 4854. Two day-long workshops combined with the teaching of Alphabetic Phonics curriculum in school settings. Extension of C&T 4854.

#### C&T4858. **Institute: Teaching of Reading** (3)

Professor Calkins. Designed to help teachers of grades K-8 develop a theoretical framework for the teaching of reading and a repertoire of strategies of enhancing students' independence and skills as readers.

#### C&T5800. **Institute: Teaching of Writing** (non-credit or 1, 3, or 6)

Professor Calkins. The focus of the Institute will be on the teaching of writing with the participants also working on their own writing. There will be a combination of large group presentations, small interactive sessions, and writing workshops. Separate sections will be offered for advanced participants. A partial list of topics to be covered includes: the central role of planning and curriculum development in the teaching of writing, methods for holding out students accountable for doing their best work, classroom structures that

support inquiry and collaboration, and using literature to help students craft their writing. The Institute is appropriate for elementary and secondary school teachers.

#### C&T 5810. **New approaches to identifying and educating gifted students** (non-credit, 1 or 2)

Professor Borland and Dr. Wright. This three-day workshop provides participants with the opportunity to learn about and discuss new challenges and approaches to identifying and educating gifted students. Presentations and discussions will provide the core for each day. Small group work and individual consultations will also be integrated throughout the three days. The emphasis of these sessions will be on the creation of practical products and practices that can be used in the participant's schools. Schools are also encouraged to send both individuals and teams with clearly articulated issues and problems they would like to have discussed.

#### C&T 5853. **Advanced multisensory teaching of basic language skills for students with learning disabilities** (non-credit or 2)

Dr. Birsh. Prerequisites: C&T 4853, C&T 4854, and C&T 4855. In-depth extension of multisensory techniques for teaching reading strategies, spelling situations and formulas, advanced syllable division, lesson planning, dictionary skills, composition, and comprehension. Two-week summer session.

#### C&T 5854. **Advanced multisensory teaching of basic skills I** (non-credit or 1)

Two day-long workshops to extend and refine skills in advanced phases of curriculum while teaching in school settings.

#### C&T 5855. **Advanced multisensory teaching of basic skills II** (non-credit or 2)

A continuation of C&T 5854. Four day-long workshops.

Chair: Professor Charles E. Basch  
 Location: 531A Thorndike Hall  
 Telephone Number: (212) 678-3964  
 Applied Educational Psychology: (212) 678-3942  
 Health Education: (212) 678-3964  
 Nursing Education: (212) 678-3120  
 Nutrition and Physical Education: (212) 678-3950  
 Special Education: (212) 678-3880  
 Email: ceb35@columbia.edu  
 Fax: (212) 678-8259  
 Web Address: <http://www.tc.columbia.edu/~academic/health>

**Programs:**

**Applied Educational Psychology:**  
 Neurosciences and Education  
 Reading Specialist  
 Reading and Learning Disabilities\*  
 School Psychology

**Health Studies:**  
 Health Education  
 Nursing Education  
 Nutrition and Education  
 Applied Physiology and Nutrition\*\*  
 Community Nutrition Education  
 Dietetic Internship Program  
 Nutrition and Public Health  
 Nutrition Education  
 Physical Education

**Special Education:**  
 Administration of Special Education  
 Behavioral Disorders  
 Blindness and Visual Impairment  
 Cross-Categorical Studies  
 Deaf and Hard of Hearing  
 Guidance and Habilitation  
 Instructional Practice  
 Mental Retardation  
 Physical Disabilities  
 Research in Special Education  
 Supervision of Special Education

\*Offered jointly with the Department of Curriculum and Teaching  
 \*\*Offered jointly with the Department of Biobehavioral Studies

**Faculty:**

**Professors:**  
 John P. Allegrante (Health Education)  
 William G. Anderson (Physical Education)—Emeritus  
 Charles E. Basch (Health Education)  
 Ann E. Boehm (School Psychology)—Emeritus  
 Isobel R. Contento (Nutrition and Education)  
 R. Douglas Greer (Special Education)  
 Linda Hickson (Special Education)  
 Lawrence H. Kushi (Nutrition and Education)  
 Dennis E. Mithaug (Special Education)  
 Stephen J. Silverman (Physical Education)

**Adjunct Professors:**  
 Terry T. Fulmer (Nursing Education)  
 Barbara Krainovich-Miller (Nursing Education)  
 Clarence E. Pearson—Honorary (Health Education)  
 J. David Smith (Special Education)

**Associate Professors:**  
 Marla R. Brassard (School Psychology)  
 Ursula Kirk (School Psychology)  
 Robert E. Kretschmer (Special Education)  
 Dolores Perin (Reading Specialist)  
 Stephen T. Peverly (School Psychology)  
 Barbara C. Wallace (Health Education)

**Adjunct Associate Professors:**  
 Caroline Camuñas (Nursing Education)  
 Robert E. Fullilove, III (Health Education)  
 Roseanne C. Gotterbarn (School Psychology)  
 Toni Liquori (Nutrition and Education)  
 Marie T. O'Toole (Nursing Education)  
 Margaret G. E. Peterson (Health Education)  
 John T. Pinto (Nutrition and Education)  
 Lillian Yung (Nutrition and Education)

**Visiting Associate Professors:**  
 C. Ronald MacKenzie—Honorary (Health Education)  
 Connie N. Vance (Nursing Education)

**Adjunct Assistant Professors:**  
 Sharon R. Akabas (Nutrition and Education)  
 Marni Benuck (Reading Specialist)  
 Janice Berchin-Weiss (Special Education)  
 Bonnie Bernstein (Nutrition and Education)  
 Giannina Convertino (Special Education)  
 Gay Culverhouse (Special Education)  
 Diane Dillon (School Psychology)  
 David Erlanger (Neurosciences and Education)  
 Sara E. Hogin-McDonough (Special Education)  
 Thomas M. Kelly (Special Education)  
 Ishita Khemka (Special Education)  
 Michael Koski (School Psychology)  
 Eugene McMahan (Special Education)  
 Sheila O'Shea Melli (Nursing Education)  
 Laura Menikoff (Reading Specialist)  
 Stephen Morgenstern (Special Education)  
 Christine E. Pawelski (Special Education)

Russell Rosen (Special Education)  
 Barbara Sandberg (School Psychology)  
 Merrill Simpson (Nutrition and Education)  
 Lora A. Sporny (Nutrition and Education)  
 Virginia S. Stolarski (Special Education and Co-Director, Center for Educational and Psychological Services)  
 Victoria Tripodi (Special Education)  
 Janet Twyman (Special Education)  
 Shannon Whalen (Health Education)  
 Patricia A. Zybert (Health Education)

**Visiting Assistant Professor:**  
 Elizabeth A. Walker—Honorary (Nursing Education)

**Instructors:**  
 Sheila Amato (Special Education)  
 Jane Bogart (Health Education)  
 Karen Reznik Dolins (Nutrition and Education)  
 Maria Hartman (Special Education)  
 Anne Larson (Physical Education)  
 Elizabeth Paul (Health Education)  
 Leonor Maro (Nutrition and Education)  
 Caren Mercer (Special Education)  
 Shelley Mesznik (Nutrition and Education)  
 Howard Meyer (Physical Education)  
 Susan Lipkowitz (Special Education)  
 Frank Rocco (Health Education)  
 Myrna Rosario (Special Education)  
 Patricia Rothschild (Special Education)  
 Joanne Rudolph (Nutrition and Education)  
 Michelle Saunders (Special Education)  
 Ruth Zealand (Special Education)

For information about faculty and their scholarly and research interests, please refer to the “Faculty” section of the Catalog on page 61.

**Departmental mission:**

Programs in this Department share the common goal of helping people to realize their full potential as learners, to make informed decisions, and to attain the best possible quality of life. Health and learning are inextricably intertwined. Optimal learning cannot take place in an atmosphere permeated with physical, psychological and social health problems, and optimal healthfulness cannot be achieved without skill in learning and literacy. One way to enhance learning potential is by overcoming health-related constraints and barriers to literacy through work at both the individual and community levels. Some programs prepare professionals to work with individuals and draw on and contribute to the behavioral sciences and education. Others emphasize the development and assessment of innovative, multidisciplinary, community-based interventions.

**Program Descriptions:**

The programs in the Department fall into three main categories:

*Applied Educational Psychology*, including Neurosciences and Education, Reading Specialist, Reading and Learning Disabilities, and School Psychology. These programs prepare students to serve as educators, scientists and service providers in a variety of settings, including universities, schools, psychoeducational clinics, hospital-based child study clinics, and community agencies.

*Health Studies*, including Health Education, Nursing Education, Nutrition and Education (Applied Physiology and Nutrition, Community Nutrition Education, Dietetic Internship, Nutrition and Public Health, Nutrition Education), and Physical Education. These programs prepare students to serve in leadership roles in community-based organizations, government agencies, corporations, health care settings and schools. Current knowledge in behavioral science and education is integrated with field-based applications for health promotion and disease prevention.

*Special Education*, including Administration and Supervision of Special Education Programs, Applied Behavior Analysis and Behavioral Disorders, Blindness and Visual Impairment, Deaf and Hard of Hearing, Guidance and Habilitation, Instructional Practice, Mental Retardation, Physical Disabilities, and Supervision of Special Education programs. These programs prepare students to serve as leaders and scholar-practitioners skilled in the development, evaluation and application of practices that improve the life prospects of those with disabilities.

The Department faculty offers a broad spectrum of expertise. We encourage multidisciplinary efforts within the faculty and hope that, in the course of their studies, students will acquire the valuable skill of working collaboratively with experts in other disciplines.

**Programs in Applied Educational Psychology**

*Neurosciences and Education Reading Specialist Reading and Learning—Disabilities School Psychology*

**Neurosciences and Education**

(Code: TKN)  
Program Coordinator: Professor Ursula Kirk

**Degree Offered:**  
Master of Education (Ed.M.)

**Special Application Requirements/Information:**  
Applications are considered for the Fall term only. An interview is recommended.

Students who enter the program with a master’s degree may apply up to 30 points of acceptable graduate credit toward the Ed.M. Enrollment may be on a full- or part-time basis. Students may enter the program with only a bachelor’s degree but must combine study of the neurosciences with earning an M.A. in an applied area such as Learning Disabilities or Reading Specialist. The M.A. provides a sequence of supervised practica and opportunities to acquire professional skills and experience.

**Program Description:**  
This is the first and only graduate program focused on the educational and clinical implications of recent advances in understanding brain-behavior relationships. The objective is to prepare a new kind of specialist: a professional with dual preparation who can “bridge the gap” between research underlying cognition and behavior and the problems encountered in schools and clinics.

The program leads to an advanced master’s degree and is intended primarily for qualified

professionals with experience in such fields as school psychology, occupational therapy, physical therapy, learning disabilities, and reading. For most graduates, the degree is designed to supplement their professional training; however, some go on to further graduate study.

**Degree Requirements:**  
The program of study in neurosciences and education offers a systematic sequence of courses within the neurosciences.

- *Basic courses* provide a thorough introduction to the neural bases of behavior.
- *Advanced courses* explore implications of brain-behavior research for educational and clinical practice.
- *Supervised practica* enable students to make use of neuropsychological assessment findings for instruction and learning.

**I. Professional Studies**

All students are expected to develop or enhance their competencies in and understanding of: a) the psychological processes underlying development and learning, b) the nature of psychoeducational assessment, c) the social and philosophical foundations of education, and d) the theory and practice within a particular field of education or clinical specialization. Thus, all students must offer the minimum preparation and point distribution outlined below within the four areas. Prior study at the graduate level may be applied to meet these requirements if judged to be acceptable.

Students who are not qualified through prior study at the undergraduate or graduate level to meet the requirements for registration, certification or licensure in an area of educational or clinical practice must select one of the following three areas for professional specialization within this program:

a) Psychoeducational Practice-Reading, b) Elementary Education, c) Special Education, d) Human Development, Cognition and Learning, or e) Motor Learning.

In effect, students fulfill the master's level requirements in one of these three areas, and thus qualify for the M.A. degree during the 60-point program of study for the Ed.M.

Other students who are professionally qualified before entry to this program may elect to earn the M.A. degree during study toward the Ed.M. For these students, program plans can be arranged to lead to the M.A. degree in one of the following areas: Educational Psychology-Reading, Elementary Education, Motor Learning, Science Education, Developmental Psychology, or Special Education. In such cases, there may be requirements in addition to those outlined below.

A. Psychological Processes underlying development, learning and cognition.

One course in each of the areas below is required.

1) Development Psychology, such as:

HBSK 5024. **Early Language Development** (2-3)

HBSK 4024. **Developmental Psychology: Adulthood and Lifespan** (2-3)

HBSK 5219. **Adulthood** (3)

HBSK 5023. **Cognitive Development** (2-3)

HBSK 4020. **Theories of Human Development** (3)

2) Learning and Cognition, such as:

HBSK 5023. **Cognitive Development** (if not applied toward Developmental requirements)

HBSK 5097. **Psychology of Instruction** (3)

A&HG 4011. **Cognition**

A&HG 4002. **Learning**

B. Psychological Evaluation and Assessment. The two courses (or their equivalents) indicated below are required.

HUDM 4050. **Introduction to Measurement** (2-3)

HBSK 5320. **Individual Psychological Testing** (3)

C. Educational or Clinical Specialization. Minimally, 15 points of graduate study representing a cohesive sequence of courses in such areas as: audiology, counseling psychology, educational psychology, elementary education, motor learning, nursing, science education, speech pathology and special education.

II. Neurobiological Bases of Behavior and Educational Applications

A. Core Courses. The courses indicated below are for students with little or no prior background in Neurosciences. With consultation and approval of the advisor, three to four courses are required unless equivalent preparation can be demonstrated.

HBSK 5070. **Neural Bases of Language, and Cognitive Development, Section 1** (3) **Section 2** (3)

BBSQ 4043. **The Human Nervous System** (3)

BBS 5069. **Brain and Behavior I: Communication in the Nervous System** (2)

BBS 5069. **Brain and Behavior II: Perception, Emotion, Memory and Cognition** (1-2)

BBSQ 4040. **Speech and Language Disorders** (3)

HBSK 5072. **Developmental Neuropsychology** (3)

B. Educational and Clinical Applications of the Neurosciences. All students are expected to offer minimally 24 points of study in Neuroscience and Education course work. At least three courses (9 points) must be selected for the Core Courses. The Integrative Seminar (minimum of 3 points) is required during work on the Ed.M. paper. The four additional courses (12 points) necessary to fulfill the point requirement may be selected for the remaining Advanced Course, Field Work/Case Studies, Workshops/Conferences, or Advanced Topical Seminars.

1) Advanced Courses.

Minimally, three courses from those listed below or (equivalents):

HBSK 5338. **Neuropsychology Assessment in Education and Clinical Practice** (3)

HBSK 5031. **Human Clinical Neuropsychology** (3)

HBSK 5044. **Educational and Clinical Applications of Neuroscience Technology** (3)

HBSK 5139. **Fundamental of Psychopharmacology** (3)

HBSK 5371. **Educational Neuropsychology** (3)

2) Integrative Seminar.

The Seminar HBSK 5575 is required of all students and is taken in conjunction with preparation of the Ed.M. project. It may be taken for two semesters (Fall and Spring of one academic year), beginning with the second year of the student's full-time equivalent enrollment in the program (15 points). A total of at least 3 points must be accrued in this year.

The Ed.M. project entails a committee of one advisor in the Neuroscience program and at least one other appropriate faculty member. It culminates in a paper of publishable form and quality which is submitted for permanent record at the Teachers College Library, and in an oral presentation of the work to the students and faculty of the Neuroscience and Education program.

3) Field Work/Case Studies

HBSK 5274. **Field Work: Neuropsychological Approaches to Reading and Learning Disabilities** (0-4)

HBSK 5375. **Case studies of Reading and Learning Disabilities from a Neuropsychological Perspective** (3)

4) Advanced Topical Seminars

HBSK 6575. **Seminar in Neuroscience and Education** (3)

BBSQ 6510. **Seminar: Neuropathologies of Speech** (3)

HBSR 6561. **Seminar in Neuromotor Processes** (2-3)

Summary of Point Distribution (Ed.M.)

I. Professional

Studies.....27-32 points

A. Psychological Processes (6)

B. Psychological Evaluation and Assessment (6)

C. Educational or Clinical Specialization (15-18)

II. Neurobiological Bases of Behavior and Educational Applications.....18-30 points

A. Core Courses in Neurosciences (9-12)

B. Educational and Clinical Applications of the Neurosciences (18)

E. Integrative Seminar  
(TI 5574) (3 or more)  
III. Electives.....3–12 points  
Minimum Total .....60 points

Opportunities for student participation in research are available. Preparation of a master's thesis is required for the degree.

*Note: Teachers College students enrolled in selected doctoral programs may arrange a focus in the area of Neurosciences and Education. These include: Clinical Psychology, Counseling Psychology, Developmental Psychology, Educational Psychology, Motor Learning, Science Education, Special Education, and Speech Sciences.*

## Neurosciences and Education and (Code: TZL) Clinical Neuropsychology (Code: TSK)

**Degree Offered:**  
Certificate of Attendance

**Special Application Requirements/Information:**  
Applicants must be qualified professionals who hold the doctoral degree.

**Program Description:**  
The Program in Neurosciences and Education offers Postdoctoral Advanced Study programs in both Neurosciences and Education and Clinical Neuropsychology. Contact Professor Ursula Kirk for more information.

### Courses: Neurosciences and Education

BBS 5069. **Brain and behavior I; II** (3)  
Professor Gentile. General introduction to higher brain functions with particular emphasis on cortical processes. Analysis and discussion of behavior in selected topical

areas: attention, cognition, consciousness, perception and language; consequences of damage on learning and memory.

HBSK 5033. **Human clinical neuropsychology** (3)  
Professor Kirk. Permission required. Prerequisite: HBSK 4075 or equivalent. Cognitive and emotional disorders associated with particular brain functions or locations.

HBSK 5070. **Neural bases for language and cognitive development Section 1 (3) Section 2** (3)  
Professor Kirk. Permission required. Examination of neural mechanisms involved in language, reading, and the acquisition of academic skills. Particular attention to language disorders, variations in cerebral organization, and hemisphere specialization.

HBSK 5072. **Developmental neuropsychology** (3)  
Faculty. Permission required. Prerequisite: HBSK 4075 or HBSK 5070 or HBSK 5068 or equivalent background in basic neurosciences; also recommended: an introductory course in developmental psychology. Focus on neurobiological processes underlying pre- and post-natal development of the central nervous system. Particular attention is devoted to processes related to early perceptual-motor and cognitive development and to educational and clinical problems in development.

HBSK 5139. **Fundamentals of psychopharmacology** (3)  
Faculty. Permission required. Mechanisms of action and behavioral effects of drugs on the central nervous system. Focus on drugs influencing learning and memory and those used for psychiatric and neurobiological conditions.

HBSK 5274. **Fieldwork: Neuropsychological approaches to reading and cognitive development** (1–3)  
Professor Kirk. Permission required. Corequisite: HBSK 5375. Supervised experience in neuropsychological assessment and intervention. Special fee: \$100.

HBSK 6383. **Neuropsychological assessment in clinical practice** (3)  
Faculty. Permission required. Prerequisites: HBSK 5033 or HBSK 5070; and HBSK 5320. Analysis, administration, and interpretation of special procedures used to access brain damage/dysfunction in adults and children. Special fee: \$150.

HBSK 5371. **Educational neuropsychology** (1–3)  
Professor Kirk. Permission required. Educational applications of neuropsychological assessment findings. Special fee: \$150.

HBSK 5375. **Case studies of reading and cognitive development from a neuropsychological perspective** (4)  
Professor Kirk. Permission required. Prerequisite: previous courses in neuropsychological and educational assessment. Interpretation and implications of neuropsychological assessment for effective educational interventions. Materials fee: \$100.

HBSK 5575. **Integrative seminar in neurosciences and education** (3)  
Professor Kirk. Primarily for students in the Neurosciences and Education program during preparation of the final Ed.M. project; others by permission. In-depth examination of the implications for education and clinical practice of defined areas within the neurosciences.

### Advanced Study

HBSK 9410. **Supervised internship, advanced study level** (1–6)  
Professor Kirk. Internship for Advanced Study program students in Clinical Neuropsychology or in Neurosciences and Education. Supervised experience with assessment and intervention techniques in the neurosciences as they apply to education and clinical practice.

HBSK 9910. **Independent study, advanced study level** (2–3)  
Independent study vehicle for students in Advanced Study program to engage in supervised research or independent readings in neurosciences and education or clinical neuropsychology.

### Additional Courses Relevant to Neurosciences and Education (For course descriptions, see other program listings)

SCFC 5052–SCFC 5053.  
**Biochemistry and cell biology** (3–4)  
SCFC 5055. **Electron microscopy** (3)  
SCFC 5152. **Biochemistry and cell biology laboratory** (2)  
CCPJ 4064. **Principles and methods of psychological counseling** (3)  
HBSJ 4160. **Guidance of children and youth** (2–3)  
HBSJ 4073. **New developments in psychoeducational diagnosis and intervention** (1–3)  
HBSK 5023. **Cognitive development** (3)  
HBSK 5024. **Language development** (2–3)  
HBSK 5031. **Family as context for child development** (3)  
HBSK 5096. **The psychology of memory** (3)  
HBSK 5320–HBSK 5321. **Individual psychological testing** (2–3)  
BBSQ 4043. **The human nervous system** (3)  
BBSQ 6513–BBSQ 6517. **Seminars in basic and applied speech science** (3)  
BBSR 4055. **Neuromotor processes** (3)  
BBSR 6562–BBSR 6565. **Seminar in neuromotor processes** (2–3)  
CCPX 4030. **Psychology of adjustment** (3)

### Independent Study and Research

Students may register for intensive individual study of a topic of special interest. Registration in independent study is by permission of the instructor under whose guidance the work will be undertaken. Credit may range from 1 to 3 points each term.

The following courses may be taken by students in the Ed.M. Program in Neurosciences and Education. The last digit of each course number corresponds to the area of study: Psychology; Neurosciences and Education; HBSK 4904; HBSK 6904.

Doctoral students in other programs at the college may register for the following courses:

HBSK 4904. **Research and independent study** (1–3 each course)

HBSK 6904. **Advanced research and independent study** (1–3 each course)

HBSK 7504. **Dissertation seminar** (1–3 each course)

Permission required. Development of doctoral dissertations and presentation of plans for approval. Registration limited to two terms.

HBSK 8900. **Dissertation advisement** (0 each course)

Individual advisement on doctoral dissertation. Fee equal to 3 points at current tuition rate for each term. See catalog on continuous registration for Ed.D./Ph.D. degrees.

## Reading Specialist

(Code: TKU)

Program Coordinator: Professor Dolores Perin

### *Degree Offered:*

Master of Arts (M.A.)

### *Program Description:*

The Reading Specialist M.A. program provides students with a broad foundation in applied educational psychology as it relates to reading acquisition, and concentrated preparation in the assessment and remediation of reading and writing difficulties. Students may focus on work with child, adolescent, or adult learners.

Graduates of the program:

- Understand the normal acquisition of reading skills.
- Understand the cognitive processing problems experienced by students with reading, writing, and other learning disabilities.
- Understand reading processes in terms of linguistic, ethnic, and cultural diversity.
- Understand the affective components of reading difficulty.

- Identify cognitive processing problems that underlie reading decoding and reading comprehension difficulties.
- Complete an assessment of reading, writing, and related skills.
- Formulate an appropriate intervention plan based on previous diagnostic findings and continuous diagnostic teaching.
- Evaluate the effectiveness of remedial intervention and revise techniques and strategies when necessary.
- Evaluate commercially prepared instructional and testing materials analytically and critically.

Successful completion of the program leads to eligibility for New York State certification as a Reading Teacher (those who do not have a New York State teaching license are required to take the standardized tests mandated by New York State before applying for certification). An elementary (N–6) teaching certificate may also be obtained with ten points of additional course work which includes student teaching. Students interested in this option should contact the Department of Curriculum and Teaching.

Prepared to serve children as well as adults with a wide variety of educational needs, the program's graduates are in great demand as reading specialists in schools, community agencies, psychoeducational clinics, and private practice.

### *Degree Requirements:*

The Master of Arts requires a minimum of 32 points, and can be pursued either part-time (two academic years and two summers) or full-time (one academic year and two summers).

### Required Courses

(10 required courses, total 28–30 points)

HUDK 4010. **The psychology of reading (for students with little background in reading)** (3)

or

HUDK 5090. **Psychology of language and reading** (2–3)

HUDM 4050. **Introduction to measurement** (2–3)

HBSK 4072. **Theory and techniques of assessment and intervention in reading** (3)

HBSK 5373. **Practicum in psychoeducational assessment of reading and school subject difficulties** (HBSK 4072 prerequisite or co-requisite, permission required) (3)

HBSK 5376. **Practicum in intervention with reading and school subject difficulties** (HBSK 4072 and HBSK5373 prerequisite or corequisite, permission required) (3)

HBSK 5374. **Advanced practicum in psychoeducational assessment of reading and school subject difficulties** (HBS 5373/HBS 4300 & HBS 5376 prerequisite) (3)

HBSK 5377. **Advanced practicum in intervention with reading and school subject difficulties** (HBSK5376 prerequisite) (3)

HBSK 4074. **Reading comprehension strategies and study skills** (3)

HBSK 4085. **Behavioral management in the classroom (child focus)** (3)

or

HBSK 4077. **Adult basic literacy (adult focus)** (3)

HBSK 5580. **Seminar in consultation and evaluation in reading** (to be taken during the final Spring of the program) (3)

or

HBSK 6576. **Acquisition of reading and writing ability** (permission required) (3)

### Course grades

If courses are graded, students should take them for a grade, rather than pass/fail.

### Completion of M.A. Project

The master's project can address a number of areas related to reading and related learning difficulties among children and adults. This culminating project is intended to be completed during the final term of a student's enrollment in the program under the supervision of an advisor.

### *Courses:*

See courses in Reading Specialist, Reading and Learning Disabilities, and School Psychology programs below.

## Reading and Learning Disabilities

(Code: TZB)

Program Coordinators:  
Professor Kim Ried and  
Professor Dolores Perin

### *Degree Offered:*

Master of Education (Ed.M.)

### *Special Application*

**Requirements/Information:** Applicants must hold a graduate M.A. degree in Learning Disabilities or Reading from either Teachers College or another accredited institution. Admission decisions are based upon undergraduate and graduate academic records (a GPA of B+ or better is required), letters of recommendation, and a personal statement. Applicants must also have at least three years of full-time teaching experience either at the time of admission, or before the granting of the degree.

**Program Description:**

The Reading and Learning Disabilities Ed.M. requires a minimum of 60 points, and is offered to applicants who have either teacher certification or a master's degree in a related area and who desire additional specialized training, without making the extended commitment required to undertake a doctoral degree. Graduates are eligible for state certification as a reading teacher and as a teacher of special education.

Applicants who have neither a master's degree nor teaching certification in either Reading Specialist or Learning Disabilities should apply to the Master of Arts degree in one of these two areas. Subsequent to completing this Master of Arts degree, persons are eligible to apply for admission to the Ed.M. program in Reading and Learning Disabilities.

**Degree Requirements:**

Reading and Learning Disabilities Core

A total of at least 25 points must be taken to fulfill the reading and learning disabilities core requirement. Courses marked with an \* are required courses. Other courses necessary to fulfill this core should be selected in consultation with an advisor. An integrative paper, which is submitted to fulfill the master's special project requirement, is prepared during the semester in which HBSK5580 is taken (usually the last spring semester of attendance).

C&T4000. **Introduction to special education** (2–3 points)  
C&T4050\*. **Introduction to learning disabilities** (2–3 points)  
C&T4051\*. **Education of students with learning disabilities** (2–3 points)

C&T4052\*. **Diagnosis and remediation of math learning problems** (2–3 points)  
HBSK4072\*. **Theory and techniques of assessment and intervention in reading** (3 points)

HBSK4074. **Reading comprehension strategies and study skills** (3 points)

HBSK4077. **Adult basic literacy** (3 points)

C&T4136. **Methods and materials for reading instruction** (2–3 points)

C&T4138. **Teaching reading: a whole language perspective** (2–3 points)

C&T4705\*. **Observation and student teaching: learning disabilities** (3 points.)

C&T4853. **Multisensory teaching of basic language skills** (3 points)

HUDK5090. **Psychology of language and reading** (2–3 points)

HBSK5099. **Theories of cognitive processes in writing** (3 points)

HBSK5376\*. **Practicum in intervention with reading and school subject difficulty** (3 points)

HBSK5377. **Advanced practicum in intervention with reading and school subject difficulty** (3 points)

HBSK5580\*. **Seminar in consultation and evaluation in reading** (3 points)

C&T4501\*. **Core course: teacher education lecture** (0–2 points)

C&T4504\*. **Child abuse and drug abuse detection and reporting** (0 points)

Learning and Development Core

A total of at least 9 points are needed to fulfill this core requirement.

HUDK4020. **Theories of human development** (2–3 points)

HUDK4022. **Developmental psychology: childhood** (2–3 points)

HUDK4023. **Developmental psychology: adolescence** (2–3 points)

HUDK4027. **Development of mathematical thinking** (3 points)

HUDK4029. **Theories of human cognition and learning** (2–3 points)

HBSK4076. **Introduction to neuropsychology** (3 points)

C&T4079. **Language development and habitation: the foundations** (2–3 points)

HUDK4121. **Developmental psychopathology** (2–3 points)

HBSK5070. **Neural bases for language and cognitive development** (3 points)

Testing and Measurement Core

A total of at least 13 points are needed to fulfill this core requirement.

C&T4004\*. **Tests and remedial work for children with learning disabilities** (2–3 points)

HUDM4050\*. **Introduction to measurement** (2–3 points)

C&T4301\*. **Practicum in the educational assessment of exceptional children** (3 points)

HBSK5373\*. **Practicum in the psychoeducational assessment of reading difficulties** (3 points)

HBSK5374\*. **Advanced practicum in the psychoeducational assessment of reading difficulties** (3 points)

**Courses:**

See courses in Reading Specialist, Reading and Learning Disabilities, and School Psychology programs listed below.

**School Psychology**

(Code: TKL—Ed.M.)

(Code: TKT—Ed.D.)

Program Coordinator: Professor Stephen Peverly

**Degrees Offered:**

Master of Education (Ed.M.)

Doctor of Education (Ed.D.)

**Special Application**

**Instructions/Information:**

The GRE general test and an academic writing sample (a paper for a prior undergraduate or graduate class) are required for applicants to both the Ed.M. and Ed.D. degrees.

Any student wishing to focus on Low Incidence/Handicaps/Hearing Impaired or Neuropsychology should indicate this on the application form under "Area of Specialization."

**Program Description:**

**Master of Education**

Students in the Master of Education program in School Psychology receive training in the basic foundations of psychology, psychoeducational assessment (including the assessment of content-related cognitive processes), remediation in reading and school subject difficulties and study skills, short-term interventions, school consultation, affective assessment, counseling, and prevention programs.

Within the program, a student can follow the prescribed program sequence or opt for a focus on the hearing impaired or neuropsychology. Each focus requires some additional course work and appropriately planned fieldwork and internship experiences.

### Doctor of Education

The doctoral program in School Psychology is based on two concepts: the integration of science with practice and school-linked services. Our general goals are to stress: a) a firm grounding in the core areas of psychology, especially cognitive psychology; b) the development of research competencies through course work in psychological measurement, statistics, research design, and participation in an ongoing research apprenticeship; and, c) supervised clinical training in psychological and educational assessment and interventions (testing, observation, counseling, consultation, and short-term therapy with families). Our objective is to prepare students to work in a variety of settings, but with a primary focus on schools and universities.

As with the Ed.M. program, students in the doctoral program can develop special competencies in one of the following areas: Low Incidence Handicaps/Hearing Impaired or Neuropsychology.

Graduates of these programs will be competent to:

- Assess and evaluate learner differences from a developmental perspective.
- Diagnose and remediate difficulties in reading, mathematics, studying, and school subjects.
- Carry out behavioral and personality assessments.
- Engage in and plan educational, behavioral, and mental health interventions.
- Contribute to the development and evaluation of curriculum and instruction.
- Consult with educators, parents, administrators, and community agencies to aid in identifying and remediating learning and mental health problems.

In addition, doctoral graduates will be able to:

- Conduct psychological research related to children's cognitive and social-emotional functioning.
- Take leadership roles in a broad range of settings such as schools, universities, psychoeducational clinics, and community agencies.

### Degree Requirements:

#### Master of Education

The Master of Education program requires approximately 64 points of course work. The course of study stresses a firm grounding in the core areas of psychology, especially cognitive psychology, as well as in the tools traditionally used by school psychologists to apply their knowledge and skills to school settings. Completion of the Ed.M. program in School Psychology can lead to certification as a school psychologist in New York State.

Ed.M. students should plan on three years of full-time attendance, including summers. Although part-time attendance is possible, full-time attendance leads to a richer educational experience. Ed.M. students must be available to spend a minimum of one full day per week for practica in their first year and two full days per week for fieldwork in their second year. Internships are full-time. In addition, students must be available for classes during the day in order to follow courses in an orderly sequence.

Ed.M. Program:  
Suggested Sequence of Courses by Year and Semester

#### First Year

Fall  
HBSK 4025. Professional and ethical issues in school psychology

HBSK 4072. Theory and techniques of reading assessment and intervention  
HBSK 5320. Individual psychological testing  
HBSK 5373. Practicum in assessment of reading and school subject difficulties  
HBSK 5031. Families as a context for child development

#### Spring

CCPX 5034. Developmental psychopathology  
HUDK 5023. Cognitive development  
HBSK 5321. Individual psychological testing  
HBSK 6380. Practicum in psychoeducational assessment with culturally diverse students

#### Summer

HBSK 4073. Short-term Interventions  
HUDM 4050. Introduction to Measurement

#### Second Year

##### Fall

HBSK 5070. Neural Bases for language and cognitive development  
HBSK 5085\*. Observing and assessing the preschool child *or*  
HBSK 4074. Reading comprehension strategies and study skills

HBSK 5280. Fieldwork  
HBSK 6584. Seminar in school psychology consultation/Intervention in Childhood Disorders  
HUDM 4122\*\*. Probability and statistical inference *or*  
HUDM 5021. Methods of Empirical Research  
CCPX 4137. Group Dynamics: Theory and Experience

##### Spring

HBSK 6383. Neuropsychological Assessment of children and adults

HBSK 5096. The Psychology of Memory  
HBSK 5280. Fieldwork  
CCPJ 6362. Group Practicum (Sect. 2)

#### Third Year

HBSK 6480. School psychology internship (full-time placement)

\*Take HBSK5085 if you are interested in working with young children; take HBSK4074 if you are interested in late elementary/middle school & high school populations  
\*\*Teachers College students in the Ed.M. program who are interested in applying for the doctoral program must take HUDM4122, which is given in the Fall & Summer only

#### Doctor of Education

The doctoral program (Ed.D.) requires 95+ points. Attainment of the doctoral degree prepares students for certification as a school psychologist and licensure as a psychologist. On average, doctoral students should plan on five years of full-time attendance, including summers—three years of course work, a two-semester externship in the third year, a full-year internship during the fifth year, and a dissertation.

Doctoral Program:  
Suggested Sequence of Courses by Year and Semester

#### First year

##### Fall

HBSK4025. Professional and ethical functions of school psychologists  
HBSK5320. Individual psychological testing  
HUDM4122. Probability and Statistical Inference  
HBSK4072. Theory and techniques of reading assessment and intervention

HBSK5373. Practicum in diagnosis of reading and school subject difficulties HBSK6570–HBSK6578. Research Practicum

Spring  
HBSK6570–HBSK6578. Research Practicum HBSK5321. Individual Psychological Testing CCPX5034. Developmental Psychopathology HUDK5023. Cognitive Development HBSK6380. Practicum in Psychoeducational assessment w/culturally diverse students HUDM5122. Applied Regression

Summer  
HBSK4073. New developments in psychoeducational interventions HUDM5059. Psychological measurement

Second Year

Fall  
HBSK5085. Observing and Assessing Preschool Children HBSK5070. Neural Bases for language and cognitive development HBSK6570–HBSK6578. Research practicum HBSK5280. Fieldwork HBSK6584. Seminar in School Psychology Consultation/Intervention in Childhood Disorders CCPX4137. Group Dynamics: Theory and Experience

Spring  
HBSK6383. Neuropsychological assessment HBSK6570–HBSK6578. Research Practicum HUDM5123. Experimental Design HBSK5280. Fieldwork CCPJ6362. Group Practicum (Section 2)

Summer  
CCPX6020. History and Systems of Psychology

Third Year

Fall  
ORLJ5540. Proseminar in Social Psychology HBSK4074. Reading Comprehension strategies and Study Skills HBSK5031. Family as a Context for Child Development HBSK527. Supervised experience of Psychoeducational practice HBSK6570–HBSK6578. Research Practicum

Spring  
HBSS4110. Health promotion for children and adolescents HBSK5096. Psychology of Memory HBSK7503. Dissertation Proposal HUDM6122. Multivariate Analysis I

Third year students are also required to do an externship during the fall and spring semesters.

Fourth Year

HBSK8900. Dissertation Advisement

Fifth Year

HBSK6480. School psychologist internship

Foci in School Psychology

As mentioned previously, master's and doctoral students in the School Psychology Program can choose, if they wish, to focus on one of two areas: hearing impaired or neuroscience and education. Each of these options is detailed below.

Hearing Impaired

The focus in Low Incidence Handicaps: Hearing Impaired requires a core of 6 courses (12 credits) plus appropriately planned fieldwork and internship experiences. One of these courses will meet the program's special education requirement. Also, signing is taught on a non-credit basis. Students are expected to become moderately proficient in communicating by sign before the completion of the program.

The required courses are as follows:

1. BBSQ 4049. Listening in educational settings for the hard of hearing child
2. HBSE 4079. Language development & habituation: the foundation
3. HBSE 6070. The psychology of deafness
4. HBSE 4072. Development of language for the deaf
5. HBSE 5907. Linguistics for ASL
6. HBSE 4071. Special methods for teaching the hearing impaired

There are many opportunities for fieldwork and internship experiences in the New York City area including public and private schools (e.g., St. Mary's School for the Deaf; St. Joseph's School for the Deaf; and St. Francis School) and hospitals (e.g., Manhattan Eye and Ear Hospital).

Neurosciences and Education

- The focus in Neurosciences and Education requires a minimum of 5 courses or 15 points. Of these courses, four are required. One required course focuses on children and meets the APA General Psychology Requirements for biological bases. Another course focuses on the consequences of brain damage in

adults. These two courses provide students with an understanding of the differences between the developing brain and the adult brain as well as the differences involved in the consequences of brain damage for the acquisition of skill and for the loss of an acquired skill. A third course focuses on neuropsychological assessment for children and adults and is offered as part of the Advanced Practicum in psychological assessment and intervention. The fourth course is offered as part of the Fieldwork in psychological services. Students complete their Fieldwork by working one day in an external placement and the equivalent of one day at Teachers College. The fifth course, as well as additional course work, can be selected as elective, with the advice of an advisor.

Required Courses

BBS 5069. Brain and Behavior I, II (3)  
HBSK 5070. Neural bases of language and cognitive development Section 1, 2  
This course focuses on children and meets the APA General Psychology Requirements for biological bases.  
HBSK 5033. Human clinical neuropsychology  
This course focuses on the consequence of brain damage in adults.  
HBSK 6383. Neuropsychological assessment of children and adults  
HBSK 5280. Fieldwork in school psychological services

Students work one day in the field and the equivalent of one day at Teachers College. The Teachers College experience involves working as a member of a diagnostic/intervention team with children and adults with known or suspected neurological basis for their learning problems. Regular staffing sessions and occasional case confer-

ences allow students to develop and implement a neuropsychological perspective as well as to become familiar with perspectives on behavior which differ from their own. Joint intake sessions and reporting sessions allow students to acquire facility in interpreting the results of neuropsychological testing to clients and parents.

**Courses:**

**HBSK 4025. Professional and ethical functions of school psychologists (3)**  
Professor Peverly. Permission required. Overview of issues associated with the school psychologist's roles within educational settings including assessment, intervention, and consultation functions. Consideration of ethical problems and principles.

**HBSK 4072. Theory and techniques of reading assessment and intervention (3)**  
Professor Perin. Overview of theories and intervention techniques of reading, writing, spelling, and related learning difficulties. Appropriate for both classroom and clinical applications. Materials fee: \$50.

**HBSK 4073. New developments in psychoeducational interventions (1-3)**  
Dr. Dillon. Update of previous training and experience. Overview of recent diagnostic materials and research-based procedures to facilitate instruction. Materials fee: \$50.

**HBSK 4074. Reading comprehension strategies and study skills (3)**  
Professor Peverly. Reading and study skills: Practical procedures based on research findings appropriate for teachers, counselors, and others. For students at late elementary levels through young adulthood. Materials fee: \$25.

**HBSK 4077. Adult basic literacy (3)**  
Professor Perin. Psychological and educational aspects of adult basic literacy for teachers, counselors, and others who work with adults who seek to improve their basic reading and writing skills.

**HBSK 4085. Behavioral management in the classroom (3)**  
Dr. Sandberg. Behavioral analysis and management techniques applied to the classroom. Observation and recording of behaviors, behavior change, reinforcement schedules, shaping token economies, contingency management, and evaluation of behavior modification. Focus on applications but includes familiarization with research.

**HBSK 4770. Observation and student teaching: elementary education (1-5)**  
Permission required. Student teaching under supervision, with emphasis on reading instruction.

**HBSK 5031. Family as a context for child development (3)**  
Professor Brassard. Prerequisite: any introductory developmental psychology course. Examines theories of family functioning and empirical evidence of family processes that mediate child development outcomes. Emphasis on family factors associated with children's cognitive development and academic functioning. Materials fee: \$50.

**HBSK 5070. Neural bases for language and cognitive development (3) Section 1, 2 (3)**  
See Program in Neurosciences and Education for course description.

**HBSK 5085. Observing and assessing preschool children (3)**  
Professor Boehm. Overview of assessment procedures used with preschool and kindergarten-age children including review of related tests, the development of observation procedures, and the development of screening programs. Materials fee: \$75.

**HBSK 5096. The psychology of memory (3)**  
Professor Peverly. An analysis of perspectives on human memory with particular attention to knowledge, attention, strategic processes, metacognition, transfer, and context. The application of this information to practice is stressed.

**HBSK 5099. Theories of cognitive processes in writing (3)**  
Professor Perin. An examination of theoretical underpinnings of writing processes from vantage points of educational and cognitive psychology. Topics include the acquisition of writing abilities across the life-span, reading-writing relationships, and methods of assessing writing samples. Prerequisite: at least one course in reading, writing or spoken language.

**HBSK 5271-HBSK 5273. Fieldwork in remedial reading and school difficulties**  
Permission required.

**HBSK 5271. Supervised experience of psychoeducational practice (1-2)**

Supervisory fee: \$100.

**HBSK 5272. Supervised field placement in reading (1-2)**

**HBSK 5273. Supervised field placement with culturally diverse populations (1-2)**

**HBSK 5280. Fieldwork in school psychological services (1-3)**

Dr. Gotterbarn. Permission required. Limited to second-year students in School Psychology. Consists of two days per week of field placement for two semesters, plus university-based supervision. Must be taken concurrently with HBSK 6382-HBSK 6383. Supervised experience of psychoeducational practice. Supervisory fee: \$100 per semester.

**HBSK 5320-HBSK 5321. Individual psychological testing**  
Professors Kirk and Brassard. Permission Required. Prerequisite or corequisite: HUDM 4050 or equivalent. This is a year-long course open to doctoral students in Counseling and Clinical Psychology and to Ed.M. and doctoral students in School Psychology. Background, administration, and interpretation of major psychological tests from both nomothetic and ideographic perspectives. Part I covers the administration of major measures. Part II covers the interpretation and integration of data into case reports. Lecture plus

lab/supervisory section. Supervisory fee: \$100; materials fee: \$50 per term.

**HBSK 5320. Individual psychological testing I (3)**

**HBSK 5321. Individual psychological testing II (1-3)**

**HBSK 5373. Practicum in psychoeducational assessment of reading (3)**

Faculty. Prerequisite or corequisite: HBSK 4072. Materials fee: \$150.

**HBSK 5374. Advanced practicum in psychoeducational assessment of reading (3)**

Faculty. Prerequisite: HBSK 5373 or HBSE 4300. Materials fee: \$150.

**HBSK 5375. Case studies of reading and cognitive development from a neuropsychological perspective (4)**

Professor Kirk. Materials fee: \$150.

**HBSK 5376. Practicum in intervention with reading (3)**

Faculty. Prerequisite or corequisite: HBSK 4072, HBSK 5373, or HBSE 4300. Materials fee: \$150.

**HBSK 5377. Advanced practicum in intervention with reading (3)**

Faculty. Prerequisite: HBSK 5376. Materials fee: \$150.

**HBSK 5579. Special topics in psychoeducational practice (1-3)**

Faculty. Permission required. New and emerging developments and practices are examined and evaluated. Topics are announced in the preliminary and final course schedules distributed each semester.

**HBSK 5580. Seminar in consultation and evaluation in reading (2-3)**

Professor Peverly. Permission required. Current topics in reading and schooling; professional issues; preparation for integrative paper requirement.

HBSK 6320. **Practicum in college instruction** (1–3)  
Faculty. Permission required. Supervised experience in preparation of instructional materials and in assessment of student performance at the college and university level.

HBSK 6380. **Practicum in psychoeducational assessment with culturally diverse students** (2–3)  
Professor Brassard. Permission required. Supervised experience in psychoeducational assessment, including observation, interviewing, and testing of children from culturally diverse backgrounds; integration and interpretation of data. Consideration of intervention procedures. Students work with clients in the Center for Psychological Services. Additional supervisory session required. Supervisory fee: \$100. Materials fee: \$50.

HBSK 6382–HBSK 6383. **Advanced practicum in psychoeducational assessment and intervention in schools** (3 per term)  
Professors Brassard and Kirk. Permission required. The course consists of four components: (1) Clinical interviewing, (2) Neuropsychological assessment, (3) Personality assessment, and (4) Family assessment and intervention. Section I—School Psychology students only; 3 points; requires a supervised field experience; \$150 special fee. Section II—open to students in Clinical and Counseling Psychology; 1–2 points; \$25 special fee. Concurrent registration in HBSK 5280 (Fieldwork) required for all School Psychology students.

HBSK 6480. **School psychologist internship** (0–4)  
Dr. Dillon. Permission required. Limited to Ed.M. or doctoral students in school psychology. Supervised experience in the delivery of psychological services in approved and appropriate agencies, institutions, and schools.

HBSK 6522. **Seminar in cognitive processes** (3)  
Professor Peverly. Permission required. Advanced discussion of topics in cognitive psychology and their implications for instruction.

HBSK 6570–HBSK 6578. **Research in applied educational psychology**  
Permission required. Prerequisite: familiarity with statistical procedures and research design. Required of all doctoral students admitted in or after 1983. Students participate in ongoing research or other special projects under the direction of a faculty member.

HBSK 6570. **Neurosciences and education** (0–3)  
Professor Kirk.

HBSK 6571. **Cognitive processes and strategies in young children** (0–3)  
Professor Boehm.

HBSK 6572. **Mathematics reasoning and mathematics education** (0–3)  
Professor Ginsburg.

HBSK 6573. **Text comprehension** (0–3)  
Professor Williams.

HBSK 6574. **Cognitive processes related to studying** (0–3)  
Professor Peverly.

HBSK 6576. **Acquisition of reading and writing ability** (0–3)  
Professor Perin.

HBSK 6577. **Psychoeducational aspects of deafness** (0–3)  
Professor Kretschmer.  
HBSK 6578. **Research: Family and school violence** (0–3)  
Professor Brassard.

HBSK 6575. **Child development in the family context** (1–4)  
Faculty. Permission required. Prerequisite: HBSK 5031. Analysis of current research of the family's influence on the development of children. Individual exploration of research topics.

HBSK 6580. **Advanced seminar in psychology and education** (0–3)  
Faculty. Permission required. Prerequisite: HBSK 5080–HBSK 5081. Limited to doctoral students in applied educational and developmental psychology. Research investigations of current educational problems.

HBSK 6584. **Seminar in school psychology consultation** (1–5)  
Professor Peverly. Advanced seminar in school consultation and classroom management.

HBSK 6590. **Seminar in concept acquisition in young children** (3)  
Faculty. Permission required. Theories (Bruner, Piaget, Gagne, Klausmeier) and research on the development of concepts of time, space, and quantity in young children.

HBSK 7503. **Dissertation seminar: Schooling and Reading** (1–3)  
Faculty. Permission required.

HBSK 8902. **Dissertation advisement: Schooling and Reading** (0)  
Faculty. Permission required.

## Programs in Health Studies

*Health Education*

*Nursing Education*

*Nutrition and Education*

*Applied Physiology and Nutrition*

*Community Nutrition Education*

*Dietetic Internship Program*

*Nutrition and Public Health*

*Nutrition Education*

*Physical Education*

## Health Education

(Code: TSD)

Program Coordinator: Professor Charles E. Basch

### Degrees Offered:

Master of Arts (M.A.)

Master of Science (M.S.)

Doctor of Education (Ed.D.)

### Program Description:

The Program in Health Education at Teachers College has had a long history in preparing health education specialists. Health education is a professional field that has expanded rapidly, primarily because of national policy that has emphasized health promotion and disease prevention. Its goal is to facilitate voluntary health-related behavioral and social change through the application of principles of behavioral and social sciences. As such, health education is concerned with

motivating and enabling individuals and groups to assume responsibility for their health by learning and adopting behaviors, and supporting social policies that can promote and maintain health. The program at Teachers College is grounded in the belief that community-level structures and organizations play a key role in determining the health of the people. It offers courses in which students learn to analyze and understand, and thus become able to influence community structures that either enhance or undercut health-promoting individual behaviors.

In addition to Health Education courses, students are encouraged to pursue interdisciplinary study and research throughout Teachers College, as well as other divisions of Columbia University such as the School of Public Health and the Graduate School of Arts and Sciences. The Center for Health Promotion at Teachers College, which involves students and faculty, provides opportunities to take part in ongoing research projects in health promotion and disease prevention. In addition, students may participate in research with the Cornell Arthritis and Musculoskeletal Diseases Center at the Hospital for Special Surgery or with the Diabetes Research and Training Center at the Albert Einstein College of Medicine. Both have multi-institutional collaborative efforts involving faculty from the Program in Health Education at Teachers College.

The overall goal of the program is to prepare graduates who will assume positions of leadership and service as professional health educators in a variety of practice, research, and policy-making settings. Graduates of the program take positions as leaders in health promotion and disease prevention programs of vol-

untary health agencies, hospitals and other health care organizations, school systems, business and industry, and health-related governmental agencies in the United States and in other countries. They also serve as educator-scholars in elementary and secondary schools, colleges and universities, and as health services researchers in academic medical centers.

Each degree program has some flexibility in order to accommodate differences in previous professional preparation, interests, and professional career objectives of students. In general, the programs of study emphasize the development of competencies in assessing individual and community need for health education; planning effective health education programs; implementing health education programs; coordinating the provision of health education services; acting as a resource person in health education; communicating health and health educational needs, concerns, and resources; evaluating the effectiveness of health education programs; and conducting research in health education.

Students at both the master's and doctoral levels are encouraged to become actively involved in departmental, college, and university functions which facilitate interaction with faculty and other students, and which have the potential to enrich the student's intellectual and professional growth. They are expected to undertake the complex and challenging tasks associated with graduate study and other related learning experiences in such a manner as to demonstrate their intellectual discipline. Such discipline includes integrity, creativity, and innovation, as well as the student's abilities to conceptualize at a high level, think critically, communicate effectively

both orally and in writing, and provide leadership.

Students are also expected to demonstrate the ability to appreciate, relate to, and communicate with ethnically, racially, and linguistically diverse individuals and groups of people who possess different personal, social, and cultural histories than their own. They are also encouraged to develop a strong sense of professional identity and commitment to professional affairs in health education. This might take the form of active membership in appropriate national, regional, or local professional organizations, participation in professional meetings, presenting an abstract or a paper at professional meeting, or serving on a professional committee.

Completion of the M.A. degree program makes graduates eligible to qualify for certification as a Certified Health Education Specialist through the National Commission for Health Education Credentialing, Inc. and as a Certified Alcoholism Counselor. Specific information regarding each program and its degree requirements can be obtained by writing to the program coordinator, Professor Charles E. Basch.

**Special Application Requirements/Information:** All programs have ongoing admissions, and will review applications throughout the year. Preference in scholarship awards will be for those students who meet the priority deadline. The GRE test is not required for applicants to the M.A. or M.S. programs.

Doctoral applicants are required to submit scores from the GRE General Test or the Miller Analogies Test, and a writing sample (preferably a course paper, Master's thesis, or published article).

### **Degree Requirements:**

#### **Master of Arts**

The minimum College requirements for the M.A. degree in Health Education include satisfactory completion of a program of no less than 30 points of course work and a formal essay, or 32 points with an acceptable departmental integrative project. At least 20 points must be earned in Teachers College courses. In order to broaden the student's background in education, no less than three Teachers College courses from outside the major department, each for a minimum of two points, must be taken. The remaining course work may be completed at Teachers College or in other graduate divisions of the University, but no more than 12 points from other faculties of the University will be credited toward the minimum point requirement. No transfer credit is granted for work completed at other institutions.

The program of study for the Master of Arts degree in Health Education includes required and elective courses in several areas. The exact program and sequence of study are determined by the student's previous academic preparation, professional experience, and professional career objectives. Programs of study typically exceed the minimum College requirement of 32 points. Selection of courses that fulfill an area requirement in the program of study listed below is guided by individual needs of the student and is not limited to those courses that are listed. It should be noted that the point requirements indicated for each area of study given below are minimum requirements.

1. Major (21 Points)
  - a. Required Core Courses (12 points)
    - HBSS4100. **Introduction to health education** (3)
    - HBSS4102. **Principles of epidemiology in health promotion** (3)
    - HBSS4118. **Relapse prevention for problem behaviors** (3)
    - HBSS5110. **Determinants of health behavior** (3)
  - b. Elective Courses (9 points)
    - TI5551. **Introduction to health education** (3)
    - HBSS4000. **A survey of nutrition: fads and popular fantasies** (3)
    - HBSS4010. **Nutrition and behavior** (3)
    - HBSS4011. **Women and weight** (3)
    - HBSS4013. **Nutritional ecology** (3)
    - HBSS4110. **Health promotion for children and adolescents** (3)
    - HBSS4111. **Addictions and dependencies** (3)
    - HBSS4112. **Social policy and prevention** (3)
    - HBSS4113. **Human sexuality education** (3)
    - HBSS4114. **Health promotion for multicultural populations** (3)
    - HBSS4115. **Health Promotion for aging adults** (3)
    - HBSS4116. **Health education for elementary Teachers College** (2-3)
    - HBSS4117. **AIDS education** (3)
    - HBSS4120. **Topics in health education** (2-3)
    - HBSS4130. **Alcohol and health** (3)
    - HBSS4140. **Developing workplace health promotion programs** (3)
    - HBSS4141. **Health and illness in cross-cultural perspective** (3)
    - HBSS4901. **Research and independent study in health education** (1-4)

- HBSS5111. **Planning health education programs** (3)
- HBSS5112. **Theory and practice of health communications** (3)
- HBSS5113. **Community health analysis** (3)
- HBSS5115. **Assessment and counseling for health promotion** (3)
- HBSS5408. **Practicum in individual health advisement** (3)
- HBSS5410. **Practicum in health education** (1–6)
- HBSS6100. **Measurement and evaluation in health education** (3)
- HBSS6145. **Health psychology** (3)

c. Essay or Integrative Project (0 points)

- 2. Broad and Basic Areas of Professional Scholarship and Practice (6–9 Points)
  - a. One course in learning theory pertaining to a population group of interest, such as the child, adolescent, adult, or older adult.
  - b. One course in communications, computing or instructional technology and media.
  - c. One course in research methods, evaluation, measurement, or statistics.

#### Master of Science

The Master of Science degree requires a minimum of no fewer than 60 points and an essay or project. The College requires that a minimum of 30 points be completed under the auspices of Teachers College, including 18 points that must be earned in Teachers College courses. In order to broaden the student's background in education, no less than three Teachers College courses from outside the major department, each for a minimum of two points, must be taken. The remaining course work may be completed at Teachers College or in other graduate divisions

of the University. Although no transfer credit toward the Master of Science is granted for work completed at other institutions, a maximum of 30 semester hours of graduate credit may be used from other recognized institutions to reduce the degree requirement. Applicants who have completed the Master of Arts (M.A.) degree in Health Education through Teachers College, which is applicable to the M.S. degree, must offer a minimum of 45 points of the required 60 points under Teachers College registration.

The program of study for the Master of Science degree in Health Education includes required and elective courses in several areas. The exact program and sequence of study is determined by the previous academic preparation, professional experience, and professional career objectives of the student. Selection of courses that fulfill an area requirement in the program of study listed below is guided by individual needs of the student and is not limited to those courses that are listed. It should be noted that the point requirements indicated for each area of study given below are minimum requirements.

- 1. Major (36 Points)
  - a. Introductory Core Courses (9 points)
    - HBSS4100. **Introduction to health education** (3)
    - HBSS4102. **Principles of epidemiology in health promotion** (3)
    - HBSS4118. **Relapse prevention for problem behaviors** (3)
  - b. Advanced Core Courses (Required 15 points)
    - HBSS5110. **Determinants of health behavior** (3)
    - HBSS5111. **Planning health education programs** (3)

HBSS5112. **Theory and practice of health communications** (3)

HBSS6100. **Measurement and evaluation in health education** (3)

HBSS6145. **Health psychology** (3)

- c. Elective Courses (12 points) (See M.A. elective list for course selection)
- d. Essay or Integrative Project (0 points)
- 2. Broad and Basic Areas of Professional Scholarship and Practice (18 Points)
  - a. Nature of Education, Persons, and Learning Processes (required 6 points)
  - b. Communications, Computing and Instructional Technology and Media (required 2–3 points)
  - c. Methods of Evaluation and Research (required 9 points)
    - (1) General Research Methods (required 3 points)
    - (2) Statistics (required 3 points)
    - (3) Measurement and Evaluation (Required 2–3 points)

#### Doctor of Education

The Doctor of Education degree requires a minimum of 90 post-baccalaureate points and the preparation and defense of a dissertation. Up to 45 graduate level points taken at other institutions may be transferred toward doctoral requirements. Candidates for the Ed.D. degree are also expected to demonstrate satisfactory performance on a departmental Certification Examination and to prepare and defend an acceptable dissertation project. In addition to the College requirements, all candidates for the Ed.D. degree in Health Education must have fulfilled the equivalent of the requirements for the Master of Arts (M.A.) degree in health education. For those students

entering the doctoral program with only a baccalaureate degree, the M.A. degree must be completed first. Those applicants who, at the time of admission to the program, do not present the equivalent of a master's thesis are required to prepare and present an acceptable essay or pre-doctoral project prior to or during the term in which 60 points of applicable graduate study have been completed.

The program of study for the Doctor of Education degree in Health Education includes required courses, course work in required areas, and elective courses. The exact program and sequence of study is determined by the previous academic preparation, professional experience, and professional career objectives of the student. Programs of study typically exceed the minimum College requirement of 90 points, with most candidates offering between 90–120 points for the degree. Selection of courses that fulfill an area requirement in the program of study listed below is guided by individual needs of the student and are not limited to those courses that are listed. A student who presents evidence of proficiency in those required courses or in an area of course work required for the program may, at the discretion of the major advisor and upon approval of the department chairman, select and substitute courses that represent more advanced study in the area in which the student has demonstrated competence, or additional preparation in other areas in which the student's preparation is less extensive. It should be noted that the point requirements indicated for each area of study given below are minimum requirements.

1. Major (50 Points)
  - a. Introductory Core Courses (Required 9 points)
    - HBSS4100. **Introduction to health education** (3)
    - HBSS4102. **Principles of epidemiology in health promotion** (3)
    - HBSS4118. **Relapse prevention for problem behaviors** (3)
  - b. Advanced Core Courses (Required 15 points)
    - HBSS5110. **Determinants of health behavior** (3)
    - HBSS5111. **Planning health education programs** (3)
    - HBSS5112. **Theory and practice of health communications** (3)
    - HBSS6100. **Measurement and evaluation in health education** (3)
    - HBSS6145. **Health psychology** (3)
  - c. Elective Courses (21 points) (See M.A. list for course selection)
  - d. Research Seminar and Preparation of the Dissertation (5 points)
    - HBSS6510. **Research seminar in health education** (3)
    - HBSS7501. **Dissertation seminar in health education** (2)
    - HBSS8900. **Dissertation advisement in health education** (0)
2. Broad and Basic Areas of Scholarship and Practice (27–30 Points)
  - a. Nature of Education, Persons, and Learning Processes (required 6–9 points)
  - b. Communications, Computing and Instructional Technology and Media (required 2–3 points)
  - c. Methods of Evaluation and Research (required 17–18 points)
    - (1) General Research Methods (required 6 points)

- (2) Statistics (required 6 points)
- (3) Measurement and Evaluation (Required 5–6 points)

*Courses:*

**Introductory Courses**

HBSS 4100. **Introduction to health education** (3)  
Professor Allegrante. Determinants of health; relationship between health and human behavior; the role of health education as a strategy in health promotion and disease prevention; selected issues and problems.

HBSS 4102. **Principles of epidemiology in health promotion** (3)  
Professor Basch. Principles and methods of epidemiologic investigation; application of epidemiology to prevention and control of disease, using health education.

HBSS 4110. **Health promotion for children and adolescents** (3)  
Professor Basch. Basic topics in promoting child and adolescent health; relationships between school, family, and community in promoting the health status of school age children.

HBSS 4111. **Addictions and dependencies** (3)  
Professor Wallace. Social-psychological, cultural, clinical, and pharmacological factors associated with the use of psychoactive drugs and other compulsive behaviors.

HBSS 4112. **Social policy and prevention** (3)  
Professor Allegrante. Analysis of current national health policy, its social, economic, and political determinants, and implications for health education.

HBSS 4113. **Human sexuality education** (3)  
Mr. Rocco. Explore human sexuality from a variety of perspectives; explore their own attitudes about human sexuality and how they affect them personally and professionally; examine methods of teaching and designing sexuality education programs.

HBSS 4114. **Health promotion for multicultural populations** (3)  
Professor Wallace. Health status, needs, and problems of multicultural populations in urban environments, and sensitivity to these issues in effective programs

HBSS 4115. **Health promotion for aging adults** (3)  
Dr. Fulmer. Changes in aspects of health during the middle and later years; recent developments in the field of gerontology as well as legislation and community organization designed to meet health needs of aging persons.

HBSS 4116. **Health education for teachers** (2–3)  
Ms. Whalen. Review of concepts, issues, and content relevant for teaching children and adolescents; methods and resources for teaching various content are integrated throughout; topics include alcohol and drugs, sexuality, environmental health, diet, weight and weight control, stress, and child abuse.

HBSS 4117. **AIDS education** (2–3)  
Dr. Fullilove. The role of schools, parents, and communities in educating youth about AIDS and human sexuality; review of methods and resource materials for providing such education; consideration of controversial issues surrounding these topics.

HBSS 4118. **Relapse prevention for problem behaviors** (3)  
Professor Wallace. Theory and techniques of relapse prevention across a range of addictive behaviors. Topics include relapse prevention for psychoactive substance use, eating disorders, gambling, and sex.

HBSS 4120. **Topics in health education** (2–3)  
Faculty. Review and synthesis of current knowledge on a selected topic related to health, such as teenage suicide, child abuse, violence, teenage pregnancy, and mental health.

HBSS 4130. **Alcohol and health** (3)  
Professor Wallace. Background and theory related to alcohol use and misuse; health and social consequences of alcohol misuse; consideration of special populations, such as children of alcoholics; review of alternative approaches to prevention and treatment.

HBSS 4140. **Developing workplace health promotion programs** (3)  
Professor Allegrante. Provides a comprehensive step-by-step process to designing, implementing, and evaluating health promotion programs at the workplace.

HBSS 4141. **Health and illness in cross-cultural perspective** (3)  
Faculty. Examination of the role of healing and medicine, both historically and cross-culturally, and of the utility of considering cultural practices and beliefs when designing health education programs.

**Intermediate and Advanced Courses**

HBSS 5110. **Determinants of health behavior** (3)  
Professor Allegrante. Theory-based analysis of the cultural, social-psychological, and social-structural determinants of health-related behaviors; implications for planned change at individual, small-group, and community levels.

HBSS 5111. **Planning health education programs** (3)  
Professor Basch. Process of developing social, epidemiological, behavioral, and educational diagnoses; principles of planning, implementing, and evaluating health education interventions.

HBSS 5112. **Social marketing and health communications** (3)  
Ms. Bogart. Principles and theories of marketing and communication applied to health education. Practice in developing and evaluating health communications.

HBSS 5113. **Community health analysis and intervention** (3)  
Professor Basch. Survey and analysis of concepts, issues, strategies, and methods relevant to community health analysis and intervention.

**HBSS 5115. Assessment and counseling for health promotion (3)**

Professor Wallace. Assessment of clients' health compromising behaviors to reduce relapse and facilitate referrals to mental health staff; interventions for motivational counseling, psychoeducational group, and focus group formats are covered.

**HBSS 5408. Practicum in individual health advisement (3)**  
Faculty. Individual and small group practice in the application of basic principles of counseling in the area of health problems.

**HBSS 5410. Practicum in health education (1–6)**  
Faculty. Permission required. Advance registration required in the semester prior to taking the course. Intensive field experience in a community setting. Essay required at end of field experience. Sections: (1) Professor Allegrente (2) Professor Basch (3) Professor Wallace.

**HBSS 6100. Measurement and evaluation in health education (3)**  
Professor Basch. Theory, methods, and problems of measurement and evaluation in health education; standards for evaluation of health education programs; skills in critical evaluation of research and evaluation reports.

**HBSS 6145. Health psychology (3)**  
Faculty. Topics include social learning theory, attribution, and attitudes as they apply to health promotion, disease prevention, reactions to illness, and adherence to treatment regimens.

**Seminars and Research**

**HBSS 4901. Research and independent study in health education (1–4)**  
Faculty. Permission required. Research and independent study under faculty direction. Proposals must have prior approval of a faculty member. Sections: (1) Professor Allegrente (2) Professor Basch (3) Professor Wallace.

**HBSS 5510. Seminar in health education (3)**  
Faculty. Current problems, issues, and trends in health education.

**HBS I5690. Colloquium in health promotion (2–3)**  
Faculty. Permission required. A multidisciplinary colloquium involving faculty and students from several departments, as well as guest lecturers from outside the College and University. Analysis of the content, theory, and method of health promotion programs in various settings. Faculty and students discuss current research, practice, and policies in health promotion.

**HBSS 6510. Research seminar in health education (3)**  
Faculty. Permission required. Review of research literature, methods, and problems in health education.

**HBSS 6901. Research and independent study in health education (1–4)**  
Faculty. Permission required. Open to matriculated doctoral students. Research and independent study under faculty direction. Proposals must have prior approval of a faculty member. Sections: (1) Professor Allegrente (2) Professor Basch (3) Professor Wallace.

**HBSS 7501. Dissertation seminar in health education (2)**  
Faculty. Permission required. Open to certified doctoral candidates only. Development and presentation of doctoral dissertation proposals.

**HBSS 8900. Dissertation advisement in health education (0)**  
Faculty. Permission required. Individual advisement on doctoral dissertations. Fee: equal to 3 points at current tuition rate for each term. Sections: (1) Professor Allegrente (2) Professor Basch (3) Professor Wallace.

**Nursing Education:  
Professorial Role  
(Nurse Educator)**

(Code: TNP)  
Program Coordinator: TBA

**Degree Offered:**  
Doctor of Education (Ed.D.)

**Special Application Requirements/Information:**  
In addition to the requirements for admission to Teachers College, an applicant for the Doctor of Education degree must be a Registered Nurse in any state or in Canada and hold a baccalaureate degree with a cumulative grade point average of 3.5 or better. Test scores from either the Graduate Record Examination (GRE) or the Miller Analogy Test (MAT) as well as a writing sample (a course paper, master's thesis, or a published paper) are required.

An applicant whose native language is not English or whose nursing education was not in English must submit proof of English language ability (see information on "Standardized Tests" in the Admissions Application Information section). These applicants do not have to submit test scores for the GRE or the MAT.

**Program Description:**  
Nurse education in an academic setting began at Teachers College in 1899. These programs have a long and distinguished tradition and commitment to the education of nurses who have diverse roles in academic and community settings within the United States and abroad. They are committed to the scholarly inquiry of critical issues that face nursing education and influence the character and goals of nursing education programs. The curriculum is designed to provide an excellent foundation in scientific inquiry and nursing theory and development, quantitative and qualita-

tive research designs, as well as in curriculum and teaching. Scholarly study of nursing is central to the program.

Graduates of the doctoral program assume major positions in academic, health care, research and practice settings. They are leaders and meet the challenges of change in nursing education and health care. Their commitment to scholarly inquiry of critical issues that face nursing education and the instruction of current leaders for the improvement of nursing education and the health and nursing care of the populations nurses serve are essential in the development of the arts, science, and practice of nursing.

Placement of the Program in Nursing Education within the Department of Health and Behavior Studies ensures a multidisciplinary approach to problems in nursing education, society, and health. The Professorial Role program combines teaching, research, and services to society to meet scholarship responsibilities of higher education. This is a unique program that prepares nurse educators to work in varied settings and accomplish behavioral change through education. The Department provides access to faculty expert in self-care, rehabilitation, violence, addictions, and child and adolescent health.

**Degree Requirements:**  
The Doctor of Education program requires a minimum of 90 points beyond the baccalaureate.

Major: 35–45 points. This includes introductory and advanced courses in the selected area of specialization. Students may include departmental courses listed under role preparation and cognates related to the area of specialization in this component.

Research: 19–21 points.  
Appropriate courses related to design of the dissertation.

Broad and basic areas: 14–21 points. This refers to the broad and basic areas of professional scholarship.

Electives: 3–6 points. These courses should round out scholarly studies.

**Courses:**

**General Nursing Domain Courses**

Nursing domain courses deal with theory, professionalization, research, history, issues, and trends. These courses are open to students in any nursing sequence of study. They are also open to interested students, nurses, or non-nurses from other departments and include course work in nursing theory, professional nursing, and nursing research.

**Nursing Theory**

**HBS 4003. Crisis intervention (3)**  
Faculty. Study of general crisis phenomena within the framework of crisis intervention theory. Analysis of individual, family, and community dynamics.

**HBSN 4005. Theories of nursing (3)**  
Faculty. Theoretical foundations of nursing. Critical analysis of theories that explain the nature of nursing practice.

**HBSN 5000. Nursing science (3)**  
Faculty. Prerequisite: HBSN 4005. Examination of emerging issues in nursing research and health care. Relevance to theory development and health policy are emphasized.

**HBSN 5001. The practice of nursing science (3)**  
Faculty. Prerequisites: HBSN 4005 and HBSN 5000. Design and implementation of a nursing-science based strategy to advance practice. Priority given to populations considered at risk or underserved.

**HBSN 5005. Interdisciplinary theory in nursing (3)**  
Faculty. Prerequisites: HBSN 4005, HBSN 5040 or equivalent. Evaluation of utility of theories and models from related disciplines in posing research problems in nursing. Focus on strategies of concept analysis and theory derivation.

**HBS 5551. Bioethics (3)**  
Dr. Camuñas. Review of bioethical issues in society, health care, and health care delivery.

**HBSN 6505. Theory construction in nursing (3)**  
Faculty. Prerequisites: HBSN 4005 and HBSN 5005. Acquisition of the fundamental logic of theory development and its application to nursing. Understanding and use of theory construction.

**HBSN 6507. Seminar on theory in practice (3)**  
Faculty. Prerequisites: 2 courses in nursing theory. Design and evaluation of theoretically/empirically derived models for advanced practice in nursing education, management and care of clients.

**HBSN 6600. Colloquium in nursing theory (3)**  
Faculty. Prerequisites: 2 courses in nursing theory. Examination of a selected nursing theory or theory problem in depth. Course may be repeated for credit if different topics are covered.

**HBSN 6909. Independent study in nursing theory (1–6)**  
Faculty. Permission required. Individual, guided learning experience in a selected nursing theory or theory problem. Topic agreed upon between student and faculty.

**Professional Nursing**

**HBSN 4001. Contemporary issues in nursing (3)**  
Faculty. Identification and analysis of current issues in nursing; development of appropriate background; formulation of personal stances on selected issues.

**HBSN 4004. Historical trends in nursing (3)**  
Faculty. Consideration of the history of nursing and nursing education, and its influence on current developments in nursing.

**HBSN 4050. Health problems and issues in society (3)**  
Faculty. Political and economic concepts influencing the delivery of health care services. Consideration of health issues facing the public and possible courses of action.

**HBSN 5908. Independent study in professional nursing (1–6)**  
Faculty. Permission required. Individual, guided learning experience at the Master's level in a selected aspect of professional nursing. Topic agreed upon between student and faculty.

**HBSN 6501. Seminar in professional nursing (3)**  
Faculty. Prerequisites: 2 courses in nursing professionalism and/or history. Examination of selected professional nursing problems or domain in depth. Course may be repeated for credit if different topics are covered.

**HBSN 6908. Independent study in professional nursing (1–6)**  
Faculty. Permission required. Individual, guided learning experience at the doctoral level in a selected aspect of professional nursing. Topic agreed upon between student and faculty.

**Nursing Research**

**HBSN 5040. Methods in nursing research (3)**  
Faculty. Prerequisites: HBSN 4005, HBSN 5000. Analysis of hypothetical generation, study designs and data collection methods in nursing research with emphasis on application to practice.

**HBSN 5043. Nursing research development (3)**  
Faculty. Prerequisites: HBSN 4005, HBSN 5040, or equivalents. Philosophical foundations of empirical and naturalistic inquiry methods are examined with reference to developing a domain significant research problem. Emphasis given to clarification to study design within interdisciplinary knowledge relevant to nursing.

**HBSN 5340. Practicum in archives and historical research (3)**  
Faculty. Prerequisites: HBSN 5040 and HBSN 5043. An introduction to the theory and practice of archives administration and historical research. Course treats the fundamentals of these two interrelated fields through lectures, readings, practical exercises, and a project involving: (1) arrangement and description of a manuscripts collection or (2) an oral history interview. Projects focus on the Nursing Archives in Milbank Memorial Library.

**HBSN 5540. Seminar in Master's thesis development (3)**  
Faculty. Permission required. Group critique of thesis proposals; analysis of theory and research design. Open only to students writing theses. This course may be repeated as often as necessary until the student is ready to present the thesis proposal for faculty approval in HBSN 5541. Continuous Autumn/Spring enrollment is required until the semester in which presentation is held.

**HBSN 5541. Master's thesis seminar in nursing (3)**  
Faculty. Permission required. Prerequisite: HBSN 5540. Involves presentation of Master's thesis proposal for faculty approval.

**HBSN 5940. Master's advisement in nursing (3)**  
Faculty. Permission required. Individual advisement on Master's thesis. May be repeated for up to 6 points. Involves active work toward completion of a thesis proposal that has been accepted by faculty.

**HBSN 6540. Seminar on dissertation design development (3)**  
Faculty. Permission required. Prerequisites: HBSN 5043, HBSN 4005, HBSN 5005, statistics, and certification. Required of all doctoral candidates. Group critique of dissertation proposals; focus on beginning to intermediate level aspects of analysis of theory and research design. This course may be repeated as often as necessary until the student is ready for the departmental examination. Once HBSN 6540 is taken, continuous Autumn/Spring enrollment in the course is required until the semes-

ter during which the departmental examination is held.

**HBSN 6541. Advanced seminar on dissertation design development (3)**

Faculty. Permission required. Prerequisite: HBSN 6540 and certification. Focus on advanced aspects of research design and method.

**HBSN 7500. Dissertation seminar in nursing (3)**

Faculty. Permission required. Prerequisite: HBSN 6540 and certification. The departmental examination, involving presentation of dissertation proposal for faculty approval. This course is required of all certified doctoral candidates and may be taken only once.

**HBSN 8900. Dissertation advisement in nursing (0)**

Faculty. Individual advisement on doctoral dissertation following completion of all course work. Fee equal to 3 points at current tuition rate for each term. For continuous requirements, see catalog on continuous registration for Ed.D. degree.

**HBSN 6940. Independent study in nursing research (1–6)**

Faculty. Permission required. Allows student to contract with individual faculty member for research related work in a defined area of study.

**Role Preparation Courses**

These courses focus on combining cognate and nursing knowledge and synthesizing knowledge needed for fulfillment of the role of nurse educator.

- General courses
- Professorial role
- Nursing education executive role

**General Courses in Role Preparation**

**HBSN 5013. Informatics in nursing (3)**

Faculty. Focus on computerized management information systems, computer-based analysis of decision alternatives, assessing nursing care quality and cost-effectiveness, and other feedback mechanisms specific to the nursing organization. Special fee: \$50.

**HBSN 6014. Managing the socially responsible organization (3)**

Faculty. Analysis of selected social, economic, and political megatrends that have or will continue to influence the direction of change in the health care industry. The process of analysis is intended to serve as a conceptual framework for the categorization of discrete trends affecting the management of nursing services and programs.

**HBSN 6522. Policy formation and governance in nursing (3)**

Faculty. Policy formation and governance within nursing organizations and within the larger institution of which they are a part. Exploration of external and internal influences on policy formation in nursing.

**Professorial Role**

**HBSN 4331. Curriculum in nursing education (3)**

Faculty. Application of curriculum theories to the development of nursing curriculum. Simulated or real practice in curriculum development.

**HBSN 4332. Classroom teaching in nursing (3)**

Faculty. Corequisite or prerequisite: HBSN 4331. Consideration of teaching methods used in the college nursing classroom. Practice in one or more of the methods.

**HBSN 5022. Administrative roles of faculty (3)**

Faculty. Administrative responsibilities of faculty in collegiate nursing programs. Types of administrative organizations, agency relations, student relations, budget, collective bargaining, accreditation. Roles in hiring, retention, promotion, and tenure of faculty.

**HBSN 5031. Curriculum designs and issues in nursing education (3)**

Faculty. Prerequisite: HBSN 4331. Problems and issues in curriculum content, organization, and planning for curriculum development. Selected nursing curricula critiqued.

**HBSN 5230. Field experience in nursing education (3)**

Faculty. Permission required. Prerequisites: HBSN 4331, HBSN 4332, HBSN 5530, HBSN 5031, HBSN 5022. Supervised practice in teaching student nurses in one or both settings, classroom and/or clinical.

**HBSN 5530. Seminar: Clinical teaching and evaluation (3)**

Faculty. Inquiry in effective strategies for teaching and evaluating students in the laboratory setting. Analysis of theory and related research.

**HBSN 5930. Independent study in nursing education (1–6)**

Faculty. Permission required. Individual, guided learning experience at the master's level in a selected aspect of nursing education. Topic agreed upon between student and faculty.

**HBSN 6530. Seminar on curriculum in nursing education (3)**

Faculty. Permission required. Open only to doctoral candidates. Intensive study of selected issues and/or designs in nursing curricula.

**HBSN 6532. Advanced teaching strategies in nursing education (3)**

Faculty. Prerequisite: HBSN 4332. Examination of generalized approaches to nursing education, subsuming but more generalized than teaching methods.

**HBSN 6635. Colloquium in nursing education (3)**

Faculty. Prerequisite: determined by instructor based on topic selected. Examination of selected problems in nursing education practice and administration. Course may be repeated for credit if different topic covered.

**HBSN 6930. Independent study in nursing education (1–6)**

Faculty. Permission required. Individual, guided learning experience at the doctoral level in a selected aspect of nursing education. Topic agreed upon between student and faculty.

**Nursing Education Executive Role**

(On the master's level, preparation for this role is identical with preparation for the professorial role. The same courses are used for this purpose.)

**HBSN 6220. Advanced study of administration in schools of nursing (3–6)**

Faculty. Permission required. Problems and issues at both departmental and decanal levels. Observation and experience in administration in a school of nursing under preceptorship of a dean or director.

**HBSN 6521. Legal aspects of nursing education (3)**

Faculty. Legal responsibilities of faculty and administration in an educational setting.

**HBSN 6625. Colloquium in nursing education organization (3)**

Faculty. Permission required. Prerequisite: determined by instructor based on topic covered. Examination of selected problems in nursing educational organization in depth. Course may be repeated for credit if different topic covered.

**HBSN 6920. Independent study in nursing education organization (1–6)**

Faculty. Permission required. Individualized, guided learning experience in a selected aspect of nursing educational administration. Topic agreed upon between student and faculty.

**Programs in Nutrition and Education**

Program Coordinator:  
Professor Isobel R. Contento

**Nutrition Education (Code: TSA)**

**Degrees Offered:**

Master of Science (M.S.)  
Doctor of Education (Ed.D.)

**Nutrition and Public Health (Code: TSB)**

**Degrees Offered:**

Master of Science (M.S.)  
Doctor of Education (Ed.D.)

**Applied Physiology and Nutrition**  
(Code: TZR)  
**Degree Offered:**  
Master of Science (M.S.)

**Community Nutrition Education**  
(Code: TSC)  
**Degree Offered:**  
Master of Education (Ed.M.)

**Special Application Requirements/Information:**  
All programs have ongoing admissions, and will review applications throughout the year. Preference in scholarship awards will be for those applicants who meet the College priority deadline.

The GRE General Test is required for all programs (or the Miller Analogies Test for the program in Applied Physiology and Nutrition). A writing sample is required for doctoral applicants, preferably a master's thesis, course paper, or published article.

Applicants must also provide evidence of completion of prerequisite courses, including introductory nutrition, statistics, general and organic chemistry, biochemistry (requiring organic chemistry as a prerequisite) and human physiology. The latter two must have been taken within 5 years with a grade of B or better. Foods courses—in food science and in food management—and a course in microbiology are also required for students wishing to become registered dietitians.

Applicants to the Dietetic Internship must submit an ADA Plan V verification statement in addition to being fully admitted to the College. For students who do not have a bachelor's degree that satisfies Plan V, the needed course work can be taken at undergraduate nutrition programs in the New York metropolitan area while completing the M.S. Students may meet with our ADA acad-

emic program advisor to develop an integrated plan of studies.

Admission to the doctoral program is based upon the applicant's academic and work record. Normally a student will be formally admitted to the Doctoral program only after completion of course work embodied in the 40-point Master of Science degrees or the 60-point Master of Education degree.

**Program Description:**  
As we approach the year 2000 there is an increasing awareness of the fact that the quality of the diets that people habitually consume contributes to the quality of their lives. The Program in Nutrition and Education at Teachers College has, since its founding in 1909, been a leader in developing strategies for promoting health through encouraging dietary change. Current academic initiatives and research focus on analyzing and facilitating change in individuals and communities, and on ways of modifying both personal choice and the food system within which such choices are made. In particular, faculty and students are engaged in a number of food and nutrition-related demonstration and research projects which evaluate the cognitive and psychosocial factors influencing food choice in children, adolescents, and adults; characteristics of the dietary change process; nutritional epidemiology; food and environment education in schools; relationship of women and food; food policy; and social, economic, and technological factors affecting the long-term sustainability of the food system.

Building on its rich history, the Teachers College program aims to prepare graduates to take positions of leadership and service in nutrition counseling

and education in health promotion and disease prevention programs in health agencies, hospitals, private practice, media organizations and the workplace; to serve as teachers or resource specialists in schools and universities; to fill a variety of planning, instructional, and administrative roles in community and public health agencies; or to serve as researchers in a variety of areas related to behavioral aspects of diet, nutrition education, nutritional epidemiology, clinical nutrition, and sustainability of the food system.

The program provides students a thorough grounding in nutrition science, nutrition education, and clinical nutrition. In addition, the program emphasizes the development of competencies in:

- Designing and implementing nutrition education with individuals, groups, and communities
- Facilitating healthful and ecological food choices
- Clinical assessments and nutrition counseling
- Applying nutrition science and exercise science principles to exercising individuals
- Thinking critically and independently
- Acting collaboratively and effectively with others in organizations and communities with regard to important food and nutrition issues
- Conducting food and nutrition-related research

Because of the breadth of its aims, the program has long admitted academically qualified students with undergraduate degrees in fields other than nutrition or the related sciences, so long as they can meet the science prerequisites, since such students often bring valuable skills and attitudes to the graduate study of nutrition.

The program puts a heavy emphasis on providing students with practical educational experiences in addition to traditional classroom lectures and discussions. Among the course-related educational experiences available to students are: team projects in community nutrition, group planning and teaching of nutrition lessons to selected audiences in the community, food education and gardening projects in schools, dietary analyses and on-line computer activities. In addition, all three Master of Science programs require a block of supervised fieldwork as well as a substantial integrative project. This fieldwork can take place in the New York City area, in other parts of the United States, or in an international setting, depending on the interests of the student.

Students are welcome to participate in the activities of the Nutrition Education Program's community service organizations, NERP and the Earth Friends program, a food and environmental education program designed for children, parents and teachers, which provides students opportunities to practice nutrition education. In addition, because of Teachers College's location in New York City, there are virtually unlimited opportunities for students to become involved in a variety of food/nutrition-related activities. The faculty and staff can arrange for students who have credit hours available to receive credit for such activities where appropriate.

**Dietetic Internship**  
For students interested in professional certification as registered dietitians (R.D.), the Department sponsors a pre-professional internship program with Developmental Accreditation by the American Dietetic Association (ADA).

Two cohorts are admitted per year, in September and January.

The Internship is designed to bridge a student's academic education and professional career and thus focuses on developing practitioner skills. The Internship sequence of courses (HBSS 5241–HBSS 5244) is offered on a part-time basis requiring a year to complete. Students may complete the Master of Science concurrently with the Internship if academic requirements have been satisfied. Students who successfully complete the Dietetic Internship are then eligible to take the registered dietician certification examination.

Students may enroll for all degree programs on a full-time or part-time basis.

#### ***Degree requirements:***

##### **Master of Science**

The major program emphases are in the fields of Nutrition Education, Nutrition and Public Health, and Applied Physiology and Nutrition. All three M.S. degrees require the following core courses:

- HBSS 4010. **Food, nutrition and behavior**
- HBSS 4013. **Nutritional ecology**
- HBSS 4014. **Overview of nutrition service systems**
- HBSS 5010. **Advanced nutrition I**
- HBSS 5011. **Advanced nutrition II**
- HBSS 5013. **Strategies for nutrition education and health behavior change**
- HBSS 5014. **Analysis of current literature and research in nutrition**
- HBSS 5015. **Assessing nutritional status and dietary behaviors**
- HBSS 5034. **Clinical nutrition**
- HBSS 5036. **Nutrition counseling**

##### **HBSS 5232. Extended fieldwork in nutrition education** **HBSS 6100. Measurement and evaluation in health education**

*Nutrition Education:* Students working toward the 40-point Master of Science degree in Nutrition Education have the option of electing courses that will especially equip them to conduct individual and group counseling/patient education or to provide food and nutrition education in community, school, worksite, or mass media settings in the United States or developing countries. In addition to the core curriculum in nutrition science, the behavioral aspects of diet, and nutrition education, students are required to take HBSS 5513 **Seminar in nutrition education**. They are also required to take at least one elective in each of the categories: nature of persons and the learning process, and curriculum or planning. Students select their remaining courses from a variety of other disciplines in keeping with their own goals and their area of specialization, including nutrition education in communities, worksites and schools; nutrition counseling; mass media; or international community nutrition education. The program conforms to the guidelines for the training of Nutrition Education Specialists set forth by the Society for Nutrition Education.

*Nutrition and Public Health:* The Program in Nutrition and Public Health is an approved program of the Association of Faculties of Graduate Programs in Public Health Nutrition. Course work for the 40-point Master of Science degree conforms to the recommendations of that association, so that the degree is equivalent to one offered by a School of Public

Health. In addition to the core in nutrition science and the behavioral sciences, course work is required in vital statistics, epidemiology, and program planning. Other courses in public health are selected to complement the student's previous academic background and work experiences, and to take into account the student's interests and career goals.

The Nutrition and Public Health major prepares graduates to take leadership roles in government, community, and public health agencies, carrying out a variety of planning, instructional, and administrative tasks related to health promotion and disease prevention. These include community and individual nutritional assessment and evaluation; program planning and participation in multidisciplinary health teams to provide programs to meet public needs.

*Applied Physiology and Nutrition:* The Program in Nutrition Education and the Program in Applied Physiology offer a joint course of study leading to a 45-point Master of Science degree in Applied Physiology and Nutrition (APN). In addition to the core courses in nutrition, students are required to take a core of courses in applied physiology (see section below on APN for more details). The program prepares students to provide individual counseling and group education in nutrition and exercise and to design and implement exercise and nutrition programs in weight control centers, work sites, fitness centers, health centers, schools, and hospitals. Students in this program develop competencies required by the American College of Sports Medicine for certification as an Exercise Test Technologist, Exercise Specialist, Fitness Instructor, and/or Program

Director. (See section below on Applied Physiology and Nutrition for more details.)

*Community Nutrition Education:* The program of study for the 60-point Master of Education degree in Community Nutrition Education includes additional course work in advanced nutrition and permits a stronger emphases in the behavioral sciences and education. A community-based, research, or other integrative project is required.

##### **Doctoral Degrees**

The Program in Nutrition Education offers Doctor of Education degrees in two areas of specialization: Nutrition Education and Nutrition and Public Health. The two specializations prepare graduates for a variety of leadership positions in policy-making, education and administration in schools and colleges, in government, and in public health and other service agencies. The program's goal is to turn out graduates capable of initiating needed action and of responding positively and creatively to the clearly inevitable changes of the coming decades in the physical, intellectual, and political environments in which the food, health, and educational systems operate.

The general requirements for the Doctor of Education include a minimum of 90 graduate credits, of which at least 45 must be taken under Teachers College registration. Overall, students will be expected to develop competence in nutrition science, behavioral science, methods of empirical research and data analysis, and education, in addition to developing special skills and knowledge appropriate to their chosen degree in nutrition education or public health nutrition.

Students will be expected to take courses in the following categories:

- I. Major Field and Specialization (54–60 points)
- II. Research and Evaluation (13–18 points)
- III. Broad and Basic Areas of Professional Scholarship (15–24 points)

The specific courses selected will depend on the student's particular background, interests and goals. In consultation with a Faculty Advisor, students should develop a program plan early in their course of study to provide a rational basis for their course selection.

**Courses:**

**Introductory courses**

**HBSS 4000. Introduction to nutrition (3)**  
Professor Contento. For nonmajors only. Overview of the science of nutrition and its relationship to health, taught through analysis of historic and contemporary controversies. Students gain a basic understanding of the foods and nutrition field, plus the skills to evaluate controversial issues.

**HBSS 4007. Foods and their uses (1)**  
Faculty. A practical course for nutrition majors and non-majors who wish to learn food composition and how to use food in nutritionally, ecologically, economically, and culturally appropriate ways.

**HBSS 4010. Food, nutrition and behavior (3)**  
Professor Contento. A study of physiological, psychological, and socio-cultural factors that affect the food habits of individuals and groups and their role in dietary change.

**HBSS 4011. Women and weight (2)**  
Drs. Akabas and Bernstein. Enrollment limited. This course for practitioners includes the psychological, sociological, physiological, and nutritional issues unique to women and their weight. The issues will be discussed using case material and literature.

**HBSS 4013. Nutritional ecology (2–3)**  
Dr. Liquori and Professor Gussow. Nutrition and food as viewed from a global, ecological perspective. Topics include: food/population problems and food aid, food product development and promotion here and abroad, energy and food relationships, food safety and the changing American diet, organic agriculture and natural food, biotechnology, and other topics as appropriate.

**HBSS 4014. Overview of nutrition service systems (2)**  
Professor Kushi. Nutrition as a career. Survey of nutrition services both private and government sponsored; professional roles. The development of nutrition policy and legislation, and ethical and legal issues in nutrition practice.

**HBSS 4150. Sports nutrition (3)**  
Ms. Dolins. For non-majors only. A practical course designed to integrate the principles of nutrition and exercise physiology and apply it to exercising individuals. Topics for discussion include energy expenditure, fuel substrate metabolism, specific nutrient needs, ergogenic aids, hydration, and weight issues for exercising individuals and athletes.

**Intermediate and Advanced Courses**

**HBSS 5010. Advanced nutrition I (3)**  
Dr. Simpson. Prerequisite: courses in biochemistry and physiology. In-depth review of current knowledge and research in energy metabolism, carbohydrates, lipids and lipid metabolism and proteins.

**HBSS 5011. Advanced nutrition II (3)**  
Dr. Pinto. Prerequisites: courses in biochemistry and physiology. In-depth review of current knowledge and research in vitamins and minerals; applications through the lifespan.

**HBSS 5013. Strategies for nutrition education and health behavior change (3)**  
Professor Contento. Permission required. Understanding and application of theoretical frameworks from the behavioral sciences

and education to design and deliver food and nutrition education and exercise promotion to various groups and to facilitate the adoption of healthful behaviors. Includes both didactic and practice components.

**HBSS 5014. Analysis of current literature and research in nutrition (3)**  
Professor Kushi. Permission required. Prerequisite or parallel: HBSS 5010–HBSS 5011, basic statistics course, a research design course. Critical examination and evaluation of current controversies and issues in nutrition and food. Topics are reviewed and discussed in depth. Students learn how to analyze the medical and layperson literature concerning such topics as dietary fat and disease, weight loss regimens, biotechnology, supplements and alternative therapies.

**HBSS 5015. Assessing nutritional status and dietary behaviors (3)**  
Professor Kushi. Prerequisite: Basic statistics course. Study of methods for assessing food and nutrient intake, energy expenditure, and body composition, and for evaluating nutritional status of individuals and communities from clinical assessments, dietary intakes, and behavioral evaluation.

**HBSS 5018. Nutrition across the life span (3)**  
Dr. Sporny. The focus of this course is on the physiologic changes and nutritional needs throughout the lifespan. Fetal development and maternal physiologic changes and nutrient needs; infancy; childhood; adolescence; adulthood and the later years will be examined.

**HBSS 5031. Nutrition administration (1–3)**  
Faculty. Prerequisites: HBSS 4014, HBSS 5015. Managing nutrition/health programs in private practice and community settings. Includes managing self and staff in terms of time and budget; seeking funding; planning and marketing.

**HBSS 5034. Clinical nutrition (3)**  
Ms. Dolins. Prerequisites: courses in biochemistry and physiology. Discussion of the etiology and pathogenesis of selected disease states and implications for nutritional management.

**HBSS 5036. Nutrition counseling (2)**  
Ms. Mesznik. Course provides conceptual basis for patient/client counseling and focuses on skills development including verbal responses and problem-solving process. Includes audiovisual support materials, simulated practice and field observations. Special fee: \$10.

**HBSS 5231–HBSS 5233. Extended fieldwork in nutrition education, nutrition and public health, and applied physiology and nutrition**  
Dr. Sporny. Permission required. A block of supervised field experience required of all majors. Fieldwork is taken near completion of course work.

**HBSS 5231. Nutrition and public health (2–4)**  
**HBSS 5232. Nutrition education (2–4)**  
**HBSS 5233. Applied physiology and nutrition (2–4)**

**HBSS 5241–5244. Preprofessional practice in nutrition**  
Dr. Yung. Permission required. Prerequisite: HBSS 5013, HBSS 5034, HBSS 5331. Preprofessional practice in service settings in metropolitan New York, Rockland and Westchester counties and Connecticut including experiences in clinical nutrition, community nutrition, and food service management. Cumulative experience totals 1000 hrs. Malpractice/personal liability insurance, health insurance, lab coat, and physical exam required.

**HBSS 5241. Preprofessional practice in clinical nutrition (3)**  
Dr. Yung. Special fee: \$150.  
**HBSS 5242. Preprofessional practice in community nutrition (3)**  
Dr. Yung. Special fee: \$150.  
**HBSS 5243. Research and Independent Practice (1)**  
Dr. Yung and Dr. Schorow. Special fee: \$20.

HBSS 5244. **Preprofessional practice in food service** (2)  
Ms. Maro. Special fee: \$20.

HBSS 5333. **Practicum in community service** (1–2)  
Faculty. Permission required. Prerequisite: HBSS 5034. Practical experiences in community, food, and nutrition programs.

HBSS 5513. **Seminar in nutrition education: Theory and applications** (1–2)  
Professor Contento. Permission required. An in-depth examination of the use of current theories and research in the design, implementation, and evaluation of nutrition education interventions. Course is designed to supplement topics covered in HBSS 5013. Required of nutrition education majors and doctoral students. Students may register for more than one semester.

HBSS 5593. **Seminar in nutrition in exercise and sport** (2–3)  
Ms. Dolins. Permission required. Prerequisites: Advanced Nutrition I or Applied Physiology I, a research design course. Discussions of interactions between exercise and nutrition as applied to health and fitness. Controversial topics emphasized. Majors in either applied physiology or nutrition are eligible to enroll during their second year of study. (See also section on interdisciplinary degree programs in this catalog.)

#### Advanced Seminars and Research

HBSS 5092. **Guided study in nutrition** (1–4)  
Faculty. Permission required. Opportunity for advanced students to investigate areas of special interest in nutrition.

HBSS 6500–HBSS 6501. **Seminar in nutrition** (3 per section)  
Professors Contento and Kushi. Permission required. For doctoral and other advanced students. Evaluative discussion of current literature on specific nutrition and food-related topics.

HBSS 6550–HBSS 6551. **Research seminar in nutrition** (2–3 per section)  
Professors Contento and Kushi. Permission required. Prerequisites:

HBSS 5010–HBSS 5011 and HBSS 5014. Required of all Ed.M. and Ed.D. candidates. Students may register for more than one semester. Sections: (1) Professor Contento (2) Professor Kushi

HBSS 6902. **Research and independent study in nutrition** (1–4)  
Professors Contento and Kushi. Open to matriculated doctoral students. Research and independent study under faculty direction. Sections: (1) Professor Contento (2) Professor Kushi

HBSS 7502. **Dissertation seminar in nutrition** (2)  
Professors Contento and Kushi. Permission required. Development of doctoral dissertations and presentation of plans for approval. Sections: (1) Professor Contento (2) Professor Kushi

HBSS 8900 **Dissertation advisement in nutrition** (0)  
Advisement on doctoral dissertations. Fee: equal to 3 points at current tuition rate for each term. For requirements, see catalog on continuous registration for Ed.D. degree. Sections: (4) Professor Contento (5) TBA

### Applied Physiology and Nutrition

(Code: TZR)  
Program Coordinators:  
Professor Isobel R. Contento (Nutrition Education)  
Professor Ronald DeMeersman (Applied Physiology)

**Degree Offered:**  
Master of Science (M.S.)

#### Special Application Requirements/Information:

This program has ongoing admissions, and will review applications throughout the year.

The GRE General Test or Miller Analogies Test (MAT) is required. Prerequisites for admission include a strong academic background, including at least one course each in statistics, human nutrition,

human physiology, and biochemistry, the latter two taken within the last five years, in which grades of B or better were earned. The biochemistry course must have had as a prerequisite at least a one-semester course in organic chemistry. Applicants who are deficient in the required background in physiology and chemistry may be admitted on probation, with the understanding that the deficiencies will be completed in the first year of study.

The undergraduate specializations that provide the most relevant foundations for the APN program include nutrition, exercise physiology, physical education, biology, physical therapy, nursing, health education, and psychology.

**Program Description:**  
The Program in Nutrition and Education and the Program in Applied Physiology offer a joint 45-point Master of Science degree program. There are two main rationales for this program. First, both disciplines are concerned with the theory of energy intake, transformation, and liberation. Second, there are many practical problems that can be more satisfactorily addressed by attending to both nutrition and exercise than by attending to either one alone.

Most prominent are health problems such as obesity, cardiovascular disease, diabetes, and osteoporosis. Health professionals and educators need to know how these two aspects of lifestyle interact in children and adults to enhance health and prevent disease. Another application is to sports performance, physical fitness, and ergonomics. Coaches, athletes, teachers, and work physiologists can profit from an understanding of how nutrition and exercise interact to influence work capacity. To be effective in applying these concepts,

professionals must be aware of appropriate educational and behavioral change theory and strategies.

The program prepares students to:

- Provide individual counseling and group instruction in nutrition and exercise
- Design, implement, and evaluate exercise and nutrition programs in schools, weight control centers, work sites, recreational agencies, health centers, and hospitals
- Evaluate and apply research

**Degree Requirements:**  
Students take a set of core courses in both nutrition and applied physiology. While the program provides a solid foundation in the scientific basis of nutrition and exercise, it also emphasizes practical applications in all courses. The applied physiology lab courses provide hands-on experience in physiological measurement techniques. The interviewing and assessment courses provide first-hand experience in collection of nutritional data. Courses in behavioral or educational methods provide insight into how applications are made in clinical or educational fieldwork settings. For clinical fieldwork track students, the fieldwork and associated integrative project develop concrete application skills. Our location in New York City provides ready access to a wide range of field experiences and professional contacts that are helpful in securing employment after graduation.

There are two tracks from which students may choose. Students in the clinical fieldwork track participate in fieldwork in some setting that provides services/education in both exercise and nutrition, such as work site fitness programs, health promotion projects, etc. Contact Professor Contento for details.

Students in the research track learn to conduct research by participating in ongoing research projects involving the interaction of exercise and nutrition. Contact Professors De Meersman or Contento for a list of current projects and resources.

Students in both tracks can complete the academic requirements for dietetic registration (R.D.) through programs in the New York area approved by the American Dietetic Association (ADA). Our ADA didactic program advisor will work with students to facilitate the process. The Program in Nutrition and Education offers a Dietetic Internship. Students may complete the Master of Science concurrently with the Internship if academic requirements have been satisfied. In addition, the program provides the academic background needed for the various certifications of the American College of Sports Medicine.

The M.S. in Applied Physiology and Nutrition requires the following core of courses:

BBSR4095–4195. **Applied physiology and lab**  
BBSR5094–5194. **Exercise testing and training plus lab**  
HBSS5010–5011. **Advanced nutrition I and II**  
BBSR5095. **Exercise and health**  
HBSS5014. **Analysis of current literature and research in nutrition**

HBSS4010. **Food, nutrition and behavior**  
HBSS4013. **Nutritional ecology**  
HBSS4014. **Overview of nutrition service systems**  
HBSS5034. **Clinical nutrition**  
HBSS5036. **Nutrition counseling**

HBSS5013. **Strategies for nutrition education and health behavior change**  
HBSS5015. **Assessing nutritional status and dietary behaviors**

BBSR5582. **Research design in movement sciences**, or  
HUDM5021. **Methods of empirical research**, or  
HBSS6100. **Measurement and evaluation in health education**

HBSS5593. **Seminar in nutrition in exercise and sport**

### Physical Education Programs

Program Coordinator: Professor Stephen Silverman

*Degrees Offered:*  
Master of Arts (M.A.)  
Master of Education (Ed.M.)  
Doctor of Education (Ed.D.)  
in Movement Sciences and Education

*Program Description:*  
The program in Physical Education has a long and distinguished history. Teachers College offered one of the first graduate degrees in physical education and continues to offer a wide array of opportunities for graduate study. In addition to courses in curriculum and teaching in physical education, there are a variety of other courses in the movement sciences, health studies, curriculum and teaching, and other areas that provide students with many opportunities for course options. All programs are designed to allow flexibility in program planning.

Students interested in other programs in Movement Science and Education (Motor Learning and Applied Physiology) should consult the program

descriptions listed in the Department of Biobehavioral Studies.

### Physical Education (Code: TRP)

*Degree Offered:*  
Master of Arts (M.A.)

*Special Application Requirements/Information:*  
The GRE is not required.

*Program Description:*  
The program provides students with a broad background in physical education, the movement sciences, and related areas. It is designed for students whose career goals include teaching in schools and other environments, fitness management, coaching, and related areas.

*Degree Requirements:*  
After consultation with their advisor, students will select a minimum of 18 points in courses. At least six credits in Curriculum and Teaching in Physical Education are required. Additional courses may be selected from the following areas:

- Applied physiology
- Motor learning
- Psychosocial study of human movement
- Health education
- Nutrition

*Integrative Paper:*  
As part of their culminating experience, students present a special project that integrates their course experiences with an independently defined issue of professional concern.

### Curriculum and Teaching in Physical Education (Code: TRC)

*Degrees Offered:*  
Master of Arts (M.A.)  
Master of Education (Ed.M.)  
Doctor of Education (Ed.D.)

*Special Application Requirements/Information:*

Teach and Study applicants should request a separate application from the program office. They must also submit the Teachers College Application for Admission.

Doctoral applicants are required to submit a writing sample (preferably a course paper, master's thesis, or published article). Prior formal training and/or teaching experience in physical education is required for admission. Applicants without a major or minor in physical education at the undergraduate level should submit letters verifying their physical education teaching experience.

*Program Description:*  
The M.A. program is designed so physical educators can develop greater knowledge about curriculum and teaching. The Ed.M. program is designed to prepare teachers for leadership roles in schools. The program provides opportunities to study school-wide issues of curriculum, teaching, administration, and school reform. Specialized concentrations also are available in physical fitness program development and administration. A program leading to certification as a director of physical education is available.

The *Teach and Study Program*, which is for qualified teachers of physical education, assists applicants in finding physical education teaching position (part-time or full-time) in schools in the Teachers College vicinity.

The Ed.D. program prepares students to serve in leadership roles as specialists in physical education curriculum and teaching, administrators in schools and colleges, teacher educators, and/or researchers and faculty members in institutions of higher education.

**Degree Requirements:**

The specific career goals of the student are used in planning the graduate program. Programs include one or more of the following features:

**Field-Based Experiences:**

The theoretical study of curriculum and teaching concepts is integrated with field-based applications of those concepts. Part of the student's graduate study experience takes place in elementary, secondary, or college physical education settings. Students who are concurrently employed as physical education teachers use their own schools as field sites; other students are assigned to selected field sites.

**Program Design and Development:**

Students critically examine an array of traditional and innovative physical education program designs, and then formulate their own conception of curriculum. Program evaluation techniques are studied and then used to conduct field evaluations of ongoing programs. Students learn systematic techniques for program development and use them to plan programs for field settings.

**Teaching: Performance and Analysis:**

Students critically evaluate existing theories and models of teaching, and devise their own concepts of teaching. A spectrum of analytic techniques is used to analyze videotaped and live samples of interactive teaching.

**Study and Application of Concepts of Human Movement and Health:**

Students study theory and research in the applied sciences of anatomy, movement analysis, exercise physiology, health, nutrition, and motor learning, and their applications to program designs and teaching strategies.

**Culminating Experience:**

Students in the M.A. and Ed.M. programs are required to complete a culminating experience that integrates material from their course work. This experience can be field-based, theoretical, or a research project related to physical education. The student and his or her advisor will discuss and design an individual experience that helps meet the goals of the student's program.

**Research Competence (for Ed.D. students):**

All doctoral students develop proficiency in research and complete a dissertation under the advisement of a faculty sponsor. With their career goals in mind, students design their programs to include course work and research experiences to demonstrate research competence and successfully complete the dissertation.

All doctoral students attend a continuous research semester during all semesters of their enrollment in the program. During the dissertation process, students work closely with an advisor and complete pilot studies to enhance their research skills. Students who

are planning on academic careers that will include conducting research may participate in faculty research projects throughout their program to further enhance their research preparation.

**Courses:**

**HBSR 5040. Curriculum designs in physical education (3)**

Review of existing curriculum designs; traditional and new. Systematic development of curriculum plans.

**HBSR 5041. Analysis of teaching in physical education (3)**

An analysis of the decisions and actions of teachers in relation to their role as director of learning. Includes experiences in executing and analyzing teaching skills.

**HBSR 5043. Administration of physical education and athletics (2-3)**

Dr. Meyers. For prospective and in-service administrators. Preparation for carrying out administrative functions related to program planning, scheduling, budgeting, equipment and facilities, safety and liability, staff development, community relations, and others.

**HBSR 5240. Fieldwork in curriculum and teaching in physical education (2-4)**

Field projects in program evaluation, curriculum development, analysis of teaching, and the application of teaching strategies.

**HBSR 5543. Seminar in physical education (2 or 3)**

Examination of current issues in curriculum and teaching in physical education relative to diverse student populations and associations with other disciplines. Advanced students prepare and present integrative papers.

**HBSR 6340. Supervision in physical education (3)**

For doctoral candidates and supervisors in curriculum and teaching. Field-based experiences in the analysis and evaluation of programs and teacher performance.

**HBSR 6540. Research seminar in curriculum and teaching in physical education (3)**

Examines research problems and methodologies in curriculum and teaching in physical education.

**Courses that overlap all Movement Sciences Programs**

**HBSR 4070. Introduction to the psychosocial study of human movement (2-3)**

Professor Muzii. A general overview of knowledge and theory pertaining to the psychosocial dynamics of behavior in sports and dance.

**HBSR 4900. Research and independent study in movement sciences and education (1 or more)**

Permission required. Master's degree students undertake research and independent study under the direction of a faculty member.

**HBSR 5200. Fieldwork in movement sciences and education (1-4)**

Permission required. For advanced students prepared to investigate problems.

**HBSR 6900. Supervised independent research in movement sciences and education (1-8)**

Permission required. For advanced students who wish to conduct research under faculty guidance. See HBS I 4900 (General Offerings).

**HBSR 7500. Dissertation seminar in movement sciences and education (0-3)**

Permission required. Candidate develops proposal for doctoral dissertation in consultation with advisor. Seminar convenes only on days when candidates present proposals for approval.

**HBSR 8900. Dissertation advisement in movement sciences and education (0)**

Individual advisement on doctoral dissertation. Fee: equal to 3 points at current tuition rate for each term. For requirements, see catalog on continuous registration for Ed.D. degree.

## Programs in Special Education

Program Coordinators: see below

### *Degrees Offered:*

Master of Arts (M.A.)  
Master of Education (Ed.M.)  
Doctor of Education (Ed.D.)  
Doctor of Philosophy (Ph.D.)

### Administration of Special Education Programs

(Code: TEF)

#### *Degree Offered: Ed.D.*

Program Coordinator:  
Professor Dennis Mithaug

### Behavioral Disorders (Autism, Emotional Disturbance)

(Code: TEK)

#### *Degrees Offered: M.A., Ed.D., Ph.D.*

Program Coordinator:  
Professor R. Douglas Greer

### Blindness and Visual Impairment

(Code: TEB)

#### *Degrees Offered: M.A., Ed.D., Ph.D. in Physical Disabilities*

Program Coordinator:  
Dr. Virginia S. Stolarski

### Cross-Categorical Studies

(Code: TEZ)

#### *Degree Offered: Ed.D.*

Program Coordinator:  
Professor Dennis Mithaug

### Deaf and Hard of Hearing

(Code: TED)

#### *Degrees Offered: M.A., Ed.D., Ph.D. in Physical Disabilities*

Program Coordinator:  
Professor Robert Kretschmer

### Guidance and Habilitation

(Code: TEG)

#### *Degree Offered: M.A.*

Program Coordinator:  
Professor Linda Hickson

### Instructional Practice in Special Education

(Code: TEA)

#### *Degree Offered: Ed.M.*

Program Coordinators: all faculty

### Mental Retardation

(Code: TEM)

#### *Degrees Offered: M.A., Ed.D., Ph.D.*

Program Coordinator: Professor Linda Hickson

### Physical Disabilities

(Code: TEP)

#### *Degrees Offered: M.A., Ed.D., Ph.D.*

Program Coordinators: Professor Dennis Mithaug,  
Dr. Virginia S. Stolarski, and  
Professor Robert Kretschmer

### Research in Special Education

(Code: TER)

#### *Degree Offered: Ed.D.*

Program Coordinators: Professors Linda Hickson and R. Douglas Greer

### Supervision of Special Education

(Code: TES)

#### *Degree Offered: Ed.M.*

Program Coordinator: Professor Dennis Mithaug

### *Special Application Requirements/Information:*

All Applicants: Interviews are required for applicants to the Blindness and Visual Impairments and Deaf and Hard of Hearing programs. Other program coordinators may arrange for applicants to have an admissions interview, if necessary.

M.A. Applicants: Experience in special education is not a prerequisite for acceptance.

Doctoral Applicants: Submit an academic or professional writing sample.

### *Program Description:*

The special education programs at Teachers College build upon a more than 75-year tradition of leading the field of special education in policy, practice, and research for individuals with disabilities across the age span. Students who earn M.A., Ed.M., Ed.D., and Ph.D. degrees in special education

from Teachers College assume leadership and scholarly positions at all levels of professional activity including public and private schools, community and national service agencies, hospital and rehabilitation programs, colleges and universities, research centers, and local, state, and federal educational agencies.

The graduate course work, independent studies, research projects, and dissertations draw from the following five areas:

**Area 1: Special Education Foundations.** Includes course work on theories of process and models of practice, cognitive structure and process, behavioral selectionism and complex behavior, disability constructs, equity and excellence in public policy, psycholinguistics and verbal behavior, and family studies and child development.

**Area 2: Service Delivery Systems.** Includes administration and supervision, pedagogy, enrichment and acceleration, interdisciplinary programming, community-based systems change, infancy/early childhood intervention, elementary education, transition and habilitation, urban education, and technology.

**Area 3: Exceptionality Areas.** Provides course work in behavior disorders (e.g., autism, emotional disturbance), blindness and visual impairment, deafness and hearing impairment, economic disadvantage, learning disabilities, mental retardation, and physical disabilities).

**Area 4: Assessment and Intervention Strategies.** Includes management of social and unsocial behavior, communication and language, mobility, mathematics, reading, problem solving, visual skills and visual perceptual processing, and self-regulation.

**Area 5: Research and Evaluation.** Includes applied behavior analysis, experimental research with individuals, group experimental design, program evaluation, ethnography, and post-positivistic inquiry.

In addition to lectures and seminars in the preceding five areas of study, students participate in special projects and complete practicum assignments in a variety of settings, which include the following:

The Center for Educational and Psychological Services (see page 54) provides child-centered demonstrations of assessments, instructional practices, and follow-up evaluations that promote student-directed learning and performance across settings and time. Special education students work in collaboration with students from school psychology, health and nutrition as well as clinical and counseling psychology programs. It is housed in excellent facilities at Teachers College and provides opportunities for practicum experience and research-based demonstrations of effective practice. The Center includes testing rooms, observation rooms, and audio and video recording capabilities.

The Center for Opportunities and Outcomes for People with Disabilities (formerly the Research and Demonstration Center for the Education of Children with Disabilities) (see page 40) provides support for research and scholarship that increases understanding of how to enhance prospects for inclusion and self-determination among individuals with special needs. The Center provides opportunities for students to participate in basic and applied research projects in such areas as diversity and cultural differences; language and communication; motivation and verbal behavior; systems of schooling

and models of service delivery; inclusion and its social impact; families and siblings; cognition, temperament, personality, problem solving, and self-regulated thinking; reading and literacy, social/interpersonal decision-making, personnel preparation; social justice and social policy; and self-determination and independence.

The Fred S. Keller School, New Rochelle CABAS® Program, David Gregory School and The Margaret Chapman School serve as training and research sites for students enrolled in the behavioral disorders and behavior analysis programs in special education. These schools use comprehensive applications of behavior analysis (CABAS®) within a cybernetic system. They provide training and research that is responsive to student behavior and consistent with the epistemological tenets of behavioral selectionism. Students in the M.A. Program in Behavioral Disorders are required to do their practica at CABAS® schools.

The Department maintains close working relationships with a wide network of public and private schools, agencies, and clinical facilities. Students may participate in field-based activities ranging from the Very Special Arts Festival hosted by the New York City Board of Education and Teachers College to tutoring programs for children with disabilities living in neighborhood communities.

#### *Financial Aid:*

In addition to College-wide financial aid, instructional, research, and administrative internships may be available through the Program in Special Education. The Department collaborates with several schools and agencies in the metropolitan area to provide internships. When funds are available, fed-

eral traineeships and assistantships are awarded by the program to qualified students. In order to be eligible for a federal traineeship, an applicant must be a United States citizen and be fully admitted to a degree program. Students are encouraged to apply for all types of financial aid for which they are eligible. Paid internships are available for some students who have been admitted to the Program in Behavioral Disorders. The New York City Board of Education has, for a number of years, provided full scholarships for anyone interested in becoming a teacher for individuals who are deaf, hard of hearing, blind or visually impaired.

#### *Degree Requirements:*

##### **Master of Arts**

Behavioral Disorders  
Blindness and Visual Impairment  
Deaf and Hard of Hearing  
Mental Retardation  
Physical Disabilities

Students who enroll in the M.A. programs prepare for positions as teachers and clinicians who serve individuals with a full range of abilities and disabilities in a wide array of settings based in schools, communities, and agencies. They specialize in serving individuals with disabilities across the age span, birth to death, from one or more of the above service delivery categories.

Students who gain admission work with a faculty advisor to design a program that meets their interests and fulfills the requirements for a degree in special education with related New York State teacher certification. Candidates for the M.A. degree must complete supervised practica requirements arranged on the Teachers College campus and in schools and agencies in the City. They also must complete an integrative

project, or, in the case of the Blindness and Visual Impairment Program, complete a comprehensive examination, prior to award of the degree. In designated programs, master's degree course work also fulfills the requirements for New York State Certification as a Teacher of Special Education, Teacher of the Blind and Partially Sighted, or Teacher of the Deaf and Hearing Impaired.

#### *Core Departmental Requirements for Special Education M.A. Students*

HBSE4002. Instruction & Curriculum for Students with Disabilities  
HBSE4015. Applied Behavior Analysis I—Pedagogy, management & curriculum  
HBSE4079. Language Development & Habilitation: The Foundation  
HBSE4082. Assessment & Evaluation of Exceptional Learners  
HBSE4092. Introduction to Foundations of Special Education Opportunity  
HBSE4300. Supervised Practicum in Educational Assessment of Exceptional Children (not required for Behavioral Disorders)

*Specialization Requirements, Behavioral Disorders (TEK)*  
HBSE4015. Applied Behavior Analysis I—Pedagogy, management & curriculum  
HBSE4041. Education of Persons with Behavioral Disorders (two courses)  
HBSE4043. Applied Behavior Analysis II—Pedagogy, management & curriculum  
HBSE4704x. Observation and Student Teaching in Special Education (2 points each term)  
HBSE4704y. Observation and Student Teaching in Special Education (2 points each term)

*Specialization Requirements, Blindness & Visual Impairments (TEB)*  
HBSE4060. Nature and Needs of People with Blindness and Visual Impairment  
HBSE4061. Anatomy and Physiology of the Visual System and Related Implications  
HBSE4062. Methods and Materials for People with Blindness and Visual Impairment  
HBSE4063. Transcription of Literary Braille  
HBSE4064. Transcription of Nemeth Code  
HBSE4700. Pre-Student Teaching Seminar  
HBSE4706. Observation/Student Teaching in Special Education: BVI  
HBSE4880. Opportunities and Outcomes for People with Disabilities  
HBSE5062. Orientation and Mobility  
HBSE5306. Advanced Practica in Special Education: BVI  
HBSE5063. Technology for People with Visual Impairments

*Specialization Requirements, Deaf and Hard of Hearing (TED)*  
HBSE4070x. Nature & Needs of People with Hearing Impairments—I  
HBSE4070y. Nature & Needs of People With Hearing Impairments—II  
HBSE4071. Special methods of Teaching People with HI—I&II  
HBSE4072. Development of Language of People with HI—I  
HBSE4072. Development of Language of People with HI—II  
HBSE4073. Teaching of Speech to People with HI  
HBSE4074. Linguistics of American Sign Language  
HBSE4079. Language Development & Habilitation: The Foundation

HBSE4700. Observation and Teaching of the HI—I  
HBSE4700. Observation and Student Teaching of the HI—II  
HBSE4871. American Sign Language  
HBSE4872. American Sign Language and Other Signing Systems

*Non-Department Requirements*

A&HL4101. Phonetics and Phonology  
BBSQ4042. Introduction to Audiology  
BBSQ5125. Clinical Approaches to Aural Habilitation

*Specialization Requirements, Mental Retardation (TEM)*

HBSE4010. Nature & Needs of Students with Mental Retardation  
HBSE4011. Education of Students with Mental Retardation  
HBSE4031. Education of Students with Physical Disabilities  
HBSE4040. Introduction to Behavioral Disorders  
HBSE4083. Education of Young Children with Sensory Impairments  
HBSE4700. Pre-Student Teaching Seminar  
HBSE4701. Observation & Student Teaching in Mental Retardation—I  
HBSE4701. Observation & Student Teaching in Mental Retardation—II  
HBSE4880, Section 2. Opportunities and Outcomes for People with Disabilities

*Specialization Requirements, Physical Disabilities, Pre- & In-Service (TEP)*

HBSE4010. Nature & Needs of Students with Mental Retardation  
HBSE4011. Education of Students with Mental Retardation

HBSE4031. Education of Students with Physical Disabilities  
HBSE4040. Introduction to Behavioral Disorders  
HBSE4083. Education of Young Children with Sensory Impairments  
HBSE4700. Pre-Student Teaching Seminar  
HBSE4703. Observation & Student Teaching in Physical Disabilities—I  
HBSE4703. Observation & Student Teaching in Physical Disabilities —II

Master of Arts  
Guidance & Habilitation (TEG)

The M.A. in Guidance and Habilitation, which does not lead to New York State teacher certification, is available to interested students with a broad range of career goals.

*Required Department Courses*

HBSE4002. Instruction & Curriculum for Students with Disabilities  
HBSE4010. Nature & Needs of Students with Mental Retardation  
HBSE4011. Education of Students with Mental Retardation  
HBSE4015. Applied Behavior Analysis  
HBSE4060. Blindness and Visual Impairment  
HBSE4070. Nature & Needs of Persons with Hearing Impairment  
HBSE4071. Special Methods—Teaching Hearing Impaired  
HBSE4082. Assessment & Evaluation of Exceptional Learners  
HBSE4092. Introduction to Foundations of Special Education Opportunity  
HBSE4880. Opportunities and Outcomes for People with Disabilities

HBSE5309x. Advanced Practica in Special Education: Habilitation of Persons with Developmental Disabilities  
HBSE5309y. Advanced Practica in Special Education: Habilitation of Persons with Developmental Disabilities  
HBSE5909. Problems in Special Education: Guidance, Habilitation, & Career Education  
HBSE6004. Policy and Administration

Master of Education  
Instructional Practice in Special Education (TEA)

Supervision of Special Education Programs (TES)

Students interested in advanced study in selected areas of special education may seek the Ed.M., which represents a broadening and refinement of knowledge and skills in areas such as those listed above. Award of the Ed.M. requires satisfactory completion of a special project reflecting the attainment of advanced professional competencies. Successful candidates for the Ed.M. are eligible for additional certifications as well. The Ed.M. in Supervision of Special Education Programs leads to New York State supervisory certification.

*Ed.M. Instructional Practice (TEA)*

A. Department Courses Required for All Student Majors in Degree Program

*Core Requirements for all Ed.M. Special Education Majors*

HBSE5010. Problems and Issues in Special Education  
HBSE6010. Advanced Study of Problems and Issues in Special Education

*Specialization Requirements*  
Students work in collaboration within faculty advisor to select course work that builds upon their previous professional experiences and increases their current repertoire of skills and knowledge.

B. Non-Department Courses Required for All Student Majors in Degree Program

HUDM4122. Probability and Statistical Inference  
HUDM5122. Applied Regression Analysis

*Supervision of Special Education Programs (TES)*

A. Department Courses Required for All Student Majors in Degree Program

*Core Requirements for all Ed.M. Special Education Majors*

HBSE5010. Problems and Issues in Special Education  
HBSE6010. Advanced Study of Problems and Issues in Special Education

*Specialization Requirements*  
HBSE4092. Introduction to Foundations of Special Ed.

Opportunity  
HBSE5310. Advanced Practica in Special Education: Policy and Administration in Special Education  
HBSE6002. Administration of Special Education Programs

HBSE6004. Public Policy and Administration in Special Education  
HBSE6410. Advanced Internship: Policy and Administration in Special Education

B. Non-Department Courses Required for All Student Majors in Degree Program

ORLA4001. Overview of Administration  
ORLA4021. Introduction to Management Systems

ORLA4039. Leadership and Institutional analysis  
ORLA4042. The Role of the State in Education Governance, policy & practice  
HUDM4122. Probability and Statistics  
HUDM5122. Applied Regression Analysis

**Doctor of Education**

*Exceptionality Focus Areas:*

Behavioral Disorders  
Blindness and Visual Impairment  
Cross-Categorical  
Deaf and Hard of Hearing  
Mental Retardation  
Physical Disabilities

*Professional Specialization Areas:*

Academic Cognate  
Administration and Supervision  
Instructional Leadership  
Pedagogy  
Research and Evaluation  
Technology in Special Education  
Urban Special Education

Students of exceptional ability who are interested and committed to contributing to special education through leadership and scholarly work may apply for the Ed.D. degree, which represents the highest level of achievement in the profession. The doctoral program prepares graduates to assume leadership roles in teacher education programs in colleges and universities in this country and in other countries, to administer special education programs in schools and agencies, and to conduct research in special education and related services.

Students may focus their work and course of study by exceptionality focus, by age of pupil, and by professional specialization. Students may tailor their course work to meet minimum requirements for New York State certification as School Administrator and Supervisor.

**Doctor of Philosophy**

*Exceptionality Focus Areas:*

Behavioral Disorders  
Mental Retardation  
Physical Disabilities (including Blindness and Visual Impairments, Deaf and Hard of Hearing)

*Research and Evaluation Emphasis*

Students with excellent potential as researchers and theoreticians who are interested in scholarly careers in special education, education, and related social sciences may apply for the Ph.D. degree program, which represents the highest level of achievement in the Arts and Sciences. This degree program is administered jointly by Teachers College and the Graduate Faculty of Columbia University. Prospective students may obtain information on program offerings by contacting the program office.

**A. Department Courses Required for All Student Majors in Degree Program**

*Core Requirements for all Ed.D. and Ph.D. Special Education Majors TEB, TED, TEF, TEK, TEM, TEP, TES, TEZ)*

HBSE5010. Problems and Issues in Special Education  
HBSE6001-I. Research in Special Education—Quantitative/Empirical-I  
HBSE6001-II. Research in Special Education—Ethnographic-II  
HBSE6001-III. Research in Special Education—Single Subject Design-III  
HBSE6010. Advanced Study of Problems and Issues in Special Education  
HBSE7500. Dissertation Seminar in Special Education  
HBSE8900. Dissertation Advisement in Special Education

*Specialization Requirements, Administration (TEF) & Supervision (TEF)*

HBSE4092. Introduction to Foundations Special Education Opportunity  
HBSE5310. Advanced Practica in Special Education: Policy and Administration in Special Education  
HBSE5310. Advanced Practica in Special Education: Policy and Administration in Special Education  
HBSE6002. Administration of Special Education Programs  
HBSE6004. Public Policy and Administration in Special Education  
HBSE6410. Advanced Internship: Policy and Administration in Special Education  
HBSE6410. Advanced Internship: Policy and Administration in Special Education

*Specialization Requirements, Blindness and Visual Impairment (TEB)*

HBSE5063. Technology for Special Learners  
HBSE5306. Advanced Practica in Special Education: Blindness and Visually Impaired  
HBSE5901. Problems in Special Education: Mental Retardation  
HBSE5906. Problems in Special Education: Blindness and Visual Impairment  
HBSE6406. Advanced Internship: Blindness and Visual Impairment (two semesters)  
HBSE6506. Advanced Seminar: Blindness and Visual Impairment (two semesters)

*Specialization Requirements, Behavior Disorders (TEK)*

HBSE5040. Behavior Analysis: Advanced Seminar  
HBSE5304. Advanced Practica in Special Education: Behavior Disorders  
HBSE5904. Problems in Special Education: Behavior Disorders  
HBSE5915. Organization and Supervision of Special Education through Organizational Behavior Analysis  
HBSE6015. Verbal Behavior  
HBSE 6031. Single Case Experimental Design in Education, Medicine, and Therapy  
HBSE6504. Advanced Seminar: Special Education-Behavior Disorders

*Specialization Requirements, Hearing Imp (TED)*

HBSE5307. Advanced Practica in Special Education: Hearing Impairment  
HBSE5907. Problems in Special Education: Hearing Impaired  
HBSE6070. Psychology of Deafness  
HBSE6407. Advanced Internship: Hearing Impairment  
HBSE6507. Advanced Seminar: Special Education-Hearing Impairment

*Specialization Requirements, Mental Retardation (TEM)*

HBSE5901. Problems in Special Education: Mental Retardation  
HBSE6401. Advanced Internship: Mental Retardation  
HBSE6501. Advanced Seminar-Special Education: Mental Retardation

*Specialization Requirements, Physical Disabilities (TEP)*

HBSE5303. Advanced Practica in Special Education: Physical Disabilities  
HBSE5903. Problems in Special Education: Physical Disabilities

**HBSE6403. Advanced Internship: Physical Disabilities**  
**HBSE6503. Advanced Seminar: Physical Disabilities**

*Specialization Requirements, Research in Special Education (TER)*

**HBSE5312. Advanced Practica in Special Education: Research**

**HBSE5912. Problems in Special Education: Research**

**HBSE6412. Advanced Internship: Research**

**HBSE6512. Advanced Seminar: Research**

**B. Non-Department Courses Required for All Student Majors in Degree Program**

**HUDM4122. Probability and Statistical Inference**

**HUDM5122. Applied Regression Analysis**

**Courses:**

A complete listing of the course offerings in Special Education appears below. Courses required for degree programs generally are given one or more times each year. Specific details regarding scheduled times for particular courses may be obtained by contacting the program coordinator or by consulting the schedule of classes which is published each semester by the College.

**Foundations, Exceptionalities, and Methods**

**HBSE 4000. Introduction to special education (2-3)**

Dr. Stolarski (Spring, Summer Session A). Permission Required. Enrollment limited to 25 students.

A first course in special education offered for students who are not special education majors. The course is a study of educational programs for children and adolescents with physical, mental, emotional, or sensory handicaps. Emphasis is placed on the way these special education programs fit, or should fit, into ongoing work in schools. Special fee: \$25.

**HBSE 4001. Teaching students with disabilities in the regular classroom (2-3)**

Professor Mithaug or Dr. Culverhouse. Problems of educational assessment, curriculum and teaching, organization, and guidance of students with physical, cognitive, affective, and sensory disabilities. For non-majors.

**HBSE 4002. Instruction and curriculum for students with disabilities (2-3)**

Professor Hickson. Approaches to educational placement, assessment, curriculum and instruction for students with disabilities with an emphasis on issues related to inclusion. Materials fee: \$10.

**HBSE 4005. Computer applications in special education (2-3)**

This course is intended to provide pre-service and in-service special education teachers with basic information on computer applications with students who require special education and related services. Materials fee: \$25.

**HBSE 4006. Working with families of children with disabilities (2-3)**

Dr. Stolarski or Dr. Culverhouse. Current and historical perspectives on parent involvement in the special education and habilitation of infants, children, and youth with disabilities. Emphasis on strategies and materials to facilitate a continuum of parent and family participation. Special fee: \$10.

**HBSE 4010. Nature and needs of persons with mental retardation (2-3)**

Professor Hickson. Different degrees of mental retardation and their causes and foundations of educational programming, psychological bases of suitable curricula and methods. Materials fee: \$10.

**HBSE 4011. Education of persons with mental retardation (2-3)**

Dr. Culverhouse. Instructional strategies and program development for persons with mental retardation at different maturational levels. Organization and planning of activities and materials; curriculum selection, analysis, and development. Materials fee: \$20.

**HBSE 4012. Program and curriculum development for persons who are severely/profoundly handicapped (2-3)**

Professor Hickson. Program and curriculum development for children with severe/profound handicaps at different maturational levels. Identification and critical analysis of existing curricula, methods, materials; evaluation and use of community resources. Materials fee: \$10.

**HBSE 4015. Applied behavior analysis I: Pedagogy, management, and curricula (2-3)**

Professor Greer. Basic applications for learners without reading or writing repertoires. Strategic applications of the science of behavior to instruction, management, curriculum-based assessment, isolation of locus of learning/behavior problems, measurably effective instructional practices.

**HBSE 4031. Education of students with physical disabilities (2-3)**

Dr. Pawelski. Curriculum adaptation, methods, and materials for instruction; school programming for students with disabilities in regular classes, special classes, hospitals, and home instruction.

**HBSE 4040. Introduction to behavioral disorders in children and young adults (2-3)**

Professor Greer. Origins and descriptions of behavioral disorders and social maladjustment; ontogenetic and phylogenetic evidence, overview of treatments.

**HBSE 4041. Education of persons with behavioral disorders (2-3)**

Dr. Twyman. Permission required. Fall: Assessment, curriculum design, and methodology for teaching and remediating the behavioral disorders of young children with or without developmental disabilities and adolescents with developmental disabilities and related conditions (i.e., autism); Professor Greer for Summer A: Assessment, curriculum design, and methodology for teaching and remediating the behavioral disorders of children and adolescents without developmental disabilities. Materials fee: \$10 each semester.

**HBSE 4043. Applied behavior analysis II: Pedagogy, management, and curricula (2-3)**

Professor Greer. Prerequisite: HBSE 4015. Advanced applications to learners with writing, reading, and self-editing repertoires. Teaching operations and curricula designed to teach academic literacy, self-management, and problem-solving. Data based applications required. Special fee: \$15.

**HBSE 4060. Nature and needs of people with blindness and visual impairment (2-3)**

Dr. Stolarski. HBSE B majors must enroll for 3 points. Introduction to the education of people with blindness and visual impairment; historical aspects; development of professional agencies and services; psychosocial aspects of blindness; problems and issues of the field. Special fee: \$40.

**HBSE 4061. Anatomy and physiology of the visual system and related implications (2-3)**

Dr. Stolarski. HBSE B majors must enroll for 3 points. Structure and function of the human eye; visual perceptual development; anomalies and diseases; functional and traditional methods of vision screening; interpretation of medical reports and records; analysis of environmental factors; utilization of low vision. Observations, simulations, and clinical practice. For special educators, health professionals, and reading specialists. Special fee: \$40.

**HBSE 4062. Methods and materials for people with blindness and visual impairment (2-3)**

Dr. Stolarski. Prerequisite: proficiency in Braille and typing, or HBSE 4063 (may be taken concurrently). Learning theories; programs, methods, materials, and aids in the education of blind and visually impaired learners. Observation and clinical practice in assessment, development of instructional objectives, and adaptation of materials. Special fee: \$40.

**HBSE 4063. Literary Braille transcription (2–3)**  
Ms. Amato. Corequisites: HBSE 4060 and HBSE 4061. Research and practice in communication skills and media. Transcription and reading literary Braille; methods for teaching aural and tactile reading. Special fee: \$40.

**HBSE 4064. Nemeth code and technology (2–3)**  
Ms. Amato. Prerequisite: HBSE 4063 or Library of Congress Certification in Braille Transcription. Corequisite: HBSE 4062. Transcription of Nemeth code Braille; tactile graphics; mathematics and science methods and media. Special fee: \$40.

**HBSE 4070. Nature and needs of people with hearing impairments I, II (2)**  
Dr. Rosen. Introduction to the education of children, youth, and adults who are deaf or hard of hearing; historical development; psychosocial and cultural aspects; problems and issues of the field. Materials fee: \$10.

**HBSE 4071. Special methods of teaching people with hearing impairments I, II (2–3)**  
Dr. Berchin-Weiss (I), Ms. Hartman (II). Study of special methods of teaching in programs for children and youth who are deaf or hard of hearing at nursery, elementary, and secondary levels, with particular attention to the development of language within the academic/language arts subject areas. Materials fee: \$10.

**HBSE 4072. Development of language of people with hearing impairments I, II (2–3)**  
Professor Kretschmer. Language development of deaf and hard of hearing individuals at different maturational levels. Prerequisite: HBSE 4079 or equivalent.

**HBSE 4073. Teaching of speech to people with hearing impairments (2–3)**  
Ms. Rothschild. Development of speech in children who are deaf or hard of hearing, methods of teaching speech to children who are deaf or hard of hearing, development of educational programs for the maximum utilization of residual hearing. Lab required. Materials fee: \$10.

**HBSE 4074. Linguistics of American Sign Language (3)**  
Professor Kretschmer. An in depth study of the phonology, morphology, syntax, and pragmatics of American Sign Language. Aspects of the psycho- and socio-linguistics of this language are stressed.

**HBSE 4078. Problems in the education of bilingual children with hearing impairment (2–3)**  
Faculty. Introduction to the psychosocial, linguistic, cognitive, and academic effects of bilingualism and techniques for intervention and assessment for the Hispanic child who is deaf or hard of hearing.

**HBSE 4079. Language development and habilitation: The foundations (2)**  
Professor Kretschmer. Course designed to establish a firm foundation in generative syntax, semantics and pragmatics as it relates to language development and habilitation. Materials fee: \$10.

**HBSE 4082. Assessment and evaluation of learners with exceptionalities (2–3)**  
Dr. Stolarski. Enrollment limited to 20 per term. Assessment and evaluation procedures as related to implementation of educational plans for learners with exceptionalities. Applications of assessment data in instructional programs for children with handicaps: cross-categorical. Special fee: \$50. (This course is a prerequisite for HBSE 4300), which is now offered in the spring.

**HBSE 4083. Education of young children with sensory impairments (2–3)**  
Dr. Stolarski. Diagnostic theories and techniques of teaching young children with multiple sensory impairments; sensory motor, cognitive, language, and adaptive skills development. Team approaches, including involvement of parents. Materials fee: \$30.

**HBSE 4092. Introduction to foundations of special education opportunity (2–3)**  
Professor Mithaug. Theory and practice in the habilitation and redress of human relationships affecting people with disabilities across the life span. Materials fee: \$10.

**HBSE 4300. Supervised practicum in the educational assessment of exceptional children (2–3)**  
Dr. Stolarski and supervisors affiliated with CEPS. Permission required. Prerequisite: HBSE 4082. Participation in interdisciplinary, psychoeducational assessment of exceptional children. Analysis of observational and test data; formulation of educational programs for exceptional learners. Conducted in the Center for Educational and Psychological Services (CEPS) or in appropriate community facilities. Course meets the equivalent of one full day a week. Lab fee: \$150.

**HBSE 4700–HBSE 4710. Observation and student teaching in special education**  
Permission required. Course requires 3–5 days a week for participation in community, school, and agency programs and a weekly seminar on campus.

**HBSE 4700. Pre-student teaching (2)** (pre-service and first year teachers)  
**HBSE 4701–I. Mental retardation I (3)** (pre-service and first year teachers)  
**HBSE 4701–II. Mental retardation II (3)** (in-service teachers)  
**HBSE 4703. Physical disabilities (3)**  
**HBSE 4704. Behavioral disorders (3)**  
**HBSE 4706. Blindness and visual impairment (1 or 3)**  
**HBSE 4707–I. Hearing impairment I (4)**  
**HBSE 4707–II. Hearing impairment II (4)**  
**HBSE 4709. Habilitation (3)**  
**HBSE 4710. Mental retardation/sensory impairment (3)**

**HBSE 4871. American Sign Language, I (non-credit or 1)**  
Dr. Rosen. A course designed to develop beginning receptive and expressive skills in American Sign Language.

**HBSE 4872. American Sign Language and other sign systems, II (3)**  
Dr. Rosen. A course designed to develop intermediate receptive and expressive skills in American Sign Language and a brief introduction to Signed English (Pidgin Signed English and SEE II).

**HBSE 4880. Opportunities and outcomes colloquium for people with disabilities (0–2)**  
(Section 001 Colloquium, Section 002 Annual Conference). Professor Hickson and Dr. Stolarski. Biweekly research colloquia sponsored by the Center for Opportunities and Outcomes for People with Disabilities provides a forum for the presentation and discussion of research findings by Center researchers and their colleagues from the field. Annual Spring conference is offered for credit. Students enrolling for Section 001 (1), must attend bi-weekly colloquia in fall and spring.

**HBSE 5010. Study of the philosophic foundations of special education (3)**  
Professor Kretschmer. Permission required. For post-Master's and advanced Master's students in the Department of Health and Behavior Studies in special education. Overview of major philosophic orientation within Social Sciences and Special Education. Special fee: \$10.

**HBSE 5040. Behavior analysis: Advanced seminar (3)**  
Professor Greer. Permission required. Prerequisites: HBSE 4015 and HBSE 4043. Advanced issues in applied behavior analysis and behaviorism as they relate to special education. Topics and projects involving parent and teacher training, research methodology, legislation, behavioristic theories.

**HBSE 5062. Orientation and mobility (2–3)**  
Dr. McMahon. HBSE B majors must enroll for 3 points. Principles and practices of orientation and mobility with primary emphasis on training for people with blindness and visual impairments. Development of self-concept, environmental awareness, and orientation to the environment from infancy through adolescence. Study of validated mobility techniques. Practice of techniques under conditions simulating blindness; observations and practice in preparing and presenting material. Materials fee: \$20.

**HBSE 5063. Technology in the education of people with disabilities (2-3)**

Dr. Stolarski. Technological aids and devices in the education of people with disabilities, including those with blindness or visual impairments, with instruction in use of electronic mobility aids, Optacon, low vision aids, electronic Braille, and other auditory and tactual devices. Field trips, demonstrations, and laboratory sessions.

**HBSE 5072. Language and communication for persons who are deaf (2)**

Professor Kretschmer. Communication systems and theories, principles of psycholinguistics applied to language learning in persons who are deaf.

**HBSE 5300-HBSE 5314. Advanced practica in special education**

Permission required. Guided experiences in selected special education programs for advanced students. Weekly seminar meetings. Supervised group field visits. Pre-service internships arranged. Students submit reports analyzing experiences.

HBSE 5300. **General (1-6)**  
Faculty/Staff.

HBSE 5301. **Mental retardation (1-6)**

Professor Hickson.

HBSE 5303 **Physical disabilities (1-6)**

Professor Mithaug or Dr. Stolarski.

HBSE 5304. **Behavioral disorders (1-6)**

Professor Greer.

HBSE 5306. **Blindness and visual impairment (1-6)**

Dr. Stolarski.

HBSE 5307. **Deaf and hard of hearing (1-6)**

Professor Kretschmer.

HBSE 5309. **Habilitation of persons with developmental disabilities (1-6)**

Professors Hickson and Mithaug

HBSE 5310. **Policy and administration (3)**

Dr. Thomas Kelly. Letter grade (6 credits for full-year continuous enrollment required).

HBSE 5311 **Teacher education (1-6)**

Dr. Stolarski.

HBSE 5312. **Research (1-6)**  
Faculty.

HBSE 5314. **Behavior analysis and instruction (1-6)**

Professor Greer.

**HBSE 5901-HBSE 5915. Problems in special education.**

Permission required. Qualified students work individually or in small groups under guidance on practical research problems. Proposed work must be outlined prior to registration; final written report required.

HBSE 5901. **Mental retardation (1-4)**

Professor Hickson.

HBSE 5903 **Physical disabilities (1-4)**

Professor Mithaug or Dr. Stolarski.

HBSE 5904. **Behavioral disorders (1-4)**

Professor Greer.

HBSE 5906. **Blindness and visual impairment (1-4)**

Dr. Stolarski.

HBSE 5907. **Deaf and hard of hearing (1-4)**

Professor Kretschmer.

HBSE 5909. **Guidance, habilitation, and career education (1-4)**

Professors Hickson and Mithaug.

HBSE 5910. **Policy and administration (1-4)**

Professor Mithaug.

HBSE 5911 **Teacher education (1-4)**

Professor Mithaug and Dr. Stolarski.

HBSE 5912. **Research (1-4)**  
Faculty.

HBSE 5914. **Behavior analysis (1-4)**

Professor Greer.

HBSE 5915. **Supervision and administration of special education and human resource agencies through organizational behavior analysis (3)**  
Professor Greer.

**Research in special education (2-4)**

Permission required. Prerequisites: HU DM 4122 and HU DM 4123.

Instruction in the development, conduct, and reporting of research. Student research studies. All doctoral students in Special Education in Health and Behavior Studies must take all three sections. Stu-

dents register for II and III in the same semester. Special fee: \$30.

HBSE 6001-I. **Research and Empirical Design (2)**

Professor Hickson, Fall.

HBSE 6001-II. **Qualitative Approaches (2)**

Professor Kretschmer, Spring.

HBSE 6001-III. **Single case studies (2)**

Professor Greer, Spring.

**HBSE 6002. Administration of special education programs (3)**

Professor Mithaug. For post-master's special educators. Prerequisite: basic courses in school administration and experience in special education. Foundations of leadership and management of special education programs.

**HBSE 6003. Teacher education in special education (3)**

Dr. Stolarski. Permission required. Open only to advanced students. Organization and development of personnel preparation programs in special education in colleges and agencies. Focus on preservice and continuing professional development programs.

**HBSE 6004. Public policy and administration in special education (3)**

Professor Mithaug. Provides analytic perspective to assess special education policies and practices within the social and economic contexts that affect immediate and long-term expectations, opportunities, and outcomes for persons with disabilities.

**HBSE 6010. Advanced study of problems and issues in special education (3)**

Professor Mithaug. Permission required. Required of doctoral students in Special Education in the Department of Health and Behavior Studies. Design and appraisal of current practices and policies in the education of exceptional children and adults.

**HBSE 6015. The verbal behavior model: Individual educational programming (3)**

Professor Greer. Prerequisites: HBSE 4015 and HBSE 4043. Students will master Skinner's model of communicative behavior, the associated literature, and major

theoretical papers. Research and data-based schooling applications of the model will be made to pedagogy and curriculum.

**HBSE 6070. Psychology of deafness (2)**

Professor Kretschmer. Permission required. Effects of deafness on intellectual and personality development. Social psychology of deafness. Implications for education.

**HBSE 6400-HBSE 6413. Advanced internships in special education.**

Permission required. Post-master's level. Intensive in-service internship at agency chosen to meet individual student's needs. Students submit reports analyzing experiences.

HBSE 6400. **General (1-6)**  
Faculty.

HBSE 6401. **Mental retardation (1-6)**

Professor Hickson.

HBSE 6403 **Physical disabilities (1-6)**

Professor Mithaug or Dr. Stolarski.

HBSE 6404. **Behavioral disorders (1-6)**

Professor Greer.

HBSE 6406. **Blindness and visual impairment (1-6)**

Dr. Stolarski.

HBSE 6407. **Deaf and hard of hearing (1-6)**

Professor Kretschmer

HBSE 6409. **Guidance, habilitation, and career education (1-6)**

Professors Hickson and Mithaug.

HBSE 6410. **Policy and administration (1-2)**

Dr. Thomas Kelly. 4 credits for full-year continuous enrollment required.

HBSE 6411. **Teacher education (1-6)**

Dr. Stolarski.

HBSE 6412. **Research (1-6)**  
Professor Hickson.

**HBSE 6500-HBSE 6510. Advanced seminars in special education.**

Permission required. For doctoral students in special education and related fields. Recent developments in theory and research as related to the specialization from psychological, educational, sociological, and/or medical sources.

HBSE 6500. **General** (3)

Faculty.

HBSE 6501. **Mental retardation** (1–3)

Professor Hickson.

HBSE 6503. **Physical disabilities** (1–3)

Professor Mithaug or

Dr. Stolarski.

HBSE 6504. **Behavioral disorders** (3)

Professor Greer.

HBSE 6506. **Blindness and visual impairment** (3)

Dr. Stolarski.

HBSE 6507. **Deaf and hard of hearing** (2)

Professor Kretschmer.

HBSE 6509. **Guidance, habilitation, and career education** (3)

Professor Hickson.

HBSE 6510. **Policy and administration** (3)

Professor Mithaug.

HBSE 7500. **Dissertation seminar in special education** (3)

Professor Hickson (Spring). Permission required. Only advanced doctoral students in special education programs are eligible. Prerequisites: HBSE 5010, HBSE 6001, and HBSE 6010. Development of doctoral dissertations and presentation of plans for approval. Special fee: \$10.

HBSE 8901–HBSE 8910. **Dissertation advisement in special education** (0)

Advisement on doctoral dissertations. Fee: 3 points at current tuition rate for each term. For requirements, see catalog on continuous registration for Ed.D./Ph.D. degrees.

HBSE 8901. **Mental retardation** (1–3)

Professor Hickson.

HBSE 8903. **Physical disabilities** (1–3)

HBSE 8904. **Behavioral disorders** (1–3)

Professor Greer.

HBSE 8906. **Blindness and visual impairment** (1–3)

Dr. Stolarski.

HBSE 8907. **Deaf and hard of hearing** (1–3)

Professor Kretschmer.

HBSE 8910. **Administration** (1–3)

Professor Mithaug.

HBS 5590. **Introduction to behavior analysis for applied settings** (3)

Professor Greer. Prerequisites: HBSE 4015 and HBSE 4043.

Introduction to applied research in education, medicine, and therapy which is characterized by absolute unit measurement, functional relationships between variables, experimentation, and individual subject designs. Writing skills are emphasized. Special fee: \$5.

HBS 6031. **Single case experimental design for behavior analysis in education, therapy, and medicine** (3)

Professor Greer. Permission required. Topics include inter-subject and intra-subject designs, repeated measurement, generality, relevant statistical techniques, direct and systematic replication, selection of group or single case designs.

Chair: Professor Jane A. Monroe  
Location: 453 Grace Dodge  
Telephone Number:  
(212) 678-3882  
Fax: (212) 678-3837

### Programs:

Cognitive Studies in Education  
Developmental Psychology  
Measurement, Evaluation, and  
Statistics  
Politics and Education  
Sociology and Education

### Faculty:

#### Professors:

J. Lawrence Aber (Developmental Psychology/National Center for Children in Poverty {part-time})  
John B. Black (Cognitive Studies in Education/Instructional Technology and Media)  
Lois Bloom (Developmental Psychology)—Emeritus  
Lila G. Braine (Developmental Psychology/Barnard College {part-time})  
Jeanne Brooks-Gunn (Developmental Psychology)  
Robert L. Crain (Politics and Education/Sociology and Education)  
Herbert P. Ginsburg (Developmental Psychology/Cognitive Studies in Education)  
Deanna Kuhn (Developmental Psychology/Cognitive Studies in Education)  
Gary Natriello (Sociology and Education)  
Ernst Z. Rothkopf (Cognitive Studies in Education/Instructional Technology and Media)  
Joanna P. Williams (Cognitive Studies in Education)  
Richard M. Wolf (Measurement, Evaluation, and Statistics)—Emeritus

#### Adjunct Professors:

Hugh F. Cline (Sociology and Education)  
Howard E. Gruber (Developmental Psychology)  
Alan R. Sadovnik (Sociology and Education)

#### Associate Professors:

James E. Corter (Cognitive Studies in Education/Measurement, Evaluation, and Statistics)  
Suniya S. Luthar (Developmental Psychology)  
Jane A. Monroe (Measurement, Evaluation, and Statistics)  
H. Jane Rogers (Measurement, Evaluation, and Statistics)

#### Adjunct Associate Professors:

Julia Graber (Developmental Psychology)  
Elizabeth C. Vozzola (Developmental Psychology)

#### Assistant Professors:

Lawrence T. DeCarlo (Measurement, Evaluation, and Statistics)  
Clea Fernandez (Developmental Psychology/Cognitive Studies in Education)

#### Adjunct Assistant Professors:

Ivo Antoniazzi (Measurement, Evaluation, and Statistics)  
John N. Larson (Cognitive Studies in Education)  
Dale T. Snauwaert (Politics and Education/Sociology and Education)  
Bruce L. Wilson (Sociology and Education)

For information about faculty and their scholarly and research interests, please refer to the "Faculty" section of the Catalog on page 61.

#### Departmental Mission:

The Department of Human Development is devoted to promoting an understanding of human development across the life span in contexts including families, schools, and social institutions. The Department provides social scientists and educators with theories, empirical methods, and analytic tools for understanding and conducting research in human development and cognition, and for contributing to solutions of educational and social problems.

Areas of study within the Department include Cognitive Studies in Education; Developmental Psychology; Measurement, Evaluation, and Statistics; Politics and Education; and Sociology and Education. In addition, the Department offers many methods and foundation courses of interest to students throughout the College, and to the community as well.

### Developmental Psychology

Program Coordinator: Professor Herbert P. Ginsburg

#### Degrees Offered:

Master of Arts (M.A.)  
Doctor of Philosophy (Ph.D)

### Psychology: Developmental

(Code: TKA)  
Master of Arts (M.A.)

#### Special Application

**Requirements/Information:** Applicants who have undergraduate degrees in fields other than psychology will be considered for admission to the M.A. program, as well as those whose previous training is in psychology.

#### Program Description:

The Master of Arts in developmental psychology typically requires completion of 32 points, normally achieved in 12 months of full-time study or proportionately longer for part-time study. Students acquire familiarity with basic theoretical and research orientations as well as exposure to substantive knowledge in the areas of cognitive, language, personality and social functioning and development, in accordance with individual interests and objectives. Opportunity exists for the study of deviant as well as normal psychological functioning within a developmental framework.

Students may register for independent study in order to undertake theoretical or empirical research projects or fieldwork. Students whose goal is to acquire professional skills in clinical or counseling psychology may enroll in introductory course offerings within these departments, courses which in many cases can be applicable if the student is later admitted to one of the more advanced master's or doctoral programs in these areas.

In order to accommodate the diverse aims of individual students, a considerable degree of flexibility has been built into the course of study leading to the M.A. degree. An attempt has been made to minimize specific course requirements, and the student will find that there is a good deal of freedom to choose from among the many course offerings provided by Teachers College and the Columbia University Graduate Faculties. In consultation with an advisor, students may create an individually tailored program of study, or may enter a concentration in Child Policy and Research, Developmental Studies of Education, or Developmental Psychopathology.

The course of study has four main components:

- A basic course in methods of research.
- Required courses in cognitive development, personality development in atypical populations, and developmental psychology and education.
- Electives in developmental psychology plus relevant electives offered by other Teachers College and Columbia University psychology programs.
- Broad and basic areas of scholarship.

Students completing the M.A. degree accept positions in research laboratories or field settings, in biomedical institutions, in educational, community, and child care agencies, and as instructors in community colleges, or go on to pursue more advanced degrees in particular areas of specialization.

**Degree Requirements:**

**Master of Arts**

Either 32 points and a special project or 30 points and a formal thesis.

**Basic Courses** (12 points): HUDK 4120, Empirical study of human development; HUDK 5023, Cognitive development; HUDK 5121, Personality development and socialization in early childhood; and either HUDK 5034, Developmental psychopathology, or HUDK 4127, Developmental psychology for educational reform.

**Elective Courses** (minimum of 6 points): At least 3 other psychology courses (2 or 3 points each), 2 or 3 of which must be in developmental psychology.

**Breadth Requirement** (minimum of 6 points): Three courses taken for either 2 or 3 points each—HUDM 4120, Basic concepts in statistics, or equivalent; and at least 2 courses in programs at Teachers College other than Developmental Psychology.

**Research Requirement** (3 points): HUDK 5324, Research work practicum.

**Concentrations:** Within the constraints described above, the student may design a program of study in coordination with an advisor, or concentrate in Developmental Psychopathology (in collaboration with the programs in Clinical

Psychology and School Psychology); Developmental Studies of Education (in collaboration with the programs in Cognitive Studies in Education and Curriculum and Teaching); or Educational Policy (in collaboration with the programs in Sociology and Politics in Education).

**Developmental Psychology**  
(Code: TKD)

Doctor of Philosophy (Ph.D.)

**Special Application Requirements/Information:**

This program accepts applications for fall semester only. GRE and Subject Test in Psychology are required. Admission to the program is highly competitive. Primary emphasis in evaluating applicants is given to prior achievements and recommendations, particularly as evidence of a self-motivated research involvement.

Previous work in psychology is highly desirable but there are no fixed course requirements. Expertise in a related field, such as linguistics, philosophy, anthropology or biology, may qualify a student as well. At least one year of full-time study in residence, i.e., two semesters of 12 or more credits per semester, is required.

**Program Description:** The 75 point doctoral degree prepares students for faculty positions in colleges and universities and for positions as associates and consultants in research laboratories, biomedical schools, and other applied settings. Throughout their program, doctoral candidates work in a close apprenticeship relationship with a faculty advisor of their choice. The Ph.D. degree requires completion of 75 points with an empirical research thesis.

The aim of instruction at the doctoral level is to produce a psychologist who can make a sound and innovative research contribution to the study of human development, who is concerned with the relationship between development and education, and who is equipped to teach about such matters. Students acquire the conceptual background and methodological skills necessary for faculty positions in colleges and universities, or for positions as associates and consultants in research laboratories, biomedical schools and other applied settings.

While consultation between student and faculty advisor is considered to be the best way to decide which steps should be taken towards these goals, there are specific requirements for all students in Developmental Psychology, which serve to define the character of the program and to ensure that all students have a common experience and acquire a common level of expertise in dealing with the core issues in the field.

The courses offered through the program provide content in the research and theoretical literature relating to all phases of the psychology of human development. All age groups are covered, from infancy through childhood and adolescence to adulthood and later life. Course work in developmental psychology can be supplemented by courses in the other psychology programs at Teachers College as well as by courses in the social sciences, linguistics, and other fields offered at Teachers College and by the graduate faculty of the University (including the Columbia University College of Physicians and Surgeons).

The doctoral program is focused primarily on training in the conduct of empirical (e.g., experimental, observational, and interview) research. Other types of research (theoretical, descriptive, and historical) may be undertaken in special circumstances of student and advisor competence.

**Degree Requirements:**

The 75-point course of study has four components:

- **General Psychology.** Students choose one course in four of the following areas: Learning and Cognition, Development, Personality, Social Bases of Behavior, Measurement, Biological Bases of Behavior.
- **Doctoral Requirements.** Students are required to take advanced courses in developmental psychology as well as proseminar.
- **Methodology.** All students are required to take, at least, the one-year statistics sequence (*Probability and statistical inference* and *Applied regression analysis*), ordinarily in the first year. Students are required to take a special certification examination in methodology. Students should also, in consultation with their advisor, enroll in the necessary advanced course work to prepare for both the research methods component of the certification examination and their own research work.
- **Qualifying Paper.** Students are required to write a theoretical and empirical paper to qualify for dissertation status.

**First Year of Study:** Four basic courses in developmental psychology, one in each of the following areas—cognitive development, social/emotional development, empirical methods, and psychopathology. Two courses in statistics—HUDM 4120, Basic concepts in statistics; and HUDM 4122, Proba-

bility and statistical inference. A research seminar, HUDK 6620, Special topics in developmental psychology. One course (3 more to be taken in the second year) of the general psychology requirement.

**Second Year of Study:** Two advanced developmental courses in cognitive development, social/emotional development, empirical methods, or psychopathology. Two statistics courses—HUDM 5122, Applied regression analysis; and HUDM 5123, Experimental design. Continued enrollment in HUDK 6620, Special topics in developmental psychology. Three courses satisfying the general psychology requirement specified above. Other requirements include completion of an empirical paper (concomitant with enrollment in HUDK 6901, Advanced research and independent study in developmental psychology).

**Third Year of Study:** Two statistics courses—HUDM 6122, Multivariate analysis I; and HUDM 6123, Multivariate analysis II. Continued enrollment in HUDK 6620, Special topics in developmental psychology. Other requirements include a theoretical paper (concomitant with enrollment in HUDK 6901, Advanced research and independent study in developmental psychology) and certification examination. After meeting certification requirements, 15 points (which may be completed during the third and fourth years) are taken in consultation with an advisor.

**Fourth Year of Study:** Completion of the 15 points begun in third year. HUDK 7501, Dissertation seminar in developmental psychology. Completion of an approved doctoral dissertation.

**Courses:**

HUDK 4021. **Developmental psychology: Infancy** (2–3) Faculty. Review of research and theory in early perceptual, cognitive, and social/emotional development, with particular attention to the interaction of biological and environmental factors in early life.

HUDK 4022. **Developmental psychology: Childhood** (2–3) Faculty. Children's cognition, perception, representation, language, affect, personality, and sexuality. Family structure and school as they influence these aspects of childhood.

HUDK 4023. **Developmental psychology: Adolescence** (2–3) Dr. Graber. Theoretical and empirical studies of personality and social development processes in adolescence. An ecological systems approach is emphasized.

HUDK 4024. **Developmental psychology: Adulthood and the life span** (2–3) Faculty. Theories of adult development, with an emphasis on the historical transformation of adult roles, and the significance of marriage, family, child rearing, work and social class in adulthood socialization.

HUDK 4027. **The development of mathematical thinking** (3) Professor Ginsburg. The development of informal and formal mathematical thinking from infancy through childhood with implications for education.

HUDK 4045. **Psychology of teaching and learning: Cross-cultural perspectives** (2–3) Professor Fernandez. Explores the value of cross-cultural comparisons for thinking about teaching and learning. A case study approach is used to examine work comparing education in Japan and the US.

HUDK 4120. **The empirical study of human development** (3) Professor Fernandez. An introduction to the research methods that have been employed by cognitive and developmental psychologists, as well as an overview of how these methods have been applied and the kinds of knowledge they have yielded.

HUDK 4121. **Development and psychopathology: Atypical contexts and populations** (3) Professor Luthar. Using contemporary research as the basis, the focus is on the interface between classical developmental psychology theories and patterns of development identified in atypical contexts (e.g., poverty) and among atypical populations (e.g., resilient youth). Implications for interventions and policy are also discussed.

HUDK 4127. **Developmental psychology for educational reform** (3) Professor Ginsburg. Attempts to utilize developmental theories and research in the improvement of education are examined critically.

HUDK 4620. **Departmental colloquium** (2–3) Presentation and discussion of research topics by faculty, visiting psychologists, and students.

HUDK 5020. **The development of creativity** (2–3) Professor Gruber. Permission required. Major theories and contemporary research in creative work, emphasizing case studies of exceptional and historically influential individuals.

HUDK 5021. **Aesthetic development** (2–3) Faculty. Investigation of the genesis of aesthetic development from childhood to maturity; special attention given to making and responding in the arts and to the role of the imagination in stretching the boundaries of knowledge.

HUDK 5022. **Emotional development** (2–3) Faculty. Theory and research in the development of emotional experience and expression.

HUDK 5023. **Cognitive development** (3) Professor Kuhn. Theory and research on the development of cognitive processes across the life span.

HUDK 5024. **Language development** (2–3) Faculty. Survey of research and theory in the development of language, beginning with communication and the origins of language in infancy and emphasizing acqui-

sition of the forms of language in relation to their content and use.

HUDK 5027. **Moral development** (2–3) Faculty. Prerequisite: HUDK 4020, HUDK 4023, HUDK 4024, or equivalent. Investigation of the major theoretical and empirical approaches to the study of how morality develops with particular emphasis on the behaviorist, cognitive, psychoanalytic, and sociopolitical approaches.

HUDK 5029. **Personality development and socialization across the life span** (2–3) Faculty. Theory and research regarding the interaction between naturally developing personality structures and socialization processes throughout life. Special fee: \$40.

HUDK 5036. **Child and adolescent development and social policy** (2–3) Professor Brooks-Gunn. This course provides a foundation of knowledge concerning the role of child and adolescent development perspectives in informing social policy. Students will investigate policy issues related to: poverty, families, child care, and education.

HUDK 5092. **Sociocultural factors in psychological development** (3) Faculty. This course examines the impact of ethnic culture, religion, economics, education, and gender and sexuality on the process of psychological development.

HUDK 5121. **Personality development and socialization in childhood** (2–3) Professor Brooks-Gunn. Prerequisite: HUDK 4020 or equivalent. Contemporary theory and research on children's adaptation to developmental tasks of early childhood. Comparison of typical and atypical pathways in early social-personality development. Analysis of the logic and method of empirical studies of early development.

HUDK 5122. **Psychological factors in later life** (3) Faculty. Research findings, theoretical conceptions, and unresolved issues with respect to cognitive, social, and personality functioning in later life.

HUDK 5123. **Psychological development of women (3)**  
Faculty. Theoretical and empirical issues concerning women's psychosocial development, viewed in the context of modern feminist thought.

HUDK 5125. **Cross-cultural developmental psychology (2-3)**  
Professor Fernandez. Survey of psychological studies of development in different cultures, with emphasis on perceptual and cognitive issues and methodological problems specific to cross-cultural research.

HUDK 5128. **Social-cognitive development (2-3)**  
Faculty. Permission required. Developmental theory and research on the relation between individual consciousness and the symbolic order of society. Topics include: the "self" the "other", intersubjectivity, social perception, communication, metaphor, myth, stories, and media images.

HUDK 5130-HUDK 5131. **Community research practicum (3)**  
Faculty. Supervised experience in various types of community agencies (i.e., schools, hospitals, clinics) with a focus on developing research skills. Integration of theoretical and observational knowledge will be stressed. Open to degree candidates in Developmental Psychology.

HUDK 5523. **Seminar in adolescent development and developmental problems (3)**  
Professor Luthar. Permission required. Prerequisite: HUDK 4023. Seminar designed to examine theory, research, and practice perspectives related to social and emotional domains during the period of adolescence.

HUDK 5324. **Research work practicum (2-3)**  
Faculty. Students learn research skills by participating actively in an ongoing faculty research project.

HUDK 6010. **Developmental research methods (3)**  
Professor Kuhn. Advanced survey of both new and classical methods for conducting research designed to answer developmental questions.

HUDK 6520. **Seminar in social development (3)**  
Faculty. Permission required. How people become socialized and how psychology deals with the process in terms of developmental concepts. Special fee: \$25.

HUDK 6523. **Seminar in cognitive development (1-3)**  
Professor Ginsburg or Kuhn. Permission required. Prerequisite: HUDK 5023. Advanced topics in research and theory in cognitive development.

HUDK 6524. **Seminar in language development (3)**  
Faculty. Permission required. Prerequisite: HUDK 5024. Analysis of current research in the study of language development. Individual exploration of particular research problems.

HUDK 6529. **Research practicum in cognitive development (2-3)**  
Professor Kuhn. Permission required.

HUDK 6572. **Research in applied educational psychology: Mathematics reasoning and mathematics education (3)**  
Professor Ginsburg. Permission required. Students participate in ongoing research.

HUDK 6620. **Special topics in developmental psychology (3)**  
Permission required. Topics to be announced.

#### Independent Study and Research

Students may register for intensive individual study of a topic of special interest. Registration in independent study is by permission of the instructor under whose guidance the work will be undertaken. Credit may range from 1 to 3 points each term except for HUDK 8900. (Dissertation hours for individual consultation are to be arranged.)

HUDK 4901. **Research and independent study (1-3 each course)**

HUDK 6901. **Advanced research and independent study (1-3 each course)**

HUDK 7501. **Dissertation seminar (1-3 each course)**  
Permission required. Development of doctoral dissertations and presentation of plans for approval. Registration limited to two terms.

HUDK 8900. **Dissertation advisement (0 each course)**  
Individual advisement on doctoral dissertation. Fee to equal 3 points at current tuition rate for each term. See catalog section on Continuous Registration for Ed.D./Ph.D. degrees.

### Cognitive Studies in Education

(Code: TKE)  
Program Coordinator: Professor James E. Corter

**Degrees Offered:**  
*Educational Psychology*  
Master of Arts (M.A.)  
Master of Education (Ed.M.)  
Doctor of Education (Ed.D.)  
Doctor of Philosophy (Ph.D.)

**Special Application Requirements/Information:**  
GRE general test is required for admission to the doctoral programs.

**Program Descriptions:**  
The Cognitive Studies in Education Program combines the perspectives on cognition and learning provided by cognitive psychology, developmental psychology, educational psychology, and computer science to examine the cognitive mechanisms underlying learning and thinking in both school and non-school settings. The Cognitive Studies in Education Program seeks to train students in basic theories of human cognition, in the practice and interpretation of empirical cognitive and developmental research, and in how findings from such research can be used to understand and improve educational practices and the development of innovative educational methods built around new technologies. The

advanced courses and experiences prepare students to do basic cognitive research in education and to use cognitive research and theories to guide the design of effective educational activities and materials.

The curriculum and program requirements are designed to prepare graduates for careers in any of several possible settings. These settings include school systems seeking instructional technology coordinators and teachers who are knowledgeable about cognitive and developmental theories and research, publishers and software companies looking for people with knowledge of cognition and development and experience in instructional design with new technologies, research organizations seeking people to conduct basic research and to develop and evaluate instructional applications of computers and related technologies, and universities seeking faculty in cognitive psychology, educational psychology, educational technology, and reading.

Students in the Cognitive Studies in Education Program begin by taking a set of core background courses, then pursue one of five concentrations: cognition and learning, intelligent technologies, reading research, cognitive studies of educational practice, or psychology of training and performance support in the work place. Students beyond the M.A. level take more advanced courses, specifically including a statistics sequence. In addition, each student registers for research practicum seminars during which they complete a substantive project as a culminating experience for that degree. Choice of advanced courses and research seminars should be shaped by the student's area of concentration, as described below. Students whose interests do not fit one

of these tracks may design their own concentration in consultation with their advisor.

**Concentration in Cognition and Learning:**

The concentration in Cognition and Learning is designed for students interested in theories of human cognition and learning, and in experimental approaches to studying learning, memory, language, reasoning, and problem solving. The culminating experience for master's students in this program is to conduct an empirical research study in the area of cognition or learning.

**Concentration in Intelligent Technologies:**

The Intelligent Technologies concentration offers a program of study for students whose interests include the development of cognitive science-based theoretical frameworks for informing the design of educational technology, as well as for those wishing to create innovative educational applications that serve as testbeds for such theoretical frameworks. By offering this concentration, the Program in Cognitive Studies recognizes the importance of computational and allied technologies to both guide and be guided by cognitive research. Many of the courses in this concentration are cross-listed with the Programs in Communication, Computing, and Instructional Technology (SCFU). As a culminating experience, master's students in this concentration create and evaluate an educational technology application.

**Concentration in Reading Research:**

This concentration prepares students to do basic research in reading and to apply research and theory on all aspects of the psychology of reading (basic skills, comprehension, aesthetic response) to improve educa-

tional practice. Students will address the relation of written language to oral language; connections between reading and writing skills; individual differences, especially with respect to students with learning disabilities; adult literacy; learning from text; and educational policy issues. The culminating experience for master's students is an empirical study in the area of reading.

**Concentration in Cognitive Studies of Educational Practice:**

This concentration is for students interested in understanding and facilitating the thinking and learning involved in educational activities. Students will learn about cognitive processes involved in both formal and informal education and also consider how they are influenced by various contextual factors, including classroom structure, teacher belief systems, student motivation, and educational policy. The program's focus on understanding cognitive processes and development is designed to help prospective and practicing teachers and other educators to improve educational practice. The culminating experience for master's students is an empirical study of cognition in a classroom setting.

**Concentration in Psychology of Training and Performance Support in the Work Place:**

This concentration prepares students for careers of research and development in training and other performance supports in business and industry. Students study psychological fundamentals, statistical tools, and instructional technology. Emphasis is on thorough scientific and practical grounding for 1) the design, development, evaluation, and management of instructional programs in industrial and business settings, and/or 2) the develop-

ment and evaluation of job-related documents or performance aids such as manuals and computer programs for use in practical settings. As a culminating experience, master's students will create and evaluate a set of training materials or a performance support system, or conduct a related research study.

**Degree Requirements:**

**Master of Arts —32 points**

**Core Courses** (9 points): HUDK 4029, Theories of human cognition and learning; HUDK 4080, Educational psychology; and HUDK 5023, Cognitive development.

**Statistics/Research Design** (3 points): At least one of the following: HUDM 4120, Basic concepts in statistics; HUDM 4122, Probability and statistical inference; HUDM 5122, Applied regression analysis; HUDM 5123, Experimental design; or HUDM 5021, Methods of empirical research.

**Research** (3 points): HUDK 5324, Research work practicum or, by permission, a 6000-level research work practicum.

**Breadth Requirement** (4–6 points): At least two of the following: A&HL 4000, Study of language; A&HF 4081, Philosophies of education; SCFU 4008, Information technology and education; SCFU 4036, Hypermedia and education; SCFU 4133, Cognition and computers; SCFF 4010, Social context of education; ORLJ 4005, Organizational psychology; HBSK 4075, Brain and behavior; and BBSQ 4040, Speech and language disorders.

**Specialized Courses** (11–13 points): Selected in consultation with an advisor, and focusing on one of the following concentrations: Cognition and

Learning (HUDK 5034, Theories of human cognition and learning; Research methods and applications; HUDK 4015, Psychology of thinking; HUDK 4027, Development of mathematical thinking; HUDK 5091, Applied psycholinguistics; HUDK 5024, Language development; HUDM 5058, Choice and decision making; HUDK 6620, Special topics in developmental psychology) and HBSK 5096, Psychology of memory; Intelligent Technologies (HUDK 4035, Technology and human development; HUDK 5039, Design of intelligent learning environments; HUDK 5198 Psychology of instructional systems design; HUDK 6620, Special topics in developmental psychology; and SCFU 4083, Instructional design of educational technology); Reading Research (HUDK 4010, Psychology of reading; HUDK 5024, Language development; HUDK 5080, Experimental psychology of schooling and reading; HUDK 5091, Applied psycholinguistics; HUDK 6620, Special topics in developmental psychology; HUDK 5090, Psychology of language and reading; HUDK 6095, Critical review of current journals in psychology; and HBSK 5099, Theories of cognitive processes in writing); Cognitive Studies of Educational Practice (HUDK 4035, Technology and human development; HUDK 4074, Reading comprehension strategies and study skills; HUDK 4127, Developmental psychology for educational reform; HUDK 5097, Psychology of instruction; HUDK 6620, Special topics in developmental psychology; HUDF 4021, Sociology of education; and HUDM 5055, Evaluation of institutions, programs, and curricula); and Training and Performance in the Workplace (HUDK 4035, Technology and human development; HUDK 5039,

Design of intelligent learning environments; HUDK 5198, Psychology of instructional systems design; HUDK 6620Z, Special topics in developmental psychology; HUDF 5020, Methods of social research: Survey methods; HUDM 5055, Evaluation of institutions, program, and curricula; and SCFU 5030, Intelligent computer assisted instruction).

**Note** (minimum of 4 points): At least 2 courses must be taken outside the department.

**Integrative Project:** Varies according to selected concentration: Cognition and Learning—an empirical cognitive research study; Intelligent Technologies—creation and evaluation of an educational technology program; Reading Research—an empirical reading research paper; Cognitive Studies of Educational Practice—an empirical study of cognition in a classroom setting; and Training and Performance in the Workplace—creation and evaluation of a set of training materials or performance support system, or a related research study.

**Master of Education**—60 points

**Core Courses** (9 points): HUDK 4029, Theories of human cognition and learning; HUDK 4080, Educational psychology; and HUDK 5023, Cognitive development.

**Statistics/Research Design** (12+ points): HUDM 4120, Basic concepts in statistics (if no undergraduate statistics); HUDM 4122, Probability and statistical inference; HUDM 5122, Applied regression analysis; HUDM 5021, Methods of empirical research; and HUDM 5059, Psychological measurement.

**Research** (6 points): HUDK 5324, Research work practicum or, by permission, a 6000-level research work practicum.

**Breadth Requirements** (6 points): At least two of the following: A&HL 4000, Study of language; A&HF 4081, Philosophies of education; SCFU 4008, Information technology and education; SCFU 4036, Hypermedia and education, SCFU 4133, Cognition and computers; SCFF 4010 Social context of education; ORLJ 4005, Organizational psychology; HBSK 4075, Brain and behavior; and BBSQ 4040, Speech and language disorders.

**Specialized Courses** (33–36 points): Selected in consultation with an advisor, and focusing on one of the following concentrations: Cognition and Learning (HUDK 5034, Theories of human cognition and learning; Research methods and applications; HUDK 4015, Psychology of thinking; HUDK 4027, Development of mathematical thinking; HUDK 5024, Language development; HUDM 5058, Choice and decision making; HUDK 5091, Applied psycholinguistics; HBSK 5096, Psychology of memory; and HUDK 6620, Special topics in developmental psychology); Intelligent Technologies (HUDK 4035, Technology and human development; HUDK 5039, Design of intelligent learning environments; HUDK 5198, Psychology of instructional systems design; HUDK 6620, Special topics in developmental psychology; and SCFU 4083, Instructional design of educational technology); Reading Research (HUDK 4010, Psychology of reading; HUDK 5024, Language development; HUDK 5080, Experimental psychology of schooling and reading; HUDK 5090, Psychology of language and read-

ing; HUDK 5091, Applied psycholinguistics; HUDK 6095, Critical review of current journals in psychology; HUDK 6620, Special topics in developmental psychology; and HBSK 5099, Theories of cognitive processes in writing); Cognitive Studies of Educational Practice (HUDK 4035, Technology and human development; HUDK 4074, Reading comprehension strategies and study skills; HUDK 4127, Developmental psychology for educational reform; HUDK 5097, Psychology of instruction; HUDK 6620, Special topics in developmental psychology; HUDF 4021, Sociology of education; and HUDM 5055, Evaluation of institutions, programs, and curricula); and Training and Performance in the Workplace (HUDK 4035, Technology and human development; HUDK 5039, Design of intelligent learning environments; HUDK 5198, Psychology of instructional systems design; HUDK 6620, Special topics in developmental psychology; HUDF 5020, Methods of social research: Survey methods; HUDM 5055, Evaluation of institutions, program, and curricula; and SCFU 5030, Intelligent computer assisted instruction).

**Note** (minimum of 4 points): At least 2 courses must be taken outside the department.

**Integrative Project:** Varies according to selected concentration: Cognition and Learning—an empirical cognitive research study; Intelligent Technologies—creation and evaluation of an educational technology program; Reading Research—an empirical reading research paper; Cognitive Studies of Educational Practice—an empirical study of cognition in a classroom setting; and Training and Performance in the Workplace—creation and evaluation of a set

of training materials or performance support system, or a related research study.

**Doctor of Philosophy**—75 points

**General Psychology** (12 points): One course each in 4 of the following 6 areas: Learning and Cognition (HUDK 4029, Theories of human cognition and learning; HUDK 5090, Psychology of language and reading; HBSK 5096, Psychology of memory; HUDK 5097, Psychology of instruction; G 4001, Cognition; or G 4002, Study of learning); Development (HUDK 5022, Emotional development; HUDK 5023, Cognitive development; HUDK 5024, Language development; or HUDK 5029, Personality development and socialization across the life span); Personality (CCPX 5032, Personality and psychopathology; CCPX 5034, Developmental psychopathology; or G 4003, Personality); Social Bases of Behavior (ORLJ 5540, Proseminar in social psychology; or G 4006, Social psychology); Measurement (HUDK 5059, Psychological measurement); and Biological Bases of Behavior (HBSK 4075, Brain and behavior; HBSK 5068, Introduction to neuropsychology; HBSK 5070, Neural bases of language and cognitive development; BBSQ 4043, Human nervous system; or G 4004, Physiological psychology).

**Statistical and Research Methodology** (15 points): HUDM 4122, Probability and statistical inference; HUDM 5059, Psychological measurement; HUDM 5122, Applied regression analysis; HUDM 5123, Experimental design; and HUDM 6122, Multivariate analysis I.

**Core Courses** (minimum of 18 points): At least 6 of the following: HUDK 4027, Development of mathematical thinking; HUDK 4029, Theories of

human cognition and learning; HUDK 4080, Educational psychology; HUDK 5023, Cognitive development; HUDK 5034, Theories of human cognition and learning; Research methods and applications; HUDK 5197, Psychology of training in business and industry; HUDK 5198, Psychology of instructional systems design; and HUDK 6095, Critical review of current journals in psychology; HUDK 5090, Psychology of language and reading; and SCFU 4133, Cognition and computers.

**Research Apprenticeship**

(6 points): Two semesters in a research practicum (e.g., HUDK 6529, Research practicum in cognitive development; HUDK 6539, Research practicum in educational psychology, cognition, and learning; HUDK 6592, Advanced research seminar: Learning and instruction; or HUDK 6598, Advanced research seminar: Instructional theory).

**Special Seminars** (minimum of 9 points): HUDK 6620, Special topics in developmental psychology (taken during both first and second years); and HUDK 7502, Dissertation seminar.

**Non-departmental Courses** (minimum of 8 points): At least 3 courses outside the department are selected in consultation with an advisor.

**Additional Requirements:** Two papers, one in theory and application, another in empirical research; certification examination; and an approved dissertation.

**Doctor of Education—90 points**

**General Psychology** (12 points): One course each in 4 of the following 6 areas: Learning and Cognition (HUDK 4029, Theo-

ries of human cognition and learning; HUDK 5090, Psychology of language and reading; HBSK 5096, Psychology of memory; HUDK 5097, Psychology of instruction; G 4001, Cognition; or G 4002, Study of learning); Development (HUDK 5022, Emotional development; HUDK 5023, Cognitive development; HUDK 5024, Language development; or HUDK 5029, Personality development and socialization across the life span); Personality (CCPX 5032, Personality and psychopathology; CCPX 5034, Developmental psychopathology; or G 4003, Personality); Social Bases of Behavior (ORLJ 5540, Proseminar in social psychology; or G 4006, Social psychology); Measurement (HUDK 5059, Psychological measurement); and Biological Bases of Behavior (HBSK 4075, Brain and behavior; HBSK 5068, Introduction to neuropsychology; HBSK 5070, Neural bases of language and cognitive development; BBSQ 4043, Human nervous system; or G 4004, Physiological psychology).

**Statistical and Research Methodology** (15 points):

HUDM 4122, Probability and statistical inference; HUDM 5059, Psychological measurement; HUDM 5122, Applied regression analysis; HUDM 5123, Experimental design; and HUDM 6122, Multivariate analysis I.

**Core Courses** (minimum of 24 points): At least 8 of the following—HUDK 4027, Development of mathematical thinking; HUDK 4029, Theories of human cognition and learning; HUDK 4080, Educational psychology; HUDK 4133, Cognition and computers; HUDK 5023, Cognitive development; HUDK 5034, Theories of human cognition and learning; Research methods and applications; HUDK 5090, Psychol-

ogy of language and reading; HUDK 5197, Psychology of training in business and industry; HUDK 5198, Psychology of instructional systems design; and HUDK 6095, Critical review of current journals in psychology.

**Research Apprenticeship**

(6 points): Two semesters in a research practicum (e.g., HUDK 6529, Research practicum in cognitive development; HUDK 6539, Research practicum in educational psychology, cognition, and learning; HUDK 6592, Advanced research seminar: Learning and instruction; or HUDK 6598, Advanced research seminar: Instructional theory).

**Special Seminars** (minimum of 9 points): HUDK 6620, Special topics in developmental psychology (taken during both first and second years); and HUDK 7502, Dissertation seminar.

**Non-departmental Courses** (minimum of 8 points): At least 3 courses outside the department are selected in consultation with an advisor.

Two papers, one in theory and application, and one in empirical research; certification examination; and an approved dissertation.

**Courses:**

**Additional Requirements:**

**Basic and General Courses** HUDK 4010. **Psychology of reading** (3) Professor Williams. Exploration of theoretical models and critical empirical issues pertaining to those language processes inherent in reading and in writing. Analysis of instructional strategies in terms of cognitive models.

HUDK 4015. **Psychology of thinking** (3) Professor Black. Examines cognitive psychology theories and research about various kinds of thinking, what each kind is best suited for, and problems people have with it. Also examines the best ways of learning from each kind of thinking. Critically examines the various thinking skills curricula that have been proposed.

HUDK 4027. **Development of mathematical thinking** (3) Professor Ginsburg. The development of informal and formal mathematical thinking from infancy through childhood with implications for education.

HUDK 4029. **Theories of human cognition and learning** (3) Professors Black and Rothkopf. Cognitive and information-processing approaches to attention, learning, language, memory, and reasoning.

HUDK 4035. **Technology and human development** (3) Professor Black. Examines the use and design of various educational technologies (computer software, multimedia shareware, TV, World Wide Web sites, etc.) from the perspective of basic research and theory in human cognitive and social development. Provides a framework for reasoning about the most developmentally-appropriate uses of technology for people at different ages.

HUDK 4080. **Educational psychology** (3) Professor Williams. Examines landmark issues in educational psychology, highlighting philosophical underpinnings and empirical evidence, tracing each issue from its roots to contemporary debates and evaluating current educational practice.

HUDK 5020. **Development of creativity** (2–3) Professor Gruber. Major theories and contemporary research in creative work, emphasizing case studies of exceptional and historically influential individuals.

HUDK 5023. **Cognitive development** (3)  
Professor Kuhn. Theory and research on the development of cognitive processes across the life span.

HUDK 5034. **Theories of human cognition and learning: Research methods and applications** (3)

Professors Rothkopf and Black. Prerequisite: HUDK 4029 or equivalent. Introduction to techniques in psychological investigations of learning, language, memory and thought, psychological analysis of instruction and other practical problems.

HUDK 5039. **Design of intelligent learning environments** (3)  
Professor Bell. Prerequisite: SCFU 4083 or permission of instructor. Covers ideas about representation of knowledge, models of the learner, and teaching strategies that have been developed in artificial intelligence and cognitive psychology. Students have the opportunity to design and implement intelligent computer-assisted instruction materials. Special fee: \$50.

HUDK 5090. **Psychology of language and reading** (2–3)  
Professor Williams. Basic theories, empirical findings, and educational applications in the psychology of language and reading: the cognitive processes involved in the perception and production of oral and written language.

HUDK 5091. **Applied psycholinguistics** (3)  
Professor Williams. Permission required. Prerequisite: HUDK 5090 or equivalent. Guided research in psycholinguistics with emphasis on studies relating language to cognitive processes, school learning, and social processes.

HUDK 6095. **Critical review of current journals in psychology** (3)  
Professor Williams. Doctoral candidates in psychology; others by permission. Critical review of current journals in psychology and education, analysis of articles, discussion of general trends in current theoretical and research literature, and guidance in preparing manuscripts for publication in peer-reviewed journals.

HBSK 5096. **The psychology of memory** (3)  
Faculty. An analysis of perspectives on human memory with particular attention to knowledge, attention, strategic processes, metacognition, transfer, and context. The application of this information to practice is stressed.

SCFU 4133–4134. **Cognition and computers**

Professor Black. Ideas about cognition and knowledge representation and how they relate to the use of computers in instruction. The student selects a subject area, learns to represent knowledge from it so that it can be implemented in a computerized instructional system, and uses the knowledge representation to characterize the cognitive prerequisites and consequences of learning to use computers.

SCFU 4133. **Cognition and computers** (3)

Special fee: \$25.

SCFU 4134. **Cognition and computers lab** (1–3)

Permission required. Corequisite: SCFU 4133. Special fee: \$25.

#### Advanced and Specialized Courses

HUDK 4120. **Empirical study of human development** (3)

Professor Fernandez. An introduction to the research methods that have been employed by cognitive and developmental psychologists, as well as an overview of how these methods have been applied and the kinds of knowledge they have yielded.

HUDK 4820. **Education for thinking: Goals and methods for the middle school years** (1)

Professor Kuhn. Identifies and examines skills of argument, analysis, and inference that are central to critical thinking, reviews research on how they develop with practice during late childhood and early adolescent years, and illustrates methods that support their development. Suitable for use in classrooms from middle elementary through junior high school years.

HUDK 5024. **Language development** (2–3)

Faculty. Survey of research and theory in the development of language, beginning with communication and the origins of language in infancy and emphasizing acquisition of the forms of language in relation to their content and use.

HUDK 5080. **Experimental psychology of schooling and reading** (2–3)

Professor Williams. Permission required. Open only to doctoral students in psychology. Critical evaluation of experimental investigations of cognitive processes and school-related problems.

HUDK 5197. **Psychology of training in business and industry** (3)

Professor Rothkopf. The design, conduct, and evaluation of training in closed systems. A critical review of available methods for task analysis, formative development, and the creation of performance aids. Special fee: \$15.

HUDK 5198. **Psychology of instructional systems design** (2–3)

Dr. Larson. Enrollment limited. Systematic approaches to instructional design in schools and corporate settings. Theoretical and empirical bases. Analysis of case-based examples. Materials fee: \$25.

HUDK 5324. **Research work practicum** (1–3)

Faculty. Students learn research skills by participating actively in an ongoing faculty research project.

HUDK 6522. **Seminar in cognitive processes** (3)

Faculty. Permission required. Advanced discussion of topics in cognitive psychology and their implications for instruction.

HUDK 6523. **Seminar in cognitive development** (1–3)

Professor Ginsburg or Kuhn. Permission required. Prerequisite: HUDK 5023. Advanced topics in research and theory in cognitive development.

HUDK 6530. **Seminar in theoretical issues in cognitive and educational psychology** (1–3)

Faculty. Permission required. Limited to doctoral candidates in psychology.

HUDK 6539. **Research practicum in educational psychology, cognition, and learning** (1–3)

Faculty. Permission required. Limited to doctoral candidates in psychology.

HUDK 6592. **Advanced research seminar: Learning and instruction** (3)

Professor Rothkopf. Permission required. Limited to doctoral candidates only. Review and discussion of advanced topics in learning, memory, and cognition, and their relationship to educational issues and problems. This course may be repeated.

HUDK 6595. **Seminar in language and reading** (3)

Professor Williams. Permission required. Analysis of current research and theory in the study of language and reading.

HUDK 6598. **Advanced research seminar: Instructional theory** (2–3)

Professor Rothkopf. Permission required. Limited to doctoral candidates. Advanced topics in the systematic management of instruction, the development of instructional materials and devices, and their relationship to learning, memory, and cognition.

HUDK 6529. **Research practicum in cognitive development** (2–3)

Professor Kuhn. Permission required.

HUDK 6630. **Special topics in cognitive or educational psychology** (3)

Faculty. Permission required. Topics to be announced.

HUDM 5058. **Choice and decision making** (3)

Professor Corter. Prerequisite: HUDM 4122 or equivalent. Surveys quantitative models of individual decision making, from the introduction of the notion of

“utility” by Daniel Bernoulli through current models such as Tversky and Kahneman’s “Prospect Theory.” The focus is on psychological or descriptive models of how people make decisions, although methods of rational decision analysis are briefly discussed.

**HBSK 4074. Reading comprehension strategies and study skills (2–3)**

Professor Peverly. Reading and study skills: Practical procedures based on research findings appropriate for teachers, counselors, and others. For students at late elementary levels through young adulthood. Materials fee: \$25.

**HBSK 4077. Adult basic literacy (2–3)**

Faculty. Psychological and educational aspects of adult basic literacy for teachers, counselors, and others who work with adults deficient in basic reading and writing skills.

**Independent Study and Research**

Students may register for intensive individual study of a topic of special interest. Registration in independent study is by permission of the instructor under whose guidance the work will be undertaken. Credit may range from 1 to 3 points each term except for HUDK 8901 (Dissertation Advisement); and registration is not limited to one term. Hours for individual conferences are to be arranged.

**HUDK 4902. Research and independent study (1–3)**

**HUDK 6902. Advanced research and independent study (1–3)**

**HUDK 7502. Dissertation seminar (1–3)**

Permission required. Development of doctoral dissertation and presentation of plans for approval. Registration limited to two terms.

**HUDK 8901. Dissertation advisement (0)**

Individual advisement on doctoral dissertation. Fee to equal 3 points at current tuition rate for each term. See catalog section on Continuous Registration for Ed.D./Ph.D. degrees.

**See also:**

*Program in Applied Linguistics: A&H 4000. Study of language (2–3)*

*Program in School Psychology: HBSK 4074. Reading comprehension strategies and study skills (2–3)*

*HBSK 4077. Adult basic literacy (2–3)*

*HBSK 5096. The psychology of memory (3)*

*Program in Instructional Technology & Media:*

*SCFU 4008. Information technology and education (3)*

*SCFU 4019. Social cognition and communication (3)*

*SCFU 4080. Television and video applications in education (3)*

*SCFU 4083. Instructional design of educational technology (3)*

*SCFU 4085. New technologies for learning (2–3)*

*SCFU 5030. Intelligent computer-assisted instruction (3)*

*SCFU 5183. Designing educational video (3)*

*SCFU 5190. Preproduction of educational video programs (3)*

*SCFU 5191–5192. Educational video production I and II (3–4)*

*SCFU 5193. Design and evaluation of experimental education video (2–3)*

*SCFU 5194. Models of interactive learning (3–4)*

*SCFU 6030. Software evaluation (3)*

**Measurement, Evaluation, and Statistics**

Program Coordinators: Professors H. Jane Rogers (Measurement and Evaluation) and Jane A. Monroe (Applied Statistics)

**Applied Statistics (Code: TMX)**

**Degree Offered:** Master of Science (M.S.)

**Special Application**

**Requirements/Information:** GRE General Test is required for the M.S. in Applied Statistics. Background in calculus is also required.

**Program Description:**

The M.S. in Applied Statistics requires at least one year of study. This master’s degree provides training for a number of positions in educational research bureaus and testing organizations. In addition to the satisfactory completion of course work, an integrative project is required.

**Degree Requirements:**

**Master of Science—32 points**

**Statistics (21 points):** HUDM 4122, Probability and statistical inference; HUDM 5122, Applied regression analysis; HUDM 5123, Experimental design; HUDM 6122, Multivariate analysis I; and HUDM 6123, Multivariate analysis II. W 4105, Probability; and W 4107, Statistical inference are taken at Columbia University’s Graduate School of Arts and Sciences.

**Computer Language**

(3 points): Selected in consultation with an advisor.

**Research Design (3 points):**

Selected in consultation with an advisor. Possible courses include HUDM 5021, Methods of empirical research; HUDM 5055, Evaluation of institutions, program, and curricula; and HUDF 5020, Methods of social research: Survey methods.

**Electives (5 points):** Selected in consultation with an advisor

and within the areas of Management Science, Economics, Public Health, Computer Science, Psychology, and Sociology.

**Distribution Requirement:**

At least 2 of the above courses (for a minimum of 2 points each) must be taken at Teachers College from outside the department.

**Culminating Experience:**

Special project.

**Measurement and Evaluation**

(Code: TMM)

**Degrees Offered:**

Master of Education (Ed.M.)  
Doctor of Education (Ed.D.)  
Doctor of Philosophy (Ph.D.)

**Special Application**

**Requirements/Information:**

GRE General test is required for all programs in Measurement and Evaluation. A working knowledge of calculus is required for doctoral study.

**Program Descriptions:**

The programs in Measurement, Evaluation, and Statistics offer preparation for the college teaching of measurement, and/or statistics, for roles in testing agencies and civil organizations, business and industry, and for work in other social science and health care settings. Most positions require at least two years of graduate study.

The Ed.M. in Measurement and Evaluation is a two-year master’s degree. It provides training for a number of positions in educational research bureaus and testing organizations. In addition to the satisfactory completion of course work, an integrative project is required for the master’s degree. The Ph.D. or Ed.D. is usually required for college teaching positions and leadership positions in testing and research organizations. Advisement guides for the master’s and doctoral programs may be obtained from the program office.

**Degree Requirements:**

**Master of Education—60 points**

**Measurement and Evaluation Core (18 points):**

HUDM 5059, Psychological measurement; HUDM 5055-5056, Evaluation of institutions, programs, and curricula I and II; HUDM 6051-6052, Theory

and practice of test construction I and II; plus an additional 3 points in evaluation.

**Quantitative Methods**

(15 points): HUDM 4122, Probability and statistical inference; HUDM 5122, Applied regression analysis; HUDM 5123, Experimental design; HUDM 6122, Multivariate analysis I; and 3 points in data management.

**Psychology** (12 points): Taken in one or more of the following areas: Developmental psychology, cognitive studies, counseling psychology, organizational psychology, or social psychology.

**Research Methods** (6 points): HUDM 5021, Methods of empirical research; and HUDM 5250, Research practicum in measurement and evaluation.

**Other Aspects in Education** (6–9 points): One course in foundations of education; and 2 courses in curriculum and teaching and/or educational administration.

**Electives:** Chosen in consultation with an advisor and designed to strengthen and broaden the student's professional preparation.

**Culminating Experience:** An evaluation project.

**Doctor of Philosophy**—75 points

**Measurement and Evaluation Core**

(24 points): HUDM 5059, Psychological measurement; HUDM 5055-5056, Evaluation of institutions, programs, and curricula I and II; HUDM 5250, Research practicum in measurement and evaluation; HUDM 5550, Current issues in measurement and evaluation; HUDM 6051-6052, Theory and practice of test construction I and II; HUDM 6055, Latent structure analysis; and at least 3 points

selected from the following—HUDM 5058, Choice and decision making; HUDM 5552, Problems and procedures in the measurement of attitudes; HUDM 5553, Questionnaire construction; and HUDM 5554, Performance and proficiency evaluation.

**Quantitative Methods**

(25 points): HUDM 4122, Probability and statistical inference; HUDM 5122, Applied regression analysis; HUDM 5123, Experimental design; HUDM 5124, Multidimensional scaling and clustering; HUDM 5125, Psychological scaling; HUDM 6122, Multivariate statistics I; HUDM 6123, Multivariate statistics II; HUDM 7500, Dissertation seminar; and HUDM 8900, Dissertation advisement.

**Research Methods** (3-6 points): HUDM 5021, Methods of empirical research. Other research courses in other parts of the University, upon consultation with an advisor.

**Psychology** (minimum of 18 points): In consultation with an advisor, a group of courses aimed at substantive preparation in the field of psychology.

**Non-department Requirement** (8 points): Courses in the social sciences, curriculum and teaching, and educational administration selected in consultation with an advisor.

**Special Requirements:** The first two years require full-time study. An empirical paper and a research paper; certification examination; and completion of an approved doctoral dissertation.

**Doctor of Education**—90 points

**Measurement and Evaluation Core** (31 points): HUDM 5059, Psychological measurement; HUDM 5055-5056, Evaluation

of institutions, programs, and curricula I and II; HUDM 5250, Research practicum in measurement and evaluation; HUDM 5550, Current issues in measurement and evaluation; HUDM 6051-6052, Theory and practice of test construction I and II; HUDM 6052, Latent structure analysis; and at least 3 points selected from the following—HUDM 5058, Choice and decision making; HUDM 5552, Problems and procedures in the measurement of attitudes; HUDM 5553, Questionnaire construction; and HUDM 5554, Performance and proficiency evaluation.

**Quantitative Methods and Research Design**

(31 points): HUDM 4122, Probability and statistical inference; HUDM 5021, Methods of empirical research; HUDM 5122, Applied regression analysis; HUDM 5123, Experimental design; HUDM 5124, Multidimensional scaling and clustering; HUDM 5125, Psychological scaling; HUDM 6122, Multivariate statistics I; HUDM 6123, Multivariate statistics II; HUDM 7500, Dissertation seminar; HUDM 8900, Dissertation advisement; and a data management course.

**Psychology** (minimum of 18 points): In consultation with an advisor, a group of courses aimed at substantive preparation in the field of psychology.

**Related Courses** (minimum of 6 points): Selected from the areas of curriculum development, guidance, applied human development, supervision, and administration, and in consultation with an advisor.

**Electives** (maximum of 10 points): Selected to meet special interests and needs.

**Special Requirements:** The first two years require full-time study. Certification paper and examination; completion of an approved doctoral dissertation.

**Courses:**

Courses at the 4000-level usually do not require permission of the instructor and are open to nonmajors as well as majors. Many 5000-level offerings are also open to nonmajors with appropriate backgrounds; 6000-level courses are usually limited to majors with advanced standing in the program. See listings below for prerequisites and limitations on enrollment. In addition to the courses listed below, students should consult the offerings of other programs in psychology, many of which are required or recommended in the program guides obtainable from the various program offices.

**Measurement and Evaluation**

HUDM 4050. **Introduction to measurement** (2–3) Professor DeCarlo. General issues of reliability, validity, norms, etc. Techniques of appraising aptitude, achievement, personality; teacher-made tests; standardized tests in selection, pupil classification, guidance.

HUDM 5021. **Methods of empirical research** (3) Professor DeCarlo. An introduction to the methods of scientific inquiry, research planning, and techniques of making observations and analyzing and presenting data. Topics include: methods of inquiry, the role of research in theory, formulating problems and hypotheses, sampling, measurement, and the design of empirical research. Opportunity to design research projects.

HUDM 5055–HUDM 5056. **Evaluation of institutions, programs, and curricula** (3) Faculty. Permission required. Prerequisites: HUDM 4050 and HUDM 4122 or equivalent. Combined lecture, discussion, laboratory, and fieldwork course on the problems, issues, and procedures involved in designing and carrying out evaluation studies.

**HUDM 5058. Choice and decision making (3)**  
Professor Corter. Prerequisite: HUDM 4122 or equivalent. Surveys quantitative models of individual decision making, from the introduction of the notion of "utility" by Daniel Bernoulli through current models such as Tversky and Kahneman's "Prospect Theory." The focus is on psychological or descriptive models of how people make decisions, although methods of rational decision analysis are briefly discussed.

**HUDM 5059. Psychological measurement (3)**  
Professor DeCarlo. Open to doctoral and Ed.M. students in psychology; others only by permission. A previous course in statistics or measurement is recommended. Critical examination of basic issues in assessing psychological characteristics. Validity, reliability, units of measurement; theories of aptitude and intelligence; use of multiple measures in prediction and diagnosis.

**HUDM 5250. Research practicum in measurement and evaluation (0-4)**  
Permission required. Students enrolled are expected to spend a semester involved in a research project, either assisting a faculty member or in an applied setting. A formal report will be submitted.

**HUDM 5550. Current issues in measurement and evaluation (3)**  
Faculty. Prerequisites: HUDM 6051 and HUDM 6122. Selected topics of current interest to measurement theory or practice examined in depth.

**HUDM 5552. Problems and procedures in the measurement of attitudes (1)**  
Faculty. Prerequisite: HUDM 4050 or equivalent. Half-semester course. Introduction to Likert and equal appearing interval scale methods.

**HUDM 5553. Questionnaire construction (1)**  
Faculty. Prerequisite: HUDM 4050 or equivalent. Half-semester course. Introduction to item writing and the construction of questionnaires and interview schedules.

**HUDM 5554. Performance and proficiency evaluation (1)**  
Faculty. Prerequisite: HUDM 4050 or equivalent. Half-semester course. Introduction to measures for assessing performance and proficiency.

**HUDM 6051-HUDM 6052. Theory and practice of test construction (3)**  
Professor Rogers. Permission required. Prerequisites: HUDM 5059, HUDM 5122, or equivalents. Psychometric theory underlying test construction and the application of theory to making tests.

**HUDM 6055. Latent structure analysis (3)**  
Professor DeCarlo. Permission required. Prerequisites: HUDM 6122 and HUDM 6052. Study of latent structure analysis, including measurement models for latent traits and latent classes, factor analysis, structural equations, and categorical data analysis.

**HUDM 6552. Seminar: Selected topics in measurement theory (3)**  
Faculty. Prerequisite: HUDM 6051 and HUDM 6122. One or more topics of current interest examined in depth.

### Statistics

**HUDM 4120. Basic concepts in statistics (3)**  
Faculty. Descriptive statistics including organizing, summarizing, reporting, and interpreting data. Understanding relationships expressed by crosstabulation, breakdown, and scatterdiagrams. Designed as a one-semester introduction to statistical methods. Will include reading journal articles.

**HUDM 4122. Probability and statistical inference (3)**  
Professors Corter and Rogers. Prerequisite: HUDM 4120 or undergraduate statistics course. Elementary probability theory; random variables and probability distributions; sampling distributions; estimation theory and hypothesis testing using binomial, normal, t, chi square, and F distributions.

**HUDM 5122. Applied regression analysis (3)**  
Faculty. Prerequisite: HUDM 4122 or permission of instructor. Least squares estimation theory. Traditional simple and multiple regression models, polynomial regression models, with grouping variables including one-way ANOVA, two-way ANOVA, and analysis of covariance. Lab devoted to applications of SPSS regression program. Lab fee: \$75.

**HUDM 5123. Experimental design (3)**  
Faculty. Prerequisite: HUDM 5122. Analysis of variance models including within subject designs, mixed models, blocking, Latin Square, path analysis, and models with categorical dependent variables. Lab devoted to computer applications. Lab fee: \$75.

**HUDM 5124. Multidimensional scaling and clustering (3)**  
Professor Corter. Permission required. Prerequisites: HUDM 4122 and HUDM 5122 or equivalent. Methods of analyzing proximity data (similarities, correlations, etc.), including multidimensional scaling, which represents similarities among items by plotting the items into a geometric space, and cluster analysis for grouping items.

**HUDM 5125. Psychological scaling (3)**  
Professor DeCarlo. Permission required. Prerequisites: HUDM 4122 and HUDM 5122 or equivalent. Methods for deriving numeric scales from psychological data. Topics include Thurstonian and Rasch approaches to scaling, analysis of paired comparisons, psychological measurement, additive conjoint measurement, and foundations of measurement.

**HUDM 6122. Multivariate analysis I (3)**  
Professor Monroe. Permission required. Prerequisite: HUDM 5122 or equivalent background; HUDM 5123 recommended. An introduction to multivariate statistical analysis, including matrix algebra, general linear hypothesis and application, profile analysis, principal components analysis, discriminant analysis, classification methods, and SPSS programs.

**HUDM 6123. Multivariate analysis II (3)**  
Professor Monroe. Permission required. Prerequisite: HUDM 6122. A continuation of multivariate statistical analysis, including canonical analysis, MANOVA, and factor analysis. Use of SPSS programs.

### Independent Study and Research

Students may register for intensive individual study of a topic of special interest. Registration in independent study is by permission of the instructor under whose guidance the work will be undertaken. Credit may range from 1 to 3 points each term except for HUDM 8900 (Dissertation Advisement); and registration is not limited to one term. Hours for individual conferences are to be arranged.

**HUDM 4901. Research and independent study: Measurement and evaluation (1-3)**

**HUDM 4902. Research and independent study: Applied statistics (1-3)**

**HUDM 6900. Advanced research and independent study (1-3)**

**HUDM 7500. Dissertation seminar (1-3)**  
Permission required. Development of doctoral dissertations and presentation of plans for approval. Registration limited to two terms.

**HUDM 8900. Dissertation advisement (0)**  
Individual advisement on doctoral dissertation. Fee to equal 3 points at current tuition rate for each term. See section in catalog on Continuous Registration for Ed.D./Ph.D. degrees.

**Politics and Education (Code: TFG)**  
Program Committee: Professor Robert Crain (Sociology and Education/Politics and Education), Professor Dale Mann (Educational Administration), and Professor Robert McClintock (History and Education)  
Program Coordinator: Professor Robert Crain. For

additional information call (212) 678-3391.

**Degrees offered:**

Master of Arts (M.A.)  
Master of Education (Ed.M.)  
Doctor of Education (Ed.D.)  
Doctor of Philosophy (Ph.D.),  
Educational Policy concentra-  
tion (option available)

**Special Application**

**Requirements/Information:**

The GRE general is required for all doctoral applicants. Doc-  
toral applicants are reviewed  
for Fall term only.

**Program Description:**

The Politics and Education pro-  
gram is a base for students who  
wish to study educational pol-  
icy, whether federal, state or  
local, from pre-school to higher  
and adult education. Students  
learn not only about the formu-  
lation of policies, but how to  
evaluate their effectiveness. The  
program provides training and  
hands-on experience in evalua-  
tion methods and both quanti-  
tative and qualitative methods.  
Students in the program pursue  
the study of policies affecting  
K-12 public education, four-  
year and community colleges,  
pre-school programs, parenting  
and parent-school coordination,  
technology in education, school  
choice, charter schools, school  
restructuring, and teacher  
empowerment.

The program is managed by the  
Committee on Politics and  
Education, comprised of Dr.  
Robert Crain of Sociology/Pol-  
itics and Education, Dr. Dale  
Mann of Educational Adminis-  
tration, and Dr. Robert McClin-  
tock of History and Education.  
These professors serve as the  
core of the program and as fac-  
ulty advisors. Students are also  
encouraged to take related  
course work with the extended  
“Faculty in Politics and Educa-  
tion”, professors representing  
numerous departments at  
Teachers College. Examples

from this broad list include  
school and classroom reform  
with Gary Natriello; school-  
business partnerships and  
school-to-work programs with  
Thomas Bailey and Terry Orr;  
state and federal policy making  
with Dorothy Shipps and  
Thomas Sobol; child and adoles-  
cent development with Jeanne  
Brooks-Gunn and Suniya  
Luthar; school finance with  
Craig Richards; school choice  
with Peter Cookson; interna-  
tional education policy with  
Gita Steiner-Sadat-Khamsi; spe-  
cial education policy with Den-  
nis Mithaug; health policy with  
John Allegrante and Barbara  
Wallace; non-public schooling  
and charter schools with Pearl  
Kane, and law and education  
with Jay Heubert.

Students choose policy courses  
offered throughout Teachers  
College as well as the various  
other schools of Columbia Uni-  
versity including the Law  
School, the School of Interna-  
tional and Public Affairs, and  
the graduate departments of  
Sociology, Political Science,  
History, and others.

All students are expected to  
study program evaluation and  
both quantitative and qualita-  
tive research methods. Students  
are also encouraged to gain  
teaching experience, as this is  
integral for anyone serious  
about affecting change in the  
educational policy arena. Many  
students attend the program  
part-time while teaching in  
public or private schools.  
Applicants interested in both  
teacher certification and policy  
study are encouraged to apply  
to the 40-point pre-service  
M.A. in Curriculum and  
Teaching or one of the high  
school education programs, fol-  
lowing up with the Ed.M in  
Politics and Education. Con-  
tact Professor Robert Crain for  
more information.

Politics and Education students  
may also choose to participate  
in the Educational Policy Con-  
centration if they wish to fur-  
ther hone their policy skills.

**Degree Requirements:**

**Master of Arts—32 points**

**Required Courses** (9 points):  
Selected from the following—  
HUDF 4000, Education and  
public policy; HUDF 4040,  
American politics and educa-  
tion; HUDF 4042, Compara-  
tive politics and education;  
HUDF 4043, Political thought  
and education; HUDF 5042,  
Urban politics and education;  
HUDF 5045, Race, ethnicity  
and US educational policy;  
HUDF 5046, Education and  
politics in Western thought;  
ORLA 4030, Ethical issues in  
educational leadership; ORLA  
4040, Education policy deci-  
sion making; ORLA 4042,  
Role of the state in education,  
governance, policy and practice;  
ORLA 4086, Law and educa-  
tional institutions: Social pol-  
icy—student personnel; ORLA  
5012, Community politics,  
community policies and admin-  
istrators; ORLA 5541, Federal  
politics, federal policies and  
administrators; ORLA 5645,  
Topics in policy planning and  
implementation: Intergovern-  
mental relationships; and  
ORLA 5646, Topics in policy  
planning and implementation:  
Concepts and techniques.

**Statistics** (3 points): HUDM  
4122, Probability and statisti-  
cal inference; or HUDM 5122,  
Applied regression analysis.

**Methodology** (3 points): One of  
the following: HUDF 5020,  
Methods of social research: Sur-  
vey methods; HUDF 5021,  
Methods of social research: Eval-  
uation methods; or HUDF  
5029, Sociological research  
methods in educational settings.

**Additional Courses** (17 points):  
In consultation with an advisor,  
policy-related courses are  
selected from Teachers College,  
the Graduate School of Arts and  
Sciences, and the School of  
International and Public Affairs.  
At least 3 courses must be from  
outside the department.

**Culminating Experience:**

Master’s examination.

**Master of Education—60 points**

**Required Courses** (12 points):  
Selected from the following:  
HUDF 4000, Education and  
public policy; HUDF 4040,  
American politics and educa-  
tion; HUDF 4042, Compara-  
tive politics and education;  
HUDF 4043, Political thought  
and education; HUDF 5042,  
Urban politics and education;  
HUDF 5045, Race, ethnicity  
and US educational policy;  
HUDF 5046, Education and  
politics in Western thought;  
ORLA 4030, Ethical issues in  
educational leadership; ORLA  
4040, Education policy deci-  
sion making; ORLA 4042,  
Role of the state in education,  
governance, policy and practice;  
ORLA 4086, Law and educa-  
tional institutions: Social pol-  
icy—student personnel; ORLA  
5012, Community politics,  
community policies and admin-  
istrators; ORLA 5541, Federal  
politics, federal policies and  
administrators; ORLA 5645,  
Topics in policy planning and  
implementation: Intergovern-  
mental relationships; and  
ORLA 5646, Topics in policy  
planning and implementation:  
Concepts and techniques.

**Statistics** (6 points): HUDM  
4122, Probability and statisti-  
cal inference; and HUDM  
5122, Applied regression  
analysis.

**Methodology** (6 points): Two of  
the following: HUDF 5020,  
Methods of social research: Sur-  
vey methods; HUDF 5021,

Methods of social research: Evaluation methods; or HUDF 5029, Sociological research methods in educational settings.

**Additional Courses** (36 points): In consultation with an advisor, policy-related courses are selected from Teachers College, the Graduate School of Arts and Sciences, and the School of International and Public Affairs. At least 3 courses must be from outside the department.

**Culminating Experience:** Master's essay or examination.

**Note:** Refer to the *Degree Requirements* section of this catalog for information regarding transfer credits.

**Doctor of Philosophy**—75 points

**Required Courses** (12 points): Selected from the following—HUDF 4000, Education and public policy; HUDF 4040, American politics and education; HUDF 4042, Comparative politics and education; HUDF 4043, Political thought and education; HUDF 5042, Urban politics and education; HUDF 5045, Race, ethnicity and US educational policy; HUDF 5046, Education and politics in Western thought; ORLA 4030, Ethical issues in educational leadership; ORLA 4040, Education policy decision making; ORLA 4042, Role of the state in education, governance, policy and practice; ORLA 4086, Law and educational institutions: Social policy—student personnel; ORLA 5012, Community politics, community policies and administrators; ORLA 5541, Federal politics, federal policies and administrators; ORLA 5645, Topics in policy planning and implementation: Intergovernmental relationships; and ORLA 5646, Topics in policy planning and implementation: Concepts and techniques.

**Statistics** (6 points): HUDM 4122, Probability and statistical inference; and HUDM 5122, Applied regression analysis.

**Methodology** (6 points): Two of the following—HUDF 5020, Methods of social research: Survey methods; HUDF 5021, Methods of social research: Evaluation methods; or HUDF 5029, Sociological research methods in educational settings.

**Seminars and Colloquia** (6 points): Two of the following—HUDF 5640, Colloquium on the politics of education; HUDF 6540, Seminar in politics and education; or HUDF 7500, Dissertation seminar.

**Political Science** (6 points): Two courses in political science from the Graduate School of Arts and Science selected in consultation with an advisor.

**Additional Courses** (39 points): In consultation with an advisor, policy-related courses are selected from Teachers College, the Graduate School of Arts and Sciences, and the School of International and Public Affairs. At least 3 courses must be from outside the department.

**Additional Requirements:** Foreign language and certification examinations. Completion of an approved dissertation.

**Note:** Refer to the *Degree Requirements* section of this catalog for information regarding transfer credits.

**Doctor of Education**—90 points

**Required Courses** (12 points): Selected from the following—HUDF 4000, Education and public policy; HUDF 4040, American politics and education; HUDF 4042, Comparative politics and education; HUDF 4043, Political thought and education; HUDF 5042,

Urban politics and education; HUDF 5045, Race, ethnicity and US educational policy; HUDF 5046, Education and politics in Western thought; ORLA 4030, Ethical issues in educational leadership; ORLA 4040, Education policy decision making; ORLA 4042, Role of the state in education, governance, policy and practice; ORLA 4086, Law and educational institutions: Social policy—student personnel; ORLA 5012, Community politics, community policies and administrators; ORLA 5541, Federal politics, federal policies and administrators; ORLA 5645, Topics in policy planning and implementation: Intergovernmental relationships; and ORLA 5646, Topics in policy planning and implementation: Concepts and techniques.

**Statistics** (6 points): HUDM 4122, Probability and statistical inference; and HUDM 5122, Applied regression analysis.

**Methodology** (6 points): Two of the following—HUDF 5020, Methods of social research: Survey methods; HUDF 5021, Methods of social research: Evaluation methods; or HUDF 5029, Sociological research methods in educational settings.

**Seminars and Colloquia** (6 points): Two of the following—HUDF 5640, Colloquium on the politics of education; HUDF 6540, Seminar in politics and education; or HUDF 7500, Dissertation seminar.

**Additional Courses** (60 points): In consultation with an advisor, policy-related courses are selected from Teachers College, the Graduate School of Arts and Sciences, and the School of International and Public Affairs. At least 3 courses must be from outside the department.

**Additional Requirements:** Foreign language and certification examinations. Completion of an approved dissertation.

**Note:** Refer to the *Degree Requirements* section of this catalog for information regarding transfer credits.

**Courses:**

**Introductory**

HUDF 4000. **Education and public policy** (3)  
Professor Crain. Current issues in American educational policy.

HUDF 4040. **American politics and education** (3)  
Faculty. Introduction to the basic analytical categories of political science as they apply to the politics of education, including the influence of federal, state, and local governments in school policy-making, decentralization, school finance, and desegregation.

HUDF 4042. **Comparative politics and education** (3)  
Faculty. The politics of education in settings outside the U.S. Topics include the role of education in political development, political socialization, and student politics.

HUDF 4043. **Political thought and education** (3)  
Faculty. Study of the educational imperatives inherent in the classics of Western political thought.

**Intermediate**

HUDF 5042. **Urban politics and education** (3)  
Faculty. Politics in the nation's largest cities with a particular focus on educational politics and policy.

HUDF 5045. **Race, ethnicity, and U.S. educational policy** (3)  
Faculty. Examination of the impact of race and ethnicity on the formation and implementation of policies such as desegregation, affirmative action, bilingual education, and choice.

HUDF 5046. **Education and politics in Western thought** (3)  
Faculty. Study in historical perspective of the interactions between technological innovation and education.

### Advanced

#### HUDF 5640. Colloquium on the politics of education (3)

Faculty. Continuous participation required of doctoral students until their dissertation proposals are accepted. A critical review of important works in politics and education, discussions with invited guests, presentations of work in progress.

#### HUDF 5642. Colloquium in political economy and education (3)

Faculty. Political and economic perspectives on contemporary problems of public policy and education.

#### HUDF 6540. Seminar in politics of education (3)

Faculty/Staff. Permission required. Selected topics in the politics of education.

### Individualized Studies

#### HUDF 5430. Internship (1–6)

Permission required. Supervised experience in diverse settings designed to develop skills in policy-related research, development, planning, and evaluation.

#### HUDF 7503. Dissertation seminar (0–3)

Permission required. Required of doctoral students in the semester following successful completion of certification examinations.

#### HUDF 8903. Dissertation advisement (0)

Individual advisement on doctoral dissertations. Fee: to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration for Ed.D./Ph.D. degrees.

Advanced students may register for intensive individual study of some aspect of their specialization. Registration is only by permission of the instructor under whose guidance the work will be undertaken. Times for individual conferences will be arranged. Enrollment may be for 1 or more points each term, and registration is not limited to one or two terms.

#### HUDF 6940. Studies in politics and education (1–15)

See *Program in Sociology and Education* for additional courses of interest.

### Sociology and Education (Code: TFS)

Program Coordinator:  
Professor Gary Natriello

#### Degrees offered:

Master of Arts (M.A.)  
Master of Education (Ed.M.)  
Doctor of Education (Ed.D.)  
Doctor of Philosophy (Ph.D.),  
Educational Policy (option available)

#### Special Application Requirements/Information:

The GRE general is required for all doctoral applicants, and doctoral applicants are reviewed for Fall term only.

#### Program Description:

The sociological inquiry of education began at Teachers College in the first decade of this century. Sociology was established as the first social science discipline providing a basic framework for the study of education, complementing the long-established reliance on psychology. Over this ninety-year period, the sociology and education program has applied research findings to education and has examined basic issues in education from a sociological perspective. Although the program's theory and research have emphasized schools and colleges, attention has always been given to education in other contexts.

The program staff for sociology and education includes sociologists from other programs at the College and the Department of Sociology of the Graduate School of Arts and Sciences. Staff strengths are in sociology of education generally, but also in organizational studies, family and community

education, stratification, racial issues, and urban sociology. The program provides training and hands-on experience in evaluation methods and both quantitative and qualitative methods.

The curriculum of the Sociology and Education program emphasizes issues in urban education, including the social organization of urban schools and school systems, and the success or failure of urban schools in meeting the educational needs of the diverse populations they serve. The program faculty are actively engaged in the analysis and evaluation of educational policies and programs designed to serve educationally disadvantaged populations.

The program in Sociology and Education also offers a specialization in Educational Policy.

#### Degree Requirements:

Master of Arts—32 points

**Sociology Core** (minimum of 12 points): Selected from—HUDF 4021, Sociology of education; HUDF 4022, Sociology of urban education; HUDF 4023, Poverty and the underclass; HUDF 4024, Social stratification and education; HUDF 4027, Sociology of classrooms; HUDM 4028, Sociology of the life course; HUDF 4029, Sociology of schools; HUDF 4031, Sociology of evaluation; HUDF 4032, Gender and inequality: Role of the school; HUDF 4033, School improvement in the inner city; HUDF 4640, Introductory colloquium in sociology of education; HUDF 5020, Methods of social research: Survey methods; HUDF 5021, Methods of social research: Evaluation methods; HUDF 5027, Adolescents and delinquency; HUDF 5029, Sociological research methods in educational settings; and HUDF 6525, Seminar in sociology of education.

**Research Methods** (6 points): HUDM 4122, Probability and statistical inference; and one course in qualitative methods, selected in consultation with an advisor.

**Electives:** (maximum of 10 points): Selected in collaboration with an advisor.

**Note:** (minimum of 4 points): At least 2 courses must be taken outside the department.

**Culminating Experience:**  
Master's examination.

Master of Education—60 points

**Sociology Core** (12 points): Selected from—HUDF 4021, Sociology of education; HUDF 4022, Sociology of urban education; HUDF 4023, Poverty and the underclass; HUDF 4024, Social stratification and education; HUDF 4027, Sociology of classrooms; HUDM 4028, Sociology of the life course; HUDF 4029, Sociology of schools; HUDF 4031, Sociology of evaluation; HUDF 4032, Gender and inequality: Role of the school; HUDF 4033, School improvement in the inner city; HUDF 4640, Introductory colloquium in sociology of education; HUDF 5020, Methods of social research: Survey methods; HUDF 5021, Methods of social research: Evaluation methods; HUDF 5027, Adolescents and delinquency; HUDF 5029, Sociological research methods in educational settings; and HUDF 6525, Seminar in sociology of education.

**Research Methods** (9 points): HUDM 4122, Probability and statistical inference; HUDM 5122, Applied regression analysis; and one course in qualitative methods, selected in consultation with an advisor.

**Concentration** (9 points): Courses in Sociology of Education or an additional area of concentration, selected in consultation with an advisor.

**Electives** (30 points): Selected in consultation with an advisor from offerings at Teachers College or other schools of Columbia University.

**Note** (minimum of 4 points): At least 2 courses must be taken outside the department.

**Culminating Experience:** Master's examination.

**Doctor of Philosophy**—75 points

**Sociology Core** (9 points): HUDF 5022, Sociological analysis of educational systems; HUDF 6534, Sociological theory in educational research; and HUDF 6021, Sociological research methods: Reporting.

**Sociology Electives** (21 points): 12 points taken at Teachers College and 9 points taken at the Graduate School of Arts and Sciences, selected in collaboration with an advisor.

**Methodology** (9 points): Six points selected from: HUDF 5020, Methods of social research: Survey methods; HUDF 5021, Methods of social research: Evaluation methods; and HUDF 5029, Sociological research methods in educational settings. Three points taken at the Graduate School of Arts and Sciences.

**Seminars and Colloquia** (6 points): Selected from—HUDF 4640, Introductory colloquium in sociology of education; HUDF 5620, Advanced colloquium in sociology of education; HUDF 6525, Seminar in sociology of education; and HUDF 7500, Dissertation seminar.

**Statistics** (9 points): HUDM 4122, Probability and statistical inference; HUDM 5122, Applied regression analysis; and HUDM 5123, Experimental design.

**Classical and Modern Sociological Theory** (6 points): G 4050, Classical sociology theory; and G 4156, Contemporary sociological theory, taken at the Graduate School of Arts and Sciences.

**Additional Requirements:** Certification examination, foreign language requirement, and an approved dissertation.

**Note:** Refer to the *Degree Requirements* section of this catalog for information regarding transfer credits.

**Doctor of Education**—90 points

**Sociology Core** (9 points): HUDF 5022, Sociological analysis of educational systems; HUDF 6534, Sociological theory in educational research; and HUDF 6021, Sociological research methods: Reporting.

**Sociology Electives** (12 points): Selected in collaboration with an advisor.

**Methods Sequence** (6 points): Selected from—HUDF 5020, Methods of social research: Survey methods; HUDF 5021, Methods of social research: Evaluation methods; and HUDF 5029, Sociological research methods in educational settings.

**Seminars and Colloquia** (6 points): Selected from—HUDF 4640, Introductory colloquium in sociology of education; HUDF 5620, Advanced colloquium in sociology of education; HUDF 6525, Seminar in sociology of education; and HUDF 7500, Dissertation seminar.

**Statistics** (6 points): Selected from—HUDM 4122, Probability and statistical inference; HUDM 5122, Applied regression analysis; and HUDM 5123, Experimental design.

**Classical or Modern Sociological Theory** (3 points): Taken at the Graduate School of Arts and Sciences.

**Electives** (47 points): Selected in consultation with an advisor.

**Additional Requirements:** Certification examination and an approved dissertation.

**Note:** Refer to the *Degree Requirements* section of this catalog for information regarding transfer credits.

**Courses:**

HUDF 4021. **Sociology of education** (3)  
Faculty. A broad analysis of education using basic sociological concepts, including schools as organizations, socialization, stratification, and ethnic relations.

HUDF 4022. **Sociology of urban education** (3)  
Faculty. Analysis of urban school systems, schools, and students.

HUDF 4024. **Social stratification and education** (3)  
Faculty. An examination of the link between education and social inequality in Western societies, questioning whether schools are a mechanism of social mobility, enabling poor and disadvantaged children to get ahead in life, or whether schools perpetuate the hardships faced by poor and minority populations. Topics include the importance of quantity and quality of schooling for adult success; the ways in which race/ethnicity, sex and social class background structure students' educational experiences; the role of tracking and ability grouping within schools; and the link between schooling and the economy.

HUDF 4027. **Sociology of classrooms** (3)  
Professor Natriello. An examination of sociological research on the structure and operation of classrooms. Particular attention to the processes of stratification, socialization, legitimation, and social organization.

HUDF 4028. **Sociology of the life course** (3)  
Faculty. Sociologists define the life course of individuals by when, and in what order, people assume key social roles, such as becoming an adult, or moving from the workforce to retirement. This course looks at the sociology of the life course, focusing on how historical and societal factors combine with the personal characteristics of individuals to produce unique life course patterns. Includes case studies of parenthood, divorce, widowhood, and the transition to adulthood.

HUDF 4029. **Sociology of schools** (3)  
Professor Natriello. An examination of sociological research on the structure and operation of schools. Particular attention to the processes of socialization, stratification, and legitimation as well as social organization and the sociology of school curriculum.

HUDF 4030. **Sociology of educational processes in formal organizations** (3)  
Professor Natriello. An introduction to organizational theory as it applies to a variety of institutions with particular attention to the potential of educational activities as a force in formal organizations.

HUDF 4031. **Sociology of evaluation** (3)  
Professor Natriello. An examination of the social dimensions of the development and operation of different kinds of evaluation systems in modern societies. Major topics include the social, political and intellectual contexts for evaluation, the institutional bases of evaluation activities, the social settings in which evaluation takes place, and the effects of evaluations on individuals and groups.

**HUDEF 4032. Gender and inequality: The role of the school (2–3)**

Faculty. A study of the extent and causes of gender inequality in society, and the ways in which schools work both to reduce and exacerbate inequality.

**HUDEF 4033. School improvement in the inner city: A sociological view (2–3)**

Faculty. A sociological examination of effective inner-city school reforms via lectures, readings, and field visits.

**HUDEF 4620. Introductory colloquium in sociology of education (1–3)**

Faculty. Permission required. Intensive readings and discussions of basic literature in sociology of education, with attention to common issues and research strategies.

**HUDEF 5020. Methods of social research: Survey methods (3)**

Professor Crain. Relationship between research problem and study design, choice of population, sampling methods, instrument construction, interviewing, data processing, and analysis.

**HUDEF 5021. Methods of social research: Evaluation methods (3–6)**

Faculty. Introduction to the principles of program evaluation. The course addresses the what, how (quantitative and qualitative), and why of evaluation. Through a blend of theoretical and case study examples, students will actively engage a wide range of issues and become informed consumers of program evaluations.

**HUDEF 5022. Sociological analysis of educational systems (2–3)**

Professors Crain and Natriello. Analysis of local and national education systems through application and adaptation of organization theory, with special attention to problems of innovation.

**HUDEF 5023. The family as educator (3)**

Professor Leichter. Permission required. Analysis of the family as educator and its interrelations with schools and other educational institutions. Emphasis on inquiry

deriving from educational practice and behavioral science theory.

**HUDEF 5026. The family and television (3)**

Professor Leichter. Permission required. An analysis of the impact of television on the family's educative functions, with special attention to the process by which the family mediates television.

**HUDEF 5028. School dropouts and educational policy (3)**

Faculty. A consideration of a variety of issues associated with the phenomenon of school dropouts. Topics include measuring dropouts and dropout rates, the causes and consequences of dropping out of school, what works in dropout prevention, and educational policy and school dropouts.

**HUDEF 5029. Sociological research methods in educational settings (3)**

Professor Crain. Methods for the analysis of quantitative data and hypothesis testing. Use of SPSS computer program for cross-tabulation, correlation, and multiple regression.

**HUDEF 5030. Sociological theories of education (3)**

Faculty. Prerequisite: one sociology of education course or consent of the instructor. An intensive analysis of the major theoretical writings of functionalist, Marxist, Weberian, and feminist scholars.

**HUDEF 5120–HUDEF 5123.**

**Education in community settings**

Professor Leichter. Permission required. A review and analysis of educational issues and opportunities in various community settings. Students may elect to take one or more for 1–2 points each. Special fee: \$5.

**HUDEF 5120. Museums (1–2)**

**HUDEF 5121. Community centers (1–2)**

**HUDEF 5122. Correctional institutions (1–2)**

**HUDEF 5123. Outdoor educational programs (1–2)**

**HUDEF 5123. Outdoor educational programs (1–2)**

**HUDEF 5620. Advanced colloquium in sociology of education (1–3)**

Faculty. This course is designed to enhance student knowledge of social theory in sociological research. Particular attention is devoted to deductive models of explanation and their use in the construction of theory and its application as a basis for empirical inquiry.

**HUDEF 6021. Social research methods: Reporting (1–2)**

Professor Crain. Student teams will analyze data and write a social science article.

**HUDEF 6520. Seminar in families and communities as educators (1–3)**

Professor Leichter. Permission required. A research seminar in the family and the community as educational systems.

**HUDEF 6525. Seminar in sociology of education (1–3)**

Faculty. A seminar for doctoral students to further their professional development and to prepare for doctoral research.

**HUDEF 6534. Sociological theory in educational research (3)**

Professor Natriello. Application of sociological theories to educational research and development within a variety of institutions.

**Individualized Studies**

**HUDEF 4903. Research and independent study (1–3)**

Permission required.

**HUDEF 5100. Supervised research and practice (1–6)**

Professor Natriello.

**HUDEF 6200. Field research outside the United States (0)**

Faculty. Permission required. Required of doctoral students when choice of doctoral research necessitates data generation in other countries. One year of field experience under supervision in approved geographical and institutional site. Students secure approval of department chair and

principal advisor in advance, and render periodic reports.

**HUDEF 7503. Dissertation seminar (0–3)**

Permission required. Required of doctoral students in the semester following successful completion of certification examinations.

**HUDEF 8903. Dissertation advisement (0)**

Individual advisement on doctoral dissertations. Fee: to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration for Ed.D./Ph.D. degrees.

Advanced students may register for intensive individual study of some aspect of their specialization. Registration is only by permission of the instructor under whose guidance the work will be undertaken. Times for individual conferences will be arranged. Enrollment may be for 1 or more points each term, and registration is not limited to one or two terms.

**HUDEF 6920. Studies in sociology and education (1–15)**

Chair: Mun C. Tsang  
Location: 348 Macy Hall  
Telephone Number: 678-3947  
Fax: 212-678-8237  
Email: mct27@columbia.edu

### Programs:

Comparative and International  
Education  
International Educational  
Development  
Bilingual/Bicultural Education  
Economics and Education

### Faculty:

#### Professors:

Thomas R. Bailey  
Clifford A. Hill  
Hope Jensen Leichter  
Henry Levin  
Mun C. Tsang

#### Associate Professors:

Jo Anne Kleifgen  
Francisco Rivera-Batiz  
Gita Steiner-Khamsi  
Maria Emilia Torres-Guzman

#### Adjunct Professor:

Joseph Paul Martin

#### Adjunct Associate Professors:

Betty A. Reardon  
Dale T. Snauwaert

#### Instructor:

Eric Larsen

#### Departmental mission:

As Teachers College embarks upon a new century, it is strengthening its commitment to the international arena. For the first time, it has committed the resources of an entire department to developing research and instructional programs in international and transcultural studies. As indicated by the name of the new department, the College is broadening its approach to this area. The introduction of the term *trans-cultural* conveys an additional perspective that reflects the challenges of the era

in which we live. New technologies have led to a rapidly increasing flow of people, information, goods, and services within and across national boundaries. As these boundaries become more permeable, modern societies are characterized by greater diversification of people and resources. Such diversification introduces complex forces that can be best understood as transcultural. As individual and institutional identities increasingly reflect diverse cultural traditions and values, a major challenge to education is to promote new ways of understanding and negotiating these identities.

Our own country is a powerful exemplar of an international and transcultural society, and the metropolitan area in which Teachers College is located is a particularly vivid expression of such a society. New York City and the United States are, in many ways, harbingers of what the 21st century will bring to cities and countries around the world. International and transcultural forces will be increasingly present in all societies, and these forces will be crucial in understanding education in every domain of human experience—family, community, school, the workplace. In all these domains, people will be educated to participate in a world that is increasingly international and transcultural: such education will take place not only in schools, colleges, and universities but in all societal institutions—families; churches, synagogues, mosques, and temples; libraries, museums, and parks; mass media such as newspapers, magazines, radio, television, and computer networks; and the various kinds of workplaces that are emerging in our technological era.

Our departmental mission is to prepare professionals who can provide leadership in the new

kinds of educative configurations that will emerge in the next century. To prepare students for these leadership roles, we offer a range of professional specializations within our department: applied educational finance; bilingual/bicultural education; civic education; language, literacy, and technology; family and community education; gender studies; and peace education. We work with other departments at the College to provide our students additional specializations in such areas as adult education, conflict resolution, curriculum and teaching, educational leadership, health education, and policy studies. In addition, we cooperate with the School of International and Public Affairs at Columbia University to provide regional specializations (e.g., African Studies, Eastern European Studies, Middle East Studies, Russian Studies, East Asian Studies, South Asian Studies). Finally, we work with faculty members in academic disciplines such as anthropology, economics, history, political science, and sociology to prepare our students to do research in comparative and international education.

### Comparative and International Education (Code: TFI)

### International Educa- tional Development (Code: TFZ)

Program Coordinator: Professor  
Gita Steiner Khamsi

#### Degrees offered:

Master of Arts (M.A.)  
Master of Education (Ed.M.)  
Doctor of Education (Ed.D.)  
[Code: TFZ only]  
Doctor of Philosophy (Ph.D.)  
[Code: TFI only]

### Special Application

#### Requirements/Information:

Applicants to the international education programs should indicate their tentative area of specialization on their application forms. Doctoral applicants must submit an academic writing sample and should arrange for an interview prior to applying, if possible. A social science educational background is preferred for those who wish to be considered for the Ph.D. program in Comparative and International Education.

#### Program Description:

In 1899, Teachers College became the first graduate institution in the United States to develop a program in comparative and international studies in education. The Program faculty were co-founders of the Comparative and International Education Society in 1954 and edited the Society's journal, *Comparative Education Review*, for many years. From the 1960s, Teachers College also became instrumental in the study of the international development of education, founding the program in International Educational Development. The Faculty of the programs continue to be active in conducting research or participating in educational activities around the world. The programs, in addition to the Institute for International Studies, play dominant roles in international activities and research at Teachers College.

The programs in Comparative and International Education and International Educational Development provide advanced preparation for professional careers in a wide range of teaching, policy and evaluation, administrative and research roles. Students may combine their studies with any area of concentration offered throughout the College. Graduates of the programs are found

in numerous educational positions including academic research and teaching, in educational planning, implementation, and evaluation roles in foundations, non-governmental organizations, governmental institutions, businesses and corporations, and private and public educational institutions.

#### *Comparative and International Education*

Students in the program in Comparative and International Education select an academic discipline and a geographical area of specialization for the master's and doctoral degrees. Disciplines associated with the program include the social sciences or allied disciplines such as Anthropology, Economics, History, Organizational and Social Psychology, Philosophy, Political Science, Religion, and Sociology.

#### *International Educational Development*

The program in International Educational Development offers several areas of concentration, including Family and Community Education, Finance and Planning, Language, Literacy, and Technology, and Peace Education. Students select a professional educational field of interest and either a transcultural or a geographical area of specialization for the master's and doctoral degrees. Professional areas of study offered by cooperating departments at Teachers College include Adult Education, Bilingual/Bicultural Education, Communication, Conflict Resolution, Curriculum and Teaching, Early Childhood Education, Educational Administration, Family and Community Education, Finance and Planning, Health Education, Higher Education, Instructional Technology and Media, Language, Literacy, and Technology, Mathematics Education, Peace Education, Policy

Studies, Science Education, Special Education, Testing, Assessment, and Evaluation, and TESOL.

#### *Family and Community Education*

Teachers College continues its long history of groundbreaking work on Family and Community Education through the new specialization in Family and Community Education. This specialization offers courses for departmental majors and those from other departments of the College, Columbia University, Union Theological Seminary, and Jewish Theological Seminary, who feel their future work will benefit from new perspectives on families and communities. The courses are designed to examine issues in basic processes of education with families: for example, the social construction of family memories, the mediation of television and other forms of technology by families, and the changing configurations of education in community settings: for example, the linkages among museums, families, and schools. Frameworks for these courses are interdisciplinary, drawing upon concepts from philosophy and the behavioral sciences.

The specialization in Family and Community Education is founded on the premise that in all societies, education takes place through many institutions—families, day-care centers, religious institutions, museums, libraries, parks, businesses, community agencies, as well as schools, colleges, and universities—and that all individuals learn from many significant others in their social networks—parents, siblings, grandparents, peers, clergy, and other professionals as well as teachers. When extensive immigration and transnational migration take place, as it does in many areas of the world today, the connec-

tions between global culture and the cultural resources of families and communities come to be of critical importance for educators and policy makers.

#### *Finance and Planning*

The Finance and Planning concentration is devoted to the preparation of researchers, policy analysts, as well as managers and leaders in the financing and planning of education. The courses are designed to examine issues and topics central to the financing and planning of education at various levels across countries today and in the new century. These issues and topics include the financing of quality basic education for all, equity and efficiency in financing, higher-education finance, privatization and educational choice, international aid and education, decision analysis and planning in education, as well as the international and transcultural contexts of educational financing and planning.

This concentration is intended for students who will pursue a career dealing with financial and planning aspects in a variety of education settings, including schools and universities, government education departments and ministries, international development organizations, as well as non-profit and community organizations. In addition to courses listed below, students can select relevant courses from departments such as Organization and Leadership, Arts and Humanities, as well as from the larger university.

#### *Language, Literacy, and Technology*

In response to new media that are fostering alternative forms of global communication, the Department of International and Transcultural Studies has developed a concentration in Language, Literacy, and Tech-

nology that explores the relations between traditional forms of communication and the newly emergent ones. In addition to the courses listed below, students can select relevant courses from departments such as Scientific Foundations and Arts and Humanities, as well as from the larger university.

#### *Peace Education*

In recognition of the unprecedented dimensions and overriding significance of issues of security, war and peace, human rights and social justice, sustainable development and ecological balance in the nuclear age, the Department has developed its concentration in Peace Education. Students are encouraged to follow a program that will prepare them to pursue the objectives of peace education in whatever area of education they choose to concentrate. In addition to the courses listed below, students can select relevant courses offered within other programs at Columbia University, Jewish Theological Seminary, and Union Theological Seminary. Students may also opt for a combined specialization in Peace Education and Conflict Resolution, which consists of three peace education and two conflict resolution courses.

#### *Degree Requirements:*

The programs are designed to provide students challenging course work related to international and transcultural dimensions of education. Requirements include work in four areas: a core curriculum, a specialization which is either an academic discipline or a professional field of education, transcultural or geographically-related study, and elective credits. The program arrangements are designed to be as flexible as possible so that previous educational and professional experience and the future career goals of the stu-

dent may be taken into account in the choice of appropriate course work. Each student is expected to assume major responsibility for formulating, in cooperation with the program advisor, a plan of study that will best meet the general program requirements in a way most compatible with her/his own professional goals.

**Master of Arts (32 points)**  
Core Courses: 6 points, including ITSF 4090 and ITSF 4091  
Specialization Courses: 12 points (in an academic discipline for Comparative and International Education or in a professional field of education for International Educational Development, as listed in the "Program Description" above)  
Transcultural/geographical area studies: 6 points  
Electives: 8 points

Each M.A. candidate must complete a special integrative project demonstrating the ability to integrate, synthesize, and apply what has been learned in the program of study.

**Master of Education (60 points)**  
Core Courses: 9 points  
Specialization Courses: 18 points (in an academic discipline for Comparative and International Education or in a professional field of education for International Educational Development, as listed in the "Program Description" above)  
Transcultural/Geographical area studies: 18 points  
Electives: 15 points

Ed.M degree candidates must complete a special integrative project designed to illuminate a major aspect of the program of study.

**Doctor of Education (90 points)**  
(International Educational Development only)  
Core Courses: 12 points  
Courses in a field of professional education: 27 points  
Transcultural/geographical area studies: 27 points  
Electives: 24 points

All doctoral students must pass a certification examination and prepare and present a dissertation which addresses a theme, problem, or issue in the area of specialization within the framework of comparative and international educational development.

**Doctor of Philosophy (75 points)**  
(Comparative and International Education only)  
Core Courses: 9 points  
Courses in an allied discipline: 30 points  
Transcultural/geographical area studies: 18 points  
Electives: 18 points

All doctoral students must pass both written and oral certification examinations, and prepare and present a dissertation which addresses a theme, problem, or issue in the area of specialization within the framework of comparative and international educational development.

Those who specialize in Family and Community Education, will design their programs of study drawing upon such courses as ITSF 5023, The family as educator; ITSF 5026, The family and television; ITSF 5210-ITSF 5123, Education in Community Settings; and ITSF 6520, Seminar in families and communities as educators. They may also select courses from the departments of Scientific Foundations, Arts and Humanities, Human Development, Curriculum and Teaching, as well as from the larger University.

At least one course in Conflict Resolution is required of all students specializing in peace education. The course may be chosen from among the following, depending on previous knowledge of the field. Those without previous background must choose either ORLJ 5340 or ORLJ 6040.

Students may also opt for a combined specialization in Peace Education and Conflict Resolution, which consists of three peace education and two conflict resolution courses.

**Courses:**

**General**

**ITSF 4054. Education and strategic planning (3)**  
Faculty. Educational planning within the context of national economic planning; the methods, assumptions, validity, and usefulness of the major approaches; examples mainly from the less developed countries.

**ITSF 4090. Issues and institutions in international educational development (3)**  
Professor Tsang. Required of all first-year students in the program. This course explores current issues and debates regarding the nature of development and international education.

**ITSF 4091. Comparative education (3)**  
Professor Steiner-Khamsi. Required of all first-year students in the program. Introduction to theories in comparative education, cross-national comparative analysis, educational indicator research, educational transfer and borrowing, and relation between culture and education.

**ITSF 4092. Qualitative research and evaluation in international education (3)**  
Professor Steiner-Khamsi. Section 1 The study of qualitative methodologies appropriate to various kinds of educational programs, issues, and problems in diverse research settings. Section 2 Enrollment limited. Evaluation of ongoing international or multicultural

education projects in New York City or abroad.

**ITSF 4093. Preparation of instructional materials for developing countries (3)**  
Faculty. Problems, issues, and approaches in the preparation of written and other instructional materials for developing countries.

**ITSF 4094. Educational planning in international educational development (3)**  
Topic courses explore issues related to the socioeconomic and cultural context of educational planning and policy studies. They consider the relation to specific issues to various approaches to planning and their attendant outcomes. Topics include:

- Professor Levin Topic 1: Privatization and school choice
- Professor Martin Topic 2: Human rights
- Professor Steiner-Khamsi Topic 3: Civic literacy
- Professors Tsang and Levin Topic 4: Methods of decision analysis in education
- Professor Tsang Topic 5: Financing of education: International and Comparative Perspectives
- Faculty Topic 6: Gender
- Faculty Topic 7: Race and ethnicity

**ITSF 4096. Strategic planning and organizational change in international and national educational settings (3)**  
Faculty. This course will focus on organizational and programmatic change and role of strategic planning in the change process. Students will apply a series of planning and implementation techniques such as "the future search planning conference," action/implementation planning, and basic tracking systems in analyzing existing, and developing new case studies.

**ITSF 5580. Postcolonial studies of education (2-3)**  
Professor Steiner-Khamsi. Prerequisites: ITSF 4090 and ITSF 4091, completed or taken concurrently. This course explores the impact of missionary, colonial education, and neo-colonial education on school reform both in dependent countries and in former colonial countries.

ITSF 5590. **Education and the development of nations** (3)  
Faculty. Permission required. This course pursues educational issues within transcultural contexts, including topics such as colonialism, nationalism, and multinational and donor influences in education.

ITSF 5691–ITSF 5692. **Colloquium on international education and the United Nations**  
Permission required. Enrollment limited. Through class interchange and use of United Nations human and material resources, participants develop innovative teaching materials suitable for their own educational systems. Courses may be taken independently.

ITSF 5691. **Goals and content: Major world developments and their implications for education** (3) Professor Steiner-Khamsi.

ITSF 5692. **Theory and teaching techniques: New trends in international education** (3)  
Faculty.

ITSF 6590. **Doctoral seminar in international and transcultural studies** (1–3)  
Faculty. Permission required. Presentation of research in progress and examination of professional roles.

### Family and Community Education

ITSF 5023. **The family as educator** (3)  
Professor Leichter. Permission required. Analysis of the family as educator and its interrelations with schools and other educational institutions. Emphasis on inquiry deriving from educational practice and behavioral science theory.

ITSF 5026. **The family and television** (3)  
Professor Leichter. Permission required. An analysis of the impact of television on the family's educative functions, with special attention to the process by which the family mediates television.

ITSF 5210–ITSF 5123. **Education in community settings**  
Professor Leichter. Permission required. A review and an analysis of educational issues and opportuni-

ties in various community settings. Special fee: \$5.

ITSF 5120. **Museums** (2–3)

ITSF 5121. **Community centers** (2–3)

ITSF 5122. **Correctional institutions** (1–2)

ITSF 5123. **Outdoor educational programs** (1–2)

ITSF 6520. **Seminar in families and communities as educators** (1–3)

Professor Leichter. Permission required. A research seminar in the family and the community as educational systems.

### Finance and Planning

ITSF4054 **Education and strategic planning** (Faculty)

ITSF 4094 **Educational planning in educational development** (3)  
Topic courses explore issues related to the socioeconomic and cultural context of educational planning and policy studies. They consider the relation to specific issues to various approaches to planning and their attendant outcomes.

Professor Levin, Topic 1: Privatization and school choice

Professors Tsang and Levin, Topic 4: Methods of decision analysis in education

Professor Tsang, Topic 5: Financing of education: International and comparative perspectives

ORLC4031 **Financial administration of higher education institutions** (Professor Baldwin)

ORLC4046 **School finance: Policy and practice** (Professor Richards)

ORLC5016 **Law and educational institutions** (Faculty)

ORLC5025 **Ecology of educational management** (Professor Richards)

ORLC4500 **Special topics in higher and adult education: Financing of higher education** (Professor Levin)

### Language, Literacy, and Technology

ITSL 4011. **Introduction to computers, language, and literacy** (2–3)

Professor Kleifgen. Sociocultural implications of computer use in education; viability of software use

in the light of language learning theories; evaluation of electronic materials for use by bilingual, ESL, and native- and foreign-language learners. Material fee: \$20.

ITSL 4019. **Orality, literacy, and technology** (2–3)

Professor Hill. An examination of literacy as a set of social practices, embodied both in the traditional practice of oral culture and in the rapidly emerging practices of technological culture. Materials fee: \$20.

ITSL 4190. **Communicative practices: Intercultural perspectives** (2–3)

Professor Kleifgen. A topical course exploring language as situated social practice and focusing on communication within and across national boundaries. Domains examined include schooling, work, community, and the public arena. Both spoken and written modes are considered.

ITSL 4801. **African-American language and communication** (non-credit or 1)

Professor Hill. An exploration of the varieties of African American language use, with particular attention to the communicative functions they serve.

ITSL 4811–ITSL 4813. **Computer based language teaching** (non-credit or 1 each course)

Professor Kleifgen. Theoretical rationale. Examination of lesson design, organization and operation of language instructional courseware for first and second language learners. Assumes no computing experience. Courses meet on weekends.

ITSL 4811. **Computers, language and children**

ITSL 4812. **Computers for high school and adult language learners**

ITSL 4813. **Special topics in computers and language**

SCTU 4049. **Computers and writing** (2–3)

Professor Kleifgen. An examination of the relationship between computers and the writing process. The course explores the effects of electronic text on traditional notions of text, literacy, and communication. Assumes no computing experience. Lab fee: \$25.

ITSL 5519. **Research in language and literacy I** (2–3)

Professor Hill. Research in such areas as spatial, temporal, textual, and social deixis in language, with particular attention to culturally variant norms and their implications for educational practice. Materials fee: \$20.

ITSL 5520. **Research in language and literacy II** (2–3)

Professor Hill. Research in the varieties of language used in literate expression, with particular attention to culturally variant norms and their implications for educational practice. Materials fee \$20.

ITSL 6032. **Research issues in computers, language, and literacy** (3)

Professor Kleifgen. Permission required. Research in the use of digital technology for language and literacy development. Techniques of computerized analysis. New research directions. Materials fee: \$20.

ITSL 6125. **Research issues in communicative practices** (3)

Professor Kleifgen. Permission required. A critical review of selected research directions and paradigms for the analysis of spoken and written communication.

### Peace Education

ITSF 4603. **Human and social dimensions of peace** (1–2)

Professors Reardon and Snauwaert. Focuses on issues and problems of human rights, global ethics, gender issues, and various aspects of structural and cultural violence. Offered in distinct versions in fall and spring; one emphasizing ethical issues and the other gender perspectives. Another course in human rights may be substituted for the specialization in peace education.

ITSF 4611. **Education for global security** (1–3)

Professors Reardon. Explores issues of peace and violence from various perspectives, among them feminism and environment, emphasizing alternative analytic frameworks and various values systems.

ITSF 4613. **Fundamental concepts in peace education** (1–2) Professor Reardon. Introduction to theory and practice and the international literature of the field as it has been developed over the past three decades.

ITSF 4614. **The United Nations as peace educator** (2–3) Faculty. This course reviews and assesses the work of the world organization and how it facilitates the learning necessary to an integrated global society. It is problem focused and the focus problem is different each semester. (This course takes place partly on site at the UN)

ITSF 4800. **International Institute on Peace Education** (1–2) Professor Reardon. (Summer optional) An intensive course of full days over one or two weeks, focusing on a specific peace education issue or theme; internationally staffed with international participants; offered jointly with cooperating universities in other countries.

ORLJ 5340. **Basic Practicum in Conflict Resolution and Mediation Skills**  
ORLJ 6350. **Advanced Practicum in Conflict Resolution and Mediation, Part One**  
ORLJ 6040. **Fundamentals of Cooperation, Conflict Resolution, and Mediation in Different Institutional Settings**

## Bilingual/Bicultural Education (TLB)

Program Coordinator: Professor Maria Torres-Guzman

**Degree Offered:**  
Master of Arts (M.A.)

### **Special Application Requirements/Information:**

Fluency in English and either Spanish, Chinese, Korean, Haitian Creole, or Russian is required for all Bilingual/Bicultural programs. Applicants must establish language proficiency before being admitted.

It is recommended that students take a language examination in their language of specialization and have their scores forwarded to the Office of Admission.

All applicants must also furnish a professional resume and schedule an interview.

**Program Description:**  
Teachers and administrators in school systems across the country and around the world are facing the challenge of educating growing numbers of linguistically and culturally diverse student populations. In an effort to prepare these pupils for full participation in an increasingly literate, technological, and interdependent world community, many schools are offering bilingual/bicultural instruction.

Teachers College has responded to the need for professionals prepared to provide services in bilingual/multicultural school settings by offering a program of studies designed to prepare graduates for teaching, administrative, and related roles in bilingual/bicultural instructional settings. The program is interdisciplinary and highly individualized. The substance and scope of courses of the emphasis are contingent on the degree sought, on the major field the student has chosen, and on whether the student wishes to meet bilingual teacher certification requirements. Interested students must be admitted to a cooperating degree program at Teachers College as well as to the bilingual program.

Students may apply either for a Master of Arts degree in bilingual/bicultural education or for a master's or doctoral degree a bilingual emphasis in a cooperating Teachers College program. The cooperating programs are listed in the "Degree Requirements" section below.

Many of the cooperating programs also lead to New York State certification. For further information, contact the program in Bilingual/Bicultural Education at Teachers College, Box 122, telephone: (212) 678-3758.

**Degree Requirements:**  
Master of Arts in Bilingual/Bicultural Education:

The M.A. student must complete a course of study in one of two routes: in-service or pre-service. Pre-service students must meet a minimum of 40 points and in-service students a minimum of 32 points. The pre-service program is available to the Spanish language group; the in-service to all language groups. The M.A. program leads to elementary and bilingual education state certification. In addition to departmental requirements, M.A. degree candidates are required to complete an integrative project. Students should choose their program of study in consultation with an academic advisor.

Programs which offer a Bilingual/Bicultural Emphasis:

Students, in consultation with faculty members of the Program in Bilingual/Bicultural Education and an appropriate advisor in one of the cooperating areas of specialization programs, may, if approved, be admitted to a program listed below with an emphasis in Bilingual Education. Applicants must choose from the programs listed below and specify the cooperating program on the application. Please refer to the description of the participating degree program to determine application deadlines.

Participating Degree Programs with an Emphasis in Bilingual Education:

- TABB Educational Administration (M.A., Ed.M., Ed.D.)
- TCAB Mathematics Education (M.A., M.S., Ed.M., Ed.D.)
- TCEB Elementary School Science Education (M.A., M.S., Ed.M., Ed.D.)
- TCHB Secondary School Science Education (M.A., M.S., Ed.M., Ed.D.)
- TCTB Education of Teachers of Science (Ed.M., Ed.D.)
- TCXB Supervision in Science Education (M.A., M.S., Ed.M., Ed.D.)
- TDAB Adult and Continuing Education (M.A., Ed.D.)
- TEBB Blind and Visual Impairment (M.A., Ed.D.)
- TEDB Hearing Impairment (M.A., Ed.D.)
- TEGB Guidance and Rehabilitation (M.A.)
- TFAB Anthropology and Education (M.A., Ed.M., Ed.D.)
- TFGB Politics and Education (M.A., Ed.M., Ed.D.)
- TFHB History and Education (M.A., Ed.M., Ed.D.)
- TFIB Education (M.A., Ed.M., Ed.D.)
- TFSB Sociology and Education (M.A., Ed.M.)
- TFZB International Educational Development (M.A., Ed.M., Ed.D.)
- TGMB Music Education (M.A., Ed.M., Ed.D., Ed.DCT)
- TJEB Counseling Psychology (Ed.M.)
- TKEB Educational Psychology Human Cognition and Learning (M.A., Ed.D.)
- TKRB Educational Psychology: Remedial Reading (M.A.)

TLAB	Applied Linguistics (M.A., Ed.M., Ed.D.)
TLEB	Teaching of English (M.A., Ed.M., Ed.D., Ed.DCT)
TLSB	Teaching of Spanish (M.A., Ed.M., Ed.D., Ed.DCT)
TLXB	TESOL—Japan
TLZB	Teaching of English to Speakers of Other Languages (M.A., Ed.M., Ed.D., Ed.DCT)
TMMB	Measurement and Evaluation: (Ed.M.)
TYDB	Early Childhood Education (M.A., Ed.M., Ed.D.)
TYPB	Elementary/Childhood Education—Preservice (M.A.)
TYZB	Curriculum and Teaching (M.A., Ed.M., Ed.D.)

**Courses:**

ITSL 4020. **Language and the bilingual special education child: The foundations** (2–3) Faculty. This course examines theories and principles of practice from the fields of linguistics, bilingual education, and special education as they apply to bilingual special education. It introduces a cross-disciplinary approach to instructional planning for bilingual children with handicapping conditions.

ITSL 4021. **Foundations of bilingual/bicultural education** (3) Faculty. Historical review of bilingual educational practices in the United States. Analysis of linguistic, psychological, social, cultural, political, and judicial underpinnings of current practices in the field.

ITSL 4024. **Linguistic foundations of bilingual/bicultural education** (3) Faculty. Introduction to the study of bilingualism. Application of sociolinguistic, psycholinguistic, and applied linguistic theory to the design and implementation of bilingual/bicultural educational models and materials. Students completing a concentration in bilingual education may take ITSL 4000 or ITSL 4001 in lieu of this course.

ITSL 4025. **Cross-cultural communication and classroom ecology** (3) Faculty. Examination of the influence of culture in the design and implementation of school instruction. Identification of salient theoretical issues related to culture and social organization as they relate to the education of ethnolinguistic and minority children. Exploration of the learning/teaching processes within the context of multicultural and bilingual classroom settings from a cultural perspective. Reflection upon the role of the teacher in creating cultural learning environments. Survey of research approaches which serve as tools to examine classroom interaction.

ITSL 4026. **Social and cultural dimensions of bilingual education** (3) Faculty. Bilingual education in a cross-cultural perspective. A critical analysis of selected issues in bilingual education in the context of society and culture, drawing on sociological and anthropological concepts as they relate to in-school and out-of-school language learning. Special attention is directed to the role of bilingualism as a major resource in education for democratic pluralism and intercultural understanding.

ITSL 4027. **Current topics in bilingualism and bilingual/bicultural education** (1–3) Faculty. Studies of selected topics in bilingualism and bilingual/bicultural education, with special attention directed to current policy and research issues and to social and political developments in the United States.

ITSL 4028. **Teaching reading in bilingual settings** (3) Faculty. Prerequisite: completion of at least one graduate or undergraduate introductory course in reading and TL4021. An overview of approaches to teaching reading in bilingual settings. Techniques for assessing pupil readiness for reading in the native or second language. Development of techniques for teaching reading in the native language. Criteria for introduction of reading in the second language and for selection of culturally appropriate materials.

Techniques to manage dual language reading programs.

ITSL 4121–ITSL 4126. **Bilingual/bicultural curriculum design: Cognitive, linguistic, and cultural considerations** (3 each course) Faculty. Permission required. Prerequisites: (1) an introductory course in curriculum design and a course in foundations of bilingual/bicultural education; (2) complete proficiency in the English language and one additional language. A critical analysis of linguistic, cognitive, and cultural considerations in the design of bilingual/bicultural curriculum. Offered in six sections, contingent on projected enrollments for each language group.  
ITSL 4121. **Multilingual** (all language groups)  
ITSL 4122. **Spanish**  
ITSL 4123. **Chinese**  
ITSL 4124. **Korean**  
ITSL 4125. **Russian**  
ITSL 4126. **Haitian-Creole**

ITSL 4127–ITSL 4132. **Bilingual/bicultural methods and materials: Criteria for design and selection** (3 each course) Faculty. Permission required. Prerequisites: (1) ITSL 4121–ITSL 4126 and (2) proficiency in English and another language (Spanish, Chinese, Korean, Haitian Creole, Russian). Analysis, creation, and development of appropriate bilingual/bicultural instructional methods and materials for use in the language arts and content areas, with application to multimedia approaches; critique of current commercially prepared products; review and survey of approaches to development in the first/second language (Spanish, Russian, Chinese, Korean, Haitian Creole) and English; consideration and preparation of instructional alternatives to texts. Offered in six specific language groups.  
ITSL 4127. **Multilingual** (all language groups)  
ITSL 4128. **Spanish**  
ITSL 4129. **Chinese**  
ITSL 4130. **Korean**  
ITSL 4131. **Russian**  
ITSL 4132. **Haitian Creole**

ITSL 4133–ITSL 4137. **Curriculum and methods for bilingual teachers** (non-credit or 1–3) Faculty. Permission required. Prerequisites: ITSL 4021 and ITSL 4121–ITSL 4126. Intensive review of curriculum and methods appropriate to the teaching of the subject areas in bilingual instructional settings. Offered as needed for those wishing N-9 bilingual teacher certification.  
ITSL 4133. **Science**  
ITSL 4134. **Mathematics**  
ITSL 4135. **Language arts**  
ITSL 4136. **Foreign languages**  
ITSL 4137. **Social studies**

ITSL 4323. **Practicum in bilingual/bicultural education** (1–6) Faculty. Permission required. Practicum for experienced teachers in bilingual settings.

ITSL 4720. **Student teaching in bilingual/bicultural education** (3–4) Faculty. Permission required. Student teaching in a bilingual educational setting on an elementary or secondary level. Experiences include first language, TESOL, content area observation, and supervised practice.

ITSL 5021. **Assessment and evaluation in bilingual education** (3) Faculty. Permission required. Prerequisite: introductory course in educational or psychological assessment. Survey of tools and techniques used in different types of assessment and evaluation including linguistic, psychoeducational, and programmatic areas; principles, limitations, and alternatives applied to the above as they pertain to effective bilingual programs. Emphasis on methods of assessment and evaluation that can be used by the teacher/supervisor with the limited English proficiency (LEP) child.

ITSL 5022. **Administration of bilingual programs** (3) Faculty. Focus on managerial, legal, and financial issues in bilingual education, with particular emphasis on urban and suburban settings at elementary and secondary school levels.

**ITSL 5023. Guidance and counseling of bilingual/bicultural children, adolescents and their families (3)**  
Faculty. Guidance and counseling theory, research and practice regarding bilingual and racially/culturally diverse children, adolescents and their families. The course examines paradigms used to understand the behavior of bilingual/bicultural children, the impact of various factors on their functioning, models for assessing their functioning, and preventive and rehabilitative interventions to effect change.

**ITSL 5024. Bilingual/Multilingual education: International perspectives (3)**  
Torres-Guzman. A survey of bilingual/multilingual educational policies and practices in highly industrialized and developing nations. While such models and designs are analyzed from a comparative educational perspective, much attention is given to the ethnolinguistic, social, economic, and political nuances of each nation.

**ITSL 5511. Bilingual/multicultural educational leadership (1-3)**  
Faculty. Permission required. This seminar will focus on a) integrating the knowledge of educational administration within the context of bilingual/bicultural environments, b) integrating theory and practice, c) defining leadership needs for bilingual/bicultural settings and d) reflecting on the practice of educational administration.

**ITSL 5512. Bilingual/multicultural education program development and change theory (1-3)**  
Faculty. Permission required. Analysis of change theory with emphasis on factors affecting development, implementation, staffing, and administration of bilingual/bicultural programs.

**ITSL 5513. Staff development in multilingual/multicultural settings (3)**  
Professor Torres-Guzman. Permission required. Critical study of theory and practice of staff development in multilingual/multicultural settings.

**ITSL 6521. Seminar in bilingualism and bilingual education (3)**  
Faculty. A review of research in bilingual/bicultural education from an interdisciplinary perspective. The focus is on the analysis of research, evaluation methodologies and findings, and their potential application to current theory and practice.

**ITSL 5202. Fieldwork (1-6 each course)**  
Permission required. Opportunity for qualified students, individually or in small groups, to develop and pursue projects, in consultation with an advisor, in schools, communities, and other field settings.

**ITSL 6202. Advanced fieldwork (1-6 each course)**  
Permission required.

**TSL 5201-ITSL 5207. Fieldwork (1-6 each course)**  
Permission required. Opportunity for qualified students, individually or in small groups, to develop and pursue projects, in consultation with an advisor, in schools, communities, and other field settings. The titles of ITSL 5201-ITSL 5207 parallel those of ITSL 4901-ITSL 4907.

**ITSL 6201-ITSL 6207. Advanced fieldwork (1-6 each course)**  
Permission required. See description for ITSL 5201-ITSL 5207.

**ITSL 6401-ITSL 6407. Internship in college teaching (1-6 each course)**  
Permission required. Occasional opportunities in college programs in areas represented by the department. Students must inquire to see if opportunities are available during any given semester. Course titles parallel those of ITSL 4901-ITSL 4907.

#### **Courses Open to Non-Majors**

A number of departmental offerings are suitable for non-majors because of their non-technical nature. Consult advisors about other courses not listed.

**ITSL 4021. Foundations of bilingual/bicultural education (3)**  
**ITSL 4025. Cross-cultural communication and classroom ecology (3)**

**ITSL 4027. Current topics in bilingualism and bilingual/bicultural education (1-3)**  
**ITSL 5023. Guidance techniques for the bilingual/ bicultural child and family (3)**

### **Economics and Education**

(Code: TFE)  
Program Coordinator: Professor Thomas Bailey

**Degrees Offered:**  
Master of Arts (M.A.),  
Master of Education (Ed.M.)  
Doctor of Education (Ed.D.)  
Doctor of Philosophy (Ph.D.)  
(Ed. Policy option available)

**Special Application Requirements/Information:**  
The GRE General Test is required on all degree levels. Some background in economics is preferred.

Applications are reviewed on an ongoing basis, and will be reviewed throughout the year. Preference in scholarship awards will be for those applicants who meet the priority deadline.

**Program Description:**  
Economics is a powerful tool for scholars and educational practitioners who wish to develop a better understanding of educational institutions and decisions. The program in Economics and Education at Teachers College was one of the first of its kind and has maintained its position of leadership in this rapidly growing field.

Graduates hold teaching positions in university and college faculties, and administrative or research positions in a variety of settings, including foundations, government departments, and international agencies. Increasingly, schools and universities are appointing economists with a special appreciation of educational

goals and procedures to conduct institutional research, and some graduates of the program are now employed in this capacity. Some have gone into private business.

Students in the program develop an array of skills in the application of economic concepts and theory, in benefit-cost analysis and other evaluative procedures, and in the statistical treatment of mass data. Within broad college and university guidelines, students may pursue individually designed programs that satisfy their unique interests and career objectives.

The program in economics and education also offers a specialization in Educational Policy. For more information, see the program on Politics and Education.

**Degree Requirements:**  
With the help of an academic advisor, students select courses from those offered within the program of economics and education and supplement these with courses in the politics and sociology of education, in applied statistics, in educational administration, and in higher and adult education, and with offerings in economic and regional studies taught in other schools of Columbia University.

#### **Courses:**

**ITSF 4050. Economics of education (3)**  
Professors Bailey, Levin and Tsang. Teaches the basic economic concepts and methods to be used for further study and analysis of educational finance, education and inequality, education and economic growth, the impact of educational policies on educational outcomes, school reform, and school choice.

**ITSF 4051. Education and economic development (3)**  
Professors Rivera-Batiz and Tsang. This course examines the links between education and various aspects of economic development. Topics include the impact of human capital accumulation on economic growth, the educational attainment of men and women in developing countries, the effects of schooling on labor force participation, wages and fertilities, and the issues of school finance and educational policy in the Third World.

**ITSF 4052. Education and economic growth (2-3)**  
Faculty. Relation of education to economic growth in the context of less developed countries, the social returns to education, migration and "brain drain," and manpower planning.

**ITSF 4054. Education and strategic planning (3)**  
Faculty. Educational planning within the context of national economic planning; the methods, assumptions, validity, and usefulness of the major approaches; examples mainly from the less developed countries.

**ITSF 4057. Economics of urban and minority education (3)**  
Professor Rivera-Batiz. Policy-oriented approach to the connections between education and the economy in an urban context. Topics include urban industrial restructuring and socioeconomic trends, equity in school finance, teacher salaries, public versus private roles in education, linkages between schools and the business sector, the economics of discrimination, and immigration policy issues.

**ITSF 4059. Education, economic growth, and competitiveness (3)**  
Professor Bailey. The relation between education and economic growth, productivity, and competitiveness of the firm and the macro-economy. Focuses on the educational implications of the changing nature of work, greater international competition, and the varying rates of productivity growth.

**ITSF 4151. Special topics in the economics of education (3)**  
Professors Bailey, Levin, Rivera-Batiz and Tsang. A seminar on topics in the economics of education. Themes to be announced each term.

**ITSF4094 Educational planning in international educational development (3)**  
Topic courses explore issues related to the socioeconomic and cultural context of educational planning and policy studies. They consider the relation to specific issues to various approaches to planning and their attendant outcomes.  
Professor Levin, Topic 1: Privatization and school choice  
Professors Tsang and Levin, Topic 4: Methods of decision analysis in education  
Professor Tsang, Topic 5: Financing of education: International and comparative perspectives

**ITSF 5650. Readings in the economics of education (3)**  
Professor Bailey. Selected readings in the economics of education. Recommended for students with background in economics or a related discipline. As the selection of readings differs in different semesters, a student may register for more than one semester of ITSF 5650.

*See also:*  
**ORLJ 4025. School business administration (3)**  
**ORLJ 5020. Information systems for decision-making in learning organizations (3)**  
**ORLJ 5021. Management science (3)**  
**ORLJ 5025. Strategic management in education I: Fiscal systems (3)**  
**ORLJ 5026. Strategic management in education II: Micro computer (3)**  
**ORLJ 5046. School finance: Resource allocation (3)**  
**ORLC 4030. The economics of post-secondary education (3)**  
**ORLC 4031. Financial administration of higher education institutions (3)**  
**HUDM 4126. Applied regression analysis (3)**

*See also in the Columbia University Bulletin: Econ G4213, Macroeconomic analysis; Econ G6211-G6212, Microeconomic analysis; Econ G6411-G6412, Introduction to econometrics; Econ G6451-G6452, Economics of labor and population; Econ W4228, The urban economy; Econ W4328, Economic development; Econ W4410, Mathematical methods for economists; Econ W4460, Health economics.*

### Departmental Courses

**ITSF 4600. Group studies in educational issues (1-3 per section)**  
Permission required. Opportunity for groups to organize colloquia, seminars, or practica, with faculty sponsorship, for the study of specific educational issues, problems, or policies, and for the development of particular skills, in accordance with emerging social situations and urgent common concerns. Students wishing to engage in such studies must present a plan and secure the sponsorship of a faculty member of the department who will serve as advisor. Registration and evaluation procedures will be worked out and carried through with this advisor.

**ITSF5430 Internship (1-6)**  
Permission required. Supervised experiences in diverse settings designed to develop skills in research, development, planning, and evaluation.

**ITSF 6200. Field research outside the United States (0)**  
Permission required. Required of doctoral students when choice of doctoral research necessitates data generation in other countries. One year of field experience under supervision in approved geographical and institutional site. Students secure approval of department chair and principal advisor in advance, and render periodic reports.

**ITSF 7500. Dissertation seminar in international and transcultural studies (0-3)**  
Permission required. Proposal writing. Required of doctoral students in the semester following successful completion of certification examinations.

**ITSF 8900. Dissertation advisement in international and transcultural studies (0)**  
Individual advisement on doctoral dissertations. Fee: to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration for Ed.D./Ph.D. degrees.

In each of the areas within the department, advanced students may register for intensive individual study of some aspect of their specialization. Registration is only by permission of the instructor under whose guidance the work will be undertaken. Times for individual conferences will be arranged. Enrollment may be for 1 or more points each term, and registration is not limited to one or two terms.

**ITSF 4900. Studies in international and transcultural studies (1-15)**  
**ITSF 6900. Studies in international and transcultural studies (1-15)**  
**ITSF 6950. Studies in economics and education (1-15)**  
**ITSF 6990. Studies in international educational development (1-15)**  
**ITSF 6991. Studies in comparative education (1-15)**

Chair: Professor W. Warner Burke  
 Location: 213 Main Hall  
 Telephone Number: 212-678-3258  
 Telephone Number for Admission Inquiries: 212-678-3710  
 email: jwo1@columbia.edu  
 Fax: 212-678-3937  
 Web Address: <http://www.tc.columbia.edu/~academic/O&Ldept/>

### Programs:

**Educational Administration:**  
 Educational Administration (including Private School Leadership)  
 Inquiry in Educational Administrative Practice  
 Joint Degree program in Educational Leadership & Management (with the Columbia Business School)

**Higher and Adult Education:**  
 Adult and Continuing Education  
 Adult Education Guided Intensive Study (AEGIS)  
 Higher Education  
 Higher Education Administration  
 Student Personnel Administration (SPA)

**Nurse Executives**

**Social-Organizational Psychology**

### Faculty:

#### Professors:

W. Warner Burke (Social-Organizational Psychology)  
 L. Lee Knefelkamp (Higher Education)  
 Henry M. Levin (Educational Administration)  
 Arthur Levine (Higher Education)  
 Victoria J. Marsick (Adult and Continuing Education)  
 Dale Mann (Educational Administration)  
 Craig E. Richards (Educational Administration)  
 Elaine L. Rigolosi (Nurse Executives)  
 Thomas Sobol (Educational Administration)

#### Adjunct Professors:

Stephen D. Brookfield (Adult and Continuing Education)  
 Rudolph F. Crew (Educational Administration)  
 Paul J. Edelson (Adult and Continuing Education)  
 Keville C. Frederickson (Nurse Executives)  
 Joseph N. Hankin (Higher Education)  
 Sharan Merriam (Adult and Continuing Education)  
 Joseph L. Moses (Social-Organizational Psychology)

#### Associate Professors:

William J. Baldwin (Higher Education)  
 Caryn J. Block (Social-Organizational Psychology)  
 Peter W. Cookson, Jr. (Adult and Continuing Education)  
 Jay P. Heubert (Educational Administration)  
 Pearl Rock Kane (Educational Administration)  
 Debra A. Noumair (Social-Organizational Psychology)  
 Margaret Terry Orr (Educational Administration)  
 Linda C. Powell (Educational Administration)  
 Frank L. Smith, Jr. (Educational Administration)

#### Adjunct Associate Professors:

Tara A. Cortes (Nurse Executives)  
 Martha Gephart (Educational Administration)  
 Philip E. Fey (Adult and Continuing Education)  
 Harvey Kaye (Higher Education)

#### Assistant Professors:

Elissa L. Perry (Social-Organizational Psychology)  
 Lisa Ann Petrides (Educational Administration)  
 Dorothy Shipp (Educational Administration)  
 James D. Westaby (Social-Organizational Psychology)

#### Research Assistant Professor:

Peter T. Coleman (Social-Organizational Psychology)

#### Lecturers:

Jeanne E. Bitterman (Adult and Continuing Education)

#### Adjunct Assistant Professors:

Dallas W. Bauman, III (Higher Education)  
 Patrick P. Chang (Higher Education)  
 Allan Church (Social-Organizational Psychology)  
 Eric J. Cooper (Educational Administration)  
 Christine Coughlin (Nurse Executives)  
 Kathleen Dechant (Adult and Continuing Education)  
 Charles W. Fowler (Educational Administration)  
 Philip E. Geiger (Educational Administration)  
 Virginia G. Gonzalez (Adult and Continuing Education)  
 Wendy Heckelman (Social-Organizational Psychology)  
 Georgette G. Lasko-Weisenfeld (Educational Administration)  
 Barbara Macaulay (Adult and Continuing Education)  
 Gibran Majdalany (Educational Administration)  
 Eric C. Marcus (Social-Organizational Psychology)  
 Lucienne Muller (Adult and Continuing Education)  
 Mark L. Putnam (Higher Education)  
 Judith Rizzo (Educational Administration)  
 Richard E. Segall (Educational Administration)  
 Franceska Blake Smith (Adult and Continuing Education)  
 Barbara V. Strobert (Educational Administration)  
 Ross Tartell (Social-Organizational Psychology)  
 Elizabeth Haggerty Tucker (Nurse Executives)  
 Marie P. Volpe (Adult and Continuing Education)  
 Janine Waclawski (Social-Organizational Psychology)  
 Lyle Yorks (Adult and Continuing Education)

For information about faculty and their scholarly and research interests, please refer to the "Faculty" section of the Catalog on page 61.

#### Departmental mission:

The mission of the Department of Organization and Leadership is to educate, train, and serve current and future leaders, administrators, policy makers, researchers, psychologists, and educators from around the world. Our students are, or aspire to be, in the fields of public and private education, higher education, adult education, health administration, organization behavior, and organization development and change. We educate, train, and serve (1) leaders, managers, and administrators for all types of organizations but with an emphasis on educating institutions and health systems in both the private and public sectors, (2) those who help these leaders, managers, and administrators, and (3) those who conduct research pertinent to organizational dynamics and learning, who consult to organizations and institutions, and who teach leadership, administration, organizational behavior, learning, and change.

To accomplish this mission the Department provides programs in adult education, educational administration, nurse executive, higher education, and social-organizational psychology.

#### Core Requirements:

The Department requires that all students (except SPA-MA students), regardless of degree program, complete an overview in research methods course. All Ed.D. students are required to complete an introductory statistics course and complete a two-course sequence in research design (data collection and analysis) in a methodology that is relevant to their dissertation. Students are to work with their

advisor and dissertation sponsor to select one of seven possible methodological designs—experimental and quasi-experimental; survey research; applied qualitative research; ethnography; evaluation; action research; and historical research. Organizational Psychology majors are strongly advised to take ORLJ4009, which emphasizes experiential in quasi-experiential research designs. Other majors are strongly advised to take ORL5521, which emphasizes applied research designs.

**ORL 5521. Introduction to research methods in education (3)**

Professors Petrides and Shipp. 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 are introduced so that students can comprehend and critique education research and evaluation. Methods discussed include both qualitative and quantitative approaches to research, such as surveys, case studies, ethnography, participant observations, interviews, and oral histories.

**ORL 4009. Understanding behavioral research (3)**

Professor Perry. Overview of alternative methods of behavioral research and their relative strengths and limitations. Application of methodological application of principles in order to read and evaluate social science research and learn how to begin to conduct research.

**ORL 6518. Methods of case study and analysis (3)**

Professors Orr and Marsick. Techniques and methods of preparing and analyzing case studies of organizations and institutions.

**Programs in Educational Administration**

(Code: TA)

Program Coordinator: Professor Thomas Sobol  
Educational Administration (including Private School Leadership)

Inquiry in Educational Administrative Practice  
Joint Degree Program in Educational Leadership & Management

For Admission inquiries: (212) 678-3710

Program Office: (212) 678-3726 and -3139

Web Site: <http://www.tc.columbia.edu/~academic/o&ldept/edadmin>

In depth information is published on our web page. Many of the forms referenced below can be downloaded from the Web site.

**Degrees Offered:**

Master of Arts (M.A.)  
Master of Education (Ed.M.)  
Doctor of Education (Ed.D.)  
Doctor of Philosophy (Ph.D.)

A joint program, the Educational Leadership and Masters in Business Administration with the Graduate School of Business leads to the combined Ed.D./M.B.A.

**Special Application Requirements/Information:**

Either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) is required of applicants to all degree programs in Educational Administration (M.A., Ed.M., Ed.D, and Ph.D.).

Master's degree applications received after the priority deadline, February 1, for the Fall semester will be reviewed until May 15 on a space-available basis. There is no consideration of scholarships and assistance for students applying after the priority deadline.

Applicants to the Ed.M. in Educational Administration with a focus on Public School Administration should have at least three (3) years of teaching

and/or administrative experience in the public schools (N-12).

Applicants to either the M.A. or Ed.M. program in Educational Administration with a focus on Private School Leadership should have at least three years of teaching experience.

Applicants for the Klingenstein Fellows Program who wish to be considered for the master's degree must submit the Klingenstein Fellows application as well as the Teachers College Application for Admission. Please send the fellowship application to the Klingenstein office by January 15 and the Teachers College application to the Admissions Office by February 1.

Only doctoral applications that are complete and have been received by the Admissions Office by January 15 will be considered. Late applications may be considered for admission the following year. In addition,

**Doctoral Admissions Application Case Study**

Please prepare a typed, one page (8.5x11), single-spaced response. At the top of the page, indicate your name, social security number, and the program and degree for which you are applying.

*Your First Year as School Principal*

The clock reads 6:45 p.m. There is a stack of phone calls yet to be made. In a faculty of 31, you need to arrange 8 substitute teachers for tomorrow. The son of a school trustee/board member has been suspended for sexually harassing a classmate and all the parents involved are demanding an immediate explanation. The software in the computer lab still does not work and the publisher is refusing to provide technical support until the district pays an outstanding invoice.

With only two month's experience on the job, the calendar for the next day looks even more daunting:

- 7:30 a.m. meeting with a committee of parents protesting the newly hired math specialist.
- 9:00 a.m. meeting with the district's teacher union representative who will complain that enrollments exceed the contract maximum in 40% of the school's classrooms.
- Lunch meeting with four teachers who had spent the summer planning for a year-long series of staff development activities that now have to be preempted for a new, state-mandated workshop series in conflict resolution.
- 2:00 p.m. meeting with the district superintendent who expects a 12-month operating plan from you to improve student test scores in your school.

Although the year has just begun, the parents are grumbling, the faculty seems tired and angry, and you suspect that you only have enough money to meet continuing obligations, nothing new. Only the students seem eager.

You are the principal. Three days from now you have a meeting with the superintendent to review your priorities and actions. The superintendent wants a one-page memo in advance, and that memo is your response to this case.

tion to the requirements outlined in the application instructions, all doctoral applicants must submit: (1) either the GRE General Test or the MAT; (2) a one page, single-spaced analysis of the case problem below; and (3) personal statement including an indication of an intention to study on a full-time or part-time basis.

Applicants to the joint M.B.A./Ed.D. program in Educational Leadership and Management must be admitted both to Teachers College and to the Columbia University Graduate School of Business. The appropriate applications and supporting credentials must be submitted to each school. The Business School requires all applicants to take the GMAT exam. Applicants may submit the GMAT to Teachers College in lieu of the GRE or MAT test.

**Program Description:**

The programs in Educational Administration bear special responsibility for preparing educational leaders who will shape organizational goals, influence the character of educational programs, and affect institutional performance. To prepare students, these programs draw on the strengths and curriculum of both Teachers College and Columbia University.

Graduates of Teachers College with a degree in Educational Administration occupy a variety of leadership positions, often combining several different types of responsibility within a career. The typical career pattern necessitates a broad theoretical and experiential preparation which facilitates movement between various types of administrative posts and among various kinds of educational agencies. The Educational Administration Program prepares students for careers as successful leaders and scholars capable of transform-

ing a wide variety of educating organizations. The Program faculty's aspirations for graduates are to:

- be thoroughly grounded in research and the best practice of leadership and management;
- develop the skills and habits of scholarly inquiry and reflective practice;
- exhibit the courage and refine the critical intelligence needed to question the status quo and envision what might be; and
- commit themselves to careers of service in pursuit of purposeful, effective, and humane learning by people of all kinds.

Leadership is supported by four areas of study that are fundamental to all administration: organizational behavior, management systems, policy analysis, and institutional analysis. Organizational behavior is based on the social and behavioral sciences (e.g., anthropology, economics, political science, psychology, and sociology), as each discipline can be applied to the task of administrative leadership. Management systems deals with the often quantified aspects of formal systems for planning, direction, and control within organizations, e.g., project management, school business administration, resource allocation, and management information systems. Policy analysis concerns the application of economic, legal, and political systems of analysis to educational issues. Institutional analysis focuses on the administration of schools and other educating institutions in society as part of the social and cultural context of communities.

The Klingenstein Fellows Program in private school leadership which operates as a part of the Educational Administration Program offers a one-year

fellowship. Students admitted to the one-year program also have the option to apply for admission to a master's degree program.

**Degree Requirements:**

**Master of Arts (Code: TA)**

*General information*

The Educational Administration Program offers Master of Arts degrees (32 points, all of which must be earned within Teachers College) with three areas of focus: public school administration; private school administration; and public policy administration. At least one three credit course is required in each of the following areas of study: Institutional Analysis, Policy Analysis, Organizational Behavior, and Management Science. Required out of program courses (9–14 points only) should be taken in Psychology, Philosophy, or the Social Sciences (one 3 point course minimum); Curriculum, Special Education, or Higher & Adult Education (one 3 point course minimum); and Research Methodology & Statistics (3 points minimum). The Program requires, as an integrative project, the successful completion of at least two *Clinical Projects in Educational Administration* from two of the four areas of emphasis within the program and with two different faculty members.

**Master of Arts in Educational Administration with a focus in Public School Administration**

The public school administration focus is intended to provide leadership development for building level administrators (which includes an administrative internship or its equivalent. Students who complete this program of study, include a minimum of 18 credits in administration and supervision and an administrative internship, and have

the required three years teaching experience in grades N–12), may meet the New York State minimum requirement for the School Administrators and Supervisors (SAS) certificate. As individuals, the students may make an individual application to the New York Office of Teaching. *For further information on obtaining the SAS, contact the Registrar's Office (212) 678-4050. For degree information contact: Professor Craig E. Richards (212) 678-3726.*

**Master of Arts in Educational Administration with a focus in Public Policy**

The Master of Arts with a specialization in public policy is offered in collaboration with the college-wide interdisciplinary Educational Policy Concentration (see Catalog section on **Additional Program/Options**). The program of study is intended for students considering careers in policy or management who do not intend to pursue doctoral studies and do not require building-level certification. The policy concentration requires 9–12 points in policy and a one-semester internship. *Contact: Professor Dale Mann (212) 678-3726.*

**Master of Arts in Educational Administration with a focus in Private School Leadership**

The Master of Arts degree with a concentration in Private School Leadership is supported by the Esther A. and Joseph Klingenstein Center for Independent School Education and the Educational Administration Program. The degree concentration is designed to enhance the professional careers of department heads, deans, division directors, and school heads or to prepare outstanding educators for such positions. This program of study includes courses in the administrative leadership of private schools,

legal aspects of private school administration, financial management, marketing and research. The special features of the program include site visits to private schools and a connection with a network of cooperating schools. The degree requirements may be completed in one year of intensive study or on a part time basis. Candidates should have at least three years teaching experience. *Contact: Professor Pearl Rock Kane (212) 678-3156.*

#### **Master of Education (Code: TA)**

##### *General Information*

Master of Education degrees (60 points, at least 30 of which must be earned at Teachers College) are offered with four areas of focus: a) public school administration; b) private school administration; c) public policy administration; and d) bilingual/bicultural administration. The exact course requirements in any individual case are determined in consultation with an advisor. Overall, however 24–30 points in Administration, and 6–9 points each in a) Psychology/Philosophy/Social Sciences; b) Research/Statistics/Computers; and c) Curriculum and Teaching/Special Education/Guidance/Higher and Adult Education is the required composition. The Program requires, as an integrative project, the successful completion of four *Clinical Projects in Educational Administration*, one from each of the four areas of emphasis within the program. Clinical projects completed for the Master of Arts degree may be included in the set submitted for this degree, but at least two of the projects submitted for the Ed.M. degree must be completed after the awarding of the Master of Arts degree. Students should consult with their advisors about core course requirements. The multicultural Educational Leadership Program leading to an Ed.M.

degree in Educational Administration with an emphasis in bilingual/bicultural education is designed to prepare individuals to develop creative and informed solutions to deal with the education of multilingual/multicultural school populations.

##### **Master of Education in Educational Administration with a focus in Public School Administration**

The public school administration focus (24 points minimum plus an internship) is intended to provide leadership development for district level administrators, including an administrative internship or its equivalent. This program of studies, when successfully completed, is accepted by New York State for permanent certification as a School District Administrator (SDA). Candidates should have at least three (3) years of teaching and/or administrative experience in the public schools (N-12). *Contact: Professor Craig E. Richards (212) 678-3726.*

##### **Master of Education in Educational Administration with a focus in Private School Leadership**

The Master of Education degree with a concentration in private school leadership is supported by the Esther A. and Joseph Klingenstein Center for Independent School Education and the Educational Administration Program. The program of studies is similar to all requirements for the Master of Arts in Private School Leadership. Up to 30 credits may be transferred from a recognized graduate program and students must satisfy the department's Master of Education requirements listed above. The degree concentration is designed to enhance the professional careers of department heads, deans, division directors, and school heads, or to prepare out-

standing educators for such positions. This program of studies includes courses in the administrative leadership of private schools, legal aspects of private school administration, financial management and marketing, and research. The special features of the program include site visits to private schools and a connection with a network of cooperating schools. The degree requirements may be completed in two years of intensive study or on a part-time basis. Candidates should have at least three years teaching experience. *Contact: Professor Pearl Rock Kane (212) 678-3156.*

##### **Master of Education in Educational Administration with a focus in Public Policy**

The Master of Education with a specialization in public policy is offered in collaboration with the college-wide interdisciplinary Educational Policy Concentration (See Catalog section on **Additional Programs/Options**). The program of study is intended for students who are considering careers in policy or management that do not require building level certification or who intend to pursue doctoral studies. It requires 9–12 points of policy course concentration and a one-semester internship. *Contact: Professor Dale Mann (212) 678-3726.*

##### **Master of Education in Educational Administration with a focus on Multicultural Educational Leadership**

The Master of Education degree with a focus on Multicultural Educational Leadership (MEL) is offered in conjunction with the program in Bilingual/Bicultural Education in the Department of Curriculum and Teaching. The MEL program is designed to prepare individuals with the knowledge, skills, and attitudes that serve multilingual/multicultural school populations. The

bilingual/bicultural administration specialization, when successfully completed, is accepted by New York State for certification as a public school building principal. Candidates should have at least three years of teaching experience.

#### **Doctoral Degrees**

##### *General Information*

Four doctoral degrees in educational administration are offered by this Program: The conventional Ed.D./TA; the Inquiry (Ed.D./TAI), a concentrated, cohort program; the Joint Degree Program in Educational Leadership and Management (TAA, Ed.D./MBA). These three programs require 90 points for completion. A maximum of 40 transfer credits may be accepted. The fourth program is the Ph.D. and is a research and theoretical program which may be completed in 75 credits.

##### **Doctor of Education in Educational Administration (Code: TA)**

The program is designed with both intellectual and experiential components. It serves professionals in education who intend to be actively involved in educational leadership at the building, district, or city planning level. It also serves students aspiring to research, the professorate, and employment in a wide variety of educational institutions and settings. Applicants who are admitted to this program will become certified doctoral candidates on successful completion of 60–70 points of course work, a certification examination, and four clinical projects. Thereafter, candidates will complete their remaining course work, a dissertation proposal hearing, and the dissertation oral defense. The doctoral degree in educational administration builds competence in the areas of policy analysis, organizational analysis, management systems,

and institutional analysis. A concentration (15 points) in one of the four areas is required. Most classes are scheduled between 5:00 P.M.–9:00 P.M. during the Spring and Fall semesters. Additionally, there are two Summer sessions with classes scheduled throughout the day. Degrees are individually planned by the student and his/her advisor, according to the student's experience, focus, and needs. On average, full-time students can complete the degree requirements and graduate in three to five years.

**Doctor of Education: Inquiry in Educational Administrative Practice (Code: TAI)**  
Program Director: Professor Thomas Sobol

The INQUIRY program offers practicing, certified school administrators an opportunity to complete a rigorous doctoral program while continuing to practice. It prepares committed men and women for lives of leadership and service in educating institutions of all kinds. Its chief objectives are to:

- Strengthen students' ability to lead educating institutions as purposeful, effective, humane organizations.
- Stimulate inquiry into problems encountered in professional practice.
- Broaden and deepen reflection about values, trends, and issues that affect the education enterprise.
- Provide skills and knowledge needed for the effective leadership and management of complex organizations in a sophisticated technological society.
- Create and sustain a learning community committed to continuous learning and mutual support.

The curriculum spans the domains of institutional analysis, management systems, organizational behavior, and policy

analysis. It also entails study of the intellectual history of American education, theory and practice of school reform, principles of education law, and research in educational administration (usually conducted in field settings of the student's choice). A formal dissertation focusing on a topic of professional concern is required.

As colleagues in a close-knit cohort, students attend classes over a two-year period, working in teams as well as individually. (Additional time is usually required to complete the dissertation.) Each year consists of two intensive seminar weekends during each of the fall and spring semesters and a summer session, comprising one weekend in May and four weeks of concentrated campus-based study in July. Although the schedule differs from that of the conventional doctoral program in Educational Administration, the content, degree requirements, and standards of performance remain the same. No academic credits are awarded for work experience.

The first intensive weekend seminar for the 2000 cohort will be on Friday through Sunday, May 12–14, 2000, with the first extended campus-based courses beginning on Wednesday, July 5, 2000.

Prospective students are encouraged to apply early. Applications and all supporting documents must be received in the Admissions Office by January 15, 1999.  
*Contact: Professor Thomas Sobol (212) 678-3783.*

**Doctor of Education and Master of Business Administration: A Joint Program (Ed.D. /M.B.A.—Code TAA)**  
Joint Degree Program in Educational Leadership & Management (with the Columbia University School of Business)

Program Coordinator: Professor Lisa Ann Petrides

The joint degree program with the Graduate School of Business of Columbia University and the Department of Organization and Leadership at Teachers College leads to the Ed.D. degree and the M.B.A. degree. This joint program emphasizes the area of educational leadership and management in a wide variety of education-related organizations. The program is designed to prepare students to assume major leadership positions in schools, universities, and other education-related organizations by improving educational practice, influencing educational programs, learning to work with complex organizations, and applying management skills to the field of education. The program will prepare the student to enter educational management in regional, state, or federal governments, research institutions, private foundations, or private sector leadership.  
*Contact: Professor Lisa Ann Petrides (212) 678-3370.*

**Doctor of Philosophy (Code: TA)**

The Ph.D. in Educational Administration is designed for researchers, aspiring professors, and policy analysts, emphasizing research and intensive specialization in a field of scholarship. In addition to study in educational administration, the program requires preparation in one of the cognate social science faculties of the University, for example, Political Science, Sociology, or Economics. The program is intentionally research focused and theoretical. It does not attempt directly to prepare its holders to excel in the field of practice. Students who are committed to leadership in schools and other educational institutions should apply for admittance to the Ed.D. program. Before making applica-

tion to the Ph.D. program in Educational Administration, prospective applicants are urged to consult with *Professor Dale Mann, (212) 678-3727.*

**Non-Degree Programs**

In addition to the degree programs previously described, the Educational Administration Program offers several professional development opportunities to both first-time students and to alumni interested in continuing their graduate education. These are listed below.

**Klingenstein Fellows Program**  
Program Coordinator: Pearl Rock Kane

The Klingenstein Fellows Program is a one-year program designed to develop leadership skills in administration or academic areas. Fellows may elect to enroll in a degree program or to do graduate work as a non-degree student. Through seminars and course work at Teachers College and the other professional and graduate schools of Columbia University, the program seeks to enlarge the perspectives of Fellows and to prepare them to assume increased leadership responsibility. The fellowship includes a living stipend and a generous tuition allowance.

Applicants for the Klingenstein Fellows Program who wish to be considered for the master's degree must submit the Klingenstein Fellows application as well as the Teachers College Application for Admission. Please send the fellowship application to the Klingenstein office by January 15 and the Teachers College application to the Admissions Office by February 1.  
*Contact: Professor Pearl Rock Kane (212) 678-3156.*

### Klingenstein Summer Institute

An intensive residential summer institute is offered for independent school teachers with two to five years of teaching experience. The Institute is designed to increase classroom effectiveness and to prepare teachers who have demonstrated outstanding promise for leadership positions in private schools. Participation is based on an award that covers all expenses. Participants earn four graduate credits that may be applied toward the Master of Arts degree. *Contact Professor Pearl Rock Kane (212) 678-3156.*

### Klingenstein Visiting Fellows Program

The Klingenstein Visiting Fellows Program is a one-month program of intensive study and interaction with professional peers for heads of independent schools. School heads are in residence at the College. They participate in seminars on issues confronting independent school leaders and attend colloquia on topics of interest including educational philosophy, organization development, and institutional and policy analysis. School heads also pursue independent study, investigating problems of particular relevance to their school situations. Ten fellowship awards are granted annually. *Contact Professor Pearl Rock Kane (212) 678-3156.*

### Management Systems Summer Institute

The Summer Institute in Management Systems meets for two weekends in June. It is designed to enhance the school administrator's perspective of the business side of the educational enterprise. Each summer takes a new topic. Past topics have included: The Ecology of Financial Planning, Budget Forecasting, School Facility Needs Assessment, and the Politics of the Budget Process. Future topics will include: Managing

Technology in the Classroom, The Pros and Cons of Private Contracting and School Site Budgeting. The Institute offers a combination of classroom lectures by leading experts in the field, simulations, case studies, and team work. *Contact Professor Peter Cookson (212) 678-3987.*

### Principal's Work Conference

The Educational Administration Program sponsors the Principal's Work Conference through the Center for Educational Outreach and Innovation. School leaders explore creative administrative problem-solving in terms of community building, curriculum models, school design, school-community assessment and inter-institutional relations in the context of school reform. Participants attend to current research. *Contact Professor Peter Cookson (212) 678-3987.*

### Superintendent's Work Conference

The conference is a ten-day professional development program held each year during the month of July. Conference participants meet with nationally known educational leaders, public policy makers, and scholars to discuss and analyze major educational and social issues. Attendance is by nomination and invitation. *Contact Professor Thomas Sobol (212) 678-3783.*

### Financial Assistance:

All new students seeking to be eligible for any type of financial assistance, must complete the Teachers College Financial Aid Application included in this Catalog. To be considered, students must complete their application by the priority deadline. Minority candidates interested in educational leadership in urban settings may qualify for fellowships.

### Special Note:

Degree applicants are required to verify professional access to a computer. Doctoral students are encouraged to purchase a laptop computer. Completion of the doctoral student certification examination will require relevant computer competencies.

### Courses:

Before selecting courses, students should consult: (1) The Degree Requirements of the College describing the requirements of each degree; (2) The requirements of the Educational Administration Program as described in the Handbook or "Guide" (see also, Web page <http://www.tc.columbia.edu/~academic/o&ldept/edadmin>); and (3) your faculty advisor.

### General and Research

#### ORL 5521. Introduction to Research Methods in Education (3)

Professors Petrides and Shipp. 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 are introduced so that students can comprehend and critique education research and evaluation. Methods discussed include both qualitative and quantitative approaches to research, such as surveys, case studies, ethnography, participant observations, interviews, and oral histories.

#### ORL 6518. Methods of case study and analysis (3)

Professors Orr and Marsick. Techniques and methods of preparing and analyzing case studies of organizations and institutions.

#### ORLA 4001. Overview of administration (3)

Professor Richards. An introduction to educational governance, organization, policy making, administration, and leadership of schools and school systems in the United States. The course combines the study of theory and practice through the use of case studies and critical incidents.

ORLA 4900. **Research and independent study in educational administration** (1 or more) Permission required from individual faculty. Special individualized work. When registering please use correct section number as listed by Professor below.

Section #01—Professor Smith;  
Section #02—Professor Petrides;  
Section #03—Professor Sobol;  
Section #04—Professor Kane;  
Section #05—Professor Mann;  
Note: there is no Section 6.  
Section #07—Professor Heubert;  
Section #08—Professor Richards;  
Section #09—Professor Orr;  
Section #10—Adjunct Professors;  
Section #11—Professor Powell;  
Section #12—Professor Shipp.

#### ORLA 5051. **Program leadership: Cases** (2)

Faculty. Permission required. Case studies in a simulated school system.

#### ORLA 5535. **Introduction to research in educational administration** (3)

Faculty. An introduction to contemporary research in educational administration with particular attention to design and methodological issues in the field.

#### ORLA 5650. **Field and clinical research methods in education** (3)

Professor Orr. Techniques and methods in designing and conducting qualitative and field research. Includes conceptualizing and designing a study and procedures in qualitative interviewing, observations, focus groups, and document analysis. Students conduct a pilot study.

#### ORLA 5830. **The Klingenstein summer institute** (4)

Professor Kane. Permission required. Enrollment limited. An intensive residential program that introduces young liberal arts graduates to the complexity and challenge of teaching in independent schools. Topics include curriculum and assessment, understanding school organizations, issues of diversity and philosophy.

ORLA 6211–ORLA 6241.

**Clinical projects in educational administration:**

Faculty. Permission required. Four clinical projects (one each in organizational analysis, management science, policy analysis, and institutional analysis) are required for the Ed.M. and the Ed.D. and to meet New York State's Administrator Certification requirements. Two clinical projects are required for the M.A. degree. Two clinical projects must be completed by students in the doctoral program to be eligible to take the Program's certification examination. Additional information is available from the printed leaflet entitled *Clinical Projects* available in the Program Office, our Web page, or from your Academic Advisor. **Note:** Clinical Projects may also be completed in *regular courses* in which students are enrolled.

- ORLA 6211. Section 1—**Clinical project: Organizational analysis** (1–4 per section)
- ORLA 6221. Section 1—**Clinical project: Management science** (1–4 per section)
- ORLA 6231. Section 1—**Clinical project: Institutional analysis** (1–4 per section)
- ORLA 6241. Section 1—**Clinical project: analysis** (1–4 per section)

ORLA 6460x (Fall) and ORLA 6461y (Spring). **Internship in Organization and Leadership** (3) Permission required. Individualized internships for students. Internship in schools 20 hours per week.

- Section #01—Professor Smith;
- Section #02—Professor Petrides;
- Section #03—Professor Sobol;
- Section #04—Professor Kane;
- Section #05—Professor Mann;
- Note:** there is no Section 6.
- Section #07—Professor Heubert;
- Section #08—Professor Richards;
- Section #09—Professor Orr;
- Section #10—Adjunct Professors;
- Section #11—Professor Powell;
- Section #12—Professor Shippis.

ORLA 6500. **Program leadership: Design and evaluation** (3) Professor Kane. The administrative responsibility in professional development, job restructuring, faculty motivation, and participative decision making.

**Colloquia in educational administration**

Colloquia centered upon an analysis of selected research in each of the four major areas of administration and the implications of this theory for administrative practice.

ORLA 5689. **Klingenstein colloquium** (4 per section) Professor Kane. Permission required.

ORLA 5690. **Klingenstein colloquium: Fellows** (1–3) Professor Kane. Permission required.

ORLA 6611. Sec. 1—**Colloquium: Organizational behavior** (3) Professor Smith. Discussion of historical development of perspectives and paradigm shifts in the study of organizations. Greater emphasis is placed on organizational cultures and on the meaning of politics as a community building process. A central question concerns the meaning of information technology for leadership in the reform and development of schools as institutions. Active participation in colloquium format based on selected readings.

ORLA 6621. Sec. 1—**Colloquium: Management science** (1–4 per section) Professor Richards. Permission required.

ORLA 6631. Sec. 1—**Colloquium: Institutional analysis** (1–4 per section) Professor Kane. Permission required.

ORLA 6641. Sec. 1—**Colloquium: Policy analysis and action** (1–4 per section) Professor Orr. Permission required.

ORLA 6900. **Research and independent study in educational administration** (1 or more). Special individualized work. Permission required.

- Section #01—Professor Smith;
- Section #02—Professor Petrides;
- Section #03—Professor Sobol;
- Section #04—Professor Kane;
- Section #05—Professor Mann;
- Section #06—Inquiry Program only;
- Section #07—Professor Heubert;
- Section #08—Professor Richards;

- Section #09—Professor Orr;
- Section #10—Adjunct Professors;
- Section #11—Professor Powell;
- Section #12—Professor Shippis.

ORLA 7500. **Dissertation seminar in educational administration** (1–3)

Professor Richards. Registration required of all doctoral candidates in this course or in two other courses in ORLA 7500–7503 series offered by faculty of department. Development of doctoral dissertation proposals and presentation of research plans for approval. **Note:** The formal hearing of a dissertation proposal (blue form) is a separate event.

ORLA 7501 and ORLA 7503. **Research seminar** (1–4 per section)

Faculty. For the student at the dissertation level. Emphasis on the individual student's area of concentration for the purpose of critiquing work, while simultaneously analyzing the implications of the research for education.

- Section #01—Professor Smith;
- Section #02—Professor Petrides;
- Section #03—Professor Sobol;
- Section #04—Professor Kane;
- Section #05—Professor Mann;
- Section #06—Inquiry;
- Section #07—Professor Heubert;
- Section #08—Professor Richards;
- Section #09—Professor Orr;
- Section #10—Adjunct Professors;
- Section #11—Professor Powell;
- Section #12—Professor Shippis.

ORLA 7570. **Research in administration** (1–4 per section)

Faculty. Permission required. Advanced seminar involving a critical review of important works in educational administration and presentations of works in progress. Use section numbers of ORLA 4900.

ORLA 7573. **Advanced seminar** (1–4 per section)

Faculty. A dissertation seminar, the content of which is the formal presentation of students' dissertation work and discussion of the implications for the practicing administrator.

- Section #01—Professor Smith;
- Section #02—Professor Petrides;
- Section #03—Professor Sobol;
- Section #04—Professor Kane;
- Section #05—Professor Mann;
- Section #06—Inquiry;

- Section #07—Professor Heubert;
- Section #08—Professor Richards;
- Section #09—Professor Orr;
- Section #10—Adjunct Professors;
- Section #11—Professor Powell;
- Section #12—Professor Shippis.

ORLA 8900. **Dissertation advisement in educational administration** (0)

Faculty. Individual advisement on doctoral dissertation. Fee: to equal three points at current tuition rate for each term. For requirements see section on Continuous Registration.

ORLA 9900. **Research and independent study in educational administration** (1 or more) For Post Docs only.

**Institutional Analysis**

ORLA 4031. **Leadership and institutional analysis: Early childhood education administration** (3)

Faculty. The instructional program, school organization, public policy, staff personnel, funds, and facilities from the perspective of the early childhood education program leader.

ORLA 4033. **Leadership and institutional analysis: Administration of secondary schools** (3) Professor Smith. Organizing and administering schools as institutions; comparative study of school designs in context; governance and decision making; community building, change and reform; teaching and support services.

ORLA 4038–ORLA 4039. **Leadership and institutional analysis: Administration of elementary schools** (3)

Professor Levin. ORLA 4038 deals with the elementary principalship, linkages to the community, and the instructional program. ORLA 4039 focuses on school organization, pupil personnel, teacher personnel, and funds and facilities. Registration for either one or both courses is permitted.

ORLA 4044 **Transforming schools** (3)

Professor Smith. Collaborative field study of transformation process within specific urban/suburban systems. Focuses on leadership for creating institutional cul-

tures incorporating community building and national calls for new standards of student learning.

**ORLA 4045. Restructuring schooling in urban environments (3)**

Professor Shipp. Institutional and policy analysis of school redesign experiments in urban settings, with special emphasis on the Chicago Case, review of the theoretical foundations research support and implementation consequences, and analysis of how both experimental and systemwide change is created.

**ORLA 4060. Designing Charter Schools (3)**

Professor Smith. Design focus on instructional, governance, accountability systems, and organizational patterns. Reference to research on school models and on legislative and regulatory context of charter schools. Charter school leaders participate as resources Collaborative field and electronic studies of existing charter schools.

**ORLA 4070. The institutional analysis of private schools (3)**

Professor Kane. A consideration of the diversity, purposes, organization, and structure of private schools and an analysis of faculty and administrative roles as compared with public schools.

**ORLA 5052. Program leadership (2–3)**

Professor Smith. Focuses on dilemmas facing institutional leaders in an effort to promote reflection-in-action among administrators. Special fee: \$10.

**ORLA 5055. School administration and cultural diversity (3)**

Faculty. An in-depth exploration of major challenges posed by cultural and linguistic diversity from the perspective of the school administrator.

**ORLA 5532. Leadership and institutional analysis: The community and program development (2–3)**

Faculty. School community relationships, needs assessment, program planning, and evaluation of student progress. Special emphasis on the principalship.

**ORLA 5587. Klingenstein seminar for independent school educators (3)**

Professor Kane. A comprehensive examination of contemporary educational issues in public and private schools to provide a context for analyzing and understanding the independent school in broader perspective. Readings, discussions, and site visits.

**ORLA 5820. Principal's Work Conference (Noncredit or 1)**

Faculty. Developed in conjunction with an advisory board of principals. School leaders will explore creative administrative problem-solving in terms of community building, curriculum models, school design, school-community assessment, and inter-institutional relations in the context of school reform. Participants will attend to current research. A second point of credit can be earned by registering for ORLA 4900. Meets for three days in early June.

**Organizational Behavior**

**ORLA 4010. Section 1 Introduction to organization and change theory in education (3)**

Professor Orr. An Introduction to various theoretical perspectives on organizational behavior and their application to organizational problems. The course emphasizes the study to organizational culture and implementation and change in organizations.

**ORLA 4011. Behavior in organizations (3)**

Professor Orr. Psychological, social, and cultural factors in the establishment and development of educational organizations.

**ORLA 4030. Ethical Issues in educational leadership (3)**

Professor Sobol. An examination of ethical issues inherent in educational leadership, with an emphasis on ethical practice as well as theory. The ethics of rights, justice, and care applied to moral dilemmas arising from the professional literature, the humanities, and the student's own practice.

**ORLA 4071. The administration of private schools (3)**

Professor Kane. An examination of the structure of private schools including an investigation of the organizational conditions of the private school through reading, research, field study and guest lecturers.

**ORLA 5012. Sec. 1—Community politics, community policies, and administrators (3)**

Professor Mann. Political analysis of administration at the service delivery and community levels.

**ORLA 5016. Section 1 Law and educational institutions: Equity issues (3)**

Professor Heubert. Prerequisite: ORLA 4086 or previous law course. This course focuses on issues of equal educational opportunity. Topics include desegregation; bilingual education and other services for English-language learners; harassment based on race, sex, and sexual orientation; employment discrimination; school finance reform; special education; HIV/AIDS; affirmative action; and issues of race and gender in testing, curriculum, and instruction.

**ORLA 5017. Groups and interpersonal behavior (2–6)**

Professor Powell. Organizational behavior with reference to interpersonal relationships and the conflicts resulting from the needs of individuals compared to the demands of the organization. Special Permission required. Special fee: \$50.

**ORLA 5018. Understanding Authority and Exercising Leadership (3)**

Professor Powell. This course provides an opportunity for students who want to explore theory and experience of leadership, authority, and change. The course examines the conscious and unconscious dimensions of group and intergroup dynamics with a focus on reflective practice and professional development for change and growth. Special Permission required. Special fee: \$50.

**ORLA 5049. Program leadership in multicultural settings (3)**

Faculty. In-depth exploration of multiple aspects of the practice of reflective leadership in multicultural milieux. Includes collaborative action research and conflict resolution training.

**ORLA 5054. Program leadership: Advanced cases and concepts (3)**

Professor Smith. Emphasizes application of analytic frameworks to the development of schools in their social context. Focuses on the advocacy design process in actual urban settings. Site visits and writing of case studies.

**ORLA 5530. Action research in organizational behavior (3)**

Professor Orr. Techniques and methods of designing and conducting action research on organizational problems. Various methodological and organizational issues are addressed on the use of action research to foster organizational learning and problem solving through systematic inquiry and reflection. Students conduct an action research project.

**ORLA 6018. Staff personnel administration (3)**

Faculty. Human resource needs, certification, selection, assignment, promotion, salaries, retirement, absences, evaluation, development, tenure, academic freedom, teachers' organizations, grievances, collective negotiations.

**ORLA 6552. Section 1 Behavioral analysis of leadership (3)**

Professor Smith. Critique of and application of research on leadership. Analysis of case studies, with the development of a strategic plan for a case site.

**ORLA 6610. Colloquium in managerial behavior (3)**

Professor Smith. Permission required. Emphasis upon classic studies and analysis of the implications of research for organization theory and administrative practice.

## Management Systems

**ORLA 4021. Section 1 Introduction to management systems (3)** Professor Petrides. An introduction to the fundamental principles and concepts of management information systems. The course examines the management of information systems across several different types of organizations, with an emphasis on the management of education-related information systems in K-12 as well as in institutions of higher education. The course explores both the theoretical as well as practical implications of information systems. Several key themes are addressed, such as: looking at how information systems can increase the problem-solving capabilities within an organization or school; and exploring how information can enable leaders to perform their jobs more effectively. Special fee: \$50.

**ORLA 4022. Introduction to management systems-lab (1)** The purpose of this lab is to provide students with technical hands-on computer experience in web-based technologies and database design. This lab is designed to build the capacity of students to conceptualize and develop data-based information systems. Students will be introduced to resources and participate in exercises related to the design, implementation, and maintenance of an information system.

**ORLA 4025. Section 1 School business administration (3)** Professor Richards. Introduction to school business administration including overview of fiscal and property accounting, district and site-based budgeting, cash planning, purchasing and supply management, transportation systems, operation and maintenance of facilities, and management of food services. Special fee: \$30.

**ORLA 4055. Economic concepts, the administration of educational institutions and policies (3)** Faculty. Course concepts include: the economic value of education to society, the economy, and individuals; theories on the linkages between education and income; the interplay of physical, human

and social capital; educational production functions and allocative efficiency; cost benefit and cost effectiveness analysis in education; the distribution of education among competing groups and individuals; teacher markets and salary determination; and educational planning.

**ORLA 4062. School business administration: Non-public schools (3)** Professor Richards. Emphasis on non-public schools. Introduction to school business administration including an overview of accounting, financial planning, budgeting, scholarships, endowments, capital planning, salaries and pensions, and cash management.

**ORLA 4820. Summer institute in management systems (4)** Faculty. Broad introduction to the conceptual underpinnings and intensive hands-on application of microcomputer-based techniques for management planning, resource allocation, information systems design, and data based-policy and decision analysis in both public and private organizations. Special fee: \$50.

**ORLA 4874. Strategic marketing for academic institutions (3)** Faculty. This course focuses on marketing concepts for private schools and non-profit organizations. Students will explore how institutions describe themselves and how they relate to various external publics such as students, parents, board members, and donors. Topics of study will include mission statements, core marketing strategies and strategies for growth and communication. Students will design a marketing plan for an organization of their choice.

**ORLA 4876. School finance: Resource allocation for non-profit organizations (3)** Faculty. An exploration of the business aspects of managing private schools and non-profit organizations. The focus is on critical issues of management including: decision making, strategic planning, and analysis and allocation of resources. Participants will analyze complex issues and problems confronting leaders in private schools such as enrollment and tuition sta-

bilization, pricing and affordability, funding sources, endowment management, and government compliance.

**ORLA 5020. Section 1 Information systems for decision making in learning organizations (3)** Professor Petrides. A theoretical, conceptual, and operational analysis of information systems used for decision making and problem solving in learning organizations. An integral part of the course involves developing the technical and analytical skills necessary to manage information systems, with an emphasis on those systems that are designed to make it possible for organizations to transform their information-based systems into knowledge-based systems. Emphasis is also placed on understanding the environmental system in which the organization exists. Special fee: \$50.

**ORLA 5021. Management science (3)** Professor Petrides. Prerequisite: ORLA 4021 or permission of instructor. Allocation and predictive models for management. Principles and applications of decision and utility theory. Economic and cost-benefit analysis and linear programming. Utilization of smoothing, regression, and simulation techniques for planning and forecasting.

**ORLA 5025. Section 1 Ecology of educational planning and management (3)** Professor Richards. This course takes an open systems or ecological approach to planning and management in educational institutions of all kinds, including pre-school, elementary, secondary, higher education, and other public and private institutions. It focuses on both the personal and institutional nature of planning in complex, highly adaptive organizations. Students will learn how to conduct ecological audits, develop strategic plans, benchmark organizational performance, and write policy options briefs. Some familiarity with computers recommended. Materials fee: \$10.

**ORLA 5027. School fund accounting (3)** Faculty. Prerequisite: ORLA 4025 or equivalent. Examination of the basic mechanics of financial accounting for public school systems. Managerial uses of accounting for providing internal control and information for decision making are also explored.

**ORLA 5050. Sec. 1. Program leadership: Grants funding workshop (3)** Dr. Segall. Use of word processor, spreadsheet, and database to create actual federal grant proposal appropriate to work site. Dual focus on learning application and development of funding proposals as planning documents. Special fee: \$10. \*Computer Lab mandatory for second hour of class.

**ORLA 6019. Labor management relations in education (3)** Faculty. Enrollment limited. Negotiations as administrative process for decisions and management of patterns of remuneration and conditions of work. Cases and simulation. Special fee: \$30.

**ORLA 6020. Seminar in management systems (3)** Professor Petrides. Permission required. Intensive study and field-based activities related to information systems and to school business administration topics. Students complete individual projects in conjunction with administrators from public or private organizations.

## Policy Analysis and Action

**ORLA 4030. Ethical issues of educational leadership (3)** Professor Sobol. The ethical implications of educational issues, with a focus on the moral imperatives and moral dilemmas of educational leadership.

**ORLA 4040. Education policy decision making (3)** Professor Shipp. An introduction to policy analysis concepts and techniques in a range of school and nonschool settings. Emphasis on technology and learning.

ORLA 4042. **The role of the state in education governance, policy and practice** (3)  
Professor Sobol. The impact of state authority on local schools and school districts, seen through case studies of contemporary educational issues. Roles, relationships, trends, and the political context of policy making at the state level.

ORLA 4046. **School finance: Policy and practice** (3)  
Professor Richards. Examination of the judicial and legislative involvement in school finance reform, taxation, and the equity and efficiency of local, state, and federal finance policies and systems. Materials fee: \$25.

ORLA 4058. **Privatization and commercialization in education** (3–4)  
Professor Kane. An investigation of the controversial issues concerning the privatization, commercialization, and the redistribution of education in the United States, including for profit and nonprofit ventures.

ORLA 4086. **Law and educational institutions: Issues of authority, religion, free speech, and safety** (3)  
Professor Heubert. This introductory course focuses on legal issues that arise in public and private schools. Topics include regulation of public and private schools; church-state issues; free-speech rights of students, teachers, and extracurricular groups; who controls the curriculum; the authority to make and enforce rules governing student and staff conduct, on and off school grounds; the duty to protect the safety of students and others; child abuse; search and seizure; and due process.

ORLA 5046. **School finance: Resource allocation** (3)  
Faculty. In-depth analysis of factors affecting the cost and quality of educational services within districts and within states. Examination of methods to improve equity and efficiency in the allocation of resources. Special fee \$10.

ORLA 5541. **Federal politics, federal policies, and administrators** (3)  
Faculty. The impact of federal policies on administrators and vice versa. Examines the interaction between the political arena and the policy arena. Attention to a number of topical areas of policy including implementation studies, the problem of innovation, and nonschool-based educating institutions.

ORLA 5544. **Current topics in policy analysis for administrators** (3)  
Professor Mann. Collaborative work groups on topics such as media and education, telecommunications, and the role of entertainment industries. Especially appropriate for clinical projects and/or exploration of dissertation topics.

ORLA 5645–ORLA 5647. **Topics in policy planning and implementation.**  
ORLA 5645. **Intergovernmental relationships** (3)  
Professor Mann. Intergovernmental relationships, program assessment including national standards, program development cycles and leadership implications.

ORLA 5646. **Concepts and techniques** (3)  
Professor Sobol. Concepts and techniques of policy planning and implementation analyzed through theoretical readings and case studies at local, state, and national levels. Cases are drawn from both education and other spheres of public administration.

ORLA 5647. **Effective schools** (3)  
Faculty. Examination of suggestions by various authors of critical features and elements that make schools effective. National, state, and organizational reports, as well as individual authors will be studied.

ORLA 6540. **Topics in urban education policy** (3)  
Faculty. Leadership responsibility in the formulation, implementation and assessment of urban education policy.

ORLA 6542. **History and politics of urban school reform** (3)  
Professor Shipp. This survey course prepares students for their roles as leaders of institutional change by acquainting them with our legacy of urban school reform, its trends and cycles. It covers political issues in historical context. Multiple versions of accountability, standards, equity, and access make up the cycles of reform to be examined, along with the pedagogical and governance dilemmas (progressivism vs. traditionalist, centralization vs. decentralization) that underlie them. The cross cutting political concerns of power, class, race, gender, and relation will be woven into discussions and course work.

### Programs in Higher and Adult Education (Code: TD)

**Adult and Continuing Education**  
Adult Education Guided Intensive Study (AEGIS)

**Higher Education with specializations in:**  
Higher Education Administration  
College Teaching and Academic Leadership  
Student Personnel Administration

**Adult and Continuing Education**  
(Code: TDA—M.A. and Ed.D.)  
(Code: TDS—Ed.D. AEGIS program)

Program Coordinator:  
Professor Victoria Marsick  
For Admission inquiries:  
212-678-3710  
Program Office: 212-678-3760

**Degrees Offered:**  
Master of Arts (M.A.)  
Doctor of Education (Ed.D.)

### **Special Application Requirements/Information:**

**AEGIS**  
The AEGIS program is designed for experienced, self-directed professionals capable of complet-

ing a rigorous program emphasizing guided independent study. Students must complete 40 transferable credits from previous successful graduate study prior to beginning the program. The applicant's personal statement must document experience in leading, designing, or teaching in programs that serve adult learning in a variety of settings: institutions of education; corporations; healthcare; non-profit and public organizations; or religious and community education initiatives. The personal statement should also identify career/life goals and describe why a degree in this field is a good fit with these goals.

Other requirements for admission include a professional resume indicating several years of experience in program development or administration of adult education, counseling, staff development or training. In addition a proof of access to a university library; a sample of academic writing (preferably from work in an academic program), and an application essay (see below) are also required.

The application essay (next page) should not exceed ten double spaced pages. If the application materials are acceptable, applicants will be invited to campus for a day for an interview. They will also be asked to complete a second on-site writing assignment at that time.

Early admission decisions are made in December of the year preceding the beginning of the program. Applicants who want to be considered for an early admission decision should make sure that their materials are submitted by October 1 of the year preceding the beginning of the program. Applicants submitting materials by December 1 of that year, will be interviewed in February. The admission deadline is December 1. Admissions

### AEGIS Doctoral Admissions Application Essay

For centuries Western philosophical thought has considered the uniqueness of human beings, and how they differ from other species that inhabit the earth and the special responsibility this uniqueness entails.

Thomas Aquinas, building on the work of Aristotle, tells us “that the ultimate intrinsic end of man is the perfection of his highest and specific faculty, namely his intellect.” John Donne, when confronted with his own imminent death, tells us that “no man is an island entire of itself; every man is a piece of the continent, a part of the main . . . any man’s death diminishes me, because I am involved in mankind; and therefore never send to know for whom the bell tolls; it tolls for thee.”

In your view what assumptions underlie each of these statements? In what ways are these statements contradictory or complimentary? What do these statements tell us about individual and societal responsibility for leadership and learning? What dilemmas, if any, do they suggest for the role of education in society? How should adult educators address these implications? What assumptions are you making about your role as an adult educator in your remarks?

decisions are normally made by March of the year in which the program begins.

#### **Program Description:**

Adults face new demands for lifelong individual learning in order to flourish in a rapidly changing environment. Leaders in organizations and communities of all types have also taken fresh interest in adult and organizational learning in order to draw effectively on the resources of the entire institution in the search for new solutions to increasingly complex problems.

The adult education graduate program, which offered the first degree in this field in the United States, prepares professionals who lead, design, implement, and evaluate programs that are based on principles of Adult and Organizational Learning (AOL). The program develops scholar-practitioners who can think critically about their practice in relationship to theory, and apply theory effectively in their practice. The program develops capabilities in critical thinking and transformative learning; and in individual and collective learning as it relates to social and organizational change.

#### *Master of Arts*

Organizations of all kinds—private sector business, health-care institutions, government agencies, and not-for-profit institutions—are changing rapidly in response as they reorganize to meet their customers’ needs in a global, high technology, knowledge era. Learning is a key ingredient to their success...learning that is:

- Linked to performance support
- Active, integrated with work, and designed around real-world problems
- Available just-in-time and through alternative formats and technologies
- Captured and shared as organizational learning.

The M.A. in Adult and Continuing Education, with a concentration in Workplace Learning, Training, and Development is designed for those who work, or wish to work, in organizations as Human Resource Developers and adult educators. It provides students with up-to-date theory and the opportunity to learn more about best in-class practice so that they can more effectively design, manage, deliver, and evaluate interventions for adult and organizational learning in this changing environment.

#### *Doctor of Education*

This program, leading to the Doctor of Education in Adult and Continuing Education, is designed for experienced leaders of adult education policy and programs who are interested in research and theory-building as it relates to adult and organizational learning. The curriculum includes core courses on adult development and learning, as well as the development of research competence. Students develop tailored programs that link to course work in other programs within the Department and across the College depending on the context within which they work: private, public, and nonprofit organizations; higher and continuing adult education; or adult basic education in community and social action settings.

*Doctor of Education, AEGIS track* AEGIS is a highly selective, fast-track cohort program leading to the Ed.D. in Adult and Continuing Education for mid-career professionals who work full time, and who choose to pursue a doctorate in a concentrated format. The program emphasizes leadership for adult and organizational learning. Scholar practitioners are helped to examine and critique theory and professional

experience. Course work is completed over a two-year period. Participants attend a concentrated three-week session at Teachers College in each of three summers. During the academic year, they meet for Friday evening and Saturday seminars four times each semester for a total of four semesters. Courses are not open to students from other programs. *Special tuition: \$7,500 per semester. Tuition may be subject to change.*

AEGIS students earn 50 points at Teachers College in a structured program that provides required courses in three areas: theory, research, and the study of professional practice in different settings in which adults learn. Students must also pass a certification examination, and complete a dissertation.

#### *Degree Requirements:*

##### **Master of Arts**

Students gain an M.A. by earning either 30 points and doing a research-based essay; or 32 points and a written, integrative project that applies learning to real work challenges. Illustrative projects include: guidelines for developing a corporate mentoring program, assessment of an action learning project in a utility, a review of coaching models in use in corporations, a plan for developing a learning culture in a retail stores organization, or a sales service training program.

The program consists of five required core courses in workplace learning: Theory and Practice of Adult Learning (ORL4050), Designs for Facilitating Adult Learning (ORL4053), Needs Assessment and Evaluation (ORL4052), Staff Development and Training (ORL5055), and The Learning Organization (ORL5061). In addition, students select among alternative

**AEGIS COURSE SCHEDULE**

YEAR I	Summer (Three week session)	
	ORLD 6909	Program Development (3)
	ORLD 6800	Life-History (2)
	ORLD 6902	Proseminar in Adult Education (3)
	Autumn	
	ORLD 6908	Adult Education Theory (3)
	ORLD 6800	History of Adult Education (1)
	ORLD 6918	Introduction to Research (3)
	Spring	
	ORLD 6904	How Adults Learn (3)
ORLD 6800	Higher Adult Education (1)	
ORLD 6803	Qualitative Research (3)	
YEAR II	Summer (Three week session)	
	ORLD 6912	Advanced Seminar I (3) Workshop: Certification Exam Preparation (0)
	HU DM 5021	Empirical Research (3)
	Autumn	
	A&HF 4084	Social Philosophy (3)
	ORLD 6800	Literacy/Adult Basic Education (1)
	ORLD 6918	Advanced Research (3)
	ORLD 6914	Directed Dissertation Research (2)
	Spring	
	ORLD 6918	Advanced Seminar II (3)
ORLD 6800	Workplace Learning (1)	
ORLD 6918	Advanced Research (3)	
ORLD 6914	Directed Dissertation Research (2)	
YEAR III	Summer	
	ORLD 6918	Advanced Research (2)
	ORLD 6914	Directed Dissertation Research (2)
	ORLD 6800	Review of Learning Experience (Capstone) (0)
	Fall and Spring	
	ORLD 7900	Dissertation Seminar
	ORLD 8900	Continuous Dissertation Advisement

breadth courses in three related areas: understanding research reports, organizational dynamics, and technology that supports workplace learning. Finally, the remainder of a student's program is tailored to career goals by selecting from courses across the College. Students can take courses at the Columbia University Business School if they wish, and can receive credit for learning from up to 200 clock hours of internships.

**Doctor of Education**

(ACE track—Code: TDA)

The Ed.D. requires a minimum of 90 points of graduate course work, a certification examination, and a dissertation.

Core areas of study include the following:

- adult development and adult education theory and methods
- organizational learning theory, design, and implementation
- program design, implementation, management, and evaluation

- research methods, with emphasis on applied field research using quantitative and qualitative methods
- special interest courses that emphasize organizational culture and context in different settings

In addition to courses that we provide, students must take course work in:

- organizational and institutional context courses as relevant to the level and focus of study
- disciplinary studies as relevant to the level and focus of study, e.g., history, social sciences, anthropology, or psychology as it relates to adult learning and education
- understanding and/or conducting research as relevant to the level and focus of study

**Doctor of Education**

(AEGIS track—Code: TDS)

NOTE: After course work, candidates must enroll in ORLD 8900, Continuous Dissertation Advisement, up to and including the semester in which the "Defense" is held and major revisions are made on the document, as recommended by the Dissertation Committee. ORLD 8900 does not involve class meetings. Alternatively, candidates can enroll in ORLD 7900, a seminar that meets on AEGIS weekends for additional guidance in their research.

**Programs in Higher Education**

*Program Coordinator:*

Professor L. Lee Knefelkamp  
For Admission inquiries:

212-678-3710

Program Office: 212-678-3750

*Degrees Offered:*

Master of Arts (M.A.)

Student Personnel

Administration (Code: TDH)

Higher Education Administration (Code: TDJ)

Master of Education (Ed.M.)

Student Personnel Administration (Code: TDH)

Higher Education Administration (Code: TDJ)

Doctor of Education (Ed.D.)

Higher Education (TDJ)

**Special Application**

**Requirements/Information:**

Applications are considered for fall enrollment only.

The Master of Arts programs are designed for persons preparing for general administrative positions, or who are already employed in entry-level positions in universities, two- and four-year colleges, technical institutes, professional schools, and non-profit organizations.

The Master of Education programs are available to those who have at least two years of professional experience who wish to engage in advanced study without undertaking the commitment of a doctoral program.

Applicants to the doctoral program should submit a scholarly writing sample with their applications.

**Program Description:**

As the field of higher education becomes more complex, the need for well-prepared, carefully trained leaders becomes increasingly more important. The Higher Education program at Teachers College is dedicated to the mission of helping provide exceptional leaders to colleges and universities, both in the United States and abroad. The program is committed to a philosophy of education which builds constructively on contemporary theories developed in research and practice as they are imaginatively applied to educational problems. It is a blend of offerings in theoretical foundations of educational thought and of training in practical

application of those theories. Advanced preparation for work in higher education includes elements of education in the basic liberal arts and social science disciplines and advanced instruction in a field of scholarship and education related to professional practice. The program also hopes to foster an integrated perspective among administration, organizational analysis and development, behavior and management, teaching, counseling, multicultural issues, and adult development theory and practice.

The program in Higher Education prepares educators and leaders for administrative and academic positions in a broad range of post-secondary educational institutions. Our mission is twofold. First and foremost, we prepare scholar-practitioners who create and implement cutting-edge policy based upon enhanced skills as professional educators, researchers, and theory-builders. Secondly, we develop a smaller number of researcher-theorists who prepare professionals in the field of higher education.

The program has been designed to provide professional preparation and to assist students in developing as expert administrators, practitioners, researchers, and college faculty and in related state and federal offices and foundations. It bears special responsibility for preparing leaders to the degree that its graduates have unique opportunities to shape organizational goals, to influence the character of educational programs, and to affect institutional performance. Graduates of our program have served as presidents, vice-presidents, deans of students, academic deans, academic department chairs, graduate faculty, business managers, financial aid officers, admissions direc-

tors, registrars, development officers, college union directors, affirmative action officers, multicultural affairs coordinators, placement directors, public relations offices, directors of institutional research and planning officers, as well as in other positions of institutional, state, and national leadership.

The Higher Education program uses a pedagogical approach that incorporates areas of study that are fundamental to effective higher education administration both now and in the future: administration and leadership, instructional design and teaching, adult learning and development, and multicultural issues and concerns.

#### *Degree Programs*

The program in Higher Education offers three degree programs: Master of Arts (offered in both Student Personnel Administration and Higher Education Administration), Master of Education (offered in both Student Personnel Administration and Higher Education Administration) and a Doctor of Education in Higher Education with five opportunities for specialization: 1) College Teaching, 2) Organization Leadership, 3) Student Personnel Administration, 4) Student Development, and 5) Educational Policy. While there are three areas of specialization, there are not mutually exclusive paths to professional preparation. All students are required to be proficient in each of these areas.

#### *Higher Education Administration—Master of Arts*

The 32 point Master of Arts program in Higher Education Administration is designed for persons preparing for general administrative positions, or who are already employed in entry-level positions in universities, two- and four-year col-

leges, technical institutes, professional schools, and non-profit organizations.

#### *Higher Education Administration—Master of Education*

The Master of Education degree program, a 60-point program provides specialized professional preparation in such areas as leadership and management, organizational theory, and finance. It also provides a specialization component for doctoral students, who ordinarily meet Ed.M. requirements in the course of working toward the doctorate.

#### *Student Personnel Administration (SPA)—Master of Arts*

The field of student affairs has a long and proud tradition of supporting and enriching the personal and academic lives of college students and of improving the administrative functioning of student services offices. The SPA program, as the first graduate program in Student Personnel Administration in the world, has an historic role in that tradition. The M.A. program is designed for people interested in student affairs work in colleges, universities, two-year institutions and professional schools. Students in this program focus additional attention reflecting on the increasing diversity on today's college campuses with respect to race, ethnicity, nationality, gender, and age. The student body is comprised of recent college graduates, career-enhancers, and individuals seeking career changes.

The program uses a pedagogical approach that incorporates four primary perspectives: administration and leadership, adult development theories, counseling, and multicultural and diversity issues and concerns. Graduates are therefore prepared to help with the growth and development of all college students, address mul-

ticultural concerns throughout their institutions, implement administrative skills and knowledge, as well as demonstrate counseling abilities and other helping skills.

#### *Student Personnel Administration (SPA)—Master of Education*

The Ed.M. program has been designed to provide professional competencies in each of the following areas: (1) Foundational studies—this area includes study in the historical, philosophical, psychological, cultural, sociological, and research foundations of higher education; (2) Professional Studies—student development theory, student characteristics and effects of college on students, individual, group, and organizational behaviors and interventions, organization and administration of higher education and student affairs, assessment, evaluation, and research; (3) Supervised Practice; (4) translation of the theoretical knowledge about the development of organizations, groups, and individuals into purposeful practice; and (5) multicultural awareness, knowledge, and skills. Clearly, this program has been designed to exceed the Council for the Advancement of Standards in Higher Education (CAS) guidelines.

The Ed.M. or M.A. degree recipient will have professional competencies in each of the following areas: (a) understanding and defining the role and functions of student personnel work in higher education; (b) identifying factors affecting human and organizational behavior; (c) translating theoretical knowledge about the development of organizations and individuals into meaningful practices of the profession; (d) interpreting research significant to the profession and conducting and applying related research at an rudimentary

level; and (e) performing the functions of program assessment, design, implementation, and evaluation, as appropriate.

Graduates of this program are prepared to seek employment in a variety of student affairs and higher education settings such as: academic advising offices, academic support offices, student activities centers, Greek and other student organizations advisement centers, career planning and placement offices, residence life offices, HEOP, TRIO, and minority student affairs offices, student unions, orientation offices, learning centers, admission offices, financial aid offices, commuter affairs offices, college and university staff training and development offices, etc.

*Higher Education—Doctor of Education*

The doctoral program in Higher Education has been designed to provide professional preparation and to assist doctoral students in developing as expert administrators, practitioners, researchers, and college faculty and in related state and federal offices and foundations. The program bears special responsibility for preparing leaders to the degree that its graduates have unique opportunities to shape organizational goals, to influence the character of educational programs, and to affect institutional performance. Graduates of this program have served as presidents, vice-presidents, deans of students, academic deans, graduate faculty, business managers, financial aid officers, admissions directors, registrars, development officers, college union directors, affirmative action officers, multicultural affairs coordinators, placement directors, public relations offices, directors of institutional research and planning officers, as well as in

other positions of institutional, state, and national leadership.

**Degree Requirements:**

**Master of Arts**

*Higher Education Administration*  
The M.A. in Higher Education requires a minimum of 32 points of graduate course work and a comprehensive examination.

*Student Personnel Administration*  
The M.A. requires a minimum of 32 points of graduate course work, an intensive internship (approximately 15–20 hours per week), and a comprehensive examination.

**Master of Education**

*Higher Education Administration*  
The Ed.M. in Higher Education Administration requires a minimum of 60 points and an Integrative paper.

*Student Personnel Administration*  
The Ed.M. in Student Personnel Administration requires a minimum of 60 points of graduate course work, an internship, and a comprehensive examination.

**Doctor of Education**

The Ed.D. in Higher Education requires a minimum of 90 points of graduate course work, a certification examination, and a dissertation. Course work is completed in the following areas:

Program core courses	27
Theoretical foundations/ broad and basic areas of scholarship	9
Specialization	15
Modes of inquiry/research/ preparation for dissertation	15–21
Provision for individual needs and interests/ electives	18–24

**Courses:**

**ORL 5521. Introduction to research methods in education (3)**

Professors Petrides and Shipp. 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 are introduced so that students can read and critique education 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.

**ORL 6518. Methods of case study and analysis (3)**

Professors Orr and Marsick. Techniques and methods of preparing and analyzing case studies of organizations and institutions.

**ORLD 4010. Purposes and policies of higher education (3)**

Faculty. An introduction to the U.S. system of higher education through an overview of the system and its history, a survey of the missions and purposes served by U.S. colleges and universities, and an investigation of some of the pressing policy questions now confronting those institutions.

**ORLD 4011. Curriculum and instruction in higher education (3)**

Professors Knefelkamp and Levine. An introduction to the history, trends, and issues pertaining to curriculum in U.S. higher education. Internal and external influences on curriculum decisions and implications for the organization and administration of colleges and universities. Examination of past and current curriculum trends, including the impact of the new scholarship of gender, race and class.

**ORLD 4012. The community college (3)**

Dr. Hankin. Emerging issues, problems, and trends in community colleges, technical institutes, and adult education. Topics include the history and philosophy of the community college movement, students, state and local

governance, teaching, student personnel work, finance, adult education, and the future of the community college.

**ORLD 4020. College and university organization and administration (3)**

Faculty. Basic aspects of college and university organization and administration with consideration given to the roles of various groups in governance and management as well as organizational processes such as leadership, decision making, and conflict resolution. External and internal constraints examined from conceptual, practical, and policy perspectives.

**ORLD 4022. College personnel policies and practices (3)**

Faculty. Personnel problems in colleges, including faculty and staff evaluation, recruitment, affirmative action, promotion, tenure, retrenchment, leadership/management and personnel development.

**ORLD 4030. The economics of post-secondary education (3)**

Dr. Baldwin. A theoretical and practical discussion of public/private finance of higher education. Economic and social rationales are discussed as well as specific financing proposals.

**ORLD 4031. Financial administration of higher education institutions (3)**

Faculty. The course is intended for those who will be involved in the budgeting process at colleges and universities. No previous financial training is required. The course is an introduction to business principles and their importance for decision making in higher education. Topics include budgeting, accounting, financial reporting, and planning.

**ORLD 4040. The American college student (3)**

Professor Knefelkamp. Reviews the demographic data about students, the changing relations of students to colleges, the diverse patterns of structure and function by which colleges individualize education and provide for student development, and the influence of colleges upon students.

**ORLD 4041. Student personnel administration: Organization, functions, and issues (3)**

Faculty. Permission required. An introduction to various forms of organization and functions: multi-disciplinary foundations, including historical and philosophical foundations and conceptual and research contributions from the behavioral and social sciences.

**ORLD 4042. Student personnel administration: Programs and services (3)**

Faculty. A survey of programs and services typical of American colleges and universities. Includes contemporary issues of concern to student personnel administrators.

**ORLD 4043. Developmental academic advisement programs in colleges and universities (3)**

Dr. Chang. A survey of theory and research and an examination of the various organizational, administrative, and staffing arrangements that pertain to student advisement programs in colleges and universities.

**ORLD 4050. Introduction to adult and continuing education (3)**

Dr. Bitterman. An introduction to the professional field of adult and continuing education: fields of practice (higher education, workplace, management training, social action, literacy and the like, and their evolution, and new challenges; schools of thought [pragmatism, radicalism and humanism]); their transformation and their relevance; clarification of concepts; and discussion of emerging issues and challenges.

**ORLD 4051. How adults learn (3)**

Professor Knefelkamp. Role and perspective changes in adulthood, concepts of maturity, learning theories, personality development, cognitive learning and thinking, creativity, interests and attitudes, motivation, self-concept, and achieving styles. Implications for the education of adults in a wide variety of workplace, community, and educational settings.

**ORLD 4052. Program development: Assessing learning needs and evaluating outcomes (3)**

Dr. Fey. In-depth consideration of issues, strategies and tools for ensuring that the right needs are identified within organizations, that resulting learning programs address learning needs, and that program development provides adequately for evaluation of learning on multiple levels. Course addresses both theory and practical examples of implementation.

**ORLD 4053. Facilitating adult learning (3)**

Dr. Bitterman and Professor Marsick. In-depth consideration of issues, strategies and methods for facilitating adult learning. Theory is considered in relationship to practice. Methods are identified that are suited to adult learning in different settings, and to the role played by groups in individual to team learning. No prerequisites required, but learning is enhanced when taken following ORLD 4051.

**ORLD 4054. Adult literacy: Critiquing theory and practice (3)**

Dr. Bitterman. Permission required. Explores the complex issues surrounding adult literacy from the educator's perspective. Through a critical reading of representative literature and an in-field project, insight into contextual approaches to literacy and the myths surrounding illiteracy may be gleaned.

**ORLD 4500. Special topics in higher and adult education (1-3)**

Faculty. Periodic explorations of special topics and issues in fields of higher education administration, student personnel administration, adult and workplace education, and college teaching and academic leadership.

**ORLD 4800. Workshop in higher and adult education (0-3)**

Faculty. Special topics or events related to the administration of programs of higher or adult education. Topics change each semester. Open to degree and nondegree students for credit or Noncredit.

**ORLD 4815. Developing critical thinkers (1)**

Dr. Brookfield. This workshop will explore answers to questions concerning facilitating adult learning. Presentations from the workshop leader will be interspersed with small group exercises focusing on different approaches to helping adults learn. Participants will be encouraged to explore their own experiences as learners and facilitators and to consider how these experiences might help them to re-frame their practice.

**ORLD 4820. Cultural diversity training in higher education settings: Issues and concerns (1)**

Professor Knefelkamp. This introductory workshop will address multicultural training issues in higher education such as workshop and intervention design, assessment issues and methods, ethical concerns, group process, and general training considerations.

**ORLD 4830. Transforming the curriculum: Theory and practice (3)**

Professor Knefelkamp. This course is designed to explore both the cognitive and cultural implications of curriculum design. It emphasizes the theoretical and practical implications of curricular transformation based on the new scholarship of gender, race, class, and ethnicity as well as student intellectual and interpersonal development.

**ORLD 4844. Helping adults learn (3)**

Dr. Brookfield. In this course, participants will explore the ways in which adults learn critical thinking and they will experience different techniques to teach critical thinking. Exercises to be reviewed will include: Scenario Analysis, Heroes and Villains, Crisis Decision Simulation and Critical Incidents. The course will mix presentations by the leader with small group exercises.

**ORLD 4845. Diversity: Implications for recruitment and retention (1)**

Faculty. Students will explore aspects of cultural diversity and multiple oppressions (race, class and gender), as well as environmental concerns affecting the

recruitment and retention of diverse student and faculty population in the context of American higher education.

**ORLD 5011. College teaching and learning (3)**

Professor Knefelkamp. Designed for individuals who aspire to college teaching, this course emphasizes research on student learning, multiple pedagogies (such as experiential learning, learning communities, effective lecture, discussion, evaluation approaches, and curriculum design.) The course stresses the implications of diversity in the student population.

**ORLD 5021. Patterns of organization and management in higher education (3)**

Faculty. Prerequisite: ORLD 4020 or an introductory course in higher education; a course in organization theory is strongly advised. The study of college and university organization from multiple perspectives, with emphasis given to understanding their implications for executive and management practice.

**ORLD 5022. The issue of quality in postsecondary education (3)**

Faculty. Examination of the issue of quality as it exists and is debated in higher education. Looks at the evolution and development of the issues of quality as they manifest themselves in accreditation, assessment, program review, and total quality management. Course investigation will begin at the macro (institutional) level and progress to the micro (classroom, student) level.

**ORLD 5044. Theories of diversity and higher education (3)**

Professor Knefelkamp. Critical analysis of cultural diversity in American higher education with respect to the curriculum, co-curriculum, and institutional structure. Presents new paradigms with which to understand the complexities of response that are necessary to adequately meet the needs of all students.

ORLD 5045. **The Multicultural self in higher education** (3)  
Professor Knefelkamp. Course focuses on issues of identity development, social and cultural diversity, and the intersections of multiple aspects of the self. Perspectives of social identity development, intellectual and ethical maturity, social learning theory, and intercultural analysis are major components in the study of the individual.

ORLD 5053. **Organization and administration of adult and continuing education** (3)  
Dr. Fey. Organization studied in relation to community structure and social forces. Finance and facilities, personnel, program, and community relations. Major emphasis on case analysis.

ORLD 5055. **Staff development and training** (3)  
Professor Marsick and Dr. Volpe. Introductory course covering the organization, management, and instructional process involved in staff training and development programs in business, industry, unions, healthcare institutions, government, and other noncollegiate settings. Current developments, innovative practices, and issues.

ORLD 5056. **Adult education social action** (3)  
Dr. Muller. An historical, sociocultural and psychopolitical approach to adult learning and education. Contexts of adult education for social change in the North (social movements, community development) and the South (NGOs, community education); concepts of conscientiation, social action, praxis, and empowerment are covered as well as new challenges to social change education (globalization, liberation, post-modernism).

ORLD 5057. **Adult learning and education: theory and practice** (3)  
Dr. Van Der Veen and Professor Marsick. A seminar in theory development through a synthesis of the writings of selected philosophers, social scientists, and educators. History and transformation of adult education philosophy and theory; cultural, social and political contexts of theory-building; critical analysis of the main schools

of thought; discussion of new challenges to adult learning and education theory (social learning, organizational learning).

ORLD 5059. **Qualitative research methods for educators in adult and higher education** (3)  
Faculty. An introduction to qualitative research methods for those wishing to study adult learning and adult education processes. Participants practice open-ended and structured interviewing, writing and administering critical incidents, observation techniques, participatory research, and analyzing documents, journals, and other primary data sources. Participants are expected to conceptualize and design a small-scale piece of adult education research and to undertake data collection, analysis, and theory building.

ORLD 5061. **Advanced staff development and training** (3)  
Professor Marsick. This course describes theory and practice in creating learning organizations. In-depth attention is given to action science as a framework for organizational learning. Readings and case studies provide insight into learning at individual, group, and organizational levels. ORLD 5055 or its equivalent is a prerequisite.

ORLD 5241–ORLD 5242. **Observation and supervised fieldwork in student personnel administration** (3)  
Dr. Bauman. Permission required. Prerequisites: ORLD 4041 and ORLD 4042. Students reserve two days a week for work in colleges. A weekly seminar integrates field practices with course theory.

ORLD 5522–ORLD 5528. **Advanced professional seminar**  
Faculty. Intensive analysis of selected problems and issues in postsecondary education. The course is intended for practicing professionals in postsecondary education as well as majors in the department. Other students in the college who wish to enroll should obtain permission of the instructor.

ORLD 5522. **The chief student affairs officer** (2)  
Faculty. Consideration given to the roles of such officers in colleges and universities, to their

responsibilities and authority, and to their relations with presidents, faculties, students, and their own staff. Registration is restricted to doctoral candidates in the Higher and Adult Education programs and requires the permission of the instructor.

ORLD 5524. **An analysis of student cultures** (3)  
Professor Knefelkamp. Critical analysis of selected research reports pertaining to the student cultures. The focus is on the purposes of each study, the question(s) asked, the assumptions and theories upon which the research is based, the sources of data, the method(s) of data collection, the conclusions and interpretations developed, and the relevance of the research to student personnel in particular, and to higher education in general.

ORLD 5525. **College student development theories I** (3)  
Professor Knefelkamp. Course focuses on college student development theories and their application to higher education. Primary areas of focus include: 1) intellectual and ethical developmental theory, individual development models, learning styles models, and theories of cultural identity 2) ethical considerations using theory in practice, and 3) critique of theories from a variety of research perspectives.

ORLD 5526. **The literature of higher education** (2–3)  
Faculty. Analysis of selected classic and contemporary works that have influenced professional thought and affected public opinion and public policy related to higher education. Topics vary from year to year.

ORLD 5527. **The college professoriate** (3)  
Professor Knefelkamp. Review and discussion of the research and literature, diverse roles, and expectations that characterize the position of college professor, with attention to implications for professional and personal development.

ORLD 5528. **Legal aspects of the role of the college teacher** (2)  
Faculty. Topics include legal aspects of faculty employment,

academic freedom, faculty-student relations (academic and disciplinary), and liabilities.

ORLD 5531–ORLD 5537. **Advanced professional skills**  
Intensive work in special skill areas for the management of post-secondary education. The sections involve practical experiences and possibly fieldwork. These courses are intended for practicing professionals in post-secondary education as well as for majors in the department. Other students who wish to enroll should obtain the permission of the instructor.

ORLD 5531. **Collective bargaining** (2–3)  
Faculty. The theory and practice of faculty collective bargaining from institutional, organizational, and inter-group perspectives. Participants participate in bargaining exercises and engage in the simulated negotiation of a complete college contract.

ORLD 5533. **Faculty evaluation and development programming** (2–3)  
Faculty. Theory and practice concerning the evaluation of college teaching. Topics include models and practices for the evaluation of faculty and for the organization and administration of faculty development programs.

ORLD 5534. **Financial decision making in education** (2–3)  
Faculty. Introduction to a series of financial decision-making tools including cost accounting, cost benefit analysis, and discounted cash flow. Emphasis on applied financial decision making.

ORLD 5536. **College classroom assessment** (3)  
Professor Knefelkamp and Dr. Kaye. An in-depth study of major assessment techniques for the college classroom. Particular attention will be paid to the work of Patricia Cross, Thomas Angelo, and Dick Light, as well as assessment models associated with collaborative learning, teaching portfolios, and student portfolios.

ORLD 5537. **College classroom assessment research** (3) Professor Knefelkamp and Dr. Kaye. Prerequisite: ORLD 5536. In-depth study of classroom research methods based on the classroom assessment methods studied in ORLD 5536.

ORLD 5819. **Workplace learning institute: Towards a learning organization: The social dimensions of large-scale change** (1–3) Professor Marsick. The Workplace Learning Institute brings together public and private sector training and human resource practitioners, managers, program directors, faculty and students interested in exploring current issues that define the scope and nature of workplace learning. Themes vary each year.

ORLD 6241. **Advanced field-work in student personnel administration** (2–6) Permission required. Open to part-time and full-time doctoral students. Forty hours of work required for each point of credit.

ORLD 6511. **Coordinating seminar in higher education** (3) Professor Knefelkamp. Permission required. Course restricted to doctoral students in the Higher Education program. An overview and discussion of the most topical literature in American Higher Education, this course is designed to explore a wide variety of educational roles in the context of the goals and aspirations of new doctoral students.

ORLD 6520–ORLD 6521. **Advanced seminar in the community college** (3) Faculty. Selected issues such as teaching in a community college, the future of the community college, or state and national systems for the community college are explored in depth. Topics vary each year.

ORLD 6550–ORLD 6551. **Advanced seminar in higher and adult education** (3) Faculty. Intensive study of a selected topic. Topic varies from term to term and is typically related to an ongoing program or research project. Students may begin either term.

ORLD 6552. **Advanced seminar in theories of intellectual and ethical development for college students** (3) Professor Knefelkamp. Permission required. Intensive study of the major theories of college student intellectual development, particularly the work of Carol Gilligan, Lawrence Kohlberg, William G. Perry, Jr., Katie Cannon, and those who have expanded the research on student intellectual and ethical development. Additional models considered include Reflective Judgment and Women's Ways of Knowing. Students will also learn the assessment and scoring methods associated with each model.

ORLD 6556. **Educational leadership: Research, art and practice** (3) Faculty. Permission required. Examination of leadership research definition, dimensions, characteristics, and capacities. Exploration of leadership opportunities within entire range of educational practice. Application of leadership lessons to educational problems and situations through case studies.

ORLD 7500. **Dissertation seminar in higher and adult education** (1) Permission required. Students should have completed most or all course work (including research methods courses) and have passed the certification examination. The course is intended for students who have identified a reasonably narrow area for research and have already completed a preliminary literature review. The course will assist the student in design, methods, and other matters of concern in the preparation of an acceptable dissertation proposal.

#### Directed Research and Independent Study

(Students must have an instructor-approved *Learning Contract* prior to enrolling in any of the following courses.)

ORLD 4900. **Research and independent study in higher and adult education** (2 or more).

ORLD 5900. **Research in higher and adult education** (1–4) Permission required. Conduct research studies (not a part of a doctoral dissertation) under guidance. Focus on a particular institution or type of institution, e.g., college of liberal arts, professional school, community college.

ORLD 6557–6558. **Research practices in higher and adult education** Faculty.

ORLD 6900. **Research and independent study in higher and adult education** (2 or more) Permission required.

ORLD 7900. **Directed dissertation proposal seminar** (3) Permission required. All doctoral students eligible for this course must register *each semester* until a proposal hearing has occurred and a proposal has been approved.

ORLD 7500. **Directed dissertation proposal seminar** (1) Students register for the course the semester a proposal hearing is to be scheduled.

ORLD 8900. **Dissertation advisement in higher and adult education** (0) Individual advisement on doctoral dissertations. Fee: to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration for Ed.D./Ph.D. degrees.

ORLD 9900. **Research and independent study in higher and adult education** (2 or more).

#### See also:

*Program in Educational Administration:*

ORLA 4010. **Introduction to organization and change theory in education** (3)

ORLA 5017. **Organizations and interpersonal behavior** (3)

*Department of Human Development:*  
HUDK 4024. **Developmental psychology: Adulthood and the life span** (2–3)

*Department of Counseling and Clinical Psychology:*

CCPJ 4064. **Principles and methods of psychological counseling** (3)

*Department of Arts and Humanities:*

A&HF 5070. **History and theory of higher education** (3)  
A&HF 4054. **Education and manpower planning** (3)  
*Department of Scientific Foundations:*  
SCFU 4030. **Computer applications in education** (3)

## Program for Nurse Executives

*Program Coordinator:*  
Professor Elaine L. Rigolosi  
For Admission inquiries:  
212-678-3710  
Program Office: 212-678-3421

Code: TNZ—M.A. (Accelerated)  
Code: TNO—Ed.M., Ed.D.  
Code: TNR—Ed.D. (Accelerated)

#### Degrees Offered:

Master of Arts (M.A.)  
Master of Education (Ed.M.)  
Doctor of Education (Ed.D.)

#### Special Application

#### Requirements/Information:

##### Master of Arts

In addition to the requirements for admission to Teachers College, applicants must be Registered Nurses in any U.S. state or in Canada, and hold a baccalaureate degree in any field, with a cumulative grade point average of 3.0 or better. One year of post-baccalaureate management experience is required for students in the executive programs.

The accelerated Master of Arts cohort begins every other fall in even years.

##### Doctor of Education

In addition to the requirements for admission to Teachers College, doctoral applicants must:

- Hold a baccalaureate degree with a major in any field that is approved by Teachers College, Columbia University
- Hold a current Registered Nurse License in a state in the United States of America or in a province of Canada.

- In lieu of the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT), applicants whose native language is not English must have a score of 600 or greater on the TOEFL examination (or a 250 on the computer-based equivalent), or a Level 10 on the American Language Program (ALP) test offered by Columbia University. International applicants should note that a current permit from the New York State Board of Nursing is required to practice nursing and/or do fieldwork.
- Have an eighth decile on graduate work at Teachers College or a cumulative grade point average of 3.5 from other accredited institutions
- Have a GRE verbal score of at least 540 or an MAT score of at least 54.

Potential candidates who do not meet these admission standards but who can demonstrate substantial ability shall have the option to petition the Faculty of the program to be considered for admission based on alternative evidence of ability.

The next accelerated Doctor of Education cohort will begin in the fall 1999 semester.

#### **Program Description:**

The Faculty envisions the Program for Nurse Executives as preparing leaders for roles in healthcare organizations, both service and education. These roles are defined as those that advance and implement the practice of nursing and healthcare with themselves operating primarily in one-to-one relationships with clients. Hence, the graduates of this program will have their major impact on nursing and healthcare by influencing other interdisciplinary healthcare providers.

The basic aims of current healthcare delivery and healthcare reform mandate a nonpartisan approach to the education of nurses and all health care administrators and executives. Professionals who practice in today's healthcare environments and shape tomorrow's reform must be collaborative interdisciplinarians.

Nursing leadership in scholarship, in research, and in practice is achieved with the attainment of the doctoral degree. Toward this ultimate goal, there are various development levels of role preparation, with exit points of achievement at the levels of Master of Arts (48 points) and Master of Education (60 points). All role preparation in the Program for Nurse Executives is based upon approaches of open inquiry, scholarly pursuit, and the ability to synthesize knowledge from diverse disciplines.

#### **Master of Arts**

The Master of Arts degree program for Nurse Executives offers preparation for nursing and healthcare management positions in a variety of healthcare organizations. Emphases are on the basic skills and concepts of management. Regular faculty members and other experts teach the courses that comprise the curriculum in the Accelerated Program for Nurse Executives. The Accelerated Program at the M.A. level is a cohort program that meets one day per week on Fridays. It runs for four semesters. Program costs are \$8,000 per semester of study and include tuition, fees, books and refreshments. The cost of the program is subject to change. The following is an example of a cohort sequence by semester:

#### **Degree Requirements:**

##### **Master of Arts**

###### **Semester I**

- Leadership and Management for Healthcare Organizations (3)
- Theories of Nursing (3)
- Health Problems and Issues in Society (3)
- Fiscal Management of the Nursing Organization (3)

###### **Semester II**

- Personnel Management in Healthcare (3)
- Nursing Science (3)
- Basic Concepts in Statistics (3)
- Informatics in Nursing (3)

###### **Semester III**

- Methods of Nursing Research (3)
- Administration of a Nursing Organization (3)
- Crisis Intervention (3)
- Counseling in Business and Industry (3)

###### **Semester IV**

- Legal Issues for Healthcare Professionals (3)
- Colloquium in Nursing Administration (3)
- Methods of Empirical Research (3)
- Seminar: Clinical Teaching and Evaluation (3)

The Capstone Project is a requirement for all master's degree candidates. It is required during the semester in which a student applies for a master's degree, whether the Master of Arts or the Master of Education. Details are provided in "Guidelines for the Capstone Project", which can be obtained from the office of the Program for Nurse Executives and from Faculty Advisors.

##### **Master of Education**

The Master of Education degree in the Program for Nurse Executives requires a minimum of 60 points beyond the baccalaureate degree. At least 30 points

must be earned at Columbia University; at least 18 of these points under the auspices of Teachers College. Applicants who hold the degree of Master of Arts and Master of Science from accredited universities may transfer a maximum of 30 points of work to the Master of Education degree. Candidates who have completed the Master of Arts through Teachers College must offer a minimum of 45 points of the required 60 points under the auspices of Teachers College. For program course sequence recommendations, please see the Master of Education "Advisement Guide" that can be obtained from the office of the Program for Nurse Executives.

##### **Doctor of Education**

The Accelerated Program at the Ed.D. level is a cohort program that meets one day per week on Fridays. The program consists of six semesters of course work leading to the Ed.D. degree. Program costs are \$9,000 per semester of study and include tuition, fees, books and refreshments. The cost of the program is subject to change. For program course recommendations and program planning, please see the Doctor of Education "Advisement Guide" which can be obtained from the office of the Program for Nurse Executives.

NOTE: After course work, candidates must enroll in ORLN 8900, Continuous Dissertation Advisement, up to and including the semester in which the "Defense" is held and major revisions are made on the document, as recommended by the Dissertation Committee.

##### **Courses:**

The following are recommended as general, interdepartmental, interdisciplinary courses appropriate for students throughout the College as electives and may also be utilized

by non-majors to meet the general Teachers College requirement. See General Offerings and Interdisciplinary Study for a course description.

**ORL 4003. Crisis intervention (3)**

ORL 4011. **Personnel management in healthcare (3)**  
Professor Rigolosi. Special fee: \$20.00.

ORL 4014. **Legal issues in healthcare organizations (3)**  
Professor Rigolosi. Special fee: \$25.00

ORL 4054. **Leadership and management in healthcare organizations (3)**  
Professor Rigolosi. Special fee: \$20.00

ORL 5551. **Ethics for healthcare professionals (3)**  
Review of ethical issues in healthcare and healthcare delivery.

**Nursing Domain Fieldwork Courses**

Application for fieldwork courses must be submitted by April 15 for the Autumn term and by November 15 for the Spring term. Students are required to follow program procedures. Applications are available in the program office.

**General Courses within the Nursing Domain**

Courses in this section deal with the theory of nursing in practice, nursing as a profession, and the history and contemporary trends in nursing. These courses are open to students in any nursing sequence of study; they also are open to interested students, nurses or non-nurses, from other departments and divisions.

**Nursing Theory**

ORLN 4005. **Theories of nursing (3)**  
Faculty. Theoretical foundations of nursing. Critical analysis of theories that explain the nature of nursing practice.

ORLN 5000. **Nursing science (3)**  
Faculty. Prerequisite: ORLN 4005. Examination of emerging issues in nursing research and healthcare. Relevance to theory development and health policy are emphasized.

ORLN 5005. **Interdisciplinary theory in nursing (3)**  
Faculty. Prerequisites: ORLN 4005, ORLN 4050, or equivalent. Evaluation of utility of theories and models from related disciplines in posing research problems in nursing. Focus on strategies of concept analysis and theory derivation.

ORLN 6600. **Colloquium in nursing theory (3)**  
Faculty. Prerequisites: 2 courses in nursing theory. Examination of a selected nursing theory or theory problem in depth. Course may be repeated for credit if different topics are covered.

ORLN 6909. **Independent study in nursing theory (1–6)**  
Faculty. Permission required. Individual, guided learning experience in a selected nursing theory or theory problem. Topic agreed upon between student and faculty.

**Professional Nursing**

ORLN 4001. **Contemporary issues in nursing (3)**  
Faculty. Identification and analysis of current issues in nursing; development of appropriate background; formulation of personal stances on selected issues.

ORLN 4004. **Historical trends in nursing (3)**  
Faculty. Consideration of the history of nursing and nursing education, and its influence on current developments in nursing.

ORLN 4050. **Health problems and issues in society (3)**  
Faculty. Political and economic concepts influencing the delivery of healthcare services. Consideration of health issues facing the public and possible courses of action.

ORLN 5908. **Independent study in professional nursing (1–6)**  
Permission required. Individual, guided learning experience at the Master's level in a selected aspect of professional nursing. Topic agreed upon between student and faculty.

ORLN 6501. **Seminar in professional nursing (3)**  
Faculty. Prerequisites: 2 courses in nursing professionalism and/or history. Examination of selected professional nursing problems or domain in depth. Course may be repeated for credit if different topics are covered.

ORLN 6908. **Independent study in professional nursing (1–6)**  
Permission required. Individual, guided learning experience at the doctoral level in a selected aspect of professional nursing. Topic agreed upon between student and faculty.

**Nursing Research**

ORLN 5040. **Methods in nursing research (3)**  
Faculty. Prerequisites: ORLN 4005, ORLN 5000. Analysis of hypothetical generation, study designs and data collection methods in nursing research with emphasis on application to practice.

ORLN 5043. **Nursing research development (3)**  
Faculty. Prerequisites: ORLN 4005, ORLN 5040, or equivalents. Philosophical foundations of empirical and naturalistic inquiry methods are examined with reference to developing a domain significant research problem. Emphasis given to clarification to study design within interdisciplinary knowledge relevant to nursing.

ORLN 5340. **Practicum in archives and historical research (3)**  
Faculty. Prerequisites: ORLN 5040 and ORLN 5043. An introduction to the theory and practice of archives administration and historical research. Course treats the fundamentals of these two interrelated fields through lectures, readings, practical exercises, and a project involving: (1) arrangement and description of a manuscripts collection or (2) an oral history interview. Projects focus on the Nursing Archives in the Teachers College Milbank Memorial Library.

ORLN 5540. **Seminar in master's thesis development (3)**  
Faculty. Permission required. Group critique of thesis proposals; analysis of theory and research

design. Open only to students writing theses. This course may be repeated as often as necessary until the student is ready to present the thesis proposal for faculty approval in ORLN 5541. Continuous Autumn/Spring enrollment is required until the semester in which presentation is held.

ORLN 5541. **Master's thesis seminar in nursing (3)**  
Faculty. Permission required. Prerequisite: ORLN 5540. Involves presentation of Master's thesis proposal for faculty approval.

ORLN 5940. **Master's advisement in nursing (3)**  
Faculty. Permission required. Individual advisement on master's thesis. May be repeated for up to 6 points. Involves active work toward completion of a thesis proposal that has been accepted by faculty.

ORLN 6540. **Seminar on dissertation design development (3)**  
Professor Rigolosi. Permission required. Prerequisites: ORLN 5043, ORLN 4005, ORLN 5005, statistics, and certification. Required of all doctoral candidates. Group critique of dissertation proposals; focus on beginning to intermediate aspects of analysis of theory and research design. This course may be repeated as often as necessary until the student is ready for the departmental examination. Once ORLN 6540 is taken, continuous Autumn/Spring enrollment in the course is required until the semester during which the departmental examination is held.

ORLN 6541. **Advanced seminar on dissertation design development (3)**  
Professor Rigolosi. Permission required. Prerequisite: ORLN 6540 and certification. Focus on advanced aspects of research design and method.

ORLN 7500. **Dissertation seminar in nursing (3)**  
Faculty. Permission required. Prerequisite: ORLN 6540 and certification. The departmental examination, involving presentation of dissertation proposal for faculty approval. This course is required of all certified doctoral candidates and may be taken only once.

ORLN 8900. **Dissertation advisement in nursing** (0)  
Individual advisement on doctoral dissertation following completion of all course work. Fee equal to 3 points at current tuition rate for each term. For continuous requirements, see section in catalog on Continuous Registration for Ed.D. degree.

ORLN 6940. **Independent study in nursing research** (1–6)  
Permission required. Allows student to contract with individual faculty member for research related work in a defined area of study.

### Role Preparation

The rest of the nursing courses focus on combining cognate and nursing knowledge in synthesizing knowledge needed in role fulfillment.

### General Courses in Role Preparation

ORLN 5013. **Informatics in nursing** (3)  
Faculty. Focus on computerized management information systems, computer-based analysis of decision alternatives, assessing nursing care quality and cost-effectiveness, and other feedback mechanisms specific to the nursing organization. Special fee: \$50.

ORLN 5530. **Seminar: Clinical teaching and evaluation** (3)  
Faculty. Inquiry in effective strategies for teaching and evaluating students in the laboratory setting. Analysis of theory and related research.

ORLN 6014. **Managing the socially responsible organization** (3)  
Faculty. Analysis of selected social, economic, and political megatrends that have or will continue to influence the direction of change in the healthcare industry. The process of analysis is intended to serve as a conceptual framework for the categorization of discrete trends affecting the management of nursing services and programs.

ORLN 6522. **Policy formation and governance in nursing** (3)  
Faculty. Policy formation and governance within nursing organiza-

tions and within the larger institution of which they are a part. Exploration of external and internal influences on policy formation in nursing.

ORLN 6635. **Colloquium in nursing education** (3)  
Faculty. Prerequisite: determined by instructor based on topic selected. Examination of selected problems in nursing education practice and administration. Course may be repeated for credit if different topic covered.

ORLN 6930. **Independent study in nursing education** (1–6)  
Permission required. Individual, guided learning experience at the doctoral level in a selected aspect of nursing education. Topic agreed upon between student and faculty.

### Nursing Organization Executive Role

ORLN 4013. **Fiscal management of the nursing organization** (3)  
Faculty. Focus is the fiscal impact of providing nursing services. Management information systems, organizing human and material resources, and assessing the cost and quality of nursing services are studied. Health organization finance and nursing budgeting are included.

ORLN 5010. **Administration of a nursing organization** (3)  
Faculty. Prerequisite: ORL 4054. Analysis and application of administrative theory and structure to the nurse executive role. Analysis of fit of models to the nursing administrative task. Application of MBO quantitative decision theory, and other models in the nursing administrative function.

ORLN 5011. **Designing, planning, and monitoring the nursing care system** (3)  
Faculty. Prerequisite: ORL 4054. Corequisites or prerequisites: ORLN 5010, ORLN 4013, and ORLN 4005. Identification and analysis of organization and planning theories applicable to the nursing care system. Development of design models based on analyses of current and predictable healthcare needs of society and the nursing market. Ability to assess architectural plans as they impact on nursing care delivery.

ORLN 5212. **Fieldwork in executive nursing management** (3–6)  
Faculty. Permission required. Prerequisites: ORL4054, ORLN 4011, ORLN 4012, ORLN 4013, ORLN 5010, ORLN 5011. Open only to Ed.M students. Observation, assessment, and evaluation of a preceptor nurse executive in a major nursing institution; concurrent assessment of the nursing organization. Specific objectives to be developed by student, faculty, and preceptor. Special fee: \$25.

ORLN 5910. **Independent study in nursing administration** (1–6)  
Permission required. Individual, guided learning experience at the master's level in a selected aspect of nursing administration. Topic agreed upon between student and faculty.

ORLN 6212. **Advanced study in nursing administration** (3–6)  
Faculty. Permission required. Open only to doctoral candidates. Internship in a nursing organization as a nurse executive; involves active assumption of the executive role, including responsibility for assigned projects and organizational responsibilities. Specific objectives developed among student, faculty, and preceptor. Special fee: \$25.

ORLN 6511. **Innovations in nursing management** (3)  
Faculty. Prerequisites: ORL 4054, ORLN 4011, ORLN 5010. Selected innovations in nursing, other health disciplines and management science are analyzed regarding underlying processes for translating new knowledge into successful practice. Special fee: \$10.

ORLN 6514. **Marketing nursing programs and services** (3)  
Faculty. Prerequisites: ORL 4054, ORLN 5010. Analysis of marketing concepts and principles of strategic planning as they relate to nurse executive role in health service industry.

ORLN 6615. **Colloquium in nursing administration** (3)  
Faculty. Prerequisite: determined by instructor based on subject to be covered. Examination of selected problems in nursing administration for in-depth coverage. Course may be repeated for credit if different topic is taken.

ORLN 6910. **Independent study in nursing administration** (1–6)  
Permission required. Individual, guided learning experience at the doctoral level in a selected aspect of nursing administration. Topic agreed upon between student and faculty.

### Nursing Education Executive Role

(On the master's level, preparation for this role is identical with preparation for the professorial role. The same courses are used for this purpose.)

ORLN 6220. **Advanced study of administration in schools of nursing** (3–6)  
Faculty. Permission required. Problems and issues at both departmental and decanal levels. Observation and experience in administration in a school of nursing under preceptorship of a dean or director.

ORLN 6521. **Legal aspects of nursing education** (3)  
Faculty. Legal responsibilities of faculty and administration in an educational setting.

ORLN 6625. **Colloquium in nursing education organization** (3)  
Faculty. Permission required. Prerequisite: determined by instructor based on topic covered. Examination of selected problems in nursing educational organization in depth. Course may be repeated for credit if different topic covered.

ORLN 6920. **Independent study in nursing education organization** (1–6)  
Permission required. Individualized, guided learning experience in a selected aspect of nursing educational administration. Topic agreed upon between student and faculty.

## Programs in Social-Organizational Psychology

Program Coordinator:  
Professor Caryn Block  
For Admissions Inquiries:  
212-678-3710  
Program Office: 212-678-3249

### Psychology: Organizational Degree Offered:

Master of Arts (M.A.)  
(Code: TJA)

### Social-Organizational Psychology Degrees Offered:

Doctor of Education (Ed.D.)  
(Code: TJG)  
Doctor of Philosophy (Ph.D.)  
(Code: TJP)

### Special Application Requirements/Information:

#### Master of Arts

Persons from a variety of academic backgrounds and work experiences may qualify for admission to the program. Those applicants without an adequate background in psychology, however, will be required to take up to 5 additional courses beyond the 32 credits that are the minimum number necessary for completion of the program. Primary consideration for admission is given to previous academic record, work experience and letters of reference. GRE scores are not required for admission into the M.A. program.

#### Doctor of Education and Doctor of Philosophy

Applications are considered once a year for the fall semester only and should be completed and submitted with other forms of information required no later than January 15. Late or incomplete applications will not be considered. The GRE and a writing sample are required. It is recommended, but not required, that applicants also take the GRE Advanced Examination in their

undergraduate major. Full-time study is required for the first and second years. Applicants are required to submit a copy of a recently completed paper on a topic of interest to them. This may be, but does not have to be, a paper submitted to satisfy course requirements.

Admission to the doctoral program is highly competitive. Preference is given to candidates who possess excellent verbal and quantitative skills and whose transcripts, references, admissions interview, and previous work experience suggest that they have the potential to make a significant contribution to theory and practice, policy-making, or research.

#### Program Description:

The Social-Organizational Psychology program is concerned with the various interpersonal, group, intergroup, and organizational contexts in which human behavior occurs; with the ways in which groups of individuals interact with, adjust to, are influenced by and in turn influence, these contexts; and with how these interactions can be understood, studied, and modified through theory, research, and various types of interventions.

The programs described below provide advanced training in the concepts, research methods, and applications of social and organizational psychology. They are designed to prepare students to engage in research, consultation, and teaching in educational, business, industrial, governmental, and community institutions and organizations. Emphasis is placed on the acquisition of basic concepts and methods applicable in diverse institutional and organizational contexts.

Courses in these programs are supplemented by appropriate offerings of other programs and

departments at Teachers College and Columbia University. With the help of a faculty advisor, students select courses in their area of specialization with consideration given to their academic background, work experience, and career objectives.

Two degree programs are offered: one leading to the M.A. and one leading to the Ph.D. An Ed.D. is also available under certain circumstances. A terminal M.A. degree in Psychology: Organizational is awarded on successful completion of 32 points and passing the comprehensive examination. Doctoral candidates in Social-Organizational Psychology may apply for award of the M.A. *en passant* upon successful completion of a minimum of 32 points and one of the three qualifying papers required for the doctorate. The Ph.D. degree is awarded upon completion of a minimum of 75 points of planned and sequential study and a dissertation; and the Ed.D., upon completion of 90 points and a dissertation.

#### Master of Arts

This M.A. program is designed to provide proficiency and advanced knowledge in the psychology of organizations. Qualified students are given the opportunity to develop their program in a manner consistent with their career interests, capacities, and background.

The program provides courses at Teachers College and other areas of the Columbia University, especially the Graduate School of Business. The program awards one general degree entitled "Psychology: Organizational," regardless of what specific classes are taken. Students may decide to pursue a broadly based program and therefore take a variety of courses, or they may concentrate their courses in a more specific area such as human

resource development, organizational change and consultation, or conflict resolution.

The program is designed to provide education leading to professional employment or to continuation of graduate work beyond the master's degree. Students are often employed in the positions typically found within the personnel or human resource function of middle or large-size organizations. Some specific examples include positions in training, career development and counseling, personnel research, organization development consultation, management development, employee relations, selection and assessment, and human resource planning.

Students in the M.A. program who wish to extend their range of competencies to include individual and group counseling skills may, upon completion of the M.A., apply for admission to the Ed.M. program in Psychological Counseling (see "Counseling Psychology"). The Ed.M. degree ordinarily requires an additional two semesters of preparation beyond the M.A. and includes supervised fieldwork and practice in individual and group counseling. Further information may be found in bulletins obtainable from the coordinator of the Counseling Psychology programs.

Graduates of the master's program may also apply for admission to the doctoral program in Social-Organizational Psychology. However, successful performance in the M.A. program does not in and of itself guarantee admission. Students who apply become part of the applicant pool for that year and their qualifications are weighed against those of all other applicants.

*Doctor of Education and Doctor of Philosophy*

The program is based on the assumption that systematic inquiry constitutes the core of the educational process. Supervised and independent research is a major component of the student's work throughout his/her time in the program. The student's career in the program ordinarily begins with emphasis on fundamental concepts and research methods, proceeds to more specialized courses, and independent research, and concludes with a major inquiry resulting in a doctoral dissertation. The dissertation is viewed not as the end product of a student's work in the program, but merely as another piece of research in a series that begins early in the student's career and is continued after he or she has earned the doctorate.

**Degree Requirements:**

**Master of Arts**

The curriculum is composed of major courses (24 points) in the Program of Social-Organizational Psychology consisting of four required core courses, other elective ORLJ courses, and not less than three non-major courses (consisting of a minimum of 6–8 points) in fields of study other than, but related to, ORLJ psychology courses in the College (see Teachers College Catalog, "General Requirements for the M.A. Degree"). Courses available in the Graduate School of Business, Engineering and Applied Sciences, Social Work, General Studies and in other areas of the Columbia University Graduate Facilities may be taken. These courses count toward the elective course work within ORLJ, not toward non-major courses outside ORLJ. Students should consult with an advisor to select courses to satisfy the latter requirement. An effort is made to assist students in developing

a program of study that will best meet their personal career interests and objectives. Certain required courses may be waived or substituted with others depending on the person's undergraduate background, graduate study and work experience.

Candidates for the M.A. degree in organizational psychology are expected to complete at least 24 points in their major courses. Courses beyond the minimum 32 credits required for the M.A. degree may be required when a candidate is admitted to the program with recognized deficiencies in undergraduate preparatory work in psychology. These courses may be taken before or during the duration of the program. They may be taken in areas such as statistics, human learning, personality, tests and measurement, or other relevant courses.

**Major Areas of Concentration.** Within the program, persons may elect to concentrate in any one of three areas— (A) human resource development, (B) organizational change and consultation, or (C) conflict resolution. If, on the other hand, a student desires a broadly based and general degree in organizational psychology, courses may then be selected, with the assistance of an advisor, across all three areas of concentration.

*Core Required Courses*

Regardless of concentration, the following four courses are required for all candidates, unless waived by the program adviser due to the person's background:

ORLJ 4002. **Functions of Organizations** (3)

ORLJ 4005. **Organizational Psychology** (3) Must Obtain Special Approval in Program Office.

ORLJ 4009. **Understanding Behavioral Research** (3)

ORLJ 5003. **Human Resource Management** (3) Must Obtain Special Approval in Program Office.

*A. Organizational Psychology: Human Resource Development*

Three recommended courses for this area of concentration:

ORLJ 5169. **Assessing and Facilitating Career Development** (2–3)

OR

ORLJ 5062. **Vocational Appraisal** (2–3)

ORLJ 5106. **Psychological Aspects of Organizations** (3)

ORLJ 5055. **Staff Development and Training** (3)

*B. Organizational Psychology: Organizational Change and Consultation*

Three recommended courses for this area of concentration

ORLJ 5014. **Organizational Dynamics and Theory** (3)

ORLJ 5106. **Psychological Aspects of Organizations** (3)

ORLJ 6343. **Practicum in Change and Consultation in Organizations** (4)

*C. Organizational Psychology: Conflict Resolution*

Four recommended courses for this area of concentration

ORLJ 5340. **Basic Practicum in Conflict Resolution and Mediation Skills** (3)

ORLJ 6040. **Fundamentals of Cooperation, Conflict Resolution and Mediation in Different Institutional Contexts** (3)

ORLJ 6350. **Advanced Practicum in Conflict Resolution and Mediation, Part I** (3)

ORLJ 6350. **Advanced Practicum in Conflict Resolution and Mediation, Part II: Designing Conflict Management Systems** (3)

ORLJ 5012. **Organizational Internship** (2–3)

*Suggested Organizational (ORLJ) Electives*

The following courses are suggested electives within ORLJ. Students may choose from among these electives and other relevant electives that are not listed here.

ORLJ 5005. **Leadership and Supervision** (3)

ORLJ 5012. **Organizational Internship** (2–3)

ORLJ 5013. **Compensation and Reward Systems** (3)

ORLJ 5015. **Executive Selection and Development** (3)

ORLJ 5018. **Data-based Interventions** (2–3)

ORLJ 5019. **Multi-Rater Feedback** (2–3)

*Suggested Outside Organizational (ORLJ) Electives*

Please consult with an academic advisor.

*Internship*

While not a prerequisite for graduation, an internship may be helpful for proper job placement. The purpose of the internship is to provide students with an opportunity to gain practical experience relevant to their interests, and to apply the principles of organizational psychology theories to real-world situations. Students who are interested in doing an internship should consult with an academic advisor.

*Comprehensive Examination*

A comprehensive examination is taken after 24 points of graduate study have been completed, or later at the discretion of the candidate and the faculty adviser. The exam covers all of

the major topic areas in organizational psychology.

#### Doctor of Philosophy

Students are required to take a minimum of 75 course-points for the Ph.D. (Occasionally, students may transfer credits up to a maximum of 30 points, from previous graduate training at other institutions. Transferring the maximum is unusual, however, since courses transferred must be equivalent to courses that are required in the Ph.D. program.) During their graduate careers, students are expected to participate in introductory and advanced seminars in psychology, social psychology, organizational psychology, and statistics. In addition, according to their individual interests, students may take courses in any of the schools and graduate facilities of Columbia University.

All first-year students are required to participate in three full-year courses: "Pro-seminar in Social-Organizational Psychology," "Research Methods in Social-Organizational Psychology," and "Research Practicum." The pro-seminar in social-organizational psychology involves intensive readings and analysis of theories and related research in both social and organizational psychology; the research methods course combines study and actual experience as students become acquainted with laboratory, survey, and field research; and the research practicum involves the students in the research programs of one or more of the faculty members.

#### Research Training

A substantial portion of the training in this program is based on the assumption that most of an organizational psychologist's professional skills are best learned by doing. Hence, from the first year

onward, all students routinely participate in the design, execution, data analysis, and writing phases of both laboratory and field research. These experiences are obtained as students join with other students and faculty to work on particular research projects. (Current research interests are represented in the above listing of seminars.) However, in many of the programs' courses, students are expected to conduct small-scale inquiries. This commitment to research training is a particularly important part of the program and consumes a major portion of a student's time.

#### Applied Aspects of the Program

Although most of the research being conducted in the Social-Organizational Psychology laboratories is concerned with basic theoretical issues in social and organizational psychology, there is considerable emphasis placed on short-term, applied research designed to give answers to immediate social concerns. School boards, hospitals, welfare agencies, housing agencies, universities, community mental health centers, and other non-profit organizations are as much in need of descriptive and diagnostic studies as are industrial and business firms. Students in social-organizational psychology are trained to do various kinds of applied research and consultation with a variety of organizations.

To meet the increasing demand for psychologists to function as consultants to social systems, students are provided with other applied opportunities to acquire skills in human relations training and organizational consulting. In addition to seminars and practice, the Social-Organizational Psychology Program makes available a variety of supervised field experiences for students to develop these skills.

#### Statistical Requirements

To obtain a Ph.D., a student must successfully pass HUDM 4122 *Probability and Statistical Inference* (unless an equivalent graduate course has been taken), HUDM 5122 *Applied Regression Analysis*, and HUDM5123 *Experimental Design*. Additionally students are required to take HUDM 6122 and HUDM 6123 *Multivariate Analysis I & II*.

#### Qualifying Paper

All doctoral candidates in social-organizational psychology must submit three qualifying papers to the faculty, including a theoretical or review paper, a research paper, and a policy paper or case study. The primary purposes of the qualifying papers are diagnostic, pedagogical, and evaluative. The qualifying papers are examples of the kind of work students will be doing as social-organizational psychologists, and the qualifying procedure provides an opportunity for the student and the faculty to evaluate and develop the student's skills. Students should consult their advisors regarding the format and content of these papers.

#### Research Training Certification Examination

Students must pass an examination administered by the Office of Doctoral Studies in research design and analysis.

#### Certification Examination in Social-Organizational Psychology

Students must pass an examination administered by the Office of Doctoral Studies in social-organizational psychology. The student writes on a topic submitted by his or her advisor to the Doctoral Studies Office.

#### General Psychology Requirements

##### Required Courses

HUDM 4122. **Probability & Statistical Inference** (3)

HUDM 5122. **Applied Regression Analysis** (3)

HUDM 5123. **Experimental Design** (3)

HUDM 6122. **Multivariate Analysis I** (3)

HUDM 6123. **Multivariate Analysis II** (3)

ORLJ 5040. **Research Methods in Social Psychology** (3)

ORLJ 5041. **Research Methods in Social Psychology** (3)

ORLJ 5540. **Proseminar in Social Psychology** (3)

ORLJ 5541. **Proseminar in Social Psychology: Organizational Perspectives** (3)

ORLJ 5014. **Organizational Dynamics & Theory** (3)

ORLJ 6040. **Fundamentals of Cooperation, Conflict Resolution & Mediation in Different Institutional Contexts** (3)

ORLJ 6343. **Practicum in Change and Consultation in Organizations** (4)

ORLJ 6640. **Social Psychology Colloquium** (0-1)

ORLJ 7501. **Dissertation Seminar** (see continuous registration requirement)

#### Workgroups (required) Semesters

ORLJ 6344-6349

ORLJ 6344. **Coleman** (3)

ORLJ 6345. **Perry** (3)

ORLJ 6346. **Westaby** (3)

ORLJ 6347. **Block** (3)

ORLJ 6348. **Burke** (3)

ORLJ 6349. **Noumair** (3)

Note:

1. At least one work group per semester for a minimum of eight semesters overall.
2. At least two different work groups over the eight semesters. Membership means active participation in design and conduct of research until it makes a conclusion. Being present at meetings does not satisfy the requirement.

3. Work group points may not be substituted for required courses listed on the next page.
4. For one of these 8 semesters students with supervision may serve as group facilitators in TJ 6343.

*Additional Courses in the Program*

A total of 26 points must be taken by Social-Organizational Psychology students from among the list of courses below.

Exemptions from any courses require the approval of the faculty member teaching the course.

ORLJ 5005. **Leadership and Supervision** (3)

ORLJ 5017. **Small Group Intervention: Theory & Method** (2-3)

ORLJ 5340. **Practicum in Conflict Resolution** (4)

ORLJ 6244. **Fieldwork in Organizational Consulting** (3)

ORLD 5055. **Staff Development and Training** (3)

ORLD 5061. **Advanced Staff Development and Training** (3)

CCPX 4137. **Group Dynamics: Theory & Experience** (3)

G 4670. **Theories in Social and Personality** (3)

*General Psychology Requirement*

In order to meet the requirement of breadth of training in psychology, students must select at least one course from three of the following five areas (I, II, III, V, VI) for a total of three courses in separate areas. (See below). Area IV is covered within the Social-Organizational Psychology Program core courses and serves as the fourth and final area for breadth of coverage in psychology.

Students who intend to seek licensing or accreditation are advised to use one course from each of the Categories I, II or III, and VI below to meet the general psychology requirement. This means that although such courses as HUDM 5059 Psychological Measurement (Category V) are included in the list of courses usable for the general psychology requirement, they should not be used for the requirement by students intending to seek licensure.

Area IV is covered within the Social-Organizational Psychology Program core courses and serves as the fourth and final area for breadth of coverage of psychology.

Satisfactory performance in the four courses selected to fulfill the general psychology requirement is defined as an overall grade point average of B+ and no courses in which the grade earned is less than a B. Students will be permitted to compensate for a grade lower than B by completing another course in the same category as that in which the low grade was earned. Students who because of program requirements take more than four courses are required to maintain a B+ average in only four of them.

Exemptions from the requirements that students take at least one course from each of the four designated categories are possible. However, students must receive permission in writing from a faculty member authorized by the Executive Committee of the Department of Organization and Leadership to grant such exemptions. Students seeking exemption from the requirements on the grounds that they have already completed equivalent graduate courses at Teachers College and elsewhere must provide the designated faculty member with a detailed description of the presumed equivalent

courses, including course title, topics covered in the course(s), text books used, and grade received. Exemptions will be granted only when there is clear evidence of substitutionability.

Faculty members authorized to grant exemptions are:

- I. Learning and Cognition: Professor James Corter
- II. Development: Professor Herbert Ginsburg
- III. Personality: Professor Barry Farber
- IV. Social Bases of Behavior: Professor Caryn Block
- V. Measurement: Professor Jane Monroe
- VI. Biological Bases of Behavior: Professor Antoinette Gentile

*Approved General Psychology Courses*

The following general psychology courses have been approved.

*I. Learning and Cognition*

HUDK 4029. **Theories of human cognition and learning** (3)

HUDK 5090. **The psychology of language and reading** (3)

HUDK 5096. **The psychology of memory** (3)

G 4001. **Cognition** (3) (Psychology Department, Columbia University)

G 4002. **Study of learning** (3) (Psychology Department, Columbia University)

*II. Development*

HUDK 5022. **Emotional development** (3)

HUDK 5023. **Cognitive development** (3)

HUDK 5024. **Language development** (3)

HUDK 5029. **Personality development and socialization across the life span** (3)

*III. Personality*

CCPX 5032. **Personality and psychopathology** (3)

CCPX 5034. **Developmental psychopathology** (3)

G 4003. **Personality** (3) (Psychology Department, Columbia University)

*IV. Social Bases of Behavior*

ORLJ 5540. **Proseminar in social psychology** (3)

G 4006. **Social psychology** (3) (Psychology Department, Columbia University)

*V. Measurement*

HUDM 5059. **Psychological Measurement**

*VI. Biological Bases of Behavior*

HBSK 4075. **Brain and behavior** (3)

HBSK 5068. **Introduction to neuropsychology** (3)\*

HBSK 5070. **Neural bases of language and cognitive development** (3)

G 4004. **Physiological psychology** (3) (Department of Psychology, Columbia University)

\*Primarily for students with an above average interest in neuropsychology and who intend or are required to take further courses in this area. HBSK 4075 (Brain and Behavior) is a more general course and is usually offered in the summer term.

*The Dissertation*

The doctoral dissertation is a report of independently conducted research. In formulating and conducting this research, the student has available as consultants and advisors two or three members of the faculty.

*Courses:*

Courses at the 4000-level do not require permission of the instructor and are open to non-majors as well as majors. Many 5000-level

offerings are also open to non-majors with appropriate backgrounds; 6000-level courses are usually limited to majors with advanced standing in the program. See listings below for prerequisites and limitations on enrollment. In addition to the courses listed below, students should consult the offerings of other psychology programs in Teachers College, many of which are required or recommended in the various program guides which are obtainable from the program coordinators.

### Social-Organizational Psychology

#### ORLJ 4002. Functions of organizations (3)

Mr. Buckner. A survey of the primary functions and operations of organizations: accounting, finance, marketing, strategic planning, management information systems, and the relation of these functions to human resource management.

#### ORLJ 4005. Organizational psychology (3)

Professor Block. Introduction to theories and research that underlie the field of organizational psychology. Implications and applications in various organizational contexts are considered.

#### ORLJ 4009. Understanding behavioral research (3)

Professor Perry. Overview of alternative methods of behavioral research and their relative strengths and limitations. Application of methodological application of principles in order to read and evaluate social science research and learn how to begin to conduct research.

#### ORLJ 5003. Human resource management (3)

Professor Westaby. Current and emerging emphases in the management of human resources in organizations.

#### ORLJ 5005. Leadership (3)

Professor Burke. Major psychological and other interdisciplinary approaches to the study of leadership. Critical analysis of relevant theories, research, and practical applications.

#### ORLJ 5012–ORLJ 5015. Topics in organizational psychology

An overview of principles and methods of diagnosis and intervention in interpersonal, intergroup, and interethnic conflicts in schools and other organizations. Topics are announced in the preliminary and final course schedules distributed each semester.

#### ORLJ 5012. Organizational internship (2–3)

Faculty.

#### ORLJ 5013. Negotiations in organizations (3)

Faculty. Develops skills for negotiating in organizational contexts through instruction and readings in negotiation theory and research and participation in negotiation simulations

#### ORLJ 5014. Organizational dynamics and theory (3)

Professor Burke. Prerequisite: ORLJ 4005 or equivalent.

Study of organizations as total systems with consideration of different types of organizations. Emphasis on the impact of such dimensions as mission, strategy, structure, culture, systems, and leadership on individual and organizational performance and vice versa. Organizational change is also addressed.

#### ORLJ 5015. Executive selection and management (2–3)

Dr. Moses. Offered Summer only. Seminar to explore issues in and methods for executive selection and development.

#### ORLJ 5017. Small group intervention: Theory and method (2–3)

Professor Noumair. Permission required. Prerequisite: ORL 5362 or CCPJ 5362 or with permission of the instructor. This course covers relevant theory and research that underlies effective group interventions by a trainer or consultant. Methods are explored that enhance participants' learning in a training group and facilitate team building and teamwork. Intergroup dynamics are also covered.

#### ORLJ 5018. Data-based interventions to organizational change (3)

Drs. Heckelman and Tartell. Course outlines the key concepts and skills necessary to use data collection and feedback methods as organizational interventions.

#### ORLJ 5019. Multirator feedback (3)

Drs. Church and Waclawski. Permission required. This course focuses on the theory, research, and application of three primary data-driven interventions for I/O psychology and OD-related interventions and initiatives: large scale assessment surveys; multi-rater (a.k.a. 360 degree) feedback methods; and interviews and focus groups. Course format combines lecture, case study, and group project work.

#### ORLJ 5040–ORLJ 5041.

#### Research methods in social psychology (3)

Professor Block (Fall) and Faculty (Spring). Permission required. Representative approaches to practice in the design, conduct, and analysis of research. Autumn: Experimental and quasi-experimental design. Spring: Field and survey methods; policy and evaluation research.

#### ORLJ 5106. Psychological aspects of organizations (2–3)

Faculty. Prerequisite: ORLJ 4005. Examines contemporary theory, research and practice in organizational behavior. Topics include: organizational entry, socialization, motivation, reward systems, group and individual decision-making, conflict resolution, stereotyping and discrimination.

#### ORLJ 5340. Basic Practicum in conflict resolution (4)

ICCCR Trainers. Enrollment limited. Students will be trained in the basic skills of collaborative negotiation and mediation and will have supervised practice in these skills.

#### ORL 5362. Group dynamics: A systems perspective (4)

Professor Noumair. Permission required. Enrollment limited. In addition to the regular course meeting times, there are two additional special weekend workshops, times/dates arranged each semester. The course explores social processes

in groups and their impact on individual behavior. In addition to a series of lectures/discussions, students are required to participate as members of an experiential group designed to provide opportunities for learning about group dynamics through an examination of power, authority, leadership, intergroup and interpersonal processes. Special fee: \$75.

#### ORLJ 5540–ORLJ 5541.

**Proseminar in social and organizational psychology (3)**  
Faculty (Fall) and Professor Block (Spring). Permission required. Open to qualified doctoral students in the behavioral or social sciences. Intensive readings and analysis of theories and research in social and organizational psychology and social structure.

#### ORLJ 6040. Fundamentals of cooperation, conflict resolution and mediation in different institutional contexts (3)

Professor Coleman. Topics such as cooperation and competition, trust and suspicion, bargaining and negotiation as they relate to conflict resolution in various contexts.

#### ORLJ 6042. Applications of social and organizational research (3)

Faculty. Permission required. Background in research methods required. Examination of social psychological aspects of selected policy experiments in schools, the arts, social welfare, family planning, and criminal justice.

#### ORLJ 6244. Fieldwork in organization consulting (3)

Professor Burke. Permission required. Prerequisite: ORLJ 6343. Background in organization development required. Students engage in consultation with a client that emphasizes data gathering, organization diagnosis and feedback.

#### ORLJ 6343. Practicum in change and consultation in organizations (4)

Professor Noumair. Permission required. Recommended prerequisites: ORL 5362 or CCPJ 5362. Open to doctoral candidates and others who have a strong background in social science, organizational behavior, administration, psychology, or business. Planned

change in organizations. Offers the opportunity to study and experience anticipated consultant roles during the entry, diagnostic, and intervention phases of efforts to effect change.

ORLJ 6344–ORLJ 6349.

**Research practicum in social-organizational psychology**

Permission required. Limited to doctoral students. Topics are announced in the preliminary and final course schedules distributed each semester.

**ORLJ 6344. Conflict, justice, and cooperation (3)**

Professor Coleman.

**ORLJ 6345. Diversity and discrimination in organizations (3)**

Professor Perry.

**ORLJ 6346. Job search, customer satisfaction, and organizational change (3)**

Professor Westaby.

**ORLJ 6347. Motivational issues in organizations (3)**

Professor Block.

**ORLJ 6348. Psychology of managerial and leadership competence and multirater feedback (3)**

Professor Burke.

**ORLJ 6349. Group/organizational dynamics and diversity issues in organizations (3)**

Professor Noumair.

**ORLJ 6350. Part I: Advanced practicum in conflict resolution (Part I) (3)**

ICCCR Staff. Prerequisites: ORLJ 5340 and ORLJ 6040. Limited enrollment. Students will engage in negotiation and mediation involving persons from different cultural contexts as well as with “difficult” cases. They will learn to train others in these skills.

**ORLJ 6350. Part II: Advanced practicum in conflict resolution: Designing conflict management systems (3)**

ICCCR Staff. Prerequisite: ORLJ 5340. Limited enrollment. This workshop presents a practical approach that uniquely integrates organizational development, alternative dispute resolution, and dispute systems design principles into a working model to help assess conflict and evaluate processes within organizations.

**ORLJ 6542. Directed research in social-organizational psychology (1–6)**

Faculty. Permission required.

**ORLJ 6640. Social-organizational psychology colloquium (0–1)**

Faculty. Permission required. For doctoral candidates only. Discussion of ongoing projects involving research and consultation.

**ORLJ 7501. Dissertation seminar (1–3)**

Faculty. Permission required.

Development of doctoral dissertations and presentation of plans for approval. Registration limited to two terms. For requirements, see section on Continuous Registration for Ed.D./Ph.D. degrees.

**Independent Study and Research**

Students may register for intensive individual study of a topic of special interest. Registration in independent study is by permission of the instructor under whose guidance the work will be undertaken. Credit may range from 1 to 3 points each term except for ORLJ 8900 (Dissertation Advisement) and registration is not limited to one term. Hours for individual conferences are to be arranged.

**ORLJ 4901. Research and independent study in social-organizational psychology (1–3 each course)**

**ORLJ 6901. Advanced research and independent study in social-organizational psychology (1–3 each course)**

**ORLJ 8900. Dissertation advisement in social-organizational psychology (0 each course)**

Fee to equal 3 points at current tuition rate for each term. For requirements, see section on Continuous Registration for Ed.D./Ph.D. degrees.

Chair: Professor Charles C. Harrington  
Room 226 Thompson Hall  
Telephone: (212) 678-3405  
Please direct admissions questions to the Office of Admissions, (212) 678-3710.

### Programs:

Anthropology and Education  
Applied Anthropology  
Communication and Education  
Computing and Education  
Instructional Technology and Media  
Mathematics Education  
Science Education

### Faculty:

#### Professors:

O. Roger Anderson  
John Black  
George C. Bond  
Lambros Comitas  
Charles C. Harrington  
Robert McClintock  
Ernest Z. Rothkopf  
Herve Varenne  
Bruce R. Vogeli

#### Visiting Professors:

Henry Pollak  
J. Phillip Smith

#### Associate Professors:

Angela Calabrese-Barton  
Robert P. Taylor  
Jo Anne Kleifgen

#### Research Associate Professor:

Frank Moretti

#### Adjunct Professor:

Joel E. Schneider

#### Assistant Professors:

Benjamin Bell  
Elaine Howes

#### Adjunct Assistant Professors:

Jamsheed Akrami  
Howard Budin  
Patrizia Magni  
Keith Sheppard  
Robert Steiner  
Thane Terrill

#### Instructors:

Barbara Abbate-Sturman  
Roberto Agodini  
Yoonil Auh  
Sheila Kieran-Greenbush  
Frederick Lawrence  
Robert Matsuoka  
Shawn Mishler  
Charles Schultheiss  
David Van Esselstyn

#### Participating Faculty from the Graduate School of Arts & Sciences:

Myron L. Cohen  
Ralph L. Holloway

For information about faculty and their scholarly and research interests, please refer to the "Faculty" section of the Catalog on page 61.

#### Departmental mission:

This departmental grouping represents the College's efforts to understand the implications for education of the relationships among science, technology, and society.

Science, and the world we have come to know through science, comprises one ground within which technology is formed and changes. Society and culture constitute the settings within which science, mathematics, technology and communication media develop, and the forces that frame the work they are to do. Society and culture not only frame the sciences, mathematics, communications styles and media which develop within them, but they are limited in turn by them. Similarly, individual potential may be freed by improved technologies and communication media, but is also constrained by them. These integrative processes have important consequences for education. Accordingly, any department which is to focus on the role of science, technology, and society must reflect a number of capacities.

First, the Department houses the College's programs in science and mathematics education. These programs contain scholars who address the education of mathematics and science teachers and teacher educators; the acquisition of scientific and mathematical literacy to foster the future development of science and technology; the understanding of environmental sciences and improved global utilization of the environment and the linkages between science and society; the use of computers, computer modeling and instrumentation in mathematics and science instruction. These scholars, many of whom have extensive international experience, therefore comprise one of the sections of the department: Mathematics and Science Education.

Second, the Department houses the College's programs in Computing, Communication, and Technology whose overarching goal is to utilize multimedia effectively in education. Faculty in these programs have been concerned with the individual and cooperative use of technologies in education, including distance learning; the implications of global, multicultural perspectives on technology development; and the training of professionals in the fields of computing, communication, and instructional technology. These programs contain faculty with extensive international experience and also link the College to ongoing university initiatives in communication. Faculty and students of this section examine technology as well as the role of computers and other media of communication on education and society's educational performance.

Third, we give specific attention to society and culture. Societies are the arena within which science and technology

develop and their agenda and structures are set. The Department must have a broadly based, transcultural, international and multicultural perspective. This is provided by the College's programs in Anthropology and Education and Applied Anthropology. These programs house faculty who have studied migration, socialization, communication, technology, education, nation building, social structure, and culture change within various populations. The faculty have first-hand field experience in the United States and in other parts of the world, notably Africa, Latin America, the Caribbean, Europe, Central Asia, and South America. These scholars enable the department to put science, mathematics, communication, and technology into a comparative, transcultural, social and international perspective.

#### Department-Wide Courses:

##### Core Courses

SCF 5042. **Science, technology, and society** (3)  
Professor Calabrese-Barton. The nature and interrelationships of science, technology, and society as represented in policy and curriculum for education.

##### Other Department-Wide Courses

SCF 4005. **Teaching mathematics and science in diverse cultures** (1-3)  
Faculty. Principles, techniques, and issues in the teaching of mathematics and science in other cultural and national settings.

SCF 5000. **Methods of inquiry: Ethnography and participant observation** (3)  
Professor Harrington. The methods of the behavioral and social sciences as they relate to ethnography and participant observation. Emphasis on the role of theory, characteristics and relative efficiencies of various research techniques, and the importance of integrated research design.

SCF 5001. **Ethnography and participant observation: Structural and interpretive analysis** (3)  
Professor Varenne. Prerequisite: SCF 5000. Emphasis on the issues arising out of ethnographic research as they arise during a pilot project from entry into the field to the writing of the results.

SCF 5002. **Ethnography and participant observation: Comparative and qualitative analysis** (3)  
Professor Harrington. Prerequisite: SCF 5000. Issues of comparative and quantitative analysis of data generated by ethnographic/participant observation inquiries.

SCF 5003. **Communication and culture** (3)  
Professor Varenne. Introduction to major theories of human communication and culture as they relate and build on each other.

SCF 5016. **Ethnography of the classroom** (3)  
Professor Varenne. Introduction to the ethnographic investigation of classrooms and to the educational policy issues it addresses.

SCF 5555. **Technology and the emergence of a global curriculum** (3)  
Professor Taylor. This course deals with the impact of technology on human society over the ages, how technology in particular is shaped by, and in turn shapes, the vision informing a specific culture and its curriculum, and how the global sharing of technology is inexorably contributing to the emergence of a common global curriculum.  
Special fee: \$25.

## Anthropology and Education (Code: TFA)

## Applied Anthropology (Code: TFO)

Program Coordinator:  
Professor Lambros Comitas  
(212) 678-3309

### *Degrees Offered:*

**Anthropology and Education**  
Master of Arts (M.A.)  
Master of Education (Ed.M.)  
Doctor of Education (Ed.D.)  
Doctor of Philosophy (Ph.D.)

**Applied Anthropology**  
Doctor of Philosophy (Ph.D.)

### *Special Application Requirements:*

Applications are reviewed for these programs on an ongoing basis. Preference in scholarship awards will be for those applicants who meet the priority deadline.

GRE General Test required, except of international students for whom the TOEFL is required. If the applicant will be in or near New York City, an interview with one of the program faculty is recommended.

### *Program Descriptions:*

Teachers College has been a pioneer in both Anthropology and Education and Applied Anthropology. These two programs function as one entity and provide a unique research training experience for a very select group of students. This highly personal academic environment within the larger university complex maximizes the interaction between students and faculty while offering a variety of scholarly and professional resources.

Both programs prepare students to enter current research and policy conversations about education and the application of anthropology to other fields. The programs are built on the premise that one can claim to apply anthropology only to the extent that one has been rigorously trained in the theory and methodology of the discipline. Theoretical emphasis is given to social and political processes, cultural theory, and psycholog-

ical anthropology; all of this is done from a strong cross-cultural and comparative perspective. Methodological emphasis is placed on intensive and systematic ethnography. The faculty has a distinguished record of publications and research projects illustrating these premises. Most of this work has been conducted in the United States, Africa, the Caribbean, South America, and Europe.

### *The Program in Anthropology and Education*

The program in Anthropology and Education offers a disciplinary approach which carefully explores and contributes to the analysis and understanding of educational processes in schools and classrooms, in families, on street corners, in community centers, in churches and in all settings where education may proceed. The department houses the largest group of anthropologists of education to be found in any university in the world.

### *The Joint Program in Applied Anthropology*

In 1968, Teachers College and the Graduate School of Arts and Sciences of Columbia University initiated and implemented a Joint Program of Applied Anthropology. This joint venture between Teachers College and the Department of Anthropology (Graduate School of Arts and Sciences) trains graduate students registered at either graduate school. By this agreement, all applied anthropological training at Columbia University is administered through Teachers College. The Joint Program offers a course of study and thorough training in applied anthropology that is certified by both institutions, and capitalizes on the strength of the university's faculty.

This program focuses on the complex issues involved in applying anthropological knowledge and approaches to matters of policy concern in medicine, psychiatry, psychoanalysis, economic and community development, education, businesses and corporations, institutional programs, and ecological and environmental change.

### *Resources*

Both programs are conducted in collaboration with the Department of Anthropology at Columbia University, Columbia's Graduate School of Arts and Sciences, the School of International and Public Affairs, and other professional schools and institutions of the University (School of Public Health, Lamont-Doherty Laboratory, etc.).

In addition, our location in New York City allows students easy access to a myriad of prestigious academic and research institutions and provides a natural laboratory for student research on ethnicity, migration, and urban life. Through the Inter-University Doctoral Consortium, students may take courses to fulfill their Teachers College program requirements at the Graduate School and the University Center of the City University of New York, Fordham University, the New School for Social Research, and New York University.

Most of the programs' graduates find academic posts and administrative positions in colleges, universities, and professional schools. Others locate in federal and international agencies, research institutes, private foundations, medical institutions, consulting firms, and social welfare and community service organizations in the United States and abroad.

**Degree Requirements:**

**Anthropology and Education**

**Master of Arts**

The Master of Arts program in Anthropology and Education is designed for students who are planning to enter one of the doctoral programs as well as those seeking a terminal master's degree. Administrators, counselors, evaluators, research associates, and teachers in elementary and secondary schools can improve their work through learning how anthropological methods are applied to educational problems, policy, and practice. The program requires at least four courses (12 points) in anthropology offered through the Department. The program should include at least one colloquium or seminar level course; three courses (6–9 points) in the fields foundational to anthropology (economics, history, linguistics, philosophy, psychology, sociology); and four other courses (9–12 points) that directly contribute to the emerging professional interest of the candidate. The M.A. program requires an integrative project as well as an internship in addition to the 32-point program.

**Master of Education**

The Master of Education's flexibility allows students to address various professional concerns, satisfy diverse academic needs, and enhance professional skills. In the Ed.M. program, Teacher Certification may also be achieved in conjunction with other teacher education programs in the department and in the college. Minimally, candidates for the Ed.M. degree in anthropology and education take 21 points in courses related to the main fields of the discipline, including at least 15 points in socio-cultural anthropology. A minimum of three courses (6–9 points) must be taken in fields foundational to

anthropology (economics, history, linguistics, philosophy, psychology, sociology.) An additional 30–36 points must also be taken to complete the course of study. These courses should be chosen so as to enhance the professional preparation of the student in his or her expected field of practice. Up to 30 of the required 60 points may be transferred from previous course work to the extent that they fulfill some of the requirements listed above. Students are also required to conduct an integrative project in addition to the 60 points of course work.

**Doctoral Degrees**

The Doctor of Education and Doctor of Philosophy degree tracks are for students who plan to engage in scholarly writing and research, applied research and evaluation, or teaching and administrative responsibilities at colleges, universities, professional schools of education and medicine, research institutes, or state, federal, and international agencies and bureaus. The following are required of students in both the Ed.D. and Ph.D. tracks:

*Certification Requirements:* Certification is the means of indicating that the student is regarded as having attained the expected competencies outlined in the course requirements above. An overall Grade Average of B+ is expected. Students must also complete a written examination on anthropology and education.

*Dissertation Requirements:* After passing the certification examination, the candidate should begin writing a dissertation proposal. One or two years of anthropological field research is required for the collection of original field data based on the dissertation research proposal. After the proposal is approved by the

Department, the candidate is required to register for continuous dissertation advisement until the dissertation has received final approval.

**Doctor of Education**

A minimum of 90 points of acceptable graduate credit is required for the Doctor of Education (Ed.D.), 45 of which must be completed through Teachers College registration. 42 points of major courses are required. These courses prepare students with the requisite knowledge of epistemological, theoretical, methodological, ethnographic, and substantive areas of anthropology. They aim to develop competency in the discipline, while addressing the specific intellectual interests of the student. 15 points in research methods and statistical courses are also required. The knowledge of education and educational institutions, of persons and the learning process, and the various forms of measurement and evaluation in cognate areas prepares program graduates with the knowledge and skills necessary for researching and working in a variety of formal and non-formal educational settings through 18 points of broad and basic areas. This leaves 15 points of electives to increase competence in comparative, regional or international studies, or to enhance technical skills used in conjunction with but outside the major course of study. At least three of these courses (8–9 points) must be taken in fields foundational to anthropology (economics, history, linguistics, philosophy, psychology, sociology.)

**Doctor of Philosophy**

Each student develops, in collaboration with an advisor, a program of study in anthropology designed to establish a high level of competency. A minimum of 75 points of acceptable graduate credit is

required for the Doctor of Philosophy (Ph.D.). Of these 75 points, a maximum of 45 points can be completed through another Faculty of Columbia University, or a maximum of 30 points may be transferred or earned in courses from other recognized graduate schools. 40–45 points of major courses are required. These courses prepare students with the requisite knowledge of epistemological, theoretical, methodological, ethnographic, and substantive areas of anthropology. They aim to develop competency in the discipline, while addressing the specific intellectual interests of the student.

At least 15 points of the anthropology requirements must be taken within the program. A minimum of 25 points of the 40 points required in anthropology must be taken at Teachers College, or in other Faculties of Columbia University. Within the major course requirements, 15 points in required courses must be taken: the four semester sequence of colloquiums and summer field research (a minimum of 12 points) and an independent study (3 points) used in preparation for the certification examination and dissertation proposal. 15 points in research methods and statistical courses are also required. The remaining 15 points of electives are used to increase competence in comparative, regional or international studies, or to enhance technical skills used in conjunction with but outside the major course of study. At least three of these courses (8–9 points) must be taken in fields foundational to anthropology (economics, history, linguistics, philosophy, psychology, sociology.) Of the 75 graduate points required for the degree, a minimum of 45 must be taken for an evaluative letter grade.

### *Foreign Language Requirement*

Each candidate must satisfy the foreign language requirement by demonstrating proficiency in two scholarly languages, or one scholarly language and one field language, or one scholarly language and a two semester sequence of prescribed statistics courses.

### **Applied Anthropology**

#### **Doctor of Philosophy**

Each student develops, in collaboration with an advisor, a program of study in anthropology designed to establish a high level of competency. A minimum of 75 points of acceptable graduate credit is required for the Doctor of Philosophy (Ph.D.). Of these 75 points, a maximum of 45 points can be completed through another Faculty of Columbia University, or a maximum of 30 points may be transferred or earned in courses from other recognized graduate schools. 40–45 points of major courses are required. These courses prepare students with the requisite knowledge of epistemological, theoretical, methodological, ethnographic, and substantive areas of anthropology. They aim to develop competency in the discipline, while addressing the specific intellectual interests of the student.

At least 15 points of the anthropology requirements must be taken within the program. A minimum of 25 points of the 40 points required in anthropology must be taken at Teachers College, or in other Faculties of Columbia University. Up to 15 points in anthropology courses may be taken at other graduate institutions who are members of the Inter-University Doctoral Consortium, to satisfy major course requirements. Within the major course requirements, 30

points in required courses must be taken: the four semester sequence of colloquiums and summer field research (a minimum of 12 points); an additional theory course outside of the first semester colloquium (3 points); two ethnography courses, one within and one outside of one's interest (6 points); two sub-discipline courses (6 points), one in linguistics and one from either archaeology or physical anthropology; and an independent study (3 points) used in preparation for the certification examination and dissertation proposal.

Fifteen (15) points in research methods and statistical courses are also required. The remaining 15 points of electives are used to increase competence in comparative, regional or international studies, or to enhance technical skills used in conjunction with but outside the major course of study. At least three of these courses (9 points) must be taken in fields foundational to anthropology (economics, history, linguistics, philosophy, psychology, sociology.) Of the 75 graduate points required for the degree, a minimum of 45 must be taken for an evaluative letter grade.

### *Foreign Language Requirement*

Each candidate must satisfy the foreign language requirement by demonstrating proficiency in two scholarly languages, or one scholarly language and one field language, or one scholarly language and a two semester sequence of prescribed statistics courses.

### **Courses:**

#### **Introductory Courses**

##### **SCFF 4003. American culture and education (3)**

Professor Varenne. An orientation to American culture and education.

##### **SCFF 4010. Cultural and social bases of education (3–4)**

Professor Comitas. Analyses of basic anthropological concepts, with particular reference to the sociocultural context of education and the role of educational institutions in community, national, and regional development. Four-point enrollment requires attendance at film showings before or after class.

##### **SCFF 4011. Social context of education (3–4)**

Professor Bond. Analyses of basic anthropological concepts, with emphasis on approaches to the study of education through comparative study of social institutions. Four-point enrollment requires attendance at film showings before or after class and additional discussion sessions held at hours to be arranged.

##### **SCFF 4012. Cross-cultural studies of learning (3–4)**

Professor Harrington. Analyses of basic anthropological concepts, with particular reference to the influence of cultures and subcultures on the learning process, to education in multicultural classrooms and to the relevance of psychological anthropology to educational issues. Four-point enrollment requires attendance at film showings before or after class and additional discussion sessions held at hours to be arranged.

##### **SCFF 4014. Urban situations and education (3–4)**

Professor Bond. An introduction to the anthropological study of the sociocultural patterns of populations residing in urban settings, with emphasis on domestic, ethnic, class, and educational relationships.

##### **SCFF 4016. Culture and society in Africa (3)**

Professor Bond. A general survey of sub-Saharan Africa, using contributions from theoretical approaches to anthropological research in the area. Emphasis on socioeconomic, ideological and religious, educational, and political analysis of African communities.

##### **SCFF 4017. Anthropological perspectives on homelessness and social control (3)**

Faculty. Theoretical and ethnographic analyses of contemporary forms of social exclusion in urban settings. Emphasis on the interaction between institutional arrangements and the experience of homelessness.

##### **SCFF 4018. Anthropology and development in Africa (3)**

Professor Bond. This course considers issues and problems of development in sub-Saharan Africa. It examines specific development projects from different theoretical and empirical perspectives.

##### **SCFF 4034. Dynamics of family interaction (3)**

Professor Varenne. An introduction to communication patterns inside families, with a special emphasis on both their complexity at the interpersonal level and their simplicity within the social structure of a community. Class time is dominated by cross-cultural data on family structure and videotape analyses of communication patterns within American families.

##### **SCFF 4600. Group studies in educational issues (1–3 per section)**

Faculty. Permission required. Opportunity for groups to organize colloquia, seminars, or practica, with faculty sponsorship, for the study of specific educational issues, problems, or policies, and for the development of particular skills, in accordance with emerging social situations and urgent common concerns. Students wishing to engage in such studies must present a plan and secure the sponsorship of a faculty member of the department who will serve as advisor. Registration and evaluation procedures will be worked out and carried through with this advisor.

### **Intermediate Courses**

##### **SCF 5000. Methods of inquiry: Ethnography and participant observation (3)**

Professor Harrington. The methods of the behavioral and social sciences as they relate to ethnography and participant observation. Emphasis on the role of theory.

characteristics and relative efficiencies of various research techniques, and the importance of integrated research design.

SCF 5001. **Ethnography and participant observation: Structural and interpretive analysis** (3)  
Professor Varenne. Prerequisite: SCF 5000. Emphasis on the issues arising out of ethnographic research as they arise during a pilot project from entry into the field to the writing of the results.

SCF 5002. **Ethnography and participant observation: Comparative and qualitative analysis** (3)  
Professor Harrington. Prerequisite: SCF 5000. Issues of comparative and quantitative analysis of data generated by ethnographic/participant observation inquiries.

SCF 5003. **Communication and culture** (3)  
Professor Varenne. Introduction to major theories of human communication and culture as they relate and build on each other.

SCFF 5005. **Interdisciplinary study of the family** (3)  
Professor Varenne. Critical examination of the interaction of internal and external forces and their effects upon individuals and families, drawing upon perspectives of various social science disciplines.

SCFF 5010. **Social organization and comparative institutions** (3)  
Professor Bond. An introduction to selected theories of social organization and their application to the analysis of small-scale society as a background to the analysis of social and educational problems.

SCFF 5011. **Process and change in Africa** (3)  
Professor Bond. Anthropological studies of social systems, cultural change, and development. Special emphasis on the role of politics, religion, economics, and education in change processes.

SCFF 5012. **Culture and society in the Caribbean** (3)  
Professor Comitas. Detailed survey, utilizing contributions from theoretical approaches to anthropological research in the area. Emphasis on socioeconomics, community studies, and sociopolitical analyses.

SCFF 5013. **Psychological anthropology** (3)  
Professor Harrington. The concepts, theories, and methods of psychological anthropology. Cross-cultural studies of learning processes. Emphasis on recent work in the field, problems of cross-cultural methodology, and the study of socialization.

SCFF 5014. **Symbolic anthropology** (3)  
Professor Varenne. An introduction to the anthropological study of symbols and meaning with emphasis on the relation between cultural constructions of the world and action in the world.

SCFF 5015. **Political anthropology: Labor, race, and belief** (3)  
Professor Bond. This course considers the theories and concepts used by anthropologists and other social scientists in the analysis of political behavior and institutions. It emphasizes the comparative study of political systems, movements, and processes within the context of rural and urban situations.

SCF 5016. **Ethnography of the classroom** (3)  
Professor Varenne. Introduction to the ethnographic investigation of classrooms and to the educational policy issues it addresses.

SCFF 5017. **Anthropology and the law** (3)  
Faculty. Analysis of various legal systems in state and stateless societies with case materials and other readings used to illuminate basic assumptions behind "legal" processes. In this context, what American lawyers mean when they say that their education and training enables them to "think like lawyers" is examined.

SCFF 5019. **Applied Social Science: Theory, Policy, and Practice** (3)  
Dr. William Heaney. This course will introduce students to the anthropological analysis of formal organizations through the theoretical literature; the analysis of case studies of the non-governmental (the non-profit sector), governmental and for profit (business) organizations, describing the dilemmas facing different organizational structures; and a

practical study of a contemporary organizations.

#### Colloquia

SCFF 5610z. **First-year colloquium in applied anthropology** (3)  
Professors Bond and Varenne. Permission required. This is a year-long critical review of important works in anthropology and education and applied anthropology. During the spring semester students present proposals for their summer fieldwork before the members of both programs. Required of, and open only to, first-year doctoral students. Meets concurrently with SCFF 5611 during the spring semester.

SCFF 5611z. **Second-year colloquium in anthropological method** (3)  
Professors Harrington and Comitas. Permission required. This is a year-long review of the methods of field research and data analysis in anthropology, with special reference to educational systems and processes. Network analysis, systematic observation, quantification procedures, participant observation, ethnographic interview, use of film and videotape, cross-cultural survey techniques, and testing and experimental design. During the spring semester, students report on their completed summer fieldwork before the members of both programs. Required of, and open only to, second-year doctoral students. Meets concurrently with SCFF 5610 during the spring semester.

#### Research Seminars

SCFF 6511. **Seminar in psychological anthropology** (3)  
Professor Harrington. Permission required. Prerequisite: SCFF 5013.

SCFF 6512. **Social theory and structure** (3)  
Professor Bond. Investigation of issues and problems in social theory through the analysis of relevant literature in the social sciences.

SCFF 6513. **Topics in anthropology and education: Religion and Politics in Contemporary Africa** (1-3)  
Professor Bond. Permission required.

SCFF6514. **Topics in anthropology and education: Cultural analysis** (1-3)  
Professor Varenne. Permission required.

SCFF6515. **Topics in anthropology and education: Resilience in at-risk population** (1-3)  
Professor Harrington. Permission required.

SCFF6516. **Topics in anthropology and education: Drugs and society** (1-3)  
Professor Comitas. Permission required.

SCFF6911. **Work Group in psychological anthropology**  
Professor Harrington. This work group meets every other week to discuss current issues in psychological anthropology. It also discusses and reviews current research and proposals for research of work group members, including faculty, alumni, and doctoral students concentrating in psychological anthropology.

#### Individualized Studies

Advanced students may register for intensive individual study of some aspect of their specialization. Registration is only by permission of the instructor under whose guidance the work will be undertaken. Times for individual conferences will be arranged. Enrollment may be for 1 or more points each term, and registration is not limited to one or two terms.

SCFF 6200. **Field research outside the United States** (0)  
Permission required. Required of doctoral students when choice of doctoral research necessitates data generation in other countries. One year of field experience under supervision in approved geographical and institutional site. Students secure approval of their principal advisor and either the program coordinator or department chair in advance. Periodic reports are required.

SCFF 6910. **Studies in anthropology and education** (1-15)  
Faculty. Permission required. May be used by doctoral students before successful completion of written certification examinations.

**SCFF 7500. Dissertation seminar in anthropology and education (0-3)**

Faculty. Permission required. Required of doctoral students in the semester following successful completion of written certification examinations.

**SCFF 8900. Dissertation advisement in anthropology and education (0)**

Individual advisement on doctoral dissertations. Fee: to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration for Ed.D./Ph.D. degrees.

**Communication, Computing, and Technology in Education**

Program Coordinator:  
Professor Robert McClintock  
(212) 678-3344 or  
(212) 678-3115

**Communication and Education**  
(Code: TUC)

**Degrees Offered:**  
Master of Arts (M.A.)  
Master of Education (Ed.M.)  
Doctor of Education (Ed.D.)

**Computing and Education**  
(Code: TUD)

**Degree Offered:**  
Master of Arts (M.A.)

**Instructional Technology and Media**  
(Code: TUT)

**Degrees Offered:**  
Master of Arts (M.A.)  
Master of Education (Ed.M.)  
Doctor of Education (Ed.D.)

**Special Application Requirements:**  
M.A. and Ed.M. applicants are reviewed on an ongoing basis. For scholarship awards, applicants who meet the priority deadlines receive preference.

(February 1 for Fall and October 15 for Spring.)

Doctoral applicants are required to submit a writing sample and results from the GRE General Test. They are also strongly encouraged to arrange for an interview, are considered for Fall semester only, and should meet the January 15 application deadline.

In addition to academic criteria, CCTE takes into account the relevance of its resources to a prospective student's professional goals as described in the personal statement in making admission decisions.

**Program Description:**  
Communication, Computing, and Technology in Education provides a cluster of degree programs for students who seek to develop leadership capacities in the uses of information and communication technologies in education. It serves students, staff, and faculty members who share a commitment as educators to use digital technologies to improve education at all levels. Work through CCTE should move simultaneously towards two different poles—towards a comprehensive understanding of the cultural and historical implications of new technologies for education and life and towards purposefully selecting and shaping the uses of new media in educational practice at all levels.

CCTE's programs deal with the many ways in which material culture changes and shapes educational practice at all its levels. Here are some assumptions about the long-run effects that innovations in information and communications technologies are having on education and culture. Work through CCTE should lead faculty and students to study, criticize, develop, and extend propositions such as these.

- When changes in information and communications technologies transform the ways people create, disseminate, and apply knowledge, deep changes in educational practices occur.
- Educational institutions, including schools of education, will undergo prolonged change and significant transformation, occasioned by changes in the media of intellectual production.
- With digital information and communications technologies, the separation of schools and higher education into two, largely distinct, educational cultures will markedly diminish.
- With the emerging intellectual conditions, activities contributing to the creation of knowledge will increase in relative value and those devoted solely to its dissemination will decrease.
- Campuses will remain important foci of intellectual activity while participation in them will become more flexible via networks supporting asynchronous, distributed involvement.
- Specialists in education will need to work closely with scholars, scientists, and professionals to embed powerful learning experiences in the digital means for advancing knowledge.
- Increasingly, educators will de-emphasize imparting a static stock of information and ideas and will instead seek to enable all people to contribute to the advancement of knowledge.
- Demand for highly skilled educators will increase and preparing them will largely be a field-based engagement in situations where students interact with new knowledge resources.
- Schools and other educational institutions will increase in public importance and the educating professions will

increasingly become high-tech and high-prestige professions.

- Changes in information and communications technologies will resuscitate the progressive movement in education, enabling it to be both broadly egalitarian and intellectually rigorous.

Communication, Computing, and Technology in Education aims to prepare students to deal with both the present and future implications of new media, and to play a constructive role in shaping the educational response to innovations in information and communications technologies. Although these concerns are common to all three programs, each has distinctive nuances with respect to methods and purpose:

- Communication and Education relies primarily on social science inquiry to understand, interpret, and shape how information and communications technologies influence culture and education;
- Computing and Education works with computer information systems to facilitate the effective extension of digital technologies into educational practice;
- Instructional Technology and Media concentrates on the creation and application of innovative technologies, guided by a research tradition grounded in pedagogy and cognitive science, in order to make new media work as powerful tools for study and teaching.

Across the three programs, students and faculty members all engage in research, development, theory, and application. All three programs put a high priority on group work, on field work and internships, and on planning, implementing, and completing innovative projects. Schools, computer com-

panies, businesses, and other agencies are normally partners in projects, providing environments, materials, personnel, or opportunities for carrying them out. The Institute for Learning Technologies (<http://www.ilt.columbia.edu>) and the Center for Technology and School Change (<http://www.tc.columbia.edu/~academic/ctsc/>) work closely with CCTE faculty members and students and provide a wide range of internship and fieldwork opportunities.

*Communication and Education*  
Through the program in Communication and Education, students prepare for teaching and research positions in higher education; for work in schools using information and communications technologies as means for improving educational practice; for conducting formative and evaluative research in the areas of educational media and information technologies; for careers as innovators in the design and use of new media for educational purposes; and for work in business and government designing and implementing corporate communication programs. The program uses the methods of the social sciences, encompassing both qualitative and quantitative approaches to the study of communication and education. They ask, in particular, How do education and other social systems change under the impact of new media? Faculty members and students pursue three broad areas of inquiry, enabling them to:

- Reflect on the historical effects of media and on the cultural uses of developments such as face-to-face speech, writing, printing, photography, film, radio, television, computers, and networked multimedia;
- Use anthropological and linguistic methods to study how the diverse forms of commu-

nication, information processing, and cognition condition educational practice.

- Explore positive and negative effects of media on social relations and develop strategies for using information and communications technologies to improve conditions of education and life.

In the course of completing a degree, the student should expect to attend closely to both technical artifacts and to human activity; that is, both to material systems of communication in which technologies are the matter of primary interest and to interpersonal, direct communication dynamics in which unmediated exchanges, face-to-face, are the subject of inquiry. A major theme for continuous reflection should be the diverse ways in which the modes of communication condition the meanings actually and potentially communicated, whether in face-to-face conversation or through a global broadcast using satellite transmission.

*Computing and Education*  
Students who complete the master's program in Computing and Education take positions in schools as computer coordinators or teachers using advanced technologies in the classroom, in new media companies developing software and multimedia applications for education and training, in academic computer centers and corporate information services, and in education departments at the federal, state, and local levels managing the integration of information and communications technologies into schools.

Within the general area of computing and education, faculty members and students study the interactions between computing and education, interactions that grow ever more powerful and diverse. One important effort aims to

improve how computing, including programming, is taught in schools, and in this area we make special efforts to address the need for appropriate software throughout education and the search for appropriate pedagogies for teaching computing at diverse levels, from early childhood through maturity. A second major direction seeks to develop and implement appropriate patterns of use for computers at various levels of formal education, paying attention to matters of equity, pedagogical value, and the productive allocation of scarce educational resources. Students in this program should master the skills needed to design, implement, and manage the substantive uses of digital telecommunications systems for educational purposes.

*Instructional Technology and Media*

Students who have earned degrees in Instructional Technology and Media find positions in education, government, and industry. Some continue to work within formal education, as teachers, researchers, or administrators on the elementary, secondary, or college level. Others work in training and development departments in business or government agencies. An increasing number work as independent professionals in a variety of settings, such as educational service, production consulting, and publishing. Still others have established themselves as researchers, designers, and producers for innovative multimedia projects.

In recent years, students in the program have made three questions paramount:

- Which emerging technologies hold greatest promise for enriching the learning experience throughout the educational enterprise?

- What pedagogical strategies should designers embody in instructional materials, including those based on multimedia?
- How should educators deploy, manage, and evaluate information and communications technologies in classrooms for optimal educational effect?

These questions remain matters of basic concern within this program and the related programs in the area of Communication, Computing and Technology. The World Wide Web and related technologies have lowered the costs of distance learning programs greatly while increasing their flexibility. Through Instructional Technology and Media faculty members and students join to develop the skills needed to make full use of the new opportunities in distance and distributed learning.

Participants in this, and in our other programs, share a basic conviction that good design in educative matters starts with careful attention to the needs and characteristics of the students that the design will serve. The ability to understand the student, through empirical research and empathic engagement will make the design of instructional technology be more than just technically proficient, but educationally valuable as well. In all, this attention to the student defines the technological humanism we seek through all components of the programs in CCTE, a technological humanism that combines sophistication in the use of technical means with humane commitments for guiding purposes.

### *Financial Aid and Other Assistance*

In addition to college-wide financial aid opportunities and student services, the faculty members of CTE are committed to generating an increasing range of opportunities for remunerative work that will integrate well into our program of studies. Essentially such opportunities are of three types: assistantships in research and development projects, instructorships to teach basic courses in our field, and internships in industry, government, and education. The precise opportunities that exist in these areas continually change as projects, here and elsewhere, begin, proceed, and culminate. To find out about these opportunities, students should consult individual faculty.

### ***Degree Requirements:***

Requirements do not determine all the courses a student should take; they should help structure the type and character of student choices. The college-wide degree requirements are stated on page 275 in this bulletin. The following description of steps through programs specific to Communication, Computing, and Technology in Education amplifies the college-wide requirements and should serve as an aid for structuring an individualized program of study based on previous experience, professional goals, and interests. Enrolled students can obtain further specifics about requirements and the academic calendar from the program office, Box 8, (212) 678-3344, or from our website, [thales.ilt.columbia.ilt/ccte/programs/](http://thales.ilt.columbia.ilt/ccte/programs/). Following the requirements is a necessary, but not sufficient, way to a degree. Degrees represent advanced levels of mastery in rigorous scholarship and disciplined practice. In meeting requirements, students should find

ways to meet the intrinsic demands of the field, which cannot be reduced to simple steps.

### **Master of Arts**

The Master of Arts (M.A.) degree is granted upon satisfactory completion of 32 points and an integrative special project. In these programs, the M.A. degree serves two main functions: in part as a mark of entry-level professional qualifications in the fields we cover, and in part as a grounding for further, more advanced specialization in the field. Students should consult with a faculty advisor and choose their courses with care in light of these functions. Teachers College has a breadth requirement, which students fill by taking three courses, each for at least 2 points, outside the area of Communication, Computing and Technology (i.e., courses with a prefix other than SCFU). Unless a faculty advisor authorizes an exemption, all M.A. candidates should complete the following Program requirements. They should take SCFU4000, Core Seminar in Communication, Computing, and Technology, for 2 points as early in their program as possible. They should take four courses from the core in their area, listed here, and at least one course from the core in each of the other areas. Where appropriate to special circumstances arising from a student's interests or from scheduling constraints, a student may substitute other courses from CCTE offerings in consultation with his or her advisor for the core courses listed here.

### ***Core Program Courses***

#### **Communication and Education**

SCFU4000: Core Seminar in Communication, Computing, and Technology in Education  
SCFU4010: Theories of communication  
SCFU4016: History of communication

SCFU4018: Design & communication in modern culture  
SCFU4049: Computers and writing  
SCF 5003: Communication and culture  
SCFU5020: Computer-mediated communication

#### **Computing and Education**

SCFU4000: Core Seminar in Communication, Computing, and Technology in Education  
SCFU4022: Telecommunications, distance learning, and collaborative interchange  
SCFU4031: Programming I (required of those who are not proficient programmers)  
SCFU4052: Computers, problem solving, and cooperative learning  
SCFU4085: New technologies for learning  
SCFU4133: Cognition and computers  
SCFU5555: Technology and the emergence of a global curriculum

#### **Instructional Technology & Media**

SCFU4000: Core Seminar in Communication, Computing, and Technology in Education  
SCFU4008: Information technology and education  
SCFU4083: Instructional design of educational technology  
SCFU4133: Cognition and computers  
SCFU5020: Computer-mediated communication  
SCFU5030: Intelligent computer-assisted instruction  
SCFU5510.01: Topical Seminar—Design of distributed instruction

Candidates for the M.A. degree will be expected to culminate their work with an integrative project. Such a project might be a review essay in which they give a thorough, well-written summation of current research and development work in an area of their choice within the broad field of Information and Communications Technologies in Education or a multimedia instructional application. In addition, we recommend strongly that students take some Fieldwork or Internships as an integral part of their master's program, for experientially grounded learning is an invaluable preparation for professional practice. We include further

information on Fieldwork and Internships below.

### **Master of Education**

This degree is designed for students who have completed a master's degree. Up to 30 points of graduate credit earned elsewhere may be counted toward the minimum 60-point requirement. Candidates for the Master of Education (Ed.M.) who have not met the Core Requirements for the M.A. degree in their program, must do so in order to complete the Ed.M. In addition to completing the minimum course requirements and developing a skill specialization, candidates for the Ed.M. degree will be expected to culminate their work through a research or development project submitted to the faculty. This project should be one that represents the student's interests well, one that allows him or her to display the specialized skills developed in study for the degree.

Students accepted for a doctoral program should earn the Ed.M. as an integral part of their doctoral work. The Ed.M. can be, however, far more than a stepping stone to a doctorate. It has great flexibility and students can use it to lay a strong foundation for significant positions of leadership that demand high levels of skill but do not require doctoral-level academic certification. For instance, students can put together a very effective 60-point program dealing with "school media for curriculum innovation." In a similar way, one can develop a very strong grounding in educational software development through the Ed.M. degree. It can serve many purposes: one needs to think through one's aspirations and use the scope of the Ed.M. program to build academic and experiential foundations for their achievement.

### Doctor of Education

Doctor of Education (Ed.D.) degree candidates should read "Requirements for the Degree of Doctor of Education," which can be obtained from the Office of Doctoral Studies. It states the formal requirements for the degree and lays out the steps leading to it. Communication, Computing, and Technology in Education requirements include basic courses, a skill concentration, and independent projects, all leading to the certification examination and the dissertation. Doctoral candidates should consult CCTE's description of the specific steps to the doctorate in Communication and Education and Instructional Technology and Media. These steps to the doctorate have been designed to ensure that students develop ability in one or more modes of inquiry, contribute professionally to a field through conferences, presentations, or publications, and participate actively in CCTE functions outside class work. Programs are planned individually in consultation with a faculty advisor, starting with the admission interview and initial writing assignments. Doctoral candidates should develop a systematic plan for study early in their program, encouraging sustained consideration of a dissertation area and tailoring course selection to support dissertation work. The doctorate represents the highest level of educational preparation achievable in the field. To complete it well, students should meet all requirements with a fullness and in an intellectual spirit consonant with this status.

#### *Special Degree Cohorts:*

#### **The Internship-Based Cohort Option:**

This track is for students who will work full-time for a master's degree in one of the programs in Communication, Computing, and

Technology in Education at Teachers College. The Cohort option is for students particularly interested in integrating advanced technologies into the school curriculum, K–12.

Each September, CCTE will admit up to 20 masters candidates who will study full-time as a cohort, completing their degree in one year. Through courses, fieldwork, and internships, participants will study leading efforts to develop the school curriculum through technological innovation. Participants will take a prescribed set of courses and engage in practical design and implementation work to fulfill current master's degree requirements. They will acquire a theoretical basis for creative work with technology in education through selected courses. They will gain practical experience in the classroom uses of information technology via studio design work and internships at innovative schools in New York City, working in implementation activities through the Eiffel Project, a U.S. Challenge Grant for Technology in Education.

Upon completion, participants in the Internship Cohort should be ready for leadership roles on school faculties in using advanced information technology to transform the teaching and study of core curriculum areas. For information, write Robert McClintock, Box 136, Teachers College, call (212) 678-3344 or 678-3115, or visit [www.ilt.columbia.edu/academic/ibco/](http://www.ilt.columbia.edu/academic/ibco/).

#### **The Intensive Master's Program in Computing and Education:**

This track was designed primarily for those teachers who live too far from Manhattan to attend courses during the regular academic year. Students in this program attend intensive four-week sessions at Teachers College, usu-

ally in July, and do the remainder of their credit work through independent study. The degree can be obtained in two summers and the intervening academic year, but can also be done over a longer period of time.

Courses and independent study work focus on all aspects of using computers in teaching and learning, including theories of instructional design, use of software, new technologies such as hypermedia and telecommunications, teaching strategies, and software production. The Intensive Program accepts up to about 20 new students per summer, and over the past ten years more than 150 students have completed the program. Housing is arranged at a Columbia dormitory. For more information, write Howard Budin, Box 8, Teachers College, call (212) 678-3773, or visit [www.tc.columbia.edu/~academic/ctsc/imp.htm](http://www.tc.columbia.edu/~academic/ctsc/imp.htm).

#### **Courses:**

Most courses are offered once a year; a few are offered each term and some once every two years. Current scheduling information may be obtained from the program office.

#### **SCFU 4000. Core seminar in communication, computing and technology (1–2)**

Professor McClintock and Faculty. Required for incoming students. Meets with SCFU 6600. Discussion of critical issues, reading of key works, development of project Communication, Computing, and Technology in Education, presentation of work in progress, conversations with leaders in the field. Special fee: \$25.

#### **SCFU 4008. Information technology and education (3)**

Professor Rothkopf. Analytic overview of the uses of information technology in instruction. Examination of psychological and practical impact of information technology on our culture and its educational institutions. Special fee: \$25.

#### **SCFU 4010. Theories of communication (2–3)**

Professor Moretti. A broad, multidisciplinary survey of contemporary perspectives on communication. Topics include: definitions, models and theories of information processing, history of media change, cross-cultural communication, interpersonal communication, and the uses and effects of mass media. Special fee: \$35.

#### **SCFU 4012. Film as art: Introductory (2–3)**

Professor Akrami. Film as 20th century art, emphasizing form and style. Analysis of feature-length and short films of different nations, styles, themes, and genres. No previous experience in film analysis needed. Special fee: \$50.

#### **SCFU 4016. The history of communication (3)**

Professor Moretti. A comprehensive survey of the history of communication, tracing the development of the dominant modes of transmitting knowledge, from speaking to writing, from printing to the electronic media. Special fee: \$50.

#### **SCFU 4018. Design and communication in modern culture (3)**

Professor McClintock. How have practices of abstract reasoning, the pursuit of formalism, and conceptualizing the structure of complex phenomena affected modern design and communication? Readings and class discussions explore this question, using examples drawn from architecture, fine art, graphics, typography, photography, advertising, industrial design, formal organization, process control, transportation, information theory and management, and major media of communication. Special fee: \$25.

#### **SCFU 4022. Telecommunications, distance learning, and collaborative interchange (3)**

Professor Taylor. Introduction to the use and educational implications of telecommunications, distance learning, and collaborative interchange using telecommunications, particularly the Internet and the World Wide Web. Special fee: \$25.

SCFU 4023. **Cinema as cross-cultural communication** (3)  
Professor Akrami. Analyzes how films explore culture. Discussion of the film as well as on the cultural messages portrayed. Special fee: \$50.

SCFU 4030. **Computer applications in education** (3)  
Professor Budin & Ms. Kieran-Greenbush. Hands-on experience learning a variety of computer applications, focusing primarily on word processors, spreadsheets, and database managing. Students create their own educational applications. No computer background assumed. Special fee: \$50.

SCFU 4031. **Programming I** (4)  
Mr. Auh & Mr. Lawrence. Communicating with computers and humans through programs. Uses a graphic language to formalize the concepts behind software structure, and a current, widely-used implementation language such as *Java* to construct representative applications. Special fee: \$50.

SCFU 4035. **The computer as an instructional aid** (3)  
Professor Budin. A presentation of research and issues surrounding the use of computing in schooling. Cognitive and social effects of computers on students are investigated and strategies are developed for integrating computing into the curriculum. Special fee: \$25.

SCFU 4036. **Hypermedia and education** (3–4)  
Mr. Matsuoka, Mr. Leipolt, Ms. Dimaraki, & Ms. Magar. Introduction to hypermedia products and programming and their role in education. Four-point registration is for hypermedia programming lab. Special fee: \$50.

SCFU 4037. **Computers and the uses of information in education** (3)  
Professor Budin. This course examines how computers can structure and present information, evaluates current educational software that uses information, and considers the design of software for integrating information applications into education. Prerequisite: SCFU 4030 or equivalent computer experience.

SCFU 4049. **Computers and writing** (2–3)  
Professor Kleifgen. An examination of the relationship between computers and the writing process. The course explores the effect of electronic text on traditional notions of text, literacy, and communication. Assumes no computing experience. Lab fee: \$25.

SCFU 4052. **Computers, problem solving, and cooperative learning** (3)  
Dr. Budin. Considers how computers may be used to promote cooperative learning in problem solving for students throughout the curriculum, focusing on the use of simulations, databases, programming, and problem solving software. Course content will include active participation in cooperative learning using computers as well as background work in educational theory as it relates to problem solving and cooperative learning. Special fee: \$25.

SCFU 4078. **Technology and education in Western history** (3)  
Professor McClintock. An historical inquiry into the educational implications of technological change, particularly as it has affected cultural values and the capacities to organize action and to communicate ideas. Special fee: \$30.

SCFU 4080. **Television and video applications in education** (3)  
Faculty. The role of media literacy is explored as a means to understand our popular culture and foster critical autonomy in young people. Emphasis is placed on critiquing educational television programs and video and using them effectively in the classroom. Special fee: \$35.

SCFU 4083. **Instructional design of educational technology** (3)  
Professor Bell. The nature of instructional technology, systems approaches to planning, managing, and evaluating instructional processes and materials. Emphasis is on instructional design. Special fee: \$50.

SCFU 4085. **New technologies for learning** (2–3)  
Professor Taylor and visiting experts. A survey of technologies such as multimedia and telecommunications applied to learning and research, with full demonstrations and critical discussion by experts. Includes discussion of implications for educational change. Special fee: \$50.

SCFU 4086. **Text understanding and design** (3)  
Professor Black. Covers ideas about how people understand textual materials and learn from them; then applies these ideas to the design of instructional text. Students design instructional materials for topics of interest to them. Special fee: \$25.

SCFU 4133–SCFU 4134. **Cognition and computers**  
Professor Black. Ideas about cognition and knowledge representation and how they relate to the use of computers in instruction. The student selects a subject area, learns to represent knowledge from it so that it can be implemented in a computerized instructional system, and uses the knowledge representation to characterize the cognitive prerequisites and consequences of learning to use computers.

SCFU 4133. **Cognition and computers** (3) Special fee: \$25.  
SCFU 4134. **Cognition and computers lab** (1–3) Permission required. Corequisite: SCFU 4133. Special fee: \$25.

SCFU 4901–SCFU 4902. **Research and independent study** (1–6)  
Permission required. For Master's students. The participating student will propose a program of independent research or project development to a faculty member. Students in their first term of study are generally not accepted. Conference hours are arranged.

SCFU 5020. **Computer mediated communication** (3)  
Professor McClintock. Analyzes characteristics of such computer-mediated communication systems as networked multimedia, electronic mail, bulletin boards, and computer conferencing, and situates these systems in the context of

the emerging national information infrastructure. Students will participate in on-line communication systems. Special fee: \$50.

SCFU 5030. **Intelligent computer-assisted instruction** (3)  
Professor Bell. Prerequisite: SCFU 4133. Participants study ideas about the representation of knowledge, models of the learner, and teaching strategies that have been developed in artificial intelligence and cognitive psychology, and they develop and test intelligent computer-assisted instruction materials for topics of interest to them. Special fee: \$25.

SCFU 5031. **Programming II** (3–4)  
Dr. Keegan. Prerequisite: SCFU 4031 or a solid basic knowledge of programming. Applies programming to significant problems through team projects using *Java* or *C++* to construct salient applications. Special fee: \$50.

SCFU 5191–SCFU 5192. **Educational video production I and II** (3–4)  
Mr. Riccobon. Permission required for SCFU 5192. Practical studio and field production experience of educational video programs, with special concern for realizing educational purposes through directing, scripting, staging, camera operation, lighting, and sound design. Special fee: \$75.

SCFU 5194. **Models of interactive learning** (3–4)  
Faculty. This course explores the psychological and educational literature on interactivity and learning. What is the role of interactivity in learning and teaching with new educational technologies? What are the key formats and attributes of interactivity with electronic media? These and other questions are studied by discussing current theory and research and by evaluating state-of-the-art media projects. Special fee: \$25.

SCFU 5201–SCFU 5202. **Fieldwork** (1–6)  
Permission required. Opportunity for qualified students, individually or in small groups, to develop and pursue projects in schools, community agencies, business organizations and communication facilities.

ties. Students in their first term of study are generally not accepted. Conference hours are arranged.

SCFU 5510. **Topical seminar (3)**  
Faculty. Permission required. Periodically under this number various faculty and staff members offer courses on important topics in communication, computing, or instructional technology and media which will be announced at least one semester in advance. Topical seminars include the following:

**Section 1. Topical Seminar: Authoring Systems (3)**

Professor Bell. This seminar explores issues surrounding Authoring Tools, including the pragmatic question of how the design process ought to be supported, as well as the more challenging theoretical question of what, if any, pedagogies should such tools embody. Students will examine a representative range of authoring systems via course readings and demos, and will engage in the design and development of an original authoring tool or extension of an existing tool. Special fee: \$25.

**Section 5. Topical Seminar: Schools as communications systems (3)**

Professor Moretti. An analysis of the "school" as an historical entity conditioned by available communications technologies, political ideologies, and cultural predispositions, followed by an in-depth exploration of the possibilities for the school of the future based on new technologies. Special fee: \$25.

**Section 6. Topical Seminar: Technology, education, and public policy (3)**

Professor McClintock. A survey of public policy issues influencing the educational uses of information and communications technologies. Issues will include federal policies to link classrooms to the information infrastructure such as the e-rate, the ways research funding affects the educational uses of digital technology, and intellectual property issues with respect to new media in education. Special fee: \$25.

**Section 7. Topical Seminar: Technology and school change (3)**

Dr. Budin. This seminar will examine the history of educational expectations for technology and technology's record in changing schools, in the context of theories of institutional change and efforts through the modern school restructuring movement to include technology. The seminar will examine recent documents and reports on using technology to effect change. Part of the seminar's work will involve planning for effective change via new technologies. Special fee: \$25.

**Section 8. Topical Seminar: Art, music, and technology: Their symbiotic interplay (3)**

Professor Taylor. Students will visit art exhibits, attend live musical performances, and examine selected video and computer artifacts, including web sites, to explore alternately the use of technology by the fine arts and the use of these arts by technology, particularly with respect to the world wide implications of this symbiosis for education. Special fee: \$25.

**Section 9. Topical Seminar: Human capital in a digital world (3)**

Professor Rothkopf. This seminar will examine the transmission of information from cohort to cohort-teaching, stored information, communication nets, tool and device affordances, EPSSs, and media and other cultural influences on the disposition to use information. Special fee: \$25.

**SCF 5555. Technology and the emergence of a global curriculum (3)**

Professor Taylor. This course deals with the impact of technology on human society over the ages, how technology in particular is shaped by, and in turn shapes, the vision informing a specific culture and its curriculum, and how the global sharing of technology is inexorably contributing to the emergence of a common global curriculum. Uses its own website, [www.tc.columbia.edu/~global](http://www.tc.columbia.edu/~global). Special fee: \$25.

**SCFU 5814. Work conference (0-2)**

Faculty. Permission required. Occasional brief conferences convened by Communication, Computing, and Technology on subjects of special interest.

**SCFU 6030. Evaluating technology in education (3)**

Faculty. Limited enrollment. Introduces a range of evaluative instruments and techniques and applies them, through student teams, to a representative instructional software and to technology-based educational innovations. Special fee: \$25.

**SCFU 6031. Multimedia educational applications in software development (3-6)**

Professor Taylor. Permission required. Team approach to developing computer-based educational software using hypermedia, authoring languages, and programming languages. Some background in instructional design recommended. Special fee: \$75.

**SCFU 6201-SCFU 6204. Advanced fieldwork (1-6)**

Permission required. Extended opportunities for students who have completed SCFU 5200.

**SCFU 6401-SCFU 6404. Internship (1-6)**

Permission required. Prerequisite: basic courses in the student's specialization, evidence of competence in the internship area, and prior arrangement with cooperating institution. Internship in schools, colleges, Teachers College facilities such as the Microcomputer Resource Center, community agencies, business organizations, communication facilities. Students in their first term of study are generally not accepted.

**SCFU 6532. Seminar in cognitive science (1-3)**

Professor Black. Permission required. In-depth discussion and critique of research proposed and conducted by others and by students in the class. Topics vary from term to term. Course is for advanced students who are designing and conducting their own research projects; they may take the course as many times as they like. Special fee: \$25.

**SCFU 6600. Colloquium in Communication, Computing, and Technology in Education (0-3)**

Professor McClintock and Faculty. Continuous participation required of certified doctoral students. Meets with SCFU 4000. Discussion of critical issues, reading of key works, formal proposal of dissertation topics, presentation of work in progress, conversations with leaders in the field. Special fee: \$25.

**SCFU 6901-SCFU 6904. Research and independent study in Communication, Computing, and Technology in Education (1-6)**

Permission required. For doctoral students. The participating student will propose a program of independent research or project development to a faculty member. Students in their first term of study are generally not accepted.

**SCFU 7501-SCFU 7504. Dissertation seminar (1)**

Faculty. Permission required. Presentation of dissertation proposal for approval by a sponsoring committee. Student arranges one two-hour meeting with his or her sponsoring committee.

**SCFU 8900. Dissertation advisement (0)**

Advisement on doctoral dissertations. Fee: to equal 3 points at current tuition rate for each term. See section in catalog on Continuous Registration for Ed.D. degree.

**Mathematics and Science Education**

Program Coordinator:  
Professor O. Roger Anderson  
(212) 678-3381  
Please direct admissions questions to the Office of Admissions, (212) 678-3710.

**Degrees offered:**

Master of Arts (M.A.)  
Master of Science (M.S.)  
Master of Education (Ed.M.)  
Doctor of Education (Ed.D.)  
Doctor of Education Certificate in the College Teaching of an Academic Subject (Ed.D.C.T.A.S.)  
Doctor of Philosophy (Ph.D.)

*Codes:*

- TCA Mathematics Education: M.A., M.S., Ed.M., Ed.D., Ed.DCTAS, Ph.D.  
 TCB Science Education: Ph.D.  
 TCE Elementary School Science Education: M.A., M.S., Ed.M., Ed.D.  
 TCH Secondary School Science Education: M.A., M.S., Ed.M., Ed.D.  
 TCP College Teaching of Physical Science: Ed.D.C.T.A.S.  
 TCQ College Teaching of Earth Science: Ed.D.C.T.A.S.  
 TCR College Teaching of Biological Science: Ed.D.C.T.A.S.  
 TCT Education of Teachers of Science: Ed.M., Ed.D.  
 TCX Supervision in Science Education: M.A., M.S., Ed.M., Ed.D.

**Special Application**

**Requirements/Information:**

Applications are reviewed on an ongoing basis. Preference in scholarship awards will be for those applicants who meet the priority deadline.

*M.A., M.S., Ed.M. Degrees*

Mathematics education students are expected to have completed at least a strong minor in mathematics. A major in mathematics is desirable. Science education students should have at least the equivalent of a minor concentration in science.

*Ed.D. or Ed.D. in College Teaching of an Academic Subject Degrees*

Mathematics education students are expected to have completed at least the equivalent of an undergraduate major in mathematics. Science education students should have the equivalent of an undergraduate major in one science and some course work in a second science and mathematics. The master's degree is recommended.

*Ph.D. Degree*

Mathematics education and science education students should have both undergraduate and master's degrees in their specialization.

**Program Description:**

Over their long and distinguished histories, the Mathematics and Science Education Programs have stressed the preparation of leaders in education. These leaders are successful scholars in their discipline as well as theoretically and practically based educators. The faculty and staff are committed to the idea of leadership training through a variety of courses, workshops, and research experiences. Many of these are performed in collaboration with private, public, and parochial schools in the tri-state metropolitan region.

Through funded projects, dissertation research, training and service to national teacher organizations, the faculty and students in mathematics and science education have helped to frame the curriculum and methodology used in the schools of this and other nations. The Mathematics Program emphasizes strong content preparation in a variety of areas of pure and applied mathematics relevant to education. Science courses are organized around a global systems perspective so that resources, natural phenomena and the human impact on nature can be investigated and translated into new science curricula.

Master's level offerings in mathematics and science content are coordinated with methodology and supervision appropriate for both pre-service and in-service teachers. Advanced master's and doctoral programs complete preparation for a variety of positions including teaching, supervisory, and research roles span-

ning the elementary through college levels of instruction. Some courses offered through these programs are intended especially for students from other areas of study at Teachers College who need to acquire knowledge and skills in mathematics or science but who do not wish to earn a degree in these areas.

*Master of Arts*

Emphasis is placed on those competencies necessary for effective science and mathematics teaching as a means of enhancing professional growth of in-service and pre-service teachers. Conceptual issues in teaching are translated into practice through group and individualized instruction in special methods courses. Master of Arts requirements include a culminating scholarly project.

A minimum of 32 points of course work is required. Courses taken through these programs and elsewhere at Teachers College in mathematics, science, mathematics and science education, and professional education to meet individual needs may be supplemented by courses taken in other Faculties of Columbia University.

*Master of Education and Master of Science*

Both programs require 60 points (including up to 30 points of transfer credit for the Ed.M. and 28 for the M.S.) and involve extensive preparation in mathematics or science education. For the M.S. degree there is greater emphasis on preparation in mathematics or science content. In the Ed.M. program there is greater emphasis on preparation in professional education. Programs are arranged in consultation with the major professor to meet both Department and College requirements.

Applicants for the Ed.M. and M.S. degrees also must prepare a written integrative project.

*Doctoral Degrees*

The Department provides programs for both the Ed.D. and the Ph.D. degrees. In general, the Ed.D. degree places emphasis on breadth of professional course work with a focus on educational practice. All candidates are required to be competent in statistical research methodology and computer programming, to have knowledge of the epistemology of mathematics or science and of psychology sufficient to be an informed scholar-practitioner. All doctoral candidates must have a written plan, approved by their advisor. The approved plan should then be forwarded to the Office of Doctoral Studies. Following submission of the statement of total program, the student normally completes doctoral course work and engages in doctoral research and writing. Refer to the Ph.D. and Ed.D. Requirements Bulletin, prepared by the Office of Doctoral Studies, for a fuller description.

In planning a program of study, it should be noted that doctoral students are required to complete a minimum of twenty points after taking the certification examination for the first time, including points taking during the term in which that examination is taken.

*Specializations:*

**Elementary School Mathematics or Science:**

The Elementary School Mathematics or Science programs are designed for those who are preparing for positions of leadership in elementary schools or in the training of elementary school teachers. Programs for elementary school specialists emphasize knowledge of sub-

ject matter, methodologies, and curricula of mathematics or science and include appropriate field experiences with elementary school students and teachers. In addition to program offerings, students have access to courses in related departments and institutions.

**Secondary School Mathematics or Science Teaching:**

The Secondary School Teaching program includes an in-service component for experienced teachers and pre-service education for students entering the profession. In-service programs are designed individually in consultation with a faculty advisor to reflect each teacher's background and goals. The pre-service program stresses the direct application of theory to practice with particular emphasis on experiences with teaching strategies that match classroom activities to student characteristics, that examine teacher and student interpersonal interaction, and that reflect the historical and philosophical roots of the discipline. Students who require additional science content in preparation for student teaching are advised to enroll in content courses in the summer preceding the academic year during which they enroll in student teaching.

**Supervision in Schools:**

Students interested in mathematics or science supervision in schools may elect to develop individual programs that reflect their specific background and interests and that draw on the resources of the Department and College, or they may work as part of the staff of the field-based teacher education programs. School and university faculty work with graduate students in a collaborative effort where teaching, pre-service and supervision training, and education research are intimately related.

**Teacher Education in Mathematics or Science:**

The Teacher Education in Mathematics or Science program is designed to prepare scholars for educational leadership roles as education professors in colleges and universities. Participants in the program have opportunities to build their mathematics or science content background through content courses in the Department and the offerings of Columbia University. There are opportunities, also, for professional experiences in the pre-service and in-service teacher education programs.

**College Teaching of an Academic Subject:**

Teachers College offers a doctorate in college teaching that emphasizes preparation in content coupled with a program of professional education. Field experiences can be pursued in mathematics, computing and several science disciplines. The course content and sequence are especially organized to meet the unique needs and career goals of each candidate within the general requirements of the Ed.D. degree at Teachers College.

*Courses open to non-majors*

A number of departmental offerings are suitable for non-majors because of their non-technical nature. See course descriptions that follow in the sections about specific programs. Consult advisors about other courses not listed.

- Mathematics  
SCFC 4005. **Teaching mathematics and science in diverse cultures**
- SCFC 4019. **Mathematics teaching and learning: Learning theories, methods, and curriculum**
- SCFC 4025. **Teaching computer mathematics**
- SCFC 4026. **Teaching applied mathematics**

- SCFC 4039. **Mathematical foundations of programming**
- SCFC 4827. **C++ programming workshop**
- SCFC 5010. **Mathematics in the elementary school**
- SCFC 5020. **Mathematics in multicultural education**
- SCFC 5028. **Pascal/data structures**
- SCFC 5037. **History of mathematics**

- Science  
SCFC 4040. **Science in childhood education**
- SCFC 4043. **Science in the environment**
- SCFC 4044. **Biology methods and curriculum laboratory**
- SCFC 4048. **Structure of physical science knowledge and curriculum design**
- SCFC 4056. **Earth science I: physical geography**
- SCFC 4057. **Earth science II: physical geology**
- SCFC 4140. **Laboratory methods and experiences for elementary school teachers**
- SCFC 4558. **Seminar in environmental sciences for secondary and college teaching**
- SCFC 5040. **Science curriculum improvement in the elementary school**
- SCF 5042. **Science, technology, and society**
- SCFC 5052–SCFC 5053. **Biochemistry and cell biology**
- SCFC 5152. **Biochemistry and cell biology laboratory**

*Degree Requirements:*

**Mathematics Education**  
Programming competencies in at least one computer language and further computer science training equivalent to at least 6 points of graduate study ordinarily are required of all students seeking degrees beyond the Master of Arts. These points can either be included in the 42 point mathematics/mathematics education requirement or can be taken as electives. In order to insure that prospective college teachers

understand the history, organization and function of American higher education, all students, seeking degrees beyond the Master of Arts, should enroll in at least two courses related to college teaching offered by other departments.

In addition to content courses in mathematics, students should enroll in at least two professional courses in mathematics education including SCFC4019; SCFC4020; SCFC5012 or SCFC5520. All students are encouraged to take SCFC5800–5801 for one to three points in at least two semesters. (Please see course lists below for descriptions.)

**Master of Arts**

Normally students complete 24 credits in courses in mathematics and mathematics education including SCFC4019 (see course list below for descriptions) and selected courses in related disciplines such as statistics and computing. The remaining 8 credits (3 courses) are reserved for electives chosen from professional areas such as psychology, philosophy, curriculum, etc. It is recommended that students enroll in SCFC5800–5801 Colloquia in Mathematics Education for one to three points. Programs for specialists in the teaching of elementary school mathematics should include SCFC 5010. Secondary school specialists should enroll in SCFC5023, SCFC5032, and SCFC5037. (See course list below for descriptions.)

Prospective community college teachers should select courses in at least three mathematical areas such as analysis, algebra, computing, etc. in preparation for study beyond the master's level. Preparation in computing is recommended for all three specializations. Teachers desiring a specialization in computing should enroll in

SCFC4036, SCFC5028 and SCFC5029. SCFC4827 is also recommended. (See course list below for descriptions.) Pre-service students should refer to the program brochure for information on additional requirements for state certification. All applicants for the M.A. degree must prepare a written project as a culminating integrative experience.

#### Master of Science

Normally the program of studies for the Master of Science (M.S.) degree should include 42 points in courses in mathematics and mathematics education. Preparation in mathematics content should be of sufficient depth in two or three areas to communicate content effectively at the freshman and sophomore college levels. Algebra and analysis are recommended as areas of concentration. Content courses can be selected from courses offered by the Department or from courses offered by the Graduate faculty of Columbia University. Preparation in computing and statistics is also recommended.

#### Master of Education

Typically the program of studies for the Master of Education (Ed.M.) degree should include 42 points in courses in mathematics and mathematics education. Preparation in mathematics content should be of sufficient depth to provide leadership to elementary and secondary school teachers. Content courses can be selected from courses offered by the Department or from courses offered by the Graduate Faculty of Columbia University. Students interested in developing research competencies for further graduate study should elect at least 6 points preparation in statistics. HUDM4122/HUDM5123 Probability and statistical inference/experimental design are recommended.

#### Doctoral Degrees

All candidates for the Ed.D., Ed.D., C.T.A.S., or Ph.D. degrees are expected to demonstrate both mathematics and mathematics education competencies through a series of certification examinations taken upon the completion of 60 graduate points. Certification examinations test the student's knowledge of current research and theory in mathematics education and mathematics content. Examinations are offered once in the Autumn, Spring, and Summer terms. Courses recommended as preparation for the mathematics education examination include SCFC4019/4020.

Students must demonstrate acceptable proficiency in at least three of the following six mathematics content areas: algebra, analysis, computer mathematics, foundations of mathematics, geometry, and probability and statistics. Students may sit for the examination in mathematics content during the regular certification examination times. Alternatively, they may register for: SCFC 5031, SCFC 5032, SCFC 4036, SCFC 6030, SCFC 6033, SCFC 6034, or SCFC 6126 and, with permission of the Department, sit for the content area certification examination upon completion of the course.

Doctoral students whose theses require statistical analysis should include appropriate statistics courses in their programs. These points can be included either in the mathematics/mathematics education requirement or can be taken as electives.

#### Doctor of Education

A program of study for the Doctor of Education (Ed.D.) degree must include a minimum of 90 semester hours of approved graduate credit, at least 45 points of which must be taken

under Teachers College registration. In order to permit the achievement of broad basic scholarship, each program of study should include at least 70 points in mathematics and mathematics education and 20 points in related disciplines.

Ordinarily, points in mathematics and mathematics education should include at least 45 points in mathematics content courses, 12 points in mathematics education courses, and 12 points of research preparation including SCFC6500 and SCFC7500. (See course listing below for descriptions.)

Professional courses taken outside the program of Mathematics and Science Education normally should include 15 points in the curricular, psychological, and social foundations of education. Students specializing in teacher education are encouraged to select elective courses related to higher education programs and practices. Prospective mathematics supervisors should select courses relevant to curriculum design, supervision, evaluation, and educational administration.

Preparation in computing and statistics is also recommended. Programming competencies in at least one computer language and further computer science training equivalent to at least 6 points of graduate study are desirable. Students whose theses involve statistical analysis are required to include appropriate statistics courses in their programs. These points can be included either in the mathematics/mathematics education requirement or can be taken as electives.

The Ed.D. culminates in a scholarly project contributing knowledge to the field and should be planned early in the doctoral program when sufficient advanced courses have

been completed to permit the candidate to enroll in relevant research courses and pertinent advanced study to enable efficient preparation of the project. Dissertations in mathematics education can be (1) experimental studies in learning, (2) design and formative evaluation of mathematics curricula, or (3) analytical studies in policy theory in mathematics education.

#### Doctor of Education in the College Teaching of an Academic Subject

The Programs of Mathematics and Science Education at Teachers College offer a program of studies leading to the Doctor of Education Degree in the College Teaching of Mathematics (Ed.D.C.T.A.S.) to prepare students for positions as teachers of mathematics in two- and four-year colleges. This degree program is designed to develop both the depth and breadth in the students' knowledge of mathematics, but is intended to prepare graduates for careers in teaching rather than in mathematics research. For further details concerning general degree requirements, students should consult the bulletin, "Requirements for the Degree of Doctor of Education in the College Teaching of Mathematics", available in the Office of Doctoral Studies.

A program of study for the Ed.D.C.T.A.S., degree must include a minimum of 90 semester hours of approved graduate credit, at least 45 points of which must be taken under Teachers College registration. In order to permit the achievement of broad and basic scholarship, each program of study should include at least 75 points in mathematics and mathematics education, with at least 24 points in advanced courses and 15 points in professional educational disciplines, and includ-

ing at least two courses related to higher education programs and practices.

Ordinarily, points in mathematics and mathematics education should include at least 50 points in mathematics content courses, three points in either SCFC5012 or SCFC5520 and 12 points of research preparation including SCFC6500 and SCFC7500. (See course listing below for description). Preparation in mathematics content should be of sufficient depth in three areas to communicate content effectively at the freshman and sophomore college levels. Algebra and analysis are recommended as initial areas of concentration. Content courses can be selected from courses with the Department or from courses offered by the Graduate Faculties of Columbia University.

Candidates for the Ed.D. in College Teaching who have not completed at least one year of full-time service as a college teacher of mathematics/computing/statistics are required to include SCFC4600 within their doctoral programs. (See course listing below for description). Interns will teach college mathematics courses under the supervision of experienced college teachers for a period of at least one semester.

Candidates for the Ed.D.C.T.A.S. are required to demonstrate competency in one language chosen from among French, German, and Russian. Students who require other languages for the preparation of their theses may petition the department to request substitution. Students in mathematics may not use computer languages to satisfy the language requirement.

The Ed.D.C.T.A.S. degree requirements include a scholarly project contributing knowledge to the field and should be planned early in the

doctoral program when sufficient advanced courses have been completed to permit the candidate to enroll in relevant research courses and pertinent advanced study to enable efficient preparation of the project. Dissertations in the college teaching of mathematics can be (1) experimental studies in adult learning, (2) design and formative evaluation of college mathematics curricula, or (3) analytical studies in polity theory in mathematics post secondary education.

#### **Doctor of Philosophy**

The Doctor of Philosophy (Ph.D.) degree emphasizes research competencies. The degree requires a scholarly dissertation of intellectual merit and sound research methodology. Thesis research may include analytical studies of the process of teaching or of the construction and evaluation of curriculum material, experimental studies of the teaching-learning process, including studies of verbal learning and laboratory practice, or historical studies. Candidates are encouraged to develop an association with a faculty member early in their studies to identify a problem area of mutual interest, to plan a course of studies that leads to the competencies needed to complete dissertation research and prepare for a professional role. Further details are available in the Departmental brochure on doctoral programs and in the general descriptions of doctoral programs available from the Office of Doctoral Studies.

A program of study for the Doctor of Philosophy degree must include at least 45 points taken under Teachers College registration. In order to permit the achievement of broad and basic scholarship, each program of study should include at least: 60 points in mathematics, mathematics education,

statistics and computing. At least 30 points should be in advanced courses—including research courses (SCFC6500, SCFC7500). (Any Teachers College course at the 6000 level or above, any Columbia University Graduate School of Arts and Sciences course with a “G” prefix, any “W” course numbered above 4000, or any transferred course with a graduate-level prerequisite will be considered an advanced course.) Further, 15 points in the philosophical, psychological, and curricular foundations of education, must be included in every Ph.D. program.

Candidates for the Ph.D. degree are required to demonstrate competency in two languages chosen from among French, German, and Russian. Students who require other languages for the preparation of their thesis may petition the Department to request substitution. Students in mathematics may not use computer languages or statistics to satisfy the language requirement.

The Ph.D. dissertation is a scholarly study contributing new knowledge to the field and should be planned early in the program when sufficient advanced courses have been completed to permit the candidate to enroll in relevant research courses. Ph.D. dissertations in mathematics education should be (1) experimental studies in learning, (2) analytical studies in policy, theory in mathematics education, or (3) other scholarly investigations of problems and issues of broad significance in the field.

#### **Science Education**

##### **Master of Arts**

Emphasis is placed on those competencies necessary for effective science teaching as a means of enhancing professional growth of in-service and

pre-practice through group and individualized instruction in a general methods course and in courses applicable to specific sciences.

A minimum of 32 points of course work is required, plus an integrative essay written in the final semester. (The pre-service program requires a 36-point program.) Courses taken in this and other departments of Teachers College in the sciences, science education, and professional education to meet individual needs are supplemented by courses taken in other Faculties of Columbia University. No course work may be transferred from other institutions as part of this 32-point requirement. Only 8 points earned in this Department as a non-degree student may be included in the 32. Student teaching may not be completed before matriculation.

Emphasis is placed on enhancement of science content mastery through appropriate graduate course work either in the candidate’s discipline or to increase the breadth of knowledge in other science disciplines at Teachers College and elsewhere within Columbia University. Appropriate allocation of professional education courses is recommended to meet State certification requirements. A minimum of 12–15 points in the breadth of science content, with sufficient depth in one area of specialization to communicate content effectively is required. Also, 6–12 points of general professional education are required. Students must complete 3–6 points of science education/professional science competencies courses, leaving 5–15 points in electives to be determined in consultation with an advisor.

For pre-service candidates, i.e., those who intend to fulfill the requirements of New York State for certification to teach science in secondary schools, the general methods course is required and precedes the semester in which student teaching is completed. The methods course is offered in the Fall and student teaching in the Spring. Pre-service program requirements are as follows: SCFC4000; 2 points of electives in science education methods; 7 points of field experience including, SCFC4363, SCFC4760; 8–9 points of professional education courses; 12 points of science disciplinary courses; and up to 5 points of electives.

Other requirements that must be met before graduation include: (1) a passing score on the New York State Teachers Examinations: Liberal Arts and Science Test (LAST) and the Secondary Assessment of Teaching Skills-Written (ATS-W), (2) attendance at two State approved sessions; Child-Abuse and Substance Abuse, (3) successful completion of a course in multicultural education, and (4) for those students wishing certification in New York City, 3 credits in special education.

#### **Master of Science and Master of Education**

The Science Education program offers curricula leading to a Master of Science (M.S.) degree and a Master of Education (Ed.M.) degree. Both programs require a minimum number of graduate points of course work and a master's paper (see below). The master's paper for either degree does NOT carry graduate credit but students can register for 1 or 2 credits of independent study (SCFC4900) as a method of allowing time to work on the paper.

The M.S. and Ed. M. degrees require a program planned in consultation with an advisor who may also sponsor the master's paper. The M.S. degree requires more science subject matter course work than the Ed.M. degree, while the Ed.M. degree requires more intensive work in education including science education. The M.S. degree is recommended for science educators who want a professional degree with intensive preparation in science subject matter. This degree is especially appropriate for prospective community college instructors who do not intend to pursue a doctorate immediately. The Ed.M. degree is recommended for science educators who want a professional degree with intensive preparation in science education. Both programs include study to some depth in science, work in the candidate's specialization, and the development of some competence in method of scholarly analysis. Credit obtained in either program may be applied toward the Ed.D. when the candidate shows clear promise of success in further graduate studies and scholarly analysis.

#### **Master of Education**

A minimum of 24 points in breadth of science content, but with sufficient depth in a specialization to communicate content effectively are required. Students are required to complete at least 9 points in professional education courses as well as 9 points in science education professional competencies. 3–6 points in statistics and/or research design are also required. This leaves a remaining 12–15 points of optional studies to be determined in consultation with the advisor.

#### **Master of Science**

A minimum of 30 points in breadth of science content, but with sufficient depth in a specialization to communicate content effectively are required. Students are required to complete at least 9 points in professional education courses as well as 6 points in science education professional competencies. 3–6 points in statistics and/or research design are also required. This leaves 9–14 points of optional studies to be determined in consultation with the advisor.

#### *Master's Paper*

For the M.S. and the Ed. M. degrees in the Science Education Program, a master's paper will be required. This paper may be an extension of some paper that has been prepared for a course included in the program of the student. The paper may take a variety of forms. It may be a report of an empirical investigation, or it may be a library type research paper dealing with some problem in which the candidate has a special interest. The form of the paper should be carefully chosen in the context of the candidate's professional goals. The M.S. paper, however, must address a problem in science content either through scientific laboratory research, a synthesis of scientific knowledge from the literature, and/or the production of a novel model synthesizing data. The latter may be a computer-level simulation or theoretical model of scientific phenomena. The M.S. paper may be a research thesis in basic science within the candidate's field of specialization, as a compliment to the Ed.D. dissertation which may be more educationally oriented.

The Ed.M. thesis should focus more on science education topics and can be either a synthesis of information or an empirical study. The paper may form the

basis for a subsequent doctoral dissertation. In other cases, it may be the culmination of studies that have been carried out in the 60-point master's degree program.

The paper should be planned and prepared in cooperation with a full-time member of the Science Education Program staff. It should be approved by a full-time member of this staff before the application is made for the degree. Hence, the master's paper is a Departmental requirement for the M.S. and/or the Ed.M. degree. Its acceptance needs to be noted on the candidate's application for the award of either the M.S. or Ed.M. degree. However, the approved paper is not to be submitted to the Office of the Registrar as part of general college-wide degree requirements but will remain in the Departmental files.

#### **Doctor of Education and Doctor of Education in the College Teaching of an Academic Subject**

The Science Education Program offers curricula leading to the degree of Doctor of Education (Ed.D.) There are two Ed.D. programs: (1) the Ed.D. for a variety of careers including college teaching of science education or for professional positions in elementary and secondary schools, and (2) the Ed.D. in College Teaching of an Academic Subject (Ed.D.C.T.A.S.). These programs are intended to prepare students for leadership in science education. The programs are designed to prepare professional science educators who are (1) educated both broadly and deeply in science subject matter, (2) competent in methods of scholarly analysis, and (3) have a deep understanding of education and science education. Students should also consult the bulletin "Requirements for the Degree of Doctor of Education", available from

the Office of Doctoral Studies, for college-wide Ed.D. requirements.

A minimum of 30 points in breadth of science content, but with sufficient depth in a specialization to communicate content effectively are required. Students are required to complete at least 12 points in professional education courses as well as 21 points in science education professional competencies. Six points in statistics and/or research design are also required. This leaves a remaining 21 points of optional studies to be determined in consultation with the advisor.

The student, in consultation with an advisor, plans a program of study consistent with the student's prior education and oriented toward professional goals. This program plan is approved by the advisor and then submitted to the Office of Doctoral Studies. In planning a program of study, the student would be wise to pay particular attention to the time when the certification exam is taken. Students are required to complete a minimum of twenty points after taking the certification examination for the first time, including points taken during the term in which that examination was taken.

The certification examination is ordinarily taken no later than the term in which the student completes 60 points of graduate study. A special certification examination is designed for each candidate. Usually, it consists of a three-hour essay examination in the candidate's field of specialization in science education and a two-hour oral examination with at least two professors of the Department participating. The certification oral examination consists of a short formal presentation on a topic in science selected by the candidate followed by a period

of general questions on science content and methodology of scientific inquiry.

#### *Dissertation Guidelines*

Candidates in the Ed.D.C.T.A.S., are recommended to plan an M.S. paper in experimental or theoretical science in their field of science specialization. The M.S. is taken in regular course toward the Ed.D.C.T.A.S., and contributes to the total points required for the Ed.D. degree.

The Ed.D. dissertation is a scholarly endeavor contributing new knowledge to the field and should be planned early in the doctoral program when sufficient advanced courses have been completed to permit the candidate to enroll in relevant research techniques courses and pertinent advanced study to enable efficient and high quality preparation of the thesis. Dissertations in science education can be (1) experimental studies in learning, (2) design and formative evaluation of science curricula, or (3) analytical studies in policy theory in science education. The candidate is recommended to seek an advisor within the department who can best guide the design and completion of the type of thesis chosen.

#### **Doctor of Philosophy**

This program is designed to prepare students for leadership in science education. The program includes advanced preparation in science to develop both breadth and depth in science subject matter background. Preparation in research methods in science education as well as study of recent developments in the broad field of professional education is included in the program. Students should refer to the bulletin, "Requirements for the Degree of Doctor of Philosophy," available from the Office of Doctoral Studies, for infor-

mation on admission, residence, certification, examinations, foreign language requirement, and the dissertation. The general requirement is for a minimum of 75 points of approved graduate credit, at least 45 points of which must be taken through Teachers College registration. Science Education is both the major field and the area of specialization for the Ph.D. in the Department of Scientific Foundations.

In order that candidates become familiar with recent investigations in the broad fields of professional education, each program will include one or more courses in the nature of education and the nature of persons and the learning process. Each program will contain no less than 13 points in the broad and basic areas of professional scholarship. No more than 9 points of "R" will be credited. In most cases these courses will be taken in the Graduate Faculties.

A minimum of 50 points in the students specialization are required, including 6–9 points in the foundations of science education, giving students a foundation in the philosophies and approaches to modern science education; 0–8 points in science education research courses, and 40 points in their science subject matter. Students are required to complete at least 13 points in broad and basic areas of professional scholarship, including, the nature of education and the nature of persons and the learning process. Students are required to complete 12 points of seminars and research methods courses as well, including SCFC7500 and SCFC8900 (See course list below for description.)

#### *Dissertation Requirements*

In addition to all other guidelines, it should be noted that the thesis must be a research

thesis based on a theoretical rationale and exhibit thorough and comprehensive mastery of a research discipline. A final chapter that addresses the conclusions of the research and its implications for education is required.

#### *Courses:*

##### **Mathematics Education**

Program Advisor: Professor Bruce R. Vogeli.

For certain courses in the program in Mathematics Education, special fees, including laboratory fees, may be assessed.

##### **Theory and Methods**

SCFC 4019. **Mathematics teaching and learning: Learning theories, methods, and curriculum** (3)

Faculty. Cognitive development and learning strategies for teaching and the use of instructional materials. Curriculum development techniques. Required for pre-service students.

SCFC 4020. **Mathematics teaching and learning: Historical perspectives, special students, and research** (3)

Faculty. Historical/comparative study of mathematical education programs in the United States and abroad. Mathematics education with special student populations. Current research in mathematics education.

SCFC 4025. **Teaching computer mathematics** (3)

Faculty. A review of teaching methods and curricular innovations in computing and computer mathematics.

SCFC 4026. **Teaching applied mathematics** (3)

Faculty. The role of applications in mathematics curriculum. Mathematical models, use of calculators and computers. Applications in the natural and the social sciences.

SCFC 5010. **Mathematics in the elementary school** (3)

Faculty. Problems, issues, and methods in the teaching and supervision of elementary school mathematics.

**SCFC 5011. Mathematics in the secondary school (3)**

Faculty. Problems, issues, and methods in the teaching and supervision of secondary school mathematics. Includes field experiences. Required for pre-service students.

**SCFC 5012. Mathematics in two- and four-year colleges (3)**

Faculty. Problems, issues, and methods in the college teaching of mathematics.

**SCFC 5020. Mathematics and multicultural education (1–3)**

Faculty. Survey of mathematical topics and methods appropriate for multicultural and bilingual programs.

**SCFC 5022. Mathematics curriculum development (2–3)**

Faculty. Principles, strategies, and techniques for curriculum development and textbook preparation in mathematics.

**SCFC 5023. Problem solving (3)**

Faculty. Theories and methods of mathematical problem solving with applications to classroom instruction.

**SCFC 5520. Seminar in the college teaching of mathematics (3)**

Faculty. Current issues in undergraduate mathematics. Examination of relations between elementary and advanced mathematics. See also: listings under Program for Pre-service Teacher Education.

**Content Courses**

Courses in mathematics review and extended competencies that support graduate study and research in mathematics education, statistics, computing, and in other fields such as science education, measurement and evaluation.

**SCFC 4031. Number theory (3)**

Faculty. Primes, composites, divisibility and factorization, congruence, historical topics.

**SCFC 4032. Mathematical models in the behavioral sciences (3)**

Faculty. Design and development of mathematical models of human behavior, including social, political, management, and defense models.

**SCFC 4036. Discrete mathematics (3)**

Faculty. Discrete mathematics, combinatorics, graph theory.

**SCFC 4037. Computer graphics (3)**

Faculty. Transformations, scaling, clipping, windowing, and hidden line algorithms. Software development for applications to mathematics and science education.

**SCFC 4038. Finite mathematics (3)**

Faculty. Statements, propositions, and sets. Vectors and matrices. Probability. Applications: finite Markov chains, game theory.

**SCFC 4039. Mathematical foundations of programming (3)**

Faculty. Logic, Boolean algebra, switching circuits, Turing machines and computability.

**SCFC 4827. C++ programming workshop (3)**

Faculty. Types, operators, and expressions in C++. Functions, program structure. Pointers, arrays, classes and objects.

**SCFC 4828. C++ programming workshop laboratory (0)**

Faculty.

**SCFC 5027. Numerical methods and computability (3)**

Faculty. Number representation. Uncertainty and error. Numerical solution of algebraic equations and systems. Numerical calculus. Numerical solution of differential equations.

**SCFC 5028. Pascal/data structures (3)**

Faculty. Data types and structures, stacks, queues, linked lists, trees, graphs, hashing.

**SCFC 5029. Fundamental algorithms (3)**

Faculty. Searching and sorting algorithms. Graph, tree, and network algorithms.

**SCFC 5030. Topics in probability theory (3)**

Faculty. Simple, compound, and conditional probabilities and applications. Doctoral students should register for SCFC 6030.

**SCFC 5031. Topics in the foundations of mathematics (3)**

Faculty. Propositional and predicate calculi, set theory, axiomatics, order types, and the linear continuum.

**SCFC 5032. Topics in geometry/topology (3)**

Faculty. Foundation of geometry/topology. Emphasis upon the relationship between topology and geometry and other mathematical areas.

**SCFC 5033. Topics in algebra (3)**

Faculty. Groups, rings, fields. Doctoral students should register for SCFC 6033.

**SCFC 5034. Topics in analysis (3)**

Faculty. Real or complex functions and their properties. Doctoral students should register for SCFC 6034.

**SCFC 5035. Mathematical models in the natural sciences (3)**

Faculty. Simulation, information theory and coding, stochastic models, probabilistic systems, simple harmonic motion.

**SCFC 5037. History of mathematics (3)**

Faculty. Historical development of major ideas in mathematics. Contributions of noteworthy mathematicians. Analysis of mathematical classics.

**SCFC 5038. Topics in mathematical logic (3)**

Faculty. Goedel's completion theorem, Church-Turing thesis, Goedel's incompleteness theorem.

**SCFC 5126. Mathematical foundations of statistics (3)**

Faculty. Prerequisite: SCFC 5030 or SCFC 6030. Estimation, hypothesis testing, and tests based on the chi-square distribution. The normal distribution and its applications. Analysis of variance and regression. Doctoral students should register for SCFC 6126.

**SCFC 6030. Advanced topics in probability theory (3)**

Faculty. Open only to doctoral students. Emphasis on proof and advanced applications.

**SCFC 6033. Advanced topics in algebra (3)**

Faculty. Open only to doctoral students. Advanced study of groups, rings, and fields.

**SCFC 6034. Advanced topics in analysis (3)**

Faculty. Open only to doctoral students. Advanced study of real or complex functions.

**SCFC 6126. Advanced topics in the mathematical foundations of statistics (3)**

Faculty. Open only to doctoral students. Prerequisite: SCFC 5030 or SCFC 6030. Advanced topics including hypothesis testing, distribution theory and analysis of variance and regression.

**Science Education**

Program Advisors: Professors O. Roger Anderson, Angela Calabrese-Barton, Elaine V. Howes. For certain courses in the program in Science Education, special fees, including laboratory fees, will be assessed. The amounts and courses involved will be announced each semester in the Course Schedule Booklet for that semester.

**Theory and Methods**

**SCFC 4000. Science in secondary school (2–3)**  
See Program for Preservice Teacher Education for course description.

**SCFC 4040. Science in childhood education (2–3)**  
Faculty. Corequisite: SCFC 4140. Development of children's experiences in various areas of science. Science activities, experiments, and materials demonstrated.

**SCFC 4048. Structure of physical science knowledge and curriculum design (2–3)**  
Faculty. Analyses of the organization of and relationships between concepts, laws, and theories in the physical sciences, using a variety of analytical techniques suitable for curriculum design.

**SCFC 5040. Science curriculum improvement in the elementary school (3)**  
Faculty. Permission required. Designed for experienced elementary educators. Prerequisites: SCFC

4040 and SCFC 4140, or one year full-time elementary teaching experience. Exploration of K–6 science programs and materials with application to classroom programs as well as to school and district level curriculum development.

SCF 5042. **Science, technology, and society** (3)  
Faculty. The nature and interrelationships of science, technology, and society as represented in policy and curriculum for education.

SCFC 5540. **Seminar in college teaching of science** (3)  
Faculty. Critical study of programs, objectives, content, methods, and research studies in science teaching at post-secondary institutions.

#### Laboratory and Curriculum Methods

These courses provide extensive experience with laboratory and curriculum materials used in science teaching. The elementary school laboratory focuses on experiences with science materials in childhood education. The secondary science laboratory courses also require critical study and evaluation of current curricular materials, including new apparatus and techniques for laboratory study.

SCFC 4043. **Science in the environment** (2–3)  
Faculty. Introduction to studies in environmental science, oceanography, and geology using field sites and museums with applications to secondary school science.

SCFC 4044. **Biology methods and curriculum laboratory** (3)  
Professor Anderson and Mr. Covotsos. Theoretical basis of secondary school science education and its practical application to biology teaching and laboratory experiences.

SCFC 4045. **Earth and environmental science curriculum and methods laboratory** (3)  
Faculty. Prerequisite: SCFC 4056–SCFC 4057 or equivalent. Lecture/discussion of new concepts and practice with related laboratory curriculum material and microcomputer simulations.

SCFC 4046. **Chemistry curriculum and methods laboratory** (3)  
Faculty. Permission required. Individualized work with secondary chemistry curricula, stressing laboratory activity.

SCFC 4047. **Physical science curriculum and methods laboratory** (3)  
Faculty. Permission required. Discussion of secondary school curricula, stressing laboratory activity.

SCFC 4140. **Laboratory methods and experiences for elementary school teachers** (1)  
Faculty. Corequisite: SCFC 4040. Laboratory experiences with elementary school science materials.

SCFC 5046. **Advanced chemistry methods and curriculum laboratory** (3)  
Faculty. Permission required. Prerequisite: SCFC 4046 or equivalent. Individualized work with advanced topics from secondary chemistry curricula, stressing laboratory activity.

See also: listings under Program for Preservice and Teacher Education.

#### Content Courses

SCFC 4051. **Modern concepts in protozoan biology** (2–3)  
Professor Anderson. The physiological ecology and life history of free-living and parasitic protozoa.

SCFC 4052–4053. **Plant biology**  
SCFC 4052. **Plant biology** (2–3)

Professor Anderson. Introduction to plant physiological ecology with an emphasis on global systems. Laboratory sessions to be announced.

SCFC 4053. **Plant biology II** (2–3)

Professor Anderson. Prerequisite: SCFC 4052 or equivalent. Major organizing principles and experimental evidence in plant physiological ecology including laboratory investigations suitable for secondary school and college curricula.

SCFC 4054. **Human anatomy and physiology** (3)  
Professor De Meersman. Prerequisite: a basic biology course. A survey of major organ systems and

their physiology. Suitable for a wide variety of professionals in physical education, nursing, health, nutrition, and science.

SCFC 4056–SCFC 4057. **Earth science**

SCFC 4056. **Earth science I: physical geography** (3) Study of the earth in space, elements of cartography, atmospheric-meteorology, climatology, and soils.

SCFC 4057. **Earth science II: physical geology** (3) Discussion of earth materials, structure, history, and geomorphic processes.

SCFC 4059. **Concepts in chemistry** (2–3)

Faculty. Prerequisite: one year of college chemistry. The growth of, and change in, the major concepts of the science of chemistry are explored, from the Greek philosophers to the alchemists to those of modern chemistry. Concepts explored: chemical composition and the elements; chemical change, the acids, activity; the nature of matter; the structure of the atom and bonding.

SCFC 4060. **Concepts in chemistry II** (2–3)

Faculty. Prerequisite: SCFC 4059. The historical development of selected chemical concepts are examined with respect to the arguments developed in their support, with the intent that current meanings will be elucidated in the process.

SCFC 4075. **Concepts in physics I** (3)

Faculty. Exploration of physics themes of molecules and molecular kinetic theory, heat, mechanics, waves, electricity and magnetism, modern physics. Of particular interest to introductory physics, physical science and general science teachers.

SCFC 4151. **Survey of modern biological principles** (3)

Faculty. Interdisciplinary study of scientific theories about origin and evolution of life on earth. Includes demonstration and laboratory experiments.

SCFC 4558. **Seminar in environmental sciences for secondary and college teaching** (3)

Faculty. Exploration of environmental problems and issues as they relate to science content instruction in the classroom and laboratory. The global systems approach will be stressed.

SCFC 5052–SCFC 5053. **Biochemistry and cell biology** (2–4)

Professor Anderson. Prerequisite: organic chemistry. Autumn: Modern advances in biochemistry including molecular genetics and metabolic pathways. Spring: Specialized topics in biochemistry and cell biology. Additional lectures on advanced topics for 4th point.

SCFC 5055. **Electron microscopy** (2–3)

Professor Anderson. Enrollment limited. An introduction to theory and practice in scanning and transmission electron microscopy.

SCFC 5056. **General oceanography** (3)

Faculty. Prerequisite: SCFC 4056–SCFC 4057 or equivalent. Fundamentals of physical and geological oceanography. Special attention to aspects of oceanography related to earth science in schools.

SCFC 5057. **Coastal oceanography** (3)

Faculty. Permission required. Prerequisite: SCFC 4056–SCFC 4057 or equivalent. Structure and change in coastlines and continental shelves, shelf resources, waves and currents, and environmental implications.

SCFC 5058. **Advanced topics in earth and environmental sciences** (3)

Faculty. Permission required. Prerequisite: SCFC 4056, SCFC 4057, SCFC 4558, or equivalent. New concepts in geology, oceanography, and environmental sciences explored in lecture and laboratory setting. Occasional field trips.

SCFC 5152. **Biochemistry and cell biology laboratory** (1–3)

Professor Anderson. Permission required. Recommended: SCFC 5052 or SCFC 5053. Laboratory techniques used in biochemical cellular biology, emphasizing experi-

ments that can be adapted for secondary school biology courses.

**SCFC 5552. Protozoan biology seminar (2–3)**

Professor Anderson. Prerequisite: SCFC 4051. Investigations of broad contemporary issues in protozoan biology, including cellular physiology, molecular biology, physiological ecology, nutrition, and behavior.

**Program for Pre-service Teacher Education**

Program Advisors: Professor Angela Calabrese-Barton, and Staff

**SCFC 4000. Science in secondary school (2–3)**

Professor Calabrese-Barton. Foundations of science education. Planning, assessment, and management of instruction. Required of pre-service students.

**SCFC 4005. Teaching mathematics and science in diverse cultures (1–3)**

Faculty. Principles, techniques, and issues in the teaching of mathematics and science in other cultural and national settings.

**SCFC 4023. Mathematics for exceptional students (3)**

Faculty. Content, methods, and instructional models for teaching exceptional students.

**SCFC 4363. Science teaching practica for secondary education (1)**

Faculty. Corequisite: SCFC 4000. Directed field experiences and seminars explore school environments and teaching strategies.

**SCFC 4760. Student teaching in mathematics and science (4)**

Faculty. Permission required. Prerequisites: SCFC 4000 or SCFC 5011. Open only to students enrolled in the pre-service program. Students do supervised teaching in metropolitan area schools. Mathematics students register for section 1; science students, section 2.

**SCFC 5010. Mathematics in the elementary school (3)**

See Program in Mathematics Education for course description.

**SCFC 5011. Mathematics in the secondary school (3)**

See Program in Mathematics Education for course description.

**SCFC 5061. Evaluation in mathematics education (3)**

Faculty. Theory and methods of evaluating pupils and programs in the cognitive and affective domains.

**SCFC 5264. Guided supervision of student teaching in mathematics and science (2)**

Faculty. Permission required. Open only to doctoral students. Guided field experience in supervising student teachers.

**SCFC 5361. Guided supervision of mathematics and science teaching practica (2)**

Faculty. Permission required. Open to advanced Master's students and Ed.D. students.

**Independent, Advanced and Dissertation Study**

**SCFC 4901. Guided study in mathematics education (1 or more)**

Faculty. Permission required from the instructor with whom the student wishes to work. Independent study in selected areas.

**SCFC 4902. Guided study in science education (1 or more)**

Faculty. Permission required from the instructor with whom the student wishes to work. Independent study in selected areas. Use of professional laboratory facilities.

**SCFC 5000. Neurocognitive models of information processing (2–3)**

Professor Anderson. Permission required. An analysis of emergent theory in neuroscientific bases of cognition with applications to science education.

**SCFC 5044. Selected topics and issues in science education (3)**

Faculty. Permission required. A focus on special issues in science education (curriculum, instruction, assessment, research, or content) which changes from one semester to another, highlighted by current research and interest.

**SCFC 5800–SCFC 5801. Colloquia in mathematics education (1–3)**

Faculty. Lecture series featuring presentations by distinguished guest speakers.

**SCFC 6400. Internship in mathematics and science education (1–6)**

Permission required. Supervised intern service in a variety of field settings including classroom teaching at various levels, supervision, curriculum development, and in-service education.

**SCFC 6500–SCFC 6501.**

**Research seminar in mathematics and science education (0–3)**

Faculty. Permission required. Research oriented seminars dealing with a variety of issues and leading to preparation of preliminary proposals for the doctoral dissertation. Required for doctoral students.

Science education students register for section 2 of each course. After initial registration for credit, doctoral students who wish to register in subsequent semesters may do so for 0 credits.

**SCFC 6901. Research and independent study in mathematics education (1 or more)**

Permission required. Guided independent study leading to the preparation of a major project or paper. May be taken repeatedly by doctoral candidates engaged in research.

**SCFC 6902. Research and independent study in science education (1 or more)**

Permission required. For course description, see SCFC 6901.

**SCFC 7500. Dissertation seminar in mathematics and science education (0–3)**

Development of final doctoral dissertation proposals and presentation of proposals for departmental review.

**SCFC 8900. Dissertation advisement in mathematics and science education (0)**

Individual advisement on doctoral dissertations. Fee: to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration for Ed.D./Ph.D. degrees.

**SCFC 9900. Research and independent study in mathematics and science education (1 or more)**

Permission required. Open to postdoctoral students accepted for study at Teachers College.

## Conflict Resolution

Conflict resolution is a concentration of courses offered both as a track in the Master of Arts and Doctoral Programs in Organizational Psychology and, in whole or in part, as a complement to the studies of students throughout the College.

A unique learning opportunity combining theory and practice, the concentration in Conflict Resolution is offered at two levels:

- **Level One: Basic Theory and Practice** (12 credits) is for those who wish to develop their own conflict resolution skills.
- **Level Two: Train-the-Trainer** (6 additional credits) is for experienced staff developers who wish to train others.

The concentration is also available to non-matriculated students for credit or non-credit through the Office of Educational Innovation and Outreach. Those who successfully complete each level will be given a certificate of attendance.

For course descriptions, see the programs in Social and Organizational Psychology.

- ORLJ 5012. **Organizational internship**
- ORLJ 5013. **Negotiating in organizations**
- ORLJ 5340. **Basic practicum in conflict resolution and mediation** (3)
- ORLJ 6019. **Labor management in education**
- ORLJ 6040. **Fundamentals of cooperation, conflict resolution and mediation in different institutional settings** (3)
- ORLJ 6350-01. **Advanced practicum in conflict resolution and mediation, part 1** (3)
- ORLJ 6350-02. **Advanced practicum in conflict resolution and mediation, part 2: Train-the-trainer** (3)

## Educational Policy

Program Committee: Professor Jeanne Brooks-Gunn (Developmental Psychology), Professor Robert Crain (Politics and Education), Professor Dale Mann (Educational Administration), Professor Gary Natriello (Sociology and Education), Professor Craig Richards (Educational Administration)

Educational Policy Coordinator:  
Connie Bond  
212-678-3391

The concentration in Educational Policy is open to students from all departments who wish to complement their disciplinary studies with an examination of issues in educational policy. Through coursework, seminars and internship opportunities, Teachers College students can examine the politics of social and educational change, how policies should be evaluated, and how climates of supports for policies are created. Policy concentration students are required to take 12 points in specific policy related courses, including a two semester seminar focused on policy analysis and implementation. The remaining 6 points are allotted to HUDF4000—Education and Public Policy, and a 3 point methods course to be chosen with their advisor. Students are also expected to participate in a field-based internship that relates to their policy concentration. Possible internship placements include educational consulting companies, child advocacy agencies, city and state government offices, school districts and non-profit organizations. (Note: the internship may be part-time or over the summer to allow flexibility for students who work. Students with extensive previous policy experience may seek exemption from the internship).

In addition to the specific concentration requirements listed above, students are also strongly encouraged to take additional courses in policy specific to their degree program. These courses are offered both by Program Committee members and the “Faculty in Policy”, a larger group of professors from a broad range of departments, all of whom conduct classes with a policy focus. The majority of these courses are housed in the programs in Curriculum and Teaching, Developmental Psychology, Economics and Education, Educational Administration, Health Education, History of Education, Philosophy and Education, Politics and Education, Sociology and Education, Special Education, and a number of other programs.

The following courses are examples of the many policy-related classes available to Teachers College students. For a more comprehensive list, consult the separate departmental course listings or contact the Educational Policy Coordinator.

- ORLA 4040. **Education Policy Decision Making**
- ORLA 4046. **School Finance: Policy and Practice**
- HBSE 6004. **Public Policy/Administration—Special Education**
- HUDF 5042. **Urban Politics and Education**
- HUDK 5036. **Child and Adolescent Development and Social Policy**
- HBSS 4112. **Social Policy and Prevention**
- C&T 4651. **Young Children and Social Policy: Issues and Problems**
- C&T 5074. **Curriculum and Teaching Policy**

*Please consult the departmental listings for complete course descriptions.*

## Family and Community Education

Teachers College has long recognized that the family is a fundamental educational institution. Those concerned with education can benefit from considering how education proceeds within families, and how families are linked with other educational institutions in the community schools, daycare centers, health-care and social service agencies, the media, libraries and museums, and religious institutions. Values, attitudes, norms, self-concepts, and expectations are formed, sustained, and modified in families as different generations teach and learn from each other through observation, participation, and instruction.

Families also mediate and thereby transform the influences of other educational institutions on their members. Moreover, since education takes place in a broad range of institutional and interpersonal settings, it is also important to understand how individuals engage in, move through, and combine these various educational experiences over a lifetime. An understanding of families is significant for educational policy, practice, and research. Efforts to improve education often entail attempts to change families or their connections with other institutions. Families are subject to numerous sources of change.

The household composition, interpersonal relationships, and kin networks of the same family may change significantly from one stage of the life-cycle to another and in connection with geographic and social

mobility. During periods of rapid demographic, economic, and technological change, it becomes especially important for educators to examine families, and to consider such issues as how new forms of transportation, television, and other types of communication and computer-based technology are modifying information processing in family settings.

Given the complex connections of families with other institutions in the community, the variety of forms of the family in modern societies, and the numerous teaching and learning activities that take place in family settings, insights from a wide range of scholarly disciplines can be utilized in attempting to understand and help shape the educational role of modern families. Teachers College has a distinguished tradition of study and research on families and communities as educators.

The Elbenwood Center for the Study of the Family as Educator (Professor Hope Jensen Leichter, Director), The Center for Infants and Parents (Dr. Susan Recchia, Director), the Center for Young Children and Families (Professor Jeanne Brooks-Gunn, Director), and several departments within the college offer opportunities for study and research related to families. Additional opportunities for the interdisciplinary study of families and communities as educators are under development.

Students interested in including elective studies in Family and Community Education in their degree programs should talk with one of the faculty members listed below:

Professor Hope Jensen Leichter  
Professor Herve Varenne

Professor Jeanne Brooks-Gunn  
Professor Victoria J. Marsick  
Professor Dale Mann  
Professor Celia Genishi  
Professor Jo Anne Kleifgen  
Professor Barbara C. Wallace

### Law and Educational Institutions

*Advisor:* Professor Jay P. Heubert

This concentration within various degree programs is designed to assist educators in including the omnipresent legal element effectively in their decision making. Rights, privileges, and duties of governing bodies, administrators, teachers, students, parents, and taxpayers are examined. Emphasis is on judicial decisions and the common law.

A concentration in education law can be developed in connection with degree programs in most departments. Opportunities in addition to the courses below may be arranged.

The following courses are designed to assist educators in including the omnipresent legal element effectively in their decision making. Rights, privileges, and duties of governing bodies, administrators, teachers, students, parents, and taxpayers are examined. Emphasis is on judicial decisions and the common law.

ORLA 4086 and ORLA 5087 are intended to cover the basic legal background for effective professional performances in the college or private school sector; ORLA 4086 and ORLA 5016 are intended for those interested in the public school sector. In each course, three-point students are introduced to legal research methods and apply them to topics relevant to the course.

ORLA 4086. **Law and educational institutions: issues of authority, religion, free speech, and safety** (3)  
Professor Heubert. For schools and colleges: church-state-education; race-state-education; academic freedom; equality of educational opportunity; curricular rules; conduct rules; punishments; due process for students; negligence; defamation; records. This course and ORLA 5087 or ORLA 5016 form a two-semester sequence. Enrollment is for one or both (in either order but not concurrent).

ORLA 5087. **Law and educational institutions: college operation; private school operation** (2-3)  
Faculty. Legal framework; powers, duties, procedures of governing boards and administrators; acquisition and use of money and property; contracts with students, employees, suppliers; staff rights (employment, working conditions, separation, collective negotiations). This course and ORLA 4086 form a two-semester sequence. Enrollment is for one or both (in either order but not concurrent). Materials fee: \$15.

ORLA 5016. **Law and educational institutions: equity issues** (3)  
See course description under Educational Administration listings.

For information about the program coordinated with the School of Law for students admitted there, contact Professor Heubert.

### Urban Education

Through its various departments and programs, Teachers College, located in the heart of one of the world's largest cities, has a wide range of opportunities for instruction, research, and service in the field of urban education. Individual programs of study can be arranged for students whose major interest is in this area—teaching, bilingual education, counseling, administration, supervision,

special education, research, teacher education, and other professional roles. Special attention is given to prospective teachers and other school personnel; to persons with leadership responsibility for educational planning and program development; and to individuals interested in research and experimentation.

For study possibilities, students should contact the coordinator of the program in which their professional interests lie. The programs in Curriculum and Teaching offer Ed.M and Ed.D. programs in which a concentration in Urban Education is offered for those primarily concerned with instruction, whether in schools or in other educational environments. Most departments and programs at Teachers College give special attention to students primarily concerned with education in the urban setting. In addition to courses which focus primarily on urban education, many courses include attention to education in urban settings as part of the overall goals.

Basic and applied research on urban problems is carried out in a variety of settings. Teachers College is also involved in educational program development and evaluation of urban programs. This research-service function is carried on with selected New York City schools and with other school systems in metropolitan areas.

Of particular interest in this regard is the Institute for Urban and Minority Education, which gives special emphasis to research, development, training and service programs designed to improve education in the nation's cities and for minority group members. Institute staff and associates investigate a wide range of factors that influence educa-

tional success and failure. The Institute includes a clearinghouse and specialized library on urban education and human diversity. It provides technical assistance to schools faced with the problems related to ethnic desegregation, bilingual/bicultural education, and the reduction of discrimination. It provides opportunities for students and faculty to engage in research and development activities related to its scope. Some opportunities are also available for supervised and independent study jointly arranged between the Institute and appropriate academic departments.

For further information, address inquiries to the department chair of the area of specialization or to Dr. Erwin Flaxman, Director of the Institute for Urban and Minority Education, Box 75, Teachers College; (212) 678-3780.

**UME 4033. Problems and programs in urban education (2-3)** Knowledge, insights, and understandings emerging from theory, research, and practice, concerning urban education.

### **Interdisciplinary Studies in Education**

*Program Coordinator:* William J. Baldwin, Associate Dean

*Degrees offered:* Master of Arts (M.A.), Master of Education (Ed.M.), Doctor of Education (Ed.D.)

This program is designed for students who have interests in an area of specialization not offered at the College, but for which a coherent and integrated program may be developed through the selection of a combination of current course offerings from several different disciplines.

Admission to the program is granted only if the designed program of study cannot be pursued through one of the established areas of specialization, many of which have a sufficient degree of flexibility to permit an interdisciplinary approach to a field of study. All professors are eligible to serve as advisors and the applicant is required to seek the support of two or three advisors from the relevant disciplines prior to admission. For the M.A. or Ed.M. degree a comprehensive examination, essay, or special integrative project is required.

Contact the Admission Office (212-678-3710) for a more detailed description of the program and procedures for applying.

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### General Requirements

The minimum requirements for degrees as established by the College and University are given below. Students must consult the appropriate departmental brochures for specific program requirements governing each degree. Students may not be enrolled concurrently in two different institutions or two different degree programs or areas of specializations at Teachers College.

### General Residence

For each degree, a candidate offers a minimum of thirty semester hours of acceptable graduate credits taken over no less than the equivalent of a minimum of two academic terms under Teachers College registration. Living on campus is not required. Students electing to earn more than one degree must consult the Registrar about general residence for multiple degrees. This information may be found in Appendix A of the doctoral requirements bulletins, on the bulletin board outside the Office of the Registrar, and in departmental brochures.

### Period of Candidacy

Candidates must be formally admitted to a degree program by the Office of Admission. The period of candidacy for the degrees of Master of Arts, Master of Arts in Teaching, Master of Science, and Master of Education is limited to five years. If a student is readmitted to a degree program with a period of candidacy beginning after the expiration of the initial five-year period of candidacy, the departmental integrative requirement, and at least 16 points must be completed through Teachers College during the final five-year period prior to the award of the degree so as to meet recency requirements. Candidates may petition the Registrar for an extension

of time for adequate reasons; the petition is acted upon by a faculty committee. In such cases, an extension must be recommended by the major advisor, current requirements met, including the departmental integrative requirement, and at least 16 points completed through Teachers College during the final five-year period prior to the award of the degree. Petitions for extension may be obtained from the Office of the Registrar.

### Academic Performance

The faculty of the College requires that all students maintain an acceptable grade average. Some departments specify an overall minimum grade average (see specific departmental statements). Any department judging a student to be performing below expectation is authorized by the Faculty to require additional course work as a means to evaluate the student's continuance within the degree program or at the College. Any student receiving eight or more points in grades of C- or lower is not permitted to continue registration in the College in any capacity and may not receive a degree or diploma. Petitions for exceptions to this policy are to be submitted, in writing, to the Registrar with a written recommendation from the department in which the student was last enrolled. Such petitions are then submitted to a faculty committee for review and decision.

### Application for Degree or Certificate Award

Candidates for the award of a degree or certificate must file an application (obtained from and returned to the Registrar, in accordance with dates listed in the Academic Calendar). All courses, except those of current enrollment, must be completed at the time of application. If

the degree or certificate is not then earned, a Renewal-of-Application is to be filed for reconsideration of the award. (See Academic Calendar for dates.) An application for award terminates at the next time for degree conferral but may be renewed upon filing a Renewal-of-Application with the \$15 renewal fee in accordance with the dates listed in the Academic Calendar. Degree applications are kept on file for a period of three years from the date of the original degree application.

### Graduation

All degrees and certificates are awarded in October, February and May. Degrees are conferred by the President of the University at the annual commencement in May.

### Master of Arts

#### Point Requirement

The Master of Arts degree is granted upon the satisfactory completion of no less than 30 points and a formal essay; or 32 points and an acceptable departmental integrative project; or 32 points and successful completion of a departmental comprehensive examination. At least 20 points must be earned in Teachers College courses. The remaining course work, through Teachers College registration, may be completed in Teachers College or other graduate divisions of the University, but no more than 12 points of graduate credit from other faculties of the University will be credited toward the minimum point requirement. Graduate level courses in the University are numbered from 4000 and above.

A candidate for a second Master's degree must be readmitted to candidacy by the Office of Admission. Courses and the integrative project, comprehensive

examination, or essay offered for the first Master's degree may not be applied toward the second. The same minimum point requirements stated above apply, including three graduate Teachers College courses outside the major department.

### Program of Study

The program for the Master of Arts must include: a minimum of 12 points in the major field courses, the exact requirement to be determined in consultation with the major advisor; in order to broaden the student's background in education, three Teachers College courses outside the Teachers College major department (in this case, a course is defined as one for which at least two points are earned) must be completed as well as a formal essay, comprehensive examination, or an integrative project.

No transfer credit is granted for work completed at other universities to satisfy the minimum point requirement. Electives are chosen in consultation with the major advisor.

### Essay

Students opting for the preparation of a formal essay should check with the Office of the Registrar for instructions. The formal essay must demonstrate the ability of the student to select, organize, and present the results of professional investigation in the major field. The essay may consist of a body of work in a studio or performance area, demonstrating the design, preparation, and presentation of professional works appropriate to the major field. Documentation of such works may include media such as photographs, color slides, TV tapes, film, recordings, or an approved computer software program. An outline of the subject of the essay must be

approved by the major advisor and forwarded to the Registrar prior to or accompanying the application for the degree. The original copy of the formal essay is to be submitted to the Registrar no later than the dates indicated in the Academic Calendar. The approved essay is submitted to the College library for retention; the departmental integrative project is maintained in the major department.

**Master of Arts in Teaching**

The Master of Arts in Teaching, a Columbia University degree, for students from Columbia, Barnard, or the School of General Studies, is offered as an alternative to the Teachers College Master of Arts degree for prospective secondary school teachers of English, Spanish, mathematics, science, and social studies. For the current year, applications to this program are not accepted.

**Master of Science**

The Master of Science degree is granted upon the satisfactory completion of a minimum of 30 points and a formal essay; or 32 points plus a departmental integrative special project; or 32 points and successful completion of a departmental comprehensive examination. At least 20 points must be earned in Teachers College courses. The remaining course work may be completed, under Teachers College registration, in Teachers College or in other graduate departments of the University. Graduate level courses in the University are numbered from 4000 and above.

*Program of Study*

The program for the Master of Science degree must include at least 20 points in science courses and related technical fields. In order to broaden the student's background in education, a minimum of two Teach-

ers College courses outside the Teachers College major department (in this case, a course is defined as one for which at least two points are earned); and a formal essay, comprehensive examination, or a departmental integrative special project.

No transfer credit is granted for work completed at other universities to satisfy the minimum point requirement. Electives are chosen in consultation with the major advisor.

*Essay*

Please refer to this requirement under the Master of Arts degree section.

**Master of Education**

The Master of Education degree is awarded upon satisfactory completion of a minimum of 60 points of graduate work. This is a two-year program. Thirty points must be completed under the auspices of Teachers College, including 18 points in Teachers College courses. A maximum of 30 points of graduate credit may be transferred from other recognized institutions. Candidates who have completed a Master of Arts or Master of Science degree through Teachers College must offer a minimum of 45 points of the required 60 points under Teachers College registration.

Candidates admitted to the Ed.M. program are required to offer a minimum of three Teachers College graduate courses in education outside the Teachers College major department. (In this case, a course is defined as one in which at least two points are earned.) Equivalent courses for which transfer credit has been granted may be substituted for Teachers College courses upon written petition to the Registrar. Additionally, either a formal essay, a departmental com-

prehensive examination, or special departmental integrative project is required. Consult departmental advisory statements for additional requirements.

**Doctor of Education/Doctor of Philosophy**

Teachers College offers programs of study leading to the Doctor of Education and Doctor of Philosophy degrees. The requirements differ in accordance with the nature of the degree as described below.

The Office of Doctoral Studies provides general information, administrative advice, and service to doctoral students and assists the doctoral committees in their supervision of the work of candidates for both degrees.

Requirements outlined below are described in further detail in the bulletins "Requirements for the Degree of Doctor of Education," "Requirements for the Degree of Doctor of Education in College Teaching of an Academic Subject," and "Requirements for the Degree of Doctor of Philosophy." A prospective student should obtain the appropriate bulletin from the Office of Doctoral Studies. Each student is responsible for fulfilling the stated requirements. Doctoral programs are offered in many but not in all areas of specialization in Teachers College. Therefore, a prospective doctoral student should consult a faculty advisor, either through conference or correspondence, concerning programs offered, the degree most appropriate for specific goals, any departmental requirements for admission and programs of study, and application deadlines.

Direct inquiries concerning admission to the Office of Admission of Teachers College and indicate the degree and field of interest in order to

receive appropriate information and application forms.

**Doctor of Education**

The degree of Doctor of Education 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 minimum requirements for this degree are: satisfactory completion of a planned program of 90 points of course work beyond the Bachelor's degree (at least 45 points of which must be taken through Teachers College registration); submission of a statement of total program indicating periods of intensive study subsequent to the first year of graduate study which accompanies the program plan of study; satisfactory performance on a departmental Certification Examination; and the preparation and defense of a dissertation. Additionally, students are required to complete a minimum of 20 points after taking the certification examination for the first time, including the points taken during the term in which that examination was taken. Students who were fully admitted before September 1, 1982 should consult with the Office of Doctoral Studies. Some fields of study have additional requirements; consult departmental advisory statements.

Special programs leading to the degree of Doctor of Education for persons preparing for college teaching of an academic subject are offered in several departments. The programs emphasize broad preparation in the candidate's major field, specialized competence in a limited area within that field, and an understanding of the broader problems of education, especially at the college level. The minimum requirements are: satisfactory

completion of a planned program of 90 points of course work beyond the Bachelor's degree; submission of a statement of total program indicating periods of intensive study subsequent to the first year of graduate study which accompanies the program plan of study; satisfactory performance on a departmental Certification Examination; and the preparation and defense of a dissertation. The point requirement beyond certification is the same for the program as described in the above paragraph. Some fields of specialization have additional requirements such as an examination in one foreign language or in mathematical statistics; consult departmental advisory statements.

*Continuous Registration Requirement for the Ed.D. Degree*

Students are required to be in continuous enrollment for a minimum of three points of Teachers College course credit, or for the dissertation advisement course, in each Autumn 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 students who take the examination in the Summer term are not usually evaluated by departments and programs until the Autumn 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.

**Doctor of Philosophy**

The degree of Doctor of Philosophy emphasizes research and intensive specialization in a field of scholarship. Under an Agreement with Columbia University, Teachers College offers programs leading to the Ph.D. degree in designated fields in which the Graduate School of Arts and Sciences of the University does not offer programs, namely in education, including education in the substantive disciplines and certain applied areas of psychology. The minimum requirements for the degree are: satisfactory completion of a planned program of 75 points beyond the Baccalaureate; submission of a statement of total program indicating periods of intensive study subsequent to the first year of graduate study which accompanies the program plan of study; satisfactory performance on foreign language examinations and on a departmental Certification Examination; and preparation and defense of a research dissertation. Some fields of specialization have additional requirements; consult departmental program statements. Relevant courses completed in other recognized graduate schools to a maximum of 30 points, or 45 points if completed in another Faculty of Columbia University, may be accepted toward the minimum point requirement for the degree. Each degree candidate must satisfy departmental requirements for the award of the M.Phil. degree prior to continuance in the Ph.D. program. These degree requirements are specified in the "Requirements for the Degree of Doctor of Philosophy," obtainable from the Office of Doctoral Studies.

A Ph.D. candidate must complete all requirements for the degree in not more than seven years. The time limit is six years for those who have received an applicable Master's degree or 30 points of advanced standing. The candidate must register continuously each Autumn and Spring term until all requirements are met unless granted a leave of absence. A candidate who expects to interrupt study for any reason should consult the Office of Doctoral Studies so as to avoid the risk of severing connection with the program. All candidates are required to register in residence in the Graduate School of Arts and Sciences through Teachers College and to pay a fee in the term in which the dissertation is defended.

*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 Autumn 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 TI8900-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 regis-

ter for dissertation advisement ends after the dissertation has received final approval. See section on Fees regarding dissertation advisement tuition.

**Postdoctoral Study**

The facilities of Teachers College may be made available to persons holding the doctoral degree from approved institutions who desire to spend a period in advanced research or study. Application for admission to postdoctoral study for transcript credit should be made to the Office of Admission for Visiting Scholar Privileges. Guidance and counsel to post-doctoral students are provided by the Registrar in cooperation with the College faculty.

### Registration Procedures

Students seeking course credit must be admitted by the Teachers College Office of Admission. For details, please refer to section on Admission. Former Teachers College degree students who have not been in attendance during the past five years are to update their records in the Admission Office well before the registration dates. An application for readmission may be obtained from the Admission Office. Those not in attendance within the last five years who do not desire degree candidacy should go directly to the Office of the Registrar.

Course registration may be completed in person or, for continuing students, by use of Teachers College Touchtone (see below). Doctoral students at the stage of continuous dissertation advisement may register via Touchtone services.

### Teachers College Touchtone Services

Continuing students who have consulted with their faculty advisors may register by telephone. It is each student's responsibility to obtain advisor approval, and to obtain consent from the course instructor for any course listed in the Schedule of Classes that requires approval prior to registration. Special approvals for classes must be entered into the Banner computer system by the department offering the course before students can register via Touchtone services. Use of the telephone registration system requires a Personal Identification Number [PIN]; registered students who did not receive or have misplaced theirs may obtain a PIN by presenting photo identification to the Registrar's Office [148 Horace Mann]. For security reasons, PIN numbers are not available through FAX or over the telephone. During registration

periods, this system is normally available Mondays–Saturdays from 8 a.m. to 11 p.m. The telephone number to access this system is (212) 678-3200.

Whenever course enrollment has been entered on the computer registration system, the student is responsible for payment of the assessed charges unless the student files a Change-of-Registration form or submits a letter to the Registrar requesting withdrawal, in accordance with the dates listed in the Academic Calendar. See section on changes in registration, withdrawals and refunds.

Each registrant is expected to assume a major responsibility in program planning. A careful study of the general degree requirements and maximum point loads outlined in this Catalog, special departmental bulletins, and advisory recommendations should be taken into consideration.

During the regular registration periods, faculty advisors will be available to consult with students and approve their programs; however, during the late registration period, advisors will be available from 3 p.m. to 5 p.m. on weekdays.

Teachers College students must have written permission of the Registrar before registering in any degree program outside the College. Additionally, students are not permitted to be enrolled concurrently in two degree programs within the University or the College.

### Maximum Point Loads

The number of points (credits), a point being the equivalent of a semester hour which a course carries per term, is given in parentheses following the course title. No more than 9 points may be taken during a summer session and no more

than a total of 16 points in the summer term. No more than 18 points may be taken during the Autumn or spring term; students who hold full-time positions are discouraged from enrolling for programs in excess of 8 points each Autumn and Spring term.

### Certification of Part-Time/Full-Time Attendance

Enrollment status certification is based upon the number of semester points for which a student is registered per term. During the Autumn, Spring, and Summer terms, "full-time" status is accorded to students registered for 12 or more semester points per term. Students enrolled for fewer than 12 semester points (0–11 semester points) are considered "part-time." "Half-time" status is based on enrollment of 6–11 semester points per term. Students registered for fewer than 6 semester points are accorded "less-than-half-time status." During the Summer Term, enrollment status is determined by the cumulative number of semester points in both Session A and B. For "full-time" status, students must register for a combined load of at least 12 semester points, with no more than 9 semester points in one summer session.

Students taking fewer than 12 semester points in a term may be certified as full-time if they can present an approved Certificate of Equivalency (COE) form. The form is available from the Office of the Registrar and must be recommended by the student's advisor and approved by the Registrar. Students may request that copies of an approved COE form be sent to any office requiring certificates of enrollment (for example, Office of Student Aid or the Housing Office).

No student will be certified for full-time or part-time status unless he or she is enrolled for that term in some form and, if necessary, has filed a Certificate of Equivalency in the Office of the Registrar during the first two weeks of the term. Doctoral students may check with the Office of Doctoral Studies regarding personal exemption or waivers. Students cannot be certified for future dates of attendance.

### Change in Registration and Withdrawal

Notice of any change in your registration, including change of points in variable point courses, or of total withdrawal from the College, must be given to the Registrar in writing or by use of the Teachers College Touchtone Telephone Registration System on or prior to the deadlines published in this Catalog. (See the Academic Calendar.)

Changes in registration may be made until Tuesday, September 15 for the Autumn term; and Monday, February 1 for the Spring term. After these deadlines, courses may not be added but a partial refund of tuition fees for withdrawal from courses may be authorized by the Registrar. (See Withdrawal from courses with tuition refund.)

The deadline for making changes in points in variable-point courses will extend until the class has met four times; dates are indicated in the Academic Calendar.

Reduction of charges will be calculated from the day the Registrar receives written notice from the student. The College reserves the right to retain fees of students withdrawing from classes with limited enrollment.

Students who are deficient in their attendance or who perform their class duties unsatisfactorily may be required at any time to withdraw from a course, upon recommendation by the course instructor to the Registrar; in extreme cases, this may mean withdrawal from the College.

For grading symbols covering withdrawals, see Grades.

#### Late Registration

A late registration fee of \$100 will be assessed for any registration requests approved on or after September 15 for Autumn and February 1 for Spring.

#### TUITION AND FEES

Tuition and fee rates are set annually by the Board of Trustees. Beginning in fall for the 1999–2000 academic year, tuition for all regular courses is \$670 per point. Non-credit courses vary in rate, usually depending on the minimum number of points for which the particular course is offered and the special services provided (see course description).

Columbia University's tuition is assessed per point or at a flat rate determined annually by the University's Board of Trustees. Each school's rate may vary. Consult the individual school or the College's Registrar for current rates.

Total tuition and fees are determined based on the number of points for which the student has registered. All tuition and fees charged are due and payable in full prior to the first day of classes for each semester. The chart to the right highlights the fees charged by the College:

#### Payment Options

Various forms of payment are accepted for tuition and fees and may be used individually or in combination. Teachers College accepts checks, money orders, most major credit cards, and cash. A deferred payment plan, a tuition pre-payment plan, tuition exemption, third party billing agreements, and financial aid are also available to finance a Teachers College education. Some restrictions may apply.

#### Personal Checks, Cashier Checks or Money Orders—

Must be made payable to Teachers College. These types of payments can either be submitted in person, placed in the drop box, or mailed to the Office of Student Accounts; 525 West 120th Street, Box 305; New York, NY 10027. The drop off payment box is located at the door of the Office of Student Accounts, 133 Thompson Hall. *Do not place cash in this box.* Please indicate the student's identification number and a valid daytime

telephone number on the face of the check or money order.

**Credit Card Payments**—Can be made by using the drop box, in person, by fax, or through the College's Touch-tone system. The fax must include the student's name, ID number, the credit cardholders' written authorization and signature, corresponding card type, card number, card expiration date and daytime telephone number of the cardholder. The fax number is 212-678-4139. The Touch-tone system is available Monday through Saturday from 8:00am to 11:00pm by calling (212) 678-3200. A personal identification number (PIN) and the student's identification (ID) number are required to access the Touch-tone service. PINs are provided by the Office of the Registrar each semester.

**Cash Payments**—Must be made in-person at the Office of Student Accounts, 133 Thompson Hall. During the academic year, the Office of

Student Accounts staff is available Monday through Thursday 9:00am until 6:00pm and Friday 9:00am until 5:00pm.

#### Deferred Payment Plan—

Students may choose to participate in The Deferred Payment Plan during the fall and spring semesters. The Deferred Payment Plan allows students to spread total tuition, fees, and term housing charges less any aid disbursed, over three equal installments during the semester. An agreement between the student and Teachers College must be completed with a representative of the Office of Student Accounts no later than **(September 3, 1999)** for the fall semester and **(January 21, 2000)** for the spring semester. A \$50 fee is required to participate in the plan and the first installment is due at the time the student signs the agreement. Tentative installment dates are provided on the following page:

#### Other Fees

Teachers College Fee	\$150
Teachers College Research Fee	\$150
Health Service Fee	\$205/\$205
Medical Insurance Fee	(Basic) \$295/\$420 (Comprehensive) \$376/\$535
Application Fee (non-refundable and payable at time of application)	\$50
Library Research Fee (for non-college users) per month	\$100
Continuous Doctoral Advisement registration fee	\$2010
Ph.D. Oral Defense fee	\$2850
Late registration fee	\$100
Late application fee for conferring of degrees	\$15
Special examination fee (each course)	\$25
Student identification card replacement fee	\$5
Late payment fee (flat fee)	\$50
(monthly fee)	1-1/3% (16% annually)
Returned check fee	\$20
Deferred payment plan fee	\$50

*Fees listed here and elsewhere throughout this catalog are reviewed periodically and are subject to change without prior notice. Additional fees may be added. Spring medical insurance runs through August 31.*

**Fall Semester**

First Payment on or before (Sept. 3, 1999)
Second Payment October 1, 1999
Third Payment November 1, 1999

**Spring Semester**

First Payment on or before (Jan. 21, 2000)
Second Payment February 11, 2000
Third Payment March 10, 2000

Failure to remit payment, as scheduled, in the Deferred Payment Plan will result in the assessment of a late payment penalty of 1 1/3 percent on any unpaid balance.

**Tuition Exemption**—Students employed at the University may be eligible for tuition exemption. Authorized tuition exemption forms must be submitted in person and are accepted throughout the semester, however, to avoid a late payment penalty, tuition exemption forms and any additional payments are due by the last day of in-person registration. If a student registers late, payment including tuition exemption is due at the time of the late registration. Various fees including, but not limited to, course fees, college fees, health service fees, medical insurance, and late registration fees are not covered by tuition exemption. The student should be prepared to remit payment for these fees.

**Third Party Agreements**—Students enrolling under a third party agreement must submit an authorization form to the College for approval. A third party is usually an outside agency (not an individual) that agrees to pay all or part of the charges incurred by a particular student. The authoriza-

tion form must include the student's name, relevant semester(s), and the total amount of tuition and fee charges that the third party is willing to pay. The form must be signed by an official of the third party agency. A third party agreement between the College and the agency **MUST** be completed annually before the start of the academic year.

**Financial Aid**—If all required applications and documentation have been filed with the Office of Student Aid by the required deadline, financial aid awards should be available at the time of registration. Late application filing and anticipated student aid does with not constitute a deferment. Since tuition and all fees are due at the time of in-person registration, late payment penalties will be assessed on any outstanding balance as described under the Late Payment Penalties section of this bulletin. For further information about financial aid, review the section entitled "Student Aid Information."

**Late Payment Penalties**

Failure to clear all account balances can result in two late payment penalties. An initial **Late Payment Fee of \$50** will be charged on any outstanding balance during the first billing period, and a **1 1/3 percent monthly** (16 percent annually) **Late Payment Penalty** will be assessed on any outstanding balance thereafter. In addition, failure to make timely payment of housing charges violates the dormitory agreement and may result in eviction. Furthermore, unpaid accounts can be referred to a collection agency.

The College reserves the right to withhold grades, transcripts, diplomas, and other services, including registration, from students whose financial obligations have not been fully met.

In the event Teachers College refers any unpaid balance for collection and/or legal action, the student will be obligated to pay all related costs including but not limited to attorneys fees and collection costs.

**Withdrawal from Classes**

By registering for classes, a student has entered a legal and binding contract to pay all tuition, fees, and penalties charged by Teachers College.

When a student withdraws from Teachers College or from individual classes, the tuition charges originally assessed may be reduced, based on the date of withdrawal. Failure to attend classes does not constitute an automatic withdrawal; students must file an application to withdraw in the Office of the Registrar or through the Touch-tone system in a timely manner. The percentage of reduction will be determined according to the following schedule:

**Fall 1999**

Week ending	Percent of refund
September 3	100%
September 10	100%
September 17	80%
September 24	75%
October 1	70%
October 8	65%
October 15	55%
October 22	50%
October 29	40%
after October 29	0%

**Spring 2000**

Week ending	Percent of refund
January 21	100%
January 28	100%
February 4	80%
February 11	75%
February 18	70%
February 25	65%
March 3	55%
March 10	50%
March 17	40%
after March 17	0%

Only charges for tuition, not other fees, are subject to this reduction.

**Student Refunds**

Proceeds originating from student aid programs in excess of all student account charges—tuition, fees, monthly housing, and other related expenses—will be **mailed** to the student. Students should be sure the Registrar has the current address. All required financial aid applications and documentation must be filed with the Office of Student Aid by the published deadline, and all financial aid eligibility requirements must be met. For further information about financial aid, review the section entitled "Student Aid Information."

**Financial Aid**

Many students at Teachers College finance their educational expenses with federally guaranteed loans under the Stafford or federal direct loan programs. Students who are planning to apply for these loans must begin the process as early as January for the following Autumn term and September for the following Spring term. Students may contact the Office of Student Aid for more details and processing requirements.

**Federal income tax deductions of educational expenses of professional educators and other professionals**

Under the current Internal Revenue code, certain expenses incurred for education may be deductible for federal income tax purposes. Possible deductions for teachers are described in some detail below. Similar deductions apply to other professionals engaged in education. Students are advised to consult a tax advisor concerning eligibility for such deductions.

For teachers, expenses incurred for education are deductible for federal income tax purposes if the education (1) maintains or improves skills of a teacher, or (2) meets the express requirements of the teacher's employer, or the requirements of an applicable law or regulation, imposed as a condition to the retention by a teacher of the student's employment relationship, status, or compensation. No deduction is allowed for educational expenses (even if they meet the above requirements) if they are incurred to satisfy minimum educational requirements for qualification as a teacher or to qualify a teacher for a "new trade or business."

In respect to teaching, a "new trade or business" does not include educational employment involving the same general type of teaching and related duties as performed prior to the education. Under the Treasury Department releases, the following changes in teaching activities do not constitute a "new trade or business":

- Elementary to secondary school classroom teacher.
- Classroom teacher in one subject (e.g., mathematics) to classroom teacher in another (e.g., science).
- Classroom teacher to guidance counselor.
- Classroom teacher to principal.

Educational expenses which may be deducted include those for travel, meals, and lodging while away from home if the travel is primarily to obtain education.

The foregoing is based upon information released by the United States Treasury Department in Treasury Department Regulations #1.162-5. It is the

responsibility of the student to establish that the educational program qualifies for deductions in his or her case and to determine and document the amount of the deduction.

### General Regulations

#### *Definition of Point Credit*

A point (equivalent to a semester hour) is the unit of College credit. For the typical student, a point of credit is earned by a minimum of two-and-one-half hours per week total time in lecture, laboratory, library, and outside work. These weekly two-and-one-half hours usually consist of (1) attendance for an Autumn or Spring term equal to one hour weekly in lectures or recitations or two hours in practical work, and (2) one-and-one-half hours additional work for each lecture, or one-half hour extra for each two-hour laboratory period. On this basis, a typical student with a sixteen-point program works a total of forty hours per week in classes and in outside preparation. These are averages, however; some students find it necessary to devote more time to preparation.

There are some variable-point courses in which a student can register and earn extra credit by doing additional work approved by the instructor. This additional work may entail additional reading, preparing a term paper, engaging in some special project, out-of-class group activities, or fieldwork.

#### **Credit and Noncredit Courses**

Teachers College courses are detailed elsewhere in this Catalog. Certain courses in other parts of the University are open to students in Teachers College, upon the approval of their course instructors and advisors.

Always consult the official catalog of the Faculty, College, or Department in which work is desired. Do not depend upon references or quotations in other announcements.

Some credit-bearing courses are offered also on a noncredit basis, as indicated in the course description. Unless stated otherwise, the fee is one-half of the tuition rate for the minimum number of semester hours (points) for which the course is offered. No Teachers College fee is charged; however, any laboratory fees or special fees announced in the courses are additional. To arrange for attendance at such courses, apply directly at the Office of the Registrar of Teachers College. It is not necessary to follow formal admission and registration procedures. No official record of registration for noncredit courses is kept; and no transcripts certifying to attendance or work completed are issued by the Registrar. When registering for a course on a noncredit basis, one may not change one's enrollment to credit or vice versa.

Fees for special events such as workshops, institutes, and conferences vary. See the announcement for each special event, as published by the Center for Educational Outreach and Innovation.

Teachers College reserves the right to cancel or modify the courses listed in this catalog and other official publications and to change the instructors as may be deemed necessary.

#### **Auditing**

Students currently enrolled for 15 or more points may audit one or two courses in Teachers College without fee. Applications for auditing privileges are obtainable from the Office of the Registrar during the

change-of-program period. Courses with limited enrollment, laboratory courses, elementary language courses, seminars, and continuing education workshops will not be open to auditors. Audited courses will not appear on the transcript and may not later be applied for credit.

Certified doctoral candidates may audit Teachers College courses which enhance their professional interests. Such courses will not appear on the transcript or fulfill any academic requirement. An eligible doctoral candidate, upon presentation of the certified doctoral candidate card, may obtain an application to audit from the Office of the Registrar, secure written approval of the course instructor, and return the approval form to the Office of the Registrar during the change-of-program period. An auditing permit will be issued.

#### **Attendance**

Students are expected to attend all classes for which they are registered and are responsible for absences incurred by late enrollment.

#### **Religious Observance**

It is the policy of the University to respect its members' observance of their major religious holidays. Where academic scheduling conflicts prove unavoidable, no student will be penalized for absence due to religious reasons, and alternative means will be sought for satisfying the academic requirements involved. If a suitable arrangement cannot be worked out between the student and the instructor, students and instructors should consult the appropriate department chair or director. If an additional appeal is needed, it may be taken to the Dean of the College.

Some of the major holidays occurring during the current academic year are:

Rosh Hashanah  
Yom Kippur  
First days of Succoth  
Concluding days of Succoth  
Hanukkah  
Id al Fitr  
Passover  
Good Friday  
Id al Adha  
Shavuoth

The Jewish and Islamic holy days begin at sundown of the preceding day.

It should be noted that because of the size of the event and the space available, convocations held at Commencement take place in either Riverside Church or the Cathedral of St. John the Divine. The facilities are used in a non-sectarian manner.

#### Grades

Grades in Teachers College are recorded as evaluative, pass/fail, or attendance. All grading symbols used are listed below, as approved by the Faculty on April 27, 1984. Students electing to be graded on a basis other than the ones announced by the course instructor must request the option and obtain the instructor's written approval not later than the close of the third class meeting. An application for grading options is obtainable from the Office of the Registrar and needs to be filed in the Registrar's Office no later than the close of the third class meeting. Once the option has been approved and filed with the Registrar, it is not subject to change.

Grades are defined as follows:

A+ Rare performance.  
Reserved for highly exceptional, rare achievement.

A Excellent. Outstanding achievement.

A- Excellent work, but not quite outstanding.

B+ Very good. Solid achievement expected of most graduate students.

B Good. Acceptable achievement.

B- Acceptable achievement, but below what is generally expected of graduate students.

C+ Fair achievement, above minimally acceptable level.

C Fair achievement, but only minimally acceptable.

C- Very low performance. The records of students receiving such grades are subject to review. The result of this review could be denial of permission to register for further study at Teachers College. No more than three points of C- may be credited toward any degree or diploma. Students completing requirements for more than one degree or diploma may count three points of C toward only one such award. A student who accumulates eight points or more in C or lower grades will not be permitted to continue study at the College and will not be awarded a degree or diploma.

F Failure. The records of students receiving such grades are subject to review. The result of this review could be denial of permission to register for further study at Teachers College. A course usually may not be repeated unless it is a required course. When the course is required, the student will reregister and obtain a

satisfactory grade. The previous grade remains on the transcript.

P Passed. Some courses are graded only on a pass/fail basis for the instances in which greater evaluation specificity is neither required nor desirable and is used to indicate passing performances when only dichotomous evaluation is used. At no time will the transcript carry any other grade nor will supplementary statements be issued. Application for the Pass/Fail option is to be made during the first three class sessions with the approval of the course instructor. Applications are available in the Office of the Registrar, 148 Horace Mann. Once the option is approved, it may not be changed.

DP Doctoral pass credit. The grade of DP may be assigned only to a certified doctoral candidate in a Teachers College course, having successfully completed all requirements prescribed by the instructor. The candidate must request DP credit before two-thirds of the class sessions have met. Eligibility is determined upon presentation of the doctoral identification card, and a record of the request for a DP grade is made by completing a form obtainable from the Office of the Registrar. DP credit is available to doctoral students only in terms subsequent to the terms in which the student is certified. DP credit may not be used toward M.A. or M.S. degree requirements. A maximum of 6 points of DP credit may be used toward Ed.M. degree requirements.

WD Withdrawn. Withdrawal occurring subsequent to the close of the change-of-program period during the term. See section on withdrawal from courses.

YC Year Course. The symbol "YC" is assigned for the first half of a year course (courses with a "z" suffix). At the end of the second half, the grade is entered on the transcript denoting the instructor's evaluation.

R Attendance Credit. Students desiring R credit for any course must request permission, in writing, to the instructor, before two-thirds of the class sessions have met. The instructor may approve or deny the request. If approval is granted, the instructor may stipulate requirements to be met in addition to regular attendance. Forms are available in the Office of the Registrar to be used for obtaining approval. Mathematics majors in the department of Mathematics and Science Education must have their applications cosigned by the program coordinator. The applicability of R credit in meeting degree program requirements is noted as follows: For Master of Science and Master of Science degrees, no R credit is permissible. For Master of Education degree programs, a maximum of six semester hours of attendance credit is acceptable in meeting the point requirement, but may not be used to satisfy the three-course out-of-department requirement. For doctoral programs, a maximum of nine semester hours of attendance credit is permitted toward the minimum point requirement for the

degree, provided they are not used to fulfill the minimum distribution requirements.

The above grades are final and may not be changed.

**IN** Incomplete. Used when attendance requirement has been met but granting of a grade has been postponed because, for reasons satisfactory to the instructor, certain course assignments are outstanding. If the outstanding work is not completed within one calendar year from the date of the close of term in which the incomplete was received, the grade will remain as a permanent incomplete on the transcript. Extensions of time for completion, based upon compelling reasons, are to be recommended by the instructor and approved by the Registrar. If the assignments are completed within the year and a grade submitted, a final grade will be recorded on the permanent transcript. The original mark of Incomplete will not be expunged from the student's record.

**Release of transcripts, student information, and student access to official academic records**

The College regards the student's transcript as a personal and private document; it is released only upon written authorization of the student and payment of the required fees. The fee for one transcript is \$5; plus \$3 for each additional transcript in the same order. Unpaid financial obligations to the College will result in the withholding of student transcript and/or diploma. Teachers College does not duplicate copies of transcripts from other institutions which were submitted in support of

the applicant's application for admission to the College.

Requests from Federal agencies about a student's record for employment purposes are acknowledged when the student's written authorization is on file.

The College provides for individual student review of the official student folder as provided in Public Law 93-380. The College's policy on the student's review of an academic folder and the release of Student Directory Information is contained in the "Guide to Student Rights and Responsibilities," obtainable from the Office of the Associate Dean and published in the Student Handbook.

**Academic Discipline**

Student admission, continuance upon the rolls of the College, receipt of academic credits, graduation, and the conferring of any degree or diploma shall be strictly subject to the disciplinary powers of the College, which shall be free to cancel registration at any time, on any grounds in which it deems advisable, subject to student appeal procedures where applicable as described in the "Guide to Student Rights and Responsibilities," obtainable from the Office of the Associate Dean and published in the Student Handbook.

**Student Conduct Code**

The official policy statement on student conduct, which was adopted on August 8, 1968, and amended on November 17, 1976, is as follows: "While Teachers College does not operate on the basis of detailed regulations and procedures, it does expect its members to observe traditional canons of scholarly discourse, academic behavior, and due process. Students as well as faculty are expected to

exhibit the high level of personal integrity which society must demand of professionals. Teachers College uses as a guide the principles proposed in the Joint Statement on Rights and Freedoms of Students, drafted in 1967 by representatives of several educational organizations, including the American Association of University Professors, the Association of American Colleges, the U.S. National Student Association, the National Association of Student Personnel Administrators, and the National Association of Women's Deans and Counselors.

"Teachers College insists on the greatest degree of freedom of inquiry, teaching, learning, and expression for all its members. The exercise of these rights, however, must not violate the free exercise of the same rights by other members of the community. Thus, activities which disrupt the regular and essential operations of the College and/or Columbia University or impede the free flow of ideas or individual movement in Teachers College and/or Columbia University are not permitted.

"Students or other members of the University community may register charges of violating these standards with the Office of the Associate Dean. Students found guilty of violating these standards of conduct may be subject to appropriate disciplinary action, ranging from reprimand to disciplinary probation, suspension, or expulsion."

Columbia University has Rules of University Conduct which apply to all those who visit its campus or use its facilities. Violations of these Rules can lead to sanctions including the revocation of permission to visit the Columbia campus or use its facilities and suspension or dismissal from Columbia

courses in which a Teachers College student may be enrolled.

A "Guide to Student Rights and Responsibilities," obtainable from the Office of the Associate Dean and published in the Student Handbook, is available to all members of the Teachers College community. It provides details concerning the due process procedures which are required when a charge is made against a student. This publication also describes the procedures which are to be followed by a student who has a grievance.

**Residence Life at Teachers College**

The Office of Housing and Residence Life at Teachers College strives to create a multi-cultural campus community that supports students in their academic endeavors and personal growth. The residence halls bring together graduate students from all over the world in an environment that provides a unique opportunity to establish new friendships, explore other world views, and take advantage of all that New York City offers. Living close to the campus affords students easy access to the library, classrooms, gymnasium, and other Columbia University facilities. Students may choose to take advantage of a wide range of planned residence hall activities, club meetings, departmental lectures, and musical and dance events.

There are a variety of housing options for single students and students accompanied by spouses, domestic partners, and families. Teachers College has approximately 450 spaces available for single students and 150 apartments for students with families. Because of the high demand for student housing, five years is the maximum amount of time that a student may remain in the Teachers College residence halls. The Office of Housing and Residence Life accepts applications up to a year before a student plans to begin studying at Teachers College.

**Eligibility for Student Housing**

To be eligible for housing, students must be enrolled in a degree program and registered to take classes at Teachers College. To maintain eligibility, residents must complete a minimum of 24 credits (or have full-time equivalent) during each 12 month period begin-

ning with the fall semester (12 credits during the spring semester for students beginning residency that semester). Residents who complete said credits may remain in the halls through the summer provided they have not yet completed degree requirements and will be enrolled for the fall semester.

**When to Apply for Housing**

Housing offers are based on availability of rooms/apartments, geographic priority, and the date of receipt of the housing application. Applicants who live more than 50 miles outside of New York City have the highest priority.

The Office of Housing and Residence Life recommends the following timeline for submitting an application:\*

**For Fall term entry:**

February 1

**For Spring term entry:**

September 1

**For Summer A term entry:**

December 1

**For Summer B term entry:**

January 1

**\*Please Note: The application process for housing is separate from the admission process. Your housing application will be delayed if it is not sent directly to the Office of Housing and Residence Life. Housing applications are accepted before admission decisions are made. Because the demand for housing is so great, housing is not guaranteed. Applicants are, therefore, strongly encouraged to apply early.**

**Notification of Housing Offers**

The Office of Housing and Residence Life will notify students of their housing assignment prior to the semester for which a student plans to enroll. Typically, offers are made in April for the summer term, in June for the fall term, and in November for the spring term. The notification of availability of space is accompanied by a housing contract which must be returned with a \$500 non-refundable security deposit. This deposit is not used as rent, but, rather is held in an interest-bearing account for the duration of the student's residence.

**Housing Assignments**

Housing assignments to a particular room/apartment are made based on space availability and the received date a student's housing application. Every effort is made to try and accommodate each applicant's housing preferences. There is a transfer period after the semester begins. Students may choose to exercise the transfer option if the College was unable to accommodate the original request.

Each student's assignment letter contains information regarding the unit to which the student has been assigned. This information includes the type of unit, the semester price, the mailing address, and the telephone number. Also, information regarding check-dates and times will be enclosed.

**Single Student Housing Options**

There are two buildings currently available to house single students—Greystone Residential Hotel and Whittier Hall. The Greystone Residential Hotel is located on the upper West Side of Manhattan at 212 West 91st Street and Broadway. Teachers College leases

100 rooms or about 20% of the fifteen floor building. The remainder of the building is leased by other colleges and long-term private occupants. There is a front desk and evening security is provided. Each room is a self-contained unit with private bath and limited cooking facilities (more complete cooking facilities are located in the student lounge, which is furnished with microwaves, a full-size oven, and dining tables; in the adjacent room is a TV lounge). All rooms are fully furnished with a bed, desk, dresser, larger closet, desk chair, lounge chair, and small dining table with two chairs. The average size of each apartment is 11.5 x 19 feet. Maid and linen service is available once a week free of charge. The telephone in each room is connected to the central switchboard to accept calls. Pets are not permitted. The building is located near an express subway stop and Broadway bus line. It is approximately a 30 minute walk or a 15 minute bus ride to the Teachers College campus.

Whittier Hall is located at 1230 Amsterdam Avenue (at the corner of 120th Street). There are several different types of housing accommodations offered in the building. All assignments offer a private bedroom. Room sizes vary in all accommodation types. In the single rooms, kitchen and bathroom facilities are shared by approximately 20 students. Suite areas have kitchen and bath facilities shared by three to six individuals. Efficiency units, one bedrooms, and studio units all have private bath and kitchen facilities. All student housing is partially furnished with a bed, desk, desk chair, overhead light, easy chair, mirror, chest of drawers and/or wardrobe. The efficiency, one

and two bedroom, and studio units have a private kitchen, with a kitchen table and chairs provided. Students must provide their own linens, towels, cooking utensils, clothes hangers and other household items. Microwaves are provided for students in suites, efficiencies, studios and one bedrooms. Combination microwave and refrigerator units are provided in the single rooms. Telephone with voice mail, cable tv service, and computer data service are also included in each room.

**Single Student Housing Rates**

Academic Year	Average Semester Rate
1999-2000	

**Greystone Residential Hotel**

Efficiencies \$3400

**Whittier Hall**

Single rooms \$2325

Suite rooms \$2650

Efficiencies \$3675\*

\*Shared

Two-bedroom Apartment \$3245\*

\*One-bedroom Apartment \$4800\*

\*Studio \$4820\*

\*There are limited numbers of these units available.

**Family Housing Options**

Teachers College also offers three residence halls for student family housing: Bancroft, Grant, and Sarasota Halls. These buildings provide one bedroom apartments, two bedroom apartments and three bedroom apartments. One bedroom apartments are assigned to families with one child or none. Depending upon availability, two bedroom and three bedroom apartments are assigned to families with two or more children. All family housing apartments are furnished with a double bed, dresser, mirror, desk, bookshelf, one straight chair, dining table and chairs, two easy chairs, and

one floor lamp. Residents may request for furniture to be removed from the apartment if they wish to bring their own. Window curtains, blankets, pillows, linens, kitchen utensils, dishes, rugs, and extra lamps must be provided by the residents.

**Grant and Sarasota Halls** at 512 and 514 West 122nd Street, respectively, are each six story buildings with four apartments on each floor. The two front apartments have an entry foyer, living room, bedroom, kitchen, and bathroom. The two back apartments have a long hallway with the bedroom, kitchen, bath, and living room opening off the hallway.

**Bancroft Hall** is an eight story residence with 108 apartments. Each unit has a bath, kitchenette, and bedroom(s). The front apartments face 121st Street and are slightly larger. Back apartments face a large courtyard which joins Bancroft to Grant and Sarasota. A desk clerk is on duty 24 hours a day in Bancroft Hall. The desk clerk at Bancroft Hall monitors the entrances of Grant and Sarasota via closed-circuit television.

**Family Housing Rates**

Academic Year	Average Semester Rate
1999-2000	

**Bancroft, Grant, and Sarasota Halls**

One-bedroom Apartment	\$5165
Two-bedroom Apartment	\$5400
Three-bedroom Apartment	\$6150
<i>(only two are available)</i>	

Semester rents vary according to the size and location of the apartment. Residents pay their own monthly phone bill and electric charges. Heat and gas

service is included in the semester rent. Telephone service with voice mail is also provided.

**Family Housing Policy**

Teachers College accepts family housing applications from and offers assignments to, traditional and non-traditional families, both with or without children. For the purposes of this policy, however, the Office of Housing and Residence Life defines traditional family to be two spouses, both of whom will be in residence (with or without children) or a single parent with one or more dependent minors in residence. A non-traditional family is defined to be two adult domestic partners (with or without children in residence) who present evidence, described below, of a long-term relationship with each other characterized by an emotional and financial commitment and interdependence.

*Resident of Record*

Family housing assignments are made solely to the resident of record. This is the person who is defined as the principle Teachers College student member of the family at the time of housing assignment. The apartment assignment and agreement will be in the name of the resident of record. It is the obligation of the resident of record to pay the security deposit and all residence hall charges. The College will look solely to the resident of record to fulfill the obligation. No relief from this obligation will be available to the student if his or her status in the family changes during the term of the assignment. Each student who applies for family housing is obligated to inform the Office of Housing and Residence Life in writing of any change in the student's family status that occurs after the application is made and before the expiration

of the assignment. If as a result this change of status, the student or the other family member is no longer eligible to remain in family housing, he or she is obligated to vacate the premises at the written request of the Associate Director of Housing by the end of the Semester or thirty days, whichever is earlier date. If the remaining family member is eligible for single student housing, the Office of Housing and Residence Life will attempt to accommodate the student. However, neither the Office of Housing and Residence Life nor Teachers College are under any obligation to provide single student housing for persons whose family housing assignment has been terminated.

*Requirements for Residence Hall Family Housing*

Applicants must demonstrate that both the applying student and the individual(s) with whom the space is to be shared constitute a family in order to be eligible for family housing. Qualifying family relationships under this policy are those relationships evidenced by marriage; the presence of minor, dependent children; or evidence of a domestic partnership, i.e., a long-term relationship between the two adult domestic partners characterized by an emotional and financial commitment and interdependence. Qualifying family relationships do not include a relationship with parents, grandparents or siblings, other than a minor sibling for whom an adult member of the family is the legal guardian. Qualifying families without children are eligible only for one bedroom apartments.

*Evidence of Family Status*

In determining whether the applicants constitute a qualifying family relationship, the following shall be acceptable evidence of such a relationship:

- a) **In the case of marriage**, a current certificate of marriage.
- b) **In the case of a single parent with one or more dependents**, a birth certificate, adoption papers, or other appropriate documentation of legal guardianship.
- c) **In the case of two adult domestic partners**, the attached affidavit form must be notarized. Also, one of the following must be included with the housing application:
  - 1. A joint lease naming and signed by both applicants and their landlord indicating that the applicants have shared the stipulated premises as their primary residence for a minimum of one calendar year immediately prior to their application. In the event the applicants are owners of their property instead of apartment renters, the appropriate deed of joint ownership, naming both parties, and evidence that these premises were their primary residence for the one calendar year immediately preceding their application can be substituted; or
  - 2. Joint tax returns for one calendar year immediately preceding the application; or
  - 3. A notarized letter on bank letterhead signed by a bank officer indicating that the named applicants have had a joint saving and/or checking account at the bank for the last calendar year; or

- 4. An Affidavit of Domestic Partnership from New York City or any city which registers unmarried couples who are in a committed, on-going family relationship.

Please contact the Office of Housing and Residence Life with any questions about eligibility for domestic partnership.

*Important Things to Consider about the Residence Halls Application*

- The attached application is for continued Teachers College housing. If you want summer, conference, or guest housing, please contact the Office of Housing and Residence Life at (212) 678-3235.
- The Teachers College housing application will not be considered unless it is filled out completely. Applicants for family housing must submit one of the following appropriate forms of documentation: (a) marriage certificate; (b) birth certificate or adoption/guardianship papers; (c) domestic partnership affidavit which has been notarized and one additional supporting document selected from the options presented in the Family Housing Policy section.
- Please send the housing application along with the \$20 non-refundable application fee to the Office of Housing and Residence Life as soon as possible. Make the \$20 application fee payable to Teachers College. Applications will not be processed unless the \$20 fee is remitted.
- Please remember that offers for housing will not be made until you are officially admitted to Teachers College in a degree program. The Office of Housing and Residence Life encourages you to complete your admission application as soon as possible so

this does not delay your housing assignment. You may submit an application for housing even if you have not yet been admitted to a degree program.

- It is your responsibility to notify the Admissions Office of any subsequent changes in address or phone number. Any misinformation given will void the application and cancel any housing assignment made.
- Housing applications are only considered for the initial semester for which you apply. If you must defer your application, you will need to notify the Office of Housing and Residence Life in writing. Your application will then be considered for the requested semester. The housing application can only be deferred up to one year.
- If you have any questions regarding housing, please feel free to contact the Office of Housing and Residence Life by telephone at (212) 678-3235, or by fax at (212) 678-3222. The Office of Housing and Residence Life is located on the first floor of Whittier Hall, which is next to the bookstore.

Our mailing address is:

Office of Housing and Residence Life  
 Box 312  
 525 West 120th Street  
 New York, NY 10027

**Who Should Use This Application?**

- **FIRST-TIME** applicants for admission to master's, advanced master's, or doctoral degree status.
- Former Teachers College students who have not registered for (five) 5 or more years and are applying for admission to degree status (whether or not a degree has already been earned).
- Applicants to post-doctoral non-degree programs.
- Applicants who applied two or more years ago to Teachers College, but never enrolled. (The Office of Admissions holds incomplete applications and applications for those who were admitted but did not enroll for only two years.)
- First time applicants to non-degree status may use either this form or the Non-Degree Application.

The following students should use the **"Reapplication for Admission"** (obtained in the Office of Admission, Room 146 Horace Mann):

- Those who are currently registered at Teachers College who wish to pursue further study (either in a different program or a different degree).
- Former Teachers College students who have been registered in the last five years and wish to apply to a degree program.

Please Note: Former Teachers College students who wish to register as a non-degree students only should go directly to the Office of the Registrar during Registration to obtain a Permit to Register.

**The Self-Managed Application Process**

Applicants should collect and submit all letters of reference and transcripts with their application as well as any other

supporting documents in the enclosed return envelope addressed to Teachers College.

Please request that official copies of any required standardized test score report such as the GRE, MAT, or TOEFL, be sent directly to the Teachers College Office of Admission by the Testing Centers. To expedite an application, the applicant may submit an unofficial copy of her/his test scores with the application if she/he has already taken the test. For GRE, TOEFL, or other tests administered by the Educational Testing Service, the assigned institution code for Teachers College is 2905.

**Components of the Complete Application**

The completed application package should include the following items:

1. Completed application form (included in this Catalog).
2. Personal Statement, typed on a separate piece of paper. (See "Personal Statement" below.)
3. The sealed and signed envelopes containing the official transcripts of the schools the applicant has attended. (See "Transcripts" below.)
4. The sealed and signed envelopes containing the letters of reference. (See "Letters of Reference" below.)
5. Any additional requirements an applicant need to submit for her/his intended area of study (e.g., writing sample). Please refer to the individual program information sections of this Catalog to determine other requirements.
6. A check or money order made payable to Teachers College in the following amounts:
  - \$50 New applicants
  - \$25 Former Teachers College students

Please note: Applicants to Teachers may apply to only one program at a time.

**Only applications completed with all supporting material by the deadline will be acted upon.**

Under no circumstances will an application submitted to the Office of Admission be returned to the student or forwarded to a third party.

**Deadlines**

See pages 97–98, entitled "Admissions Application Deadlines," for information.

Please note that admissions application deadlines always refer to the date by which the application must be **complete**, i.e., the date by which the Teachers College Office of Admissions must have received the application, application fee, personal statement, resume, official transcripts, recommendations, test scores, and any other supporting material required by the department.

**Notification of Decision**

The Office of Admission will notify the applicant once the application is complete. The length of the application review process varies from program to program. The official notification of the decision is the letter bearing the signature of the Director of Admission. Applicants will be notified of the admission decision by mail only. Decisions will not be given over the telephone or by email. Applications not received by the deadline date may be held for review for the next available semester.

**Transcripts**

First-time applicants to the College must submit one official transcript from each college or university in which they were enrolled for any

period of time, showing all courses, grades and degrees received, if any. Applicants should request that the transcript(s) be returned to them in a sealed envelope with the signature of an authorized official across the seal. Please send only ONE transcript per school attended.

If there will be a delay in sending the official transcript, an applicant may submit a legible photocopy pending receipt of the official record by Teachers College.

Under no circumstances will transcripts be returned to an applicant or forwarded to another college, university, or place of business. All records submitted in support of an application for admission become part of a student's permanent record at Teachers College.

**Letters of Reference**

Please submit two letters of reference (unless a third is required—see "Special Application Requirements/Information" section of program description). Write the name, title, address, and telephone number of each reference in the space provided on the Application for Admission.

Letters of reference should be written by people who can comment from personal knowledge on the applicant's academic or professional qualifications for graduate study. Wherever possible, letters of reference should be submitted from academic sources. If, however, an applicant has been out of school for a number of years, she/he may substitute professional references. References written by family members or friends are not appropriate for the purposes of this application.

Applicants should present the reference forms included in this Catalog to the people writing the references. (Please use photocopies of the form, if necessary.) Each recommender must enclose the letter in an envelope, seal the envelope, sign across the seal, and return the envelope to the applicant. Applicants should include the envelopes, unopened, in their application package. If the person writing the reference prefers to send it directly to the Office of Admission at Teachers College, she or he may do so. If they choose not to use the form provided, the reference must be written on official letterhead and must be signed. Unsigned reference letters will not be accepted. A credentials file at a previous college or university may be submitted to fulfill the letters of reference requirement. However, if an applicant has been out of school for five or more years, she/he should submit one additional current letter of reference.

Letters of reference are used for admission and scholarship review in the applicant's intended field of study only. All letters of reference are destroyed after the review process. Under no circumstance will letters of reference be returned to an applicant or forwarded to another college, university or place of business.

#### Personal Statement

On a separate sheet of paper, applicants should write a brief statement of about a page or two in length describing their background, past work in the intended field of study, plans for graduate study and a professional career, or any other information they feel is relevant. Applicants who are currently registered in a graduate program at another university should explain why they wish to leave.

The personal statement is an important part of the application review process. Please take the time and care to present a carefully planned and written statement. The personal statement should be typed. If it is not possible to type it, please print or write legibly.

#### Standardized Tests

Applicants should refer to the program information in this catalog to determine whether standardized tests [the Graduate Record Examination (GRE)—General and/or Subject, Miller Analogies Test (MAT), the Test of Written English (TWE), or any other test, are required in your intended field of study. Applicants are encouraged to take any required standardized tests well before the application deadline for the program to which they are applying.

The TOEFL is required of all applicants whose first language is not English and those who have received a bachelor's degree from any country or university where English is not the official language of instruction. The results of this examination should not be more than two years old. The minimum TOEFL score required by most departments is 600 on the written test and 250 on the computer-based test. Applicants may obtain an application from their local U.S. Information Service counseling or binational center or by writing to: Test of English as a Foreign Language, Box 899, Princeton, NJ 08541, USA.

Applicants may also submit scores, not more than two years old, from the Certificate of Proficiency of English (CPE) or the International English Language Testing System (IELTS). The minimum overall grade required on the CPE is a B or better. An overall score of 7.5 or above is required on the

IELTS. Both exams are offered by the University of Cambridge Local Examinations Syndicate (UCLES). Applicants may request further information about these tests from: UCLES, 1 Hills Road, Cambridge CB1 2EU, United Kingdom. Telephone: 01223 553311. Fax: 01223 460278. Email: [guymer.1@ucles.org.uk](mailto:guymer.1@ucles.org.uk).

If an applicant is in New York City when she/he applies, she/he may take the Columbia University English Placement Test (EPT) instead of TOEFL. The minimum EPT score is level 10 on both sections of the examination and should be no more than two years old. Telephone (212) 854-3584 to make an appointment for the test, and inform the Office of Admission of the date the test will be taken. Make certain that the results of the EPT are forwarded to the Office of Admission.

Students who require non-standard administration of the tests should consult with the Office of Services for Students with Disabilities at 212-678-3689 V/TDD for information about such accommodations.

#### International Students

International students must submit detailed school records of all subjects taken and examinations attempted for all university or other tertiary level work completed plus proof of graduation, where available. These records may have various names in other countries such as *relevé de notes*, mark sheets, student book, etc. In the United States they are called "transcripts." All records should show dates of attendance, subjects studied, grades (marks or final assessments) received, hours per week spent in lectures, and degrees or diplomas awarded. Official records in the native language must be submitted with certi-

fied word for word English translations (where appropriate). Foreign language records will not be accepted without both the translation and official copy of the original. Course descriptions may be required later for determining advanced standing or degree equivalency, but are not required at the time of application.

If a school an applicant attended is no longer in existence or it is impossible for her/him to obtain official documents from a school she/he has attended, the applicant should have the Ministry of Education of that country furnish an official statement testifying to the impossibility of obtaining records. The Ministry should also supply Teachers College with a list of courses ordinarily required in the degree program an applicant has followed in that school or university.

To be reviewed for admission to Teachers College, international students must have earned, at least, the equivalent of a U.S. bachelor's degree. **Applicants who do not have the equivalent degree will not be considered for admission.** The Office of Admission will review all credentials and determine bachelor's degree equivalency. Incomplete records will not be reviewed for admission. Students who have earned a bachelor's degree or its equivalent from a college or university where English is not the official language of instruction must take the TOEFL, the CPE, the IELTS, or the Columbia University English Placement Test (see "Standardized Tests" section).

Papers necessary to obtain a student visa are sent only after an applicant is officially admitted to Teachers College and has submitted the financial affidavit (enclosed for international students) certifying that she/he has the necessary funds

to meet the cost of study at Teachers College. Holders of the student visa (F-1) are required to study full-time, i.e., at least 12 points per semester.

Be certain that any form not issued in English is accompanied by a notarized English translation.

#### Immunization Requirements

New York State law requires college students to be immunized against measles, rubella, and mumps. **The law applies to all students born on or after January 1, 1957.** Beginning in the Autumn term of 1991, graduate students will have to show proof of immunity. Proof of immunity consists of:

- For measles—two doses of live measles vaccine administered after 12 months of age, physician documentation of measles disease, or a blood test showing immunity;
- For rubella (German measles)—one dose of live rubella vaccine administered after 12 months of age or a blood test showing immunity;
- For mumps—one dose of live mumps vaccine administered after 12 months of age, physician documentation of measles disease, or a blood test showing immunity.

Students check their immunization records with their health care provider to be certain they meet these requirements. For further information, contact the local health department or Susanne Nanka-Bruce, Director of Student Life, Teachers College, 525 West 120<sup>th</sup> Street, Box 308, New York, NY 10027; telephone: (212) 678-3406.

#### Transfer Credit

Only graduate courses which have been (1) completed with grades of B or higher, (2) submitted on an official transcript

from a regionally accredited institution, and (3) having been granted/assigned credit on the transcript of that institution, may be considered for transfer. Transfer credit is awarded at the discretion of the faculty advisor. For the Master of Education and the Doctor of Philosophy, a maximum of 30 points completed outside of Teachers College may be transferred. For the Doctor of Education, up to 45 points may be transferred; moreover, for the Doctor of Philosophy, up to 45 points completed in another faculty of Columbia University may be transferred. No transfer credit is awarded for Master of Arts students.

#### Admission as a Non-degree Student

For admission to non-degree status, applicants must file an application for non-degree status, provide evidence (transcript, or photocopy of their diploma) that they hold a baccalaureate degree from a regionally accredited institution, and pay the \$50 non-refundable application fee. There are no deadlines for admission to non-degree status. Applicants may register as a non-degree student on the day of registration. Students may continue to take courses for credit in a non-degree status as long as they meet the academic standards of the College. However, should a student become a degree candidate, only 16 credits taken in non-degree status may be accepted toward degree requirements, and only 8 of these credits may be credited toward minimum requirements in the major field.

#### Special Needs

Students with special needs are invited to request information and assistance from the Office of Services for Students with Disabilities, Teachers College, 525 West 120<sup>th</sup> Street, Box 42, New York,

New York 10027. Telephone: (212) 678-3689. The office is located in the lobby of Thorndike Hall.

#### Deferral of Admission

Students may defer their admission to a Master of Arts, Master of Education, or Master of Science degree program for up to two years. Those admitted to doctoral programs must have the permission of the program to which they were admitted to defer an offer of admission. Requests for deferral of admission must be made in writing to the Office of Admission.

The goals of the student aid program at Teachers College are to reward excellence through merit-based aid and to remove cost as a barrier to attendance through scholarships, need-based programs including grants, loans, and the Federal Work-Study Program. A student must be enrolled at least half-time (6 points or the equivalent) in a degree program in order to receive Federal Aid.

**Scholarship and Grants**

*General Scholarships*

All students are eligible for Teachers College General Scholarships.

*Minority Student Scholarships*

Teachers College Minority Scholarships are available to U.S. citizens and permanent residents who identify themselves on the Teachers College Student Aid application as being a member of a federally recognized U.S. ethnic minority group. The program faculty make the award decisions.

*International Student Scholarships*

Teachers College International Student Scholarships are available to international students only. The award process is competitive. Students are selected by a committee which receives recommendations from academic program faculty.

*Endowed Scholarships*

Endowed scholarships are provided through the generosity of donors' contributions. Many of these are in support of students in particular programs. Students should check with their faculty program coordinators for information about the availability of these scholarships within their programs as well as the eligibility requirements.

Some endowed scholarships are available to students across many programs. Faculty nominate students to a College-wide selection committee which makes the final award decisions.

Most scholarship awards are made on the basis of academic merit only. However, because some programs do consider financial need, it is advisable for all students to file the Teachers College Student Aid application found in this Catalog. Scholarships are applied toward tuition only. Students should expect to provide additional funds for the tuition balance, fees, medical insurance, and academic and living expenses.

*Stipends, Internships, Fellowships, and Research Assistantships*

Stipends, internships, fellowships, and research assistantships are also available through the program faculty. These provide students with valuable experiences which enrich academic growth and development as well as income which may be applied toward other College and living expenses.

*Grants-in-Aid*

Grants-In-Aid are awarded primarily to doctoral students during the last two semesters of graduate work, taking both merit and need into consideration. International students are required to seek approval from the International Student Advisor. Faculty recommendations in support of Grant-In-Aid applications are required. Applications are available in the Office of Student Aid.

*Peace Corps Fellows Program*

The Peace Corps Fellows Program offers fellowships and scholarships on a competitive basis to returned Peace Corps Volunteers. While enrolled part-time in selected areas of study leading to an M.A. degree, Peace Corps Fellows are employed full-time by the New York City Board of Education and teach in New York City schools. Additional information may be obtained by calling the Peace Corps Fellows Program Office at (212) 678-4080, or by writing to the Peace Corps Fellows Program, Teachers College, Box 301.

*Teacher Opportunity Corps*

Teachers Opportunity Corps (TOC) scholarships are available to New York State residents who are African-American, Hispanic, Native American, or Alaskan American. Recipients must also be U.S. citizens or permanent residents. Applicants must be prospective or experienced teachers who are not yet fully certified to teach in the public schools.

To be eligible, recipients must enroll at least half-time in one of the following Teachers College programs: Bilingual/Bicultural Education, Elementary Education, Mathematics Education, Movement Sciences, Music Education, Science Education, Social Studies, Special Education, Teaching of English or Teaching of English to Speakers of Other Languages (TESOL). TOC recipients receive some funding for each academic year of their degree program. A separate application must be made to this program. Additional information and an application can be obtained from the TOC Program Office at (212) 678-3471 or 3466.

**Loans**

There are several types of student loans available to Teachers College students. To qualify for any of the federal loans an applicant must be a U.S. citizen or permanent resident and must be enrolled at least half-time (6 points or the equivalent) in a degree program. International students may qualify for credit-worthy loans from Teachers College by securing a co-signer who is a US citizen or permanent resident. Consult with a financial aid counselor for more information.

If a student receives a federal loan she/he must participate in a Loan Entrance Interview before receiving the initial funds, and a Loan Exit Interview before graduation, leaving Teachers College, or dropping to less than half-time status.

The Entrance Interview will review the terms and conditions of the loan, and the Exit Interview will cover repayment, deferment and consolidation options. Loans are processed for and during the semester a student is enrolled.

*Teachers College General Loan*

Students who demonstrate need and are enrolled at least half-time or the equivalent may be eligible for Teachers College General Loans (TCGL). If a student receives a TCGL, the funds will be credited each semester after the student has signed a promissory note. The promissory note must be completed in the Office of Student Accounts. While repayment of the principal is deferred until six months after the student leaves Teachers College, interest accrues at a rate of 9% annually from the day the student signs the promissory note. Information on the loan process and repayment options can be obtained from the Office of Student Accounts in 133 Thompson Hall. Repayment may take up to 4 years.

*The following loans require a Free Application for Federal Student Aid (FAFSA) and a separate loan application or promissory note. To ensure consideration for the Perkins Loan and the Federal Work Study programs, it is recommended that the FAFSA be filed by March 1st. In order for Stafford loans to be processed in time for the beginning of the Fall semester, applicants are urged to file the FAFSA by April 30th.*

*Federal Perkins Loan*

Federal Perkins Loans (formerly NDSL) are awarded on the basis of need from a limited amount of federal funds allocated to Teachers College. Students must demonstrate need and be enrolled at least half-time (6 points or the equivalent). Payment of both interest and principal is deferred until nine months after leaving Teachers College or dropping to less than half-time. The annual interest

rate of 5% begins to accrue at the same time payments begin. Repayment may take up to 10 years. Cancellation and deferment provisions may be available, including cancellation of portions of the loan for teachers in specific areas. Information regarding loan cancellation is available in the Office of Student Accounts.

*Federal Subsidized Stafford Loan*  
Federal Subsidized Stafford Loans (formerly GSL) are need-based and available to students enrolled at least half-time or the equivalent. The FAFSA must be filed to determine financial need. Payment on both interest and principal is deferred, and interest does not accrue until six months after a student graduates, drops to less than half-time, or leaves Teachers College. For borrowers whose first loan was disbursed on or after 7/1/94, the interest rate is variable, based on the 91-day T-Bill rate plus 3.10%, capped at 8.25%. Repayment may take up to ten years but can be deferred further under some conditions. The maximum amount of subsidized Stafford loan a graduate student may borrow per academic year is \$8,500. Students may borrow a maximum of \$65,500 during their undergraduate and graduate education. Stafford Loans for an academic year are disbursed in at least two equal payments. A 3% origination fee and an insurance premium up to 1% (which varies with guarantor) are deducted from each disbursement. More information is available from the Office of Student Aid or the student's lender.

*Federal Unsubsidized Stafford Loan*

Federal Unsubsidized Stafford Loans have the same interest rate, terms and conditions as Federal Subsidized Stafford Loans except that the borrower is responsible for interest that accrues while in school and during other deferment periods. The program is also open

to students who may not qualify for the subsidized Stafford loan or who may qualify for only a partial subsidized Stafford loan. The origination fee and insurance premium are the same as the Federal Subsidized Stafford Loan. Depending on need, students may borrow up to \$18,500 per academic year in subsidized and unsubsidized loans combined. Graduate students may borrow an aggregate maximum of \$138,500 in subsidized and unsubsidized loan funds over their undergraduate and graduate education.

Students may opt to take federal Stafford loans in the form of William D. Ford Federal Direct Loans. The terms and conditions are very similar to the Federal Subsidized and Unsubsidized Stafford loans. Student applying for federal loans will receive a detailed comparison and can seek further guidance from a student aid counselor.

*Other Loans*

There are several student loan programs administered by private institutions that provide funds to students who do not qualify for Federal or need-based loans or who may need additional funding. They are often available from banks, and require a processing fee, a credit check, and in some cases, a co-signer. Securing a co-signer can result in lower interest on the loan.

**Student Employment**

*Student Employment*

Many opportunities for student employment are available at Teachers College. Students should inquire at the Teachers College Personnel Office for a list of current vacancies.

*Federal Work-Study*

Subsidized employment is also available through the Federal Work-Study program. Federal Work-Study is awarded to students based on need. To apply,

students must complete the FAFSA and be enrolled at least half-time (6 points or the equivalent) in a degree program. A work study award means the student is entitled to a job on or off campus, earning an hourly wage up to the amount of the award during that academic year. Students must seek placement assistance from the Teachers College Personnel Office.

**How to Apply for Aid**

To receive priority consideration for scholarships, new students must complete their admissions application by January 15th for doctoral students and February 1st for masters students. **Programs make scholarship decisions based on the degree applications of the new students and on the Teachers College academic records for the continuing students. There is no official scholarship application.**

If a student wishes to apply for federal work-study, federal loans, or institutional loans, she/he should complete the Student Aid Application at the back of this Catalog and the Free Application for Federal Student Aid (FAFSA).

The Student Aid Application must be returned to the Office of Student Aid and the FAFSA sent in the envelope enclosed in the FAFSA booklet. FAFSAs need to be submitted for each academic year that begins in Fall and ends in Summer. They are available by January of each year and can be obtained from the Office of Student Aid at Teachers College, or from any college's financial aid office. In completing the FAFSA, students should be sure to indicate that the results should be sent to Teachers College. Students can also apply online. The web address is [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Be sure to include Teachers College federal code number: G03979.

After filing the FAFSA, students will receive a Student Aid Report (SAR) which must be reviewed for accuracy, and necessary corrections made. If there are questions, contact the Office of Student Aid. Students may also be required to submit copies of the 1998 federal tax returns and other supporting documents to verify the information on the FAFSA.

Permanent residents must submit a copy of both sides of their Alien Registration Card to the Office of Student Aid. Permanent residency status must be confirmed with the Immigration and Naturalization Service before aid can be disbursed. Naturalized citizens may need to provide documents to verify citizenship.

Full-time students (at least 12 points or the equivalent) who are New York State residents may be eligible to apply for the Tuition Assistance Program (TAP). Students who want to be considered for TAP must file a FAFSA, giving the federal government permission to release information to New York State. For more information call New York State Higher Education Services Corporation (NYSHESC) at (518) 474-5642 or (800) 642-6234.

**How Need based Eligibility is Determined**

Need-based financial aid is based on a special definition of "need". The information provided on the FAFSA is applied to a federally designed formula which calculates the "family contribution," the theoretical amount the student should have available for educational costs. The cost of education minus the family contribution is "need". The total amount of need-based aid cannot exceed this figure.

Normally, the need calculations are based on data from the prior calendar year. However, the Office of Student Aid may recalculate family contribution

if the student's financial circumstances change significantly during the academic year. Students requesting recalculation based on academic year information should provide a written explanation of the circumstances and consult a student aid counselor to determine the supporting documentation that will be needed.

**Lifetime Learning Credit**

On August 5, 1997, President Clinton signed the Taxpayer Relief Act of 1997, which created several new tax benefits for families who are saving for, or already paying for higher education.

The Lifetime Learning Credit targets undergraduate and graduate students. Graduate students will receive a 20% tax credit for the first \$5,000 of qualified tuition and related expenses for each eligible student in the family, through the year 2002, and for the first \$10,000 thereafter. This credit is available for net tuition and fees (minus any additional grant aid) paid for an enrollment period beginning July 1, 1998.

Students may want to download a brochure that explains the options. The brochure, "New Tax and Savings Options for Education," can be found at the following website: <http://www.tiaaaf.org/taxfile.pdf>.

**How Aid is Awarded**

Most scholarships are awarded to students by their academic programs based on academic merit and/or need. Grants-in-Aid are awarded by the Office of Student Aid based on faculty recommendation and need. International Scholarships are awarded based on academic merit by the International Student Scholarship Committee.

To award need-based funds, the College makes up an academic year student budget that consists of the average costs of tuition, fees, and other

expenses. The amount for tuition and fees, books and supplies is adjusted based on full-time, three-quarter time, and half-time enrollment. If enrollment plans change during the academic year, students should notify the Office of Student Aid in case it becomes necessary to adjust the aid package.

During the 1999–2000 academic year, the Fall/Spring budget for a full-time student enrolled for 24 points is:

Tuition and Fees	\$17,360
Living Allowance	10,220
Books and Supplies	2,470
Transportation	1,340
Miscellaneous	4,030
<b>Total</b>	<b>\$35,420</b>

The family contribution toward academic year living and educational expenses is then deducted from this budget. For example:

Budget	\$35,420
Family Contribution	(3,620)
<b>Need</b>	<b>\$31,800</b>

After need is determined, the Office of Student Aid tries to meet this amount with financial aid. Often, a variety of sources are combined into as package, which might look like this:

Department Scholarship	\$5,360
	(\$670 per point)
TAP	500
Federal Work Study	5,000
Federal Perkins Loan	2,000
Federal Subsidized Stafford Loan	8,500
Federal Unsubsidized Loan	10,000
<b>Total</b>	<b>\$31,360</b>

If students cannot provide the full amount of the family contribution, some banks offer credit-worthy loans which can be used to finance the remaining cost of attendance. However, the total of all financial aid, including loans used to

replace family contribution, still cannot exceed the cost of education.

**How Aid is disbursed**

Scholarships are disbursed to a student's account on the first day of in-person registration once the student has registered in a degree program for the semester.

Federal loans are disbursed when a student meets the following criteria: 1) has been accepted in a degree program; 2) has registered for at least half time status each semester; 3) has completed an entrance interview; and 4) has completed verification of income and residency, if required.

Tuition, fees, account charges, and refunds are processed by the Office of Student Accounts which is located in 133 Thompson Hall.

**Additional Steps and Conditions Prior to Release of Funds**

*Prior Default:* Students in default on a federal loan, or who owe a repayment on a Pell, SEOG, or SSIG grant cannot receive federal need-based aid until the status is cleared.

*Satisfactory Academic Progress:* In order to maintain eligibility for aid, students must make satisfactory progress toward their degree. In addition to meeting all standards of academic performance required in the program, students must complete a minimum number of points per semester. For a full-time student, the minimums are:

After this semester	1	2	3	4	5	6	7	8	9	10	11	12
Master's students must complete:	6	15	27	39	51	53	63	63	63	63	No longer eligible	
Doctoral students must complete:	6	15	27	39	51	63	75	87	90	90	Dissertation Advisement	
With at least this GPA:	2.5	2.5	3	3	3	3	3	3	3	3	3	3

The number of points required for students enrolled less than half-time will be adjusted proportionately. Students who receive TAP will be monitored each semester. For federal aid purposes, students will be evaluated at the end of each academic year. Students who do not make satisfactory progress will not be eligible for federal aid. They may appeal if they believe there are mitigating circumstances.

*Verification:* Some students are selected for a process called verification, based on federal edit criteria plus random factors. If a student is selected, she/he will have to provide a copy of her/his federal income tax return and other documents. No funds can be disbursed until all required documents are submitted and processed.

*Notification:* Financial aid is offered to students via the Student Aid Award Letter issued by the Office of Student Aid. Students must accept or decline each component of the offer and return a signed copy to the Office of Student Aid.

**For More Information**

Visit the Teachers College Office of Student Aid, located in Room 138, Horace Mann Hall, or call (212) 678-3714.

# Application for Admission

## Teachers College, Columbia University

Please type or print in black ink

Social Security Number \_\_\_\_\_

Name \_\_\_\_\_  
Last/Family Name First/Given Name Middle Name

Title: Ms.  Mr.  Other \_\_\_\_\_

NOTE: Your application will be **processed under the name given above**. If you were registered at any of the institutions listed below under any other name or any variations of your name as given above, please write that name below.

<b>Permanent Address</b>			
<small>Number</small>	<small>Street</small>	<small>Apt. Number</small>	
<small>City</small>	<small>State</small>	<small>Zip Code</small>	<small>(New York State residents only: County)</small>
Home Telephone _____		Country _____	

<b>Mailing Address</b> (if different from above) Indicate date of termination, if possible: Month ___ Day ___ Year _____			
<small>Number</small>	<small>Street</small>	<small>Apt. Number</small>	
<small>City</small>	<small>State</small>	<small>Zip Code</small>	
Home Telephone _____		Country _____	

Work Telephone \_\_\_\_\_ Fax # \_\_\_\_\_ e-mail \_\_\_\_\_

Please indicate the program to which you are applying.

\_\_\_\_\_ program \_\_\_\_\_ specialization if required (see program descriptions) T \_\_\_\_\_ code

For which degree are you applying? [check one]

- Master of Arts     
  Master of Science     
  Master of Education     
  Non-Degree  
 Doctor of Education     
  Doctor of Education *in the College Teaching of an Academic Subject*     
  Doctor of Philosophy

For which term are you applying? [insert year]  Jan. 19\_\_\_\_  May 19\_\_\_\_  July 19\_\_\_\_  Sept. 19\_\_\_\_

**Record of Preparation.** Supply FULL information regarding ALL college preparation to date. LIST EVERY INSTITUTION in chronological order beginning with undergraduate institutions. NOTE: ANY AND ALL undergraduate and graduate work MUST be listed. Use additional sheets if needed and be sure that your name is on any additional sheet. Please include any study at Teachers College or Columbia University.

**FAILURE TO DISCLOSE THIS INFORMATION MAY RESULT IN THE CANCELLATION OF YOUR APPLICATION OR YOUR ADMISSION**

Dates of Attendance	Institution and Location	Department/Major	Degree, Diploma Certificate, License, etc.	GPA	Date of Award

**DO NOT WRITE BELOW THIS LINE**

Admission Office: Recommended    I    II    III    Pro    Defer    NRec  Signature _____ Date _____  Department: <input type="checkbox"/> Recommended <input type="checkbox"/> Pro <input type="checkbox"/> NRec  Signature _____ Date _____	GSAS: <input type="checkbox"/> Recommended <input type="checkbox"/> Nrec Signature _____ Date _____  <input type="checkbox"/> App <input type="checkbox"/> Degree ND MA MS ME DE DC DP <input type="checkbox"/> Decision AF AD AP AX RJ WL DT <input type="checkbox"/> Response PR NC DF WD <input type="checkbox"/> Tuition Deposit <input type="checkbox"/> Copies made ___ / ___ / ___ <input type="checkbox"/> Letter _____ / ___ / ___ Initial _____ Date _____
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Fee Paid**

\$50

\$25

\$\_\_\_\_\_

**Personal Statement.** Please attach a brief typed and signed statement describing your background, your past work in your intended field of study, your plans for graduate study and a professional career.

**Record of Employment.** Please attach a resume or chronological listing of employment and other significant activities.

**In which languages** do you have adequate proficiency to translate scholarly material? \_\_\_\_\_

Give the name, official position, address and phone number of the persons you have asked to write references:

Name	Title	Address	Phone

Test Requirements (Please see Admissions Application Instructions to determine if test is required.)

TEST	GRE	MAT	TOEFL	ALP (EPT) Columbia's American Language Program (English Placement Test)
Date of Test				
Scores	Verbal____ Quantitative____ Analytical____ Advanced Test____ Which Test?____			

Be sure to request that official scores be sent directly to the Office of Admission. The Teachers College code for both GRE & TOEFL is 2905.

**Non-U.S. Citizens (International Applicants and U.S. Permanent Residents)**

Country of Citizenship \_\_\_\_\_ Native Language \_\_\_\_\_

Are you a U.S. Permanent Resident (i.e., hold a "green card")?  Yes  No

Will you be attending Teachers College on a student visa?  Yes  No

If Yes, check one:

- I will apply to TC for F-1 status (I-20)
- I will apply to TC for J-1 status (IAP-66)
- I will attend TC as a J-1 student sponsored by \_\_\_\_\_

If No,  
what visa status  
will you hold?  
\_\_\_\_\_

Please provide the following information and include with your application a copy of the grading/marking system (if it is not included on the record of studies) used at each university outside the United States that you have attended. You may also use the space below or use a separate sheet to provide additional information about the marking system at each university you have attended, the distribution of marks, or your marks in particular.

Name of College/University	What marking scale is used?	What is the passing mark?	What is the highest mark obtainable?

**Optional:** Teachers College has undertaken to ensure equality of educational opportunity and to make our programs and services fair and useful to all students. We would appreciate your providing the following information which will be used for statistical purposes only.

Date of birth: Month\_\_\_\_ Day\_\_\_\_ Year\_\_\_\_ Sex\_\_\_\_

I belong to the following group (U.S. citizens and Permanent Residents only)

- Black/African-American
- Asian-American/Pacific Islander
- Latina/Latino (Identify \_\_\_\_\_)
- Native American/Alaskan Native (Tribal affiliation: \_\_\_\_\_)
- White-American
- Other \_\_\_\_\_

I attest that the information provided in this application is true.

Signed \_\_\_\_\_ Date \_\_\_\_\_

Reminder: it is your responsibility to complete your application with all supporting material by the deadline.

# Letter of Reference

## A. To the Applicant

Please type or print your name and address and at line B, the name of the person you have asked to write the reference. This reference is to be used to support your application for admission to Teachers College. It will not be returned to you or forwarded to any other college, university, or place of business. This reference will NOT become a part of your permanent TC record. Once the review process is completed, the letter will be destroyed.

Applicant \_\_\_\_\_

Address \_\_\_\_\_

Department \_\_\_\_\_ Area of Specialization \_\_\_\_\_ (T\_\_ \_\_)

**B: To:** \_\_\_\_\_ (applicant to fill in appropriate name)

The above named person is applying for admission to Teachers College, Columbia University. You are asked to comment on the academic or professional qualifications of this applicant for graduate study. The information supplied on this form will be used for admission and financial aid purposes only. We suggest that you keep a copy for your records. This letter of reference will not become part of the student's permanent record. Once the review process is completed, the letter will be destroyed. This letter will not be returned to the student or forwarded to any other college, university, or place of business. Please return this form to the applicant in the envelope provided. Be sure that you have sealed the envelope and signed across the seal. The applicant will then forward to this office the sealed, signed, unopened envelope, as part of the completed application package, in the return envelope we have provided. (Please use both sides of this form if necessary, or attach a separate sheet with your official letterhead.)

# Letter of Reference

# Teachers College Residence Hall Application

*Please return completed application and \$20 non-refundable application fee to:  
 Teachers College, Office of Housing and Residence Life, Box 312, 525 West 120 Street, New York, NY 10027  
Only complete applications accompanied by payment will be processed.*

Name (First, Last, M.I.) \_\_\_\_\_  Female  Male

Mailing Address \_\_\_\_\_

Telephone #: \_\_\_\_\_ Fax #: \_\_\_\_\_ email: \_\_\_\_\_

Permanent Address \_\_\_\_\_ Tel. # \_\_\_\_\_

Social Security Number \_\_\_\_\_

I plan to move in: Fall (Sept.) \_\_\_\_\_ Spring (Jan.) \_\_\_\_\_ Summer A (May) \_\_\_\_\_ Summer B (July) \_\_\_\_\_ of Year \_\_\_\_\_

I am: An incoming Teachers College Student \_\_\_\_\_ Current Teachers College Student \_\_\_\_\_

Please rank order your preferences for housing (e.g., 1 = most preferred, 2 = second most preferred, etc.). Preferences are given serious consideration but not guaranteed. Family housing applicants must be accompanied by a copy of your marriage license or Affidavit of Domestic Partnership.

Single Student Preferences	Family Housing Preferences															
Whittier Hall Single _____	<i>(Note: Families with children are given preferences for two and three bedroom apartments)</i> Bancroft Hall One Bedroom _____ Bancroft Hall Two Bedroom _____ Bancroft Hall Three Bedroom _____ <i>(only two available)</i> Grant Hall One Bedroom _____ Sarasota Hall One Bedroom _____ Circle One: Courtyard View Street View															
Whittier Hall Suite _____																
Whittier Hall Efficiency _____																
Whittier Hall Studio _____																
Whittier Hall One Bedroom _____																
Whittier Hall Shared Two Bedroom _____																
Greystone Hotel Efficiency _____																
Circle One: Courtyard View Street View																
Circle one: Non-smoking Smoking																
		<b>List all family members who will reside with you.</b> <table border="1"> <thead> <tr> <th>Name</th> <th>Relationship</th> <th>Age</th> </tr> </thead> <tbody> <tr><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td></tr> </tbody> </table>	Name	Relationship	Age	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Name	Relationship	Age														
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_____	_____	_____														

Please list on a separate sheet of paper any special circumstances/accommodations which may affect your placement.

The information on this application is correct. I understand that willful misrepresentation on my part would be grounds for nonacceptance of application and/or noncontinuance in Teachers College housing.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**It is critical to keep your address up-to-date. If your address changes, please notify the Teachers College Admissions Office immediately by letter at: Office of Admissions, Teachers College, 535 W. 120<sup>th</sup> St., Box 302, New York, NY 10027. If your address is not current, your housing application could be adversely affected.**

# Affidavit of Domestic Partnership

(Complete only if required—See Family Housing Policy)

We, the undersigned, declare that we share a domestic partnership and a qualifying family relationship in accordance with the family housing policy of Teachers College, Columbia University, and the Office of Housing and Residence Life.

We specifically declare the following:

1. We share a long-term relationship with each other characterized by an emotional commitment and interdependence.
2. We are each other's sole domestic partner.
3. We are not related by a degree of kinship that would bar marriage to each other.
4. We are not married to anyone else.
5. We have shared with each other a primary residence and the common necessities of life for at least one full consecutive calendar year immediately prior to the date of our application for family housing.
6. We are both competent to enter into a license and/or contractual agreement with Teachers College and the Office of Housing and Residence Life.
7. We agree that if our domestic partnership ends for any reason, we will immediately notify the Director of Housing and Residence Life; that the termination of this partnership will render us ineligible to remain in or to be considered for family housing; that we will vacate the premises upon written request of the Director of Housing and Residence Life either at the conclusion of the semester or within thirty (30) days, whichever is sooner;
8. We understand that available family housing will be allocated and assigned according to rules and criteria established by Teachers College and the Office of Housing and Residence Life. If there are more applications for family housing than available units, we understand and agree that available units will be assigned to eligible applicants under rules and criteria established by Teachers College and/or the Office of Housing and Residence Life.
9. We understand and agree that this affidavit applies only to family housing assignments and renewals made through the current academic year, and that eligibility for subsequent family housing must be reestablished under policies then in effect. We hereby agree that if subsequent family housing policies render us ineligible to remain in or to be considered for family housing we will vacate the premises upon written request of the Director of Housing and Residence Life either at the conclusion of the semester or within thirty (30) days, whichever is sooner.
10. We agree to comply with all terms of the residence hall agreement and any and all rules that Teachers College and/or the Office of Housing and Residence Life may require for housing.
11. We understand that any misinformation certified to in this affidavit or provided in support of our application for family housing, will render our application and any assignment based upon it void. In such case we agree to immediately vacate the premises upon request of the Director of Housing and Residence Life.

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(Printed Name and Signature of Teachers College Student Applicant)

---

(Printed Name and Signature of Domestic Partner)

---

(Date)

*This affidavit must be notarized*

Notary's Stamp:

---

(Date Notarized)

# Student Aid Application

Teachers College Columbia University Office of Student Aid, Box 309  
525 West 120th Street, New York, NY 10027  
(212) 678-3714, Fax (212) 678-4089

Please type or print in dark ink

## Part A (all applicants)

Name \_\_\_\_\_  
Last/Family Name First/Given Name Middle Name Teachers College I.D. or SS#

<b>Permanent Address</b>			
_____	_____	_____	_____
	Number	Street	Apt. Number
_____	_____	_____	_____
City	State	Zip Code	
Home Telephone _____		Country _____	

<b>Mailing Address</b> (if different from above) Indicate date of termination, if possible: Month ____ Day ____ Year _____			
_____	_____	_____	_____
	Number	Street	Apt. Number
_____	_____	_____	_____
City	State	Zip Code	
Home Telephone _____		Country _____	

Sex:  Male  Female

### Citizenship Status:

- United States Citizen
- United States Permanent Resident
- International Student (F-1 Visa)
- International Student (J-1 Visa)
- Other Non-Immigrant Status  
(Specify Visa Type \_\_\_\_\_)
- Other Status (Specify \_\_\_\_\_)

### Race/Ethnicity: (United States Citizens and Permanent Residents Only)

- Black/African American
- Asian American/Pacific Islander
- Latina/Latino (Identify \_\_\_\_\_)
- Native American/Alaskan Native  
Tribal Affiliation \_\_\_\_\_
- White
- Other (Specify \_\_\_\_\_)

### Enrollment Plans:

Indicate the number of points for which you plan to register each semester. **Continuing students:** Please indicate if you plan to register with a special status such as Doctoral Advisement, or if you plan to file a *certificate of equivalency*.

Autumn 1999 \_\_\_\_\_ Points or Special status: \_\_\_\_\_  
Spring 2000 \_\_\_\_\_ Points or Special status: \_\_\_\_\_  
Summer A 2000 \_\_\_\_\_ Points or Special status: \_\_\_\_\_  
Summer B 2000 \_\_\_\_\_ Points or Special status: \_\_\_\_\_

Please indicate if you plan to enroll in any of the FOLLOWING PROGRAMS:

- Nurse Executives (Doctoral)
- Arts Administration
- Nurse Executives (Master's)
- Clinical Respecialization
- AEGIS
- Clinical Psychology (Doctoral)
- Educational Administration—Inquiry

Anticipated Graduation Date from Teachers College: month \_\_\_\_\_ year \_\_\_\_\_

### Part B (only those applying for federal or need-based aid)

Do you wish to be considered for Federal Work Study?  yes  no

Have you ever taken out a federal student loan?  yes  no

If yes, guaranty agency: Guaranty Agency \_\_\_\_\_

Direct Loan? \_\_\_\_\_

**Part B** (continued)

Will you be living with your parents during the 1999-00 academic year?  yes  no

Your 1999-00 cost of attendance will be based on standard amounts for tuition and fees, books and supplies, room and board, transportation, and miscellaneous expenses. If you anticipate any unusual expenses not included in these budget items, please explain on a separate sheet.

**(Early Aid Estimate)** (New Students Only)

If you would like an early estimate of your eligibility for Federal need-based aid (loans and/or work-study), please complete the following:

- 1) Number in household \_\_\_\_\_
- 2) Student 1998 income earned from work \$\_\_\_\_\_
- 3) Spouse 1998 income earned from work \$\_\_\_\_\_
- 4) Number in College during 1999-00 (include self) \_\_\_\_\_
- 5) Year of Birth \_\_\_\_\_
- 6) Approximate amount of cash, savings and checking accounts \$\_\_\_\_\_

If you complete this portion of the application, you will receive an estimate of your eligibility for Federal aid shortly after your admission to Teachers College.

**Part C** (International Students Only)

Indicate the resources (in U.S. dollars) available to you per year for study at Teachers College:

- Your income . . . . . U.S. \$ \_\_\_\_\_
- Your bank savings . . . . . U.S. \$ \_\_\_\_\_
- Your spouse's income from work . . . . . U.S. \$ \_\_\_\_\_
- Your parents' income/bank savings . . . . . U.S. \$ \_\_\_\_\_
- Your government (e.g., scholarship) . . . . . U.S. \$ \_\_\_\_\_
- Tuition exemption from Teachers College employment . . . . . U.S. \$ \_\_\_\_\_
- Support from others (i.e., friends, relatives, sponsor) . . . . . U.S. \$ \_\_\_\_\_
- Other (specify, e.g., private scholarship, organizations) . . . . . U.S. \$ \_\_\_\_\_

**Part D** (all students)

I certify that all information on thos application and on other documents I submit for financial aid consideration is correct and accurate. I agree to notify the Office of Student Aid should the information that I have reported or my circumstances change during the academic year.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Review your answers and return to:*  
Teachers College, Columbia University  
Office of Student Aid  
Box 309  
525 West 120th Street  
New York, NY 10027

For Office Use Only: Tracked by \_\_\_\_\_ Date \_\_\_\_\_

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sion, 146 Horace Mann Hall,  
Box 302, (212) 678-3710

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Career Services Center,  
44 Horace Mann Hall,  
Box 161, (212) 678-3140

Doctoral Studies:  
153 Horace Mann Hall,  
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Employment: Office of  
Personnel Services, 112 Main  
Hall, Box 149, (212) 678-3175

Student Aid Applications:  
Office of Student Aid, 138  
Horace Mann Hall, Box 309,  
(212) 678-3714

Housing: On-campus  
Residence Halls Office,  
1st Floor, Whittier Hall,  
Box 312, (212) 678-3235

International Services: Student  
Life Center, Thorndike Lobby,  
Box 308, (212) 678-3406  
tcintl@columbia.edu

Payment of Fees: Business  
Office, 133 Thompson Hall,  
Box 305, (212) 678-3056

Registration, Teacher  
Certification, Withdrawal  
Notices, Requests for  
Transcripts of Records,  
Certification to Government

Agencies: Office of the  
Registrar, 148 Horace Mann  
Hall, Box 311, (212) 678-4050

#### **Notice of Nondiscriminatory Policy as to Students and Employees**

Pursuant to Revenue Proce-  
dure 75-50 dated December 8,  
1975, and Title IX of the Edu-  
cation Amendments of 1972  
("Title IX") and part 86 of the  
Department of Health, Educa-  
tion and Welfare regulations  
promulgated to effectuate Title  
IX, and The Americans with  
Disabilities Act of 1990,  
Teachers College hereby gives  
notice of its nondiscriminatory  
policy as to students and  
employees:

Continuing its long-standing  
policy to support actively  
equality for all persons, Teach-  
ers College does not discrimi-  
nate on the basis of race, color,  
religion, sex, sexual orienta-  
tion, national origin, age, or  
disability in the administration  
of its admission, employment  
and educational policies or  
scholarship, loan, athletic and  
other school-administered pro-  
grams. Rather, Teachers Col-  
lege affirms that it admits  
students and selects employees  
regardless of their race, color,  
creed or religion, sex, sexual  
orientation, national origin,  
age, disability and thereafter  
accords them all the rights and  
privileges generally made  
available to students or  
employees at the school.

Inquiries regarding the appli-  
cation of Title IX of the Edu-  
cational Amendments of 1972,  
as amended, and regulations  
thereunder, to any policy, pro-  
gram or other activity of the

College should be directed to  
Mr. Donald Dean, the Director  
of the Office of Personnel, who  
serves as the College's Equal  
Opportunity Officer. Mr. Dean  
is also designated to coordinate  
the College's compliance activi-  
ties under the Age Discrimi-  
nation in Employment Act of  
1967, as amended, and the  
Age Discrimination Act of  
1975, and can be contacted  
through the Office of Person-  
nel Services (Box 149, 112  
Main Hall, 525 West 120th  
Street, New York, NY 10027,  
telephone (212) 678-3175.

Inquiries regarding the appli-  
cation of Section 504 of the  
Rehabilitation Act of 1973, as  
amended, and regulations  
thereunder, to any policy, pro-  
gram or other activity of the  
College should be directed to  
Associate Dean William J.  
Baldwin who is designated as  
the College's Section 504 and  
The Americans with Disabili-  
ties Act Compliance Officer  
(Office of the Associate Dean,  
Box 151, 113 Main Hall, New  
York, NY 10027, telephone  
(212) 678-3052).

#### **How to get to Teachers College**

*By Bus:* Four bus routes  
include stops at West 120th  
Street: M4, M5, M11, M104

*By Subway:* Take the 1/9 local  
subway to the 116th Street  
Station; walk north on Broad-  
way to West 120th Street.  
Teachers College is on the  
north side of West 120th  
Street, between Broadway and  
Amsterdam Avenue.

*By Car:* The Henry Hudson  
Parkway (West Side Highway)  
is convenient to Teachers Col-

lege. The highway can be  
reached from most of the main  
routes entering New York  
City. Whether driving north or  
south, leave the West Side  
Highway at the 96th Street  
exit; at the first traffic light  
turn left (north) onto Riverside  
Drive; at 120th Street turn  
right and go two blocks east to  
the College.

*Parking:* The following garages  
in the area will accept outside  
cars if you phone in advance.

E & B Operating Corp.  
137 West 108 Street  
(212) 865-8315

Riverside Church Garage  
Riverside Dr. & 120 St.  
(212) 870-6736

Upper Westside Garage  
234 West 108 Street  
(212) 222-8800

Park Yorkshire Garage  
151 West 108 Street  
(212) 865-2314

Morningside Garage  
3100 Broadway  
(212) 864-9877

# COLUMBIA UNIVERSITY

## The Morningside Campus & Environs

