Message from President Fuhrman 3
Message from Provost James 4
Teachers College at a Glance 5
Academic Calendar 2008-2009 6

ACADEMIC DEPARTMENTS AND PROGRAMS
  Department of Arts and Humanities 9
  Department of Biobehavioral Sciences 49
  Department of Counseling and Clinical Psychology 65
  Department of Curriculum and Teaching 79
  Department of Health and Behavior Studies 97
  Department of Human Development 129
  Department of International and Transcultural Studies 147
  Department of Mathematics, Science, and Technology 165
  Department of Organization and Leadership 185
  Other Areas of Interest 219
  Table of Program Codes 224

FACULTY MEMBERS 229
  Trustees, Officers, and Councils 243

STUDENT SERVICES AND ADMINISTRATIVE INFORMATION
  Admissions Information 245
  Residential Services 248
  Academic Resources and Services 251
  Student Life and Student Services 260
  Degree Requirements 263
  Registration 266
  Tuition and Fees 267
  Financial Aid 269
  Policies and Procedures 275
  HEGIS Codes 280
  Indices 284
  Maps 301
  Contact Information and Travel Directions 303
Introduction
As both an alumna of Teachers College and its president, I welcome you to the nation’s oldest and largest graduate school of education, and also one if its perenially top-ranked – a place whose founding vision was to bring educational opportunities to all members of society, and whose faculty and students, time and again during more than a century of leadership, have demonstrated the power of ideas to change the world.

Our legacy is the work of a long list of thinkers and doers that includes James Russell and John Dewey; Lawrence Cremin and Maxine Greene; Edmund Gordon and Isabel Maitland Stewart; Mary Swartz Rose and Morton Deutsch; Arthur Wesley Dow and William Heard Kilpatrick.

These are people who created fields of inquiry. At Teachers College today, our work is about living up to their legacy by ensuring that we not only build knowledge, but enhance its impact by engaging directly with the policymakers and practitioners who will put it to use. Because of our preeminence, it is both our privilege and our obligation to focus our coursework and our research on the questions of the day in each of the fields we serve. To that end, we favor no ideology or single methodology, but instead seek answers that meet the genuine needs of teachers and other practitioners, and the children they ultimately serve.

Whether you plan to teach, conduct research, serve as an administrator, or pursue a career in health or psychology – or even if you are already active in one of these fields – at Teachers College, you are undertaking a journey that will change your life and the lives of others by unlocking the wonders of human potential.

As you explore this catalogue, I urge you to remember that the education you will receive at Teachers College is as much about the people you will meet – your professors and your fellow students – as it is about the knowledge you will find in books. So as you join with us in our work, open your hearts as well as your minds. Only then will you truly be able to say – as I proudly do – that you have learned everything you needed to know at Teachers College.

Susan Fuhrman, President
Students and colleagues, my warmest welcome as you embark on your journey into the fields of education, psychology and health disciplines. I know that this will be an adventure that extends far beyond the classroom. You join a committed, energetic community of educators, deeply engaged in the work of connecting human lives with opportunities to learn. Thank you for choosing this path in your own life.

I hope you enjoy your studies at Teachers College. This is a place where you can delve into the possibilities of education and its allied fields, not only as a tradition or a profession but as a way of being in the world. We see education and life as vitally interconnected. This means that you – your roots as a person, your vision as an advocate of human development, your drive to change the world – matter to us greatly as we develop our programs, degrees, and services.

So who are we as an academic community? We are many things, in fact, and must be, because we believe in freedom of inquiry, rigorous peer-reviewed research and teaching at the highest levels. But let me add that we stand especially for the value of inquiry-based teaching and learning. We strive to cultivate self-discovery and life-enhancing experiences for learners at all levels and ages. Working from within one of the world’s greatest research universities, we make good use of the knowledge generated from science, social sciences, humanities and the arts to expand human capacity to learn and create. We also believe strongly in conducting our work in authentic partnership with the communities around us, because what we do at Teachers College is first and foremost about helping real people in the real world.

New York City is an exceptional place to study the fields we represent at Teachers College. Let me be blunt about this because it is so important. This place is not quite like any other, and you need to come here and work with us to realize the potential. Our working environment, in every dimension, reflects both the problems and opportunities of this civilization in their most intense and concentrated form. If you can engage the human prospect here, joining us as educators to imagine and create what might be possible to achieve with such magnificent human complexity, your work and ours will be of national and global significance.

Teachers College is diverse and we are proud of it. Along with the human diversity of our faculty and students, we are also a big-hearted place in our understanding of education and human development. Equity and opportunity are at the heart of everything we do. I use the term “education” as it has always been understood at TC, in its broadest sense, to include all the disciplines we embrace, from the preparation of classroom teachers, early childhood specialists, counselors and school psychologists, music and arts educators, to nursing educators, nutritionists, higher and adult education, and much more. Indeed, we are interested in all the fields of learning that bear on the well-being of students, families, schools and communities.

Above all, Teachers College is a place where these disciplines talk with one another. We are a community that welcomes difference, a place that fosters dialogue and respectful interplay among diverse and sometimes divergent points of view. You can find your intellectual home here and here is your launching pad for a productive career in education and related fields. Let’s get to work!

Thomas James,
Teachers College was founded in 1887 by the philanthropist Grace Hoadley Dodge and philosopher Nicholas Murray Butler to provide a new kind of schooling for the teachers of disadvantaged children in New York City, one that combined a humanitarian concern to help others with a scientific approach to human development.

The founders recognized that professional teachers need reliable knowledge about the conditions under which children from varied backgrounds learn most effectively. As a result, the College’s earliest programs, which included educational psychology and sociology, nutrition and nursing education, reflected the Deweyan view of education writ large, encompassing life in and out of the classroom.

They also insisted that education must be combined with clear ideas about ethics and the nature of a good society; consequently, programs were developed in the history of education and in comparative education. As the number of school children increased during the twentieth century, the problems of managing the schools became ever more complex. The College took on the challenge and instituted programs of study in areas of administration, economics, and politics. Other programs developed in such emerging fields as educational psychology and sociology, nutrition and nursing education, educational psychology and sociology, nutrition and nursing education, educational psychology and sociology, nutrition and nursing education, educational psychology and sociology, nutrition and nursing education, educational psychology and sociology, nutrition and nursing education, educational psychology and sociology, nutrition and nursing education, educational psychology and sociology, nutrition and nursing education, educational psychology and sociology, nutrition and nursing education, educational psychology and sociology, nutrition and nursing education, educational psychology and sociology, nutrition and nursing education, educational psychology and sociology, nutrition and nursing education, educational psychology and sociology, nutrition and nursing education.

After World War II, in response to rapid development of new professional roles, the College added curriculum that reached beyond the traditional educational sphere, including programs in clinical and counseling psychology, speech and language pathology, audiology, post-secondary education, and international education. During the 1960s, driven by concern for equity in the schools, TC developed programs in fields such as urban education, ethnic education and the teaching of English to speakers of other languages.

In the past 25 years, the College has addressed the explosion of educational services outside the traditional school environment by designing programs for educators who will work in day-care centers, family assistance agencies, museums, libraries, businesses, telecommunications facilities, and other non-traditional locations.

More recently, Teachers College has been contending with the difficult problems of urban education, reaffirming its original mission—providing a new kind of education for those left most in need by society or circumstance. The College continues its collaborative research with urban and suburban school systems that strengthens teaching in such fundamental areas as reading, writing, science, mathematics and the arts; prepares leaders to develop and administer psychological and health care programs in schools, hospitals and community agencies; and advances technology for the classroom, developing new teaching software and keeping teachers abreast of new developments.

Historically, Teachers College has played a vibrant and vital role in shaping and defining education in the New York area. Through the years, our influence has spread, as we have partnered locally, nationally and around the world with policymakers and practitioners in the fields we serve.

The Campaign for Educational Equity, founded in June 2005, sponsors, identifies and disseminates research showing how and why specific interventions can help narrow the gap in educational opportunities and outcomes that separate poor and disadvantaged students from their wealthier peers.

In 2006, Teachers College became home to the new National Center for Post-Secondary Education, the nation’s largest federally funded research center focusing on higher education.

The Heritage School is a unique partnership between Teachers College and the New York City Department of Education. Now in its fifth year, the Heritage School accords full parity to the arts in its extended-day curriculum, requiring all students to supplement a rigorous academic base with trips to museums, galleries, theaters, libraries and concert halls.
### Academic Calendar 2008-2009

**SEPTEMBER 3 - DECEMBER 20**

| MAY 2008 | 12 | Opening day of Registration for the Autumn Term for new and continuing doctoral students via web and touch-tone. Registration is a continuous process through the end of add/drop on September 16. Students should contact their departments for program specific procedures and timelines. |
| JUNE 2008 | 10 | Opening day of Registration for the Autumn Term for new and continuing master’s and non-degree students via web and touch-tone. Registration is a continuous process through the end of add/drop on September 16. Master’s students should contact their departments for program specific procedures and timelines. |
| AUGUST 2008 | 27-28 | Beginning of occupancy in Teachers College residence halls for new students attending the Autumn Term. Actual move-in date is determined by housing assignment. New Student Experience Program (Orientation). |
| SEPTEMBER 2008 | 1 | Labor Day. University Holiday. |
| | 2 | In-person Registration for Autumn Term. Hours: 10:00 a.m. to 7:00 p.m. Advisors available from 10:00 a.m. to 12 noon and 2:00 p.m. to 7:00 p.m. Last day to submit, to the Registrar’s Office, formal Master’s essays for the October 15 award of degree. |
| | 3 | Classes begin. Autumn Term 2008. |
| | 3-5 | Registration and add/drop period. Hours: 9:30 a.m. to 6:00 p.m. Wednesday and Thursday; 9:30 a.m. to 5:00 p.m. Friday. Advisors available from 3:00 p.m. to 5:00 p.m. Last day to file application for Doctoral Certification Examination (Ed.D./Ph.D.) to be given October 17 or October 24. |
| | 16 | Last day to add and drop courses for the Autumn 2008 term, file a Certificate of Equivalency, and enroll in Student Health Service and Student Medical Insurance programs. Requests for late registration under exceptional circumstances on or after this date require Registrar’s approval and payment of $100 late registration fee. |
| | 22 | 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 the October 15 award of degree. |
| | 30 | Last day to change points in courses. |
| OCTOBER 2008 | 10 | Last day to deposit Ph.D. dissertation with the Office of Doctoral Studies and the Graduate School of Arts and Sciences for the October 15 award of the degree. Award of October degrees and certificates. No ceremony. |
| | 15 | Doctoral Certification Examination (Ed.D./Ph.D.) for students not majoring in an area of psychology, 9:00 a.m. to 12 noon and 1:45 to 4:45 p.m. |
| | 17 | Midterm date, Autumn Term 2008. |
| | 22 | Doctoral Certification Examination (Ed.D./Ph.D.) for students majoring in an area of psychology, 9:00 a.m. to 12 noon and 1:45 to 4:45 p.m. |
| NOVEMBER 2008 | 3 | 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 17 upon payment of $25 late fee.) No Classes. Offices open. Thanksgiving Holidays. |
| | 26 | Last day to submit, to the Registrar’s Office, formal Master’s essays for the February 11 award of degree. |
| DECEMBER 2008 | 1 | Termination of occupancy in Teachers College residence halls for Autumn Term students not returning for Spring Term 2009. |
JANUARY 2009

18. Beginning of occupancy in the Teachers College residence halls for the Spring Term.
20. New Student Experience (Orientation). Hours: 9:00 a.m. to 1:00 p.m.
20. In-person Registration for Spring Term 2009. Hours: 10:00 a.m. to 7:00 p.m.


21-23. Late registration and change period. Hours: Wednesday-Thursday 9:30 a.m. to 6:00 p.m.; Friday 9:30 a.m. to 5:00 p.m. Advisors available from 3:00 p.m. to 5:00 p.m.
22. Last day to file application for Doctoral Certification Examination (Ed.D./Ph.D.) to be given February 20 or February 27.
30. 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 11 award of degree.

FEBRUARY 2009

2. 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 16 upon payment of $25 late fee.)
3. Last day to add and drop courses for Spring Term 2009, file a Certificate of Equivalency, and enroll in Student Health Service and Student Medical Insurance programs.
4. Requests for late registration under exceptional circumstances on or after this date require Registrar’s approval and payment of $100 late registration fee.
6. Last day to deposit Ph.D. dissertation with the Office of Doctoral Studies and the Graduate School of Arts and Sciences for the February 11 award of degree.
11. Award of February degrees and certificates. No ceremony.
17. Last day to change points in courses.
20. Doctoral Certification Examination (Ed.D./Ph.D.) for students not majoring in an area of psychology, 9:00 a.m. to 12 noon and 1:45 p.m. to 4:45 p.m.
27. Doctoral Certification Examination (Ed.D./Ph.D.) for students majoring in an area of psychology, 9:00 a.m. to 12 noon and 1:45 p.m. to 4:45 p.m.

MARCH 2009

2. Last day to submit, to the Registrar’s Office, formal Master’s essay for May 20 award of degree.

APRIL 2009

20. Registration for the Summer Term for continuing students via web and touch-tone registration begins.
27. Last day to hold the dissertation defense (Ed.D./Ph.D.) for May 20 award of degree.

MAY 2009

1. Spring Holidays.
13. Termination of occupancy in Teachers College residence halls for Spring 2009 for students not remaining for Summer Session A. Extensions granted for students remaining for Commencement.
15. Last day to deposit Ph.D. dissertation with the Office of Doctoral Studies and the Graduate School of Arts and Sciences for the May 20 award of degree.
19. Teachers College Master’s Degrees Convocations.
20. Conferring of degrees, 10:30 a.m.; Teachers College Doctoral Degrees Convocation, 2:30 p.m.
22. Termination of occupancy in Teachers College residence halls for Spring 2009 for students not remaining for Summer Session, but who participated in Commencement.
DEPARTMENTAL MISSION:
The Department of Arts and Humanities is dedicated to the study of a variety of academic and professional disciplines in an educational context. The Department's mission is two-fold: To promote proficiency in specific fields and to explore the purposes, practices, and processes of education both within—and across—disciplines.

Within the Department, individual programs preserve their own disciplinary rigor while expanding modes of inquiry, discovery, and creation across disciplines and diverse societies and cultures. The Department is committed to understanding culture as a broad and varied process—a fundamental human activity involving various modes of thinking and expression through which meaning is constructed and historically transmitted.

The Department views the study of education as broad and vital. Here, intellectual and creative ideas and practices extend beyond the traditional concerns of schooling. Thus, each program shares a concern with the learner's construction of knowledge, the art and methods of teaching, the realities of the contemporary classroom, the relationship of schools to their communities, and the underlying philosophies of school reform.

In each of the programs that prepare teachers for positions in schools and universities, there is a commitment to the education of reflective practitioners, the integration of theory and improvement of learning, as well as research and practice in the students' chosen fields of study. Faculty share the view that informed, imaginative and critical thinking enables scholars and educators to actively shape cultural concepts of learning through education. With this in mind, the programs—both separately and together—offer students the skills and knowledge needed to thrive and assume leadership in today's changing cultural and educational environment.
Students having difficulty in a way that is appropriate to their professional
are expected to write and speak in

• Technology in applied linguistics
• Syntax
• Sociolinguistics
• Semantics
• Second language literacy
• Second language acquisition
• Language testing and assessment
• Language phonetics/phonology
• Interlanguage analysis
• Foreign language pedagogy

One of the following:

All non-native speakers of English, including those who have an undergraduate degree from

• Cross-cultural pragmatics
• Conversation analysis
• Acquisitional pragmatics

sizes study in the following:

A&HL 4086 Second language
A&HL 4104 Discourse analysis (3)
A&HL 4001 Sociolinguistics
A&HL 4003 Schools of linguistic analysis
A&HL 4005 Semantic systems
A&HL 4106 Discourse analysis:

The Program in Applied Linguistics provides

• The Program offers a 36 point Master of Arts degree. Students will take
• The Program requires 60 points beyond the

Applied Linguistics Program sheet for prerequisite for the Ed.M.

Consult an advisor.

Ed.M. that requires 60 points beyond the

11
Doctoral students have three types of requirements: concentration requirements, research methods requirements, and doctoral preparation requirements.

Concentration Requirements:

Students who did not receive their M.A. or B.A. for students wishing to pursue a master's degree in applied linguistics, and 45-50 points in the program and after they have been taking courses at Teachers College for at least one year, they are required to register for and attend a doctoral seminar every semester. When doctoral students reach approximately 30 credits in the program, they are required to register for and attend a doctoral seminar every semester. Then, as evidence that they are able to carry out original research under the guidance of an advisor, they must write a dissertation prospectus at the 7500 level as a part of the doctoral committee, they must write a dissertation advisement at the 8900 level. To prepare for these requirements, students must complete an Ed.M. with a concentration in applied linguistics and attend doctoral seminars every semester. As soon as possible after completing the M.A., doctoral students are required to register for and attend a doctoral seminar in the program. These seminars are ordinarily undertaken as part of doctoral seminars at the 5500, 6500, 7500, and 8900 levels. Students begin to take these seminars in consultation with an advisor.

Doctoral Preparation Requirements:

Doctoral students are required to demonstrate research preparedness in a substantive area by taking the certification exam at the 6500 level, and passing the research paper at the 5500 level, and then, as evidence that they are able to carry out original research under the guidance of an advisor, they must write a dissertation prospectus at the 7500 level as a part of the doctoral committee, they must write a dissertation advisement at the 8900 level. To prepare for these requirements, students must complete an Ed.M. with a concentration in applied linguistics and attend doctoral seminars every semester. As soon as possible after completing the M.A., doctoral students are required to register for and attend a doctoral seminar in the program. These seminars are ordinarily undertaken as part of doctoral seminars at the 5500, 6500, 7500, and 8900 levels. Students begin to take these seminars in consultation with an advisor.

In order to progress through these stages, doctoral students are required to take a sequence of doctoral seminars at the 7500, 8500, 9500, and 10500 levels. Students begin to take these seminars in consultation with an advisor.

2. Identification of a dissertation topic

In addition, students must complete an Ed.M. with a concentration in applied linguistics and attend doctoral seminars every semester. As soon as possible after completing the M.A., doctoral students are required to register for and attend a doctoral seminar in the program. These seminars are ordinarily undertaken as part of doctoral seminars at the 5500, 6500, 7500, and 8900 levels. Students begin to take these seminars in consultation with an advisor.

3. Dissertation

To prepare for these requirements, students must complete an Ed.M. with a concentration in applied linguistics and attend doctoral seminars every semester. As soon as possible after completing the M.A., doctoral students are required to register for and attend a doctoral seminar in the program. These seminars are ordinarily undertaken as part of doctoral seminars at the 5500, 6500, 7500, and 8900 levels. Students begin to take these seminars in consultation with an advisor.

4. Certification

To prepare for these requirements, students must complete an Ed.M. with a concentration in applied linguistics and attend doctoral seminars every semester. As soon as possible after completing the M.A., doctoral students are required to register for and attend a doctoral seminar in the program. These seminars are ordinarily undertaken as part of doctoral seminars at the 5500, 6500, 7500, and 8900 levels. Students begin to take these seminars in consultation with an advisor.

5. Examination

To prepare for these requirements, students must complete an Ed.M. with a concentration in applied linguistics and attend doctoral seminars every semester. As soon as possible after completing the M.A., doctoral students are required to register for and attend a doctoral seminar in the program. These seminars are ordinarily undertaken as part of doctoral seminars at the 5500, 6500, 7500, and 8900 levels. Students begin to take these seminars in consultation with an advisor.

6. Review

To prepare for these requirements, students must complete an Ed.M. with a concentration in applied linguistics and attend doctoral seminars every semester. As soon as possible after completing the M.A., doctoral students are required to register for and attend a doctoral seminar in the program. These seminars are ordinarily undertaken as part of doctoral seminars at the 5500, 6500, 7500, and 8900 levels. Students begin to take these seminars in consultation with an advisor.

Other courses in consultation with an advisor.

• ORLJ 4009 Understanding behavioral health research (3)
• ITSF 4092 Qualitative research and methods, or quantitative methods.
• ITSF 5000 Methods of inquiry: research (3)
• HUDM 4050 Introduction to research methods (3)
• HUDM 5123 Linear models and measurement (2-3)

* = course open to non-majors

Course work must be completed within six years of the candidate's appointment to the program. In some cases, students may be eligible for an extension, with the approval of the Office of Doctoral Studies to be certain of complying with programmatic requirements.

Special fee: $20.
the vast cultural resources of New York City.
DOCTOR OF EDUCATION (90 POINTS)

Required courses outside the Program (15 points minimum):

- A&HA 5085, Varieties of visual experience;
- A&HA 5086, Art in visual culture;
- A&HA 5082, Philosophies of art;
- A&HA 5084, Museums as resource;
- A&HA 5083, Museum education issues I: Era and context;
- A&HA 5081, Curriculum design in art education (two terms);
- A&HA 4088, Artistic development: Adolescence to adulthood;
- A&HA 4085, Historical foundations of art education;
- A&HA 4079, Exploring cultural diversity.

Required courses within the specialization (16 points):

- A&HA 8900, Dissertation advisement;
- A&HA 6502, Doctoral seminar: Art and nontraditional educational and administrative settings through analysis of programs, methods, and practices in the arts, dance, music, theater. Special fee: $30.

Elective courses from Art Education, Art History, and other programs of the College (points vary):

- A&HA 6003, Critical perspectives in art education;
- A&HA 6002, Teaching and administration of art programs;
- A&HA 6482, Internship in the teaching and administration of art programs;
- A&HA 6580, Problems in art and art education.

Suggested studio electives (15 points minimum):

- A&HA 7502, Dissertation seminar in independent studio, studio, other professional presentation. These may include a conference presentation; a published article; a professional presentation. 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. 

Required seminar for doctoral students who are completing certification papers, developing proposals for doctoral students to help develop a horizon of objectives in the form of philosophical, critical, and practical cases in art education. Students will discuss philosophical, critical, and practical cases in art education. Individual advisement on doctoral theses and critiques. May be repeated. Section involved in the visual arts, the view explored traditionally in an environment that students deem conducive to art and/or art education. Special fee: $15.

Faculty. Specific problems of art and art education. Students will discuss philosophical, critical, and practical cases in art education. Individual advisement on doctoral theses and critiques. May be repeated. Section involved in the visual arts, the view explored traditionally in an environment that students deem conducive to art and/or art education. Special fee: $15.

Faculty. Specific problems of art and art education. Students will discuss philosophical, critical, and practical cases in art education. Individual advisement on doctoral theses and critiques. May be repeated. Section involved in the visual arts, the view explored traditionally in an environment that students deem conducive to art and/or art education. Special fee: $15.

Faculty. Specific problems of art and art education. Students will discuss philosophical, critical, and practical cases in art education. Individual advisement on doctoral theses and critiques. May be repeated. Section involved in the visual arts, the view explored traditionally in an environment that students deem conducive to art and/or art education. Special fee: $15.

Faculty. Specific problems of art and art education. Students will discuss philosophical, critical, and practical cases in art education. Individual advisement on doctoral theses and critiques. May be repeated. Section involved in the visual arts, the view explored traditionally in an environment that students deem conducive to art and/or art education. Special fee: $15.

Faculty. Specific problems of art and art education. Students will discuss philosophical, critical, and practical cases in art education. Individual advisement on doctoral theses and critiques. May be repeated. Section involved in the visual arts, the view explored traditionally in an environment that students deem conducive to art and/or art education. Special fee: $15.

Faculty. Specific problems of art and art education. Students will discuss philosophical, critical, and practical cases in art education. Individual advisement on doctoral theses and critiques. May be repeated. Section involved in the visual arts, the view explored traditionally in an environment that students deem conducive to art and/or art education. Special fee: $15.

Faculty. Specific problems of art and art education. Students will discuss philosophical, critical, and practical cases in art education. Individual advisement on doctoral theses and critiques. May be repeated. Section involved in the visual arts, the view explored traditionally in an environment that students deem conducive to art and/or art education. Special fee: $15.

Faculty. Specific problems of art and art education. Students will discuss philosophical, critical, and practical cases in art education. Individual advisement on doctoral theses and critiques. May be repeated. Section involved in the visual arts, the view explored traditionally in an environment that students deem conducive to art and/or art education. Special fee: $15.

Faculty. Specific problems of art and art education. Students will discuss philosophical, critical, and practical cases in art education. Individual advisement on doctoral theses and critiques. May be repeated. Section involved in the visual arts, the view explored traditionally in an environment that students deem conducive to art and/or art education. Special fee: $15.

Faculty. Specific problems of art and art education. Students will discuss philosophical, critical, and practical cases in art education. Individual advisement on doctoral theses and critiques. May be repeated. Section involved in the visual arts, the view explored traditionally in an environment that students deem conducive to art and/or art education. Special fee: $15.

Faculty. Specific problems of art and art education. Students will discuss philosophical, critical, and practical cases in art education. Individual advisement on doctoral theses and critiques. May be repeated. Section involved in the visual arts, the view explored traditionally in an environment that students deem conducive to art and/or art education. Special fee: $15.

Faculty. Specific problems of art and art education. Students will discuss philosophical, critical, and practical cases in art education. Individual advisement on doctoral theses and critiques. May be repeated. Section involved in the visual arts, the view explored traditionally in an environment that students deem conducive to art and/or art education. Special fee: $15.


A&HA 4063. Introduction to painting. Mr. Swift. An exploration into the world of the abstract styles. There will be classroom discussion of elements with an emphasis on content, craft, perception of each student. Special fee: $100. Noncredit fee: $600 plus special fee.

A&HA 4064. Surface design. Ms. Bowman and Mr. Vezzuso. An introductory exploration to the study of materials for different levels of schooling. The course attends to pedagogical questions of perception and technique utilized in teaching as an instrument of professional development. Special fee: $15. Noncredit fee: $600 plus special fee.


A&HA 4068. Advanced Ceramics. Ms. Doren. Exploration of basic photo technology in the art room, the changing role of the new media in art education, the impact of technology in the art room techniques. Participants will study application of the techniques of wood carving, clay, plaster, assemblage, and welding. A critical examination of the relationship among art, education, and society. Participants must have a minimum of 5 years of teaching experience. Special fee: $25. Noncredit fee: $600.

A&HA 4069. Special fee. (Noncredit or 2-3) Special fee: $100. Noncredit fee: $600 plus special fee.

A&HA 4070. The artist as teacher. Dr. Moser and Mr. Pellegrin. Artists capable of independent endeavor share their ideas and work in critiques and discussions and undertake assignments which encourage the discovery of their artistic capabilities. Special fee: $100. Noncredit fee: $600 plus special fee.

A&HA 4071. Printmaking III: Lithography printing process, including the use of lithography printing process, including the use of etching, etc.). Group and individual instruction. Special fee: $100. Noncredit fee: $600 plus special fee.


A&HA 4074. Special fee. (Noncredit or 2-3) Special fee: $100. Noncredit fee: $600 plus special fee.

A&HA 4075. The artist as teacher. Dr. Moser and Mr. Pellegrin. Artists capable of independent endeavor share their ideas and work in critiques and discussions and undertake assignments which encourage the discovery of their artistic capabilities. Special fee: $100. Noncredit fee: $600 plus special fee.


A&HA 4077. Advanced Ceramics. Ms. Doren. Exploration of basic photo technology in the art room, the changing role of the new media in art education, the impact of technology in the art room techniques. Participants will study application of the techniques of wood carving, clay, plaster, assemblage, and welding. A critical examination of the relationship among art, education, and society. Participants must have a minimum of 5 years of teaching experience. Special fee: $25. Noncredit fee: $600.

A&HA 4078. Special fee. (Noncredit or 2-3) Special fee: $100. Noncredit fee: $600 plus special fee.

A&HA 4079. The artist as teacher. Dr. Moser and Mr. Pellegrin. Artists capable of independent endeavor share their ideas and work in critiques and discussions and undertake assignments which encourage the discovery of their artistic capabilities. Special fee: $100. Noncredit fee: $600 plus special fee.

A&HA 4080. Printmaking V: Lithography, etching, etc.). Group and individual instruction. Special fee: $100. Noncredit fee: $600 plus special fee.

A&HA 4081. Advanced Ceramics. Ms. Doren. Exploration of basic photo technology in the art room, the changing role of the new media in art education, the impact of technology in the art room techniques. Participants will study application of the techniques of wood carving, clay, plaster, assemblage, and welding. A critical examination of the relationship among art, education, and society. Participants must have a minimum of 5 years of teaching experience. Special fee: $25. Noncredit fee: $600.

A&HA 4082. Special fee. (Noncredit or 2-3) Special fee: $100. Noncredit fee: $600 plus special fee.

A&HA 4083. The artist as teacher. Dr. Moser and Mr. Pellegrin. Artists capable of independent endeavor share their ideas and work in critiques and discussions and undertake assignments which encourage the discovery of their artistic capabilities. Special fee: $100. Noncredit fee: $600 plus special fee.

A&HA 4084. Art and technology. Dr. Ghods. Designed to introduce the beginning student. Stones, metal plates, acrylics, collage, and watercolor employed. Faculty and Mr. Vezzuso. Prerequisite: A&HA 4061. Special fee: $100. Noncredit fee: $600 plus special fee.

A&HA 4085. Advanced Ceramics. Ms. Doren. Exploration of basic photo technology in the art room, the changing role of the new media in art education, the impact of technology in the art room techniques. Participants will study application of the techniques of wood carving, clay, plaster, assemblage, and welding. A critical examination of the relationship among art, education, and society. Participants must have a minimum of 5 years of teaching experience. Special fee: $25. Noncredit fee: $600.

A&HA 4086. Special fee. (Noncredit or 2-3) Special fee: $100. Noncredit fee: $600 plus special fee.

A&HA 4087. The artist as teacher. Dr. Moser and Mr. Pellegrin. Artists capable of independent endeavor share their ideas and work in critiques and discussions and undertake assignments which encourage the discovery of their artistic capabilities. Special fee: $100. Noncredit fee: $600 plus special fee.


A&HA 4089. Advanced Ceramics. Ms. Doren. Exploration of basic photo technology in the art room, the changing role of the new media in art education, the impact of technology in the art room techniques. Participants will study application of the techniques of wood carving, clay, plaster, assemblage, and welding. A critical examination of the relationship among art, education, and society. Participants must have a minimum of 5 years of teaching experience. Special fee: $25. Noncredit fee: $600.

A&HA 4090. Special fee. (Noncredit or 2-3) Special fee: $100. Noncredit fee: $600 plus special fee.

A&HA 4091. The artist as teacher. Dr. Moser and Mr. Pellegrin. Artists capable of independent endeavor share their ideas and work in critiques and discussions and undertake assignments which encourage the discovery of their artistic capabilities. Special fee: $100. Noncredit fee: $600 plus special fee.


A&HA 4094. Introduction to photography. A&HA 4095. Ms. Doren. Exploration of basic photo technology in the art room, the changing role of the new media in art education, the impact of technology in the art room techniques. Participants will study application of the techniques of wood carving, clay, plaster, assemblage, and welding. A critical examination of the relationship among art, education, and society. Participants must have a minimum of 5 years of teaching experience. Special fee: $25. Noncredit fee: $600.

A&HA 5890. Exploring creative photography: Photography and light techniques. Students explore the use of Medium Format cameras, studio lighting, and advanced camera and darkroom techniques. The emphasis in this course is on the interpretive value of the photographic image and the advanced methods in processing and presenting photography and darkroom techniques. For advanced photographers that experiment with photography and darkroom techniques. Special fee: $100.

Independent Studio Work:

A&HA 5891. Exploring creative photography: Invention and imagination. Students are exposed to the work of photographers that experiment with photography and darkroom techniques. The emphasis in this course is on the interpretive value of the photographic image. T o be taken during the semester in which work is presented in the Macy Art Gallery. Special fee: $100.

Research and independent study:

A&HA 6482. Internship in the teaching of the arts in departments of metropolitan area colleges. Guided experiences in the teaching of the arts with supervisors or administrators in selected sites. Faculty. Rating of certification Ed.M. and Ed.D. in administration of the art education programs. Sections: (1) Teaching art programs: college, in departments of metropolitan area colleges. Qualified students work as interns with supervisors or administrators in selected sites. Provision is made for assessment of field-based competencies in fulfillment of program requirements. To be taken during the semester in which supervision of a member of the arts faculty. Professional activities in the field under the direction of a faculty member. Research and independent study under the direction of a faculty member. Faculty. Permission of instructor required.


A&HA 6422. Internship in the supervision of college and museum programs. Guided experiences in the teaching of the arts. wrap. Professional activities in the field under faculty supervision. Faculty. Permission of instructor required.

A&HA 5092. Research and independent study: Ceramics. Research and independent study. Noncredit for majors only. Special fee: $150. Noncredit fee: $60. Enrollment limited. Prerequisites: A&HA 4094, A&HA 4202, or A&HA 5094 or extensive experience in photography. Faculty. Rating of certification Ed.M. and Ed.D. in administration of the art education programs. Sections: (1) Teaching art programs: college, in departments of metropolitan area colleges. Qualified students work as interns with supervisors or administrators in selected sites. Provision is made for assessment of field-based competencies in fulfillment of program requirements. To be taken during the semester in which supervision of a member of the arts faculty. Professional activities in the field under the direction of a faculty member. Research and independent study under the direction of a faculty member. Faculty. Permission of instructor required.


A&HA 6422. Internship in the supervision of college and museum programs. Guided experiences in the teaching of the arts. wrap. Professional activities in the field under faculty supervision. Faculty. Permission of instructor required.
The program in Arts Administration encourages students to:
- provide theoretical and practical preparation
- strengthen advocacy roles for artists; and
- train new leaders to manage and administer University, and New York City.

The program reflects the conviction that the arts manager must:
- broaden the horizons of arts educators,
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
- raise standards of arts administration
- facilitate their interactions with the arts community;
The Program in History and Education is one of the oldest and most prestigious programs in the nation, offering a range of degree options from the Master of Arts to the Doctor of Philosophy and Doctor of Education.

**Degrees Offered:**
- Master of Arts (M.A.)
- Master of Education (Ed.M.)
- Doctor of Education (Ed.D.)
- Doctor of Philosophy (Ph.D.)

**Requirements/Information:**
- Degrees are awarded to students who demonstrate academic competence and personal qualities.
- The program is open to students of broad and diverse backgrounds who can give evidence of their preparation.
- The program addresses important educational issues, such as the educational history of America, urban issues, and the role of women in education.

**Degree Requirements:**

- **Master of Education (60 POINTS)**: Requires 60 points, with emphasis on broad preparation for a variety of careers. Students must take at least 30 points in history and education courses (for at least 2 points each) outside the program.

- **Doctor of Education (90 POINTS)**: Requires 90 points, designed for students throughout the College wishing to undertake systematic inquiries on historical and educational topics. Students must take at least 30 points in history and education classes, including demonstrated proficiency in two foreign languages. Program emphasis on historical topics.

- **Doctor of Philosophy (75 POINTS)**: Requires 75 points, with a second major in a nonscience field. Students must take at least 30 points in history and education classes, as well as in the more generalized fields of social, political, and cultural history. Students can also take courses in the history of education, as well as in the history of African-American studies.

**Special Applications:**
- Certain foreign language requirements may apply.
- Students are encouraged to touch with the Office of Doctoral Studies to be certain of complying with the latest procedures.

**Courses:**

- **A&HH 4070. History of Education**: Faculty. Permission of instructor required.
- **A&HH 4076. History of Urban Education**: Faculty. Permission of instructor required.
- **A&HH 5065. History of Collegiate Women/Careers**: Faculty. A critical examination of the changes in women's access to higher education after World War II, women's access to higher education after World War II, and intellectual history.
- **A&HH 5072. Student Activism and Student Movements**: Faculty. A critical examination of the changes in student life from the Colonial Era to the present, with special attention to continuities in student life from the Colonial Era to the present.
- **A&HH 5076. History of African-American Education**: Faculty. An exploration of informal and formal education from slavery to the present.

**Certification:**
- Students must be certified public school teachers, please see Program Office for information.

**Contact Information:**
- Program Office: (212) 678-4138
- Website: www.tc.edu/a&h/HistoryEd
dual conferences will be arranged. Enrollment in the courses is not limited to one or two terms. Registration is only by permission of the professor under whose guidance the work will be undertaken. Times for individual advisement are arranged at the convenience of the professor.

Enrollment in the courses is required. Prerequisite: A&HH 4070 or equivalent. Permission of instructor required.

A&HH 7501. Dissertation seminar in history and education. Preparation of musician-educators. Faculty. Individual advisement on doctoral dissertation topics. Required of doctoral students in the semester following successful completion of certification, and preparatory for the following positions:

• teacher of music in early childhood settings and programs, kindergartens, day care centers, and parent education programs;
• teacher of music in elementary and secondary schools;
• teacher and administrator of music education in institutions of higher learning; and
• researcher and teacher-educator of music education.

A&HH 6574-A&HH 6575. Seminar in the history of American education. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration.

A&HH 6577. Topics in the history of American education. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration.

A&HH 6901. Research and independent study. Preparation of musician-educators. Faculty. Individual advisement on doctoral dissertation topics. Required of doctoral students in the semester following successful completion of certification, and preparatory for the following positions:

• teacher, curriculum specialist, and teacher-educator of music education.
• researcher and teacher-educator of music education.

A&HH 6970. Studies in history and education. Preparation of musician-educators. Faculty. Individual advisement on doctoral dissertation topics. Required of doctoral students in the semester following successful completion of certification, and preparatory for the following positions:

• teacher of music in early childhood settings and programs, kindergartens, day care centers, and parent education programs;
• teacher of music in elementary and secondary schools;
• teacher and administrator of music education in institutions of higher learning; and
• researcher and teacher-educator of music education.

A&HH 4901. Research and independent study. Preparation of musician-educators. Faculty. Individual advisement on doctoral dissertation topics. Required of doctoral students in the semester following successful completion of certification, and preparatory for the following positions:

• teacher, curriculum specialist, and teacher-educator of music education.
• researcher and teacher-educator of music education.

A&HH 5670. Colloquium in history and education. Preparation of musician-educators. Faculty. Individual advisement on doctoral dissertation topics. Required of doctoral students in the semester following successful completion of certification, and preparatory for the following positions:

• teacher, curriculum specialist, and teacher-educator of music education.
• researcher and teacher-educator of music education.

A&HH 4070. Seminar in the history of American education. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration.

A&HH 4180. Seminar in the history of American education. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration.

A&HH 4280. Seminar in the history of American education. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration.

A&HH 4380. Seminar in the history of American education. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration.

A&HH 4480. Seminar in the history of American education. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration.

A&HH 4580. Seminar in the history of American education. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration.

A&HH 4680. Seminar in the history of American education. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration.

A&HH 4780. Seminar in the history of American education. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration.

A&HH 4880. Seminar in the history of American education. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration.

A&HH 4980. Seminar in the history of American education. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration.

A&HH 5080. Seminar in the history of American education. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration.

A&HH 5180. Seminar in the history of American education. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration.

A&HH 5280. Seminar in the history of American education. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration.

A&HH 5380. Seminar in the history of American education. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration.

A&HH 5480. Seminar in the history of American education. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration.

A&HH 5580. Seminar in the history of American education. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration.

A&HH 5680. Seminar in the history of American education. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration.

A&HH 5780. Seminar in the history of American education. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration.

A&HH 5880. Seminar in the history of American education. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration.

A&HH 5980. Seminar in the history of American education. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration.

A&HH 6080. Seminar in the history of American education. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration.

A&HH 6180. Seminar in the history of American education. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration.

A&HH 6280. Seminar in the history of American education. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration.

A&HH 6380. Seminar in the history of American education. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration.

A&HH 6480. Seminar in the history of American education. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration.

A&HH 6580. Seminar in the history of American education. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration.

A&HH 6680. Seminar in the history of American education. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration.

A&HH 6780. Seminar in the history of American education. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration.

A&HH 6880. Seminar in the history of American education. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration.

A&HH 6980. Seminar in the history of American education. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration.

A&HH 7080. Seminar in the history of American education. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration.

A&HH 7180. Seminar in the history of American education. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration.

A&HH 7280. Seminar in the history of American education. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration.

A&HH 7380. Seminar in the history of American education. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration.

A&HH 7480. Seminar in the history of American education. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration.

A&HH 7580. Seminar in the history of American education. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration.

A&HH 7680. Seminar in the history of American education. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration.

A&HH 7780. Seminar in the history of American education. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration.

A&HH 7880. Seminar in the history of American education. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration.

A&HH 7980. Seminar in the history of American education. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration.

A&HH 8080. Seminar in the history of American education. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration.

A&HH 8180. Seminar in the history of American education. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration.

A&HH 8280. Seminar in the history of American education. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration.

A&HH 8380. Seminar in the history of American education. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration.

A&HH 8480. Seminar in the history of American education. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration.
Doctoral Programs (Ed.D. and Ed.D.C.T.)

The Ed.D. (Doctor of Education) program prepares students for professional careers in a variety of settings. The Ed.D. program leads to both the Ed.M. degree and the Professional Certification in the New York State Teacher of Music, PreK-12.

The Ed.D.C.T. (Doctor of Education in College Teaching) program is designed primarily for individuals who are or are about to become full-time academic appointees, offering designed for music faculty members. The Doctoral Cohort Program is a unique offering designed for music faculty members holding full-time academic appointments. Both doctoral programs are very selective and admit only a few students very year for fall admission. Applications for the Ed.D. and the Ed.D.C.T. must be submitted by the designated program deadline (available on the Admissions website).

Requirements/Information:

Applicants for Masters Programs must have an undergraduate degree with a major in music or an undergraduate degree with a major in a liberal arts discipline and relevant musical pedagogy. Applicants for the Ed.D. normally have previously received a Master of Arts or Master of Music degree. Applicants for the Ed.D.C.T. are expected to have several years of professional work as an educator, performance artist, or performing musician prior to beginning the degree program. The GRE is not required.

Applicants are responsible for collecting and submitting all necessary application materials to the Office of Admission. Online applicants may have their letters of reference submitted and experience to qualify the student for graduate work in this field. The complete application will include:

1. Completed Application Form
2. Application Fee
3. Personal Statement
4. Official Transcript(s)
5. Letters of Reference
6. Resume
7. Writing Sample
8. Audition
9. Academic paper or scholarly article.
10. What are your plans for completion of instruction and curriculum.
11. How many credits do you anticipate completing?
12. How long do you expect it will take?
13. Where do you expect to be in five years?
14. What do you expect to be doing?
15. Where do you expect to be in ten years?
16. Who are the key people related to your ambitions in music education? How do you anticipate your enrollment in other states, the program provides opportunities for the Professional Certification in the New York State Teacher of Music, PreK-12.

The INSTEP program is a summer program that focuses on the needs of beginning teachers by offering them the opportunity to acquire their Master's degree by enrolling primarily in the summer. The program meets the recently conceived standards of state and national teacher preparation programs for the Professional Certification in the New York State Teacher of Music, PreK-12.

The Music Program's philosophy of authentic performance skills whose goal or present position in the teaching and supervision of instruction and curriculum.

The Ed.M. (Master of Music) program offers coursework followed at the first registration. Students in the Ed.M. program if the candidate is identified at the time of application. All requirements of the program lead to both the Ed.M. degree and the Professional Certification in the New York State Teacher of Music, PreK-12.

Postsecondary music degree programs are designed to allow some flexibility in course selection, so that each student may build upon his or her previous professional work. The program requires graduate studies with evidence of sufficient musical training and relevant musical pedagogy. This M.A. degree program is designed to allow some flexibility in course selection, so that each student may build upon his or her previous professional work. The program requires graduate studies with evidence of sufficient musical training and relevant musical pedagogy. This M.A. program requires graduate studies with evidence of sufficient musical training and relevant musical pedagogy.

The Alternate Introductory Program in Education (A.I.P.E.) in Music Education (A.I.P.E. in ME) is an alternate introductory program in music education that is intended to meet the New York State requirements for the Professional Certification in the New York State Teacher of Music, PreK-12.

Postsecondary music degree programs are designed to allow some flexibility in course selection, so that each student may build upon his or her previous professional work. The program requires graduate studies with evidence of sufficient musical training and relevant musical pedagogy. This M.A. degree program is designed to allow some flexibility in course selection, so that each student may build upon his or her previous professional work. The program requires graduate studies with evidence of sufficient musical training and relevant musical pedagogy.

Applicants may have letters of reference submitted and experience to qualify the student for graduate work in this field. The complete application will include:

1. Completed Application Form
2. Application Fee
3. Personal Statement
4. Official Transcript(s)
5. Letters of Reference
6. Resume
7. Writing Sample
8. Audition
9. Academic paper or scholarly article.
10. What are your plans for completion of instruction and curriculum.
11. How many credits do you anticipate completing?
12. How long do you expect it will take?
13. Where do you expect to be in five years?
14. What do you expect to be doing?
15. Where do you expect to be in ten years?
16. Who are the key people related to your ambitions in music education? How do you anticipate your enrollment in other states, the program provides opportunities for the Professional Certification in the New York State Teacher of Music, PreK-12.

The INSTEP program is a summer program that focuses on the needs of beginning teachers by offering them the opportunity to acquire their Master's degree by enrolling primarily in the summer. The program meets the recently conceived standards of state and national teacher preparation programs for the Professional Certification in the New York State Teacher of Music, PreK-12.

The Music Program's philosophy of authentic performance skills whose goal or present position in the teaching and supervision of instruction and curriculum.

The Ed.M. (Master of Music) program offers coursework followed at the first registration. Students in the Ed.M. program if the candidate is identified at the time of application. All requirements of the program lead to both the Ed.M. degree and the Professional Certification in the New York State Teacher of Music, PreK-12.

Postsecondary music degree programs are designed to allow some flexibility in course selection, so that each student may build upon his or her previous professional work. The program requires graduate studies with evidence of sufficient musical training and relevant musical pedagogy. This M.A. degree program is designed to allow some flexibility in course selection, so that each student may build upon his or her previous professional work. The program requires graduate studies with evidence of sufficient musical training and relevant musical pedagogy.

Applicants for Masters Programs must have an undergraduate degree with a major in music or an undergraduate degree with a major in a liberal arts discipline and relevant musical pedagogy. Applicants for the Ed.D. normally have previously received a Master of Arts or Master of Music degree. Applicants for the Ed.D.C.T. are expected to have several years of professional work as an educator, performance artist, or performing musician prior to beginning the degree program. The GRE is not required.
At least one course from the Comprehensive Music Area (A&HM 5022, A&HM 5023, A&H 5001, A&H 5002) may be used to fulfill applied music (2-4) and include (5-7 points):

- Elective music pedagogy courses
- Elective music performance courses
- Applied music (2-4)
- Pedagogy Courses, one of which must be selected from the following:
  - A&HM 4021 Designing musical experiences
  - A&HM 4029 Introduction to new technology for young children
  - A&HM 4701 Supervised teaching in music education
  - A&HM 4711 Supervised teaching in music education

Required out-of-program courses:

- Two TC courses (in addition to the course in music in the public schools). The 40-point Master of Arts degree program leads to both the M.A. degree in music who wish to prepare for teaching music in the public schools. The 40-point MINISTRY (40 POINTS)

- Teachers College courses required to fulfill state certification requirements.

- One course in consultation with an advisor that reflects work in Special Education course in consultation with program faculty.

In order to graduate, a student must complete the necessary coursework, compile and present the summative project, and demonstrate competence 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) Music Performance.

Admission requires that students must hold a Bachelor’s degree in music or a related field. The M.A. degree leading toward Initial New York State Teacher Certification is a program designed for students with an undergraduate degree in music who wish to prepare for teaching music as approved by the consortium of institutions. The M.A. degree program leads to both the M.A. degree in music who wish to prepare for teaching music in the public schools. The 40-point CERTIFICATION PROGRAM (32 POINTS)

- Two required courses from the Program of Study:
  - A&HM 5026 Music skills and the creativity and problem-solving strategies.
  - A&HM 5025 Creativity and problem-solving strategies.
  - A&HM 4021 Designing musical experiences
  - A&HM 4701 Supervised teaching in music education

A student enrolled in the 32-point master's degree is expected to plan a program of study outside of the Program (A&HM) are required.

A minimum of 32 points is required. Some students' coursework may exceed the minimum number due to professional goals, special interests. No more than 12 points of graduate credit from other faculties of the University may be applied to the program faculty.

In order to graduate, students must complete the minimum point requirement, and no graduate credits will be accepted from other institutions.
Teachers College courses outside of the program in Music Education are not credited toward the degree, although they may be in A&HA (Visual Arts) or A&HM (Music). Only one of these three courses may be in A&HM. Applicants for the Ed.M. in Music Education or the Doctor of Education (Ed.D) in Music Education must complete at least 45 of the 60 graduate points at Teachers College coursework. Candidates who have earned a Master of Arts degree in Teachers College coursework must complete at least 18 points beyond the baccalaureate degree, which must be completed under the auspices of Teachers College or the University. Topics are evaluated and allocated by the Admissions Committee. Transfer credits are considered on an individual basis for courses approved by the Admissions Committee for consideration by the Music Program. Final determinations are made by the Admissions Committee.

Requirements include:

1. A minimum of 30 points from comprehensive courses.
2. A minimum of 30 points from elective courses.
3. Completion of at least three points of coursework in each of the following four broad areas: (1) Pedagogy, (2) Research, (3) Comprehensive Musicianship, and (4) Music Performance.

Elective credits may be selected from A&HM courses, Teachers College courses, or courses from other institutions. Only one of the following three courses in A&HM can be chosen: A&HM 5022 Children's Musical Development, A&HM 5023 Vocal Pedagogy, or A&HM 5072 Early Childhood Music Education.

A&HM 5072 Early Childhood Music Education is a 3-point course involving the combination of movement, vocal and instrumental performance, and listening. Prerequisite: A&HM 5022. Professor Custodero. Permission of instructor required. Special fee: $40. Includes observations of exemplary teaching as well as practicum experience. Special fee: $40.

All other elective credits must be approved for transfer by the Admissions Committee. Students should consult the Music Education program website: www.tc.columbia.edu/a&h/MusicEd for more specific information.

Certification examination, and reflection, observation, and instructional experiences for young children from birth through age 7. Professor Custodero. For preservice and inservice programs, 1 point is awarded for each completed year of coursework. Most often the sponsor is a faculty member of the program faculty elsewhere at Teachers College or the University. Topics are selected from a variety of areas to meet professional needs and interests. Students should consult the Music Education program website: www.tc.columbia.edu/a&h/MusicEd for guidance. Committee members may be chosen from the professorial faculty elsewhere at Teachers College or the University. Each candidate has a writing the dissertation, each candidate has a sponsor and an additional committee member. The dissertation is required for the doctoral degree. When preparing and the defense of a dissertation, each candidate has a sponsor and an additional committee member. An examination is required for the doctoral degree. 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. An examination is required for the doctoral degree. 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. An examination is required for the doctoral degree. The preparation and the defense of a dissertation is required for the doctoral degree.
church groups at all levels of proficiency. of artistic choral performance. Choral litera-
procedures as they apply to the development forming medium. Rehearsal techniques and
materials fee: $35.

• computers, emphasizing the application to
ing and teaching with synthesizers, MIDI,

A&HM 5021. Instrumental instruction
materials for instrumental instruction, integrat-
Professor Custodero. Prerequisite: A&HM

A&HM 4711. Supervised teaching in
music education
A&HM 4701. Supervised teaching in
faculty.

A&HM 4029. Introduction to new
technologies in music education
A&HM 5029. Intermediate and advanced
creative strategy. Materials fee: $35.
Prerequisite: A&HM 5025. Designed for initial
of instructor required. Enrollment limited to 25.

•

A&HM 5143. Comprehensive
Musicianship
A&HM 5142. Pedagogy

•

A&HM 4059-A&HM 4060.

Baroque through contemporary periods.
Faculty. For music majors only. The study
(Noncredit or 2)

A&HM 5023. Vocal pedagogy

A&HM 5026. Music skills and the
musical skills within the framework of the cre-

A&HM 5027. Philosophical perspectives
 implication of aesthetic and praxial philosophies;

A&HM 5028. Creative strategies for
music education
A&HM 5027. Philosophical perspectives
Professor Allsup. An investigation of the influ-

A&HM 5003. Introduction to the perception
of music


Professor Abeles. An examination of acoustic
and the design of lesson plans to effect change
(Noncredit or 1-4)

Dr. Konowitz. A sequentially developed per-
development for effective artistic visual por-

A&HM 5047. Creative strategies for
music education at various
cultural perspectives.

A&HM 5001. Teaching and administration

A&HM 5142. Pedagogy

A&HM 5143. Comprehensive
Musicianship

A&HM 4001. Teaching and administration

Faculty. Selected topics of interest in music
examined in depth. Topic announced each
semester.

A&HM 4030. Integrating music in
education

A&HM 6001. Teaching and administration

A&HM 6023. The teaching of applied
music in college

A&HM 6022. Introducing the teaching of applied
music in college

A&HM 6021. Fundamental concepts in the
teaching of applied music

•

A&HM 5032. Orchestral conducting

A&HM 5033. Band conducting

A&HM 5034. Choral conducting

A&HM 5035. Chamber conducting

A&HM 5036. Wind conducting

A&HM 5037. Percussion conducting

A&HM 5038. String conducting

A&HM 5039. Keyboard conducting

A&HM 5040. Musical theater conducting

A&HM 5041. Opera conducting

A&HM 5042. Musical theater conducting

A&HM 5043. Opera conducting

A&HM 5044. Musical theater conducting

A&HM 5045. Opera conducting

A&HM 5046. Musical theater conducting

A&HM 5047. Creative strategies for
music education at various

cultural perspectives.


Professor Abeles. An examination of acoustic
and the design of lesson plans to effect change
(Noncredit or 1-4)

Dr. Konowitz. A sequentially developed per-
development for effective artistic visual por-

A&HM 5047. Creative strategies for
music education at various

cultural perspectives.


Professor Abeles. An examination of acoustic
and the design of lesson plans to effect change
(Noncredit or 1-4)

Dr. Konowitz. A sequentially developed per-
development for effective artistic visual por-

A&HM 5047. Creative strategies for
music education at various

cultural perspectives.


Professor Abeles. An examination of acoustic
and the design of lesson plans to effect change
(Noncredit or 1-4)

Dr. Konowitz. A sequentially developed per-
development for effective artistic visual por-

A&HM 5047. Creative strategies for
music education at various

cultural perspectives.


Professor Abeles. An examination of acoustic
and the design of lesson plans to effect change
(Noncredit or 1-4)

Dr. Konowitz. A sequentially developed per-
development for effective artistic visual por-

A&HM 5047. Creative strategies for
music education at various

cultural perspectives.


Professor Abeles. An examination of acoustic
and the design of lesson plans to effect change
(Noncredit or 1-4)

Dr. Konowitz. A sequentially developed per-
development for effective artistic visual por-

A&HM 5047. Creative strategies for
music education at various

cultural perspectives.


Professor Abeles. An examination of acoustic
and the design of lesson plans to effect change
(Noncredit or 1-4)

Dr. Konowitz. A sequentially developed per-
development for effective artistic visual por-

A&HM 5047. Creative strategies for
music education at various

cultural perspectives.


Professor Abeles. An examination of acoustic
and the design of lesson plans to effect change
(Noncredit or 1-4)

Dr. Konowitz. A sequentially developed per-
development for effective artistic visual por-

A&HM 5047. Creative strategies for
music education at various

cultural perspectives.


Professor Abeles. An examination of acoustic
and the design of lesson plans to effect change
(Noncredit or 1-4)

Dr. Konowitz. A sequentially developed per-
development for effective artistic visual por-

A&HM 5047. Creative strategies for
music education at various

cultural perspectives.


Professor Abeles. An examination of acoustic
and the design of lesson plans to effect change
(Noncredit or 1-4)

Dr. Konowitz. A sequentially developed per-
development for effective artistic visual por-

A&HM 5047. Creative strategies for
music education at various

cultural perspectives.

A&HM 4150. Music instruction: Instructor. Prerequisite: None. Students must have a faculty instructor. además of the Music Education Program faculty. For music majors only. Students may register continuously for this course. Special fee: $110.

A&HM 4357. Instrumental/voice performance determined by registration. Students may register continuously for this course. Special fee: $110.

A&HM 4358. Ensemble faculty. Prerequisite: A&HM 4357 or equivalent. For students experienced in conducting. Discussion of teaching material from beginning to advanced repertory. With permission of the advisor, students may register continuously for this course. Special fee: $110.

A&HM 4901. Research and independent study Faculty. Written permission from the advisor. Students may register continuously for this course. Special fee: $75.

A&HM 5032. Comprehensive musicianship Faculty. Prerequisite: A&HM 4050 or equivalent. Primarily for beginning music majors. For instrumental/vocal majors, a course designed for additional coaching from the applied music instructors. The student will mount a recital and receive preparation and coaching. Offers performing and teaching experiences. Requirements: Teacher consent.

A&HM 5033. Comprehensive musicianship Faculty. Written permission from the advisor and sign-up flyer. Research/Independent Study, Fieldwork, Internships and Work experience, and intensive understanding of teaching strategies. With the permission of the advisor, students may register continuously for this course. Special fee: $110.

A&HM 5040-A&HM 5041. Interpretation Faculty. Prerequisite: A&HM 5350 or equivalent. Comprehensive study of piano literature. The study and performance of representative works to the present. Examination of the development leading up to these eras. Materials fee: $35.

A&HM 5042. Choral literature survey Faculty. Prerequisite: A&HM 5350 or equivalent. The study and performance of representative works of choral forms, stylistic features, and performance interpretation. Special fee: $75.


A&HM 5150-A&HM 5172. Instrumental faculty. Prerequisite: A&HM 5058 or equivalent. The student will mount a recital and receive preparation and coaching. Offers performing and teaching experiences. Requirements: Teacher consent.

A&HM 5151. Organ instruction for Faculty. Written permission from the advisor. Students may register continuously for this course. Special fee: $75.

A&HM 5152. Harp Faculty. Written permission from the Music Education Program faculty. For students of singing, accompanying and coaching. Offers performing and teaching experiences. Requirements: Teacher consent.

A&HM 5153. Cello Faculty. Written permission from the advisor. Students may register continuously for this course. Special fee: $75.

A&HM 5154. Violin Faculty. Written permission from the advisor. Students may register continuously for this course. Special fee: $75.

A&HM 5155. String bass Faculty. Written permission from the advisor. Students may register continuously for this course. Special fee: $75.

A&HM 5156. Percussion Faculty. Written permission from the advisor. Students may register continuously for this course. Special fee: $75.

A&HM 5157. French horn Faculty. Written permission from the Music Education Program faculty. For students experienced in conducting. Discussion of teaching material from beginning to advanced repertory. With permission of the advisor, students may register continuously for this course. Special fee: $110.

A&HM 5158. Tuba Faculty. Written permission from the advisor. Students may register continuously for this course. Special fee: $75.

A&HM 5161. Saxophone Faculty. Written permission from the advisor. Students may register continuously for this course. Special fee: $75.

A&HM 5162. Flute Faculty. Written permission from the advisor. Students may register continuously for this course. Special fee: $75.

A&HM 5163. Clarinet Faculty. Written permission from the advisor. Students may register continuously for this course. Special fee: $75.

A&HM 5164. Bassoon Faculty. Written permission from the advisor. Students may register continuously for this course. Special fee: $75.

A&HM 5165. Trumpet Faculty. Written permission from the advisor. Students may register continuously for this course. Special fee: $75.

A&HM 5166. Trombone Faculty. Written permission from the advisor. Students may register continuously for this course. Special fee: $75.

A&HM 5167. Synthesizer Faculty. Written permission from the advisor. Students may register continuously for this course. Special fee: $75.

A&HM 5168. Strings Faculty. Written permission from the advisor. Students may register continuously for this course. Special fee: $75.

A&HM 5169. Woodwinds Faculty. Written permission from the advisor. Students may register continuously for this course. Special fee: $75.

A&HM 5170. Baritone Faculty. Written permission from the advisor. Students may register continuously for this course. Special fee: $75.

A&HM 5171. Viola Faculty. Written permission from the advisor. Students may register continuously for this course. Special fee: $75.

A&HM 5172. Viola de Gamba Faculty. Written permission from the advisor. Students may register continuously for this course. Special fee: $75.

A&HM 5201. Fieldwork in music education Faculty. Written permission from the advisor and sign-up flyer. Research/Independent Study, Fieldwork, Internships and Work experience, and intensive understanding of teaching strategies. With the permission of the advisor, students may register continuously for this course. Special fee: $110.

A&HM 5350. Piano instruction for Faculty. For music majors only. For instrumental/vocal majors, a course designed for additional coaching from the applied music instructors. The student will mount a recital and receive preparation and coaching. Offers performing and teaching experiences. Requirements: Teacher consent.

A&HM 5351. Harpsichord instruction II Faculty. For Music majors only. Written permission from the advisor. Individual instruction includes German, Italian, and French diction for singers. Special fee: $110.


A&HM 5353. Organ instruction for Faculty. For Music majors only. Written permission from the advisor. Individual instruction includes German, Italian, and French diction for singers. Special fee: $110.
The Philosophy and Education Program offers theoretical perspectives on education and to effect frameworks enables students to develop theoretical and critical thinking about education. Faculty and students in the program devote this thinking to a wide variety of questions, including:

- What is the role of aesthetic experience in education?
- How can education be a force for social change?
- What visions of the human being animate educational reform?
- The ethics of teaching
- Education and the new technology
- Critical thinking
- Moral education
- The education of democratic citizens
- What type of education befits a multicultural society?
- What is the nature of the teacher-student relationship?
- What processes and aims of education through inquiry and the imagination in education?
- What is the nature of the teacher-student relationship?
- What type of education befits a multicultural society?
- What is the nature of the teacher-student relationship?
At the center of that course of study are the individual's interests and professional goals. Each student takes responsibility, responsive to individual student backgrounds and needs. Students may use their electives to develop an area of philosophical interest (e.g., ethics, social philosophy, epistemology, etc.) and to develop an area of philosophical interest (e.g., educational policy, curriculum and teaching, developmental psychology, etc.).

Similar to the Master of Arts degree program, the curriculum and teaching of the Master of Education program are designed to provide a more in depth and specialized education. The curriculum is designed to introduce educators and professionals with a wide variety of interests to the study of philosophy and education.

Requirements:

MASTER OF EDUCATION (60 POINTS)

In addition to the required 12 points in Philosophy and Education courses, students may use their electives to develop an area of educational interest (e.g., educational policy, curriculum and teaching, developmental psychology, etc.) and to develop an area of philosophical interest (e.g., ethics, social philosophy, epistemology, etc.).

PhD Requirements:

DOCTOR OF PHILOSOPHY (75 POINTS)

These requirements are modest, leaving room for students from across the college to introduce educations and professionals with a wide range of interests to the study of philosophy and education. Additionally, 18 points in the Philosophy and Education requirements are in the following areas: 12 points in philosophy, 6 points in educational interest (e.g., educational policy, curriculum and teaching, developmental psychology, etc.).

Faculty. Philosophical exploration of the pedagogical, psychological, social, and political relations of art, imagination, and education. Faculty. An introduction to seminal texts, critical and other works that illuminate what it means to be a successful, whole, and flourishing human being. Consideration of motives, personal ideals, and how these can evolve over time.

Recent dissertations have included discussions of the nature of the multicultural self, the role of the liberal arts in teacher education, and temporary educational debates. Consideration of motives, personal ideals, and how these can evolve over time.

Faculty. An introduction to seminal texts, critical and other works that illuminate what it means to be a successful, whole, and flourishing human being. Consideration of motives, personal ideals, and how these can evolve over time.

Faculty. Philosophical exploration of the pedagogical, psychological, social, and political relations of art, imagination, and education. Faculty. An introduction to seminal texts, critical and other works that illuminate what it means to be a successful, whole, and flourishing human being. Consideration of motives, personal ideals, and how these can evolve over time.

Faculty. Philosophical exploration of the pedagogical, psychological, social, and political relations of art, imagination, and education. Faculty. An introduction to seminal texts, critical and other works that illuminate what it means to be a successful, whole, and flourishing human being. Consideration of motives, personal ideals, and how these can evolve over time.

Faculty. Philosophical exploration of the pedagogical, psychological, social, and political relations of art, imagination, and education. Faculty. An introduction to seminal texts, critical and other works that illuminate what it means to be a successful, whole, and flourishing human being. Consideration of motives, personal ideals, and how these can evolve over time.

Faculty. Philosophical exploration of the pedagogical, psychological, social, and political relations of art, imagination, and education. Faculty. An introduction to seminal texts, critical and other works that illuminate what it means to be a successful, whole, and flourishing human being. Consideration of motives, personal ideals, and how these can evolve over time.

Faculty. Philosophical exploration of the pedagogical, psychological, social, and political relations of art, imagination, and education. Faculty. An introduction to seminal texts, critical and other works that illuminate what it means to be a successful, whole, and flourishing human being. Consideration of motives, personal ideals, and how these can evolve over time.

Faculty. Philosophical exploration of the pedagogical, psychological, social, and political relations of art, imagination, and education. Faculty. An introduction to seminal texts, critical and other works that illuminate what it means to be a successful, whole, and flourishing human being. Consideration of motives, personal ideals, and how these can evolve over time.

Faculty. Philosophical exploration of the pedagogical, psychological, social, and political relations of art, imagination, and education. Faculty. An introduction to seminal texts, critical and other works that illuminate what it means to be a successful, whole, and flourishing human being. Consideration of motives, personal ideals, and how these can evolve over time.

Faculty. Philosophical exploration of the pedagogical, psychological, social, and political relations of art, imagination, and education. Faculty. An introduction to seminal texts, critical and other works that illuminate what it means to be a successful, whole, and flourishing human being. Consideration of motives, personal ideals, and how these can evolve over time.

Faculty. Philosophical exploration of the pedagogical, psychological, social, and political relations of art, imagination, and education. Faculty. An introduction to seminal texts, critical and other works that illuminate what it means to be a successful, whole, and flourishing human being. Consideration of motives, personal ideals, and how these can evolve over time.

Faculty. Philosophical exploration of the pedagogical, psychological, social, and political relations of art, imagination, and education. Faculty. An introduction to seminal texts, critical and other works that illuminate what it means to be a successful, whole, and flourishing human being. Consideration of motives, personal ideals, and how these can evolve over time.

Faculty. Philosophical exploration of the pedagogical, psychological, social, and political relations of art, imagination, and education. Faculty. An introduction to seminal texts, critical and other works that illuminate what it means to be a successful, whole, and flourishing human being. Consideration of motives, personal ideals, and how these can evolve over time.

Faculty. Philosophical exploration of the pedagogical, psychological, social, and political relations of art, imagination, and education. Faculty. An introduction to seminal texts, critical and other works that illuminate what it means to be a successful, whole, and flourishing human being. Consideration of motives, personal ideals, and how these can evolve over time.

Faculty. Philosophical exploration of the pedagogical, psychological, social, and political relations of art, imagination, and education. Faculty. An introduction to seminal texts, critical and other works that illuminate what it means to be a successful, whole, and flourishing human being. Consideration of motives, personal ideals, and how these can evolve over time.

Faculty. Philosophical exploration of the pedagogical, psychological, social, and political relations of art, imagination, and education. Faculty. An introduction to seminal texts, critical and other works that illuminate what it means to be a successful, whole, and flourishing human being. Consideration of motives, personal ideals, and how these can evolve over time.
The program in Religion and Education is currently not accepting applications. The program prepares students for professional positions in schools, colleges, universities, and related institutions. The faculty's strengths in the history, civics, and social studies are well suited to that purpose. These strengths, along with the full resources of Teachers College and the associated institutions, provide an avenue for New York State Initial Certification. The Master of Arts (32 point program) provides an avenue for New York State Initial Certification. The Master of Arts (38 point program) provides an avenue for New York State Initial Certification. The Social Studies Program combines history and education and provides a college-level education in social studies. It begins with an intensive orientation to the interplay of theory and practice. The program emphasizes the historical, philosophical, and psychological perspectives on conceptions of knowing, modes of thought, and educational aims in 19th and 20th century American thought. The educational role of religious ideas, institutions, and movements in American culture is considered. Students are introduced to the history, civics, and social studies of American society. The 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. Individualized Studies are available to every student. Cross-listed at Union Seminary as RE 505-506 and at Jewish Theological Seminary as Ed. 9547.

The Master of Arts (M.A.) provides an avenue for New York State Initial Certification. The Master of Arts (M.A.) provides an avenue for New York State Initial Certification. The Doctor of Philosophy (Ph.D.) provides an avenue for New York State Initial Certification. The Doctor of Education (Ed.D.) provides an avenue for New York State Initial Certification. The Master of Education (Ed.M.) provides an avenue for New York State Initial Certification. The Doctor of Education (Ed.D.) provides an avenue for New York State Initial Certification. The Social Studies Program combines history and education and provides a college-level education in social studies. It begins with an intensive orientation to the interplay of theory and practice. The program emphasizes the historical, philosophical, and psychological perspectives on conceptions of knowing, modes of thought, and educational aims in 19th and 20th century American thought. The educational role of religious ideas, institutions, and movements in American culture is considered. Students are introduced to the history, civics, and social studies of American society. The 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. Individualized Studies are available to every student. Cross-listed at Union Seminary as RE 505-506 and at Jewish Theological Seminary as Ed. 9547.
This program is designed for experienced teachers and those interested in private school teaching in New York State and is for experienced teachers and those interested in private school teaching. It requires a minimum of 32 points for the New York State Professional Certification for study of a language other than English. (For additional requirements, see the section of this bulletin.)

**Degree Requirements:**

The 38 points should be distributed as follows:

**Major Program (32 points):**

1. **Student Teaching (10 points):**
   - A&HW 4729 Observation in the social studies (3)
   - A&HW 4730 Supervised student teaching (3)
   - A&HW 4036 The teaching of social studies (3)
   - A&HW 5037 Advanced methods of social studies research, and supervision (3)

2. **Social Studies Core Courses (11 points):**
   - A&HW 5035 History of the social studies since 1880 (3)
   - A&HW 5030 Diversity and the social studies curriculum (3)
   - A&HW 5232 Fieldwork: Social studies (3)
   - A&HW 5210 Social studies in the classroom (3)

3. **Social Studies Content Courses (6-9 points):**
   - A&HW 4925 19th century American thought and society (3)
   - A&HW 4526 Social studies methods (3)
   - A&HW 4035 Sex and social thought (3)
   - A&HW 5027 Teaching social studies in middle schools (3)

**Further Requirements:**

- **6-9 points: Social Studies Content Courses**
- **12-15 points: Social Studies Core Courses**
- **2-3 points each: Professional Development Courses**

**Students enroll for 3 points in both the fall and spring.**

- **Required courses:** Students should also take one of the following:
  - A&HW 5035 History of the social studies since 1880
  - A&HW 5030 Diversity and the social studies curriculum
  - A&HW 5232 Fieldwork: Social studies

- **In consultation with an advisor, students should select courses to round out their knowledge of the subject and field or in Social Studies education is required.**

- **Professional Development Courses**
  - A&HW 4530 Seminar for student teachers
  - A&HW 5027 Teaching social studies in middle schools
  - A&HW 5210 Social studies in the classroom

**Additional coursework is needed in the social sciences (political science, geography, economics, etc.) Those courses that are not listed under a history department, but have substantial social studies content, may be counted toward the minimum history requirement. All M.A. credits must have taken at least 21 credits in history coursework.**

**Margaret Smith Crocco, Box 80, Teachers College; telephone: (212) 678-3174; email: crocco@tc.edu.**

**Inquiries for the Ed.M., Ed.D., and Ph.D. program generally admit students after several years of teaching or related professional experience and completion of an M.A. degree in an appropriate content field. Admission requirements in the same as the M.A.**
A wide variety of all students at Teachers College must take at least three out-of-program courses. (For this requirement, a comparable course in diversity is also available at Columbia University.)

Courses in the major field include:

- Advanced methods of social studies curriculum development and supervision (A&HW 6530) or
- Teacher education in the social studies (A&HW 5037)

Other offerings:

- Seminar (A&HW 5931)
- Social Studies Content w/Pedagogy Course
- Out-of-Program Course

Typical curriculum for INSTEP includes:

- A&HW 5031 Teacher education in the social studies
- A&HW 5203 Fieldwork in social studies
- A&HW 5232 Fieldwork: Social studies in the United States
- A&HW 5500 Seminar in the history of social thought
- A&HW 5530 History of American social thought
- A&HW 5931 Guided investigations in the social studies
- A&HW 6030 Research in social studies
- A&HW 6203 Advanced fieldwork in social studies
- A&HW 6500 Seminar in the history of social studies
- A&HH 4070 History of education
- A&HW 6503 Doctoral seminar in research and supervision
- A&HW 6903 Research and independent project
- Other courses in media and technology

Broad and Basic Areas of Professional Scholarship (18 points):

- In consultation with an advisor, students will select an area of emphasis, either
- The teaching of history or
- The teaching of social studies

A student will work with an advisor to construct a plan of study and write the Ed.M. project in close consultation with the advisor. Other coursework in this area should be tailored to the individual student's needs; consult an advisor.

The integrative project will develop out of evaluation. Other coursework in this area should select an area of emphasis, either

- The teaching of history or
- The teaching of social studies

Soon after beginning this program, students should be familiarized with the historical development of educational practices. Students should consult an advisor to determine what additional educational practices. Students should consult an advisor to determine what additional

The courses in this area are intended to familiarize students with the historical development of educational practices. Students should consult an advisor to determine what additional

The program is flexible in nature and can be designed to meet the needs of individuals preparing for

The Doctor of Education in Social Studies leads to a professional degree designed

The degree is intended for experienced educators; it is aimed

In consultation with an advisor:

- One course in media and technology
- Other offerings:
  - A&HW 6503 Doctoral seminar in research and supervision
  - A&HW 6903 Research and independent project
  - Other courses in media and technology

Research courses, seminars and individual work (15 points minimum):

- A&HW 5503 Research paper in social studies
- A&HW 5500 Seminar in the history of social studies
- A&HW 5530 History of American social thought
- A&HW 5931 Guided investigations in the social studies
- A&HW 6030 Research in social studies
- A&HW 6203 Advanced fieldwork in social studies
- A&HW 6500 Seminar in the history of social studies
- A&HH 4070 History of education
- A&HW 6503 Doctoral seminar in research and supervision
- A&HW 6903 Research and independent project
- Other courses in media and technology

Electives will be chosen with advisor's approval.

Electives:

- A&HW 6500 Seminar in the history of social studies
- A&HW 6530 Curriculum development, research, and supervision (A&HW 6530) or
- Teacher education in the social studies (A&HW 5037)

Required courses:

- A&HW 6030 Research in social studies
- A&HW 6203 Advanced fieldwork in social studies
- A&HW 6500 Seminar in the history of social studies
- A&HW 6503 Doctoral seminar in research and supervision
- A&HW 6903 Research and independent project
- Other courses in media and technology

Electives:

- A&HW 6500 Seminar in the history of social studies
- A&HW 6530 Curriculum development, research, and supervision (A&HW 6530) or
- Teacher education in the social studies (A&HW 5037)

Required courses:

- A&HW 6030 Research in social studies
- A&HW 6203 Advanced fieldwork in social studies
- A&HW 6500 Seminar in the history of social studies
- A&HW 6503 Doctoral seminar in research and supervision
- A&HW 6903 Research and independent project
- Other courses in media and technology

Electives:

- A&HW 6500 Seminar in the history of social studies
- A&HW 6530 Curriculum development, research, and supervision (A&HW 6530) or
- Teacher education in the social studies (A&HW 5037)

Required courses:

- A&HW 6030 Research in social studies
- A&HW 6203 Advanced fieldwork in social studies
- A&HW 6500 Seminar in the history of social studies
- A&HW 6503 Doctoral seminar in research and supervision
- A&HW 6903 Research and independent project
- Other courses in media and technology

Electives:

- A&HW 6500 Seminar in the history of social studies
- A&HW 6530 Curriculum development, research, and supervision (A&HW 6530) or
- Teacher education in the social studies (A&HW 5037)

Required courses:

- A&HW 6030 Research in social studies
- A&HW 6203 Advanced fieldwork in social studies
- A&HW 6500 Seminar in the history of social studies
- A&HW 6503 Doctoral seminar in research and supervision
- A&HW 6903 Research and independent project
- Other courses in media and technology

Electives:

- A&HW 6500 Seminar in the history of social studies
- A&HW 6530 Curriculum development, research, and supervision (A&HW 6530) or
- Teacher education in the social studies (A&HW 5037)

Required courses:

- A&HW 6030 Research in social studies
- A&HW 6203 Advanced fieldwork in social studies
- A&HW 6500 Seminar in the history of social studies
- A&HW 6503 Doctoral seminar in research and supervision
- A&HW 6903 Research and independent project
- Other courses in media and technology

Electives:

- A&HW 6500 Seminar in the history of social studies
- A&HW 6530 Curriculum development, research, and supervision (A&HW 6530) or
- Teacher education in the social studies (A&HW 5037)
DOCTOR OF PHILOSOPHY (75 POINTS)

Required Courses:

Research Courses (18 points minimum):

COURSES:

A&HW 5030 Diversity and the social sciences

Social Studies Content courses in the major field

A&HW 6530 Curriculum development, history/social studies curriculum, including methods related to teaching secondary school social studies; teaching social studies in secondary schools; teaching in social studies

A&HW 4729 Observation in the classroom

Faculty. Preliminary experience in the schools.

A&HW 4730 Supervised student teaching

Restricted to majors. Includes student teaching in social studies

A&HW 5037 Advanced methods of instruction

Must be taken concurrently with A&HW 4530. Faculty. Permission of instructor required.

A&HW 5530 History of American social thought

Professor Crocco. History of American social thought as it has influenced and been influenced by theories of education and patterns of educational practice.

A&HW 6041 Historical method

Required to those of the department of the Columbia University Graduate School of Arts and Sciences with which their work is most closely lent to those of the usual cognate department in the Graduate Faculty. Basic classroom methods for teaching social studies in the diverse classroom. Particular attention to problems of emphasis normally includes attention to the social studies curriculum, including attention to oral history, interdisciplinary strategies and service learning.

A&HW 6500 History of social studies

A&HW 6503 Doctoral seminar in social studies

A&HW 6530 Curriculum development, history/social studies curriculum, including methods related to teaching secondary school social studies; teaching social studies in secondary schools; teaching in social studies

A&HW 6903 Research and independent study

A&HW 7211 Advanced Fieldwork

A&HW 7212 Advanced Fieldwork

A&HW 8085 T eacher education in the teaching of social studies

A&HW 4036. The teaching of history and geography. Faculty. Main themes in teaching recent European history within the geographic context. Selected topics may include the balance of power and social change, fascism, Communism, the problems of conceptualization and interpretation of European history with an emphasis in geography at both the middle and high school levels. Satisfies the New York State requirement for world history and geography.

A&HW 4032. The study of world history. Faculty. Preliminary experience in the schools.

A&HW 4729 Observation in the classroom

Must be taken concurrently with A&HW 4530. Faculty. Permission of instructor required.

Included in the teaching of history and geography.

A&HW 4730 Supervised student teaching

Restricted to majors. Includes student teaching in social studies

In addition to the dissertation, there are further requirements:

Broad and basic areas of professional scholarship (15 points minimum):

A&HW 5030 Diversity and the social sciences

A&HW 5031 T eacher education in the teaching of social studies

A&HW 5037 Advanced methods of instruction

A&HW 5530 History of American social thought

A&HW 6041 Historical method

A&HW 6500 History of social studies

A&HW 6503 Doctoral seminar in social studies

A&HW 6530 Curriculum development, history/social studies curriculum, including methods related to teaching secondary school social studies; teaching social studies in secondary schools; teaching in social studies

A&HW 6903 Research and independent study

A&HW 7211 Advanced Fieldwork

A&HW 7212 Advanced Fieldwork

A&HW 8085 T eacher education in the teaching of social studies

A&HW 4036. The teaching of history and geography. Faculty. Main themes in teaching recent European history within the geographic context. Selected topics may include the balance of power and social change, fascism, Communism, the problems of conceptualization and interpretation of European history with an emphasis in geography at both the middle and high school levels. Satisfies the New York State requirement for world history and geography.

A&HW 4032. The study of world history. Faculty. Preliminary experience in the schools.

A&HW 4729 Observation in the classroom

Must be taken concurrently with A&HW 4530. Faculty. Permission of instructor required.

A&HW 4730 Supervised student teaching

Restricted to majors. Includes student teaching in social studies

In addition to the dissertation, there are further requirements:

Broad and basic areas of professional scholarship (15 points minimum):

A&HW 5030 Diversity and the social sciences

A&HW 5031 T eacher education in the teaching of social studies

A&HW 5037 Advanced methods of instruction

A&HW 5530 History of American social thought

A&HW 6041 Historical method

A&HW 6500 History of social studies

A&HW 6503 Doctoral seminar in social studies

A&HW 6530 Curriculum development, history/social studies curriculum, including methods related to teaching secondary school social studies; teaching social studies in secondary schools; teaching in social studies

A&HW 6903 Research and independent study

A&HW 7211 Advanced Fieldwork

A&HW 7212 Advanced Fieldwork

A&HW 8085 T eacher education in the teaching of social studies

A&HW 4036. The teaching of history and geography. Faculty. Main themes in teaching recent European history within the geographic context. Selected topics may include the balance of power and social change, fascism, Communism, the problems of conceptualization and interpretation of European history with an emphasis in geography at both the middle and high school levels. Satisfies the New York State requirement for world history and geography.

A&HW 4032. The study of world history. Faculty. Preliminary experience in the schools.

A&HW 4729 Observation in the classroom

Must be taken concurrently with A&HW 4530. Faculty. Permission of instructor required.

A&HW 4730 Supervised student teaching

Restricted to majors. Includes student teaching in social studies
*State civics requirement. History are highlighted. Satisfies the New York State social studies curriculum.

**History and geography**

- Philosophy and culture of China, Japan, and Korea. Central themes in the modern history, geography, and culture of China, Japan, and Korea. 
- Developmental traditions, and unresolved constitution, detailed examination of the document, during the convention, the struggle for ratification.
- Professor Marri and Dr. Tischler. Major philosophical foundations, problems preceding and originating in the United States.
- Dr. Knapp and Dr. Martin. An overview of the philosophical foundations, problems preceding and originating in the United States.

**A&HW 4021. History and geography**

- Skills in research and contemporary social studies tools, human, environmental, business and financial institutions, both at the national and international levels.
- Students work individually or with others. Faculty. Permission of instructor required. To be taken under the direction of a faculty member.

**A&HW 4022. Social studies**

- Attention to the history and geography of local communities and neighborhoods, community associations and social institutions, as studied within the context of New York State history and geography.
- Faculty. New York City's cultural, social, governmental, economic, and cultural geography.
- Current topics related to the field. Ordinarily in secondary schools, colleges, teacher training programs or published in research.
- Opportunity for qualified students, individually or in small groups, to develop and pursue formalized learning laboratory experiences. Faculty. Permission of instructor required.

**A&HW 4037. East Asia: Survey of modern and contemporary societies**

- For advanced students. Individual fieldwork under the direction of a faculty member. Faculty. Seminar focused on doctoral student research and independent study in social studies.

**A&HW 5203. Fieldwork in social studies**

- Students will learn the steps of oral history design for the classroom, including conducting interviews, transcribing, reviewing, and editing.
- Professor Crocco. Students will learn the steps of oral history design for the classroom, including conducting interviews, transcribing, reviewing, and editing.

**A&HW 5430. Internship in the teaching of social studies**

- For advanced students. Individual fieldwork under the direction of a faculty member. Faculty. Seminar focused on doctoral student research and independent study in social studies.

**A&HW 5503. Research paper in social studies**

- For advanced students. Faculty. Permission of instructor required. To be taken under the direction of a faculty member.

**A&HW 5931. Guided investigations in social studies**

- For advanced students. Students must have an approved plan of study and have received approval to enroll in this course from the advisor. Faculty. Permission of instructor required.

**A&HW 6003. Advanced topics in the teaching of social studies**

- For advanced students. Individual fieldwork under the direction of a faculty member. Faculty. Seminar focused on doctoral student research and independent study in social studies.

**A&HW 6030. Research in social studies**

- For advanced students. Individual fieldwork under the direction of a faculty member. Faculty. Seminar focused on doctoral student research and independent study in social studies.

**A&HW 6203. Advanced fieldwork in social studies**

- For advanced students. Individual fieldwork under the direction of a faculty member. Faculty. Seminar focused on doctoral student research and independent study in social studies.

**A&HW 6303. Fieldwork: Social studies**

- For advanced students. Individual fieldwork under the direction of a faculty member. Faculty. Seminar focused on doctoral student research and independent study in social studies.

**A&HW 6403. Internship in the teaching of social studies**

- For advanced students. Individual fieldwork under the direction of a faculty member. Faculty. Seminar focused on doctoral student research and independent study in social studies.

**A&HW 6503. Doctoral seminar in research paper in social studies**

- For advanced students. Individual fieldwork under the direction of a faculty member. Faculty. Seminar focused on doctoral student research and independent study in social studies.

**A&HW 6703. Advanced fieldwork in social studies**

- For advanced students. Individual fieldwork under the direction of a faculty member. Faculty. Seminar focused on doctoral student research and independent study in social studies.

**A&HW 7503. Dissertation seminar in teaching of history and social studies**

- For advanced students. Individual fieldwork under the direction of a faculty member. Faculty. Seminar focused on doctoral student research and independent study in social studies.

**A&HW 8903. Dissertation advisement in teaching of history and social studies**

- For advanced students. Individual fieldwork under the direction of a faculty member. Faculty. Seminar focused on doctoral student research and independent study in social studies.
Each student, upon entry into the program, is assigned an academic advisor who will advise their studies within the field of education. Students who enter the doctoral program in English education consist of theoretical, pedagogical, and research-oriented work. Students eventually focus their interests around a particular area of inquiry for their theoretical, pedagogical, and research work at an accredited institution. The Ed.M. program is designed for students who plan to teach or are currently teaching. Prior to entering the program, each student is required to have at least five years of classroom teaching experience at either the secondary classroom (2-3) and must have at least three years of classroom teaching experience and an M.A. in education. A personal interview with faculty is also required. A third letter is encouraged. Also, applicants must have earned an M.A. in English, English Education or a closely related field, and must have at least three years of teaching experience at either the secondary classroom (3) or college level, and now wish to further concentrate further on their studies within the field, and must have at least three years of teaching experience at the secondary classroom level. A personal interview with faculty is also required. A personal interview with faculty is also required. A third letter is encouraged. Also, applicants must have earned an M.A. in English, English Education or a closely related field, and must have at least three years of teaching experience at either the secondary classroom level, and now wish to further concentrate further on their studies within the field of education. English classroom (2-3)

English classroom (3)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
in the secondary English classroom (2)
Master's Seminar – All M.A. students are required coursework, electives are not needed. Students meet all of their degree requirements through the program. If students in the 38-point program take points as needed to finish their degree, students in the 34-point program have the opportunity to explore different levels of courses at Teachers College or Columbia University with an academic faculty advisor. Electives can be any graduate programs in consultation with an academic advisor.

Electives – Electives provide students in the 34-point program with the opportunity to explore different levels of courses at Teachers College or Columbia University with an academic faculty advisor. Electives must be for a minimum of 2 points each. Students in the 38-point program take A&HE 5590, during their final semester. All students in the 34-point program enroll in A&HE 5590 the same semester they graduate. Students in the 38-point program are required to enroll in the A&HE 5590, which is a mandatory course. During both semesters, the student teaching experience is accompanied by A&HE 4750, which is a mandatory course. The cooperating teacher has primary responsibility for the direction of a single cooperating teacher. The student teaching experiences differ by semester, students do not have the major responsibility for designing the curriculum. While students work one-on-one with a cooperating teacher and are expected to take on full responsibility for the classroom. They must work with an academic faculty advisor to design and complete their master's projects. Students in the 34-point program work with an academic faculty advisor on an individual basis regarding their progress. Supervisors talk with student teachers before and after each observation and consult with them at least four occasions each semester. Teachers College visit student teachers on average, that may arise. In addition, supervisors from the forum to address needs, issues, and problems. The student teaching experiences of our diverse student body, and recognize and value the variety of needs and experiences in teaching in secondary English classroom (3).
includes:
reading of theory and research, and is under-
to do independent research. It entails work
this paper is to evidence the student's ability
refined presentation of the student's research
program. This research paper represents a
of all Ed.M. students, is the core of the Ed.M.
The research paper for A&HE 5504, required
5504 may serve as a prelude to work on a doc-
If the student's intent is to continue on for

(a) A rationale for the project and demonstra-
(b) A critique of the pilot study, including the
(d) Implications relevant to the student's
(c) A writing of the student's research

methods employed;
taken;
and methodology as well as on her/his

***Candidates for the Ed.D. in the College

• A&HE 6152 Advanced narrative
• A&HE 6504 Doctoral seminar:
• A&HE 6404 Internship in college

• A&HE 5504 Research paper:

(T eachers College. The History of English Education as a Field, the-
and scholars who are particularly interested in
designed to prepare candidates as researchers
Doctor of Education in the College T eaching

DOCTOR OF EDUCATION IN THE COLLEGE T eaching of English****

DOCTOR OF PHILOSOPHY (75 POINTS)

degree program.

DOCTOR OF EDUCATION (90 POINTS)

At least 9 points (three courses) of research
methods must be completed for the Ed.M.

TEACHING OF ENGLISH (90 POINTS)

2) Program Plan: During the first year of

1) Candidates should take a minimum of

1) Literary Studies: Literature courses, literary
at the 5000 and above level that include:*5
Candidates can take other program courses

• A&HE 5149 Writing research:

2) Rhetorical Studies: Writing, composition


Courses that address theoretical and practi-
cal applications within the field of English

gram.

Methods and assumptions
4) Certification Examination: Doctoral candidates must complete a minimum of 12 points of research methods and related coursework. Certification examinations are generally discouraged from taking 4000-level courses and must consult with their academic advisors before taking them.

3) Coursework Guidelines: The number of courses students take depends in part on their interest in a specific area of inquiry. The major certification exam takes a more refined focus and directly relates to one's research experiences; and regular consultation examinations; the A&HE 5504 dissertation proposal consolidates the work candidates must complete and synthesize for the certification research.

7) Breadth Courses: Students should take a 6-point sequence. Special fee required.


4) Literature courses, literary theory, and literature: A&HE 4050. Literature and teaching of adolescents and literature. Special fee required.

3) Critical approaches to teaching literature: A&HE 4051. Critical approaches to reading traditional and contemporary texts. Special fee required.


1) Faculty. Contemporary literary selections are explored within a theoretical context that emphasizes the way texts are constructed and how readers negotiate meaning with texts. Special fee required.
Faculty. Majors only. A series of guided observations, small groups, or in small groups, to develop and pursue projects. Offered spring semester only.

A&HE 6152. Advanced narrative research. Faculty. Permission of instructor required. Majors only. Students will develop their own narrative research projects. Special fee required.

A&HE 6151. Narrative research in English education. Faculty. Permission of instructor required. Majors only. Special fee required.

A&HE 5518. Teaching English in diverse social and cultural contexts. Faculty. Majors only. A survey of approaches to and examples of narrative research, including oral history, biography, autobiography, and narratives of education and life history. Students with a background in teaching, as well as an opportunity to reflect and discuss issues of concern. Offered fall semester and spring semesters. Special fee required.

A&HE 5590. Master's seminar: Research, theory and practice. Faculty. Designed to prepare students for classroom experience. Special fee required.


A&HE 4561. Teaching narrative design, and philosophies of composition that inform diverse ideological, oral history, or life history, for example), to an examination of reading processes. Special fee required.

A&HE 4556. Seminar for inservice teachers and vice teachers will continue to develop their professional knowledge, including career self-evaluation and planning/implementation, and practices in the secondary English classroom. Special fee required.

A&HE 4555. Seminar in the range of philosophies, intellectual traditions and points of view that influence research and educational practice. Through a range of class activities and readings, the course examines assumptions that undergird the range of philosophies, intellectual traditions and points of view that influence research and educational practice. Special fee required.

A&HE 4750. Supervised teaching of English for classroom experience. Special fee required.

A&HE 4904. Independent study in English education. Faculty. Research and independent study under the direction of a faculty member. Students work individually or with others. Special fee required.

A&HE 5204. Fieldwork in teaching English language arts classroom. Special fee required.

A&HE 5150. Research in practice. Faculty. Majors only. A series of guided observations, small groups, or in small groups, to develop and pursue projects. Offered spring semester only.

A&HE 5151. Perspectives on "popular" texts in English classrooms. Faculty. Special fee required.

A&HE 4151, Teaching of writing. Special fee required.

A&HE 4157. Writing: Fiction and personal narratives. Faculty. Dominant curriculum theories of the teaching, as well as an opportunity to reflect and discuss issues of concern. Offered fall semester and spring semesters. Special fee required.

A&HE 4158. Writing: Poetry. Faculty. A poetry writing class combined with close readings of selected writers. Special fee required.

A&HE 4950. Seminar for inservice teachers and vice teachers will continue to develop their professional knowledge, including career self-evaluation and planning/implementation, and practices in the secondary English classroom. Special fee required.

A&HE 4551. Teaching of writing. Special fee required.


A&HE 4553. Secondary English classroom. Special fee required.

A&HE 3612. Supervised teaching of English. Faculty. Ph.D. students. This course seeks to facilitate the supervised teaching program in the fall and spring semesters. Students should plan to reserve part of each day Monday through Friday for classroom experience. Special fee required.
The General Track Program offers a 36-point Master of Arts degree for students wishing to teach in any of a variety of settings. The general track, the K-12 track, and the program in Tokyo. The TESOL program offers three majors in the area of English (TWE); International English Language Testing System (IELTS).

Required courses:
- A&HL 4085 Pedagogical English
- A&HL 4087 Introduction to second language
- A&HL 4088 Second language assessment (3)
- A&HL 4101 Phonetics and phonology (3)
- A&HT 4076 TESOL methodologies (3)
- A&HT 4171 TESOL methodologies (3)
- A&HT 4185 Pedagogical approaches (3)
- A&HT 5205 Fieldwork in TESOL (3)
- A&HT 5379 Teachers of K-12 ESL (3)

TESOL workshops (minimum of 3 for 0-1 point each).
- A breadth course in consultation with a faculty advisor (3)
- A&HT 4776 Supervised student teaching in TESOL: K-6 (3)
- A&HT 4777 Supervised student teaching in TESOL (3)
- A&HT 5380, 5381, and 5383 Specialized practicum (3 each)

Exit requirement: Final project to be chosen with faculty advisor's approval (3).
- A&HT 5383 Specialized practicum (6-9 points):
- A&HT 5380 Specialized practicum (6-9 points):
- A&HT 5381 Specialized practicum (6-9 points):

The General Track does not prepare students for certification in New York State public schools.

In-service teaching I (3)
In-service teaching II (3)
TESOL and Applied Linguistics Electives to total 6-9 points:
- A course in Bilingual Education (3)
- A course in Special Education (3)

Required courses outside the program are
- A&HT 4077 TESOL classroom practices (3)
- A&HT 4771 Second language education: Teachers of K-12 ESL (3)
- A&HT 4772 Second language education: Teachers of K-6 (3)
- A&HT 4773 Advanced second language acquisition (3)
- A&HT 4774 Language acquisition (3)
- A&HT 4775 Language assessment (3)

To be certified by New York State, additional requirements include passing the New York State teacher examinations. Please see the Teacher Education section of this bulletin for details.

Students can normally expect to complete the TESOL K-12 Certification M.A. Program in four semesters and one summer.

Students wishing to teach in the New York public school system must complete the full time M.A. Program in four semesters and one summer. These courses of study are for students who already have initial certification or are teaching in a New York state school.

Corps Fellows. We currently have no professionals for Peace Corps. Students can normally expect to complete the full time M.A. Program in four semesters and one summer.
Electives in TESOL or Applied Linguistics (9):

• One of the qualitative research methods
  courses offered at the college (To be chosen with faculty advisor's approval).

• ITSF 5000 Methods of inquiry:
  experimental design (3)
  participant observation (3)
  Ethnography and cross-cultural pragmatics (3)
  Evaluation in International Education (3)

• HUDM 4122 Probability and statistical inference (3)
• HUDM 4050 Introduction to measurement (2-3)
• HUDM 4113 Multivariate methods: concentration requirements, research methods requirements, and doctoral preparation methods: concentration requirements, research methods requirements, and doctoral preparation

Required courses (12 points):

• A&HL 5501 Research paper in applied linguistics and TESOL
• A&HL 6501 Doctoral seminar in applied linguistics
• A&HL 6507 Research paper in applied linguistics
• A&HL 7507 Dissertation seminar in applied linguistics
• A&HT 5501 Research paper in applied education (3)
• A&HT 7505 Dissertation seminar: TESOL and in-depth study in an area of specialization (12 points in research methods, measurement or statistics courses from the Ed.M.)

Research Requirements (12 points):

To ensure that students have the skills to do scholarly research in their area of concentration, they are required to take a minimum number of points in their concentrations. Students are required to take a minimum of 12 points in research methods, measurement, or statistics courses from the Ed.M.

Students enter the doctoral program. Students who did not receive an M.A. in TESOL from Teachers College will be expected to complete all the required courses (see program sheets), sometimes serves as initial preparation for the TESOL Ed.M.

The Ed.M. is designed to complement former preparation courses to pursue empirical research in one of the following areas: language teaching methodology, materials development and curriculum design, language program evaluation, second language assessment, second language acquisition, and in-depth study in an area of specialization (Ed.M.), requiring a minimum of 60 points of study (Ed.M.).

Those students who do not already have a specified required courses (see program sheets), to ensure that students have the skills to do scholarly research in their area of concentration, they are required to take a minimum number of points in their concentrations. Students are required to take a minimum of 12 points in research methods, measurement, or statistics courses from the Ed.M.)

To determine which seminar to register for, students need to take one or more of the seminars in consultation with an academic advisor. These seminars at the 5500, 6500, 7500, and 8900 levels.

Doctoral students are required to attend doctoral seminar every semester. That, doctoral students are required to register for seminars at the 5500 level, doctoral students are required to attend doctoral seminar every semester. To prepare for these requirements, students will consult an academic advisor.

In order to progress through these stages, doctoral students should consult the Office of Doctoral Studies to be certain of complying with the latest procedures, deadlines, and requirements.

To ensure that students have the skills to do scholarly research in their area of concentration, they are required to take a minimum number of points in their concentrations. Students are required to take a minimum of 12 points in research methods, measurement, or statistics courses from the Ed.M.)

Students begin to take these courses when they fulfill all the requirements for the TESOL Ed.M. and in-depth study in an area of specialization (Ed.M.), requiring a minimum of 60 points of study (Ed.M.).

Those students who do not already have a specified required courses (see program sheets), to ensure that students have the skills to do scholarly research in their area of concentration, they are required to take a minimum number of points in their concentrations. Students are required to take a minimum of 12 points in research methods, measurement, or statistics courses from the Ed.M.)

To determine which seminar to register for, students need to take one or more of the seminars in consultation with an academic advisor. These seminars at the 5500, 6500, 7500, and 8900 levels.

Doctoral students are required to attend doctoral seminar every semester. That, doctoral students are required to register for seminars at the 5500 level as a part of the dissertation research under the guidance of a doctoral committee.
A&HT 4000. Special topics in TESOL
Faculty/staff. Introduction to the major language areas for teachers of K-12 ESL students.
Special fee: $20.

A&HT 4076. TESOL methodologies
Faculty/staff. Practice in designing, developing, and evaluating ESL or EFL materials used for students in different settings. Special fee: $20.

A&HT 4080. Teaching in linguistically influential in the 20th century. Special fee:

A&HT 4086. Language classroom
Faculty/staff. An introduction to the theory and practice of teaching writing to ESL and EFL students in a wide range of contexts. Special fee: $20.

A&HT 4160. The silent way
Faculty/staff. The use and development of speaking, writing, and content for language teaching. Special fee: $20.

A&HT 4165. English for academic purposes
Faculty/staff. Developmental ESL for non-native speakers of English who wish to improve their academic writing and speaking skills; native speakers of English who wish to improve language grammar with a view to helping ESL students gain "best practices" within the mainstream setting. Special fee: $20.

A&HT 4166. Computer-assisted language learning
Faculty and Professor Hruska. This course explores differing conceptualizations of language education. Emphasis will be on the collection and analysis of data related to the significance and influence of topic. Topics may vary from term to term. Course may be taken more than once. Limit 1 point toward TESOL or in TESOL: K-6 (Kindergarten to 12th grade) and who are currently teaching full-time. Special fee: $20.

A&HT 4169. Literature in the classroom
Faculty/staff. Supports teachers in mainstream language-minority students. Special fee: $20.


A&HT 4173. Task-based and functional

A&HT 4177. Supervised student teaching
Faculty/staff. Permission of instructor required. A supervised teaching experience for M.A. students who are interested in working toward a New York State teaching certification. Students who are interested in working toward a New York State teaching certification may be permitted to enroll in this course if they hold full time jobs. Special fee: $20.

A&HT 4178. Advanced topics in TESOL: K-6
Faculty/staff. Permission of instructor required. A supervised teaching experience for M.A. students who are interested in working toward a New York State teaching certification. Students who are interested in working toward a New York State teaching certification may be permitted to enroll in this course if they hold full time jobs. Special fee: $20.

A&HT 4776. Supervised student teaching
Faculty/staff. Permission of instructor required. A supervised teaching experience for M.A. students who are interested in working toward a New York State teaching certification. Students who are interested in working toward a New York State teaching certification may be permitted to enroll in this course if they hold full time jobs. Special fee: $20.

A&HT 5000. Advanced topics in TESOL
Faculty/staff. Permission of instructor required. A supervised teaching experience for M.A. students who are interested in working toward a New York State teaching certification. Students who are interested in working toward a New York State teaching certification may be permitted to enroll in this course if they hold full time jobs. Special fee: $20.

A&HT 5080. Specialized practica for TESOL teachers: In-service teaching I
Professor Hruska. Prerequisite: A&HT 5380 TESOL teachers: In-service teaching II. A special topic. Topics may vary from term to term. Course may be taken more than once. Limit 1 point toward TESOL or in TESOL: K-6 (Kindergarten to 12th grade) and who are currently teaching full-time. Special fee: $20.

A&HT 5081. Specialized practica for TESOL teachers: In-service teaching II
Professor Hruska. Permission of instructor required. A supervised teaching experience for M.A. students who are interested in working toward a New York State teaching certification. Students who are interested in working toward a New York State teaching certification may be permitted to enroll in this course if they hold full time jobs. Special fee: $20.

A&HT 5083. Specialized practica for TESOL teachers: In-service teaching III
Professor Hruska. Permission of instructor required. A supervised teaching experience for M.A. students who are interested in working toward a New York State teaching certification. Students who are interested in working toward a New York State teaching certification may be permitted to enroll in this course if they hold full time jobs. Special fee: $20.

A&HT 5084. Specialized practica for TESOL teachers: In-service teaching IV
Professor Hruska. Permission of instructor required. A supervised teaching experience for M.A. students who are interested in working toward a New York State teaching certification. Students who are interested in working toward a New York State teaching certification may be permitted to enroll in this course if they hold full time jobs. Special fee: $20.

A&HT 5087. Second language acquisition research of current theoretical or pedagogical change each term. Course may be taken more than once. Limit 1 point toward TESOL or in TESOL: K-6 (Kindergarten to 12th grade) and who are currently teaching full-time. Special fee: $20.

A&HT 5360-A&HT 5379 and

A&HT 5381. Specialized practica for TESOL teachers: In-service teaching I
Professor Hruska. Prerequisite: A&HT 5380 TESOL teachers: In-service teaching II. A special topic. Topics may vary from term to term. Course may be taken more than once. Limit 1 point toward TESOL or in TESOL: K-6 (Kindergarten to 12th grade) and who are currently teaching full-time. Special fee: $20.

A&HT 5383. Specialized practica for TESOL teachers: In-service teaching III
Professor Hruska. Permission of instructor required. A supervised teaching experience for M.A. students who are interested in working toward a New York State teaching certification. Students who are interested in working toward a New York State teaching certification may be permitted to enroll in this course if they hold full time jobs. Special fee: $20.

A&HT 5384. Specialized practica for TESOL teachers: In-service teaching IV
Professor Hruska. Permission of instructor required. A supervised teaching experience for M.A. students who are interested in working toward a New York State teaching certification. Students who are interested in working toward a New York State teaching certification may be permitted to enroll in this course if they hold full time jobs. Special fee: $20.

A&HT 5387. Second language research of current theoretical or pedagogical change each term. Course may be taken more than once. Limit 1 point toward TESOL or in TESOL: K-6 (Kindergarten to 12th grade) and who are currently teaching full-time. Special fee: $20.

TC's Community Language Program (CLP)
Faculty/staff. Permission of instructor required. A supervised teaching experience for M.A. students who are interested in working toward a New York State teaching certification. Students who are interested in working toward a New York State teaching certification may be permitted to enroll in this course if they hold full time jobs. Special fee: $20.

A&HT 4777. Supervised student teaching
Faculty/staff. Permission of instructor required. A supervised teaching experience for M.A. students who are interested in working toward a New York State teaching certification. Students who are interested in working toward a New York State teaching certification may be permitted to enroll in this course if they hold full time jobs. Special fee: $20.

A&HT 5381. Specialized practica for TESOL teachers: In-service teaching I
Professor Hruska. Prerequisite: A&HT 5380 TESOL teachers: In-service teaching II. A special topic. Topics may vary from term to term. Course may be taken more than once. Limit 1 point toward TESOL or in TESOL: K-6 (Kindergarten to 12th grade) and who are currently teaching full-time. Special fee: $20.

A&HT 5383. Specialized practica for TESOL teachers: In-service teaching III
Professor Hruska. Permission of instructor required. A supervised teaching experience for M.A. students who are interested in working toward a New York State teaching certification. Students who are interested in working toward a New York State teaching certification may be permitted to enroll in this course if they hold full time jobs. Special fee: $20.

A&HT 5384. Specialized practica for TESOL teachers: In-service teaching IV
Professor Hruska. Permission of instructor required. A supervised teaching experience for M.A. students who are interested in working toward a New York State teaching certification. Students who are interested in working toward a New York State teaching certification may be permitted to enroll in this course if they hold full time jobs. Special fee: $20.

A&HT 5387. Second language research of current theoretical or pedagogical change each term. Course may be taken more than once. Limit 1 point toward TESOL or in TESOL: K-6 (Kindergarten to 12th grade) and who are currently teaching full-time. Special fee: $20.

A&HT 4777. Supervised student teaching
Faculty/staff. Permission of instructor required. A supervised teaching experience for M.A. students who are interested in working toward a New York State teaching certification. Students who are interested in working toward a New York State teaching certification may be permitted to enroll in this course if they hold full time jobs. Special fee: $20.
ARTS AND HUMANITIES

• A&HT 4175. Facilitating autonomy in language learning
• A&HT 4176. Teaching listening
• A&HT 4177. Teaching speaking
• A&HT 4178. Teaching reading
• A&HT 4179. Teaching writing
• A&HT 4180. Trends in TESOL methodologies

A&HT 4817-A&HT 4819. Experiences in learning another language (Noncredit, 0 or 1 point each)

Faculty/staff. A series of workshops designed to provide language teachers with an opportunity to learn a foreign language through a brief immersion experience, so that they can reflect upon the experience from a learner's perspective. Methods vary from term to term. These workshops may be taken more than once pending advisor's approval.

A&HT 4860-A&HT 4880. Specialized TESOL materials (0-1)

Faculty/staff. Not all workshops are offered each term or year. Workshops are offered according to student interest and staff availability. Workshops usually meet over 1 or 2 weekends.

Independent Research, Fieldwork and Internships

A&HT 4905. Research and independent study in TESOL (1-6)

Faculty/staff. Permission of instructor required. Research under the direction of a faculty member. Students work individually or with others. Course may be taken more than once.

A&HT 5205. Fieldwork in TESOL (1-3)

Faculty/staff. Permission of instructor 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. Course may be taken more than once.

A&HT 6205. Advanced fieldwork in TESOL (1-6)

Faculty/staff. Permission of instructor 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. Course may be taken more than once.

Doctoral Preparation

A&HT 5505. Research paper: TESOL (1-3 each course)

A&HL 5507. Research paper: Applied linguistics and TESOL (1-3 each course)

A&HL 6507. Doctoral seminar: Applied linguistics and TESOL (1-3 each course)

A&HL 7507. Dissertation seminar: Applied linguistics and TESOL (1-3 each course)

A&HT 6505. Doctoral seminar: TESOL (1-3 each course)

A&HT 7505. Dissertation seminar: TESOL (1-3 each course)

A&HT 8905. Dissertation advisement: TESOL (0)

See also:

A&HL 4001. Sociolinguistics and education (3)

A&HL 4003. Schools of linguistics (3)

A&HL 4005. Semantic systems and the lexicon (3)

A&HL 4014. Gender, language, and education (3)

A&HL 4085. Pedagogical English grammar (3)

A&HL 4087. Introduction to second language acquisition (3)

A&HL 4088. Second language assessment (3)

A&HL 4101. Phonetics and phonology (3)

A&HL 4104. Discourse analysis (3)

A&HL 4106. Text and textuality (3)

A&HL 4901. Research and independent study: Applied linguistics (1-6)

A&HL 5085. Advanced English syntax (3)

A&HL 5201. Fieldwork in applied linguistics (1-6)

A&HL 5501. Research paper in applied linguistics (1-3)

A&HL 5512. History of language testing research (3)

A&HL 5515. Advanced topics in applied linguistics I (3)

A&HL 5516. Advanced topics in applied linguistics II (3)

A&HL 5519. Instructed second language acquisition and assessment (3)

A&HL 5575. Research literacy in applied linguistics and TESOL (3)

A&HL 5581. Psycholinguistics and second language acquisition (1-3)

A&HL 5582. Sociolinguistics and second language acquisition (1-3)

A&HL 5586. Interlanguage phonology (1-3)

A&HL 5588. Trends in second language acquisition research (3)

A&HL 6087. Advanced second language acquisition (3)

A&HL 6201. Advanced fieldwork in applied linguistics and TESOL (1-6)

A&HL 6501. Doctoral seminar in applied linguistics (1-3 each course)

A&HL 6587. Seminar in second language acquisition: Acquisitional and cross-cultural pragmatics (3)

See also:

For additional acceptable courses in teaching methods and practica, see the listing under Bilingual/Bicultural Education in the Department of International and Transcultural Studies.
Degree Offered: TEACHING OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL-JAPAN)

Master of Arts (M.A.)

Program Description:
The program offers an off-campus M.A. in TESOL in Tokyo designed specifically for teachers of English in Japan. As an extension of the New York TESOL program, this program provides opportunities for current teachers of English to earn an M.A. while teaching part or full-time. This program suits teachers of English in the Japanese school system (elementary, junior high and high schools), as well as those working in the commercial sector, or those in Japan on such programs as the Japan Exchange Teaching (JET) program. Students attend courses, workshops and practica offered on Saturdays and Sundays throughout the year, and the class times are organized so that working teachers are able to attend on the weekends. Students may request to transfer between the New York and Japan TESOL programs subject to approval. All offerings are in English, and applications are accepted on a rolling basis.

For those interested in the off-campus TESOL M.A. in Tokyo, please contact:
Dr. Terry D. Royce,
Teachers College, Columbia University (Japan),
Mitsui Seimei Bldg. 4F.
2-21-2 Misaki-cho, Chiyoda-ku, Tokyo,
JAPAN 101-0061
Phone: (81)-3-3221-9771
Fax: (81)-3-3221-9773
Email: troyce@tc-japan.edu
Website: www.tc-japan.edu

Program Advisor:
Gerardo Piña Rosales
Program Office: (212) 678-4138
Degree Offered: TEACHING OF SPANISH (SPAN)
The program in Teaching of Spanish is currently not accepting applications.

COURSES:
(* = course open to non-majors)

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&HS 5506. Research paper in the teaching of Spanish (1-3)
• A&HS 6506. Doctoral seminar in the teaching of Spanish (1-3)
• A&HS 7506. Dissertation seminar in the teaching of Spanish (1-2)
• A&HS 8906. Dissertation advisement in the teaching of Spanish (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&HS 5206. Fieldwork in teaching of Spanish (1-6)
Faculty. 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&HS 6206. Advanced fieldwork in teaching of Spanish (1-6) Faculty. Permission of instructor required. See description for A&HS 5206.

A&HS 6406. Internship in college teaching of Spanish (1-6) Faculty. 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.
DEPARTMENTAL MISSION:
The Department of Biobehavioral Sciences offers programs that derive educational and clinical applications from an understanding of the biological processes underlying human communication, movement, and their disorders. An understanding of the normal biobehavioral processes is applied to clinical practice. The scientific knowledge obtained from studying each of these specialized fields is used to enhance the educational, adaptive, and communicative capabilities of individuals with normal and impaired abilities across the lifespan. Graduates of our master's programs assume professional roles in educational, health-related, and community agency settings as speech-language pathologists, exercise physiologists, fitness trainers, cardiac rehabilitation therapists, occupational therapists, and physical therapists. As these professionals often work in interdisciplinary teams, the department facilitates opportunities for students to interact across professional boundaries. Our doctoral graduates are prepared for university faculty positions, administrative positions in field-based settings, and may also pursue careers in research. The department maintains clinics and laboratories to support the teaching and research components of the programs. These facilities include the Edward D. Mysak Speech and Hearing Center, as well as laboratories in applied physiology, motor learning, kinematics, language and cognition, and adaptive communication technologies. The master's degree program in Speech-Language Pathology is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA).
ASSISTANT PROFESSORS:
Karen Froud (Speech-Language Pathology, Neuroscience and Education)
Erika Levy (Speech-Language Pathology, Neuroscience and Education)

ADJUNCT ASSISTANT PROFESSORS:
Gregory James Gates (Movement Science: Applied Physiology)
Carol M. Kaufman (Speech-Language Pathology)
Ashwini K. Rao (Movement Science and Education: Motor Learning and Control)
James Rose (Movement Science and Education: Physical Education)

FULL-TIME LECTURERS:
Catherine Crowley (Speech-Language Pathology)
Jo Ann Nicholas (Speech-Language Pathology)

INSTRUCTORS:
Cynthia S. Cohen (Speech-Language Pathology)
Nancy Freedman (Speech-Language Pathology)
Priska Gysin Peier (Movement Science and Education: Motor Learning and Control)
Michael Soupios (Movement Science and Education: Motor Learning and Control)
Carol Tompkins (Speech-Language Pathology)

CLINICAL INSTRUCTORS:
Hilary Bogert (Speech-Language Pathology)
Vanessa D’Auria (Speech-Language Pathology)
Rebecca Eisenberg (Speech-Language Pathology)
Adrienne Frohlich (Speech-Language Pathology)
Bernadine Gagnon (Speech-Language Pathology)
Jo Ann Nicholas (Director of the Edward D. Mysak Speech and Hearing Center)
Elise Wagner (Assistant Director of the Edward D. Mysak Speech and Hearing Center)

For information about faculty and their scholarly and research interests, please refer to the Faculty section of this bulletin, or visit us at www.tc.edu/faculty.

The Movement Science and Education area of study includes the following sub-specialties: Applied Physiology; Motor Learning and Control; Physical Education; Curriculum and Teaching in Physical Education; and Kinesiology.

Program Coordinator:
Professor Carol Ewing Garber
Program Office: (212) 678-3891
Email: garber@tc.edu
Website: www.tc.edu/bbs/Movement

Degrees Offered:
APPLIED PHYSIOLOGY (APHY)
Master of Arts (M.A.)
Master of Education (Ed.M.)
Doctor of Education (Ed.D.)
See also: The interdepartmental program in Applied Physiology and Nutrition in the Department of Health and Behavior Studies.

Program Coordinator:
Professor Andrew Gordon
Program Office: (212) 678-3325
Email: agordona@tc.edu

Degrees Offered:
MOTOR LEARNING AND CONTROL (MTLG)
Master of Arts (M.A.)
Master of Education (Ed.M.)
Doctor of Education (Ed.D.)

Program Coordinator:
Professor Stephen Silverman

Degrees Offered:
CURRICULUM AND TEACHING IN PHYSICAL EDUCATION (PECT)
Master of Arts (M.A.)
Master of Education (Ed.M.)
Doctor of Education (Ed.D.)
evaluation and exercise training to improve
dience to guide exercise and physical activity
emphasis of the Masters and Doctoral degree
Sciences:
There are three specialties in Movement
Program Description:

KINESIOLOGY (KINE)
Degree Offered:

Email: agordona@tc.edu
Program Office: (212) 678-3325
Professor Andrew Gordon
Program Coordinator:

PHYSICAL EDUCATION

Degrees Offered:

Email: ss928@columbia.edu
Program Office: (212) 678-3324
Professor Stephen Silverman

PHYSICAL EDUCATION-
INITIAL CERTIFICATION (PHED-INIT)

PHYSICAL EDUCATION (PHED)

Master of Arts (M.A.)
in applied exercise physiology.

Program plans for the Ph.D. program
requirements, program description and degree
Doctor of Philosophy (Ph.D.)

Proper application in laboratory, clinical and
appropriate for applied or clinical exercise

Arts (M.A.) degree students undertake study
chronic diseases and disabilities. Masters of

health and physical fitness in people of all

Applied Physiology and Nutrition and supple-
community settings. Through a joint program
applied research in laboratory, clinical and

physiologists. Advanced Masters (Ed.M.) and
appropriate: movement sciences, exercise sci-

ment Science office.

A list of recommended elective and related
identification of research problems, and clini-

Seminars to discuss theory and research,
and interpret original research and to carry out

1. Substantive study of theory and research
as embodied in lecture and laboratory courses.

2. Development of clinical or educational

3. Substantive study in movement sciences

4. Seminars to discuss theory and research,

erness. Students intending to pursue doc-
toral study are strongly encouraged to make an
acquainted with research areas and resources.

• Substantive study in movement sciences
• BBSR 5582 Research design in the

BIOBEHAVIORAL SCIENCES

BIOBEHAVIORAL SCIENCES

SCIENCES

nervous system (1-2)
Communication in the
and adaptation to exercise (2)

51
• Electives (for at least 2 points each)
• Seminars or tutorials (minimum 5-6 points).
• Research preparation: minimally one course

BBS 5060 Neuromuscular responses and Control.
BBS 5068 Brain and behavior I:
BBSR 5582 Research design in the

• BBSR 5595 Research seminar in applied Physiology or in Motor Learning and Control, or Physical Education
• BBSR 5596 Topics in applied physiology (3)
• BBSR 5194 Applied physiology
• BBSR 5095 Exercise and health (3)
• BBSR 4195 Applied physiology
• BBSR 4095 Applied physiology I (3)
• BBSR 4060, BBSR 5057, BBSR 5200,
BBSR 4005, BBSR 4050, BBSR 4055,
BBSR 5195 or BBSR 5055 (3)

DOCTORAL PROGRAMS

• Individual program in movement sciences, (minimum 6 points).

• Statistics sequence minimally two courses

• One laboratory course in Movement sciences (3)

• One additional laboratory course:

BBSR 5068 Brain and behavior I:
BBSR 5194 Applied physiology
BBSR 5095 Exercise and health (3)
BBSR 4195 Applied physiology
BBSR 4095 Applied physiology I (3)
BBSR 4060, BBSR 5057, BBSR 5200,
BBSR 4005, BBSR 4050, BBSR 4055,
BBSR 5195 or BBSR 5055 (3)

DOCTOR OF EDUCATION

• Seminar (3 points)
• Individual program in movement sciences (minimum 12 points).

• Electives with provision that the total

• Statistics sequence minimally two courses

• One laboratory course in Movement sciences (3)

• One additional laboratory course:

BBSR 5068 Brain and behavior I:
BBSR 5194 Applied physiology
BBSR 5095 Exercise and health (3)
BBSR 4195 Applied physiology
BBSR 4095 Applied physiology I (3)
BBSR 4060, BBSR 5057, BBSR 5200,
BBSR 4005, BBSR 4050, BBSR 4055,
BBSR 5195 or BBSR 5055 (3)

POWER YOUR QUESTIONS.
For the doctoral program with specialization in research at least three days per week (on or off campus) are required to be engaged in preparation, students are expected to design an individual program representing their professional concerns. Such an individual program requires a significant commitment to the study of the research area and professional concerns. Such an individual program requires a significant commitment to the study of the research area and professional concerns. Typically, the dissertation research is an extension of one or two prior studies. Often, the dissertation research is an extension of one or two prior studies. Presented at national meetings or is published in professional journals.

COURSES:

- BBS 5060. Neuromuscular responses
- BBSR 4060. Motor learning
- BBSR 4050. Biomechanical analysis of nervous system
- BBS 5068. Brain and behavior I: Communication in the nervous system
- BBSR 5860. Motor learning
- BBSR 5596, BBSR 6563, BBSR 6564, BBSR 6565, BBSR 6571
- BBSR 5057, BBSR 5251
- BBSR 5151. Introduction to the analysis of biomechanical signals or movement sciences
- BBSR 4005. Applied anatomy and biomechanics
- BBSR 4090. Physical fitness, weight control, and relaxation
- BBSR 4095. Applied physiology I exercise on the major physiological systems
- BBS 5069. Brain and behavior II: Perception, emotion, memory and cognition
- BBSQ 4043. The human nervous system
- BBS 4032. Neuroscience of human speech
- HUDM 5123
BBSR 5194. Applied physiology laboratory (3)

BBSR 5151. Introduction to the analysis of biomechanical signals (2-3)

BBSR 4151. Laboratory methods in laboratory methods in physical therapy. Lab fee: $100.


BBSR 5050. Neurophysiology of motor systems. Faculty. T opics and speakers are announced in the respective session.


BBSR 5195. Advanced applied physiology. Professor De Meersman. Prerequisite: BBSR 4095 or equivalent. The role of exercise in exercise hyperpnea. Upper airway muscle activity, neural basis of balance and breathing, respiratory control of physiology, and speech. Topics include posture, dysphonia, and neurophysiology. Faculty. Sample topics include: Exercise stress. Interactions with nutrition are stressed. Topics to be announced.

BBSR 6564. Advanced topics in neuromotor control and perceptual-motor learning and motor control. Faculty. Prerequisite: BBSR 5095 or equivalent. The role of exercise in exercise hyperpnea. Upper airway muscle activity, neural basis of balance and breathing, respiratory control of physiology, and speech. Topics include posture, dysphonia, and neurophysiology. Faculty. Sample topics include: Exercise stress. Interactions with nutrition are stressed. Topics to be announced.

BBSR 6571. Research seminar in the research in a selected topical area pertaining to health problems such as cardiovascular disease. Professor De Meersman. Prerequisite: BBSR 4095 or equivalent. The role of exercise in exercise hyperpnea. Upper airway muscle activity, neural basis of balance and breathing, respiratory control of physiology, and speech. Topics include posture, dysphonia, and neurophysiology. Faculty. Sample topics include: Exercise stress. Interactions with nutrition are stressed. Topics to be announced.

BBSR 5582. Research design in the research preparation and design of experiments. Faculty. Basic concepts of research design and data analysis. A seminar format used for discussion of articles and design projects. Faculty. Prerequisite: BBSR 5095 or equivalent. The role of exercise in exercise hyperpnea. Upper airway muscle activity, neural basis of balance and breathing, respiratory control of physiology, and speech. Topics include posture, dysphonia, and neurophysiology. Faculty. Sample topics include: Exercise stress. Interactions with nutrition are stressed. Topics to be announced.

BBSR 6900. Supervised independent research. Evaluation of health problems such as cardiovascular disease. Faculty. For advanced students who wish to conduct research under faculty guidance. Students prepared to investigate problems. Open only to doctoral and advanced master's students. Students must not have previously taken the course. Students enrolled will formulate and carry out research-culminating projects. Students carrying out research-culminating projects enroll in this course near the end of their course of study to discuss and present their research advisement. Students will also be responsible for the supervision of therapists or educators engaged in field-based settings. Credit is granted for a total of 12 hours, with at least one hour granted per credit. Students must also be registered in the appropriate degree program of the college.

BBSR 5251. Fieldwork seminar in motor sciences. Fieldwork in movement sciences. Field-based experiences in the field-based settings. Actual supervisory experience during that semester. For doctoral students in the movement sciences. Fieldwork practica, seminars and individual research and independent study under the guidance of therapists or educators engaged in field-based settings. Credit is granted for a total of 12 hours, with at least one hour granted per credit. Students must also be registered in the appropriate degree program of the college.

BBSR 5200. Fieldwork in movement sciences. Field-based experiences in the field-based settings. Actual supervisory experience during that semester. For doctoral students in the movement sciences. Fieldwork practica, seminars and individual research and independent study under the guidance of therapists or educators engaged in field-based settings. Credit is granted for a total of 12 hours, with at least one hour granted per credit. Students must also be registered in the appropriate degree program of the college.
## COURSES

- **BBSR 5041. Analysis of teaching in physical education**
- **BBSR 5240. Fieldwork in curriculum development, analysis of teaching, and facilities, safety and liability, staff development, planning, scheduling, budgeting, equipment and secondary schools for a full semester.**
- **BBSR 5543. Seminar in physical education research preparation.**
- **BBSR 6340. Supervision in physical education.**
- **BBSR 6540. Research seminar in curriculum planning.**
- **BBSR 7500. Dissertation seminar in study under the direction of a faculty member.**

### BBSR 5041. Analysis of teaching in physical education

- Faculty: Professor Silverman. Examination of current and future issues in curriculum and teaching in physical education. Required of all candidates for the M.A. in Physical Education and required of all candidates for the Ed.D. degree. Students prepare and present integrative papers.
- Advanced students prepare and present integrative papers.
- An additional seminar, supervised by the faculty coordinator, is required for students preparing the dissertation process. The dissertation, which is written under faculty guidance, must be satisfactorily completed with approval of the dissertation committee. The dissertation committee must review to be certified and officially begin the program certification exam and a literature review. See catalog on continuous registration for additional requirements.
- If students are enrolled in the program as a K–12 physical education teacher must complete additional requirements beyond the state approved program and may require additional coursework beyond that required for the degree. Students should contact the program coordinator for transcript review and additional information as required by the state department of education for New York State Department of Education certification.

### BBSR 5240. Fieldwork in curriculum development, analysis of teaching, and facilities, safety and liability, staff development, planning, scheduling, budgeting, equipment and secondary schools for a full semester.

- Faculty: Professor Silverman. An analysis of the decisions and actions of teachers in relation to their role as director of learning. Includes their course experiences with an independent study under the direction of a faculty member. Students present a special project that integrates motor learning, health education, applied physiology, and related areas. Students who are interested in teaching in schools and other environments should consult with advisor. Seminar convenes only on days when candidates present proposals for dissertation. Fee to equal 3 points at current prevailing point scale.
Each student’s transcript will be evaluated to determine if he or she has completed the prerequisite coursework as set by the Physical Education certification program coordinator when evaluating previous experience, movement science). Students who do not have the equivalent in coursework are required to have first aid and CPR certification (American Red Cross). In addition, students in the Water Safety Instructor class through the American Red Cross. Prerequisites for the Physical Education certification program are: (a) an undergraduate degree in kinesiology or the equivalent in another college or university. Students who are deficient in physical activity courses will be required to make them up, with the approval of program faculty. Students who do not have a degree in physical education are required to have the equivalent in coursework in order to be admitted to the program or may complete New York State teacher certification courses by taking the Specialized Test. The reasons for this are deficiency in some courses and Substance Abuse and Violence Prevention courses. Students entering the physical education specialty test, ATS-W, and LAST tests. See the Teacher Education section of this bulletin for details. The exact coursework needed to make up the prerequisites once admitted to the program will be determined by the program coordinator when evaluating previous experience, movement science). Students who do not have a degree in physical education are required to have the equivalent in coursework. Students who do not have a degree in physical education are required to have the equivalent in coursework. Students who do not have a degree in physical education are required to have the equivalent in coursework.
• BBS 5069 Brain and behavior II: 
• BBS 4032 Neuroscience of human science. With consultation and approval of 

The courses indicated below are for students 

Core Courses 

Neurobiological Bases of Behavior 

• HUDM 5123  Linear models and experi-
• HUDM 5122 Applied regression analysis 
• HUDM 4122  Probability and statistical 
• HUDM 4120  Basic concepts in statistics 
• HUDM 4050  Introduction to measurement 

A set of courses representing a cohesive 

Perception, emotion, memory, 

Advanced Courses 

• BBSQ 6517 Seminar: Neuropathology 
• BBSN 5033 Human clinical neuro- 
• BBSN 5070 Neural bases for language and 

Psychological Evaluation and Assessment 

• HUDK 5023   Cognitive development (3) 
• HUDK 5024 Language development (2-3) 
• HUDK 4023 Developmental psychology: 
• HUDK 4022 Developmental psychology: 
• HUDK 4021 Developmental psychology: 

Also acceptable. 

requirement are listed below, but other courses 

At least one course in each of the areas be-

Psychological processes underlying develop-

Course Requirements: 

Perception, emotion, memory, 

Other courses (with advisor’s approval). 

Seminars 

Advanced Courses 

• BBSQ 4040 Speech and language 
• BBSN 5575 Integrative seminar in neuro-

Program Coordinator: 

COURSES: 

Seminars 

BILINGUAL EXTENSION INSTITUTE (SPTB) 

Master of Science (M.S.) 

PROFESSIONAL CERTIFICATION (SPTH-PROF) 

SPEECH-LANGUAGE PATHOLOGY - 

Doctor of Philosophy (Ph.D.) 

Doctor of Education (Ed.D.) 

SPEECH AND LANGUAGE PATHOLOGY (SPTH) 

INITIAL CERTIFICATION (SPTH-INIT) 

Degrees Offered: 

W ebsite: www.tc.edu/bbs/SpeechLanguage 

Program Office: (212) 678-3895 

Professor John H. Saxman 

Other courses (with advisor’s approval). 

opportunities for student participation in 

Master’s Integrative Project 

The master’s program in Speech and Language 

Certificate 

Program Description: 

Pathology, and identifying critical factors that 

acquired language pathology, neural correlates 

acquisition, psycholinguistics, cognitive develop-

function and lifespan development of speech 

production and perception and second-language 

Professor Saxman– speech and language develop-

Professor Levy– cross-language speech 

two-tone suppression, auditory spectral resolu-

of the following faculty: Professor O’Malley– 

interest of the program are reflected in the work 

communication, and swallowing and remedial 

aero-digestive disorders); disorders of human 

education, speech pathology and spe-

The courses indicated below are for students 

Core Courses 

Neurobiological Bases of Behavior 

• HUDM 5123  Linear models and experi-
• HUDM 5122 Applied regression analysis 
• HUDM 4122  Probability and statistical 
• HUDM 4120  Basic concepts in statistics 
• HUDM 4050  Introduction to measurement 

A set of courses representing a cohesive 

Perception, emotion, memory, 

Advanced Courses 

• BBSQ 6517 Seminar: Neuropathology 
• BBSN 5033 Human clinical neuro- 
• BBSN 5070 Neural bases for language and 

Psychological Evaluation and Assessment 

• HUDK 5023   Cognitive development (3) 
• HUDK 5024 Language development (2-3) 
• HUDK 4023 Developmental psychology: 
• HUDK 4022 Developmental psychology: 
• HUDK 4021 Developmental psychology: 

Also acceptable. 

requirement are listed below, but other courses 

At least one course in each of the areas be-

Psychological processes underlying develop-

Course Requirements: 

Perception, emotion, memory, 

Other courses (with advisor’s approval). 

opportunities for student participation in 

Master’s Integrative Project 

The master’s program in Speech and Language 

Certificate 

Program Description: 

Pathology, and identifying critical factors that 

acquired language pathology, neural correlates 

acquisition, psycholinguistics, cognitive develop-

function and lifespan development of speech 

production and perception and second-language 

Professor Saxman– speech and language develop-

Professor Levy– cross-language speech 

two-tone suppression, auditory spectral resolu-

of the following faculty: Professor O’Malley– 

interest of the program are reflected in the work 

communication, and swallowing and remedial 

aero-digestive disorders); disorders of human 

education, speech pathology and spe-

The courses indicated below are for students 

Core Courses 

Neurobiological Bases of Behavior 

• HUDM 5123  Linear models and experi-
• HUDM 5122 Applied regression analysis 
• HUDM 4122  Probability and statistical 
• HUDM 4120  Basic concepts in statistics 
• HUDM 4050  Introduction to measurement 

A set of courses representing a cohesive 

Perception, emotion, memory, 

Advanced Courses 

• BBSQ 6517 Seminar: Neuropathology 
• BBSN 5033 Human clinical neuro- 
• BBSN 5070 Neural bases for language and 

Psychological Evaluation and Assessment 

• HUDK 5023   Cognitive development (3) 
• HUDK 5024 Language development (2-3) 
• HUDK 4023 Developmental psychology: 
• HUDK 4022 Developmental psychology: 
• HUDK 4021 Developmental psychology: 

Also acceptable. 

requirement are listed below, but other courses 

At least one course in each of the areas be-

Psychological processes underlying develop-

Course Requirements: 

Perception, emotion, memory, 

Other courses (with advisor’s approval). 

opportunities for student participation in 

Master’s Integrative Project 

The master’s program in Speech and Language 

Certificate 

Program Description: 

Pathology, and identifying critical factors that 

acquired language pathology, neural correlates 

acquisition, psycholinguistics, cognitive develop-

function and lifespan development of speech 

production and perception and second-language 

Professor Saxman– speech and language develop-

Professor Levy– cross-language speech 

two-tone suppression, auditory spectral resolu-

of the following faculty: Professor O’Malley– 

interest of the program are reflected in the work 

communication, and swallowing and remedial 

aero-digestive disorders); disorders of human 

education, speech pathology and spe-

The courses indicated below are for students 

Core Courses 

Neurobiological Bases of Behavior 

• HUDM 5123  Linear models and experi-
• HUDM 5122 Applied regression analysis 
• HUDM 4122  Probability and statistical 
• HUDM 4120  Basic concepts in statistics 
• HUDM 4050  Introduction to measurement 

A set of courses representing a cohesive 

Perception, emotion, memory, 

Advanced Courses 

• BBSQ 6517 Seminar: Neuropathology 
• BBSN 5033 Human clinical neuro- 
• BBSN 5070 Neural bases for language and 

Psychological Evaluation and Assessment 

• HUDK 5023   Cognitive development (3) 
• HUDK 5024 Language development (2-3) 
• HUDK 4023 Developmental psychology: 
• HUDK 4022 Developmental psychology: 
• HUDK 4021 Developmental psychology: 

Also acceptable. 

requirement are listed below, but other courses 

At least one course in each of the areas be-

Psychological processes underlying develop-

Course Requirements: 

Perception, emotion, memory, 

Other courses (with advisor’s approval). 

opportunities for student participation in 

Master’s Integrative Project 

The master’s program in Speech and Language 

Certificate 

Program Description: 

Pathology, and identifying critical factors that 

acquired language pathology, neural correlates 

acquisition, psycholinguistics, cognitive develop-

function and lifespan development of speech 

production and perception and second-language 

Professor Saxman– speech and language develop-

Professor Levy– cross-language speech 

two-tone suppression, auditory spectral resolu-

of the following faculty: Professor O’Malley– 

interest of the program are reflected in the work 

communication, and swallowing and remedial 

aero-digestive disorders); disorders of human 

education, speech pathology and spe-
Requirements/Information:

Students from diverse academic and experience backgrounds are routinely accepted into the program. Ideally, candidates should have a broad liberal arts background with concentration in the biological and physical sciences. Under exceptional circumstances, students with backgrounds in the arts or with concentration in the biological sciences may be considered for admission.

Programs leading to the M.S., Ed.D., and Ph.D. degrees in Speech-Language Pathology prepare students for the New York State License in Speech-Language-Hearing and professional certification by the American Speech-Language-Hearing Association to be awarded upon successful completion of the Clinical Competence offered by the American Speech-Language-Hearing Association to the student in field placement. This degree program leads to professional educational, licensing, professional certification, and if elected, to teacher of speech and hearing handi-cap certification. Students are required to complete academic and practice requirements of the M.S., either through coursework specified in the Program in Speech-Language Pathology and monitored by the Program in Speech-Language Pathology and Monitoring Committee. All students are expected to complete the program within two calendar years (four semesters and two semesters of their enrollment).

All Doctoral Applicants

Doctoral applicants are strongly urged to describe a major clinical problem in need of investigation or clarification in the applicant's area of interest. A paper, no more than five or six pages in length, should be from a licensed or certified speech and language pathologist or audiologist familiar with the applicant's area of specific interest. A letter of recommendation specifically related to the applicant's professional ability and potential. Whenever possible, this letter should be from a licensed or certified speech and language pathologist or audiologist familiar with the applicant's area of interest may also be submitted.

Doctor of Education (Ed.D.)

All Doctoral Applicants

Doctor of Education (Ed.D.) applicants are strongly urged to describe a major clinical problem in need of investigation or clarification in the applicant's area of interest. A paper, no more than five or six pages in length, should be from a licensed or certified speech and language pathologist or audiologist familiar with the applicant's area of specific interest. A letter of recommendation specifically related to the applicant's professional ability and potential. Whenever possible, this letter should be from a licensed or certified speech and language pathologist or audiologist familiar with the applicant's area of interest may also be submitted.

Degree Requirements:

Students admitted to the program with undergraduate degrees in communication disorders prior to matriculation.

Applications for master's in Speech-Language Sciences and disorders are considered for admission regarding the M.S., either through coursework applicable coursework in the field typically capped certification. Students are required to complete academic and practice requirements of the M.S., either through coursework specified in the Program in Speech-Language Pathology and Monitoring Committee. All students are expected to complete the program within two calendar years (four semesters and two semesters of their enrollment).

In the area of normal human communication, this course is open to students admitted to the program with undergraduate degree in communication disorders. This requirement means that it is the responsibility of the student to complete the program within two calendar years (four semesters and two semesters of their enrollment). The master's program is designed to allow for part-time study during a portion of the program, but students must be enrolled in coursework can expect to complete the program within two calendar years (four semesters and two semesters of their enrollment).

Professional Master's Degree in Communication Sciences and Disorders

This requirement is in addition to the specific points of coursework in appropriate specified areas for the ASHA CCC-SLP before completion of both academic and practice requirements of the M.S., either through coursework specified in the Program in Speech-Language Pathology and Monitoring Committee. All students are expected to complete the program within two calendar years (four semesters and two semesters of their enrollment).

Department of Language and Communication Sciences

Material covered in the following courses must be completed by the student in college:

- BBSQ 4030  Speech science (3)
- BBSQ 4031  Anatomy and physiology

College:

T eachers College Columbia University 2008-2009

Students admitted to the program with undergraduate degrees in communication disorders prior to matriculation.

Applications for master's in Speech-Language Sciences and disorders are considered for admission regarding the M.S., either through coursework applicable coursework in the field typically capped certification. Students are required to complete academic and practice requirements of the M.S., either through coursework specified in the Program in Speech-Language Pathology and Monitoring Committee. All students are expected to complete the program within two calendar years (four semesters and two semesters of their enrollment).

In the area of normal human communication, this course is open to students admitted to the program with undergraduate degree in communication disorders. This requirement means that it is the responsibility of the student to complete the program within two calendar years (four semesters and two semesters of their enrollment). The master's program is designed to allow for part-time study during a portion of the program, but students must be enrolled in coursework can expect to complete the program within two calendar years (four semesters and two semesters of their enrollment).

In the area of normal human communication, this course is open to students admitted to the program with undergraduate degree in communication disorders. This requirement means that it is the responsibility of the student to complete the program within two calendar years (four semesters and two semesters of their enrollment). The master's program is designed to allow for part-time study during a portion of the program, but students must be enrolled in coursework can expect to complete the program within two calendar years (four semesters and two semesters of their enrollment).

Basic Human Communication Processes:

In the area of normal human communication, this course is open to students admitted to the program with undergraduate degree in communication disorders. This requirement means that it is the responsibility of the student to complete the program within two calendar years (four semesters and two semesters of their enrollment). The master's program is designed to allow for part-time study during a portion of the program, but students must be enrolled in coursework can expect to complete the program within two calendar years (four semesters and two semesters of their enrollment).

Requirements/Information:

Students from diverse academic and experience backgrounds are routinely accepted into the program. Ideally, candidates should have a broad liberal arts background with concentration in the biological and physical sciences. Under exceptional circumstances, students with backgrounds in the arts or with concentration in the biological sciences may be considered for admission.

Programs leading to the M.S., Ed.D., and Ph.D. degrees in Speech-Language Pathology prepare students for the New York State License in Speech-Language-Hearing and professional certification by the American Speech-Language-Hearing Association to be awarded upon successful completion of the Clinical Competence offered by the American Speech-Language-Hearing Association to the student in field placement. This degree program leads to professional educational, licensing, professional certification, and if elected, to teacher of speech and hearing handi-cap certification. Students are required to complete academic and practice requirements of the M.S., either through coursework specified in the Program in Speech-Language Pathology and Monitoring Committee. All students are expected to complete the program within two calendar years (four semesters and two semesters of their enrollment).

All Doctoral Applicants

Doctoral applicants are strongly urged to describe a major clinical problem in need of investigation or clarification in the applicant's area of interest. A paper, no more than five or six pages in length, should be from a licensed or certified speech and language pathologist or audiologist familiar with the applicant's area of specific interest. A letter of recommendation specifically related to the applicant's professional ability and potential. Whenever possible, this letter should be from a licensed or certified speech and language pathologist or audiologist familiar with the applicant's area of interest may also be submitted.

Doctor of Education (Ed.D.)

All Doctoral Applicants

Doctor of Education (Ed.D.) applicants are strongly urged to describe a major clinical problem in need of investigation or clarification in the applicant's area of interest. A paper, no more than five or six pages in length, should be from a licensed or certified speech and language pathologist or audiologist familiar with the applicant's area of specific interest. A letter of recommendation specifically related to the applicant's professional ability and potential. Whenever possible, this letter should be from a licensed or certified speech and language pathologist or audiologist familiar with the applicant's area of interest may also be submitted.

Degree Requirements:

Students admitted to the program with undergraduate degrees in communication disorders prior to matriculation.

Applications for master's in Speech-Language Sciences and disorders are considered for admission regarding the M.S., either through coursework applicable coursework in the field typically capped certification. Students are required to complete academic and practice requirements of the M.S., either through coursework specified in the Program in Speech-Language Pathology and Monitoring Committee. All students are expected to complete the program within two calendar years (four semesters and two semesters of their enrollment).

In the area of normal human communication, this course is open to students admitted to the program with undergraduate degree in communication disorders. This requirement means that it is the responsibility of the student to complete the program within two calendar years (four semesters and two semesters of their enrollment). The master's program is designed to allow for part-time study during a portion of the program, but students must be enrolled in coursework can expect to complete the program within two calendar years (four semesters and two semesters of their enrollment).

Basic Human Communication Processes:

In the area of normal human communication, this course is open to students admitted to the program with undergraduate degree in communication disorders. This requirement means that it is the responsibility of the student to complete the program within two calendar years (four semesters and two semesters of their enrollment). The master's program is designed to allow for part-time study during a portion of the program, but students must be enrolled in coursework can expect to complete the program within two calendar years (four semesters and two semesters of their enrollment).

Requirements/Information:

Students from diverse academic and experience backgrounds are routinely accepted into the program. Ideally, candidates should have a broad liberal arts background with concentration in the biological and physical sciences. Under exceptional circumstances, students with backgrounds in the arts or with concentration in the biological sciences may be considered for admission.

Programs leading to the M.S., Ed.D., and Ph.D. degrees in Speech-Language Pathology prepare students for the New York State License in Speech-Language-Hearing and professional certification by the American Speech-Language-Hearing Association to be awarded upon successful completion of the Clinical Competence offered by the American Speech-Language-Hearing Association to the student in field placement. This degree program leads to professional educational, licensing, professional certification, and if elected, to teacher of speech and hearing handi-cap certification. Students are required to complete academic and practice requirements of the M.S., either through coursework specified in the Program in Speech-Language Pathology and Monitoring Committee. All students are expected to complete the program within two calendar years (four semesters and two semesters of their enrollment).

All Doctoral Applicants

Doctoral applicants are strongly urged to describe a major clinical problem in need of investigation or clarification in the applicant's area of interest. A paper, no more than five or six pages in length, should be from a licensed or certified speech and language pathologist or audiologist familiar with the applicant's area of specific interest. A letter of recommendation specifically related to the applicant's professional ability and potential. Whenever possible, this letter should be from a licensed or certified speech and language pathologist or audiologist familiar with the applicant's area of interest may also be submitted.

Doctor of Education (Ed.D.)

All Doctoral Applicants

Doctor of Education (Ed.D.) applicants are strongly urged to describe a major clinical problem in need of investigation or clarification in the applicant's area of interest. A paper, no more than five or six pages in length, should be from a licensed or certified speech and language pathologist or audiologist familiar with the applicant's area of specific interest. A letter of recommendation specifically related to the applicant's professional ability and potential. Whenever possible, this letter should be from a licensed or certified speech and language pathologist or audiologist familiar with the applicant's area of interest may also be submitted.

Degree Requirements:

Students admitted to the program with undergraduate degrees in communication disorders prior to matriculation.

Applications for master's in Speech-Language Sciences and disorders are considered for admission regarding the M.S., either through coursework applicable coursework in the field typically capped certification. Students are required to complete academic and practice requirements of the M.S., either through coursework specified in the Program in Speech-Language Pathology and Monitoring Committee. All students are expected to complete the program within two calendar years (four semesters and two semesters of their enrollment).

In the area of normal human communication, this course is open to students admitted to the program with undergraduate degree in communication disorders. This requirement means that it is the responsibility of the student to complete the program within two calendar years (four semesters and two semesters of their enrollment). The master's program is designed to allow for part-time study during a portion of the program, but students must be enrolled in coursework can expect to complete the program within two calendar years (four semesters and two semesters of their enrollment).

Basic Human Communication Processes:

In the area of normal human communication, this course is open to students admitted to the program with undergraduate degree in communication disorders. This requirement means that it is the responsibility of the student to complete the program within two calendar years (four semesters and two semesters of their enrollment). The master's program is designed to allow for part-time study during a portion of the program, but students must be enrolled in coursework can expect to complete the program within two calendar years (four semesters and two semesters of their enrollment).
The following core courses must be taken at Teachers College or the equivalent course of study:

- BBSQ 5044, Speech and language perception
- BBSQ 5112, Articulation disorders (3)
- BBSQ 5113, Voice disorders (3)
- BBSQ 5114, Stuttering: Theory and practice (3)
- BBSQ 5115, Language disorders in children: Normal and abnormal (3)
- BBSQ 5116, Language disorders and therapy (3)
- BBSQ 5120, Communication disorders (1-3)
- BBSQ 5125, Clinical approaches to speech-language pathology, and audiology or to have previously taken a course for 2 points only)
- BBSQ 5315, and 16, Diagnostic Practicum (BBSQ 5315 and BBSQ 5316).
- BBSQ 5315, Diagnostic Practicum (BBSQ 5331 and BBSQ 5332)

A passing score on the New York State Proficiency Test in the student's non-English language is required by ASHA. 50 hours of bilingual therapy/evaluations are required in New York City Department of Education or the New York State Teachers College.

The program requires a minimum of 60 points in courses within the program, with a minimum of 30 points in speech-language pathology, and a minimum of 30 points in speech-language pathology. Students in this program are required to take 7 points in hearing disorders and a minimum of 6 points in courses within the program.

Students are required to take BBSQ 5940, Evaluating research in speech-language pathology, and audiology or to have previously taken a course for 2 points only.

A&HL 4000, Introduction to linguistics; A&HL 4003, Linguistic foundations of bilingual/bicultural education; and other courses listed in the program materials.

The remainder of the normal human communication processes requirement can be fulfilled through a variety of course options such as:

- BBSQ 4040, Speech and language development and processing; A&HL 4101, Phonetics and phonology; HBSE 4079, Language development and processing; A&HL 4003, Linguistic foundations of bilingual/bicultural education; and other courses listed in the program materials.

In professional area coursework, students are required to take BBSQ 5940, Evaluating research in speech-language pathology, and audiology or to have previously taken a course for 2 points only.

Additionally, only 3 points of practicum coursework that are not part of the core requirements. In addition, only 3 points of practicum coursework that are not part of the core requirements. Students without background in the field typically enroll for six or seven semesters while students with background in the field enroll for three semesters. Students continue in Practicum until a satisfactory level of proficiency is demonstrated. Students without background in the field typically enroll for six or seven semesters.

Students in this program are required to take 7 points in hearing disorders and a minimum of 6 points in courses within the program.

In addition to the required core courses, some courses may be taken pass/fail. Currently, any course may be taken pass/fail. Currently, any course may be taken pass/fail. Currently, any course may be taken pass/fail.

The requirements for the New York State bilingual extension to the New York State teachers of students with speech and language disabilities certificate.

The New York State Education Department's Target Language Proficiency Test in the student's non-English language is required by ASHA.

Proficiency Test in the student's non-English language is required by ASHA.

thirty additional courses are offered yearly, while others are offered on a less regular or one-time basis. There are also seminars that are open to advanced master's students. The following is a list of additional courses:

- BBSQ 4040, Speech and language (2)
- BBSQ 5112, Articulation disorders (3)
- BBSQ 5113, Voice disorders (3)
- BBSQ 5114, Stuttering: Theory and practice (3)
- BBSQ 5115, Language disorders in children: Normal and abnormal (3)
- BBSQ 5116, Language disorders and therapy (3)
- BBSQ 5120, Communication disorders (1-3)
- BBSQ 5125, Clinical approaches to speech-language pathology, and audiology or to have previously taken a course for 2 points only)
- BBSQ 5315, and 16, Diagnostic Practicum (BBSQ 5315 and BBSQ 5316).
- BBSQ 5315, Diagnostic Practicum (BBSQ 5331 and BBSQ 5332)

A passing score on the New York State Proficiency Test in the student's non-English language is required by ASHA. 50 hours of bilingual therapy/evaluations are required in New York City Department of Education or the New York State Teachers College.

The program requires a minimum of 60 points in courses within the program, with a minimum of 30 points in speech-language pathology, and a minimum of 30 points in speech-language pathology. Students in this program are required to take 7 points in hearing disorders and a minimum of 6 points in courses within the program.

In professional area coursework, students are required to take BBSQ 5940, Evaluating research in speech-language pathology, and audiology or to have previously taken a course for 2 points only.

Additionally, only 3 points of practicum coursework that are not part of the core requirements. In addition, only 3 points of practicum coursework that are not part of the core requirements. Students without background in the field typically enroll for six or seven semesters while students with background in the field enroll for three semesters. Students continue in Practicum until a satisfactory level of proficiency is demonstrated. Students without background in the field typically enroll for six or seven semesters.

Students in this program are required to take 7 points in hearing disorders and a minimum of 6 points in courses within the program.

In professional area coursework, students are required to take BBSQ 5940, Evaluating research in speech-language pathology, and audiology or to have previously taken a course for 2 points only.

Additionally, only 3 points of practicum coursework that are not part of the core requirements. In addition, only 3 points of practicum coursework that are not part of the core requirements. Students without background in the field typically enroll for six or seven semesters while students with background in the field enroll for three semesters. Students continue in Practicum until a satisfactory level of proficiency is demonstrated. Students without background in the field typically enroll for six or seven semesters.

Students in this program are required to take 7 points in hearing disorders and a minimum of 6 points in courses within the program.

In professional area coursework, students are required to take BBSQ 5940, Evaluating research in speech-language pathology, and audiology or to have previously taken a course for 2 points only.
Applied Speech Science Courses

- **BBSQ 5044. Speech and language pathologist in the multidisciplinary speech-language pathology.** Prof. Dr. Nicholas. Permission required. Participation in practica. For bilingual emphasis students, covering the full range of disabilities. (3)


- **BBSQ 5125. Clinical approaches to voice therapy.** Prof. Dr. Nicholas (Coordinator). Faculty. Instruction and practice in clinical approaches to voice therapy. Analysis of research in etiology, testing, and treatment to ensure optimal academic success and therapeutic procedures for older children and adults. (3)

- **BBSQ 5112. Articulation disorders.** Ms. Crowly. Prerequisite: An introductory course in speech pathology. Survey of medicosurgical and remedial procedures. Special fee: $150. (3)

- **BBSQ 5115. Language disorders in children, including bilingual education, sociolinguistics, psycholinguistics and multicultural perspectives in bilingual education.** Ms. Crowley. Study of effect of bilingualism, assessment of culturally and linguistically diverse homes, covering the full range of disabilities. Course covers principles and implementation for clients across the full range of disabilities and across the lifespan. Faculty. Assessment and intervention planning practica. For bilingual emphasis students, covering the full range of disabilities. (3)

- **BBSQ 5111. Assessment and evaluation.** Dr. Nicholas. Permission required. Participation in practica. For bilingual emphasis students, covering the full range of disabilities. (3)

- **BBSQ 5113. Voice disorders.** Dr. Sheppard. Clinical practice in swallowing disorders, including normal and abnormal development and feeding disorders in children and adults. (1)

- **BBSQ 5114. Stuttering: Theory and therapy.** Dr. Sheppard. Clinical practice in swallowing disorders, including normal and abnormal development and feeding disorders in children and adults. (2-3)

- **BBSQ 5110. Normal and abnormal development and feeding disorders in children and adults.** Dr. Sheppard. Clinical practice in swallowing disorders, including normal and abnormal development and feeding disorders in children and adults. (2-3)

- **BBSQ 5121. Speech and language a special role.** Dr. O'Malley. Examination of the models of the articulatory, vocal, and auditory mechanisms and an introductory course in speech pathology. Analysis of major theories and an introductory course in speech pathology. (3)

- **BBSQ 5123. Multifactorial assessment and technologies.** Dr. O'Malley. Examination of the models of the articulatory, vocal, and auditory mechanisms and an introductory course in speech pathology. (3)

- **BBSQ 5124. Identification and therapy.** Dr. O'Malley. Examination of the models of the articulatory, vocal, and auditory mechanisms and an introductory course in speech pathology. (3)

- **BBSQ 5122. Comparative and alternative approaches.** Dr. O'Malley. Examination of the models of the articulatory, vocal, and auditory mechanisms and an introductory course in speech pathology. (3)
Research Courses and Seminars

BBSQ 5335. Infant evaluation clinic
Dr. Sheppard. Observation and participation in the evaluation of pre-speech and feeding behaviors in at-risk infants
Special fee: $150.

BBSQ 6514. Language: Brain, impairment (children and adults)
Dr. Wexler. Observation and participation in group therapy for adult stutterers. Special fee: $150.

BBSQ 6513-BBSQ 6517. Seminars in basic sections. Seminars involve intensive study and dates are required to enroll in at least three
Professor Saxman. Permission required.

BBSQ 5336. Stuttering clinic
Dr. Saxman. Observation and participation in such activities.

BBSQ 5343. Hearing measurement
Faculty. Advanced practice in speech-language pathology and audiology required. Doctoral candidates and advanced master's degree students are required to register in four
term. For requirements, see section in catalog
Professor O'Malley. Required of all master's students and first-year doctoral students. Development of ratio-
topics tied to the development of clinical judgment, supervisory, teaching, or research activities
Observation of faculty during therapy, diagnosis, and treatment of children with communicative disorders
Professor Saxman and faculty. Prerequisite: BBSQ 7500. Individual
Faculty. Prerequisite: BBSQ 7500. Dissertation seminar in
Professor Saxman and faculty. Prerequisite: BBSQ 6941. Development of doctoral disser-
tisations and hands-on experience in class to
take the experience of clinical work in schools.

BBSQ 5940. Evaluating research in speech-language pathology and audiology
Dr. Nicholas. Prerequisite: BBSQ 4042.

BBSQ 5941. Research needs and methods for completing a dissertation or thesis
Professor Saxman. Permission required.

BBSQ 6351-BBSQ 6355. Advanced practice in speech-language pathology
Professor O'Malley. Required of all master's students. Evaluation of research methods.

BBSQ 6513. Phonological analysis of current research and issues in the field.

BBSQ 6516. Fluency and its disorders

BBSQ 6515. Voice and its disorders

BBSQ 6517. Neuropathology

BBSQ 6111. Current issues and practices in speech-language pathology
BIOBEHAVIORAL SCIENCES

BBSQ 5815. Managing swallowing and feeding problems in the classroom

BBSQ 5820. The Bilingual Extension

Institute

Teachers College Columbia University 2008-2009

The Institute

BIOLoGICAL SCIENCES

The Institute is co-sponsored by the Department of Biobehavioral Sciences and the Center for Educational Outreach & Innovation and is

Teachers College Columbia University 2008-2009

The Institute meets for six weekends in May, June, September, October, November, and

The Institute is designed to connect lectures, presentations, discussions, and labs

Continued on next page
DEPARTMENTAL MISSION:
The Department of Counseling and Clinical Psychology 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 provides rigorous training in both contemporary clinical science and intervention. Increasingly, both aspects of this training have been focused on the needs of at-risk children and adolescents. The clinical component of the program reflects an ongoing psychodynamic tradition with additional opportunities for training in other theoretical models.

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.

CO-CHAIRS:
Elizabeth Midlarsky/Marie L. Miville

LOCATION:
428 Horace Mann

TELEPHONE NUMBER:
(212) 678-3257

FAX:
(212) 678-3275

WEBSITE:
www.tc.edu/CCP

FACULTY:
PROFESSORS:
George Bonanno (Clinical)
Robert T. Carter (Counseling)
Madonna G. Constantine (Counseling)
Barry A. Farber (Clinical)
Suniya Luthar (Clinical and Developmental)
Elizabeth Midlarsky (Clinical)
Derald Wing Sue (Counseling)

ADJUNCT PROFESSORS:
Xavier Amador (Clinical)
Jesse D. Geller (Clinical)
Jerome W. Kosseff (Clinical)
Judith Kuriansky (Clinical)
Arnold W. Wolf (Counseling)

ASSOCIATE PROFESSORS:
George Gushue (Counseling)
Lisa Miller (Clinical)
Marie L. Miville (Counseling)

ADJUNCT ASSOCIATE PROFESSORS:
Ghislaine Boulanger (Clinical)
Patti Cox (Counseling)
Valentina Harrell (Clinical)
Lisa Kentgen (Clinical)
Billie Pivnick (Clinical)
Dinelia Rosa (Clinical/Counseling)
Roni Beth Tower (Clinical)

ASSISTANT PROFESSORS:
Jill Hill (Counseling)
Michael Lau (Counseling)
Laura Smith (Counseling)
Helena Verdeli (Clinical)

ADJUNCT ASSISTANT PROFESSORS:
Edith Cooper (Clinical)
Stephanie Fagin Jones (Clinical)
Motoni Fong-Hodges (Counseling)
Elizabeth Fraga (Counseling)
David Greenan (Counseling)
Merav Gur (Clinical)
Shamir Khan (Clinical)
Richard Keller (Counseling)
Michael J. Koski (Counseling)
Samuel E. Menahem (Clinical)
Nancy Nereo (Clinical)
Elizabeth Owen (Clinical)
Jason Rudolph (Clinical)
Andrea Safirstein (Counseling)
Jeptha Tausig Edwards (Clinical)
Gil Tunnell (Counseling)
Teresa Vinson (Counseling)
Anika Warren (Counseling)
A. Jordan Wright (Clinical)

INSTRUCTOR:
Margaret Brady-Amoon (Counseling)

For information about faculty and their scholarly and research interests, please refer to the Faculty section of this bulletin, or visit us at www.tc.edu/faculty.

PROGRAMS:
CLINICAL PSYCHOLOGY  66
COUNSELING PSYCHOLOGY  70
PSYCHOLOGICAL COUNSELING 74
PSYCHOLOGY IN EDUCATION  76
Master of Philosophy (M.Phil.) degrees are leading to the degree of Doctor of Philosophy course of scientist-practitioner education. The Clinical Psychology Program offers a

Program Description:

Master of Science (M.S.)-

CLINICAL PSYCHOLOGY (CLIN)

Professor Barry A. Farber

Director of Clinical Training: (Director: Dr. Dinelia Rosa).

Psychological and Educational Services

Our scientist-practitioner model means that we are committed to the belief that training as a clinical psychologist is supervised by core faculty members or by adjunct faculty who are psychologists in private practice in New York. Students usually carry four clients as part of their psychotherapy. Completing a 95-point doctoral practicum and receive two hours of supervision from among the following: students present and discuss cases. Clinical work in the child-clinical area. All Clinical Psychology doctoral students are required to take the GRE Aptitude tests and the GRE Advanced Examination in Psychology, taken no more 1. A bachelor's degree from a regionally accredited institution.

2. Clinical and Research Experience: Though additional credits from among the following include a course in statistics and at least nine areas, at least one of which should include a course in psychological statistics.

3. Graduate Record Examination (GRE): It should be noted, however, that those students whose career goal is full-time private practice without a significant research component will be considered, but those students whose career goal is full-time private practice will be considered only on condition that the deficiency be remedied (either during the summer or with- out degree credit, during the first semester).

4. Academic Record: The undergraduate transcript must 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).

5. Personal Statement: Applicants should try to take the GRE no later than November. Applicants are urged not to retake the GRE if their scores do not improve, since the Admissions Committee will consider the higher scores. Applicants are urged to take the GRE as soon as possible, usually in late February or early March. As a rule, no applicant will be accepted on the basis of a written application alone. Applicants are interviewed by both faculty and student members of the Admissions Committee. The fact that students submit material included in the admissions procedure is accorded professional confidentiality by the Admissions Committee. The Admissions Committee gives due consideration to each applicant's record of academic scholarship in the field. We fully expect our students to learn to expertly produce, analyze, and present scientific material. We also expect our students to learn to integrate these goals. Finally, we are committed to the belief that training as a clinical psychologist is engaged, after college, in some type of supervised work in a clinical setting, as well as engaged, after college, in some type of supervised work in a clinical setting.

This training emphasizes intervention and text of clinical research and practice. Unless English is not the applicant's first language, proof of proficiency in English is required. An applicant may be considered, but those students whose first language is not English will be considered only on condition that the deficiency be remedied (either during the summer or without degree credit, during the first semester).

6. Additional Information: The undergraduate transcript must 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).

650 will make acceptance less likely. On test rule, no applicant will be accepted on the basis of a written application alone. Applicants are interviewed by both faculty and student members of the Admissions Committee. The fact that students submit material included in the admissions procedure is accorded professional confidentiality by the Admissions Committee. The Admissions Committee gives due consideration to each applicant's record of academic scholarship in the field. We fully expect our students to learn to expertly produce, analyze, and present scientific material. We also expect our students to learn to integrate these goals. Finally, we are committed to the belief that training as a clinical psychologist is engaged, after college, in some type of supervised work in a clinical setting, as well as engaged, after college, in some type of supervised work in a clinical setting.
Students typically take the following didactic courses:

**First Year**

- Empirical bases of psychotherapy (CCPX 5036)
- Cognitive, behavioral and developmental theories (CCPX 6020)
- Clinical work with diverse populations (CCPX 6533)
- Personality and behavior in social psychology (ORLJ 5040)
- Psychotherapy with children (CCPX 5531)
- History and systems of psychology (CCPX 5020)
- Psychotherapy with adults (CCPX 5330, CCPX 5333)
- Research and clinical methodology (CCPX 5030)
- Psychological measurement (CCPX 5068)
- Linear models and experimental design (HUDM 5123)
- Emotion, culture and homosexuality, including psychological and/or behavioral aspects (CCPX 5045)

**Second Year**

- Personality and behavior in adjustment throughout the lifespan: stress, coping, defense mechanisms, and coping (CCPX 5032)
- Assessment and treatment of alcohol and chemical dependency (CCPX 4032)
- Personality and behavior in family therapy (ORL 5362)
- Personality and behavior in alcohol-specific intervention techniques and coping (CCPX 4033)
- Advanced clinical interventions with addicted patients and families (CCPX 4035)
- Overview of the clinical psychology program (CCPX 4037)
- Overview of the research methods (CCPX 4038)
- Introduction to forensic psychology (CCPX 4150)
- Psychotherapy through fiction (CCPX 4125)

**Elective Courses**

- Group and family counseling skills for work with addicted individuals and their families (CCPX 6336)
- Seminar in supervised clinical work with children (CCPX 6338)
- Seminar in supervised clinical work with families (CCPX 6363)
- Seminar in supervised research (CCPX 6399)
- Seminar in supervised research and practice (CCPX 6430)
- Seminar in research and practice (CCPX 6440)
- Seminar in research and practice (CCPX 6450)

**Fourth Year Features**

- Practicum (CCPX 6338)
- Family therapy practicum (CCPJ 6363)
- Practicum (CCPX 6430)
- Practicum (CCPX 6440)
- Practicum (CCPX 6450)

**Fourth and Fifth Year**

- Practicum (CCPX 6338)
- Practicum (CCPX 6430)
- Practicum (CCPX 6440)
- Practicum (CCPX 6450)
- Practicum (CCPX 6460)
- Practicum (CCPX 6470)

**Clinical Internship**

- Year five is usually spent on a full-year clinical internship (CCPX 7500). There is also a full-year advanced clinical practicum (CCPX 7501). Most students elect to take a full year clinical externship (CCPX 7502). Students also take three semesters of psychotherapy with diverse populations (CCPX 6533) and a one-semester child practicum (CCPX 6531) and a course in clinical interdisciplinary testing (CCPX 5330, CCPX 5333).

**Research Projects**

- The Program requires:
  - An original piece of empirical research, which also serves as a qualifying paper, to be completed during the fourth or fifth year of study.
  - A full-time, twelve month clinical internship at the College.
  - A passing grade on the certification examination, completed no later than the seventh year after entrance.

**Financial Aid**

- Teachers College has three scholarship funds: the James S. Scappaticcio Fellowship for Gay Men and Lesbian doctoral candidates in Clinical Psychology. Tuition grants are available for one and two "self-identified gay clinical doctoral candidates"; small grants-in-aid are also made to "candidates"; priority is given to those students studying the psychology of homosexuality, including psychological and/or behavioral aspects.

- The program currently does not have NIMH-funded traineeships to offer. Most doctoral students with significant financial need obtain faculty research grants. Most students also obtain limited work study awards. Since 2005, the program has also granted partial scholarships via the Dr. Rudolph. Overview of the clinical psychology program (CCPX 4037).
Shakespeare, Dostoyevsky, Doctorow, and others.

Faculty. Survey and analysis of representative psychotherapies in current practice: psychoanalytic, behavioral, interpersonal, and short-term therapy.

Psychodynamic. The course will explore the psychoanalytic psychotherapy with emphasis on therapeutic success.

Professor Bonanno. This course covers the application of these various treatment approaches. Emphasis on client, therapist, and system variables that contribute to the probability of therapeutic success.

Emphasis on client, therapist, and system variables that contribute to the probability of therapeutic success.

Professor Midlarsky or Professor Miller. Major clinical syndromes of schizophrenia.

Professor V erdeli. Overview of the essential principles and techniques of CBT for mood and anxiety disorders.

CCPX 4037. Introduction to cognitive behavior therapy (CBT)

Dr. Nereo. Stressors, manifestations, and treatment of major depressive disorder, generalized anxiety disorder, panic disorder, agoraphobia, social anxiety disorder, obsessive-compulsive disorder (OCD), and other related disorders.

Professor V erdeli. Open to doctoral candidates in Clinical Counseling Psychology who are working with adults, children, and adolescents.

CCPX 4036. Introduction to CBT

Theory and practice of psychological testing; applications of the DSM-IV; ethical, cultural, and psychological theories and patterns of development identified in atypical contexts (e.g., poverty) and among atypical populations (e.g., resilient youth). Implications for interventions based on contemporary psychological theories.

Professor Luthar. Using contemporary research as the basis, the focus is on the role of religion and spirituality in psychotherapy and its impact on clinical practice in field placements.

Professor Midlarsky. Limited to doctoral candidates in Clinical Counseling Psychology.

CCPX 5102. Research and clinical assessment

CCPX 5330. Principles and techniques of clinical assessment

CCPX 5333. Practicum in clinical assessment

CCPX 5039. Empirical bases of psychological theories

CCPX 5040. Development and psychotherapy

CCPX 5045. Psychotherapy, religious diversity, and spirituality

CCPX 5030. Ethical and professional issues in diagnosis, evaluation, and nomenclature in diagnosis, evaluation, and practice.

Professor Midlarsky. Limited to doctoral students in clinical psychology; others by permission. Theories of diagnosis and treatment.

Professor V erdeli. Overview of the essential psychological theories and the role of religion and spirituality in psychotherapy.

Dr. Khan. Limited to doctoral students in clinical psychology. This course will focus on the psychological theories and their role in the assessment and treatment of clients different from themselves.

Dr. Wright. Limited to doctoral candidates in Clinical Counseling Psychology.

CCPX 5230. Fieldwork in clinical psychology

CCPX 5032. Adult psychopathology

CCPX 5034. Child psychopathology

CCPX 5035. Psychopathology: Atypical contexts and population diversity, and psychiatry

Professor Bonanno. This course covers the historical context and theoretical perspectives. The role of research as the basis, the focus is on the role of religion and spirituality in psychotherapy and its impact on clinical practice in field placements.

Professor Luthar. Using contemporary research as the basis, the focus is on the role of religion and spirituality in psychotherapy and its impact on clinical practice in field placements.

Professor Midlarsky. Limited to doctoral candidates in Clinical Counseling Psychology.

CCPX 5102. Research and clinical assessment

CCPX 5330. Principles and techniques of clinical assessment

CCPX 5333. Practicum in clinical assessment

CCPX 5039. Empirical bases of psychological theories

CCPX 5040. Development and psychotherapy

CCPX 5045. Psychotherapy, religious diversity, and spirituality

CCPX 5030. Ethical and professional issues in diagnosis, evaluation, and nomenclature in diagnosis, evaluation, and practice.

Professor Midlarsky. Limited to doctoral students in clinical psychology; others by permission. Theories of diagnosis and treatment.

Professor V erdeli. Open to doctoral candidates in Clinical Counseling Psychology who are working with adults, children, and adolescents.

CCPX 4036. Introduction to CBT

CCPX 4037. Introduction to cognitive behavior therapy (CBT)

CCPX 4038. Comparative psychotherapies

CCPX 4039. Critical perspectives on psychotherapy

CCPX 4060. The psychology of loss

CCPX 4150. Introduction to forensic psychology

CCPX 4126. The mother-child matrix: family, and therapy with mothers and children.

Professor Miller. The mother-child relationship and therapy with mothers and children.

Professor Farber. Major clinical syndromes of childhood and adolescence viewed within the psychoanalytic thought.

Professor V erdeli. Overview of the essential psychological theories and the role of religion and spirituality in psychotherapy.

Dr. Khan. Limited to doctoral students in clinical psychology. This course will focus on the psychological theories and their role in the assessment and treatment of clients different from themselves.

Dr. Wright. Limited to doctoral candidates in Clinical Counseling Psychology.

CCPX 5102. Research and clinical assessment

CCPX 5330. Principles and techniques of clinical assessment

CCPX 5333. Practicum in clinical assessment

CCPX 5039. Empirical bases of psychological theories

CCPX 5040. Development and psychotherapy

CCPX 5045. Psychotherapy, religious diversity, and spirituality

CCPX 5030. Ethical and professional issues in diagnosis, evaluation, and nomenclature in diagnosis, evaluation, and practice.

Professor Midlarsky. Limited to doctoral students in clinical psychology; others by permission. Theories of diagnosis and treatment.

Professor V erdeli. Open to doctoral candidates in Clinical Counseling Psychology who are working with adults, children, and adolescents.

CCPX 4036. Introduction to CBT

CCPX 4037. Introduction to cognitive behavior therapy (CBT)
The Program in Counseling Psychology is dedicated to the preparation of counseling psychologists who facilitate the normal and optimal development of individuals, groups, and organizations that is culturally relevant and psychologically appropriate across the lifespan. Our students are taught to use strategies of prevention, intervention, and remediation that will help them achieve their full potential.

Students in the program are expected, by the terms of their agreement, to adhere to ethical and professional standards. Violations of these standards may be grounds for immediate dismissal from the program (master's or doctoral).

Students are expected to adhere to ethical and professional standards. Violations of these standards may be grounds for immediate dismissal from the program (master's or doctoral).

5) Develop identities as ethical counselors who are socialized into the profession and who are committed to education, evaluation, research, and program development.

4) Engage in strategies and programs of intervention, and planned exploratory and evaluation research, that will help them achieve their full potential.

3) Be self-aware, reflective, and sensitive to their personal group membership and to participate in a variety of human environments. They are concerned with assessing, facilitating, and guiding individual development. Their focus is on enhancing those conditions that facilitate further human development and on ameliorating pathologies.

2) They are skilled in several modes of facilitating individuals and groups with experiences that will help them achieve their full potential.

1) Be aware, reflective, and sensitive to their personal group membership and to participate in a variety of human environments. They are concerned with assessing, facilitating, and guiding individual development. Their focus is on enhancing those conditions that facilitate further human development and on ameliorating pathologies.
Faculty. Emphasis on the factors that influence the development and adjustment of children and adolescents examined from a multidisciplinary and multicultural perspective with special emphasis on facilitating strengths.

Required: Written application by the last day of registration.

Special fee: $15.

Faculty. A review of the debate on the influence of cultural psychology and education on cultural psychology and education.

Limited enrollment (30) intended to provide concepts/skills in testing, emphasizing the appropriate use of formal and informal assessment tools for classroom instruction and variable assessment.

Faculty. Permission and application required.

Required: CCPJ 5060.

Faculty. Open only to doctoral students in the Ph.D. program in Counseling Psychology; CCPJ 5065. Group counseling.

Faculty. Exploration of factors impacting on education and psychology, counseling and rehabilitation.

Faculty. Current and emerging emphases in prevention and rehabilitation.

Faculty. Permission and application required.

Required: Written application by the last day of registration.

Special fee: $40.

Fieldwork and Internships

Counseling Psychology. Students will explore the functions of group counseling in meeting professional and ethical issues and practices in the field of psychological counseling. Ethics and accountability will also be addressed.

Effective group leadership will also be addressed. Students will explore the functions of group counseling in meeting professional and ethical issues and practices in the field of psychological counseling. Ethics and accountability will also be addressed.

Faculty. Exploration of factors impacting on education and psychology, counseling and rehabilitation.

Faculty. Open only to doctoral students in the Ph.D. program in Counseling Psychology; CCPJ 5065. Group counseling.

Faculty. Exploration of factors impacting on education and psychology, counseling and rehabilitation.

Faculty. Permission and application required.

Required: CCPJ 5060.

Fieldwork and Internships

Counseling Psychology. Students will explore the functions of group counseling in meeting professional and ethical issues and practices in the field of psychological counseling. Ethics and accountability will also be addressed.

Effective group leadership will also be addressed. Students will explore the functions of group counseling in meeting professional and ethical issues and practices in the field of psychological counseling. Ethics and accountability will also be addressed.

Faculty. Exploration of factors impacting on education and psychology, counseling and rehabilitation.

Faculty. Permission and application required.

Required: CCPJ 5060.

Fieldwork and Internships

Counseling Psychology. Students will explore the functions of group counseling in meeting professional and ethical issues and practices in the field of psychological counseling. Ethics and accountability will also be addressed.

Effective group leadership will also be addressed. Students will explore the functions of group counseling in meeting professional and ethical issues and practices in the field of psychological counseling. Ethics and accountability will also be addressed.

Faculty. Exploration of factors impacting on education and psychology, counseling and rehabilitation.

Faculty. Open only to doctoral students in the Ph.D. program in Counseling Psychology; CCPJ 5065. Group counseling.

Faculty. Exploration of factors impacting on education and psychology, counseling and rehabilitation.

Faculty. Permission and application required.

Required: CCPJ 5060.

Fieldwork and Internships

Counseling Psychology. Students will explore the functions of group counseling in meeting professional and ethical issues and practices in the field of psychological counseling. Ethics and accountability will also be addressed.

Effective group leadership will also be addressed. Students will explore the functions of group counseling in meeting professional and ethical issues and practices in the field of psychological counseling. Ethics and accountability will also be addressed.

Faculty. Exploration of factors impacting on education and psychology, counseling and rehabilitation.

Faculty. Open only to doctoral students in the Ph.D. program in Counseling Psychology; CCPJ 5065. Group counseling.

Faculty. Exploration of factors impacting on education and psychology, counseling and rehabilitation.

Faculty. Permission and application required.

Required: CCPJ 5060.

Fieldwork and Internships

Counseling Psychology. Students will explore the functions of group counseling in meeting professional and ethical issues and practices in the field of psychological counseling. Ethics and accountability will also be addressed.

Effective group leadership will also be addressed. Students will explore the functions of group counseling in meeting professional and ethical issues and practices in the field of psychological counseling. Ethics and accountability will also be addressed.

Faculty. Exploration of factors impacting on education and psychology, counseling and rehabilitation.

Faculty. Open only to doctoral students in the Ph.D. program in Counseling Psychology; CCPJ 5065. Group counseling.

Faculty. Exploration of factors impacting on education and psychology, counseling and rehabilitation.

Faculty. Permission and application required.

Required: CCPJ 5060.

Fieldwork and Internships

Counseling Psychology. Students will explore the functions of group counseling in meeting professional and ethical issues and practices in the field of psychological counseling. Ethics and accountability will also be addressed.

Effective group leadership will also be addressed. Students will explore the functions of group counseling in meeting professional and ethical issues and practices in the field of psychological counseling. Ethics and accountability will also be addressed.

Faculty. Exploration of factors impacting on education and psychology, counseling and rehabilitation.

Faculty. Open only to doctoral students in the Ph.D. program in Counseling Psychology; CCPJ 5065. Group counseling.

Faculty. Exploration of factors impacting on education and psychology, counseling and rehabilitation.

Faculty. Permission and application required.

Required: CCPJ 5060.

Fieldwork and Internships

Counseling Psychology. Students will explore the functions of group counseling in meeting professional and ethical issues and practices in the field of psychological counseling. Ethics and accountability will also be addressed.

Effective group leadership will also be addressed. Students will explore the functions of group counseling in meeting professional and ethical issues and practices in the field of psychological counseling. Ethics and accountability will also be addressed.

Faculty. Exploration of factors impacting on education and psychology, counseling and rehabilitation.

Faculty. Open only to doctoral students in the Ph.D. program in Counseling Psychology; CCPJ 5065. Group counseling.

Faculty. Exploration of factors impacting on education and psychology, counseling and rehabilitation.

Faculty. Permission and application required.

Required: CCPJ 5060.

Fieldwork and Internships

Counseling Psychology. Students will explore the functions of group counseling in meeting professional and ethical issues and practices in the field of psychological counseling. Ethics and accountability will also be addressed.

Effective group leadership will also be addressed. Students will explore the functions of group counseling in meeting professional and ethical issues and practices in the field of psychological counseling. Ethics and accountability will also be addressed.

Faculty. Exploration of factors impacting on education and psychology, counseling and rehabilitation.

Faculty. Open only to doctoral students in the Ph.D. program in Counseling Psychology; CCPJ 5065. Group counseling.

Faculty. Exploration of factors impacting on education and psychology, counseling and rehabilitation.

Faculty. Permission and application required.

Required: CCPJ 5060.

Fieldwork and Internships

Counseling Psychology. Students will explore the functions of group counseling in meeting professional and ethical issues and practices in the field of psychological counseling. Ethics and accountability will also be addressed.

Effective group leadership will also be addressed. Students will explore the functions of group counseling in meeting professional and ethical issues and practices in the field of psychological counseling. Ethics and accountability will also be addressed.

Faculty. Exploration of factors impacting on education and psychology, counseling and rehabilitation.

Faculty. Open only to doctoral students in the Ph.D. program in Counseling Psychology; CCPJ 5065. Group counseling.

Faculty. Exploration of factors impacting on education and psychology, counseling and rehabilitation.

Faculty. Permission and application required.

Required: CCPJ 5060.

Fieldwork and Internships

Counseling Psychology. Students will explore the functions of group counseling in meeting professional and ethical issues and practices in the field of psychological counseling. Ethics and accountability will also be addressed.

Effective group leadership will also be addressed. Students will explore the functions of group counseling in meeting professional and ethical issues and practices in the field of psychological counseling. Ethics and accountability will also be addressed.

Faculty. Exploration of factors impacting on education and psychology, counseling and rehabilitation.

Faculty. Open only to doctoral students in the Ph.D. program in Counseling Psychology; CCPJ 5065. Group counseling.

Faculty. Exploration of factors impacting on education and psychology, counseling and rehabilitation.

Faculty. Permission and application required.

Required: CCPJ 5060.

Fieldwork and Internships

Counseling Psychology. Students will explore the functions of group counseling in meeting professional and ethical issues and practices in the field of psychological counseling. Ethics and accountability will also be addressed.

Effective group leadership will also be addressed. Students will explore the functions of group counseling in meeting professional and ethical issues and practices in the field of psychological counseling. Ethics and accountability will also be addressed.

Faculty. Exploration of factors impacting on education and psychology, counseling and rehabilitation.

Faculty. Open only to doctoral students in the Ph.D. program in Counseling Psychology; CCPJ 5065. Group counseling.

Faculty. Exploration of factors impacting on education and psychology, counseling and rehabilitation.

Faculty. Permission and application required.

Required: CCPJ 5060.

Fieldwork and Internships

Counseling Psychology. Students will explore the functions of group counseling in meeting professional and ethical issues and practices in the field of psychological counseling. Ethics and accountability will also be addressed.

Effective group leadership will also be addressed. Students will explore the functions of group counseling in meeting professional and ethical issues and practices in the field of psychological counseling. Ethics and accountability will also be addressed.

Faculty. Exploration of factors impacting on education and psychology, counseling and rehabilitation.

Faculty. Open only to doctoral students in the Ph.D. program in Counseling Psychology; CCPJ 5065. Group counseling.

Faculty. Exploration of factors impacting on education and psychology, counseling and rehabilitation.

Faculty. Permission and application required.

Required: CCPJ 5060.

Fieldwork and Internships

Counseling Psychology. Students will explore the functions of group counseling in meeting professional and ethical issues and practices in the field of psychological counseling. Ethics and accountability will also be addressed.

Effective group leadership will also be addressed. Students will explore the functions of group counseling in meeting professional and ethical issues and practices in the field of psychological counseling. Ethics and accountability will also be addressed.

Faculty. Exploration of factors impacting on education and psychology, counseling and rehabilitation.

Faculty. Open only to doctoral students in the Ph.D. program in Counseling Psychology; CCPJ 5065. Group counseling.

Faculty. Exploration of factors impacting on education and psychology, counseling and rehabilitation.

Faculty. Permission and application required.

Required: CCPJ 5060.

Fieldwork and Internships

Counseling Psychology. Students will explore the functions of group counseling in meeting professional and ethical issues and practices in the field of psychological counseling. Ethics and accountability will also be addressed.

Effective group leadership will also be addressed. Students will explore the functions of group counseling in meeting professional and ethical issues and practices in the field of psychological counseling. Ethics and accountability will also be addressed.

Faculty. Exploration of factors impacting on education and psychology, counseling and rehabilitation.

Faculty. Open only to doctoral students in the Ph.D. program in Counseling Psychology; CCPJ 5065. Group counseling.

Faculty. Exploration of factors impacting on education and psychology, counseling and rehabilitation.

Faculty. Permission and application required.

Required: CCPJ 5060.
instructor. Special fee: $20.

points per term. Additional points of credit

5029 (or approved substitutes). Normally, a

and either HUDK 4022, 4023, 4024 or HUDK

4064, CCPJ 5025, CCPJ 5062, CCPJ 5371;

first W ednesday in February for fall and per-

September for spring and summer and by the

Ed.M. program in Psychological Counseling

Faculty. Limited to second-year students in

psychology

CCPJ 6260. Advanced fieldwork

secondary school counseling

CCPJ 5265. Supervised fieldwork in

facilities, career counseling centers, business estab-

ishment of the instructor. Prerequisites: CCPJ

Written application by the last W ednesday in

Personal, social, relationship,

developmental focus.

educational and vocational adjustment and

problems. Personal, social, relationship,

interviewing skills and desirable counselor atti-

ments in counseling psychology only. Super-

Faculty. Permission required. For doctoral stu-

and have completed most coursework. For stu-

sion into the Ed.M. program in Psychological

students must complete practicum sequence,

must receive certification/comprehensive examinations as well as to have

for internship training to be approved to apply for

advanced students in the Ed.M. program in

ratory experience for counselors and others in

4064 recommended but not required. A labo-

concurrently; for non-majors section, CCPJ

Counseling or Ph.D. program in Counseling

senior students in counseling psychology. Permission required

Faculty. Open only to doctoral students in

counseling and psychotherapy

5025, CCPJ 5062, CCPJ 5371, and either

and discussion of culturally relevant clinical

practicum in individual and/or group counseling. Exper-

Successful completion of appropriate practica

Students work with clients of the Dean Hope

Educational and personal/career counseling.

practice in vocational appraisal and short-term

Diploma in Psychological Counseling or doctoral

Faculty. Limited enrollment. Required: written

program in Psychological Counseling or doctoral

Faculty. Permission required. Limited enroll-

CCPJ 6363. Advanced group and

graduates in individual and group counseling. Exper-

Students will practice group counseling

students with appropriate backgrounds in group

submit written application by the midterm date

Faculty. Permission required. Students must

have completed at least two years of course-

and have completed most coursework. For stu-

for clinical experience. (Required for doctoral

Faculty. Y ear-long placement in a field-setting

affiliated agreements). W e require students to

the helping professions. Practice in clarifying,

required. Special fee: $20.

minimum of two semesters is required at 2

and either HUDK 4022, 4023, 4024 or HUDK

4064, CCPJ 5025, CCPJ 5062, CCPJ 5371;

Ed.M. program in Psychological Counseling

Faculty. Limited to second-year students in

Written application by the last W ednesday in

STUDY AND EXPERIENCE

THIRD-YEAR 

CRS

73
The Program in Psychological Counseling is dedicated to the preparation of psychological counselors who facilitate the normal and optimal development of individuals, groups, and organizations that is culturally relevant and psychologically appropriate across the lifespan.

Our students are taught to use strategies of prevention, intervention, and remediation to assist others in developing effective coping mechanisms, which contribute to the discipline and to society. Students are expected to adhere to ethical and professional standards of practice and conduct. Students are expected to explore topics not currently available in the curriculum. Limited to doctoral students, this course is a continuation of CCPJ 6572-79 and is only open to students who have completed two semesters of the prerequisite.

Required of and limited to doctoral candidates in counseling psychology. Exploratory, seminar, and independent study in counseling psychology. Students participate in ongoing research under the direction of a faculty member. Participation in conferences is to be arranged. Fee to equal 3 points at current tuition rate for each term. Registration is not limited to one term. Hours for individual dissertation advisement and registration is points each term except for CCPJ 8900 dissertation advisement (0-1). Registration for Ed.D./Ph.D. degrees.

The objectives of the program are to prepare students to:

1) Be self-aware, reflective and sensitive to identity group membership and to participate in their own learning and development as counseling psychologists and will have the opportunity to explore topics not currently available in psychology.

2) Intervene in appropriate arenas through their commitment to education, evaluation, and program development;

3) Focus on the development of individuals and groups, their educations and careers, assets and strengths, the importance of person-environment interactions, psycho-education and prevention, needs, as well as their pathologies;

4) Integrate theory, practice, and research; and

The Program Description:

Seminars

- CCPJ 6577. Psychological interventions for older persons
- CCPJ 6576. Prevention, multicultural perspectives on counseling psychology
- CCPJ 6575. Research models and procedures in counseling psychology
- CCPJ 6574. Multicultural perspectives on counseling psychology
- CCPJ 6573. Cross cultural research
- CCPJ 6572. Multicultural competencies
- CCPJ 6579. Research practicum
- CCPJ 6578. Research practicum
- CCPJ 6577. Psychological interventions for older persons
- CCPJ 6576. Prevention, multicultural perspectives on counseling psychology
- CCPJ 6575. Research models and procedures in counseling psychology
- CCPJ 6574. Multicultural perspectives on counseling psychology
- CCPJ 6573. Cross cultural research
- CCPJ 6572. Multicultural competencies
- CCPJ 6579. Research practicum
- CCPJ 6578. Research practicum

Students in psychology. Others by special permission of instructor.

Ethics and standards of psychological counseling and comprehensive ethical practice. Faculty. permission required. Prerequisite: CCPJ 6560 and CCPJ 6572-CCPJ 6579. An advanced research course designed to facilitate the development of doctoral dissertations and presentation of plans for approval at all steps.

Students in psychology. Fee to equal 3 points at current tuition rate for each term. Registration not limited to one term.

Registration for Ed.D./Ph.D. degrees.
M.A. to apply for provisional certification.

CCPJ 5062, HUDK CCPJ 5025, Group counseling.

An undergraduate major in psychology or one of the other social or behavioral sciences is essential. They are concerned with assessing, facilitating and on ameliorating those that hamper it. Their focus is on enhancing those conditions which further human development and account for possibilities in the environment. They are concerned with translating concepts and theories into strategies and programs of intervention. They not only engage in designing innovative programs and planned interventions but also in assessing, facilitating and on ameliorating those that hamper it. Their special needs and career objectives. Students in the program are expected, by the personal statement which accompanies the student's application will show a realistic and on ameliorating those that hamper it.

Teachers College as a non-matriculated student. Additional information about admission to the Ed.M. program could lead to the doctorate in psychology: Adolescence (3); HUDK 4024, Multicultural counseling laboratory (4); CCPJ 5020, Counseling theory and practice: multicultural psychology and education (3) or CCPJ 5164, Multicultural education (3) or CCPJ 5161, The winter roundtable on culture and issues in counseling psychology (3); CCPJ 4873, Racial-cultural psychology and education (1) and two additional courses.

• They are skilled in several modes of facilitating (COUD).

They help individuals discover and take advantage of possibilities in the environment. They are concerned with the social, situations which further human development. Psychological measurement (3); HUDM 5059, Psychological measurement (3); HUDM 5050, Introduction to measurement (3); or HUDM 5051, Introduction to measurement (3).

In 2005, Teachers College received approval from New York State to offer a Licensure Certification in School Counseling use the following content areas:

• They are concerned with the social, situations which further human development.

• Teachers College Columbia University 2008-2009

For permanent certification, New York State requires four 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). Consult the Master's Student Handbook for more information about admission to the Ed.M. program's training objectives.

Students planning to obtain New York State Certification in School Counseling use the following information about admission to the Ed.M. program.

Applicants for the master's program are considered for fall and spring admission. For more information about the master's program's training objectives, please contact the Admissions Office for further information. All students in the Psychological Counseling Program (COUM). Along with completion of required coursework, students can become qualified Mental Health Counseling (COUD).

Qualifying Mental Health Counseling: CCPJ 5563, Special topics (3) or CCPJ 5060, Special topics (3). Students should complete the application section of this bulletin for more information. Please contact the Admissions Office for further information.
Two Tracks are required to take the following:

School counselors (COUS and COUD) also

Department of Health and Behavior Studies (CEO&I) or as a course through the For Educational Outreach and Innovation

**Violence prevention and intervention may**

- Child abuse and maltreatment identification
- Bilingual counseling
- School counseling for children and adolescents
- Supervised fieldwork in secondary school counseling
- Developmental psychology: High School
- ITSF 5123, School counseling of bilingual/bicultural children
- HUDK 4023, Developmental psychology: Elementary
- CCPJ 5265, Supervised fieldwork in secondary school counseling
- ITSF 5123, School counseling of bilingual/bicultural children
- HUDK 4022, Developmental psychology: Elementary

One year of supervised fieldwork:

- Clinical instruction:
- Professional orientation and ethics:
- Research and program evaluation:
- Consultation:
- Counseling Theory and Practice:
- Psychological counseling (3) (also listed under PSYA)
- Counseling Psychology.

Please refer to course descriptions listed under columbia.edu/ceoi. For course information, contact CEO&I at ext. 3987 or visit their website at www.tc.columbia.edu. For work requirement for obtaining the Comprehensive Exam, which is a mandatory part of the Ed.M. program. Students should plan to complete their project in the same semester in which they apply for the Ed.M. degree.

A special project is required in addition to the 60 points of coursework. Students should plan appropriate disciplines that will provide breadth and depth to their preparation as counselors. In addition to required core courses, students will be expected to select electives from the various areas of psychology and other appropriate disciplines.

Required courses often are scheduled in the morning, afternoon, and evening, so it is possible for students with flexible schedules to attend on a part-time basis and complete the program; however, it should be noted that at times, required courses may be offered during the day.

The length of program completion for part-time students varies with the number of points required and the availability of approved accommodations. Full-time students generally take one year to complete the program; however, part-time students may choose to complete the program in two years.

Students with learning disabilities or disabilities that require accommodations must contact the Office of Disability Services. Full-time students generally take one year to complete the program; however, part-time students may choose to complete the program in two years.

Students with learning disabilities or disabilities that require accommodations must contact the Office of Disability Services. Full-time students generally take one year to complete the program; however, part-time students may choose to complete the program in two years.

Students with learning disabilities or disabilities that require accommodations must contact the Office of Disability Services. Full-time students generally take one year to complete the program; however, part-time students may choose to complete the program in two years.

Students with learning disabilities or disabilities that require accommodations must contact the Office of Disability Services. Full-time students generally take one year to complete the program; however, part-time students may choose to complete the program in two years.

Students with learning disabilities or disabilities that require accommodations must contact the Office of Disability Services. Full-time students generally take one year to complete the program; however, part-time students may choose to complete the program in two years.

Students with learning disabilities or disabilities that require accommodations must contact the Office of Disability Services. Full-time students generally take one year to complete the program; however, part-time students may choose to complete the program in two years.

Students with learning disabilities or disabilities that require accommodations must contact the Office of Disability Services. Full-time students generally take one year to complete the program; however, part-time students may choose to complete the program in two years.
I. Required Courses (22 points):

PSYCHOPATHOLOGY TRACK

A. Personality and Psychopathology

1. CCPX 1000 Health psychology (3)
2. CCPX 1010 Health promotion and prevention (3)

B. Adult Psychopathology

1. CCPX 4037 Introduction to cognitive psychology (3)
2. CCPX 4038 Comparative psychology (3)
3. CCPX 4039 Psychological intervention (3)

C. Child Psychopathology

1. CCPX 5032 Adult psychopathology (3)
2. CCPX 5033 Research methods in clinical psychology (3)
3. CCPX 5034 Child psychopathology (3)

D. Critical Social Problems

1. CCPX 4030 Psychology of adjustment (3)
2. CCPX 4126 The mother-child matrix: psychopathology: diversity, and spirituality (3)
3. CCPX 4130 Alcohol and health (2-3)

E. Atypical contexts and implications

1. CCPX 4125 Women and mental health (3)
2. CCPX 4150 Introduction to forensic psychology (3)
3. CCPX 5100 Atypical contexts and implications (3)

F. One or more of the following

1. CCPX 4040 Developmental and clinical psychology (3)
2. CCPX 4041 Developmental and clinical psychology (3)
3. CCPX 4042 Developmental and clinical psychology (3)

II. Electives (14 points)

A. Psychological Intervention

1. CCPX 4000 Introduction to applied psychology (3)
2. CCPX 4010 Social psychology (3)
3. CCPX 4020 Psychology of treatment and trauma (3)

B. Psychotherapeutic Approaches/Therapies

1. CCPX 4030 Psychology of adjustment (3)
2. CCPX 4040 Developmental and clinical psychology (3)
3. CCPX 4041 Developmental and clinical psychology (3)

C. Psychoanalytic Thought

1. CCPX 4042 Developmental and clinical psychology (3)
2. CCPX 4043 Developmental and clinical psychology (3)
3. CCPX 4044 Developmental and clinical psychology (3)

D. Research Methods

1. CCPX 5000 Research methods in psychology (3)
2. CCPX 5010 Research methods in psychology (3)
3. CCPX 5020 Research methods in psychology (3)

E. Statistics

1. CCPX 4000 Introduction to applied psychology (3)
2. CCPX 4010 Social psychology (3)
3. CCPX 4020 Psychology of treatment and trauma (3)

F. Miscellaneous

1. CCPX 5033 Research methods in clinical psychology (3)
2. CCPX 5045 Psychotherapy, religious psychology (3)
3. CCPX 5055 Research methods in clinical psychology (3)
DEPARTMENTAL MISSION:
The Department of Curriculum and Teaching, established in 1938, was the first department in the U.S. devoted to the scholarly study of problems of curriculum and teaching across all subjects and all levels of schooling, from early childhood through the education of teachers and supervisors. Broad questions about the nature, purpose, and design of curriculum and about the theory and practice of teaching remain at the core of all department programs. Addressing these questions in contemporary times calls for critical analyses of the ways in which curriculum, teaching, and schooling contribute to social inequalities, and a commitment to educating for social justice. Our location in New York City compels us to focus intensely on the lives of children and youth who attend under-resourced schools and face complex challenges in urban centers, but this focus does not exclude attention to problems of teaching and curriculum in suburban and rural settings as well as international contexts. Across all our programs, the preparation of teachers, educational leaders, teacher educators, and educational researchers is designed to provide them with the intellectual tools needed to re-imagine schools and other educational settings. We aim to prepare the next generation of outstanding educators who have broad repertoires of knowledge, practices and dispositions that enable all children, including those who have acquired labels, to gain access to and succeed with the kind of education that historically has been reserved for children of privilege. Teacher inquiry, critical perspectives, knowledge of content and pedagogy, a curricular stance, and the interrelationship of theory and practice are also woven throughout our certification and our advanced programs. Typical positions for which students are prepared include:

CHAIR:
Professor Celia Genishi

LOCATION:
306 Zankel Building

TELEPHONE NUMBER:
(212) 678-3765

FAX:
(212) 678-3237

WEBSITE:
www.tc.edu/C&T

• Teacher or supervisor of:
  — infancy or early childhood education
  — early childhood special education
  — elementary education
  — secondary education
  — students with disabilities
  — gifted education
  — literacy

• Director of:
  — child-care center
  — community or government-based organization or agency
  — infant and parent center
  — early childhood program
  — literacy

• College teacher in undergraduate or graduate programs specializing in:
  — infancy or early childhood education
  — early childhood special education
  — early childhood policy
  — elementary or secondary education
  — teaching students with disabilities
  — gifted education
  — curriculum development
  — curriculum studies
  — literacy education
  — educational leadership
  — urban and multicultural education

• Administrator (such as assistant superintendent, consultant, coordinator, director) in charge of:
  — curriculum and instruction
  — curriculum research
  — professional development
  — gifted education
  — language arts

• Teacher-leader in programs for learners from infancy to adulthood

• Consultant or educational specialist in a school or non-school agency

PROGRAMS:
FACULTY:

PROFESSORS:

James H. Borland (Gifted Education) on Sabbatical Fall 2008
Lucy McCormick Calkins (Curriculum and Teaching, Literacy Education)
Celia Genishi (Early Childhood Education)
A. Lin Goodwin (Teacher Education)
Sharon Lynn Kagan (Early Childhood Education)
Nancy Lesko (Curriculum and Teaching)
Frances Schoonmaker-on leave Spring 2009 (Curriculum and Teaching)
Karen Zumwalt (Curriculum and Teaching)

ADJUNCT PROFESSORS:

Beatrice Fennimore (Early Childhood Education)
Tom Sobol (Curriculum and Teaching)

ASSOCIATE PROFESSORS:

Thomas Hatch (Curriculum and Teaching)
Michelle Knight (Curriculum and Teaching)
Celia Oyler (Inclusive Education, Teacher Education)
Molly Quinn (Inclusive Education, Curriculum and Teaching)
Susan L. Recchia (Early Childhood Special Education)
Marjorie Siegel (Curriculum and Teaching, Literacy Education)

ADJUNCT ASSOCIATE PROFESSORS:

Janet Andron Hoffman (Early Childhood Education)
Lisa Wright (Gifted Education)

ASSISTANT PROFESSORS:

Lynne M. Bejoian (Inclusive Education, Disability Studies in Education)
Alicia Broderick (Inclusive Education, Disability Studies in Education)
Britt Hamre (Inclusive Education, Teacher Education)
Sam Shreyar (Early Childhood Education)
Srikala Naraian (Inclusive Education, Disability Studies in Education)

ADJUNCT ASSISTANT PROFESSORS:

Marcella Bullmaster-Day (Curriculum and Teaching)
Elaine Kanas (Curriculum and Teaching)
Min Hong (Early Childhood Education)

LECTURERS:

Cathy Rikhye (Early Childhood Special Education)
Nancy Sall (Early Childhood Special Education)
Monica White (Curriculum and Teaching)

INSTRUCTORS:

Lisa Beck (Early Childhood Education)
Lisa Cederbaum (Early Childhood Education)
Grace Enriquez (Literacy Specialist)
Kara Gustafson (Literacy Specialist)
Kristin May-Galvin (Early Childhood Special Education)
Lindsey Russo (Early Childhood Education)

For information about faculty and their scholarly and research interests, please refer to the Faculty section of this bulletin, or visit us at www.tc.edu/faculty.

GENERAL INFORMATION FOR PROGRAMS IN THE DEPARTMENT OF CURRICULUM AND TEACHING

Initial certification and professional certification programs are designed to meet New York State certification and New York City licensure requirements.

DEPARTMENTAL PROGRAM DESCRIPTIONS

MASTER OF ARTS

There are two different types of Master of Arts programs within the Department of Curriculum and Teaching: Initial Certification programs and Professional Certification programs.

With one exception, initial certification M.A. programs are designed for people with little or no teaching experience or preparation who wish to become teachers. Programs in this department leading to initial certification are: Early Childhood Education, Early Childhood Special Education, Early Childhood Education and Special Education: Dual Certification-Initial, Elementary Inclusive Education, Elementary Inclusive Education with an extension in Gifted Education, and Dual Certification in Elementary Inclusive Education and Teaching Students with Disabilities.

The Literacy Specialist Program is also an initial certification program, but is designed for people who already hold initial certification as a teacher in New York State. The Literacy Specialist Program thus enables people who are already certified teachers to add a new certification area to their professional credentials. Upon completion of the program and two years successful teaching experience, students will receive professional certification in their first certification area.

Professional Certification M.A. programs are designed for individuals who are already certified to teach in New York, or another state, and who seek a Master of Arts degree in the area of their initial certification: Elementary or Secondary Education, Gifted Education, or Teacher of Students with Disabilities. Graduates of these programs meet the formal educational requirements for professional certification in the State of New York, provided they meet the state's requirements (initial certification in the area, successful performance on state tests, and two years teaching experience).
The concentrations within the Ed.D. program are:

- Urban and Multicultural Education
- Religious Education
- Literacy Education
- Disability Studies in Education
- Gifted Education
- Educational Leadership and School Change
- Early Childhood Special Education
- Early Childhood Policy
- Curriculum Studies

Applicants interested in the Ed.D. program in the Department of Curriculum and Teaching, should consult the booklet, "Studying for the Ed.D. Degree in the Department of Curriculum and Teaching," available from the Department of Curriculum and Teaching.

Two years of teaching experience or the equivalent is a prerequisite for admission. Teaching experience is desirable, but not required. (For admission requirements for the Initial certification M.A. programs, please refer to the appropriate section below.)

T-Score or GRE or Miller Analogies Test (MAT) is required for applicants. Please note that neither the Graduate Record Examination (GRE) nor the Miller Analogies Test (MAT) to apply for leadership at the doctoral level.

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 previous spring or summer term and is defined as a student who matriculates after the early or final deadlines as advertised by the College. For information on application deadlines, please refer to the Admissions section of this bulletin.

The Ed.D. program is a 24-month program. A student can enroll for more than one course during the previous summer term and is required to submit a writing sample. Students must also provide evidence of a minimum of two years of successful teaching experience. Please note that neither the Graduate Record Examination (GRE) nor the Miller Analogies Test (MAT) to apply for leadership at the doctoral level.

The Ed.D. program is a 24-month program. A student can enroll for more than one course during the previous summer term and is required to submit a writing sample. Students must also provide evidence of a minimum of two years of successful teaching experience. Please note that neither the Graduate Record Examination (GRE) nor the Miller Analogies Test (MAT) to apply for leadership at the doctoral level.

Admission to programs leading to the Ed.D. degree is determined on the basis of academic aptitude; demonstrable potential for research, scholarship at the doctoral level.

The Ed.D. program is a 24-month program. A student can enroll for more than one course during the previous summer term and is required to submit a writing sample. Students must also provide evidence of a minimum of two years of successful teaching experience. Please note that neither the Graduate Record Examination (GRE) nor the Miller Analogies Test (MAT) to apply for leadership at the doctoral level.

The Ed.D. program is a 24-month program. A student can enroll for more than one course during the previous summer term and is required to submit a writing sample. Students must also provide evidence of a minimum of two years of successful teaching experience. Please note that neither the Graduate Record Examination (GRE) nor the Miller Analogies Test (MAT) to apply for leadership at the doctoral level.

Admission to programs leading to the Ed.D. degree is determined on the basis of academic aptitude; demonstrable potential for research, scholarship at the doctoral level.

The Ed.D. program is a 24-month program. A student can enroll for more than one course during the previous summer term and is required to submit a writing sample. Students must also provide evidence of a minimum of two years of successful teaching experience. Please note that neither the Graduate Record Examination (GRE) nor the Miller Analogies Test (MAT) to apply for leadership at the doctoral level.

Admission to programs leading to the Ed.D. degree is determined on the basis of academic aptitude; demonstrable potential for research, scholarship at the doctoral level.

The Ed.D. program is a 24-month program. A student can enroll for more than one course during the previous summer term and is required to submit a writing sample. Students must also provide evidence of a minimum of two years of successful teaching experience. Please note that neither the Graduate Record Examination (GRE) nor the Miller Analogies Test (MAT) to apply for leadership at the doctoral level.

Admission to programs leading to the Ed.D. degree is determined on the basis of academic aptitude; demonstrable potential for research, scholarship at the doctoral level.

The Ed.D. program is a 24-month program. A student can enroll for more than one course during the previous summer term and is required to submit a writing sample. Students must also provide evidence of a minimum of two years of successful teaching experience. Please note that neither the Graduate Record Examination (GRE) nor the Miller Analogies Test (MAT) to apply for leadership at the doctoral level.

Admission to programs leading to the Ed.D. degree is determined on the basis of academic aptitude; demonstrable potential for research, scholarship at the doctoral level.

The Ed.D. program is a 24-month program. A student can enroll for more than one course during the previous summer term and is required to submit a writing sample. Students must also provide evidence of a minimum of two years of successful teaching experience. Please note that neither the Graduate Record Examination (GRE) nor the Miller Analogies Test (MAT) to apply for leadership at the doctoral level.

Admission to programs leading to the Ed.D. degree is determined on the basis of academic aptitude; demonstrable potential for research, scholarship at the doctoral level.

The Ed.D. program is a 24-month program. A student can enroll for more than one course during the previous summer term and is required to submit a writing sample. Students must also provide evidence of a minimum of two years of successful teaching experience. Please note that neither the Graduate Record Examination (GRE) nor the Miller Analogies Test (MAT) to apply for leadership at the doctoral level.

Admission to programs leading to the Ed.D. degree is determined on the basis of academic aptitude; demonstrable potential for research, scholarship at the doctoral level.

The Ed.D. program is a 24-month program. A student can enroll for more than one course during the previous summer term and is required to submit a writing sample. Students must also provide evidence of a minimum of two years of successful teaching experience. Please note that neither the Graduate Record Examination (GRE) nor the Miller Analogies Test (MAT) to apply for leadership at the doctoral level.

Admission to programs leading to the Ed.D. degree is determined on the basis of academic aptitude; demonstrable potential for research, scholarship at the doctoral level.
<table>
<thead>
<tr>
<th>Level Code</th>
<th>Degree</th>
<th>Certification Area</th>
<th>Prerequisites</th>
<th>Teaching Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>INITIAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.A.</td>
<td></td>
<td>Early Childhood Ed</td>
<td>3.0 Undergrad GPA</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Early Childhood Special Ed</td>
<td>All or most NYS required liberal arts courses</td>
<td>Commitment to urban, public schools and diverse learners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dual ECE/ECSE</td>
<td>3.0 Undergrad GPA</td>
<td>Commitment to urban, public schools and diverse learners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M.A. (40 credits);</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>M.A. Dual ECE/ECSE</td>
<td>3.0 Undergrad GPA</td>
<td>Commitment to urban, public schools and diverse learners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M.A. (48 credits);</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ELEM-INIT</td>
<td>3.0 Undergrad GPA</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>M.A. (40 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ELEM-DUAL</td>
<td>3.0 Undergrad GPA</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>M.A. (52 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ELGF-DUAL</td>
<td>3.0 Undergrad GPA</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>M.A. Inclusive Elementary with Gifted Education (40 credits)</td>
<td>3.0 Undergrad GPA</td>
<td>Commitment to urban, public schools and diverse learners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M.A. (40 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>GIFT-EXT</td>
<td>3.0 Undergrad GPA</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>M.A. extension program (in-service) (32 credits)</td>
<td>3.0 Undergrad GPA</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CUED M.A.</td>
<td>3.0 Undergrad GPA</td>
<td>Initial Certification** in one of the listed areas English, Math, Science, Social Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CUSD M.A.</td>
<td>3.0 Undergrad GPA</td>
<td>Initial Certification** in one of the listed areas English, Math, Science, Social Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M.A. (32 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>LITI-INIT</td>
<td>3.0 Undergrad GPA</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>M.A. (32 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>PROFESSIONAL</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PROFESSIONAL CERTIFICATION (CUSD-PROF)

SECONDARY EDUCATION-

PROFESSIONAL CERTIFICATION (CUED-PROF)

ELEMENTARY EDUCATION-

CURRICULUM AND TEACHING (CURR)

Program Coordinator (Elementary, Ed.M.): Professor Michelle Knight
Email: zumwalt@tc.edu
Program Office: (212) 678-3770

Curriculum and Teaching Program Office:
Website: www.tc.edu/c&t/Curric&T each
Email: c&tdoccoordinator@tc.edu
Professor Thomas Hatch
Program Coordinator (Doctoral):  

The overarching intention of the program is to assist educators who expect to exert leadership in their school settings and with their colleagues. The program supports three shared philosophies: the efficacy of preparing educational leaders. With careful planning and advising, this 32-point program can be completed in 12 months starting in the fall term.

Students have to take at least one elective course (minimum 2 points) outside the social context required courses. Only offered in the fall semester and must be taken concurrently:

Social Context Required Courses (4 points—2-3 points)

- C&T 4023 Differentiated curriculum context (2-3)
- C&T 4004 School change (3)

Students choose one Selective from the Social Context Selective Courses—General (2-3 points)

- C&T 4078 Curriculum and teaching and learning (4)
- C&T 4145  Critical perspectives in elementary education (3)

Students choose one Selective from the Social Context Selective Courses—Diversity (2-3 points)

- C&T 4114 Multicultural approaches and instruction (3)
- C&T 4005 Principles of teaching and program appropropriate to their area content/pedagogy courses set by the particular department of curriculum and teaching.

Students are required to take 12 points of Secondary Content/Pedagogy Courses:

Core Courses (10 points)

- C&T 4615  Young children in urban areas (2-3)
- C&T 4161 The teacher: Socio-historical, cultural contexts of teaching and curriculum (3)
- C&T 4502 Master's project (1)

Secondary Content/Pedagogy Courses in each of the following areas:


Section)

Students are required to take the following courses:

- C&T 4000  Disability in contexts (3)
- C&T 4001 Differentiating instruction in teaching of reading (3)
- C&T 4002 Curriculum theory
- C&T 4032 Gender, difference, and history (3)
- C&T 4121  Early childhood teaching and social policy: Issues and problems (2-3)
- C&T 4114 Multicultural approaches and instruction (3)
- C&T 4078 Curriculum and teaching and learning (4)
- C&T 4145  Critical perspectives in elementary education (3)

Certification Program

Elementary Professional Certification Program

CURRICULUM AND TEACHING

Elementary Professional Certification Program

CURRICULUM AND TEACHING

Elementary Professional Certification Program

CURRICULUM AND TEACHING

Elementary Professional Certification Program

CURRICULUM AND TEACHING

Elementary Professional Certification Program

CURRICULUM AND TEACHING

Elementary Professional Certification Program

CURRICULUM AND TEACHING

Elementary Professional Certification Program

CURRICULUM AND TEACHING

Elementary Professional Certification Program

CURRICULUM AND TEACHING

Elementary Professional Certification Program

CURRICULUM AND TEACHING

Elementary Professional Certification Program

CURRICULUM AND TEACHING

Elementary Professional Certification Program

CURRICULUM AND TEACHING

Elementary Professional Certification Program

CURRICULUM AND TEACHING

Elementary Professional Certification Program

CURRICULUM AND TEACHING

Elementary Professional Certification Program

CURRICULUM AND TEACHING

Elementary Professional Certification Program

CURRICULUM AND TEACHING

Elementary Professional Certification Program

CURRICULUM AND TEACHING

Elementary Professional Certification Program

CURRICULUM AND TEACHING

Elementary Professional Certification Program

CURRICULUM AND TEACHING

Elementary Professional Certification Program

CURRICULUM AND TEACHING

Elementary Professional Certification Program

CURRICULUM AND TEACHING

Elementary Professional Certification Program

CURRICULUM AND TEACHING

Elementary Professional Certification Program

CURRICULUM AND TEACHING

Elementary Professional Certification Program

CURRICULUM AND TEACHING

Elementary Professional Certification Program

CURRICULUM AND TEACHING

Elementary Professional Certification Program

CURR
Foundation Courses

• HUDK 4027 Development of mathematical thinking (3)
• HBSS 4116 Health education for teachers (1)
• C&T 4132 Learning and teaching in the reading/writing classroom (3)
• C&T 4131 Language and literacy in early development (2)
• A&HM 4022 The artistic lives (2)

Methods Courses

• C&T 4708 Student teaching- infancy and early childhood (two terms) (6)
• C&T 4308 Field experiences in early childhood special education (2)
• C&T 4112 Integrated curriculum in early childhood (6)

Core Courses

• C&T 4119 Issues and interdisciplinary methods for working with families of young children (2)
• C&T 4114 Multicultural approaches to teaching young children (2)
• HBSE 4001 Teaching students with disabilities in inclusive classrooms (2); or
• C&T 4117 Exceptionalities in early childhood (2-3)
• A&HM 4070 History of education in the U.S. (or equivalent) (3)
• Special education elective (2)

Course requirements for M.A. students seeking the Master of Arts Degree Requirements:

• A&HM 4070 History of education in the U.S. (or equivalent) (3)
• C&T 4117 Exceptionalities in early childhood (2-3)
• C&T 4119 Issues and interdisciplinary methods for working with families of young children (2)
• C&T 4114 Multicultural approaches to teaching young children (2)
• HBSE 4001 Teaching students with disabilities in inclusive classrooms (2); or
• C&T 4117 Exceptionalities in early childhood (2-3)

Students complete an integrated portfolio over the course of the program reflecting their growth as an early childhood teacher.

Culminating Project:

• C&T 4119 Issues and interdisciplinary methods for working with families of young children (2)
• C&T 4114 Multicultural approaches to teaching young children (2)
• C&T 4117 Exceptionalities in early childhood (2-3)
• A&HM 4070 History of education in the U.S. (or equivalent) (3)
• C&T 4119 Issues and interdisciplinary methods for working with families of young children (2)
• C&T 4114 Multicultural approaches to teaching young children (2)
• C&T 4117 Exceptionalities in early childhood (2-3)
• A&HM 4070 History of education in the U.S. (or equivalent) (3)
Early Childhood Special Education

The Doctor of Education (Ed.D.) concentration is highly selective, aiming to identify and train individuals whose education and experience, whether or not it has been specifically in the field of early childhood, gives promise of the ability to develop international and comparative work as well.

Early Childhood Policy concentration is on U.S. early childhood policy, there will be opportunity for international and comparative work.

The Master of Education (Ed.M.) with an specialization in early childhood, gives promise of the ability to develop international and comparative work.

The basic curriculum for the Early Childhood Education specialization. This concentration is highly selective, aiming to identify and train individuals whose education and experience, whether or not it has been specifically in the field of early childhood, gives promise of the ability to develop international and comparative work.

Degree Requirements:

• C&T 6408 Advanced internship: Infancy and toddler teaching (1-3)
• C&T 6409 Advanced internship: Young childhood teaching (1-3)
• C&T 7500 Dissertation seminar in research requirements (3)
• C&T 7501 Dissertation seminar (3)

Electives:

• C&T 4005 Principles of teaching and learning (3)
• C&T 4113 Early childhood methods and programs (3)
• C&T 4121 Early childhood teaching strategies within a social context (3)
• C&T 5000 Theory and inquiry in educational 6000-level research (3)
• C&T 5513 Seminar in early childhood methods and programs (3)
• C&T 5514 Seminar in early childhood teaching strategies within a social context (3)

Core Courses:

• C&T 3006 Principles of teaching (3)
• C&T 4005 Principles of teaching and learning (3)
• C&T 4113 Early childhood methods and programs (3)
• C&T 4121 Early childhood teaching strategies within a social context (3)
• C&T 5000 Theory and inquiry in educational 6000-level research (3)
• C&T 5513 Seminar in early childhood methods and programs (3)
• C&T 5514 Seminar in early childhood teaching strategies within a social context (3)

Policy Concentration Requirements:

• C&T 5513 Seminar in early childhood methods and programs (3)
• C&T 5514 Seminar in early childhood teaching strategies within a social context (3)
• HUDM 4122 Probability and statistical inference (3)
• HUDF 4000 Education and human development (3)
• HUDF 5645 Policy seminar I (3)
• HUDF 5646 Policy seminar II (3)
• HUDM 4000 Education and human development (3)

Departmental Requirements:

• C&T 3006 Principles of teaching (3)
• C&T 4005 Principles of teaching and learning (3)
• C&T 4113 Early childhood methods and programs (3)
• C&T 4121 Early childhood teaching strategies within a social context (3)
• C&T 5000 Theory and inquiry in educational 6000-level research (3)
• C&T 5513 Seminar in early childhood methods and programs (3)
• C&T 5514 Seminar in early childhood teaching strategies within a social context (3)

Culminating Project:

Students complete an integrated portfolio over three course categories which include:

1. Three course categories which include:
   - C&T 4114 Multicultural approaches (2)
   - C&T 6408 Advanced internship: Infancy and toddler teaching (1-3)
   - C&T 7500 Dissertation seminar in research requirements (3)

2. Four courses emphasize theory and foundations in the basic curriculum for Ed.D. students and are individually planned with their advisors.
   - C&T 5514 Seminar in early childhood teaching strategies within a social context (3)
   - C&T 5513 Seminar in early childhood methods and programs (3)
   - C&T 5000 Theory and inquiry in educational 6000-level research (3)
   - C&T 4005 Principles of teaching and learning (3)

3. Beyond the core courses, students' programs are individually planned with their advisors:
   - C&T 4121 Early childhood teaching strategies within a social context (3)
   - C&T 5513 Seminar in early childhood methods and programs (3)
   - C&T 5514 Seminar in early childhood teaching strategies within a social context (3)
   - C&T 6408 Advanced internship: Infancy and toddler teaching (1-3)

Requirements/Information:

- Special Application
- Three programs leading to the Master of Arts degree are available through the Department of Human Development.
- Special Application
- C&T 4005 Principles of teaching
- C&T 4113 Early childhood methods and programs
- C&T 4121 Early childhood teaching strategies within a social context
- C&T 5000 Theory and inquiry in educational 6000-level research
- C&T 5513 Seminar in early childhood methods and programs
- C&T 5514 Seminar in early childhood teaching strategies within a social context
- HUDM 4122 Probability and statistical inference
- HUDF 4000 Education and human development
- HUDF 5645 Policy seminar I
- HUDF 5646 Policy seminar II
- HUDM 4000 Education and human development
- Consultation with an advisor.
- A total of 45 points that must be taken at Teachers College. First, a set of courses in general and special early childhood education, and family life. While the focus of this work is on U.S. policy, there will be opportunity for international and comparative work.
- Among candidates must have thorough understanding of both substantive content and research skills. While the focus of policy work, candidates must have thorough understanding of both substantive content and research skills.
- Students will combine theoretical understanding of both substantive content and research skills. While the focus of policy work, candidates must have thorough understanding of both substantive content and research skills.
- Students will combine theoretical understanding of both substantive content and research skills. While the focus of policy work, candidates must have thorough understanding of both substantive content and research skills.
- Students will combine theoretical understanding of both substantive content and research skills. While the focus of policy work, candidates must have thorough understanding of both substantive content and research skills.
Program Description:

This program prepares teachers to teach all subjects to all students in one class at the elementary level, grades 1-6. The course of study emphasizes curriculum development, multicultural education, and classroom management. It is offered on a full-time or part-time basis; students have the option to complete the program in an accelerated schedule (an academic year plus one additional semester to complete the required 12 points 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 coursework in a second language). In addition, the program offers an opportunity to begin student teaching in their first year of study.

Degree Requirements:

1. Transcript review of coursework taken elsewhere, in consultation with faculty. This requirement can be satisfied by:
   - One course in educational foundations (C&T 4645) or C&T 4646, Multicultural social studies in curriculum and teaching I (3)
   - C&T 4143, Multicultural social studies in curriculum and teaching II (3) or
   - C&T 4124.) Students complete the concentration: C&T 4143 and C&T 4000.

2. Elective coursework taken at Teachers College either as a part of or in addition to the required research core courses prior to entering Teachers College; these would be in addition to the 40 points required for the degree; these would be in addition to the 40 points required for the degree.

3. Graduate or undergraduate coursework required by April 1. Two courses are required to file a Declaration of Intention to Student Teach (available from the Program Office) by April 1 prior to the fall term in the early or final deadlines as advertised by the Program Office.

4. Successful completion of the College Level Examination Program (CLEP) test can be used to demonstrate knowledge of technology and experience in the arts. Please note that for states other than New York State and the Initial Program requires one year of student teaching, students planning to student teach are required to complete the College Level Examination Program (CLEP) test. This is a 40-point M.A. initial program for both New York State and the Initial Program.

Special Application

Preservice students includes:

- HUDM 5122 Applied regression analysis (3)
- HUDM 4122 Probability and statistical
- C&T 7501 Dissertation seminar in
- C&T 7500 Dissertation seminar in

Other courses are selected in consultation with an advisor.

Required Early Childhood Policy

Concentration:

Required Research Core:
Program Coordinator: Professor Celia Oyler
Program Office: (212) 678-3695
Email: Oyler@tc.edu
Website: www.tc.columbia.edu/C&T/Child-EdPre/index.asp

Degree Offered: ELEMENTARY INCLUSIVE EDUCATION AND TEACHING STUDENTS WITH DISABILITIES - INITIAL DUAL CERTIFICATION (ELEM-DUAL) Master of Arts (M.A.)

Program Description: The dual certification program is designed for students who do not hold any teaching certification. This 52-point M.A. program builds upon the 40-point Elementary Inclusive Program. After completing the 40-point program, students enroll in a special one semester critical special education core that offers capstone courses toward the Teaching Students with Disabilities certification (grades 1-6). The program prepares teachers for co-teaching, planning differentiated curriculum, working in diverse cultural contexts, collaborative team planning, and community-based student advocacy and problem-solving. This focus builds upon the foundation in equity, social justice and multicultural pedagogy from the Elementary Inclusive Program.

The requirements for this program are the same for the Elementary Inclusive Program, with one exception: instead of a literacy elective, students in the dual certification program are required to enroll in an assessment course: C&T 4301. (Please note the requirements and deadlines for the Elementary Inclusive Program are the same for the dual certification program.)

Critical Special Education Core:
- C&T 4311 Disability studies practicum: School based (3)
- C&T 5080 Access to full participation in schools (3)
- C&T 5905 Discourses in disability (3)
- C&T 5081 Collaborative communication in cultural contexts (3)

Program Coordinator: Professor James Borland
Program Office: (212) 678-3765
Email: borland@tc.edu
Website: www.tc.edu/c&t/GiftedEd

Degrees Offered:
- GIFTED EDUCATION (GIFT) Master of Arts (M.A.)
- GIFTED EDUCATION EXTENSION CERTIFICATION (GIFT - EXT) Master of Arts (M.A.)
- ELEMENTARY INCLUSIVE EDUCATION - INITIAL CERTIFICATION WITH GIFTED EXTENSION (ELGF-DUAL) Master of Arts (M.A.)

Please note: The Ed.D. with a concentration in Gifted Education is available through Curriculum and Teaching (see page 84).

Program Description: The M.A. program in gifted education is designed primarily for teachers, those who have no background in the field of education but wish to become teachers, and those who already hold teaching certificates. For information on the Elementary Inclusive Education-Initial Certification with Gifted Extension program please visit www.tc.edu/C&T/GiftedEd.

The M.A. certification program in gifted education is designed for students who have graduated from approved teacher-education programs and are initially certified, whether or not they have actual teaching experience. Completion of this program results in the award of the extension in gifted education from the State of New York and satisfies the requirements for certification in New York State.

Special Application Requirements/Information:
Admission to programs leading to the M.A. degree is determined on the basis of academic ability as evidenced by success in prior academic work and/or other measures of academic aptitude and demonstrable potential for excellence in teaching or development activities in education. The Graduate Record Examination (GRE) or Miller Analogies Test (MAT) is not required for admission to the M.A. programs. The Department of Curriculum and Teaching evaluates M.A. applications three times per year. For information on application deadlines, see the Admissions section of this bulletin.
practical problems and issues in gifted education. A culminating project, arranged in consultation with your advisor, that demonstrates your ability to integrate your theoretical knowledge with your practice.

Required Courses:
- C&T 4021 Nature and needs of giftedness (4-6 points)
- C&T 4023 Differentiated curriculum and teaching of reading (2-3)
- C&T 4139 Constructing critical approaches (2-3)
- C&T 4140 Literature for younger readers (3)
- C&T 4141 Literature for older readers (3)
- C&T 4151 Teaching of writing (3)
- C&T 4200 Fieldwork in curriculum development (3)
- C&T 4502 Master's project (1)
- C&T 5023 Giftedness and giftedness (3)
- C&T 5024 Planning and implementing instruction for gifted students (2-3)
- C&T 5302 Advanced practicum (3 points)
- C&T 5810 Differential instruction for gifted students (1-2)
- C&T 6041 Reading and writing in field-based ways with schools throughout New York City and the nation. Students can apprentice with mentor teachers, and work with the Teachers College Reading and Writing Project—a think-tank and professional development organization that works toward research staff development and school reform, teachers, and intervention (3)
- C&T 6506 Advanced seminar (3 points)
- C&T 7221 Reading and writing in field-based ways with schools throughout New York City and the nation. Students can apprentice with mentor teachers, and conduct their own action research project. The eventual goal is to equip each student with the skills to teach well. Students investigate individual literacies, group literacy learning, curriculum approaches, social action, and to weave the two throughout their individual work. Students will be a source of knowledge and inspiration for their own literacy teaching or serve in leadership roles in their own schools, in professional development, and in research. The program regards the teaching of reading and writing as complex understandings in an intense study of practice, theory, and research. The eventual goal is to equip each student with the skills to teach well. Students investigate individual literacy learning, group literacy learning, curriculum design, and intervention (3)
- C&T 7222 Reading and writing in field-based ways with schools throughout New York City and the nation. Students can apprentice with mentor teachers, and work with the Teachers College Reading and Writing Project—a think-tank and professional development organization that works toward research staff development and school reform, teachers, and intervention (3)
- C&T 89
ent living as well as lifespan transitions. It focuses on life contexts, including education, cultural, and social/emotional experiences and be both general and special-education teach-

Professor Bejoian. For students preparing to preparing to be both general and special-edu-

Professor Naraian and faculty. For students

Within Department Selectives: Required

Students must select at least two courses

• C&T 4842 Institute: Content area

• C&T 4137 Literacy and learning in

• ITSF 4028 Teaching literacy in

• ITSF 4015 Introduction to

• ITSF 4013 Literacy and

either:

• A&HL 4001 Sociolinguistics and

C&T 4002. Curriculum theory and history

(2-3)

(3)

nurture
differentiated curriculum, non-
gifted child with particular focus on talent (preschool through second grade) potentially
tilities relevant to the education of the young

Dr. Wright. Examination of theories and prac-

C&T 4000. Disability in contexts

(2-3)

(3)

complex social organizations.

Faculty. Examination of the relationships

change, and implementation strategies and

individual in the organization, theories of

enhance the creativity of children and adults.

measure creativity, and methods designed to

of theories of creativity, test development to

for continuous professional growth of elemen-

Attention given to creating programs

techniques for improving supervisory skills through

sor in improvement of instruction and curricu-

C&T 4032. Gender, difference, and

ECSE. Will incorporate historical and socio-

C&T 4029. Creativity: Its nature and

C&T 4028. Curricular diversity in the

C&T 4022. Instructional models in

C&T 4021. Nature and needs of gifted

C&T 4020. The environments of

C&T 4004. School change

(2-3)

(3)

(2-3)

(2-3)

(6)
Teachers College Columbia University 2008-2009

CURRICULUM AND TEACHING

C&T 4111. Early childhood methods for working with parents of young children, with and without disabilities. (3 credits toward state literacy requirement). Professor Calkins and Siegel. Examination of theory, organizing and assessing reading and writing practices used in content area reading/writing prac...


students as exceptional and for differentiating they relate to the issues of intelligence and cre-
teaching practices. Explores the policy-making their influences on school organizations and bases of curriculum and teaching policies and Examination of the theoretical and political 
process from policy design through implemen-
ting. Students develop written program plans 
grams, and systems approach to program plan-
grams for the gifted, components of gifted pro-
depth understanding of issues that frame the 
Faculty. This course is designed to offer an in-
liters on literacy as a social, cultural and 
rooted in the experiences of students. 
Particular attention will be paid to the devel -
professionals and family members of students. 
These skills in interactions with both school 
sive and relevant to diverse students. 
C&T 5024. Planning and implementing 
collaborative and consultative relationships in 
collaboration and a multicultural, inclusive 
construction and a multicultural, inclusive 
theory and 
Professor Siegel. Examines current practices 
topics are 
Professor Kagan. Course provides a foundation 
issues in children's literature. T opics are 
Core, as well as for students in the 
CUED program with a Disability Studies 
Research in infant development is facilitated 
Professor Recchia. Permission required. Theory 
and 
Curriculum and teaching 
C&T 5053. Staff development processes 
C&T 5042. Special topics in children's 
C&T 5037. Literacy, culture and the 
C&T 5036. Child and family policy 
C&T 5023. Giftedness and intelligence: 
in schools. Focus will be on the development of 
collaborative and consultative relationships in 
collaborative and consultative relationships in 
Professor Recchia. Permission required. Theory 
and 
Curriculum and teaching 
C&T 5081. Collaborative communication 
C&T 5118. Infant and toddler development 
C&T 5112. Issues in child care and 
C&T 5107. Issues in early childhood 
C&T 5074. Curriculum and teaching 
C&T 5061. History and development of education, health and mental health, govern-
C&T 5050. Decentralization and reorganization of school 
C&T 5045. Public school management and accountability. 
C&T 5039. Elementary and secondary school administration and leadership 
C&T 5038. Executive leadership in schools and school systems 
C&T 5037. Literacy, culture and the 
C&T 5036. Child and family policy 
C&T 5023. Giftedness and intelligence: 
in schools. Focus will be on the development of 
collaborative and consultative relationships in 
collaborative and consultative relationships in 
Professor Recchia. Permission required. Theory 
and 
Curriculum and teaching 
C&T 5081. Collaborative communication 
C&T 5118. Infant and toddler development 
C&T 5112. Issues in child care and 
C&T 5107. Issues in early childhood 
C&T 5106. Issues in early childhood 
C&T 5105. Issues in early childhood 
C&T 5104. Issues in early childhood 
C&T 5103. Issues in early childhood 
C&T 5102. Issues in early childhood 
C&T 5101. Issues in early childhood 
C&T 5100. Issues in early childhood 
C&T 5099. Issues in early childhood 
C&T 5098. Issues in early childhood 
C&T 5097. Issues in early childhood 
C&T 5096. Issues in early childhood 
C&T 5095. Issues in early childhood 
C&T 5094. Issues in early childhood 
C&T 5093. Issues in early childhood 
C&T 5092. Issues in early childhood 
C&T 5091. Issues in early childhood 
C&T 5090. Issues in early childhood 
C&T 5089. Issues in early childhood 
C&T 5088. Issues in early childhood 
C&T 5087. Issues in early childhood 
C&T 5086. Issues in early childhood 
C&T 5085. Issues in early childhood 
C&T 5084. Issues in early childhood 
C&T 5083. Issues in early childhood 
C&T 5082. Issues in early childhood 
C&T 5081. Issues in early childhood 
C&T 5080. Issues in early childhood 
C&T 5079. Issues in early childhood 
C&T 5078. Issues in early childhood 
C&T 5077. Issues in early childhood 
C&T 5076. Issues in early childhood 
C&T 5075. Issues in early childhood 
C&T 5074. Issues in early childhood 
C&T 5073. Issues in early childhood 
C&T 5072. Issues in early childhood 
C&T 5071. Issues in early childhood 
C&T 5070. Issues in early childhood 
C&T 5069. Issues in early childhood 
C&T 5068. Issues in early childhood 
C&T 5067. Issues in early childhood 
C&T 5066. Issues in early childhood 
C&T 5065. Issues in early childhood 
C&T 5064. Issues in early childhood 
C&T 5063. Issues in early childhood 
C&T 5062. Issues in early childhood 
C&T 5061. Issues in early childhood 
C&T 5050. Decentralization and reorganization of school 
C&T 5045. Public school management and accountability. 
C&T 5039. Elementary and secondary school administration and leadership 
C&T 5038. Executive leadership in schools and school systems
Students work in small groups under guidance of Professor Broderick. Permission required. Special fee: $25.

Emphasis on ethical practices for diverse learners. Special fee: $25.

Students submit reports analyzing experiences. Faculty. Permission required. Firsthand experience in an area of expertise.

Intensive professional internship designed to meet individual student's needs. Open only to advanced master's students. Prerequisite: C&T 4160 or C&T 4051. Work with faculty members to determine best work, classroom structures that support literacy development and instruction. Prerequisite: C&T 4822. Instructional models in the education of gifted students.

Institute is appropriate for elementary and secondary teachers. Participation in field placements. Topics vary and institute may be taken more than once for credit.

Field experiences in a center where curriculum research is ongoing provides an opportunity for students to learn? How can we differentiate the curriculum? What role in planning and curriculum development? The best work, classroom structures that support literacy or a related area who have completed literacy development and instruction. Prerequisite: C&T 4160 or C&T 4051. W ork with faculty members to determine best work, classroom structures that support literacy development and instruction.

Prerequisite: C&T 4160 or C&T 4051. Work with faculty members to determine best work, classroom structures that support literacy development and instruction.

Curriculum and instruction in early childhood education. Topics vary. May be taken more than once for credit. Open only to advanced master's students. Prerequisite: C&T 4160 or C&T 4051. W ork with faculty members to determine best work, classroom structures that support literacy development and instruction.

Prerequisite: C&T 4160 or C&T 4051. Work with faculty members to determine best work, classroom structures that support literacy development and instruction.
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) Professor 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) Ms. Rowe. Introduction to the theoretical and practical issues of teaching a multisensory instructional language approach in reading, spelling, and handwriting, and in the structure of English, based on alphabetic phonics to dyslexic students. Offered in fall and summer terms. Materials fee: $30.

C&T 4854. Multisensory teaching of basic skills I (non-credit or 1) Ms. Rowe. 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) Ms. Rowe. 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&T 4858. 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&T 5810. Differential instruction for 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 participants' schools. Schools are also encouraged to send both individuals and teams with clearly articulated issues and problems they would like to have discussed. Students enrolled for two credits will attend additional seminars to be scheduled during the class.

C&T 5853. Advanced multisensory teaching of basic language skills for students with learning disabilities (non-credit or 2) Ms. Rowe. 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) Faculty. 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) Faculty. A continuation of C&T 5854. Four day-long workshops.
DEPARTMENTAL MISSION:

Department of Health and Behavior Studies programs 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 linked. Optimal learning cannot take place in an atmosphere permeated by physical, psychological, and social health problems, and optimal health 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.

The programs in the Department fall into the following categories:

**Applied Educational Psychology**
This area of study includes the following programs: Reading Specialist and School Psychology. Such study prepares 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 and Nutrition**
These areas of study include the following programs: Health Education, Nursing Education, and Nutrition (Applied Physiology and Nutrition, Community Nutrition Education, Nutrition and Public Health, and Nutrition Education). Students in Nutrition may also complete a Dietetic Internship option accredited by the American Dietetic Association. These programs prepare students to serve in leadership roles in community-based organizations, government agencies, corporations, health care settings, and educational settings. Current knowledge in behavioral science and education is integrated with field-based applications for health promotion and disease prevention.

**Special Education**
Among the programs included in Special Education are Administration of Special Education Programs, Applied Behavior Analysis, Blindness and Visual Impairment, Cross-Categorical Studies, Deaf and Hard of Hearing, Guidance and Rehabilitation, Instructional Practice, Intellectual Disability/Autism, Physical Disabilities, Research in Special Education, Supervision of Special Education Programs, and Severe or Multiple Disabilities. 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 people with disabilities.

**Teaching of American Sign Language (ASL) as a Foreign Language**
Teaching American Sign Language (ASL) as a Foreign Language prepares students to serve as scholar-practitioners who are skilled, knowledgeable and practiced in the development, evaluation, and implementation of pedagogy that will instruct and educate individuals unfamiliar with ASL, the deaf community, and the culture of individuals who are deaf or hard of hearing. Typically, the population that these scholar-practitioners will eventually instruct and educate are individuals who themselves have hearing, are in regular education programs, and possess a wide range of cultural backgrounds and cognitive, social, and academic abilities.

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.

**CHAIR:**
Professor John P. Allegrante

**LOCATION:**
531A Thorndike Hall

**TELEPHONE NUMBER:**
(212) 678-3964

**FAX:**
(212) 678-8259

**EMAIL:**
allegrante@tc.edu

**WEBSITE:**
www.tc.edu/HBS

**PROGRAMS:**

- **APPLIED EDUCATIONAL PSYCHOLOGY 99**
  - Reading Specialist
  - School Psychology

- **HEALTH STUDIES 104**
  - Health Education
  - Nursing Education

- **NUTRITION 110**
  - Nutrition and Public Health
  - Community Nutrition Education
  - Applied Physiology and Nutrition

- **SPECIAL EDUCATION 115**
  - Administration of Special Education Programs
  - Applied Behavior Analysis
  - Blindness and Visual Impairment
  - Cross-Categorical Studies
  - Deaf and Hard of Hearing
  - Guidance and Rehabilitation
  - Instructional Practice in Special Education
  - Intellectual Disability/Autism
  - Physical Disabilities
  - Research in Special Education
  - Supervision of Special Education Programs
  - Severe or Multiple Disabilities

- **TEACHING OF AMERICAN SIGN LANGUAGE AS A FOREIGN LANGUAGE 126**
  * Offered jointly with the Department of Biobehavioral Sciences.
FACULTY:

PROFESSORS:

John P. Allegrante (Health Education)
Charles E. Basch (Health Education)
Isobel R. Contento (Nutrition)
R. Douglas Greer (Special and Regular Education: Applied Behavior Analysis)
Linda Hickson (Special Education: Intellectual Disability/Autism)
Dennis E. Mithaug (Special Education: Administration and Leadership)
Kathleen A. O'Connell (Nursing Education)
Stephen T. Peverly (School Psychology)
Philip A. Saigh (School Psychology)
Barbara C. Wallace (Health Education)

ADJUNCT PROFESSORS:

Ann E. Boehm (School Psychology)
Darlynne Devenny (Special Education)
Robert E. Fullilove, III (Health Education)
Mindy Thompson Fullilove (Health Education)
Joan Gussow (Nutrition)
John T. Pinto (Nutrition)

ASSOCIATE PROFESSORS:

Marla R. Brassard (School Psychology)
Robert E. Kretschmer (Special Education: Deaf and Hard of Hearing; ASL as a Foreign Language)
Dolores Perin (Reading Specialist)
Randi Wolf (Nutrition)

VISITING ASSOCIATE PROFESSORS:

C. Ronald MacKenzie (Health Education)
Elizabeth A. Walker (Health Education)

ADJUNCT ASSOCIATE PROFESSORS:

Caroline Camuñas (Nursing Education)
Dolleen-Day Keohane (Special Education: Applied Behavior Analysis)
Toni Liquori (Nutrition)
Ray Marks (Health Education)
Christine Pawelski (Special Education)
Margaret G.E. Peterson (Health Education)
Karen Reznik Dolins (Nutrition)
Lora A. Sporny (Nutrition)

ASSISTANT PROFESSORS:

Peg Cummins (Special Education: Blindness and Visual Impairment)
Russell Rosen (Special Education: ASL as a Foreign Language)
Ye Wang (Special Education: Deaf and Hard of Hearing)

LECTURERS:

Susan Garni Masullo (Reading Specialist)
Jessica Singer Dudek (Special Education)

ADJUNCT ASSISTANT PROFESSORS:

Sharon R. Akabas (Nutrition)
Evan Berk (Nutrition)
Bonnie Bernstein (Nutrition)
Jeanne Coleman (Health Education)
Maria Dolores Cox (Special Education)
Dianne Dillon (School Psychology)
Grant Gautreaux (Special Education)
Michelle Greenwald (School Psychology)
Susan Hall (School Psychology)
Margot Hodes (Health Education)
L.P. Johnson (Health Education)
Richard Keller (Special Education)
Thomas M. Kelly (Special Education)
William Kernan (Health Education)
Ishita Khemka (Special Education: Intellectual Disability/Autism)
Pamela Donofrio Koch (Nutrition)
Michael Koski (School Psychology)
Noelle Regina Leonard (School Psychology)
Susan Lipkowitz (Special Education)
Jennifer Mascolo (School Psychology)
Patrick McAuliffe (School Psychology and Reading Specialist)
Jose Eduardo Nanin (Health Education)
Araxi Pasagian Macaulay (Health Education)
Leslie Green Rennis (Health Education)
Katherine Roberts (Health Education)
Dimitra Robokos (Reading Specialist)
Pamela Rothpletz-Puglia (Nutrition)
Maya Rom (Health Education)
Britta Rothschild (School Psychology)
Claudia V. Schrader (Special Education)
James Sumowski (School Psychology)
Rebecca Urciuoli (Reading Specialist)
Mary Margaret Whelley (School Psychology)
Ruth Zealand (Special Education)

RESEARCH PROFESSOR:

Sherri Sheinfeld Gorin

INSTRUCTORS:

Valerie Chappell (Special Education)
David Cohen (Special Education: Blindness and Visual Impairment)
Jessica Collado-Castillo (Special Education)
Christina Costa (Nutrition)
Stephanie DiFiglia-Peck (Nutrition)
Lisa Marie Dille (Special Education)
Joe Dixon (Special Education)
Mary Anne Gray (Reading Specialist)
Leah Greenberg (Special Education)
Maria Hartman (Special Education)
Amanda Howerton (Special Education)
Amanda Mazin (Special Education)
Shelley Mesznik (Nutrition)
Giani Pedulla (Special Education: Blindness and Visual Impairment)
Mary Ellen Rooney (Special Education: Intellectual Disability/Autism)
Michelle Saunders (Special Education: Blindness and Visual Impairment)
Lynn Settlow (Reading Specialist)
Kyle Shadix (Nutrition)

For information about faculty and their scholarly and research interests, please refer to the Faculty section of this bulletin, or visit us at www.tc.edu/faculty.
The Reading Specialist M.A. program provides preparation for two New York State degree offers: special education and adult learners.

**Program Description:**
- Assessment and intervention focus: Preparation to work with children, adolescents, and adults.
- School experience: One practicum may be taken at the student's own school or an approved off-site placement.
- Professional development focus: Preparation to teach reading, writing, and other selected school.
- Clinical experience: Students take practica in a clinic at Teachers College.
- Research focus: Emphasis on evidence-based intervention strategies and the development of content-area reading and writing skills.
- Psychology focus: Understanding of cognitive processes and their relation to development from the vantage point of typically developing and delayed literacy students and college dyslexics. It is never too late to improve literacy skills.
-hudk 5090 psychology of language and reading (2-3)
-hbsk 5580 seminar in consultation and intervention I (2-3)
-hbsk 5376 practicum in reading assessment and intervention I (HBSK 5373 prerequisite) (3)
-hbsk 5373 practicum in reading assessment and intervention I (HBSK 4072 and HBSK 4085 corequisites) (3)
-hbsk 5099 writing interventions (HBSK 5376 prerequisite) (3)
-hbsk 4085 behavioral management (HBSK 4072 and 4074 prerequisites) (3)
-hbsk 4077 adult basic literacy (3)
-hbsk 4074 development of reading (2-3)
-hbsk 4072 theory and techniques of reading (2-3)
-hudm 4050 prerequisite (3)
-course grades never pass/fail.
-special application requirements/information:
-See courses in Reading Specialist and School Psychology.
-See program documents available at www.tc.edu/hbs/Reading-Specialist.

**Course Grades:**
- Not pass/fail.
- Minimum 12 courses: 10 required, 2 elective)
- Maximum 6 courses: 2 required, 4 elective.
- Minimum 34 points (master's integrative project)
- Completion of M.A. Project (2 or 3 courses, total 6 points):
- Elective Courses
- Required Courses (10 required courses, maximum 6 courses)
Program Goals:

Goal 1: Develop knowledge of cognitive and developmental psychology; and firm grounding in the core areas of psychology, especially cognitive psychology, as well as in educational psychology and evaluation.

Goal 2: Develop content knowledge and intervention programs that promote social-emotional and educational growth of children and families.

Goal 3: Develop expertise in the tools traditionally used by school psychologists.

Goal 4: Develop competence in learning and mental health in cognitive and developmental psychology; and its application to: understanding and treatment of mental health problems. Practica and internship experiences provide students with the opportunity to apply this expertise.

Goal 5: Have a sound theoretical foundation of which is cognitively and/or developmentally of full-time attendance, including summers. Ed.M. students should plan on three years of full-time attendance, including summers. Second year. Internships are full-time. Practica in their first year and two full days per week for fieldwork in their collaborating schools (we provide school psychological services to students with the opportunity to apply this expertise.

Suggested sequence of courses by year and semester:

**First Year:**
- Fall: HBSK 4072 Theory and techniques of full-time attendance, including summers. Ed.M. students should plan on three years of full-time attendance, including summers. Second year. Internships are full-time. Practica in their first year and two full days per week for fieldwork in their collaborating schools (we provide school psychological services to students with the opportunity to apply this expertise.
- Fall: HBSK 4072 Theory and techniques of full-time attendance, including summers. Second year. Internships are full-time. Practica in their first year and two full days per week for fieldwork in their collaborating schools (we provide school psychological services to students with the opportunity to apply this expertise.
- Second Year:
  - Summer: ORL 5362 Group dynamics: A systems perspective.
  - Fall: HBSK 6584 Seminar: School psychology and cognitive development.

**Second Year:**
- Fall: HBSK 6382 Advanced practicum in psychoeducational interventions in schools.
- Fall: HBSK 5378 Practicum in psychology and cognitive development.
- Fall: HBSK 5321 Individual psychological testing I and II.

**Third Year:**
- Fall: HBSK 5070 Neural bases for language comprehension strategies for school psychologists.
- Fall: HBSK 4025 Professional and ethical considerations.
- Fall: HBSK 5031 Family as a context for development of reading assessment.
- Summer: HBSK 6380 Practicum in psychology and cognitive development.
- First Year:
  - Fall: HBSK 4073 Childhood disorders.
  - Summer: HUDF 4029 Sociology of schools.
- Second Year:
  - Fall: HBSK 5320 Individual psychological testing I and II.
  - Summer: ORL 5362 Group dynamics: A systems perspective.
- Third Year:
  - Fall: HBSK 5378 Practicum in psychology and cognitive development.
- Fall: HBSK 5321 Individual psychological testing I and II.
Overview of issues associated with the school programs in reading in the classroom.

HBSK 4085. Behavioral management

HBSK 4073. Childhood disorders

Professor Saigh. This course is intended to provide school psychology students with information concerning assessment, counseling, remediation, and evaluation of behavior modification, and consultation. Prerequisite: HBSK 5320-HBSK 5321. Individual psychological testing is included. Materials fee: $75.

Professor Perin. Overview of theories, assessment and treatment is also considered. Psychoeducational development and literacy difficulty are addressed. Materials fee: $50.

Professor Perin. An examination of the learning, and intervention techniques for reading and writing disabilities. Permission required. This is a year-long course in psychoeducational practice (two days per week for the entire academic year). Professor Brassard. Advanced doctoral experience in psychoeducational practice (two days per week for the entire academic year). Professor Peverly. Reading and study skills: middle elementary grades through young adulthood. Discussion focuses on students in the classroom. Materials fee: $50.

Dr. Mascolo. Permission required. Limited to 102 students in correctional settings, and participants in adult literacy programs outside of the U.S. 102 days per week for the entire academic year).

HBSK 6380. Supervised fieldwork in remedial reading and special-needs populations of differing ages. Permission required. Limited to 102 students in correctional settings, and participants in adult literacy programs outside of the U.S. 102 days per week for the entire academic year).

HBSK 6381. Supervised externship in psychoeducational services performed by first year psychology students enrolled in advanced doctoral programs. Permission required. This is a year-long course in psychoeducational practice (two days per week for the entire academic year).

HBSK 6382. Supervised school-based experience in a school, hospital, or community setting. Students are supervised in their supervision and in a variety of field sites, including colleges, university-based supervision. Supervision of the comprehensive psychological testing and consultation. Prerequisite: HBSK 5320-HBSK 5321. Individual psychological testing is included. Materials fee: $75.

HBSK 5272. Supervised field experience in supervision and practice. Professor Perin. Students conduct projects in a variety of field sites, including colleges, university-based supervision. Supervision of the comprehensive psychological testing and consultation. Prerequisite: HBSK 5320-HBSK 5321. Individual psychological testing is included. Materials fee: $75.

HBSK 5271. Supervised externship in psychoeducational services performed by first year psychology students enrolled in advanced doctoral programs. Permission required. This is a year-long course in psychoeducational practice (two days per week for the entire academic year).

HBSK 5096. The psychology of memory

HBSK 5085. Observing and assessing development and literacy difficulty are addressed. Materials fee: $50.

HBSK 5070. Neural bases for language and speech difficulties

HBSK 5050. Therapeutic interventions for school psychologists

Professor Saigh. Behavioral analysis and management techniques applied to the classroom. Materials fee: $20

Dr. Mascolo. Permission required. Limited to 102 students in correctional settings, and participants in adult literacy programs outside of the U.S. 102 days per week for the entire academic year).

HBSK 6383. Supervised school-based experience in a school, hospital, or community setting. Students are supervised in their supervision and in a variety of field sites, including colleges, university-based supervision. Supervision of the comprehensive psychological testing and consultation. Prerequisite: HBSK 5320-HBSK 5321. Individual psychological testing is included. Materials fee: $75.
HEALTH EDUCATION (HLTH)

Website: www.tc.edu/hbs/HealthEd
Email: jpa1@columbia.edu

Professor John P. Allegrante
Program Coordinator:

The program at Teachers College is grounded in the belief that community-level structures and social policies that can promote and maintain health are primarily because of national policy that has expanded rapidly, health education.
The program prepares graduates who will assume positions of leadership and service as professional health educators in a variety of practice, research, and policy-making settings.

The program at Teachers College involves students and faculty, and the Graduate School of Arts and Sciences. Students learn to analyze and understand and related behavioral and social change through intervention. Its goal is to facilitate voluntary health-promoting individual behaviors. Students are encouraged to pursue interdisciplinary study and research throughout Teachers College, which involves students and faculty, and the Graduate School of Arts and Sciences.

Students at both the master's and doctoral level are expected to demonstrate their intellectual discipline. Such learning experiences in such a manner as to associated with graduate study and other related activities, and that have the potential to enrich the student's intellectual development programs that either enhance or undercut health-related behaviors that either enhance or undercut health-related behaviors. They are expected to communicate effectively both orally and in writing, and provide leadership.

Each degree program has some flexibility in the programs of study emphasize the development of competencies in assessing individual educational needs, concerns, and resources; implementing health education programs; planning effective health education programs; coordinating the provision of health education services that either enhance or undercut health-related behaviors.

In order to broaden the student's potential to benefit from additional professional experience and related activities, and professional preparation, interests, and professional career objectives of students. In general, the deadlines for application for admission to the M.A. and M.S. degree programs are January 15 (early deadline) and April 15 (final deadline). Admissions to the M.A., M.S., and Ed.D. degree programs is based upon several criteria. Each degree program are required to submit a formal essay or 32 points with an acceptable preparation, relevance of prior professional experience and related activities, and its degree requirements can be obtained by writing to the program coordinator, and its degree requirements can be obtained by writing to the program. Applicants to the Ed.D. degree require a background in education, no fewer than three courses. In order to broaden the student's background in education, no fewer than three courses. In order to broaden the student's qualifications for professional preparation, interests, and professional career objectives of students. In general, the deadlines for application for admission to the M.A. and M.S. degree programs are January 15 (early deadline) and April 15 (final deadline). Admissions to the M.A., M.S., and Ed.D. degree programs is based upon several criteria. Each degree program are required to submit a formal essay or 32 points with an acceptable as a Certified Health Education Specialist (CHES). Completion of the M.A. degree program makes graduates eligible to qualify for certification as a Certified Health Education Specialist (CHES).

Graduates of the program take positions as professional health educators in a variety of practice, research, and policy-making settings. Students also may participate in research being conducted in the Research Division at Teachers College. Students also are expected to demonstrate the potential to enrich the student's intellectual development programs that either enhance or undercut health-related behaviors. They are also expected to demonstrate the potential to enrich the student's intellectual development programs that either enhance or undercut health-related behaviors. They are also expected to demonstrate the potential to enrich the student's intellectual development programs that either enhance or undercut health-related behaviors. They are also expected to demonstrate the potential to enrich the student's intellectual development programs that either enhance or undercut health-related behaviors.
Elective Courses (9 points):
    • HBSS 5110 Determinants of health
    • HBSS 4102 Principles of epidemiology
    • HBSS 4100 Introduction to health

MAJOR (21 POINTS)
given below are minimum requirements.
requirements indicated for each area of study
are listed. It should be noted that the point
dent and is not limited to those courses that
area requirement in the program of study listed
32 points. Selection of courses that fulfill an
exceed the minimum College requirement of
by the student's previous academic prepara-
ties of the University will be credited toward
credit is granted for work completed at other
ies at Teachers College or in other
completed at Teachers College or in other
ties to reduce the
mitted) of graduate credit may be used from
required) of graduate credit may be used from

Although no transfer credit toward the Master
completed the Master of Arts (M.A.) degree in
through Teachers College,
which is applicable to the M.S. degree, must

In order to broaden the student's background
must be earned in Teachers College courses.

The Master of Science degree requires a mini-
maximum of 60 points and an essay or project. The

BEHAVIOR STUDIES
HEALTH AND
HEALTH AND

• HBSS 6145 Health psychology (3)
• HBSS 5800 Health Disparities Research
• HBSS 5112 Social marketing and health
• HBSS 5111 Addictions and

Facts, fallacies, and trends (3)
research methods in health promotion (3)
communications, computing, and instructional technology and media.
• HBSS 5110 Determinants of health
• HBSS 5113 Community health
• HBSS 5112 Social marketing and

• HBSS 5110 Determinants of health
• HBSS 5113 Community health
• HBSS 5112 Social marketing and

• HBSV 4010 Food, nutrition and
• HBSS 6145 Health psychology (3)
• HBSS 5410 Practicum in health
• HBSS 5408 Practicum in individual

• HBSN 5040 Research methods in
• One required course in research methods,
• One course in communications, computing,
• One course in learning theory pertaining to

Broad and Basic Areas of Professional
Scholarship and Practice (6-9 points):
• Essay or Integrative Project
• Elective Courses (12 points)

• Measurement and evaluation
• Statistics (required 3 points)
• Methods of evaluation and research

• Communications, computing and
• Nature of education, persons and

population health (3)
• EB 2361 Culture, systems, and

• Essay or Integrative Project
• Elective Courses (12 points)

• HBSN 5040 Research methods in
• One required course in research methods,
• One course in communications, computing,
• One course in learning theory pertaining to

• Measurement and evaluation
• Statistics (required 3 points)
• Methods of evaluation and research

• Communications, computing and
• Nature of education, persons and

population health (3)
• EB 2361 Culture, systems, and

• Essay or Integrative Project
• Elective Courses (12 points)

• HBSN 5040 Research methods in
• One required course in research methods,
• One course in communications, computing,
• One course in learning theory pertaining to

• Measurement and evaluation
• Statistics (required 3 points)
• Methods of evaluation and research

• Communications, computing and
• Nature of education, persons and

population health (3)
• EB 2361 Culture, systems, and
D OCTOR

OF

EDUC ATION
HBSS 4111. Addictions and dependencies

HBSS 4112. Social policy and prevention

HBSS 4113. Human sexuality education

HBSS 4114. Health promotion for multicultural populations

HBSS 4115. Health promotion for aging
adults

HBSS 4116. Health education for teachers

HBSS 4100. Introduction to health
education
HBSS 4117. HIV/AIDS epidemiology
and education

HBSS 4102. Principles of epidemiology
in health promotion

MAJOR (50

106

POINTS )

HBSS 4118. Relapse prevention for
problem behaviors
HBSS 4110. Health promotion for
children and adolescents



Faculty. Examination of the role of healing and medicine, both historically and cross-culturally to prevention and treatment.

HBSS 5110. Determinants of health behavior

HBSS 5116. Social relations, emotions, and communication applied to health education

HBSS 5111. Planning health education

HBSS 5112. Social marketing and health education

HBSS 5113. Community health analysis

HBSS 5114. Community health promotion

Intermediate and Advanced Courses

HBSS 4120. Topics in health education

HBSS 4121. Death education

HBSS 4122. Women's health

HBSS 4123. Violence and its prevention

HBSS 4130. Alcohol and health

HBSS 4140. Developing workplace health promotion programs

HBSS 5408. Practicum in individual health education

HBSS 5410. Practicum in health education

HBSS 5510. Seminar in health education

HBSS 5710. Supervised teaching in health education

HBSS 6100. Measurement and program evaluation

HBSS 6901. Research and independent study in health education

HBSS 7501. Dissertation seminar in health education

HBSS 8900. Dissertation advisement in health education

BEHAVIOR STUDIES

BEHAVIOR STUDIES

HEALTH AND

HEALTH AND

Faculty. Current problems, issues, and trends in health promotion, disease prevention, reactions to illness, and adherence to treatment regimens.

Faculty. Permission required. Research and advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each 1-4 points in the semester prior to taking the course. Intensive field experience in a community setting. Essay required at end of field experience.

Faculty. Permission required. Open to matriculated doctoral students. Research and independent study under faculty direction. Proposals must have prior approval of a faculty member.
The Doctor of Education program in Nursing Education is designed for:

1. Nurse educators with master's degrees who want to take the lead in developing innovative strategies for teaching clients to modify their health behavior.
2. Clinical specialists with master's degrees who want to improve their effectiveness in helping patients with chronic illness achieve maximal function and outcomes in primary care.
3. Nurse scholars who are registered nurses with master's degrees who want to gain more expertise in all aspects of education, including gaining the research skills expected to have; and
4. Teachers College, an applicant for the Doctor of Education degree in Nursing Education must be a registered nurse in any U.S. state or in Canada and hold a baccalaureate degree and a master's degree.

Program Description:

This program is designed for nurses who have diverse roles in academic, clinical, and professional settings and wish to gain more expertise in health behavior, research, and management. The Doctor of Education program in Nursing Education has a long and distinguished tradition of commitment to the education of nurses who have diverse roles in academic, clinical, and professional settings and wish to gain more expertise in health behavior, research, and management.

Students are expected to demonstrate the ability to appreciate, relate to, and communicate with people from different races, ethnicities, cultures, and other investigators in the health behavior arena, students will attain a background in the cultural histories than their own.

In order to build on previous work done by nurses, the program within the Department of Health and Behavior Studies focuses on adult education in the Department of Health and Behavior Studies and the School of Social Work. The program will thus be able to take their place among distinguished nursing leaders who carry out cutting-edge research and engage in innovative strategies for teaching clients to modify their health behavior.

With the globalization of the market-mortality of U.S. citizens can be attributed to the health and well being of the citizens of the states of the program will be conversant with theoretical interventions for improving health and be prepared to design interventions and conduct research that all faculty of the 21st century will be expected to have; and

To ensure that knowledge in nursing and health behavior is passed on to the next generation of nurses, graduate students in the program are required to take a course in health behavior and health promotion.

Degree Offered:

The Doctor of Education program in Nursing Education is also granted by Teachers College. The Doctor of Education program in Nursing Education has a long and distinguished tradition of commitment to the education of nurses who have diverse roles in academic, clinical, and professional settings and wish to gain more expertise in health behavior, research, and management.

Registration Examination (GRE) and provide a writing sample (a course paper, master's thesis, published research, or an equivalent sample) toward doctoral requirements. For graduate-level points taken at another institution may be transferred toward doctoral requirements. Up to 38 graduate-level points taken at another institution may be transferred toward doctoral requirements.

Degree Requirements:

The applicant must have a master's degree in the functional area. Points will be allotted with advisor approval. Nine points in addition to those points required of all students must be taken in the functional area. Points will be allotted with advisor approval. Nine points in addition to those points required of all students must be taken in the functional area.

Electives:

Courses may also be selected from the courses listed below.

Nursing Education Courses

- HBSN 6600 Colloquium in nursing education
- HBSN 6601 Seminar in professional nursing
- HBSN 6909 Independent study in nursing research
- HBSN 6940 Independent study in nursing education

Health and Behavior Studies Courses

- HBSS 4102 Principles of epidemiology
- HBSS 4112 Social marketing and health communications
- HBSS 4114 Health promotion for cancer and other problem behaviors
- HBSS 4115 Health promotion for health and behavior
- HBSS 4117 Health promotion for women and eating disorders
- HBSS 4118 Relapse prevention for problem behaviors
- HBSS 4119 Health promotion for multicultural populations
- HBSS 5110 Determinants of health behavior
- HBSS 5111 Promoting health behavior

Other Courses

- HBS 5551 Bioethics
- HBSV 4011 Women and weight, eating and cultural histories in health behavior
- HBSV 5015 Nutritional epidemiology
- HBSV 6010 Social marketing and health communications

Education Courses

- HBSS 4112 Social marketing and health communications
- HBSS 4114 Health promotion for cancer and other problem behaviors
- HBSS 4117 Health promotion for women and eating disorders
- HBSS 4118 Relapse prevention for problem behaviors
- HBSS 4119 Health promotion for multicultural populations
- HBSS 5110 Determinants of health behavior
- HBSS 5111 Promoting health behavior

Elective:

Courses may be selected as the equivalents of the courses listed above.

Record Examination (GRE) and provide a writing sample (a course paper, master's thesis, published research, or an equivalent sample) toward doctoral requirements. Up to 38 graduate-level points taken at another institution may be transferred toward doctoral requirements.

The Doctor of Education program in Nursing Education is also granted by Teachers College. The Doctor of Education program in Nursing Education has a long and distinguished tradition of commitment to the education of nurses who have diverse roles in academic, clinical, and professional settings and wish to gain more expertise in health behavior, research, and management.
Building on its rich history, the Teachers College program in Nutrition has been a leader in developing strategies for promoting the health and well-being of individuals, communities, and the environment. Since its founding in 1909, the program in Nutrition at Teachers College has been a key contributor to the advancement of nutrition science, and has played a pivotal role in shaping public health policies and practices.

Current academic initiatives and research demonstrations and projects include:
- Demonstrations and research projects within the Program in Nutrition and Public Health; Community Counseling and Education in Health Promotion and Nutrition Education with individuals, groups, and communities.
- Research in community nutrition, planning and sustainability of the food system.
- Gardening projects in schools, dietary analyses, and fruit and vegetable promotion in urban settings. In addition, the program emphasizes outreach to traditional classroom lectures and discussions of leadership and service in nutrition counseling.
- Nutrition and Public Health; Community Counseling and Education in health promotion and nutrition education with individuals, groups, and communities.
- Research in community nutrition, planning and sustainability of the food system.
- Gardening projects in schools, dietary analyses, and fruit and vegetable promotion in urban settings.

The program puts a heavy emphasis on providing practical experiences in addition to traditional classroom lectures and discussions of leadership and service in nutrition counseling. Students who are admitted to the program often bring valuable skills and knowledge to the table, which they can apply to their studies.

As we embark on the new millennium, 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. An educated and informed consumer is better equipped to make choices that promote health and well-being. Students enrolled in the program in Nutrition are provided with a thorough grounding in nutrition science, nutrition education, nutritional epidemiology, and behavioral aspects of health.

The program provides students a thorough grounding in nutrition science, nutrition education, nutritional epidemiology, and behavioral aspects of health. Students enrolled in the program are provided with a thorough grounding in nutrition science, nutrition education, nutritional epidemiology, and behavioral aspects of health. They are also given the opportunity to become involved in a variety of food/nutrition-related activities. Students enrolled in the program are encouraged to participate in research and demonstrations. These include food and environmental education programs designed for children, par-
Nutrition degrees require the following core coursework for the M.S. degree and the completion of coursework equivalent to the internship. Students in all three Nutrition programs may take HBSV 5036 Nutrition counseling, HBSV 5013 Strategies for nutrition behavior change, HBSV 5011 Advanced nutrition II, HBSV 5010 Advanced nutrition I, HBSV 4014 Community nutrition, HBSV 4013 Nutritional ecology, HBSV 5018, Nutrition and human development, and HBSV 5513, Seminar in nutrition in epidemiology, program planning, and public health. The major program emphases are in the fields of nutrition science, the behavioral aspects of diet, and the behavioral sciences, coursework is required in nutrition and exercise and to design and implement exercise and nutrition programs. Community Nutrition Education specializes in nutrition education in community, school, work site, and in other settings. They are also required to take at least two electives from a variety of other disciplines set forth by Nutrition Education Specialists set forth by their area of specialization. The degree contains courses in nutrition science, the behavioral aspects of diet, and the behavioral sciences, coursework is required in nutrition and exercise and to design and implement exercise and nutrition programs. Students working toward the 41 to 47-point Master of Science degree in Nutrition and Public Health have the option of electing 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 Program in Nutrition and the Program in Nutrition and Public Health are approved programs of the Association of Faculties of Graduate Programs in Public Health. Applicants must apply for admission for the 40-point Master of Science degrees or the 60-point point Master of Education degree. Admission to the doctoral programs is based upon the applicant's academic and work experience requirement. Students must also submit a portfolio of their work. The Dietetic Internship may satisfy the fieldwork requirement depending on the interests of the student. As noted above, all three Master of Science programs require a block of supervised fieldwork. The Nutrition and Public Health major prepares students to conduct research that will especially prepare them to conduct research. Teachers College Columbia University 2008-2009
Facts, fallacies, and trends

COURSES:

I. Major field and specialization

Students will be expected to take courses in the following categories:

- Dr. Pinto. In-depth review of current knowledge on a selected topic related to food and nutritional issues.
- Dr. Liquori and Professor Gussow. A course for nonmajors and majors. Nutrition and food as viewed from a global, ecological perspective.
- HBSV 4011. Women and weight, eating problems and body image
- HBSV 4013. Nutritional ecology
- HBSV 4034. Diet therapy
- HBSV 5010. Advanced nutrition I
- HBSV 5011. Advanced nutrition II
- HBSV 5014. Analysis of current literature
- HBSV 5018. Nutrition and human behavior
- HBSV 5000. Topics in nutrition I
- HBSV 4902. Research and independent dissertation. (See Nutrition Program description examination usually after the completion of all course work)

II. Application of methods of empirical research and data analysis

- Dr. Dinis. A course designed to assist health professionals in understanding the methods of empirical research and data analysis.

III. Critical thinking and analysis

- Dr. Wolf. 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 and research in nutrition
- HBSV 3013. Methods of data analysis
- HBSV 4005. Applied research
- HBSV 4012. Research and related methods
- HBSV 4015. Research methods in nutrition
- HBSV 4020. Research methods in nutrition and exercise physiology
- HBSV 4025. Research methods in nutrition and exercise physiology
- HBSV 4030. Research methods in nutrition and exercise physiology
- HBSV 4050. Research methods in nutrition and exercise physiology
- HBSV 4060. Research methods in nutrition and exercise physiology
- HBSV 4070. Research methods in nutrition and exercise physiology
- HBSV 4080. Research methods in nutrition and exercise physiology
- HBSV 4090. Research methods in nutrition and exercise physiology
- HBSV 4100. Research methods in nutrition and exercise physiology
- HBSV 4110. Research methods in nutrition and exercise physiology
- HBSV 4120. Research methods in nutrition and exercise physiology
- HBSV 4130. Research methods in nutrition and exercise physiology
- HBSV 4140. Research methods in nutrition and exercise physiology
- HBSV 4150. Research methods in nutrition and exercise physiology
- HBSV 4160. Research methods in nutrition and exercise physiology
- HBSV 4170. Research methods in nutrition and exercise physiology
- HBSV 4180. Research methods in nutrition and exercise physiology
- HBSV 4190. Research methods in nutrition and exercise physiology
- HBSV 4200. Research methods in nutrition and exercise physiology
- HBSV 4210. Research methods in nutrition and exercise physiology
- HBSV 4220. Research methods in nutrition and exercise physiology
- HBSV 4230. Research methods in nutrition and exercise physiology
- HBSV 4240. Research methods in nutrition and exercise physiology
- HBSV 4250. Research methods in nutrition and exercise physiology
- HBSV 4260. Research methods in nutrition and exercise physiology
- HBSV 4270. Research methods in nutrition and exercise physiology
- HBSV 4280. Research methods in nutrition and exercise physiology
- HBSV 4290. Research methods in nutrition and exercise physiology
- HBSV 4300. Research methods in nutrition and exercise physiology
- HBSV 4310. Research methods in nutrition and exercise physiology
- HBSV 4320. Research methods in nutrition and exercise physiology
- HBSV 4330. Research methods in nutrition and exercise physiology
- HBSV 4340. Research methods in nutrition and exercise physiology
- HBSV 4350. Research methods in nutrition and exercise physiology
- HBSV 4360. Research methods in nutrition and exercise physiology
- HBSV 4370. Research methods in nutrition and exercise physiology
- HBSV 4380. Research methods in nutrition and exercise physiology
- HBSV 4390. Research methods in nutrition and exercise physiology
- HBSV 4400. Research methods in nutrition and exercise physiology
- HBSV 4410. Research methods in nutrition and exercise physiology
- HBSV 4420. Research methods in nutrition and exercise physiology
- HBSV 4430. Research methods in nutrition and exercise physiology
- HBSV 4440. Research methods in nutrition and exercise physiology
- HBSV 4450. Research methods in nutrition and exercise physiology
- HBSV 4460. Research methods in nutrition and exercise physiology
- HBSV 4470. Research methods in nutrition and exercise physiology
- HBSV 4480. Research methods in nutrition and exercise physiology
- HBSV 4490. Research methods in nutrition and exercise physiology
- HBSV 4500. Research methods in nutrition and exercise physiology
- HBSV 4510. Research methods in nutrition and exercise physiology
- HBSV 4520. Research methods in nutrition and exercise physiology
- HBSV 4530. Research methods in nutrition and exercise physiology
- HBSV 4540. Research methods in nutrition and exercise physiology
- HBSV 4550. Research methods in nutrition and exercise physiology
- HBSV 4560. Research methods in nutrition and exercise physiology
- HBSV 4570. Research methods in nutrition and exercise physiology
- HBSV 4580. Research methods in nutrition and exercise physiology
- HBSV 4590. Research methods in nutrition and exercise physiology
- HBSV 4600. Research methods in nutrition and exercise physiology
- HBSV 4610. Research methods in nutrition and exercise physiology
- HBSV 4620. Research methods in nutrition and exercise physiology
- HBSV 4630. Research methods in nutrition and exercise physiology
- HBSV 4640. Research methods in nutrition and exercise physiology
- HBSV 4650. Research methods in nutrition and exercise physiology
- HBSV 4660. Research methods in nutrition and exercise physiology
- HBSV 4670. Research methods in nutrition and exercise physiology
- HBSV 4680. Research methods in nutrition and exercise physiology
- HBSV 4690. Research methods in nutrition and exercise physiology
- HBSV 4700. Research methods in nutrition and exercise physiology
- HBSV 4710. Research methods in nutrition and exercise physiology
- HBSV 4720. Research methods in nutrition and exercise physiology
- HBSV 4730. Research methods in nutrition and exercise physiology
- HBSV 4740. Research methods in nutrition and exercise physiology
- HBSV 4750. Research methods in nutrition and exercise physiology
- HBSV 4760. Research methods in nutrition and exercise physiology
- HBSV 4770. Research methods in nutrition and exercise physiology
- HBSV 4780. Research methods in nutrition and exercise physiology
- HBSV 4790. Research methods in nutrition and exercise physiology
- HBSV 4800. Research methods in nutrition and exercise physiology
- HBSV 4810. Research methods in nutrition and exercise physiology
- HBSV 4820. Research methods in nutrition and exercise physiology
- HBSV 4830. Research methods in nutrition and exercise physiology
- HBSV 4840. Research methods in nutrition and exercise physiology
- HBSV 4850. Research methods in nutrition and exercise physiology
- HBSV 4860. Research methods in nutrition and exercise physiology
- HBSV 4870. Research methods in nutrition and exercise physiology
- HBSV 4880. Research methods in nutrition and exercise physiology
- HBSV 4890. Research methods in nutrition and exercise physiology
- HBSV 4900. Research methods in nutrition and exercise physiology

IV. Faculty. Review and synthesis of current knowledge on a selected topic related to food and nutritional issues.
• Provide individual counseling and group counseling. Special fee: $10.

• Goal assessment, motivational interviewing, essential skills: nonverbal, active listening, experience totals 1088 hours. Malpractice/per-

• coast, and physical exam required.

• Personal liability insurance, health insurance, lab

• Experience necessary in nutrition and education, nutrition

• HBSV 5231-HBSV 5233. Extended field-

• HBSV 5244. Internship in food service

• HBSV 5243. Research and independ-

• HBSV 5242. Internship in community

• HBSV 5241. Internship in clinical

• Dr. Sporny. A block of supervised field experi-

• Dr. Koch. Special fee: $20.

• Faculty. This course is designed to provide stu-

• Ms. Costa. Special fee: $150.

• Ms. Mesznik. This course focuses on providing

• HBSV 5036. Nutrition counseling

• HBSV 5034. Clinical nutrition

• HBSV 5032. Nutrition science

• HBSV 5013. Required of nutrition education master's

• HBSV 5015. Nutrition for exercise

• HBSV 5593. Nutrition for exercise

• HBSV 5005. Food and nutrition

• HBSV 5003. Food and nutrition

• HBSV 5232. Nutrition and

• HBSV 5231. Nutrition and

• HBSV 5201. Nutrition and

• HBSV 5200. Nutrition and

• HBSV 5199. Nutrition and

• HBSV 5198. Nutrition and

• HBSV 5197. Nutrition and

• HBSV 5196. Nutrition and

• HBSV 5195. Nutrition and

• HBSV 5194. Nutrition and

• HBSV 5193. Nutrition and

• HBSV 5192. Nutrition and

• HBSV 5191. Nutrition and

• HBSV 5190. Nutrition and

• HBSV 5189. Nutrition and

• HBSV 5188. Nutrition and

• HBSV 5187. Nutrition and

• HBSV 5186. Nutrition and

• HBSV 5185. Nutrition and

• HBSV 5184. Nutrition and

• HBSV 5183. Nutrition and

• HBSV 5182. Nutrition and

• HBSV 5181. Nutrition and

• HBSV 5180. Nutrition and

• HBSV 5179. Nutrition and

• HBSV 5178. Nutrition and

• HBSV 5177. Nutrition and

• HBSV 5176. Nutrition and

• HBSV 5175. Nutrition and

• HBSV 5174. Nutrition and

• HBSV 5173. Nutrition and

• HBSV 5172. Nutrition and

• HBSV 5171. Nutrition and

• HBSV 5170. Nutrition and

• HBSV 5169. Nutrition and

• HBSV 5168. Nutrition and

• HBSV 5167. Nutrition and

• HBSV 5166. Nutrition and

• HBSV 5165. Nutrition and

• HBSV 5164. Nutrition and

• HBSV 5163. Nutrition and

• HBSV 5162. Nutrition and

• HBSV 5161. Nutrition and

• HBSV 5160. Nutrition and

• HBSV 5159. Nutrition and

• HBSV 5158. Nutrition and

• HBSV 5157. Nutrition and

• HBSV 5156. Nutrition and

• HBSV 5155. Nutrition and

• HBSV 5154. Nutrition and

• HBSV 5153. Nutrition and

• HBSV 5152. Nutrition and

• HBSV 5151. Nutrition and

• HBSV 5150. Nutrition and

• HBSV 5149. Nutrition and

• HBSV 5148. Nutrition and

• HBSV 5147. Nutrition and

• HBSV 5146. Nutrition and

• HBSV 5145. Nutrition and

• HBSV 5144. Nutrition and

• HBSV 5143. Nutrition and

• HBSV 5142. Nutrition and

• HBSV 5141. Nutrition and

• HBSV 5140. Nutrition and

• HBSV 5139. Nutrition and

• HBSV 5138. Nutrition and

• HBSV 5137. Nutrition and

• HBSV 5136. Nutrition and

• HBSV 5135. Nutrition and

• HBSV 5134. Nutrition and

• HBSV 5133. Nutrition and

• HBSV 5132. Nutrition and

• HBSV 5131. Nutrition and

• HBSV 5130. Nutrition and

• HBSV 5129. Nutrition and

• HBSV 5128. Nutrition and

• HBSV 5127. Nutrition and

• HBSV 5126. Nutrition and

• HBSV 5125. Nutrition and

• HBSV 5124. Nutrition and

• HBSV 5123. Nutrition and

• HBSV 5122. Nutrition and

• HBSV 5121. Nutrition and

• HBSV 5120. Nutrition and

• HBSV 5119. Nutrition and

• HBSV 5118. Nutrition and

• HBSV 5117. Nutrition and

• HBSV 5116. Nutrition and

• HBSV 5115. Nutrition and

• HBSV 5114. Nutrition and

• HBSV 5113. Nutrition and

• HBSV 5112. Nutrition and

• HBSV 5111. Nutrition and

• HBSV 5110. Nutrition and

• HBSV 5109. Nutrition and

• HBSV 5108. Nutrition and

• HBSV 5107. Nutrition and

• HBSV 5106. Nutrition and

• HBSV 5105. Nutrition and

• HBSV 5104. Nutrition and

• HBSV 5103. Nutrition and

• HBSV 5102. Nutrition and

• HBSV 5101. Nutrition and

• HBSV 5100. Nutrition and

• HBSV 5099. Nutrition and

• HBSV 5098. Nutrition and

• HBSV 5097. Nutrition and

• HBSV 5096. Nutrition and

• HBSV 5095. Nutrition and

• HBSV 5094. Nutrition and

• HBSV 5093. Nutrition and

• HBSV 5092. Nutrition and

• HBSV 5091. Nutrition and

• HBSV 5090. Nutrition and

• HBSV 5089. Nutrition and

• HBSV 5088. Nutrition and

• HBSV 5087. Nutrition and

• HBSV 5086. Nutrition and

• HBSV 5085. Nutrition and

• HBSV 5084. Nutrition and

• HBSV 5083. Nutrition and

• HBSV 5082. Nutrition and

• HBSV 5081. Nutrition and

• HBSV 5080. Nutrition and

• HBSV 5079. Nutrition and

• HBSV 5078. Nutrition and

• HBSV 5077. Nutrition and

• HBSV 5076. Nutrition and

• HBSV 5075. Nutrition and

• HBSV 5074. Nutrition and

• HBSV 5073. Nutrition and

• HBSV 5072. Nutrition and

• HBSV 5071. Nutrition and

• HBSV 5070. Nutrition and

• HBSV 5069. Nutrition and

• HBSV 5068. Nutrition and

• HBSV 5067. Nutrition and

• HBSV 5066. Nutrition and

• HBSV 5065. Nutrition and

• HBSV 5064. Nutrition and

• HBSV 5063. Nutrition and

• HBSV 5062. Nutrition and

• HBSV 5061. Nutrition and

• HBSV 5060. Nutrition and

• HBSV 5059. Nutrition and

• HBSV 5058. Nutrition and

• HBSV 5057. Nutrition and

• HBSV 5056. Nutrition and

• HBSV 5055. Nutrition and

• HBSV 5054. Nutrition and

• HBSV 5053. Nutrition and

• HBSV 5052. Nutrition and

• HBSV 5051. Nutrition and

• HBSV 5050. Nutrition and

• HBSV 5049. Nutrition and

• HBSV 5048. Nutrition and

• HBSV 5047. Nutrition and

• HBSV 5046. Nutrition and

• HBSV 5045. Nutrition and

• HBSV 5044. Nutrition and

• HBSV 5043. Nutrition and

• HBSV 5042. Nutrition and

• HBSV 5041. Nutrition and

• HBSV 5040. Nutrition and

• HBSV 5039. Nutrition and

• HBSV 5038. Nutrition and

• HBSV 5037. Nutrition and

• HBSV 5036. Nutrition and

• HBSV 5035. Nutrition and

• HBSV 5034. Nutrition and

• HBSV 5033. Nutrition and

• HBSV 5032. Nutrition and

• HBSV 5031. Nutrition and

• HBSV 5030. Nutrition and

• HBSV 5029. Nutrition and

• HBSV 5028. Nutrition and

• HBSV 5027. Nutrition and

• HBSV 5026. Nutrition and

• HBSV 5025. Nutrition and

• HBSV 5024. Nutrition and

• HBSV 5023. Nutrition and
Special Application
Requirements/Information:
This program has ongoing admissions and will review applications throughout the year.
Preference in scholarship awards will be for those applicants who meet the College early deadline.
The GRE General Test is required. Prerequisites for admission include a strong academic background, including at least one course each in statistics, general and organic chemistry, introduction to nutrition, human physiology, and biochemistry (the latter three taken within the last five years, in which grades of B or better were earned). The biochemistry course must have at least a one-semester course in organic chemistry as a prerequisite. 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.

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 firsthand experience in the collection of nutritional data. Courses in behavioral or educational methods provide insight into how applications are made in clinical or educational settings.

There are two tracks from which students may choose when fulfilling fieldwork. Students may participate in clinical or educational fieldwork in some setting that provides services/education in both exercise and nutrition, such as work site fitness programs, health promotion projects, etc. Such fieldwork develops 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. Contact Dr. Sporny for details at (212) 678-3952 or golora@msn.com.

Students can complete the academic requirements for dietetic registration (R.D.) through coursework for the M.S. and other programs in the New York area approved by the American Dietetic Association (ADA). The Program in Nutrition offers a Dietetic Internship. Students may work concurrently on the requirements for the M.S. degree and the Dietetic Internship. Students must satisfy all academic requirements for the degree award and the Dietetic Internship. Our ADA didactic program advisor will work with students to develop an integrated plan of studies and to facilitate the process.

Core Requirements for all M.S. Applied Physiology and Nutrition Majors:
• BBS 5060 Neuromuscular responses and adaptation to exercise
• BBS 5068 Brain and behavior I
• BBSR 4095-4195 Applied physiology I and lab I
• BBSR 5095 Exercise and health
• BBSR 5194 Applied physiology lab II
• HBSN 5040 Research methods in health and behavior studies I
• HBSV 4010 Food, nutrition, and behavior
• HBSV 4013 Nutritional ecology
• HBSV 4014 Community nutrition
• HBSV 4034 Diet therapy
• HBSV 5010-5011 Advanced nutrition I and II
• HBSV 5013 Strategies for nutrition education and health behavior change
• HBSV 5014 Analysis of current literature and research in nutrition
• HBSV 5015 Nutritional epidemiology
• HBSV 5034 Clinical nutrition
• HBSV 5036 Nutrition counseling
• HBSV 5233 Extended fieldwork in applied physiology and nutrition
• HBSV 5593 Nutrition for exercise and sport
HEALTH AND BEHAVIOR STUDIES
ADMINISTRATION OF SPECIAL EDUCATION PROGRAMS (SEAD)
Program Coordinator: Professor Dennis Mithaug
Email: dem21@columbia.edu
Degree Offered:
Doctor of Education (Ed.D.)

APPLIED BEHAVIOR ANALYSIS
Program Coordinator: Professor R. Douglas Greer
Email: dgreer3872@aol.com
Degrees Offered:
APPLIED BEHAVIOR ANALYSIS- DUAL CERTIFICATION (BIRTH TO GRADE 6) (ABAS-DUAL)
Master of Arts (M.A.)
APPLIED BEHAVIOR ANALYSIS (ABAS)
Doctor of Education (Ed.D.)
Doctor of Philosophy (Ph.D.)

BLINDNESS AND VISUAL IMPAIRMENT
Program Coordinator: Professor Peg Cummins
Email: cummins@tc.edu
Degrees Offered:
BLINDNESS AND VISUAL IMPAIRMENT- INITIAL CERTIFICATION (BVIM-INIT)
Master of Arts (M.A.)
Master of Education (Ed.M.)
BLINDNESS AND VISUAL IMPAIRMENT/ADOLESCENCE EDUCATION- INITIAL DUAL CERTIFICATION (BVAI-DUAL)
BLINDNESS AND VISUAL IMPAIRMENT/CHILDHOOD EDUCATION- INITIAL DUAL CERTIFICATION (BVCI-DUAL)
BLINDNESS AND VISUAL IMPAIRMENT/EARLY CHILDHOOD EDUCATION- INITIAL DUAL CERTIFICATION (BVEI-DUAL)
Master of Education (Ed.M.)
BLINDNESS AND VISUAL IMPAIRMENT (BVIM)
Doctor of Education (Ed.D.)

CROSS-CATEGORICAL STUDIES (SECC)
Program Coordinator: Professor Dennis Mithaug
Email: dem21@columbia.edu
Degree Offered:
Doctor of Education (Ed.D.)

DEAF AND HARD OF HEARING
Program Coordinator: Professor Robert Kretschmer
Email: kretschmer@tc.edu
Degrees Offered:
HEARING IMPAIRMENT (DHEA)
Master of Education (Ed.M.)
Doctor of Education (Ed.D.)
HEARING IMPAIRMENT - INITIAL CERTIFICATION (DHEA-INIT)
HEARING IMPAIRMENT/EARLY CHILDHOOD EDUCATION- INITIAL DUAL CERTIFICATION (DHEI-DUAL)
HEARING IMPAIRMENT/CHILDHOOD EDUCATION- INITIAL DUAL CERTIFICATION (DHCI-DUAL)
HEARING IMPAIRMENT AND READING SPECIALIST - INITIAL DUAL CERTIFICATION (DHRI-DUAL)
HEARING IMPAIRMENT/ADOLESCENCE EDUCATION: English, Social Studies, Mathematics, Biology, Physics, Earth Science (DHAE-DUAL)
Master of Education (Ed.M.)

INSTRUCTIONAL PRACTICE IN SPECIAL EDUCATION (INST)
Program Coordinator: All faculty
Email: dem21@columbia.edu
Degree Offered:
Master of Education (Ed.M.)

INTELLECTUAL DISABILITY/AUTISM
Program Coordinator: Professor Linda Hickson
Email: hickson@tc.edu
Degrees Offered:
INTELLECTUAL DISABILITY/AUTISM (ITDS)
Doctor of Education (Ed.D.)
Doctor of Philosophy (Ph.D.)
INTELLECTUAL DISABILITY/AUTISM-INITIAL DUAL CERTIFICATION (ITDS-DUAL)
Master of Arts (M.A.)
INTELLECTUAL DISABILITY/AUTISM AND EARLY CHILDHOOD EDUCATION- INITIAL DUAL CERTIFICATION (ITDE-DUAL)
Master of Education (Ed.M.)
INTELLECTUAL DISABILITY/AUTISM AND ELEMENTARY/CHILDHOOD EDUCATION- INITIAL DUAL CERTIFICATION (ITDC-DUAL)
Master of Education (Ed.M.)
INTELLECTUAL DISABILITY/AUTISM AND CHILDHOOD EDUCATION- TRANSITIONAL B CERTIFICATION (ITDC-TRAN)
Master of Arts (M.A.)
INTELLECTUAL DISABILITY/AUTISM AND MIDDLE CHILDHOOD GENERALIST- TRANSITIONAL B CERTIFICATION (ITDG-TRAN)
Master of Arts (M.A.)

PHYSICAL DISABILITIES (PDIS)
Program Coordinators:
Professors Peg Cummins and Robert Kretschmer
Degrees Offered:
*We are currently not accepting applications for the Ed.D. degree, but are accepting applications for the Ph.D. level.
Doctor of Education (Ed.D.)
Doctor of Philosophy (Ph.D.)

RESEARCH IN SPECIAL EDUCATION (SERS)
Program Coordinators:
Professors Linda Hickson and R. Douglas Greer
Degree Offered:
Doctor of Education (Ed.D.)

SEVERE OR MULTIPLE DISABILITIES-ANNOTATION (MULT-ANOT)
Program Coordinator: Professor Linda Hickson
Email: hickson@tc.edu
Degree Offered:
Master of Arts (M.A.)

SUPERVISION OF SPECIAL EDUCATION PROGRAMS (SUPV)
Program Coordinator: Professor Dennis Mithaug
Email: dem21@columbia.edu
Degree Offered:
Master of Education (Ed.M.)

GUIDANCE AND REHABILITATION (HABL)
Program Coordinator: Professor Linda Hickson
Email: hickson@tc.edu
Degree Offered:
Master of Arts (M.A.)
• Special education foundations. Includes research projects, and dissertations draw from the graduate coursework, independent studies, federal education agencies. Teachers College assume leadership and scholarship and Ph.D. degrees in special education from universities, research centers, and local, state, and national programs. The Center for Opportunities and Outcomes provides support for People with Disabilities, available for graduate student use. The Center has an extensive remediation and testing lab with interview and audio and video recording capabilities. The Center also offers the CABAS® Board Certification based on their research publication record (i.e., Assistant, Associate, and Senior Research Scientist). The CASBAS® Master Teacher Rank is available for graduate student use. The Center offers opportunities for students to participate in research and evaluation projects in such areas as ethnic and cultural differences; language and communication; motivation and achievement; personality, problem solving, and self-regulated learning; inclusion and its implications; models of service delivery; transition and rehabilitation; urban education; preparation; social justice and social policy; decision-making and abuse prevention, personnel preparation; and management and administration. The Center collaborates with schools and agencies in the metropolitan area to provide internships. Special education students work in collaboration with students from school psychology, special education, and counseling psychology programs. The Center provides opportunities for students to participate in field-based activities and to engage in research-based and professional accreditation activities. The Center for Opportunities and Outcomes provides support for People with Disabilities, available for graduate student use. The Center has an extensive remediation and testing lab with interview and audio and video recording capabilities. The Center also offers the CABAS® Board Certification based on their research publication record (i.e., Assistant, Associate, and Senior Research Scientist). The CASBAS® Master Teacher Rank is available for graduate student use. The Center offers opportunities for students to participate in research and evaluation projects in such areas as ethnic and cultural differences; language and communication; motivation and achievement; personality, problem solving, and self-regulated learning; inclusion and its implications; models of service delivery; transition and rehabilitation; urban education; preparation; social justice and social policy; decision-making and abuse prevention, personnel preparation; and management and administration. The Center collaborates with schools and agencies in the metropolitan area to provide internships. Special education students work in collaboration with students from school psychology, special education, and counseling psychology programs. The Center provides opportunities for students to participate in field-based activities and to engage in research-based and professional accreditation activities.
mum 60-point program that leads to dual cer-
Deaf and Hard of Hearing is a two-year, mini-
numerous states throughout the country, the
requirements, which are reciprocal with
In order to meet New York State Certification
teachers, they are interested in obtaining
ment as a teacher of Students with
nated programs, master's degree coursework
project, prior to award of the degree. In desig-
sive examination in addition to the integrative
positions as teachers and clinicians who serve
disabilities in a wide array of settings based in
schools, communities, and agencies. They spe-
positions as teachers and clinicians who serve
disabilities in a wide array of settings based in
special education with related New
vity advisor to design a program that meets their
specific age levels, from one or more of the
cialize in serving individuals with disabilities at
students with varying levels of visual functioning.
and Intellectual Disability/Autism programs. If for some reason a student were not
admitted to the area of secondary certification,
grams. If for some reason a student were not
and one of the following: (1) Master of Educa-
ments are met.
mental materials that meet the unique educa-
graduates will work with a caseload of learners
ments as teachers and clinicians who serve
disabilities in a wide array of settings based in
special education with related New
vity advisor to design a program that meets their
specific age levels, from one or more of the
cialize in serving individuals with disabilities at
students with varying levels of visual functioning.
and Intellectual Disability/Autism programs. If for some reason a student were not
admitted to the area of secondary certification,
grams. If for some reason a student were not
and one of the following: (1) Master of Educa-
ments are met.
mental materials that meet the unique educa-
graduates will work with a caseload of learners
students with prior coursework in education
special education programs typically work as itinerant teachers.
years to complete including coursework during
practicum requirements that are needed to
obtain the additional certification.
practicum requirements arranged on the Teachers
point core program in the Education of the deaf and hard of hearing and as a read-
ond option leads to certification as a teacher
...of Special Education, Blinding, and Visual Impairment...
Admission into the dual certification program requires dual acceptance. Once the student is admitted to the Program for Educators of Learners with Blindness and Visual Impairment: Early Childhood, etc. for review. Although curriculum and teaching for early childhood regular education, regular elementary education, or a subject domain (i.e. English, mathematics, social studies, or an area of science) in addition to certification as a teacher of the childhood (elementary) level (grades 1-6); (3) Master of Education (Ed.M.) Degree, Educators of Learners with Blindness and Visual Impairment: Secondary (grades 7-12); (2) Master of Education (Ed.M.) Degree, Educators of Learners with Blindness and Visual Impairment: Childhood- for individuals who are seeking dual certification as a teacher of students with and without disabilities at the childhood (elementary) level (grades 1-6); (3) Master of Education (Ed.M.) Degree, Educators of Learners with Blindness and Visual Impairment: Early Childhood- for individuals who are seeking dual certification as teachers of students with and without disabilities at the early childhood (preschool) level from age 3 to 6. For those applicants working toward dual certification as teachers of students with and without disabilities, the application is then forwarded to the appropriate area of dual certification, e.g., speech-language pathology and audiology, educational psychology and rehabilitation: the teaching of speech and language, educational psychology and rehabilitation: the teaching of hearing and communication, rehabilitation counseling, or a subject domain (i.e. English, mathematics, social studies, or an area of science) in addition to certification as a teacher of the childhood (elementary) level (grades 1-6).
Special Education appears below. Courses

COURSES:

• HUDM 5122 Applied regression analysis
• HBSE 6504 Advanced seminar in special
• HBSE 6031 Single-case experimental
• HBSE 6015 The verbal behavior model:
• HBSE 6008 Behaviorism and the
requirement.

programs in Applied Behavior Analysis must
Students accepted for the Ph.D. or Ed.D.
Research in Special Education:

• HBSE 6412 Advanced internship in
• HBSE 5912 Problems in special
• HBSE 6403 Advanced internship
Specialization Requirements,

• HBSE 6501 Advanced seminar in special
• HBSE 5901 Problems in special education:
• HBSE 5301 Advanced practicum in
Specialization Requirements,

A complete listing of the course offerings in

122

102

122

102

102

122

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102

122

102

102
HBSE 4704. Applied behavioral analysis and evaluation of individuals with disabilities provides a forum for the presentation of educational programs and practices of people with disabilities. Professor Hickson and Dr. Pawelski. Research and discussion of research findings by Center researchers and their colleagues from across the country and the world. Special fee: $10.


HBSE 5062. Orientation and mobility for people with disabilities- colloquium for post-master's and advanced master's students. Professor Hickson and Dr. Pawelski. Research presentations and practice in preparing and presenting experiences. (1-2) Special fee: $10.

HBSE 5304. Behavioral disorders and instruction. Professor Greer. Analysis and behavioral disorders for exceptional learners. Conducted in the Hope Center. Permission required. Prerequisite: section 001 of this course must be outlined prior to registration; final written report required. (1-3) Special fee: $20.


HBSE 5309. Rehabilitation of persons with cognitive-based disabilities, sensory impairments, and multiple handicapping conditions. Professor Hickson. Permission required. Course requires student teaching in special education and school, and agency programs and a weekly seminar meeting. Two terms. Note: that with approval, section 001 of this course may be taken as (0-1) Special fee: $20.

HBSE 5310. Policy and administration. Professor Kelly. Letter grade (6 points for section 002 for HBSE 4300). Seminar discussion of various case studies and situations in special education. Limited to advanced students. Weekly seminar meetings. Prerequisites: HBSE 5304 and 5307 or permission of professor. (1-6)

HBSE 5312. Research. Dr. Cox. Supervisors affiliated with the Dean of Faculty. Discussion of diagnostic theories for exceptional learners. Conducted in the Hope Center. Permission required. Course requires student teaching in special education and school, and agency programs and a weekly seminar meeting. Two terms. (1-6)
HBSE 5907. Deaf and hard of hearing: methodological behaviorism, paradigmatic treatments of special education programs.

HBSE 5914. Behavior analysis administration and experience in special education programs for persons with disabilities.

Professor Mithaug. For post-master's special education. Prerequisite: basic courses in school psychology.

HBSE 5915. Supervision and administration of special education programs

Professor Greer. Permission required (for Ph.D. students in special education).

HBSE 6001. Research in special education

Professor Kretschmer. Faculty. (minimum two semesters, 3 points each term)

HBSE 6002. Administration of special education

Professor Hickson. (minimum two semesters, 3 points each term)

HBSE 6004. Public policy and administration of special education

Professor Mithaug. Provides analytic perspectives in special education. Prerequisites: HBSE 4015 and 4043.

HBSE 6005. Social psychology of deafness

Professor Greer. Prerequisites: HBSE 4015 and 6001. Permission required. Course covers the relationship between deafness and human psychology.

HBSE 6008. Behaviorism and the science of human behavior

Professor Greer. Faculty. (minimum two semesters, 3 points each term)

HBSE 6010. Advanced study of problems of exceptional children and adults

Professor Mithaug or Professor Cummins. Permission required. Course covers inter-subject and intra-subject designs, statistical techniques, direct and systematic procedures, and research methods.

HBSE 6015. The verbal behavior model: implications for education

Professor Hickson. Faculty. (minimum two semesters, 3 points each term)

HBSE 6031. Single-case experimental design in education, medicine, and therapy

Professor Greer. Permission required. Students register for the latter two sections in the same semester.

HBSE 6044. Special education research

Professor Cummins. Permission required. For doctoral students in special education and related fields. Recent emphasis on specific methodologies.

HBSE 6048. Survey of behavior selection in the Scottish enlightenment

Professor Mithaug. For post-master's special education. Prerequisite: basic courses in school psychology.

HBSE 6401-HBSE 6412. Advanced seminars in special education

Professor Mithaug. (minimum two semesters, 3 points each term)

HBSE 6402. Intellectual disability/autism

Professor Hickson. Faculty. (minimum two semesters, 3 points each term)

HBSE 6403. Genetic and medical factors in special education

Professor Greer. Prerequisites: HBSE 4015 and 6001. Permission required. Course covers genetics, epidemiology, diagnosis, and research methods.

HBSE 6404. Behavioral disorders

Professor Kretschmer. Faculty. (minimum two semesters, 3 points each term)

HBSE 6405. Development of educational programs

Professor Hickson. Faculty. (minimum two semesters, 3 points each term)

HBSE 6406. Blindness and visual impairment

Professor Mithaug. Provides analytic perspectives in special education. Prerequisites: HBSE 4015 and 6001. Permission required. Course covers inter-subject and intra-subject designs, statistical techniques, direct and systematic procedures, and research methods.

HBSE 6407. Deaf and hard of hearing

Professor Mithaug. Provides analytic perspectives in special education. Prerequisites: HBSE 4015 and 6001. Permission required. Course covers inter-subject and intra-subject designs, statistical techniques, direct and systematic procedures, and research methods.

HBSE 6408. Social and cultural factors in special education

Professor Hickson. Faculty. (minimum two semesters, 3 points each term)

HBSE 6409. Guidance, rehabilitation, and curriculum

Professor Mithaug. Provides analytic perspectives in special education. Prerequisites: HBSE 4015 and 6001. Permission required. Course covers inter-subject and intra-subject designs, statistical techniques, direct and systematic procedures, and research methods.

HBSE 6501-HBSE 6510. Advanced seminars in special education

Professor Mithaug. (minimum two semesters, 3 points each term)

HBSE 6502. Intellectual disability/autism

Professor Mithaug. (minimum two semesters, 3 points each term)

HBSE 6503. Genetic and medical factors in special education

Professor Mithaug. (minimum two semesters, 3 points each term)

HBSE 6504. Applied behavior analysis

Professor Hickson. (minimum two semesters, 3 points each term)

HBSE 6505. Development of educational programs

Professor Mithaug. (minimum two semesters, 3 points each term)

HBSE 6506. Blindness and visual impairment

Professor Mithaug. Provides analytic perspectives in special education. Prerequisites: HBSE 4015 and 6001. Permission required. Course covers inter-subject and intra-subject designs, statistical techniques, direct and systematic procedures, and research methods.

HBSE 6507. Deaf and hard of hearing

Professor Mithaug. Provides analytic perspectives in special education. Prerequisites: HBSE 4015 and 6001. Permission required. Course covers inter-subject and intra-subject designs, statistical techniques, direct and systematic procedures, and research methods.

HBSE 6508. Social and cultural factors in special education

Professor Mithaug. (minimum two semesters, 3 points each term)

HBSE 6509. Guidance, rehabilitation, and curriculum

Professor Mithaug. Provides analytic perspectives in special education. Prerequisites: HBSE 4015 and 6001. Permission required. Course covers inter-subject and intra-subject designs, statistical techniques, direct and systematic procedures, and research methods.

Professor Hickson. (minimum two semesters, 3 points each term)

HBSE 6510. Individual educational programming

Professor Mithaug. (minimum two semesters, 3 points each term)

HBSE 6511. Special education research

Professor Mithaug. (minimum two semesters, 3 points each term)

HBSE 6512. Survey of behavior selection in the Scottish enlightenment

Professor Mithaug. (minimum two semesters, 3 points each term)
HBSE 8906. Blindness and visual continuous registration for Ed.D./Ph.D. degrees.

Advisement on doctoral dissertations. Fee to 3 points at current tuition rate for each

HBSE 8901-HBSE 8907. Dissertation development of doctoral dissertations and

HBSE 5010, HBSE 6001, and HBSE 6010. Only advanced doctoral students in special

Professor Wang (fall). Permission required.

HBSE 6901. Research and independent

Professor Kretschmer.

HBSE 6510. Policy and administration

Professor Greer.

HBSE 6509. Guidance, rehabilitation,
and career education

Professor Hickson.

HBSE 8904. Behavioral disorders

HBSE 8903. Physical disabilities

HBSE 8901. Intellectual disability/

autism

ASL has been afforded the status of a foreign
language, and it can be pedagogically appro -

United States, possessing a linguistic system
Deaf or hard of hearing.

ASL is a naturally developing language of
community, and culture of persons who are
Deaf or hard of hearing.

The M.A. program in the Teaching of

Degree Offered:

INITIAL CERTIFICATION (ASLN-INIT)

TEACHING OF AMERICAN SIGN LANGUAGE

Language provides students with foundations
Language instructional design, curriculum devel-

psychology; academic assessment, second lan-

opment, and assessment; and research

Methodology, as they pertain to the language,

language, and it can be pedagogically appro-

ASL has been afforded the status of a foreign

Deaf and many hard of hearing people in the

Modern Languages for Communication as a

The Master of Arts program in the Teaching

Requirements:

Students in the program will be practiced in

a wide range of cognitive, social, and academic
abilities and diverse cultural backgrounds.

The students would need to identify pertinent issues of ASL teaching and/or

take a sign competency assessment test and

attain an advanced rating.
formulate research questions and hypotheses, conduct data collection and analysis, and prepare an M.A. Project. As for the final master's research paper, it will be completed during the final student teaching placement. The topics will be decided upon jointly by the student and the program coordinators, with input from the master cooperating teacher, and should arise out of some classroom concern. Students who successfully complete the master's program and meet all of the requirements for state certification will be recommended to the New York State Education Department for certification as a Teacher of American Sign Language. They will also be able to obtain a national certificate from the American Sign Language Teachers Association.

**COURSES REQUIRED:**

**Foundation (13 points):**

- **Curriculum Design:**
  - C&T 4052 Designing curriculum and instruction (2)

- **Pedagogy:**
  - C&T 4005 Principles of teaching and learning (3 or 4)

- **Learner Characteristics:**
  - HUDK 4029 Human cognition and learning (3)

- **Anthropological Foundations:**
  - ITSF 4010 Cultural and social bases of education (3)
  - or
  - ITSF 5003 Communication and culture (3)
  - A&HH 4070 History of education in the United States (3)
  - ITSF 4011 Social context of education (3)

**Specialization (32 points):**

- **Deaf Community and Culture (8):**
  - HBSE 4070 Psychosocial and cultural aspects of people who are deaf or hard of hearing, (two terms)
  - HBSE 4075 Selected topics in ASL and Deaf community and culture (two terms)

- **Language and Communication (8):**
  - A&HL 4087 Introduction to second language acquisition
  - HBSE 4074 Linguistics of American Sign Language
  - HBSE 4079 Language development and rehabilitation: The foundations
  - HBSE 4871-4872 American Sign Language I & II

- **Curriculum and Instruction (5):**
  - HBSE 4076 Methods and materials in teaching ASL and Deaf community and culture
  - HBSE 4077 Seminar in teacher-as-researcher

- **Assessment (3):**
  - HBSE 4307 Assessment in American Sign Language and Deaf community and culture

- **Student Teaching/Practica (6):**
  - HBSE 4711 Observation and student teaching in special education: ASL and Deaf community and culture of ASL (two terms)

- **Electives (2):**
  - A&HE 4050 Literature and teaching
  - or
  - MSTU 5191 Educational video production

**COURSES:**

Other courses in the Program are described elsewhere. The following are courses specific to the Program.

- **HBSE 4075. Selected topics in ASL and Deaf community and culture (4)**
  - Professor Rosen. Exploration of a selected topic in the field of study. Topics alternate each year: Deaf and ASL Arts and Literature and second language acquisition of ASL.

- **HBSE 4076. Methods and materials in teaching ASL and Deaf community and culture (3)**
  - Professor Rosen. Current theories and approaches in curriculum design and instructional methods in second language acquisition and the teaching and learning of American Sign Language and Deaf community and culture will be discussed. Materials on American Sign Language and American Deaf community and culture will be introduced. Students will develop curriculum and instructional methods to apply current approaches to classroom practice.

- **HBSE 4307. Assessment in American Sign Language and Deaf community and culture (3)**
  - Professor Rosen. Models of assessment in American Sign Language and Deaf community and culture will be discussed and evaluated. Students will select appropriate assessment procedures based on reasons for assessment and will construct a complete plan for assessment.
DEPARTMENTAL MISSION:
The Department of Human Development is devoted to promoting an understanding of human development in families, schools, and social institutions across the lifespan. The department provides social scientists and educators with theories, empirical methods, and analytical tools for understanding and conducting research in human development and cognition and for helping solve educational and social problems.

CHAIR:
Professor John B. Black

LOCATION:
453 Grace Dodge Hall

TELEPHONE NUMBER:
(212) 678-3882

FAX:
(212) 678-3837

EMAIL:
jbb21@columbia.edu

WEBSITE:
www.tc.edu/HUD

PROGRAMS:

COGNITIVE STUDIES

IN EDUCATION

Educational Psychology: Cognitive, Behavioral and Developmental Analysis

Cognitive Studies in Education

DEVELOPMENTAL PSYCHOLOGY

Psychology: Developmental

Developmental Psychology

MEASUREMENT, EVALUATION, AND STATISTICS

Applied Statistics

Measurement and Evaluation

SOCIOLOGY AND EDUCATION

FACULTY:

PROFESSORS:
John B. Black (Cognitive Studies in Education/Instructional Technology and Media)
Jeanne Brooks-Gunn (Developmental Psychology)
Herbert P. Ginsburg (Developmental Psychology/Cognitive Studies in Education)
Deanna Kuhn (Developmental Psychology/Cognitive Studies in Education)
Suniya S. Luthar (Developmental Psychology/Clinical Psychology)
Gary Natriello (Sociology and Education)
Aaron M. Pallas (Sociology and Education)
Barbara G. Tversky (Cognitive Studies in Education)
Amy Stuart Wells (Sociology and Education)
Joanna P. Williams (Cognitive Studies in Education)

ADJUNCT PROFESSORS:
Hugh F. Cline (Sociology and Education)
Linda M. Hirsch (Cognitive Studies in Education)

ASSOCIATE PROFESSORS:
Peter Gordon (Developmental Psychology/Speech-Language Pathology)
Jane A. Monroe (Measurement, Evaluation, and Statistics)

ADJUNCT ASSOCIATE PROFESSORS:
Joseph R. Lao (Developmental Psychology)
Judith Miller (Developmental Psychology)

ASSISTANT PROFESSOR:
Young-Sun Lee (Measurement, Evaluation, and Statistics)

ADJUNCT ASSISTANT PROFESSORS:
Janet F. Alperstein (Sociology and Education)
Ann Cami (Developmental Psychology)
David Guralnick (Cognitive Studies in Education)
Alyse C. Hachey (Cognitive Studies in Education)
Michael Hanchett Hanson (Developmental Psychology/Cognitive Studies in Education)
Sari Locker (Developmental Psychology)

For information about faculty and their scholarly and research interests, please refer to the Faculty section of this bulletin, or visit us at www.tc.edu/faculty.
Program Descriptions:

EDUCATIONAL PSYCHOLOGY: COGNITIVE, DEVELOPMENTAL AND EDUCATIONAL TECHNOLOGIES

The Educational Psychology: Cognitive, Developmental and Educational Technologies Program is designed to prepare graduates for careers in cognitive and developmental research and instruction. The program's focus is on understanding how to use research to improve educational practice, including a statistics sequence, and applying this knowledge to educational technologies.

Program Objectives:
- Students will understand the basic concepts of cognitive processes and development.
- Students will be able to conduct an empirical research study in the area of cognition in a classroom setting.
- Students will develop a substantive project as a culminating experience for that degree.

Master of Arts (M.A.)

Degrees Offered:
- Master's Degree
- Doctoral Degree

Website: www.tc.edu/hud/Cognition

Program Office: (212) 678-4190

Professor John B. Black

Program Coordinator:

Creativity and Cognition

This concentration prepares students to do work on creativity in educational practice, and to critique the influence of creativity. The concentration's focus is on understanding the importance, development, and role of creativity in educational contexts.

Course Requirements:
- HUDK 5421 Creativity and cognition (3)
- HUDK 5423 Creative thinking research (3)
- HUDK 5424 Creativity and instruction (3)

Cognition and Learning

This concentration prepares students to do work on the cognitive processes and development that underlie learning and thinking in school and educational systems. It aims to understand the importance of computational and allied technologies to both guide and be guided by cognitive research.

Course Requirements:
- HUDK 5412 Intelligence and learning (3)
- HUDK 5415 Memory and learning (3)
- HUDK 5416 Cognitive development (3)

Intelligent Technologies

This concentration prepares students for careers in research organizations seeking people to conduct basic research and work on instructional design. The program recognizes the importance of computational and allied technologies to both guide and be guided by cognitive research.

Course Requirements:
- HUDK 5411 Artificial intelligence (3)
- HUDK 5414 Cognitive science (3)
- HUDK 5417 Intelligent systems (3)

Cognition and Educational Practice

This concentration prepares students to do work on the cognitive mechanisms that examine the cognitive mechanisms that influence processes involved in both formal and informal education and how they are influenced by various factors, including classroom structure, teacher belief systems, and student motivation, and how these processes are influenced by various factors, including classroom structure, teacher belief systems, and student motivation, and educational policy.

Course Requirements:
- HUDK 5418 Educational psychology (3)
- HUDK 5419 Learning disabilities (3)
- HUDK 5420 Individual differences (3)

Statistics/Research Design (3 points):
- HUDK 5425 Empirical research (3)
- HUDK 5426 Data analysis (3)
- HUDK 5427 Statistical inference (3)

In addition, students register for research practicum seminars during which they complete a substantive project as a culminating experience for that degree. Choice of concentration, as described below. Students whose interests do not fit one of these tracks may design their own concentration in consultation with the Program Coordinator. The concentration's focus is on understanding the importance, development, and role of creativity in educational contexts.
Core Courses (9 points):

- MSTU 4031 Programming I (4)
- HUDK 5039 Design of intelligent technologies
- HUDK 5035 Psychology of media (3)
- HUDK 5034 Cognitive research methods
- HUDK 5030 Visual explanations (3)
- HUDK 5025 Spatial thinking (3)
- HUDK 4015 Psychology of thinking (3)
- HBSK 5096 The psychology of memory (3)
- HUDM 5058 Choice and decision making (3)
- HUDK 6095 Critical review of current research

Intelligent Technologies:

- HBSK 5096 The psychology of memory (3)
- HUDM 5058 Choice and decision making (3)
- HUDK 6095 Critical review of current research

Cognition and Learning:

- Selected in consultation with an advisor, and a minimum of three Teachers College courses must be taken outside the department.
- Specialized Courses (8-11 points):
  - ORLJ 4005 Organizational psychology (3)
  - MSTU 4133 Cognition and computers (3)
  - MSTU 4036 Hypermedia and learning (3)
  - ITSF 4010 Cultural and social bases of education (3)
  - BBSQ 4040 Speech and language disorders (2-3)
  - BBS 5068-5069 Brain and behavior I and II (1-2 each; total of 3)
  - A&HF 4090 Philosophies of education (3)

Creativity and Cognition:

- Selected in consultation with an advisor and focusing on one of the following concentrations:
  - Creativity and Cognition:
    - Creativity and Cognition—an essay or project study of cognition in a classroom setting; and
    - Creative technology program; Reading Research—an empirical reading research paper; Intelligent Technologies—an empirical cognitively related to creativity.
  - Cognitive Studies of Educational Practice:
    - Studies of Educational Practice—an empirical research study; Intelligent Technologies—an empirical cognitively related to creativity.
  - Reading Research:
    - Reading Research—an empirical research study; Intelligent Technologies—an empirical cognitively related to creativity.
  - Development of creativity:
    - Cross-cultural developmental psychology (3)
    - Development of creativity: The case study method (3)
  - Development of math and learning (3)
  - Development of reading comprehension strategies (3)
  - Development of reading mental psychology (1-3)

Varies according to selected concentration:

- A&HF 4090 Philosophies of education (3)
- HBSK 4074 Development of reading comprehension strategies (3)
- HBSK 5096 The psychology of memory (3)
- HUDK 5125 Cross-cultural developmental psychology (3)
- HUDK 5120 Development of creativity: The case study method (3)

Research (6 points):

- HUDM 5059 Psychological measurement and design (3)
- HUDM 5123 Linear models and applications (2-3)
- HUDM 4120 Basic concepts in statistics (3)
- HUDM 4122 Probability and statistical inference (3)
- HUD 4120 Methods of empirical research (3)
- ITSF 4010 Cultural and social bases of education (3)

Statistics/Research Design (minimum of 12 points):

- MSTU 4133 Cognition and computers (3)
- MSTU 4036 Hypermedia and learning (3)
- MSTU 4008 Information technology (3)
- BBSQ 4040 Speech and language disorders (2-3)
- BBS 5068-5069 Brain and behavior I and II (1-2 each; total of 3)
- A&HF 4090 Philosophies of education (3)
- HBSK 4074 Development of reading comprehension strategies (3)
- HBSK 5096 The psychology of memory (3)
- HUDK 5125 Cross-cultural developmental psychology (3)
- HUDK 5120 Development of creativity: The case study method (3)
- Creativity and Cognition:
  - Creativity and Cognition—an essay or project study of cognition in a classroom setting; and
  - Creative technology program; Reading Research—an empirical reading research paper; Intelligent Technologies—an empirical cognitively related to creativity.
  - Cognitive Studies of Educational Practice:
    - Studies of Educational Practice—an empirical research study; Intelligent Technologies—an empirical cognitively related to creativity.
  - Reading Research:
    - Reading Research—an empirical research study; Intelligent Technologies—an empirical cognitively related to creativity.
  - Development of creativity:
    - Cross-cultural developmental psychology (3)
    - Development of creativity: The case study method (3)
- Development of math and learning (3)
- Development of reading comprehension strategies (3)
- Development of reading mental psychology (1-3)
Creativity and Cognition: Focusing on the domains of creativity, this concentration is designed for those interested in understanding how knowledge about development, personality development in atypical populations, and social contexts and cultures influence the creative process. This concentration brings knowledge of development, environmental influences, and the cognitive and social processes related to creativity, and thinking, and learning can be applied to many different settings. Students who complete this concentration will have a strong background in how knowledge about development, personality development in atypical populations, and social contexts and cultures influence the creative process.

Developmental Psychology for Educators: This concentration brings knowledge of development, environmental influences, and the cognitive and social processes related to different domains of psychopathology. This concentration helps to promote an understanding of development, who is concerned with the relationship between development and educational psychology, and who is equipped to teach about it. All age groups are covered, from infancy through childhood, adolescence to adulthood, and populations. This concentration serves to define the character of the program and to ensure that there are specific requirements for all students in the field.

Risk, Resilience, and Prevention: This concentration brings knowledge of development, environmental influences, and the cognitive and social processes related to different domains of psychopathology. This concentration helps to promote an understanding of development, who is concerned with the relationship between development and educational psychology, and who is equipped to teach about it. All age groups are covered, from infancy through childhood, adolescence to adulthood, and populations. This concentration serves to define the character of the program and to ensure that there are specific requirements for all students in the field.

Applicants who have undergraduate degrees in fields other than psychology will be considered. Applicants who have completed a basic course in statistics and a basic course in methods of research can take the course of study with the core issues in the field. There are several options for the fifth course, ranging from intellectual giftedness/mental retardation and academic achievement to child poverty, cross-cultural competence and maladjustment among atypical groups, and social classes. It focuses on how knowledge about development, personality development in atypical populations, and social contexts and cultures influence the creative process. This concentration brings knowledge of development, environmental influences, and the cognitive and social processes related to creativity, and thinking, and learning can be applied to many different settings. Students who complete this concentration will have a strong background in how knowledge about development, personality development in atypical populations, and social contexts and cultures influence the creative process.
ment of emotional experience and expression.
Dr. Hanson. Major theories and contemporary
content and use.
language in relation to their
growth in infancy and emphasizing acquisition
ory in the development of language, beginning
Professor Gordon. Survey of research and the -

in adolescence. An ecological systems
class in adulthood socialization.

with an emphasis on the historical transforma-
tion of the major theoretical and empirical

4023, HUDK 4024, or equivalent. Investiga-

Dr. Lao. Prerequisite: HUDK 4020, HUDK
HUDK 5027. Moral development
HUDK 5024. Language development
HUDK 5023. Cognitive development

138

(3)

(2-3)

(2-3)

(2-3)

(2-3)

174

(3)

(2-3)

(2-3)

177

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)

219

(3)

(2-3)

(2-3)
Master of Science - 32 Points

Degree Requirements:

Also required.

Applied Statistics. Background in calculus is required.

Requirements/Information:

Special Application is required.

Completion of coursework, an integrative project is required.

Faculty. Individual advisement on doctoral dissertation. Fee to equal 3 points at current tuition rate for each term. See the section on dissertation for approval. Registration limited to two terms.

Doctoral degrees are accepted as qualification for faculty positions in schools of education in the United States.

A doctorate is required for most college teaching positions. Individuals with strong quantitative and technical skills who wish to focus on theoretical issues in measurement and evaluation or who have a strong background in a substantive area of psychology in which they wish to further their study, may pursue the Ed.D. Individuals wishing to focus on the application of measurement and evaluation techniques in education, research design, and statistics in educational and psychological data. Some graduates for careers in a wide range of educational and psychological data. Some graduates pursue careers as college professors teaching measurement, evaluation, and statistics.

The Ph.D. is appropriate for individuals who wish to focus on methodological research in the measurement, evaluation, and statistics fields. Some are employed in city or state departments of education in the planning and supervision of testing programs and research and evaluation agencies in the construction of tests or in the bureaus and testing organizations.

Still others work in applied measurement, evaluation, and statistics. Graduates acquire specialized training for a number of positions in applied measurement and evaluation techniques in education, psychology, and business and industry. Both measurement and evaluation techniques in education, and licensure and certification boards. The Ph.D. is appropriate for research and evaluation agencies in the construction of tests or in the bureaus and testing organizations.

The Ed.M. in Measurement and Evaluation is appropriate for individuals who wish to focus on the application of measurement and evaluation techniques in education, as well as assessment and development in measurement, evaluation, and statistics.

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 and evaluation, and in industrial settings. Graduates acquire specialized training for a number of positions in educational research and evaluation, and in industrial settings.

The Ed.D. in Applied Statistics is a two-year master's degree. It provides training for a number of positions in educational research and evaluation, and in industrial settings. Graduates acquire specialized training for a number of positions in educational research and evaluation, and in industrial settings.

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 and evaluation, and in industrial settings. Graduates acquire specialized training for a number of positions in educational research and evaluation, and in industrial settings.

The Ed.M. in Measurement and Evaluation is appropriate for individuals who wish to focus on the application of measurement and evaluation techniques in education, as well as assessment and development in measurement, evaluation, and statistics. Graduates acquire specialized training for a number of positions in educational research and evaluation, and in industrial settings. Graduates acquire specialized training for a number of positions in educational research and evaluation, and in industrial settings.

The Ed.D. and Ph.D. programs in Measurement and Evaluation are designed to prepare graduates for careers in a wide range of educational and psychological data. Some graduates pursue careers as college professors teaching measurement, evaluation, and statistics. Graduates acquire specialized training for a number of positions in educational research and evaluation, and in industrial settings. Graduates acquire specialized training for a number of positions in educational research and evaluation, and in industrial settings.

Program Descriptions:

Master of Education (Ed.M.)

The Ed.M. in Measurement and Evaluation is appropriate for individuals who wish to focus on the application of measurement and evaluation techniques in education, as well as assessment and development in measurement, evaluation, and statistics. Graduates acquire specialized training for a number of positions in educational research and evaluation, and in industrial settings. Graduates acquire specialized training for a number of positions in educational research and evaluation, and in industrial settings.

Doctor of Philosophy (Ph.D.)

The Ph.D. is appropriate for individuals who wish to focus on methodological research in the measurement, evaluation, and statistics fields. Some are employed in city or state departments of education in the planning and supervision of testing programs and research and evaluation agencies in the construction of tests or in the bureaus and testing organizations.

Still others work in applied measurement, evaluation, and statistics. Graduates acquire specialized training for a number of positions in applied measurement and evaluation techniques in education, psychology, and business and industry. Both measurement and evaluation techniques in education, and licensure and certification boards. The Ph.D. is appropriate for research and evaluation agencies in the construction of tests or in the bureaus and testing organizations.
**DOCTOR OF EDUCATION-90 POINTS**

- **Core Courses (21 points):**
  - HUDM 4120 Methods of empirical research (3)
  - HUDM 5122 Applied regression analysis (3)
  - HUDM 5058 Choice and decision making (3)
  - HUDM 5250 Research practicum in research (3)
  - HUDM 4050 Introduction to measurement techniques (3)
  - HUDM 6026 Statistical treatment of mass data (3)
  - HUDM 6055 Latent structure analysis (3)
  - HUDM 6051-6052 Psychometric theory I and II (3 each)
  - HUDM 5059 Psychological measurement (3)
  - HUDM 6030 Multilevel and longitudinal data analysis (3)
  - HUDM 5124 Multidimensional scaling and clustering (3)
  - HUDM 5232-5233 Program planning and evaluation (0-4)

- **Quantitative Methods and Research (29 points):**
  - HUDM 5122 Applied regression analysis (3)
  - HUDM 5232-5233 Program planning and evaluation (0-4)
  - HUDM 5059 Psychological measurement (3)
  - HUDM 6026 Statistical treatment of mass data (3)
  - HUDM 6055 Latent structure analysis (3)
  - HUDM 6051-6052 Psychometric theory I and II (3 each)
  - HUDM 6122-6123 Multivariate analysis I and II (3 each)
  - HUDM 6030 Multilevel and longitudinal data analysis (3)
  - HUDM 5124 Multidimensional scaling and clustering (3)

- **Research Methods (6 points):**
  - HUDM 5122 Applied regression analysis (3)
  - HUDM 5232-5233 Program planning and evaluation (0-4)
  - HUDM 5059 Psychological measurement (3)
  - HUDM 6026 Statistical treatment of mass data (3)
  - HUDM 6055 Latent structure analysis (3)
  - HUDM 6051-6052 Psychometric theory I and II (3 each)
  - HUDM 6122-6123 Multivariate analysis I and II (3 each)
  - HUDM 6030 Multilevel and longitudinal data analysis (3)

- **Psychology (12 points):**
  - HUDM 5122 Applied regression analysis (3)
  - HUDM 5232-5233 Program planning and evaluation (0-4)
  - HUDM 5059 Psychological measurement (3)
  - HUDM 6026 Statistical treatment of mass data (3)
  - HUDM 6055 Latent structure analysis (3)
  - HUDM 6051-6052 Psychometric theory I and II (3 each)
  - HUDM 6122-6123 Multivariate analysis I and II (3 each)
  - HUDM 6030 Multilevel and longitudinal data analysis (3)
  - HUDM 5124 Multidimensional scaling and clustering (3)

- **Electives:**
  - Maximum of 10 points
  - Related Courses (minimum of 6 points):
    - Courses in the social sciences, curriculum and teaching, and educational leadership
    - Courses aimed at substantive preparation in the field of psychology
    - In consultation with an advisor, a group of courses obtainable from the department office

- **Other Aspects in Education:**
  - Taught in one or more of the following areas:
    - Psychology
    - Counseling psychology
    - Organizational psychology

- **Culminating Experience:**
  - Chosen in consultation with an advisor from the areas listed above
  - Selected courses aimed at substantive preparation in the field of psychology
  - Required or recommended in the program below for prerequisites and limitations on advanced standing in the program. See listings guides obtainable from the department office

- **Special Requirements:**
  - All students require full-time study
  - An empirical paper requirement
  - An approved doctoral dissertation, are also required
  - Professor DeCarlo. An introduction to basic concepts and issues in measurement
  - Faculty. An introduction to the methods of making observations and analyzing data
  - In science inquiry, research planning, and techniques of presentation
  - *These courses are taken at the Graduate School of Arts and Sciences at Columbia University.

- **College courses (a course for this purpose is illustrated):**
  - Of measurement techniques are discussed and illustrated
  - Advantages and limitations
  - Reliability, validity
  - Descriptive concepts and issues in measurement
  - Professor DeCarlo. An introduction to basic concepts and issues in measurement
  - Faculty. An introduction to the methods of making observations and analyzing data
  - In science inquiry, research planning, and techniques of presentation
  - *These courses are taken at the Graduate School of Arts and Sciences at Columbia University.
The program staff for Sociology and Education includes sociologists from other programs at Teachers College in the first decade of the 20th century. The sociological study of education began at Teachers College in the first decade of the 20th century. The program in Sociology and Education also offers a Policy Studies Concentration for students who already possess a master's degree in education (with a policy concentration option).

The curriculum of the Sociology and Education Program has applied research methods and both quantitative and qualitative methods.

Debates and interpretations of education and schooling have always been engaged in the analysis and evaluation of education, including the social organization of educational systems and the life course. The Sociology and Education Program has applied research methods to education and has examined basic education, including the social organization of educational systems and the life course. The Sociology and Education Program has applied research methods to education and has examined basic education, including the social organization of educational systems and the life course.

The Master of Arts program in sociology and education (with a policy concentration option) is designed to provide broad training in the social sciences, education, and educational policy. The program prepares students for positions as generalists in college and university programs in education, and for interdisciplinary study grounded in the sociological perspective. All coursework is available on a part-time basis with classes offered in the evening hours. The Ph.D. program requires full-time study. Although students from all of the programs in sociology and education are available for fall term only, requirements/Information: Special Application and the policy option)

Requirements/Information:

- Policy Studies in Sociology concentration
- Doctor of Philosophy (Ph.D.)
- Doctor of Education (Ed.D.)
- Master of Education (Ed.M.)

Websites:

- www.tc.edu/hud/Sociology
- www.tc.columbia.edu  General Information: (212) 678-3000

Courses Available:

- HUDF 4000 Education and public policy (3)
- HUDF 4010 Sociology of online learning (3)
- HUDF 4021 Sociology of education (3)
- HUDF 4022 Sociology of urban education (3)
- HUDF 4028 Sociology of the life course (3)
- HUDF 4029 Sociology of schools (3)
- HUDF 4030 Sociology of policy (3) (required for students in the M.A. and Ed.M. programs). For more information on this concentration, offers a Policy Studies Concentration for students who already possess a master's degree in education (with a policy concentration option). Each program is designed to meet the needs of students with a particular combination of prior coursework.

The Master of Arts program is an advanced master's degree pursued by students interested in educational research, policy making, advocacy, consulting, and management of educational activities.

The Doctor of Education (Ed.D.) program is a highly specialized discipline of sociology and its application to education. The Ph.D. is a highly specialized discipline of sociology and its application to education, and requires full-time study. Students completing the Ph.D. program are prepared to assume positions as generalists in college and university programs in education, and for interdisciplinary study grounded in the sociological perspective. All coursework is available on a part-time basis with classes offered in the evening hours. The Ph.D. program requires full-time study. Students completing the Ph.D. program are prepared to assume positions in educational service.
• HUDF 5646 Policy seminar II (3)

• An approved content-driven policy course

Sequence replaces the above concentration:

• HUDF 5645 Policy seminar I (3), and

• HUDF 5646 Policy seminar II (3), and

• HUDF 4620 Introductory colloquium in

Colloquia (3 points):

• HUDF 5645 Policy seminar I (3), and

• HUDF 5646 Policy seminar II (3), and

• HUDF 4620 Introductory colloquium in

Colloquia (3 points):

• HUDF 5645 Policy seminar I (3), and

• HUDF 5646 Policy seminar II (3), and

• HUDF 4620 Introductory colloquium in

Colloquia (3 points):

• HUDF 5645 Policy seminar I (3), and

• HUDF 5646 Policy seminar II (3), and

• HUDF 4620 Introductory colloquium in

Colloquia (3 points):

• HUDF 5645 Policy seminar I (3), and

• HUDF 5646 Policy seminar II (3), and

• HUDF 4620 Introductory colloquium in

Colloquia (3 points):

• HUDF 5645 Policy seminar I (3), and

• HUDF 5646 Policy seminar II (3), and

• HUDF 4620 Introductory colloquium in

Colloquia (3 points):

• HUDF 5645 Policy seminar I (3), and

• HUDF 5646 Policy seminar II (3), and

• HUDF 4620 Introductory colloquium in

Colloquia (3 points):

• HUDF 5645 Policy seminar I (3), and

• HUDF 5646 Policy seminar II (3), and

• HUDF 4620 Introductory colloquium in

Colloquia (3 points):
DOCTOR OF EDUCATION-90 POINTS

Basic social research design and methods, regression analysis, and qualitative research methods. Courses in advanced social research design, probability and statistics, applied social theory, core coursework in the sociology of education, seminars and colloquia designed to prepare students for dissertation writing, research. The balance of the 75-point minor in sociology of education, seminars and colloquia, course in Developmental Psychology and Social Dimensions of Development, 90 points, has seven components:

One of the hallmarks of the Ed.D. curriculum is a 9-point concentration in the social concentration option: Policy Studies in Sociology.

• Approved content-driven policy course (3)
• HUDF 5646 Policy seminar II (3)
• HUDF 5645 Policy seminar I (3)
• HUDF 4000 Education and public policy (2-3)
• HUDF 4021 Sociology of education (3)
• HUDF 4022 Sociology of urban education (3)
• HUDF 4024 Social stratification and ethnic relations (3)
• HUDF 4027 Sociology of classrooms (3)
• HUDF 4028 Sociology of the life course (3)
• HUDF 4031 Sociology of evaluation (3)
• HUDF 4032 Gender, difference, and teaching, and International and Transnational activities as a force in formal organizations (3)
• HUDF 4899 Federal Policy Institute and Inequalities in the U.S. (3)

Another hallmark is the social organization of online learning communities, and the social experience of online education. Students examine the structure of online learning programs, dimensions of online learning. Students examine the social organization of online learning communities, and the social experience of online education. Students examine the structure of online learning programs, dimensions of online learning.
HUMAN DEVELOPMENT

Policymakers. Introductory and concluding sessions meet at the College.

HUDF 5020. Methods of social research: Survey methods (3)
Professor Pallas. Relationship between research problem and study design, choice of population, sampling methods, instrument construction, interviewing, data processing, and analysis.

HUDF 5022. Sociological analysis of educational systems (2-3)
Faculty. Analysis of local and national education systems through application and adaptation of organization theory, with special attention to problems of innovation.

HUDF 5430. Internship (1-6)
Faculty. Permission required. Supervised experience in diverse settings designed to develop skills in policy-related research, development, planning, and evaluation.

HUDF 5620. Advanced colloquium in sociology of education (1-3)
Professor Wells. 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.

HUDF 5621. Technology and society (3)
Dr. Cline. Explores the many and varied dimensions of the impact of changing information technologies on major social institutions in contemporary society.

HUDF 5645. Policy seminar I (3)
Professor Pallas. Conceptualization and identification of social and educational problems that can be subjected to policy interventions. Design and evaluation of alternative policy choices. Effective strategies for presenting policy analysis to multiple audiences.

HUDF 5646. Policy seminar II (3)
Professor Pallas. An introduction to the evaluation of social and educational programs. Topics include evaluation to inform program conceptualization and design; measuring program implementation; impact assessment, including randomized experiments; cost-effectiveness analysis; and the social and political context of program evaluation.

HUDF 6021. Social research methods: Reporting (1-2)
Faculty. Student teams will analyze data and write a social science article.

HUDF 6030. Sociology of formal organizations (3)
Faculty.

HUDF 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.

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.
DEPARTMENTAL MISSION:
The Department of International and Transcultural Studies recognizes the interconnectedness of all human beings around the globe. Teachers College dedicates the resources of several social science disciplines and a program in bilingual education to developing the College's contribution to the understanding of global processes.

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.

The United States is a powerful example 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. 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 department prepares professionals to provide leadership in the educative configurations emerging in the new century. To do so, we offer a range of disciplinary and professional programs and concentrations with distinct emphases within the collective mission. The programs in Anthropology, Economics, and Comparative and International Education emphasize research on the social, cultural, economic, and political aspects of global processes. The programs in International Educational Development and Bilingual Education prepare professionals across the whole range of educational practice to gain a global perspective.

Students work with faculty within the department on a variety of topics including AIDS education, civic education, drugs and society, privatization of education, and language and literacy. Students can concentrate within the department in such areas as African education, bilingual/bicultural education, family and community education, international humanitarian issues, international educational policy studies, language, literacy, technology, and peace education. We work with other departments at the College to provide our students additional concentrations 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 develop regional areas of expertise (e.g., Latin American Studies, African Studies, Eastern European Studies, Middle East Studies, Russian Studies, East Asian Studies, South Asian Studies). Students in Comparative and International Education who select academic disciplines other than anthropology or economics (e.g., sociology, political science, history, or philosophy) also work closely with faculty outside the department. Degrees are offered by programs only, not in concentrations.

CHAIR:
Professor George C. Bond

LOCATION:
375B Grace Dodge Hall

TELEPHONE NUMBER:
(212) 678-3947

FAX:
(212) 678-8237

EMAIL:
gcb1@columbia.edu

WEBSITE:
www.tc.edu/ITS
Theoretical emphasis is given to social and political processes, cultural theory, and psychological anthropology—all from a strong cross-cultural and comparative perspective. The program in Anthropology and Education explores and contributes to the analysis and explanation of social and cultural phenomena across the globe. The program maximizes the interaction between students and faculty while offering a variety of scholarly and professional resources. This highly personal academic environment within the larger university complex provides a unique research and training experience for a very select group of students. Both programs prepare students to enter current and future professional resources.

Both the Anthropology and Education and the Applied Anthropology programs are conducted with the full support of Teachers College's faculty. These two programs function as one entity and provide a unique research and study and thorough training in applied anthropology to a select group of students. This joint program offers a course of study and certification in both Anthropology and Education that is certified by both institutions, and in all settings where education may provide a variety of anthropologists of education to be found in the United States, Africa, the Caribbean, South America, and Europe. Research projects, most of which has been conducted in the United States, Africa, the Caribbean, South America, and Europe. The program in Anthropology and Education is administered through the School of International and Public Affairs. The Applied Anthropology program is administered through the Lamont-Doherty Laboratory, for example. The program in Anthropology and Education and the Applied Anthropology programs are conducted with the full support of Teachers College's faculty. These two programs function as one entity and provide a unique research and study and thorough training in applied anthropology to a select group of students. This joint program offers a course of study and certification in both Anthropology and Education that is certified by both institutions, and in all settings where education may provide a variety of anthropologists of education to be found in the United States, Africa, the Caribbean, South America, and Europe. Research projects, most of which has been conducted in the United States, Africa, the Caribbean, South America, and Europe. The program in Anthropology and Education is administered through the School of International and Public Affairs. The Applied Anthropology program is administered through the Lamont-Doherty Laboratory, for example.
Within the major course requirements, each student, in collaboration with an advisor, develops a program of study in anthropology and related disciplines. Special emphasis is placed on the role of politics, social systems, cultural change, and development. These courses prepare students with the requisite competence in comparative, regional, or international studies.

Within the first semester colloquium (3 points), the student is exposed to the influence of cultures and subcultures on the learning process, to education in the sociocultural context of education and the role of educational institutions in community actions. Four-point enrollment requires attendance at film showings before or after class and at discussion sessions held at hours to be arranged.

Within the major course requirements, 15 points in research methods and statistics is required. Special emphasis on the theoretical and ethnographic analyses. Special emphasis on the role of politics, social systems, cultural change, and development. Four-point enrollment requires attendance at film showings before or after class and at discussion sessions held at hours to be arranged.

Within the major course requirements, an additional theory course outside the four-semester sequence of colloquia and seminar sessions held at hours to be arranged. The student is exposed to the influence of cultures and subcultures on the learning process, to education in the sociocultural context of education and the role of educational institutions in community actions. Four-point enrollment requires attendance at film showings before or after class and at discussion sessions held at hours to be arranged.

Within the major course requirements, each student, in collaboration with an advisor, develops a program of study in anthropology and related disciplines. Special emphasis is placed on the role of politics, social systems, cultural change, and development. These courses prepare students with the requisite competence in comparative, regional, or international studies.

Within the major course requirements, each student, in collaboration with an advisor, develops a program of study in anthropology and related disciplines. Special emphasis is placed on the role of politics, social systems, cultural change, and development. These courses prepare students with the requisite competence in comparative, regional, or international studies.

Within the major course requirements, each student, in collaboration with an advisor, develops a program of study in anthropology and related disciplines. Special emphasis is placed on the role of politics, social systems, cultural change, and development. These courses prepare students with the requisite competence in comparative, regional, or international studies.
Addresses. Schools, etc.) and to the policy issues it 
(villages, neighborhoods, families, peer groups, 
anthropological method 
ITSF 5611. Second-year colloquium in 
application anthropology 
ITSF 5610. First-year colloquium in 
Colloquia 
field techniques 
be utilized and case material drawn from tradi-
comparative, cross-cultural approach will 
methodological perspectives from social and 
cultural anthropology, this course is designed 
Professor Comitas. Utilizing theoretical and 
ITSF 5018. Drugs and society 
ITSF 5016. Ethnography of education 

case study of political systems, move-
mental survey techniques, and testing and exper-

cultural systems and processes. Network analysis, 
anthropology, with special reference to educa-
methods of field research and data analysis in 
Professors Comitas and Harrington. Permission 
ITSF 6910. Studies in anthropology and 
ITSF 6900. Research independent study 

critical study of important works in anthropology and educa-
required. This is a year-long critical review of 
Professors Bond and Varenne. Permission 

every other week to discuss current issues in 
Professor Harrington. This workgroup meets 

teachers of workgroup members, including 
psychological anthropology. It also discusses 

teachers anthropology and education: Exploration of a selected topic 
ITSF 6513. Topics in anthropology and 

teachers anthropology and education 
ITSF 6512. Social theory and structure 

teachers anthropology 
ITSF 6511. Seminar in psychological 

Advanced students may register for intensive 
work will be undertaken. Times for individual 
concentration. Registration is only by permission 

teachers anthropology and education 
ITSF 4900. Research independent study 

teachers anthropology and education 
ITSF 3910. Workgroup in psychological 

Permission required. Topics vary each 

Research Seminars 

The program in Bilingual/Bicultural Education 
Prepare educators, policy makers and re-

The bilingual education of English Language 

in a world characterized by a greater flow 

While people, information, goods and services, 

International 

Bilingual/Bicultural Education - 
Master of Arts (M.A.) 
INITIAL CERTIFICATION (BILG-INIT) 

BILINGUAL/BICULTURAL EDUCATION- 
Master of Arts (M.A.) 
NON CERTIFICATION (BILG) 

BILINGUAL/BICULTURAL CHILDHOOD 
Master of Arts (M.A.) 
(BILC-TRAN) 

Websites: www.tc.edu/academic/Bilingual/ 

Email: bilingual-bicultural@tc.edu 

Program Office: (212) 687-3758 

Program Coordinator: 

Professor Ofelia Garcia
The Program in Bilingual/Bicultural Education offers several degree options:

- **Non Certification**
  - The Certificate in Bilingual/Bicultural Education is for students who do not plan to be classroom teachers. Students take 15 points and must be bilingual.

- **Initial Certification**
  - The Transitional Bilingual Certification is for students without prior experience in education. It has two streams: Stream A is for students who are pursuing Initial New York State teacher certification and is 33 points. Stream B is for students in the teacher certification programs. Students take 40 points and must be bilingual.

- **Dual Certification**
  - The M.A. in Bilingual/Bicultural Childhood Education is 15 points and is for students who are pursuing Initial New York State teacher certification and is 33 points. This degree option is only open to students who already hold teaching certification.

- **Advanced Certification**
  - The M.A. in Bilingual/Bicultural Education does not lead to New York State Certification. Students interested in policy and research, as well as students who are pursuing teaching certification in another area, can complete this degree. Students take 33 points and must be bilingual.

### Degree Requirements:

All Master of Arts programs in Bilingual/Bicultural Education require:

- Proof of language proficiency (please see the degree guide to determine which program to apply. Also consult with an admissions advisor, the Program Office, or the web).
- A&HT 4076 TESOL methodologies
- ITSF 4021 Foundations of bilingual/bicultural education
- ITSF 4134 Curriculum and methods
- ITSF 4024 Linguistic foundations of bilingual/bicultural education
- ITSF 4720 Student teaching in bilingual/bicultural settings

Students who already hold teaching certification for bilingual teachers:

- ITSF 4028 Teaching literacy in bilingual/bicultural education
- ITSF 4020 Bilingualism and disabilities
- ITSF 4075 Cross-cultural communication
- ITSF 4021 Foundations of bilingual/bicultural education

Students who choose to follow the 15-16 credit Advanced Certificate program in Bilingual/Bicultural Education lead to New York State Bilingual Certificate curriculum in Bilingual education and classroom ecology. Other programs and departments offer joint programs with a Bilingual and Bicultural Education.

### Schools and Settings

- High schools (3)
- Middle schools (3)
- Elementary schools (3)
- Preschools (1)
- Community programs (1)
- Other English as a Second Language (ESL) programs (1)
- Transnational settings (2)
- Additional programs and departments (4)
Areas of concentrations offered outside the department—can be found under the respective degree programs, listed in other sections of the catalog.

The concentration in Anthropology offers a description of concentrations in comparative and international education in Africa and the African Diaspora. Anthropology concentrations are not available at the doctoral level, whereas students focus (anthropology, economics, history, sociology, political science), whereas students concentrate within the field of education (for example, African Education, Bilingual/Bicultural Education) in International Educational Development select an array of skills in the application of economic literacy, psychiatry, and psychoanalysis. The concentration in Anthropology contributes to the analysis and understanding of educational practitioners who wish to develop a better understanding of educational institutions and educational systems. There is also an unprecedented need for educators and policy makers that have shaped the African continent and its diversity. The concentration provides students with a foundation in African studies through courses that have shaped the African continent and its diverse institutions and historical processes. There is also an unprecedented need for educators and policy makers that have shaped the African continent and its diversity. The concentration provides students with a foundation in African studies through courses that have shaped the African continent and its diverse institutions and historical processes.

The Ph.D. program in Comparative and International Education includes a foreign language requirement as well as comprehensive exams, an array of skills in the application of economic literacy, psychiatry, and psychoanalysis. The concentration in African Education reflects the growing demand within schools and other public agencies for persons knowledgeable about cultural and social relations in African communities, demographic changes on the continent, democratization, and privatization as well as comprehensive exams, an array of skills in the application of economic literacy, psychiatry, and psychoanalysis.

The courses for these areas of concentration in the fall semester only. The deadlines for applications are reviewed once a year to begin in the fall semester. The deadlines for applications are reviewed once a year to begin in the fall semester. The deadline for applications is reviewed once a year to begin in the fall semester.
migration and immigration taking place in many places through many institutions, e.g., families, day-care centers, businesses, the media, museums, and schools. The mediation of television and other forms of technology by families, as well as the schools.

Since the configurations of these educational institutions, as well as the schools.

Teachers College continues its long history of providing humanitarian assistance in regions experiencing conflict, post-conflict recovery, or providing humanitarian assistance in regions. Courses focus on school reform in the United States and internationally. Many courses are offered by the departments of sociology, anthropology, public health, political science, and other schools of the university.

Students in the IHI concentration will plan an appropriate course of study with their advisors, but they are required to take at least six credits within course concentrations. The concentration is intended for students who are interested in the new century. These issues and topics include international development organizations, as well as the changing configurations of education in resolving different kinds of conflict and crisis, and to consider the limits and programs will allow students to explore from an interdisciplinary perspective the role of formal education in community settings, for example, linkages among museums, families, and schools.

It is designed for students interested in conducting research on humanitarian issues or in humanitarian issues, such as the African great lakes. Students should consult with one of the faculty members affiliated with the concentration Committee with whom standing internship programs will allow students to select courses from appropriate departments at Teachers College as well as from other programs at Columbia University.

Faculty affiliated with the concentration:
- Ofelia Garcia (liaison), Maria Torres Guzman, Francisco Rivera-Batiz.
- Hope Jensen Leichter (liaison) and Hervé Varenne.
- George Bond (liaison) and Andrew Okolie.
- JoAnne Kleifgen, and Lesley Bartlett.
- Gita Steiner-Khamsi (liaison), Lesley Bartlett.

Many courses are offered by the departments of economics, politics, international affairs, public health, social work, the Earth Institute, and the Mailman School of Public Health, students will examine the social, political, and economic dimensions of humanitarian issues. They will be taught in an interdisciplinary manner, with an emphasis on fieldwork and research at the interface of development studies.

The concentration is intended for students who wish to deal with financial and efficiency in financing, higher-education institutions, and non-formal education in a broad range of development issues affecting people of African descent. Students should consult with one of the faculty members affiliated with the concentration.
General Information: (212) 678-3000

For course descriptions, check the appropriate programs and departments.

For courses in the concentrations of the Comparative and International Education program, additional department course.

Doctor of Philosophy (75 points)
- Core Courses: 12 points. (ITSF 6580, ITSF 6581, ITSF 4090, ITSF 4091)
- Electives: 24 points

Ed.M. degree candidates must complete a special integrative project, demonstrating impact of human capital accumulation on economic development. Topics include the links between education and various aspects of economic growth, the educational attainment of men and women in developing countries, the effects of schooling on labor force participation, and the issues of school finance and educational policy in the Third World.

Each M.A. candidate must complete a second course: ITSF 4090, ITSF 4091, and a second course: ITSF 4090 or ITSF 4091 as listed in the Program Description above.

Each M.A. candidate must complete a special integrative project, demonstrating impact of human capital accumulation on economic development. Topics include the links between education and various aspects of economic growth, the educational attainment of men and women in developing countries, the effects of schooling on labor force participation, and the issues of school finance and educational policy in the Third World.
Both spoken and written modes are considered. \[38x76\]

Domains examined include school-

Economics course listing.

Professor Harrington. See course description

ITSF 5000 or equivalent required. See course

Professor Varenne. Introduction to major theo-

Professor Steiner-Khamsi. Prerequisites or coreq-

Professor Bartlett. This course examines the

Professor Leichter. Permission required. Analysis

Professor Leichter. Permission required. A review

Professor Varenne. Critical examination of the

Professor Bajaj. Focuses on issues and problems

Professor Varenne. Permission required. Another course in

Professor Varenne. Introduction to major theo-

Professor Leichter. Permission required. A review

Professor Varenne. Permission required. Another course in

Professor Leichter. Permission required. A review

Professor Varenne. Permission required. Another course in

Professor Leichter. Permission required. A review

Professor Varenne. Permission required. Another course in

Professor Leichter. Permission required. A review

Professor Varenne. Permission required. Another course in

Professor Leichter. Permission required. A review

Professor Varenne. Permission required. Another course in

Professor Leichter. Permission required. A review

Professor Varenne. Permission required. Another course in

Professor Leichter. Permission required. A review

Professor Varenne. Permission required. Another course in

Professor Leichter. Permission required. A review

Professor Varenne. Permission required. Another course in

Professor Leichter. Permission required. A review

Professor Varenne. Permission required. Another course in

Professor Leichter. Permission required. A review

Professor Varenne. Permission required. Another course in

Professor Leichter. Permission required. A review
Several trends will be analyzed in greater detail: the logic of donors from a critical perspective, the history as well as the current strategies and initiatives of various international organizations.

A research seminar in the family and the community as educational systems. Peer-mentoring and the rationale for external assistance.

The general introduction attempts to highlight, the skills required for the effective design and implementation of educational policy. The program in Economics and Education is to equip educational practitioners who wish to develop a better understanding of educational institutions, and international agencies. Increasingly, schools and universities are appointing economists with a special appreciation of education and the United Nations—Goals and Institutional research. Some have gone into private or research positions in a variety of settings, including foundations, government departments, or ITSF 4091/6581. This seminar explores the politics of education in international and comparative education, and communities as educators.

The course presents materials suitable for their own educational systems. Professor Steiner-Khamsi. The course presents an analysis of spoken and written communication. Professor Kleifgen. A critical review of selected research directions and paradigms for the analysis of spoken and written communication.

A few representatives of international organizations discussed in this program are invited as guest speakers. But also include development banks, international NGOs, bilateral assistance programs as well as other international organizations. The role of research in progress and examination of best practice or reform packages from one national and transcultural studies context to another. To enable a comparative perspective, implement these with courses outside the department of economics and education and supplement with courses from those offered within the school of Columbia University.

With the help of an academic advisor, students select courses from those offered within the department of economics and education and supplement these with courses outside the department of economics and education and select courses from those offered within the school of Columbia University. With the help of an academic advisor, students individually designed programs that satisfy their unique interests and career objectives. 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 guidelines, students may pursue courses at the master’s degree level or higher and university guidelines. 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 guidelines, students may pursue courses at the master’s degree level or higher and university guidelines.
on the demand for education are presented.

to education are examined, and case studies

teration. Methods of estimating rates of return

The various impacts of human capital on labor

accountability, and the principles and practice

This concentration covers the fundamentals

sor, will design their own programs of study in

dentists, in collaboration with their faculty advi-

makers, and management skills for educational

and research skills, statistical tools for policy-

take courses in three topics: economic analysis

their career development. The program is

semester session in which students are taught

In order to achieve these goals, the program

• educate students about the global educa-

• provide the academic and professional envi-

• build students' technical competence in the

The curriculum of the program aims to:

Economics and Finance of Higher Education:

Privatization and the Governance

Comparative analysis of school finance and the

In this concentration. It offers a cross-national,

Educational Systems:

Teacher labor markets, and others.

Economic evaluation and cost analysis in educa-

Achievement and other educational outcomes.

This concentration provides a comprehensive

Education and Economic Development:

In this concentration. It offers a cross-national,

The program can be completed within one

The program has a strong emphasis on the financial,

Graduate Scholarship Program. For informa-

Currently, a limited number of scholarships are

This 75-point program is intended for individ-

This 60-point program is intended for individ-

Master of Education
emerging empirical evidence underlying It places great emphasis on the theory of profit educational firms, and charter schools. systems including educational vouchers, for-

Professor Levin. This course addresses the more than one semester of ITSF 5650.

different semesters, a student may register for background in economics or a related disci-

Faculty. Selected readings in the economics and education ITSF 5550. W orkshop in economics

of education

ITSF 4151. Special topics in the
cation and economic development: Advanced topics

Professor Rivera-Batiz. This course provides an advanced discussion of the links between edu-

and economic development, including

Themes to be announced each term.

A seminar on topics in the economics of educa-

Professors Bailey, Levin, Rivera-Batiz and T sang.

and comparative studies in educational

national settings. Financing role of interna-

Finance.

•

•

See also in the Columbia University Bulletin:

my; Econ W4328, Economic development; Econ G6451-G6452, Economics of labor and

G6411-G6412, Introduction to econometrics; Econ G6215, Macroeconomic analysis; Econ

Required of advanced students may register for intensive

Ph.D. degrees.

alog on Continuous Registration for Ed.D./

each term. For requirements, see section in cat-

Fee to equal 3 points at current tuition rate for

limited to one or two terms. See courses below:

more points each term, and registration is not

will be arranged. Enrollment may be for 1 or

instructor under whose guidance the work will

instructor under whose guidance the work will

Registration and

Registration is only by permission of the

Registration and

Registration is only by permission of the

Registration is only by permission of the

Registration is only by permission of the

Registration is only by permission of the

Registration is only by permission of the
INTERNATIONAL AND TRANSCULTURAL

ITSF 4902. Studies in international and transcultural studies (1-8)

ITSF 6902. Studies in international and transcultural studies (1-8)

ITSF 6950. Studies in economics and education (1-8)

ITSF 6990. Studies in international educational development (1-8)

ITSF 6991. Studies in comparative education (1-8)
DEPARTMENTAL MISSION:

Mathematics, Science, and Technology programs focus on issues of educational practice and related professions in mathematics, science, technology, and cognate human sciences, including the relationships among these disciplines. Our modern world has been transformed by the achievements in pure and applied disciplines grounded in mathematics, science, and technology. Current reforms in education place increasing significance on broad-based public understanding of these three fields of human endeavor. The study of communication and technology in education is broadly based and enriched by cultural and historical wisdom that provides a scholarly perspective on the role of media and technology in society and particularly in educational subject areas. Within this unifying view, the Department of Mathematics, Science, and Technology includes specialized programs to address the needs of professional practitioners in each area.

The Department incorporates the programs in three areas: Mathematics Education; Science Education; and Communications, Computing, and Technology in Education. The Mathematics and Science Education programs include scholars who address the preparation of mathematics and science teachers and teacher educators and focus particularly on the acquisition of scientific and mathematical literacy to foster future development of science and technology; the understanding of environmental sciences, and improved global stewardship of the environment and the link between science and society; the use of computers, computer modeling, and instrumentation in mathematics and science instruction. These scholars have extensive international experience in their subject-matter disciplines and in educational theory and practice.

The Program in Communication, Computing, and Technology in Education (CCTE) provides a cluster of degree programs for students who seek to develop leadership capacities for use of information and communication technologies in education across subject domains. The programs prepare candidates for leadership roles in integrating digital technologies into education and society, and for entry into creative work in the educational uses of new media. CCTE doctoral programs develop scholars who use the social and human sciences to study how applications of advanced technologies in education act as powerful social and historical forces, empowering educators to seek new solutions to established problems. Graduate study in CCTE is tightly integrated with design and implementation projects situated in several externally funded centers and institutes at Teachers College and Columbia University. This program is led by faculty with extensive international experience and also links the College to ongoing university initiatives in communication and information technologies. Faculty and students of this program examine technology as well as the role of computers and other media of communication on education and the assessment of educational performance in a wide variety of institutional settings. The technology program includes technology's influence on areas such as literacy, teacher education, and culture.

Each program has a unique focus or perspective, but the faculty share common scholarly perspectives, educational ideals, and a strong commitment to the improvement of society through improved scholarly practice in the educating professions and enhancement of human potential.

CHAIR:
Professor O. Roger Anderson

LOCATION:
321 Thompson Hall

TELEPHONE NUMBER:
(212) 678-3405

FAX:
(212) 678-8129

WEBSITE:
www.tc.edu/MST

PROGRAMS:
COMMUNICATION, COMPUTING, AND TECHNOLOGY IN EDUCATION
MATHEMATICS EDUCATION
SCIENCE EDUCATION
FACULTY:

PROFESSORS:
O. Roger Anderson (Science Education)
John Black (Communication, Computing, and Technology in Education; Cognitive Studies in Education)
Herbert Ginsburg (Mathematics Education; Developmental Psychology; Cognitive Studies in Education)
Charles K. Kinzer (Communication, Computing, and Technology in Education)
Robert McClintock (Communication, Computing, and Technology in Education)
Hervé Varenne (Communication, Computing, and Technology in Education; Anthropology and Education; Applied Anthropology)
Bruce R. Vogeli (Mathematics Education)

VISITING PROFESSORS:
Henry Landau (Mathematics Education)
Joseph Malkovich (Mathematics Education)
Henry O. Pollak (Mathematics Education)
J. Philip Smith (Mathematics Education)

ADJUNCT PROFESSOR:
Jaime Sanchez (Science Education)

ASSOCIATE PROFESSORS:
Alexander Karp (Mathematics Education)
Jo Anne Kleifgen (Communication, Computing, and Technology in Education; International Educational Development; Comparative and International Education)
Xiaodong Lin (Communication, Computing, and Technology in Education)
Ellen Meier (Communication, Computing, and Technology in Education)
Robert P. Taylor (Communication, Computing, and Technology in Education)

VISITING ASSOCIATE PROFESSORS:
J. Peter Garrity (Mathematics Education)
Matt Larsen (Mathematics Education)

ADJUNCT ASSOCIATE PROFESSORS:
Jamsheed Akrami (Communication, Computing, and Technology in Education)
Howard Budin (Communication, Computing, and Technology in Education)
Judith Cramer-Fendelman (Communication, Computing, and Technology in Education)
Donald Fulton (Science Education)
Jennifer Kotler (Communication, Computing, and Technology in Education)
Susan Lowes (Communication, Computing, and Technology in Education)
Thane B. Terrill (Communication, Computing, and Technology in Education)

ASSISTANT PROFESSORS:
Christopher Emdin (Science Education)
Felicia Moore (Science Education)
Ann Rivet (Science Education)
Lalitha Vasudevan (Communication, Computing, and Technology in Education)
Erica Walker (Mathematics Education)

ADJUNCT ASSISTANT PROFESSORS:
Fernand Brunschwig (Science Education)
Verneda E. Johnson (Science Education)
Sheila Kieran-Greenbush (Communication, Computing, and Technology in Education)
Angela Kelly (Science Education)
Patrizia Magni (Communication, Computing, and Technology in Education)
Jose Maldonado (Science Education)
Brenda I. Lopez-Ortiz (Communication, Computing, and Technology in Education)
Kathy Powell (Communication, Computing, and Technology in Education)
Robin Stern (Communication, Computing, and Technology in Education)

INSTRUCTORS:
Paul Acquaro (Communication, Computing, and Technology in Education)
Xin Bai (Communication, Computing, and Technology in Education)
Craig Bolotin (Communication, Computing, and Technology in Education)
Shawna Bú Shell (Communication, Computing, and Technology in Education)
Chris Carella (Communication, Computing, and Technology in Education)
Thomas Chandler (Communication, Computing, and Technology in Education)
Thomas A. Covotsos (Science Education)
Matthew Curinga (Communication, Computing, and Technology in Education)
Shuli Gilutz (Communication, Computing, and Technology in Education)
Steven Goss (Communication, Computing, and Technology in Education)
Jessica Hammer (Communication, Computing, and Technology in Education)
Daniel Hoffman (Communication, Computing, and Technology in Education)
Dominic Mentor (Communication, Computing, and Technology in Education)
Laura Pesutti (Science Education)
Jennifer Fitzsimmons Riccio (Science Education)
Mario Riccobon (Communication, Computing, and Technology in Education)
Antonio Saravanos (Communication, Computing, and Technology in Education)
David Shaenfield (Communication, Computing, and Technology in Education)
Joshua Simons (Communication, Computing, and Technology in Education)
Patrick Slater (Communication, Computing, and Technology in Education)
Lance Vikaros (Communication, Computing, and Technology in Education)
Jonathan Vitale (Communication, Computing, and Technology in Education)
Alyson Vogel (Communication, Computing, and Technology in Education)
Yan Wang (Communication, Computing, and Technology in Education)
Communication, Computing, and Technology in Education

The Communication, Computing, and Technology in Education area of study includes the following programs:

- Communication; Computing in Education; Instructional Technology and Media; and Technology Specialist.

Degrees Offered:

- **COMMUNICATION (TECM)**
  - Master of Arts (M.A.)
  - Master of Education (Ed.M.)
  - Doctor of Education (Ed.D.)

- **COMPUTING IN EDUCATION (TECP)**
  - Master of Arts (M.A.)

- **COMPUTING IN EDUCATION-ONLINE (TECD)**
  - Master of Arts (M.A.)

- **INSTRUCTIONAL TECHNOLOGY AND MEDIA (TEIT)**
  - Master of Arts (M.A.)
  - Master of Education (Ed.M.)
  - Doctor of Education (Ed.D.)

- **TECHNOLOGY SPECIALIST - K-12 INITIAL CERTIFICATION (TETS-INIT)**
  - Master of Arts (M.A.)

Certificate Programs:

- **DESIGNING INTERACTIVE MULTIMEDIA INSTRUCTION (DLMM)**
- **TEACHING AND LEARNING WITH TECHNOLOGY (DLTL)**

Program Description:

Communication, Computing, and Technology in Education (CCTE) provides a cluster of degree programs for students who seek to develop leadership capacities in the use of information and communication technologies in education and society. The program applies to all subject areas and 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 toward two poles of understanding and practice: toward a comprehensive understanding of the cultural and historical implications of new technologies for education and life and toward purposefully selecting and shaping the uses of new media in educational practice at all levels and subject areas.

CCTE's programs deal with the many ways in which material culture changes and shapes educational practice. Listed are current assumptions about the long-term effects that innovations in information, communication, and game 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:

- With emerging intellectual demands and conditions, activities contributing to the creation of knowledge will increase in relative value, while those devoted solely to its dissemination will decrease.
- When changes in information and communication 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.
- Literacy practices will become more central to active participation in information networks and modern life.
- Preservice education will need to focus more on the active integration of Information Communication Technologies or ICTs into pedagogy and research.
- As digital information and communication technologies become more accessible, the separation of schools and higher education into two, largely distinct, educational cultures will markedly diminish.
The program in Communication prepares students to deal with both present and future implications of communication technologies. Faculty members engage in research, development, and teaching, in order to make new media work as powerful tools for study and teaching. Changes in information, games, and communication technologies will resuscitate the productive use of digital technology for advancing knowledge. Specialists in education will need to work closely with scholars, scientists, and professionals in the business and government settings, as teachers, researchers, or administrators. Some continue to work within formal educational institutions, while others have established themselves as researchers, designers, and producers for innovative multimedia projects.

Students who complete the master's program in Communication technologies will increase in public importance, and the demand for highly skilled educators will continue to grow. The World Wide Web and related technologies will become a high priority on group work; fieldwork and internships will increase in public importance, and the demand for highly skilled educators will continue to grow. The World Wide Web and related technologies will become a high priority on group work; fieldwork and internships will increase in public importance, and the demand for highly skilled educators will continue to grow. The World Wide Web and related technologies will become a high priority on group work; fieldwork and internships will increase in public importance, and the demand for highly skilled educators will continue to grow.
usually in July, and do the remainder of their sive four-week sessions at Teachers College, year. Students in this program attend inten- attend courses during the regular academic This track is designed primarily for those in Computing in Education

Special Degree Cohorts:

- Participants in the three CCTE program areas
- Or visit http://www.tc.columbia.edu/ctsc/.

For more information, write Dr. Howard Budin

Housing is available at a Columbia dormitory.

In all, this attention to the individual in soci-

- educative matters starts with careful atten-

- with humane commitments for guiding pur-

- of online communication. Besides these cours-

- and offers the same kinds of courses as the

- poses.

- In each of these M.A. programs, students

- by Technology or Technology Leadership. All

- concentrate in Teaching and Learning with

- programs.

-ecessarily, expect that doctoral students will start

- tions once a year in late February with the

- al students). They are also strongly encouraged

- and results from the GRE General Test

- propose for an interview. In making financial

- aid decisions, CCTE reviews doctoral applica-

- to arrange for an interview. In making financial

- tudents who meet the early dead-

- review on an ongoing basis. For scholarship

- ers. Like the Intensive Program, students will

- day workshops at Teachers College in the sum-

- In addition to academic criteria, CCTE takes

- making admission decisions.

- ering an individualized program of study based on

- ment, and results from the GRE General Test

- Doctoral (Ed.D.) applicants are required to

- additional application information.

- Office (www.tc.columbia.edu/admissions/) for

- stand. Student teaching and

- teaching license for "Technology Specialist K-

- An M.A. program leading to a New York State

- include a strand in which all coursework is con-

- for teachers and others who work with schools

- increases opportunities that exist in these areas con-

- All students in the Intensive Program must satis-

- to earn the Master of Arts (M.A.). Students

- (32 POINTS REQUIRED)

- the January 2nd early deadline. There is no

- doctoral candidates are encouraged to meet

- point. The following are required of all

- points. The following are required of all

- specializations and professional qualifications in the fields covered and a

- the academic calendar from the program office at

- information about requirements and the aca-

- interests. Enrolled students can obtain further

- ground for further, more advanced special-

- for teachers and others who work with schools

- rofessional goals, and

- the early deadline. Consequently, the degree can be obtained in

- and/or online courses during the regular aca-

- credit work through independent study
Foundational Knowledge. At least three areas (counts toward the minimum)

- Cultural Issues and Technology
- Social Issues and Technology
- Cognitive Issues and Technology

May be any of the following (this is a sample list):

- MSTU 4000 Core seminar in communication, computing, and technology
- MSTU 4001 Technology and school change
- MSTU 4005 Equity, ethical, and social aspects of the internet
- MSTU 4020 Social and communicative technology
- MSTU 4029 Managing educational technology resources
- MSTU 4133 Cognition and computers in Instructional Technology and Media
- MSTU 4050 Online schools and curriculum; creating dynamic websites with server; Adobe InDesign; digital video; GIS in education
- MSTU 4083 Instructional design of technology
- MSTU 4088 Special needs in communications
- MSTU 4100 Advanced communication technologies for K-12 classrooms
- MSTU 4133 Cognition and computers in Instructional Technology and Media
- MSTU 4200 Learning through digital communication
- MSTU 5031 Programming II
- MSTU 5300 Interactive media instructional application. In addition, topics may be counted toward the minimum

Outside-the-Program Courses (6 points, minimum)

- Three courses at Teachers College outside MSTU, each for at least 2 points, for a total of at least 6 points (e.g., three 2-point courses).
- At least nine points of additional MSTU courses or other courses with the faculty advisor's approval. In particular, M.A. students in the Intensive Masters Program, or applicants to the Educational Specialist Program, or those who have completed an M.A. in CCTE, or an equivalent program, should select further courses to broaden and deepen their mastery in which they give a thorough, well written essay and developing a skill specialization, candidates must be represented (9 points, minimum)

For some to mark progress toward a doctorate in Instructional Technology and Media (TEIT) or in Computing in Education (TECP), each for at least 2 points, for a total of at least 6 points (e.g., three 2-point courses).

Additional Requirements for M.A. students

- At least six points of additional MSTU courses
- At least nine points of additional MSTU courses
- Up to 30 points of graduate credit earned elsewhere at Teachers College or another institution.

An Ed.M. degree represents roughly the equivalent of two years of full-time study. It serves as valuable preparation for professional practice and for others to initiate intermediate professional work in an area of their choice within the broad field of Information and Communications Technologies in Education or a multidisciplinary field, such as language and culture studies.

A master's project might be a review essay on topics of their master's program. In addition to completing the minimum course requirements in the area, students may include a significant number of points from a different expertise as part of the Ed.M. should include a summation of current research and development work through a research or development project. Such a project might be a review essay and for others to initiate intermediate professional work in an area of their choice within the broad field of Information and Communications Technologies in Education or a multidisciplinary field, such as language and culture studies.

Ed.M. candidates who have completed an M.A. in CCTE, or an equivalent program, should select further courses to broaden and deepen their mastery in which they give a thorough, well written essay and developing a skill specialization, candidates must be represented (9 points, minimum)

For some to mark progress toward a doctorate in Instructional Technology and Media (TEIT) or in Computing in Education (TECP), each for at least 2 points, for a total of at least 6 points (e.g., three 2-point courses).

Additional Requirements for M.A. students

- At least six points of additional MSTU courses
- At least nine points of additional MSTU courses
- Up to 30 points of graduate credit earned elsewhere at Teachers College or another institution.

An Ed.M. degree represents roughly the equivalent of two years of full-time study. It serves as valuable preparation for professional practice and for others to initiate intermediate professional work in an area of their choice within the broad field of Information and Communications Technologies in Education or a multidisciplinary field, such as language and culture studies.

A master's project might be a review essay on topics of their master's program. In addition to completing the minimum course requirements in the area, students may include a significant number of points from a different expertise as part of the Ed.M. should include a summation of current research and development work through a research or development project. Such a project might be a review essay and for others to initiate intermediate professional work in an area of their choice within the broad field of Information and Communications Technologies in Education or a multidisciplinary field, such as language and culture studies.
it to lay a strong foundation for significant posi-
tional work. However, the Ed.M. can be far
more than a stepping stone to a doctorate. It
would serve the student's development through the Ed.M. degree. It can serve
as display the specialized skills developed for
one's aspirations and use the scope of the Ed.M.
strong grounding in educational software devel-

tional skills courses that further their interests
although students are encouraged to take addi-
tions of leadership that demand high levels of

**Additional Requirements for Ed.M. students**

- MSTU 5031 Programming II
- MSTU 4032 Programming I lab
- MSTU 4031 Programming I and
- MSTU 4083 Instructional design of edu-
- MSTU 5025 Research technology in
- MSTU 4029 Managing educational
- MSTU 4020 Social and communicative
- MSTU 4016 The history of communi-
- ITSF 5001 Ethnography and partici-
- ITSF 5000 Methods of inquiry:
- C&T 5502 Introduction to qualitative
- HUDM 5122 Applied regression analysis
- HUDM 4122 Probability and statistical
- A&HL 4104 Discourse analysis
- MATHEMATICS, SCIENCE,
AND TECHNOLOGY
- A&HL 4104 Discourse analysis
- MATHEMATICS,
AND TECHNOLOGY
- A&HL 4104 Discourse analysis
- MATHEMATICS,
AND TECHNOLOGY
- A&HL 4104 Discourse analysis
- MATHEMATICS,
AND TECHNOLOGY
- A&HL 4104 Discourse analysis
- MATHEMATICS,
Additional Requirements for Ed.D. students

Note:

• At least 15 points of MSTU courses
• MSTU 4032 Programming I lab
• MSTU 4031 Programming I and
• MSTU 4083 Instructional design of
• MSTU 5031 Programming II
• MSTU 4016 The history of communi-
• MSTU 4029 Managing educational
topical courses (MSTU 5510 and MSTU
GIS in curriculum; creating dynamic web-
database-driven website development;
sites with dreamweaver.

The nature of the project would vary
depending on the student's interests;
which the faculty advisor must approve.
ble-spaced pages) of the planned project,
which is graded by the advisor.

The Doctoral Certification Process for CCTE

Doctoral Certification Project

1. An
2. A
3. A
4) Is the response substantive enough to con-
meaningful discussion?

The question is about some currently promi-
questions or theories?

Please Note:

The examination is read and discussed
faculty. The examination is read and discussed
are then circulated during the meeting of the
faculty, who meet as a group to read students'
Each response is evaluated by the CCTE fac-
the written response portion of the certifica-
response or to be accurate on every date for
notes, etc.), but these cannot include ele-

Policies on the Written Examination Portion

Basic Evaluation Criteria

All responses are evaluated with regard to
how well the response satisfies the follow-

1) Does the response address the question
2) Does the response integrate material (using
several references and sources) from each
area of interest and try to think of how you
would integrate content covered in different
areas within CCTE. CCTE students may

Requirements section of this bulletin.

students must also meet certain college-wide
help prepare students for work on their disser-
mentations and to document that preparedness.

Most courses are offered once each year; others
in Doctoral Studies schedules each semester.

student's interests; of three different core courses or from vari-

When the faculty advisor verifies that the stu-
progression and implications of the current

Certification Project

1. An
2. A
3. A

Certification examination section of the

This question is about some currently promi-

• ORL 6500 Qualitative research meth-

• HUDM 5123 Linear models and experi-

• MSTU 6703 Basic HTML and CSS

• MSTU 7501 or 7503, 3 points) when presenting the

This question is about some currently promi-

Not sent forward to the Office of Doctoral
MSTU 4133. Cognition and computers

Professor Black. This course explores ideas and fosters critical autonomy in young people. Emphasis is placed on critiquing educational telecommunication programs and video and using them effectively in the classroom. Special fee: $35.

MSTU 4083. Instructional design of educational technology

Faculty. Analyzes characteristics of such computer conferencing and situates these systems in the context of the emerging national information society. Students will generally not be accepted. Conference hours are arranged. Permission required. Corequisite: MSTU 4133.

MSTU 4901-MSTU 4904. Research

Faculty. Examines the evidence of effectiveness of different technologies, systems approaches to planning, managing, and evaluating instructional processes and technologies such as multimedia and telecommunications applied to learning and research, with special concern for realizing educational purposes. Special fee: $45.

MSTU 5020. Computer-mediated communications applied to learning and research

Faculty. Prerequisite: MSTU 4031 or a solid background in programming. Focuses on theory related to computer-mediated communications and critical discussion by experts. Includes discussion of implications for educational change. Special fee: $35.

MSTU 5025. Researching technology in our schools

Faculty. Examines methods for researching the uses of technology in education, including both face-to-face and online/distance learning environments. Faculty. Opportunity for qualified students, individually or in small groups, to implement significant projects in the field of instructional technology, and independent study. Students who are interested in researching the uses of technology in education, including both face-to-face and online/distance learning environments. Permission required. Corequisite: MSTU 4133.

MSTU 5030. Intelligent computer-assisted instruction

Faculty. Prerequisite: MSTU 4031 or a solid background in programming. Focuses on theory related to computer-mediated communications and critical discussion by experts. Includes discussion of implications for educational change. Special fee: $35.

MSTU 5031. Programming I and II

Professor Kinzer. Focuses on theory related to computer-mediated communications and critical discussion by experts. Includes discussion of implications for educational change. Special fee: $35.

MSTU 5191-MSTU 5192. Educational technology in the classroom

Mr. Riccobon. Permission required for MSTU 5192. Practical studio and field production experiences are affecting people's lives. Special fee: $45.

MSTU 5194. Models of human-computer interaction

Professor Kinzer. Explores possibilities of virtual environments may support social and traditional communities, participants 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 back-end computer science software. Course hours are arranged. Permission required.

MSTU 5201. Fieldwork

Faculty. Opportunity for qualified students, individually or in small groups, to implement significant projects in the field of instructional technology, and independent study. Students who are interested in researching the uses of technology in education, including both face-to-face and online/distance learning environments. Permission required. Corequisite: MSTU 4133.

MSTU 5510. Topical seminar

Faculty. Periodically undergoes periodic change. Students may work on projects related to the focus of the course. Special fee: $35.
Emphasis is placed on those competencies necessary for effective teaching that reflect the historical and philosophical foundations of mathematics education, and that examine teaching issues in teaching that emphasize preparation in content, methodologies, and curricula of the subject matter. The program stresses the direct application of theory to practice with concept development of professional coursework with a focus on the elementary through supervisory and research roles spanning the elementary through professional leadership roles as education professors and supervisors.

A minimum of 32 points of coursework is required, along with a final essay or project. No combined points, a formal essay or integrative project, is to be completed under the auspices of Teachers College, including master's-level offerings in mathematics education, and professional education to meet individual needs may be supplemented with permission by courses taken in other faculties of Columbia University. There are opportunities also for professional experiences elsewhere at Teachers College in mathematics, computing, and several related disciplines. The course content and requirements include an in-service component for experienced teachers and preservice education for in-service component for experienced teachers and preservice education for in-service component for experienced teachers and preservice education.

Both programs require a minimum of 60 graduate credit toward their degree requirements include a culminating scholarly requirement are appropriate for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers. Conceptual and methodological design are essential for both initial and professional teachers.

Applicants for the M.S. and Ed.M. degrees must also prepare a written integrative project. Applicants who wish to receive Initial New York State certification are required to complete the Professional Education Core, which includes an undergraduate major in mathematics. Master of Arts, Master of Science, and Master of Education degrees are expected to have completed a certification examination for the first time.

Preference in scholarship awards will be given to applicants who meet the early deadline. Applicants normally complete doctoral coursework sufficient to be an informed scholar-practitioner and to be competent in statistical research methodology and computer programming. The course content and requirements include a culminating scholarly work as part of the staff of the field-based programs that reflect their specific background and interests and that draw on the resources of professional coursework with a focus on the elementary through supervisory and research roles spanning the elementary through professional leadership roles as education professors and supervisors.

A minimum of 32 points of coursework is required, along with a final essay or project. No combined points, a formal essay or integrative project, is to be completed under the auspices of Teachers College, including master's-level offerings in mathematics education, and professional education to meet individual needs may be supplemented with permission by courses taken in other faculties of Columbia University. There are opportunities also for professional experiences elsewhere at Teachers College in mathematics, computing, and several related disciplines. The course content and requirements include an in-service component for experienced teachers and preservice education for in-service component for experienced teachers and preservice education.

Both programs require a minimum of 60 graduate credit toward their degree requirements include a culminating scholarly work as part of the staff of the field-based programs that reflect their specific background and interests and that draw on the resources of professional coursework with a focus on the elementary through supervisory and research roles spanning the elementary through professional leadership roles as education professors and supervisors.

A minimum of 32 points of coursework is required, along with a final essay or project. No combined points, a formal essay or integrative project, is to be completed under the auspices of Teachers College, including master's-level offerings in mathematics education, and professional education to meet individual needs may be supplemented with permission by courses taken in other faculties of Columbia University. There are opportunities also for professional experiences elsewhere at Teachers College in mathematics, computing, and several related disciplines. The course content and requirements include an in-service component for experienced teachers and preservice education for in-service component for experienced teachers and preservice education.
Typically, the program of studies for the Master of Arts should include at least 45 points in mathematics and mathematics education. Preparation in mathematics content courses, 12 points in mathematics content courses, 12 points in mathematics education courses, and 12 points of concentration. Content courses can be selected from courses offered by the department or departmental representatives. Students seeking degrees beyond the Master of Arts should enroll in at least two courses related to college teaching.

Doctoral students whose dissertations require at least one specialization. Initial certification in at least three of the following six areas such as analysis, algebra, and computing, computer mathematics, foundations of mathematics, probability, and statistical analysis should include appropriate computational competencies for further graduate study should be planned early in the doctoral program when preparing knowledge to the field and should contribute to higher education programs and practices.

The Ed.D. culminates in a dissertation consisting of (1) experimental studies in learning, (2) design and formative evaluation of instruction can be (1) experimental studies in learning, (2) design and formative evaluation of instruction, or (3) analytical studies in policy theory in mathematics education. The Ed.D. culminates in a dissertation consisting of (1) experimental studies in learning, (2) design and formative evaluation of instruction, or (3) analytical studies in policy theory in mathematics education. The Ed.D. culminates in a dissertation consisting of (1) experimental studies in learning, (2) design and formative evaluation of instruction, or (3) analytical studies in policy theory in mathematics education.

Typically, the program of studies for the Master of Arts should include at least 45 points in mathematics and mathematics education. Preparation in mathematics content courses, 12 points in mathematics content courses, 12 points in mathematics education courses, and 12 points of concentration. Content courses can be selected from courses offered by the department or departmental representatives. Students seeking degrees beyond the Master of Arts should enroll in at least two courses related to college teaching.

Doctoral students whose dissertations require at least one specialization. Initial certification in at least three of the following six areas such as analysis, algebra, and computing, computer mathematics, foundations of mathematics, probability, and statistical analysis should include appropriate computational competencies for further graduate study should be planned early in the doctoral program when preparing knowledge to the field and should contribute to higher education programs and practices.

The Ed.D. culminates in a dissertation consisting of (1) experimental studies in learning, (2) design and formative evaluation of instruction can be (1) experimental studies in learning, (2) design and formative evaluation of instruction, or (3) analytical studies in policy theory in mathematics education. The Ed.D. culminates in a dissertation consisting of (1) experimental studies in learning, (2) design and formative evaluation of instruction, or (3) analytical studies in policy theory in mathematics education. The Ed.D. culminates in a dissertation consisting of (1) experimental studies in learning, (2) design and formative evaluation of instruction, or (3) analytical studies in policy theory in mathematics education.

Typically, the program of studies for the Master of Arts should include at least 45 points in mathematics and mathematics education. Preparation in mathematics content courses, 12 points in mathematics content courses, 12 points in mathematics education courses, and 12 points of concentration. Content courses can be selected from courses offered by the department or departmental representatives. Students seeking degrees beyond the Master of Arts should enroll in at least two courses related to college teaching.

Doctoral students whose dissertations require at least one specialization. Initial certification in at least three of the following six areas such as analysis, algebra, and computing, computer mathematics, foundations of mathematics, probability, and statistical analysis should include appropriate computational competencies for further graduate study should be planned early in the doctoral program when preparing knowledge to the field and should contribute to higher education programs and practices.

The Ed.D. culminates in a dissertation consisting of (1) experimental studies in learning, (2) design and formative evaluation of instruction can be (1) experimental studies in learning, (2) design and formative evaluation of instruction, or (3) analytical studies in policy theory in mathematics education. The Ed.D. culminates in a dissertation consisting of (1) experimental studies in learning, (2) design and formative evaluation of instruction, or (3) analytical studies in policy theory in mathematics education. The Ed.D. culminates in a dissertation consisting of (1) experimental studies in learning, (2) design and formative evaluation of instruction, or (3) analytical studies in policy theory in mathematics education.

Typically, the program of studies for the Master of Arts should include at least 45 points in mathematics and mathematics education. Preparation in mathematics content courses, 12 points in mathematics content courses, 12 points in mathematics education courses, and 12 points of concentration. Content courses can be selected from courses offered by the department or departmental representatives. Students seeking degrees beyond the Master of Arts should enroll in at least two courses related to college teaching.

Doctoral students whose dissertations require at least one specialization. Initial certification in at least three of the following six areas such as analysis, algebra, and computing, computer mathematics, foundations of mathematics, probability, and statistical analysis should include appropriate computational competencies for further graduate study should be planned early in the doctoral program when preparing knowledge to the field and should contribute to higher education programs and practices.

The Ed.D. culminates in a dissertation consisting of (1) experimental studies in learning, (2) design and formative evaluation of instruction can be (1) experimental studies in learning, (2) design and formative evaluation of instruction, or (3) analytical studies in policy theory in mathematics education. The Ed.D. culminates in a dissertation consisting of (1) experimental studies in learning, (2) design and formative evaluation of instruction, or (3) analytical studies in policy theory in mathematics education. The Ed.D. culminates in a dissertation consisting of (1) experimental studies in learning, (2) design and formative evaluation of instruction, or (3) analytical studies in policy theory in mathematics education.
to the field and should be planned early in the program when sufficient advanced courses have been completed. Students in mathematics may not use computer mathematics.

Students who require other languages for the Ph.D. degree must include at least 45 points in mathematics and mathematics education. Required for pre-licensure programs.

Candidates are encouraged to develop an association with a faculty member early in their doctoral programs. Interns will teach college-level classes with the guidance of experienced college teachers for a period of at least one semester. Incoming doctoral candidates should register for Professional Development of Doctoral Studies.

Academic Subject: A program of study for the Doctor of Philosophy (Ph.D.) degree is an advanced course– including research courses in philosophy, psychological, and curricular innovations in computing and computer mathematics. Applications in the United States and abroad. Current research in instructional materials. Faculty. A review of teaching methods and learning strategies for teaching and the use of laboratory fees, may be assessed. Mathematics Education, special fees, including tuition and study abroad.

Students who require other languages for the Ph.D. degree must include at least 45 points in mathematics and mathematics education. Required for pre-licensure programs. Candidates for the Ph.D. degree are required to prepare graduates for careers in teaching and learning, (2) design and formative evaluation of doctoral studies to identify a problem area of mutual interest to plan a course of studies that leads to the competencies needed to complete dissertations in the college teaching of mathematics.Ordinarily, points in mathematics and mathematics education should include at least: 60 points in mathematics and statistics to satisfy the language requirement.
Guided field experience in supervising student teaching in mathematics education is also required. Open only to doctoral students. Professor Karp, Mr. Weinberg. Permission required.


Science courses are organized around a global systems perspective so that the impact on nature can be investigated and translated into new science curricula. The preparation of leaders in education. These programs complete preparation for a variety of positions including teaching, supervisory, and parochial schools; informal science centers formed in collaboration with private, public, and community-based organizations in the tri-state metropolitan region. Emphasis is placed on those competencies necessary for effective science teaching as a means of enhancing professional growth of in-service teachers. Advanced master's and doctoral programs are intended especially for students from other areas who do not wish to earn a degree in these areas. Fees to equal 3 points at current tuition rate for each term. For requirements, refer admissions questions to tcscience@tc.edu.
The Department provides programs for both Doctoral Degrees. The Science Education Program offers curricula leading to the degree of Doctor of Philosophy (Ph.D.) and the degree of Doctor of Education (Ed.D.). This program is intended for professional science educators who want a professional degree with intensive preparation in science education. Both programs include professional coursework with a focus on education including science education topics and can be either a synthesis, or it may be a library-type research paper. It may be a report of an empirical investigation, or it may be a theoretical model of scientific phenomena. The Ph.D. project should focus more on scientific research and theory development, while the Ed.D. recognizes that research may be less central to the Ed.D. degree and places emphasis on breadth of knowledge from the literature, and/or the production of a novel model synthesizing data.

For the M.S. and the Ed.M. degrees in the Science Education Program, a master's paper may form the basis for a subsequent doctoral dissertation. The paper should be carefully chosen in the candidate's application by faculty for the candidate's specialization, and the development 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. The Ed.M. project should focus more on science education. 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 paper should be planned and prepared in consultation with an advisor. The student, in consultation with an advisor, plans a program of study consistent with the advisor's approval of the plan. The paper should be submitted to the advisor and the Department for approval. The project and paper should be presented to an advisory committee for evaluation. The committee should consist of the advisor and an additional member appointed by the Department. The form of the paper is determined in consultation with the advisor.

Students interested in science supervision in secondary school science, urban science education, or supervising science teachers in the elementary school, or supervising science teachers in the elementary school, may pursue the degree of Master of Science and Education (M.S.E.). This degree is appropriate for prospective community college science, mathematics, and technology faculty. It is also appropriate for high school science, mathematics, and technology teachers who wish to pursue administrative certification. The M.S.E. is recommended for instructors who do not intend to pursue a doctoral degree immediately. The Ed.M. degree is recommended for science educators who want a professional degree with intensive preparation in science education and work in the candidate's specialization, and the development of a master's paper. The Ed.M. degree requires more intensive preparation in science content courses, 3-6 points in professional education courses, 9 points in professional education courses, 6 points in research science education courses, a minimum of 15 points in breadth in science education courses, and a master's paper.
In order that candidates become familiar with recent investigations in the broad fields of professional education, each program will include curriculum, and teaching, this course explores pedagogical practices in urban science classrooms, and (3) the issue of multicultural science education and curriculum writers play in the design and implementation of empowering curricular and instructional practices where multiculturalism is often used practices where multiculturalism is often attended to the nature of persons and the learning process.

**DOCTOR OF PHILOSOPHY**

The Ed.D. dissertation is a scholarly endeavor designed to support graduate students in qualitative research methodology in science education. Drawing from scholarship in policy, curriculum, and teaching, this course explores the creation of science curriculum and instruction that attends to current state and theoretical rationale and curiosity course. This course provides an introduction to the teaching of science well with all children. Constructivist perspectives and has as a goal attending to current state and planning. Students should refer to the bulleting, Requirements for the Degree of Doctor of Philosophy, available from the Office of Doctoral Studies. In planning a program of study, the student would be wise to seek an advisor within the departmental advisor for details.

**Dissertation Guidelines**

The dissertation must be a research project of sufficient breadth and depth to permit the candidate to contribute new knowledge to the field and develop both breadth and depth in science education. Preparation in research methods in science education as well as subject matter background. Students should refer to the bulletin, Requirements for the Degree of Doctor of Philosophy, available from the Office of Doctoral Studies. In planning a program of study, the student would be wise to seek an advisor within the departmental advisor for details.

**General Information:**
www.tc.columbia.edu  General Information: (212) 678-3000

**Courses:**

- **MSTC 4000. Science in secondary school instruction.** Required of initial science students.
- **MSTC 5040. Science curriculum construction and writing.** Faculty. This course provides an introduction to the creation of science curriculum and instruction that attends to current state and planning. Students should refer to the bulletin, Requirements for the Degree of Doctor of Philosophy, available from the Office of Doctoral Studies. In planning a program of study, the student would be wise to seek an advisor within the departmental advisor for details.

**Curricula, or (3) analytical studies in policy and curriculum for education.**

**Dissertation Requirements**

(1) empirical or theoretical studies in learning, (2) empirical or theoretical studies in learning, and pertinent advanced study to enable efficient and high-quality preparation of the thesis. Dissertations in science education can be based on a theoretical rationale and methodology courses, 3-6 points in technology and field-based experiences.

**Fees**

For certain courses in the program in Science Education, a fee of $75.00 will be assessed. The amounts and courses, and 6 dissertation study points. This leaves a remaining 12-15 points of optional coursework, or (3) analytical studies in policy and curriculum for education. **Dissertation Guidelines**

(1) empirical or theoretical studies in learning, (2) empirical or theoretical studies in learning, and pertinent advanced study to enable efficient and high-quality preparation of the thesis. Dissertations in science education can be based on a theoretical rationale and methodology courses, 3-6 points in technology and field-based experiences.

**Fees**

For certain courses in the program in Science Education, a fee of $75.00 will be assessed. The amounts and courses, and 6 dissertation study points. This leaves a remaining 12-15 points of optional coursework, or (3) analytical studies in policy and curriculum for education. **Dissertation Guidelines**

(1) empirical or theoretical studies in learning, (2) empirical or theoretical studies in learning, and pertinent advanced study to enable efficient and high-quality preparation of the thesis. Dissertations in science education can be based on a theoretical rationale and methodology courses, 3-6 points in technology and field-based experiences.

**Fees**

For certain courses in the program in Science Education, a fee of $75.00 will be assessed. The amounts and courses, and 6 dissertation study points. This leaves a remaining 12-15 points of optional coursework, or (3) analytical studies in policy and curriculum for education. **Dissertation Guidelines**

(1) empirical or theoretical studies in learning, (2) empirical or theoretical studies in learning, and pertinent advanced study to enable efficient and high-quality preparation of the thesis. Dissertations in science education can be based on a theoretical rationale and methodology courses, 3-6 points in technology and field-based experiences.

**Fees**

For certain courses in the program in Science Education, a fee of $75.00 will be assessed. The amounts and courses, and 6 dissertation study points. This leaves a remaining 12-15 points of optional coursework, or (3) analytical studies in policy and curriculum for education. **Dissertation Guidelines**

(1) empirical or theoretical studies in learning, (2) empirical or theoretical studies in learning, and pertinent advanced study to enable efficient and high-quality preparation of the thesis. Dissertations in science education can be based on a theoretical rationale and methodology courses, 3-6 points in technology and field-based experiences.
experiences.

protista. Professor Anderson. The physiological ecology
science methods. Faculty. Discussion of middle school life
tries in the life and physical sciences, using a
relationships between concepts, laws, and theo-

curricula, stressing laboratory
ecology with an emphasis on global systems.
Faculty. Introduction to plant physiological
MSTC 4054. Human anatomy and
MSTC 4052. Plant biology
MSTC 4048. Structure of science
and methods laboratory
MSTC 4047. Physical science curriculum
and methods laboratory
MSTC 4046. Chemistry curriculum
and curriculum laboratory
MSTC 4045. Earth science methods
and curriculum laboratory
MSTC 4043. Science in the environment
MSTC 4076. Concepts in physics II
MSTC 4075. Concepts in physics I
MSTC 4060. Concepts in chemistry II
MSTC 4059. Concepts in chemistry I
MSTC 4058. Advanced topics in earth
MSTC 5058. Advanced topics in earth
MSTC 5052. Principles of biochemistry
Faculty. Prerequisite: A basic biology course.
Faculty. A survey of modern principles of genet-
molecules and molecular kinetic theory, heat,
Faculty. Exploration of physics themes of
mechanics, waves, electricity and magnetism,
light, optics, quantum mechanics, and selected
physics and astrophysics.
Faculty. Corequisite: MSTC 4000. Directed field
and environmental sciences explored in lecture and
Field-Based Courses
Students can do an additional project for 4
processes with relations to cellular biology.
Faculty. Permission required. Prerequisite:
Professor Anderson. Major principles of bio-
cal chemistry concepts such as energetics, redox
ways, enzyme catalysis, and application of physi-
chemistry including biochemical reactions, path-
Edison and the development of electrical power
and energy. Includes demonstration and laboratory
Earth. Includes demonstration and laboratory
environmental science concepts will be conducted.
Laboratory sessions to be announced.
Faculty. Exploration of environmental science
inquiry procedures and applying pertinent envi-
cepts. A community study utilizing scientific
mental issues and environmental science con-
focus on teachers and children learn-
tion of teaching science from constructivist per-

cial, social, ethical, and historical perspectives are
ways of knowing? What standards of evidence
ed in the process.
practiced. In this course, through the analysis of
students will address questions such as What is sci-
a number of current issues and problems in sci-
help students develop an adequate understand-
advanced master's programs. It is designed to
important in understanding the nature of sci-
objectives and practical experiences for elementary school teachers
and seminars explore school envi-
Faculty. Corequisite: MSTC 4000. Directed field
and environmental sciences
MSTC 4152. Modern concepts in genetics
MSTC 4151. Modern principles of
MSTC 4153. Invertebrate biology
MSTC 4051. Evolution
MSTC 4050. Introductory biology
MSTC 4049. Botany
MSTC 4048. Microbiology
MSTC 4047. Biology for teachers
MSTC 4046. Physical science for teachers
MSTC 4045. Earth science for teachers
MSTC 4044. Biology for non-science teachers
MSTC 4043. Introduction to science
MSTC 4042. Biology
MSTC 4041. Introduction to biology
MSTC 4040. Concepts in biology
Faculty. Prerequisite: one year of college chem-
chemistry. Concepts explored from the Greek philosophers to the alchemists to
important in understanding the nature of sci-
was not to be explained by the then-current concept of atoms. The change in the concept of the atom was important in understanding the nature of science.

The historical development of selected
importance in understanding the nature of sci-

T eachers College Columbia University 2008-2009

MATHEMATICS, SCIENCE,
SCIEN CE AND TEC HNOLOGY

MATHEMATICS,

183
MSTC 4761. Student teaching in science (6)
Faculty. Permission required. Prerequisites: MSTC 4000 and MSTC 4363. Students do supervised teaching in metropolitan area schools.

MSTC 5265. Guided supervision of student teaching in science (1-2)
Faculty. Permission required. Open only to doctoral students. Guided field experience in supervising student teachers.

MSTC 6401. Internship in science education (1-6)
Faculty. Permission required. Supervised intern service in a variety of field settings including classroom teaching at various levels, supervision, curriculum development, and in-service education.

Independent, Advanced and Dissertation Study

MSTC 4852. Informal science education (1-2)
Faculty. Study of museums.

MSTC 4902. Guided study in science education (1-6)
Faculty. Permission required from the instructor with whom the student wishes to work. Independent study in selected areas. Use of professional laboratory facilities.

MSTC 5000. Neurocognitive models of information processing (1-3)
Professor Anderson. Permission required. An analysis of emergent theory in neuroscientific bases of cognition with applications to science education.

MSTC 5044. Selected topics and issues in science education (1-3)
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.

MSTC 6902. Research and independent study in science education (1-6)
Faculty. 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.

MSTC 7501. Dissertation seminar in science education (1-3)
Faculty. Development of doctoral dissertation proposals and presentation of proposals for departmental review.

MSTC 8901. Dissertation advisement in science education (0)
Faculty. 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.

MSTC 9901. Research and independent study in science education (1 or more)
Faculty. Permission required. Open to postdoctoral students accepted for study at Teachers College.
DEPARTMENTAL MISSION:
The mission of the Department of Organization and Leadership is to educate, train, and serve current and future leaders. These leaders include: 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 and postsecondary education, adult education, health administration, politics, advocacy, organizational behavior, and organizational development and change. We educate, train, and serve:

1. Leaders, managers, and administrators for all types of organizations, with an emphasis on educational and nonprofit institutions and health organizations 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, and who teach leadership, administration, education policy, politics, organizational behavior, and organizational change.

To accomplish this mission the Department provides programs in Adult Learning and Leadership, Education Leadership, Nurse Executive Education, Higher and Postsecondary Education, Politics and Education, and Social-Organizational Psychology.

CHAIR:
W. Warner Burke

LOCATION:
213 Zankel Building

TELEPHONE NUMBER:
(212) 678-3258

FAX:
(212) 678-3036

WEBSITE:
www.tc.edu/o&l

FACULTY:

PROFESSORS:
Joel Brockner (Social-Organizational Psychology)
W. Warner Burke (Social-Organizational Psychology)
Jeffrey Henig (Politics and Education)
Phillip Hettleman (Professor of Business, Columbia Graduate School of Business)
Jay P. Heubert (Education Leadership)
Pearl Rock Kane (Education Leadership)
L. Lee Knefelkamp (Social-Organizational Psychology)
Henry M. Levin (Education Leadership)
Victoria J. Marsick (Adult Learning and Leadership)
Anna Neumann (Higher and Postsecondary Education)
Craig E. Richards (Education Leadership)
Elaine La Monica Rigolosi (Nurse Executive)
Loriann Roberson (Social-Organizational Psychology)
Thomas Sobol — Emeritus

PROFESSOR OF PRACTICE:
Michael Rebell (Education Leadership)

ADJUNCT PROFESSORS:
Stephen D. Brookfield (Adult Learning and Leadership)
Ronald Cervero (Adult Learning and Leadership)
Patricia Cranton (Adult Learning and Leadership)
Kathleen Dirschel (Nurse Executive)
Keville C. Frederickson (Nurse Executive)
Neil Grabois (Higher and Postsecondary Education)
Ruud van der Veen (Adult Learning and Leadership)

ASSOCIATE PROFESSORS:
Gregory Anderson (Higher and Postsecondary Education)
William J. Baldwin (Higher and Postsecondary Education)
Caryn J. Block (Social-Organizational Psychology)
Madhabi Chatterji (Education Leadership)
Peter T. Coleman (Social-Organizational Psychology)
Kevin Dougherty (Higher and Postsecondary Education)
Eleanor Drago-Severson (Education Leadership)
Debra A. Noumair (Social-Organizational Psychology)
Elissa Perry (Social-Organizational Psychology)
Patricia Raskin (Social-Organizational Psychology)

PROGRAMS:

ADULT LEARNING AND LEADERSHIP
Adult Learning and Leadership
Adult Education Guided Intensive Study (AEGIS)

EDUCATION LEADERSHIP

HIGHER AND POSTSECONDARY EDUCATION

NURSE EXECUTIVE

POLITICS AND EDUCATION

SOCIAL-ORGANIZATIONAL PSYCHOLOGY
ADJUNCT ASSISTANT PROFESSORS:

ASSISTANT PROFESSORS:

ADJUNCT ASSOCIATE PROFESSORS:

RESEARCH ASSOCIATE PROFESSOR:
(DSocial-Organizational Psychology)

Daniella Fuchs

(Social-Organizational Psychology)

Susan Ellis (Education Leadership)

Monica Christensen (Higher and Postsecondary Education)

Connie Chartrand (Adult Learning and Leadership)

(Tom Buffett (Education Leadership)

David L. Buckner (Social-Organizational Psychology)

Timothy Breslin (Education Leadership)

(Robert Beodeker (Social-Organizational Psychology)

Janice Robinson (Education Leadership)

Douglas Ready (Adult Learning and Leadership)

Luis Huerta (Education Leadership)

(Svetlana T. Shmulyian (Social-Organizational Psychology)

William Shine (Education Leadership)

(Social-Organizational Psychology)

Susan Sandlund (Education Leadership)

Jonathan S. Rosenberg (Social-Organizational Psychology)

Sheila O'Shea Melli (Nurse Executive)

Gibran Majdalany (Education Leadership)

Daryll Mattingly (Education Leadership)

Stacey E. Lutz (Social-Organizational Psychology)

William Johnson (Education Leadership)

(Catherine Guerriero (Politics and Education)

Kathleen Gialanella (Nurse Executive)

Joseph D'Oronzio(Nurse Executive)

Celeste Coruzzi (Social-Organizational Psychology)

Cynthia Caroselli (Nurse Executive)

Michael Bazigos (Adult Learning and Leadership)

Lyle Yorks (Social-Organizational Psychology)

James D. Westaby (Social-Organizational Psychology)

Carolyn Riehl (Education Leadership)

Arthur M. Langer (Higher and Postsecondary Education)

Judith Glazer-Raymo (Social-Organizational Psychology)

Beth Fisher-Yoshida (Higher and Postsecondary Education)

Pamela Felder Thompson (Social-Organizational Psychology)

Sarah Brazaitis (Adult Learning and Leadership)

Jeanne E. Bitterman (Adult Learning and Leadership)

Marie P. Volpe (Higher and Postsecondary Education)

Aimee Terosky (Social-Organizational Psychology)

Ross Tartell (Education Leadership)

(Betty Sternberg (Adult Learning and Leadership)

Kevin Paul Scully (Higher and Postsecondary Education)

Brian Perkins (Education Leadership, Nurse Executive)

(Judith Parker (Adult Learning and Leadership)

Paul O'Neill(Education Leadership)

(Social-Organizational Psychology)

Laurie Nisco (Adult Learning and Leadership)

Joanna Nicholson (Education Leadership)

(Social-Organizational Psychology)

Susan Meyer (Adult Learning and Leadership)

Kim Mendez (Nurse Executive)

(Adult Learning and Leadership)

Barbara Macaulay (Education Leadership)

Dianna Lindsay (Education Leadership)

James Langlois (Education Leadership)

Elaine Kanas (Education Leadership)

Bonita Jenkins (Nurse Executive)

(Patrick Hyland (Social-Organizational Psychology)

Brian Hall (Adult Learning and Leadership)

(G. Kennedy Greene (Education Leadership)

(Jennifer Goldman (Adult Learning and Leadership)

Virginia G. Gonzalez (Social-Organizational Psychology)

INSTRUCTORS:

All masters and doctoral students must meet the following requirements:

F. Whether a student sits for the certification examination will be at the discretion of the faculty and department. Students must complete the remaining requirements within the initial period of matriculation, whichever comes first.

All master's degree students must complete all requirements as of Fall Term 2005 or later, must also meet the following requirements:

C. All requests for retroactive registration must be submitted to the Program Coordinator and Department Chair before submission to the Office of the Registrar.

Students must complete all requirements within 8 years from the date of matriculation, whichever comes first.

D. Ed.D. students must complete all requirements within 8 years from the date of matriculation, whichever comes first.

Students must complete all requirements for the Ed.D. within 8 years from the date of matriculation, whichever comes first.

Students must maintain a minimum GPA of B (exclusive of Pass/Fail courses) for all courses registered through Teachers College. If a student has been transferred in, the GPA requirements must be met within 3 years of term transfer.

Students must be enrolled for a minimum of 6 points per academic year. However, once a doctoral student is obligated for continuous doctoral dissertation advisement, students must satisfy the following requirements:

Students must continue to maintain a minimum GPA of B (exclusive of Pass/Fail courses) for all courses registered through Teachers College. If a student has been transferred in, the GPA requirements must be met within 3 years of term transfer.

For information about faculty and their scholarly research interests, please refer to the Faculty section of this bulletin, or visit us at www.tc.edu/faculty.
Seminar

1. Have adequate and acceptable reasons.

2. Have been registered and completed a course within the last 5 years.

3. Apply for a Certificate of Equivalency program plan, and has been formally recommended for certification by the Program. Petitions for extensions may be applicable. Petitions for extensions may be required to retake courses, or to undertake additional coursework, as specified by the advisor.

4. Obtain the approval of their faculty advisor, Program Coordinator, and/or Chair. Any petitions not accompanied by approval from the advisor do not believe this poses a problem when the obligation for continuous enrollment begins when he/she has passed both parts of the certification exam, has submitted a research methods and theories of research are required for an introductory course on the Certificate of Equivalency or take an approved substitute. Offered once biennially.

I. Students who have not been recommended for certification (as defined above), can apply for a Certificate of Equivalency program plan, and have been formally recommended for certification by the Program.

H. After having passed part one of the certification examination, the student may still sit for the remaining steps to secure full certification, including completing part two of the certification examination. Students filing for an extension must:

J. All Ed.D. candidates must complete their program plan, and in doing so, typically in fall of the year the student begins the Ed.D. degree requirements by the expiration date.

K. An Ed.D. student will be recommended for certification in doctoral dissertation advisement, if they are in good standing and have satisfied the college requirements for continuous enrollment, and have completed a course during the last five years. Candidates who have not completed their degree during this time but have registered and completed a course during the last five years may petition for an extension if they are in good standing and have satisfied the college requirements for continuous enrollment, for the purpose of determining their ability to take the remaining steps to secure full certification.

L. When the obligation for continuous enrollment begins when he/she has passed both parts of the certification exam, has submitted a research methods and theories of research are required for an introductory course on the Certificate of Equivalency or take an approved substitute. Offered once biennially.

M. Petitions for extensions may be applicable. Petitions for extensions may be required to retake courses, or to undertake additional coursework, as specified by the advisor. Any petitions not accompanied by approval from the advisor do not believe this poses a problem when the obligation for continuous enrollment begins when he/she has passed both parts of the certification exam, has submitted a research methods and theories of research are required for an introductory course on the Certificate of Equivalency or take an approved substitute. Offered once biennially.
The Adult Learning and Leadership Program offers the following degree programs:

**Master of Arts (M.A.)**
- Focus areas include policy development, strategy, and program analysis.
- Preparation for educators who work with adults in teaching and learning.
- Utilized by larger social units in today's knowledge society.

**Master of Education (Ed.M.)**
- Focus areas include policy development, strategy, and program analysis.
- Preparation for educators who are involved in the design, development, and delivery of learning.
- The 60-point Ed.M. and 90-point Ed.D. options are appropriate for professionals who plan to advance in roles such as change management, and systems-level learning.
- The 45-point M.A. program is most appropriate for professionals who design, develop, and evaluate learning initiatives.

**Doctor of Education (Ed.D.)**
- Focus areas include policy development, strategy, and program analysis.
- Preparation for educators who are involved in the design, development, and delivery of learning.
- Research-focused, requiring an academic writing sample.

**Guided Intensive Study (AEGIS)**
- Offers flexibility in meeting academic requirements.
- Can be used to support learning needs; and organizations in which adults live or work.

**ADULT LEARNING AND LEADERSHIP (ADUL)**
- The 45-point M.A. program is most appropriate for professionals who design, develop, and evaluate learning initiatives.
- Requires a well-constructed essay of 10–12 double-spaced pages, identifying and discussing a challenge well.
- Mentoring project is required at all times.

**Requirements/Information**
- Applicants should meet the following requirements:
  - Basic education classes (literacy, General Education Diploma);
  - Proficiencies in the English language.
- Applicants must describe their role and that of other relevant stakeholders; and the challenge and context for the Ed.D. dissertation are research-focused.
- An academic writing sample is required for applicants. The academic writing sample is not required for M.A. applicants. The academic writing sample can be a published or unpublished paper that demonstrates clear, logical, conceptual, and writing materials are not.
- The academic writing sample can be a published or unpublished paper that demonstrates clear, logical, conceptual, and writing materials are not.

**Funding Opportunities**
- The Adult Learning and Leadership Program offers financial support opportunities, including scholarships and loans.
- The program accepts applications from individuals who are interested in pursuing a career in adult learning and leadership.
- The program is open to students with a variety of academic backgrounds and interests.

**Program Coordinator**
- [Contact Information]

The mission of the program is to empower adult learners, professionals, and organizations to become more effective and proactive through the fostering of transformative learning.

We emphasize leadership design, deliver, or evaluate learning initiatives. They can be scholars, researchers, evaluators, and organizational learning professionals. They work in a wide range of settings: schools, second-chance adult basic education, and the fostering of transformative learning.
Electives can include, but may not be limited to, those listed below. Ed.D. candidates must take ORLD 7500 and ORLD 8900 (or 3 point Teachers College course) during fall and spring semester, in addition to one of the above listed courses. In order to graduate, Ed.D. candidates must complete the following courses: a data collection course, a data analysis course, and a research design course.
program is designed for experienced, self-directed professionals capable of completing a rigorous program emphasizing guided independent study. Coursework is completed over a two-year period. The program is highly selective. 

Requirements/Information:

- A personal statement that documents career/life goals and describes why a degree is a good fit with these goals.
- Academic writing sample. Refer to the special requirements for the Adult Education Guided Intensive Study (AEGIS) program for more details.
- Early admission decisions are made by March of the year in which the program begins. Applicants who want to be considered for an early admission decision should make sure that their materials are submitted by January 2nd of the year in which the program begins.

Program Description:
The AEGIS program, which is a highly selective, fast-track cohort program leading to the Ed.D. in Adult Education, is designed for experienced, self-directed professionals who work full time, and who choose to pursue a doctorate in a concentrated sequence. Should a student step out of the AEGIS program (“step out”) with some possibility of reenrolling with a subsequent cohort (at the same stage of progress through the program), absence will result in having to withdraw from the program.
This course provides an introduction to the study of adult education and learning. It covers the organization, management, and instructional process involved in staff training and development programs in business, industry, unions, healthcare institutions, governmental agencies, and other noncollegiate settings. Current trends to social change education (globalization, empowerment) are covered as well as new challenges to social change in the North (social movements, social action science as a framework for organizational change). The implications of the ideas of notable philosophers (Marcuse, Fromm and Marc); Foucault are considered as they relate to adult learning and education theory (social change, liberation, post-modernism).

Dr. van der Veen. This course introduces students to ways in which people learn through life-long learning, liberation, post-modernism. Faculty. Permission required.
• Understand teaching and learning, and are equipped to lead educational practice; to influence students for careers as practitioners and scholars.

To prepare themselves to serve effectively, applicants to either the M.A. or Ed.M. in Education Leadership Studies with a focus in Private School Leadership, and School Building Leadership and Public School District Leadership; Private School Leadership, and Public School District Leadership.

Applicants for the Klingenstein Fellows Private School Leadership should have at least three (3) years of teaching and/or administrative experience.

Applicants to the Education Leadership program must specify the degree, program name, and school-year of prominence, the Teachers College admits both admission and any available scholarship advertised by the College will be considered for admission.

The following courses of study:

• School-Year Doctoral (Ph.D.)
• School-Year Master's (M.A., Ed.M., Ed.D.)
• Leadership Academy
• Inquiry in Education Leadership Practice (Application code: ELIQ)

Special application requirements include:

• Graduate Record Examination (GRE) is required of applicants to all degree programs in Education Leadership (M.A., Ed.M., Ed.D.)

Exhibit the courage and critical intelligence to seek equality, equity, and diversity in educational matters, and possess the skills and knowledge to use technology systems and their products; are equipped to lead and support effective teaching for all kinds of teachers and learning.

To become thoroughly grounded in the theory of education and education leadership.


The Teachers College application to the Admissions section of this bulletin for more information.

Applicants to the Education Leadership program in Education Leadership (M.A., Ed.M., Ph.D.) must complete and have been received by the T eachers College application to the Admissions Office by January 15th.

Late applications may be considered for admission. Please send the fellowship application to the Klingenstein Fellows application as well as the T eachers College Application for Admission.

Applicants to the Klingenstein office by January 15th and the T eachers College Application for Admission. Please send the fellowship application to the Klingenstein Fellows program in Education Leadership (M.A., Ed.M., Ph.D.) must complete and have been received by the T eachers College application to the Admissions Office by January 15th.

THE PUBLIC SCHOOL SUMMER PRINCIPALS ACADEMY

The Public School Summer Principals Academy integrates practice and skill development in such a way that students are engaged in a rich, complex, and adaptive learning environment that mimics closely the actual conditions of complex organizations in a sophisticated technological society. Participants are encouraged to construct knowledge, skills, and dispositions from sound theoretical and best practice knowledge, extended internship, and research. Students are also substantially present in the guide to the certification of school building leaders.

The knowledge, skills and dispositions we seek to develop in the cohorts of students selected for each cohort are to:

- Foster the development of leadership that promotes respect for, and encourages and supports the participation of cohort members as they seek to become the best possible leaders.
- Facilitate the emergence of students as leaders who are committed to continuous learning and mutual support.
- Encourage the development of leadership that is ethical, and can be considered ethical by others.
- Encourage the development of leadership that promotes the practice of intellectual, ethical, and practical foundations that will persist and sustain these core competencies.
- Promote critical and reflective judgment and decision making.
- Foster reflective judgment and decision making.
- Develop intellectually, ethically, and practically reflective leadership.
- Support the reality of aspiring principals who are currently working teachers, team leaders, departmental leaders, and others in similar roles who aspire to become principals.
- Provide students with an understanding of the role of leadership in promoting social justice and equity.
- Provide students with the knowledge, skills, and dispositions needed for student principals to transform possibilities for student learning.
- Foster leadership that supports the reality of aspiring principals who are currently working teachers, team leaders, and others in similar roles who aspire to become principals.
- Foster the development of leadership that promotes the practice of intellectual, ethical, and practical foundations that will persist and sustain these core competencies.
- Promote the development of leadership that is ethical, and can be considered ethical by others.

THE PUBLIC SCHOOL SUMMER PRINCIPALS ACADEMY

The Public School Summer Principals Academy is a program that is structured to prepare aspiring public school principals for leadership roles in the public schools. The program is designed to provide a rich, complex, and adaptive learning environment that mimics closely the actual conditions of complex organizations in a sophisticated technological society. Participants are encouraged to construct knowledge, skills, and dispositions from sound theoretical and best practice knowledge, extended internship, and research. Students are also substantially present in the guide to the certification of school building leaders.

The knowledge, skills and dispositions we seek to develop in the cohorts of students selected for each cohort are to:

- Foster the development of leadership that promotes respect for, and encourages and supports the participation of cohort members as they seek to become the best possible leaders.
- Facilitate the emergence of students as leaders who are committed to continuous learning and mutual support.
- Encourage the development of leadership that is ethical, and can be considered ethical by others.
- Encourage the development of leadership that promotes the practice of intellectual, ethical, and practical foundations that will persist and sustain these core competencies.
- Promote critical and reflective judgment and decision making.
- Foster reflective judgment and decision making.
- Develop intellectually, ethically, and practically reflective leadership.
- Support the reality of aspiring principals who are currently working teachers, team leaders, and others in similar roles who aspire to become principals.
- Provide students with an understanding of the role of leadership in promoting social justice and equity.
- Provide students with the knowledge, skills, and dispositions needed for student principals to transform possibilities for student learning.
- Foster leadership that supports the reality of aspiring principals who are currently working teachers, team leaders, and others in similar roles who aspire to become principals.
- Foster the development of leadership that promotes the practice of intellectual, ethical, and practical foundations that will persist and sustain these core competencies.
- Promote the development of leadership that is ethical, and can be considered ethical by others.

THE PUBLIC SCHOOL SUMMER PRINCIPALS ACADEMY

The Public School Summer Principals Academy is a program that is structured to prepare aspiring public school principals for leadership roles in the public schools. The program is designed to provide a rich, complex, and adaptive learning environment that mimics closely the actual conditions of complex organizations in a sophisticated technological society. Participants are encouraged to construct knowledge, skills, and dispositions from sound theoretical and best practice knowledge, extended internship, and research. Students are also substantially present in the guide to the certification of school building leaders.

The knowledge, skills and dispositions we seek to develop in the cohorts of students selected for each cohort are to:

- Foster the development of leadership that promotes respect for, and encourages and supports the participation of cohort members as they seek to become the best possible leaders.
- Facilitate the emergence of students as leaders who are committed to continuous learning and mutual support.
- Encourage the development of leadership that is ethical, and can be considered ethical by others.
- Encourage the development of leadership that promotes the practice of intellectual, ethical, and practical foundations that will persist and sustain these core competencies.
- Promote critical and reflective judgment and decision making.
- Foster reflective judgment and decision making.
- Develop intellectually, ethically, and practically reflective leadership.
- Support the reality of aspiring principals who are currently working teachers, team leaders, and others in similar roles who aspire to become principals.
- Provide students with an understanding of the role of leadership in promoting social justice and equity.
- Provide students with the knowledge, skills, and dispositions needed for student principals to transform possibilities for student learning.
- Foster leadership that supports the reality of aspiring principals who are currently working teachers, team leaders, and others in similar roles who aspire to become principals.
- Foster the development of leadership that promotes the practice of intellectual, ethical, and practical foundations that will persist and sustain these core competencies.
- Promote the development of leadership that is ethical, and can be considered ethical by others.
The Leadership Academy curriculum is designed around five core principles of effective leadership: the use of reflective practice in fostering development; the importance of personal transformation and leadership capability; the importance of collaboration and teamwork; leadership in promoting social justice and community building; and the importance of policy and politics. These principles are applied in courses such as "Supporting Teaching and Learning" and "Research and Independent Study in Education Leadership," which provide students with hands-on investigation and application. Each student must complete two full courses and a seminar during their summer session. During the fall semester following the second summer session, students undertake a final research and writing-based project to complete their requirements. This project includes a research dissertation, coursework beyond the master's-level core courses, a two-part practicum, and an advanced graduate study at the Graduate School of Education. Additionally, students are required to keep a journal in deliberate ways to provide the student with experiential learning and personal development. The program leads to a 32-point Master of Arts and Sciences at Columbia University. Successful completion of the 18-month program leads to the award of a Columbia University Certificate of Professional Achievement in the Liberal Arts. Graduates of the program are endorsed by their Heads of School as community members with strong educational leaders and who choose to stay at their jobs during the academic year, the summer term is divided into two three-week sessions. The program offers the same degree as the school year program. Rigorous coursework in the Leadership Academy (Summer cohort program) is aimed at improving private school practices and is designed with considerable collaboration with the sponsoring school. Practica may include work with students doing research and practica during the academic year, the policy and politics concentration may take up to 30 points from an accreditation, and students are required to complete a supervised administrative internship. Independent school educators with 3 years of experience writing policy briefs for a variety of audiences. Doctoral students complete a research and independent study in education leadership. Successful completion of the 18-month program leads to the award of a Columbia University Certificate of Professional Achievement in the Liberal Arts.
Leadership. A description below for the Ph.D. in Education in Leadership, Policy and Politics, see the full- or part-time basis. For the Ph.D. in required coursework may be completed on a state institution with an advisor's approval, and credit may be transferred from another gradu -
are governed. Up to 40 points of acceptable of the unique ways that schools function and are expected to develop a solid understanding sis, while those with policy-related experience (theory and practice) advancement to candi-stantial methodological strand, and a two-part Politics master's degree core curriculum, a sub-
completion of the Leadership, Policy and Politics (ELPL) of study in Leadership, Policy and Politics, intended for aspiring experts in the 90-point degree in Leadership, Policy and
Ed.D. in Education Leadership with a course interest. Up to 30 points of eligible course-
work in a policy area relevant to the student's tion policy in either the private or the public and non-educators seeking careers in educa-
positions in education policy or management and prepares candidates to excel in the inte-
commitments to education from applicants, educational issues, emphasizing the practice of edu-
students will explore what leaders can advance the twin goals of excellence and standings of how policies, politics and the law effectively. W e need to reach deeper under-
school systems can be organized and led most complex world of education, a crucial need exists
In the rapidly changing and increasingly com-
require extensive preparation in quantitative leadership, policy, and politics, the program requires extensive preparation in quantitative leadership, policy, and politics, the program
LEADERSHIP STUDIES
Fundamental issues in the relationships between inferences, and analytical research. This knowledge
foster teachers' professional develop-
tions, and analytical research. This knowledge
of education leadership and policy. This
Education Leadership Program responds to these knowl-
degree program provides the opportunity to
apply to the Ed.M. degree.

tional Issues, Education Leadership and a research
tionship, and Learning enables students to exam-
school- level and cross-national, and the link
Ed.M. and Ed.D. in Education Leadership
M.A. and Ed.M., Ed.D., Ph.D.

Education Leadership
Leadership and Management

Leadership and Management

Leadership and Management

Leadership and Management

Leadership and Management

Leadership and Management

Leadership and Management

Leadership and Management

Leadership and Management

Leadership and Management

Leadership and Management

Leadership and Management

Leadership and Management

Leadership and Management

Leadership and Management

Leadership and Management

Leadership and Management

Leadership and Management

Leadership and Management

Leadership and Management

Leadership and Management

Leadership and Management

Leadership and Management

Leadership and Management

Leadership and Management

Leadership and Management

Leadership and Management

Leadership and Management

Leadership and Management

Leadership and Management

Leadership and Management

Leadership and Management

Leadership and Management

Leadership and Management

Leadership and Management

Leadership and Management

Leadership and Management

Leadership and Management

Leadership and Management

Leadership and Management

Leadership and Management

Leadership and Management

Leadership and Management

Leadership and Management

Leadership and Management

Leadership and Management
Students who are admitted to the Columbia Business School:

It is required that students spend one year in public school districts, universities, foundations, government agencies, non-profits, and for-profit organizations, and in the field of education management. Graduates typically enter educational management positions or pursue advanced degrees. It prepares graduates for leadership roles improving educational programs and applying management skills to the field of education. Graduates typically enter educational management positions or pursue advanced degrees.

Columbia Business School and Teachers College jointly offer the Education Leadership and Management Program (90-points) must complete requirements and take the GMAT exam.

There are four options to complete the fellowship:

1. Full-time in the Klingenstein Fellowship at Teachers College in lieu of GRE or MAT scores.
2. Part-time in the Klingenstein Fellowship at Teachers College in lieu of GRE or MAT scores.
3. Full-time at Teachers College and to the Columbia University Graduate School of Business.
4. Part-time at Teachers College and to the Columbia University Graduate School of Business.

Applicants must apply and be admitted both to Teachers College and the Columbia University Graduate School of Business. In order to be pre-qualified for the fellowship, all applicants must complete the Klingenstein Fellowship application to the Klingenstein Program who wish to be considered for the fellowship.

Applicants for the Klingenstein Fellows Program are required to complete an internship during summer months on a full-time basis. The Klingenstein Fellows Program is a one-year intensive off-site residential summer institute to assume increased leadership responsibility.

There are six areas that each doctoral student must complete requirements to avoid duplication with the coursework of Columbia Business School courses please refer to http://www.gsb.columbia.edu/mba.

For more information about Columbia Business School, please refer to http://www.gsb.columbia.edu/mba.

There are six areas that each doctoral student must complete requirements to avoid duplication with the coursework of Columbia Business School courses please refer to http://www.gsb.columbia.edu/mba.

For more information about Columbia Business School, please refer to http://www.gsb.columbia.edu/mba.

There are six areas that each doctoral student must complete requirements to avoid duplication with the coursework of Columbia Business School courses please refer to http://www.gsb.columbia.edu/mba.

For more information about Columbia Business School, please refer to http://www.gsb.columbia.edu/mba.

There are six areas that each doctoral student must complete requirements to avoid duplication with the coursework of Columbia Business School courses please refer to http://www.gsb.columbia.edu/mba.

For more information about Columbia Business School, please refer to http://www.gsb.columbia.edu/mba.

There are six areas that each doctoral student must complete requirements to avoid duplication with the coursework of Columbia Business School courses please refer to http://www.gsb.columbia.edu/mba.

For more information about Columbia Business School, please refer to http://www.gsb.columbia.edu/mba.

There are six areas that each doctoral student must complete requirements to avoid duplication with the coursework of Columbia Business School courses please refer to http://www.gsb.columbia.edu/mba.

For more information about Columbia Business School, please refer to http://www.gsb.columbia.edu/mba.
for learning. Permission of the instructor is required.

Professor Kane. Small public schools, independent schools, charter schools, vouchers, and organizational buffers to policy change and implementation in schools and districts by focusing on the political reactions (or reform) implementation in schools and educational outcomes, school reform, and increased cognitive and affective capacities to make and enforce rules governing student and teachers, and extracurricular groups; who control the curriculum; the school's authority to monitor the students design and undertake a market study and analysis of educational finance, educational practice.

ORLA 4050. Economics of education study and analysis of educational finance, education and organizational patterns. Reference to research on educational practice.

Professor Huerta. Explores the issues of policy and theory with special emphasis on the implementation of managing private schools and non-profit educational institutions. Permission of the instructor is required.

ORLA 4058. Privatization and choice ORLA 4050. Economics of education

TOPIC: ECONOMICS OF EDUCATION

This course examines current economic issues of private schools, independent school context. Topics include a deregulation of public and private schools; church-state issues (prayer, vouchers, charging fees for tuition, etc.); child abuse; search and seizure; and due process, religion, free speech, and safety and government compliance.

TOPIC: STRATEGIC MARKETING

Faculty. Students survey the major themes of marketing with specific attention to the independent school context. Topics include a marketing with specific attention to the independent school context. Topics include a marketing with specific attention to the independent school context. Topics include a marketing with specific attention to the independent school context.

TOPIC: SCHOOL LEADERSHIP

ORLA 4900. Research and independent study. Special permission required.

ORLA 4900. Research and independent study. Special permission required.

ORLA 4900. Research and independent study. Special permission required.

ORLA 4874. Strategic marketing for independent schools.

TOPIC: ECONOMICS OF EDUCATION

Faculty. Organizational behavior with reference to interpersonal relationships and the principles inform these practices?

ORLA 4016. Educational equality: race, gender, and culture in education

Faculty. For students wishing to pursue independent study and analysis of educational finance, educational practice.

TOPIC: ECONOMICS OF EDUCATION

Students study how mission and vision, governance, social intelligence, and leadership practice. They assess barriers to management and change and seek strategies and solutions to strengthen educational practice. ORLA 4058. Privatization and choice ORLA 4050. Economics of education

TOPIC: STRATEGIC MARKETING

TOPIC: SCHOOL LEADERSHIP

Faculty. Students survey the major themes of marketing with specific attention to the independent school context. Topics include a marketing with specific attention to the independent school context. Topics include a marketing with specific attention to the independent school context. Topics include a marketing with specific attention to the independent school context.

TOPIC: ECONOMICS OF EDUCATION

Faculty. Students survey the major themes of marketing with specific attention to the independent school context. Topics include a marketing with specific attention to the independent school context. Topics include a marketing with specific attention to the independent school context. Topics include a marketing with specific attention to the independent school context.

TOPIC: STRATEGIC MARKETING

Faculty. Students survey the major themes of marketing with specific attention to the independent school context. Topics include a marketing with specific attention to the independent school context. Topics include a marketing with specific attention to the independent school context. Topics include a marketing with specific attention to the independent school context.
research on the lived experiences and educational diversity in education. Focus on socioeconomic, linguistic, and other forms of action exists.

Emphasis is also placed on understanding the environment in which the organizations are designed to make it possible for systems to become connoisseurs of effective knowledge-based systems. Familiarity with simulations and exercises, including those with purposes for which data can be used, is necessary. Improvisational leadership. The course teaches prospective leaders the use of databases of various kinds to pursue a systematic inquiry in the health and productivity of the ecology of the school. It produces plans for action that are organizationally feasible and publicly valuable. The purpose of the course is to help students conduct action research projects.

Faculty. The purpose of this course is to help students conduct action research projects. Techniques and methods of designing and conducting action research on organizational issues are addressed regarding the legal and political ramifications of alternative policies; to understand political, philosophical, and educational implications of action research; and to conduct research about how people learn and how organizational learning and problem solving through the use of action research to foster organizational change. The course teaches students the theoretical and practical problems inherent in conducting policy research and the extent to which these legal mandates and educational mandates are being implemented.

The course will examine the legal and political justification of action research. Action research is defined as a systematic, investigative inquiry into educational practice. Action research is conducted to improve the process and outcomes of educational practice. The course will focus on the lived experiences and educational diversity in education. Focus on socioeconomic, linguistic, and other forms of action exists.

Emphasis is also placed on understanding the environment in which the organizations are designed to make it possible for systems to become connoisseurs of effective knowledge-based systems. Familiarity with simulations and exercises, including those with purposes for which data can be used, is necessary. Improvisational leadership. The course teaches prospective leaders the use of databases of various kinds to pursue a systematic inquiry in the health and productivity of the ecology of the school. It produces plans for action that are organizationally feasible and publicly valuable. The purpose of the research design is to subordinate the research process to goal thereof. The purpose of the research design is to subordinate the research process to goal thereof. The purpose of the research design is to subordinate the research process to goal thereof. The purpose of the research design is to subordinate the research process to goal thereof. The purpose of the research design is to subordinate the research process to goal thereof.
fee: $30. (1-4) 

Faculty. Enrollment limited. Negotiations as organizations, grievances, and collective bargaining, tenure, academic freedom, teachers' rights of association, speech, and press, student organizations' freedoms, and the handling of free speech rights of students and teachers. Records; legal issues in teacher evaluation; and student and staff conduct; equity issues (affirmative action, harassment, HIV/AIDS, sexual harassment, and abuse); the schools' authority to regulate safety and order (search and seizure, child discipline, student and employee counseling); and the role of attorneys. Topics covered include organizing themes: improving teaching and student learning; change; conflict management; justice and equity issues; leadership behavior and evaluation; ethical and moral issues; the development and implementation of educational policies; teacher effectiveness and accountability; and the relationships among leaders' knowledge, skills, and dispositions and their leadership practice. Students will examine theoretical and empirical research on topics such as leadership effects on student learning; changes in educational contexts and policies. The central theme of the Pro-seminar is improving practice and leadership preparation and effectiveness. Students will examine the theoretical perspectives on administrative leadership in the United States and examine how these perspectives are studied and advanced through empirical research, and critically as they relate to studies of educational leadership. Faculty. Leadership responsibility in the form of grants and contracts, and human resource needs, certification, and recognition. Leadership effects on student learning; change; conflict management; justice and equity issues; leadership behavior and evaluation; ethical and moral issues; the development and implementation of educational policies; teacher effectiveness and accountability; and the relationships among leaders' knowledge, skills, and dispositions and their leadership practice. Students will examine theoretical and empirical research on topics such as leadership effects on student learning; change; conflict management; justice and equity issues; leadership behavior and evaluation; ethical and moral issues; the development and implementation of educational policies; teacher effectiveness and accountability; and the relationships among leaders' knowledge, skills, and dispositions and their leadership practice. Faculty. This course focuses on major theoretical perspectives on educational leadership in the United States and examines how these perspectives are studied and advanced through empirical research, and critically as they relate to studies of educational leadership.
The Higher and Postsecondary Education Program 

Program Description:

Doctor of Education (Ed.D.)
Master of Education (Ed.M.)
Master of Arts (M.A.)

Degrees Offered:

Students who pursue the M.A. Program will be exposed to each of the three curricular domains, becoming knowledgeable on an intellectual issue or professional activity extending beyond one domain. By the time of graduation, their programs of study will be informed broadly with attention to the social, cultural, economic, and political contexts of knowledge production, policy-making, etc. The Ed.M. Program includes their programs of study by writing an integrative paper focused on a particular topic within the broader span of higher and postsecondary education thereby availing expanded access studies, studies in student learning and development, and studies of scholarly learning and professional development.

W e expect that students will work within and across these domains, developing programs of study that, though focused on particular facets of the enterprise, often from an institutional and comparative perspective. Students will have the opportunity to specialize in one of the domains, they will specialize in one. Students earning the M.A. degree will be positioned to serve in a variety of academic and administrative roles. 

Students who pursue the Ed.M. in Higher and Postsecondary Education at Teachers College, Columbia University typically bring to their professional and personal interest and draw their intellectual resources for their professional development, policy-development, policy-support, and organizational analysis, comparative study of institutional, state, and national systems of tertiary education, including abilities to probe and develop the organizational and institutional analysis, and scholarly and professional development; concerning broadly with teaching, learning, and historical strengths in higher/postsecondary education, though emphasizing particular facets of the enterprise, often from a historical perspective.
Higher and Postsecondary Education Program

The coursework portion of each degree occurs in consultation with the designated faculty advisor and requires approval of the department. Applicants should have an M.A. in a relevant discipline or field. Relevant work experience is also helpful. Doctoral applicants should have a master’s degree in a relevant field and demonstrate a strong academic background. 

Graduates of the Ed.D. Program may become scholars and researchers. They may become academic leaders within higher and postsecondary education; they may lead university- or college-level governance; they may become academic administrators (such as through presidencies or other key administrative posts in colleges and universities or other leadership roles in the management of higher education systems; they may lead university- or college-level governance; they may become academic administrators (such as through presidencies or other key administrative posts in colleges and universities or other leadership roles in the management of higher education systems). 

The following requirements constitute frameworks that shape candidates' programs. At the core of the program are required courses, electives, and extra-Program electives; other requirements, unique to a program or portion of the program, are indicated below. 

Degree Requirements:

Applications are considered for fall enrollment only. Ed.M. and Ed.D. applicants should submit a paper written for a graduate level class. Ed.M. applicants should submit an additional course. M.A. students must write a dissertation that, in addition to the general application document, includes their anticipated work within the program. 

• ORLH 6556 Educational leadership: Observation and Supervised Fieldwork in Higher and Postsecondary Education (1)
• ORLH 5527 Advanced professional seminar: The college professoriate (3)
• ORLH 4011 Curriculum and Instruction in Higher Education (3)
• ORLH 4012 The community college (3)
• ORLH 4020 College and university administration (3)
• ORLH 4031 Financial administration (3)
• ORLH 4500 Special topics in higher education (3)
• ORLH 5241, 5242, 5251, 5252, 5253: Advanced training in supervisory techniques (1 point).

- Four courses from the following:
  - ORLH 4040 The American college education (3)
  - ORLH 4041 Student personnel administration: Programs and Functions, and Issues (3)
  - ORLH 4042 Student personnel administration: Organization, Development, and Institutional Analysis, or Social and Comparative Analysis.

- Requirements for Academic Preparedness continue through their own research (situated within their field of interest in higher and postsecondary education) though focused on a particular research problem. 

- One (1) additional course. M.A. students must write a dissertation that, in addition to the general application document, includes their anticipated work within the program. 

- ORLH 6521 Advanced seminar in the social and comparative contextualization of higher and postsecondary education; it may become academic leaders within higher and postsecondary education; it may lead university- or college-level governance; it may become academic administrators (such as through presidencies or other key administrative posts in colleges and universities or other leadership roles in the management of higher education systems). 

- The M.A. requires a minimum of 32 points (including internship) and a culminating project:
  - One (1) course from the following:
    - ORLH 4025 Higher education policy (3)
    - ORLH 5527 Advanced professional seminar: The college professoriate (3)
    - ORLH 4010 Purposes and policies of higher education (3)
    - ORLH 4011 Curriculum and instruction in higher education (3)
    - ORLH 4031 Financial administration (3)
    - ORLH 4500 Special topics in higher education (3)
  - Three (3) courses from the following: (1 point). 
    - ORLH 4040 The American college education (3)
    - ORLH 4041 Student personnel administration: Programs and Functions, and Issues (3)
    - ORLH 4042 Student personnel administration: Organization, Development, and Institutional Analysis, or Social and Comparative Analysis.

- The Ed.D. Program comprises coursework, an internship, and a culminating project:
  - Minimum of 3 out-of-program Teachers College course with advisor approval.
  - Four courses from the following:
    - ORLH 4025 Higher education policy (3)
    - ORLH 5527 Advanced professional seminar: The college professoriate (3)
    - ORLH 4010 Purposes and policies of higher education (3)
    - ORLH 4011 Curriculum and instruction in higher education (3)
  - Three (3) courses from the following:
    - ORLH 4040 The American college education (3)
    - ORLH 4041 Student personnel administration: Programs and Functions, and Issues (3)
    - ORLH 4042 Student personnel administration: Organization, Development, and Institutional Analysis, or Social and Comparative Analysis.

- The Ph.D. Program comprises coursework, an internship, and a culminating project:
  - Minimum of 3 out-of-program Teachers College course with advisor approval.
  - Four courses from the following:
    - ORLH 4025 Higher education policy (3)
    - ORLH 5527 Advanced professional seminar: The college professoriate (3)
    - ORLH 4010 Purposes and policies of higher education (3)
    - ORLH 4011 Curriculum and instruction in higher education (3)
  - Three (3) courses from the following:
    - ORLH 4040 The American college education (3)
    - ORLH 4041 Student personnel administration: Programs and Functions, and Issues (3)
    - ORLH 4042 Student personnel administration: Organization, Development, and Institutional Analysis, or Social and Comparative Analysis.

- The Ed.D. Program comprises coursework, an internship, and a culminating project:
  - Minimum of 3 out-of-program Teachers College course with advisor approval.
  - Four courses from the following:
    - ORLH 4025 Higher education policy (3)
    - ORLH 5527 Advanced professional seminar: The college professoriate (3)
    - ORLH 4010 Purposes and policies of higher education (3)
    - ORLH 4011 Curriculum and instruction in higher education (3)
  - Three (3) courses from the following:
    - ORLH 4040 The American college education (3)
    - ORLH 4041 Student personnel administration: Programs and Functions, and Issues (3)
    - ORLH 4042 Student personnel administration: Organization, Development, and Institutional Analysis, or Social and Comparative Analysis.

- The Ed.D. Program comprises coursework, an internship, and a culminating project:
  - Minimum of 3 out-of-program Teachers College course with advisor approval.
  - Four courses from the following:
    - ORLH 4025 Higher education policy (3)
    - ORLH 5527 Advanced professional seminar: The college professoriate (3)
    - ORLH 4010 Purposes and policies of higher education (3)
    - ORLH 4011 Curriculum and instruction in higher education (3)
  - Three (3) courses from the following:
    - ORLH 4040 The American college education (3)
    - ORLH 4041 Student personnel administration: Programs and Functions, and Issues (3)
    - ORLH 4042 Student personnel administration: Organization, Development, and Institutional Analysis, or Social and Comparative Analysis.
• ORL 5521 Introduction to research

Core courses (required):

• ORLH 5011 College teaching and
• ORLH 6551 Advanced seminar in
• ORLH 6511 Coordinating seminar in
• ORLH 5526 Advanced professional
• ORLH 5044 Theories of diversity in
• ORLH 4031 Financial administration
• ORLH 4020 College and university
• ORLH 4011 Curriculum and instruction
• ORLH 4010 Purposes and policies of
• Minimum of 3 out-of-program T eachers
• One (1) additional course. M.A. students
• A&HH 5070 History and theory of
• ORLH 6556  Education leadership:
• ORLH 5522 Advanced professional
• ORLH 5044 Theories of diversity in

In addition to ORL 5521, all Ed.D. students must

Core courses required:

• ORLH 6511 Coordinating seminar in
• ORLH 5527 Advanced professional
• ORLH 5044 Theories of diversity in
• ORLH 4021 Patterns of organization
• ORLH 4012. The community college
• ORLH 4025 Higher education policy (3)
• ORLH 4020. College and university
• ORLH 4011. Curriculum and instruction

The Ed.D. requires a minimum of 90 points of

Adjusments to requirements and distribu-

ments.

 ner coursework, completion of a certifica-

tion exam, and the writing and successful

defense of a dissertation.

Internships may be open to Ed.M. students

non-internship students elect another

ment.

ments.

ment needs. See department core require-

ments.

ntions, as shown for the M.A., Ed.M., and

Adjustments to requirements and distribu-

ments.

ment needs. See department core require-

ment.

ment.

ment.

ment.

ntions, as shown for the M.A., Ed.M., and

Adjustments to requirements and distribu-

ments.

ment.

ment.

ment.

ment.

ment.

ment.

ment.

ntions, as shown for the M.A., Ed.M., and

Adjustments to requirements and distribu-

ments.
ORLH 5525. College student development, new curricula, and fund raising. Economic and social rationales are discussed.

ORLH 5522. Contemporary student personnel administrators. Includes contemporary issues of concern to institutions: Programs and services typical of American colleges and universities (race, class and gender), concerns affecting students and policies to address them. Dr. Christensen. Critical analysis of research on student learning, multicultural theories and the contradictory cultures of single-scholar and to higher education in general. Required of all students doing an internship.

ORLH 4830. Transforming the curriculum: Implications, evaluation approaches, and curriculum design. The course stresses the implications of the new scholarship of gender, multiculturalism, and the influence of colleges upon students. Professor Dougherty. Reviews the demographic data about student access to college, the institution from multiple perspectives, with faculty. The study of college and university personnel development. Faculty. This course is designed to explore both the theoretical and research contributions from the behavioral and philosophical foundations and concepts of diversity in the student population. Professor Anderson. Students will explore diversity: implications of diversity in the student population.

ORLH 4845. Diversity: Implications, evaluation approaches, and curriculum design. The course stresses the implications of the new scholarship of gender, multiculturalism, and the influence of colleges upon students. Professor Dougherty. Reviews the demographic data about student access to college, the institution from multiple perspectives, with faculty. The study of college and university personnel development. Faculty. This course is designed to explore both the theoretical and research contributions from the behavioral and philosophical foundations and concepts of diversity in the student population. Professor Anderson. Students will explore diversity: implications of diversity in the student population.
Other students who wish to enroll should obtain the permission of the instructor. The course is intended for Ed.M. and Ed.D. students in the program. Other students in the college who wish to enroll should obtain permission of the instructor.

The sections involve practical experiences and prepare professionals in postsecondary education as well as for majors in the Program. All the following courses require permission of the instructor:

- ORLH 5526. The literature of higher education
- ORLH 6511. Coordinating seminar in higher education
- ORLH 6520-ORLH 6521. Advanced seminar in the community college
- ORLH 6556. Educational leadership: Research, art and practice
- ORLH 7900. Directed dissertation in education
- ORLH 8900. Research and independent study

Topics vary from year to year. Please see the Department of Human Development for course description.

ORLH 6900. Research and independent study

Faculty. Students should have completed most coursework (including research methods) and have passed the certification examination. Students register for the course if not a student in the program. Intensive study of classroom research methods studied in ORLH 5536. Faculty. Prerequisite: ORLH 5536. In-depth study of classroom research methods associated with collaborative learning, teaching and paid to assessment models associated with each model. ORLH 5533. Faculty evaluation and professional and personal development. Faculty. Introduction to a series of financial decision making.

The sections involve practical experiences and prepare professionals in postsecondary education as well as for majors in the Program. All the following courses require permission of the instructor:

- ORLH 6526. The literature of higher education
- ORLH 6511. Coordinating seminar in higher education
- ORLH 6520-ORLH 6521. Advanced seminar in the community college
- ORLH 6556. Educational leadership: Research, art and practice
- ORLH 7900. Directed dissertation in education
- ORLH 8900. Research and independent study

Topics vary from year to year. Please see the Department of Human Development for course description.

ORLH 6900. Research and independent study

Faculty. Students should have completed most coursework (including research methods) and have passed the certification examination. Students register for the course if not a student in the program. Intensive study of classroom research methods studied in ORLH 5536. Faculty. Prerequisite: ORLH 5536. In-depth study of classroom research methods associated with collaborative learning, teaching and paid to assessment models associated with each model.
Program Description:

**Doctor of Education (Ed.D.)**

**NURSE EXECUTIVE ROLE (NEXD)**

**Master of Arts (M.A.)**

**PROFESSORIAL ROLE - COHORT PROGRAM (NEPM)**

**Master of Arts (M.A.)**

**COHORT PROGRAM (NEXM)**

**NURSE EXECUTIVE ROLE - COHORT PROGRAM (NEXM)**

Degrees Offered:

- The accelerated Master of Arts cohort begins September 2010.
- Experience is required for professorial studies.
- The flat rate covers cohort courses beginning September 2010, tuition will be $12,500 per semester of study and include tuition, fees, and refreshments.
- The cost of the program is subject to change.
- The flat rate covers cohort courses.
- The cost of the program is subject to change.
- Professor Elaine La Monica Rigolosi
- Email: nurseexecutives@tc.edu
- Program Office: (212) 678-3421
- Website: www.tc.edu/o&l/NurseExec

Requirements/Information:

- Special Application
- Requirements
- Information
- Change
- Only
- The cost of the program is subject to change.
- The flat rate covers cohort courses beginning September 2010, tuition will be $12,500 per semester of study and include tuition, fees, and refreshments.
- For the cohort, tuition, fees, and refreshments. For the cohort, the cost of the program is subject to change.
<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>ORL 4014</td>
<td>Legal issues in healthcare</td>
</tr>
<tr>
<td></td>
<td>ORLD 4051</td>
<td>How adults learn</td>
</tr>
<tr>
<td>II</td>
<td>ORL 4003</td>
<td>Crisis intervention</td>
</tr>
<tr>
<td></td>
<td>ORL 6011</td>
<td>Advanced system management</td>
</tr>
<tr>
<td>III</td>
<td>ORLN 5010</td>
<td>Nursing science</td>
</tr>
<tr>
<td></td>
<td>ORLN 5005</td>
<td>Interdisciplinary theory</td>
</tr>
<tr>
<td></td>
<td>ORLN 5011</td>
<td>Designing, planning and evaluation</td>
</tr>
<tr>
<td></td>
<td>ORLN 5013</td>
<td>Informatics in nursing</td>
</tr>
<tr>
<td></td>
<td>ORLN 5000</td>
<td>Nursing science</td>
</tr>
<tr>
<td></td>
<td>ORLN 5040</td>
<td>Methods in nursing research</td>
</tr>
<tr>
<td></td>
<td>ORLD 4053</td>
<td>Facilitating adult learning</td>
</tr>
<tr>
<td></td>
<td>ORLD 4844</td>
<td>Helping adults learn</td>
</tr>
<tr>
<td>IV</td>
<td>ORL 6500</td>
<td>Qualitative research methods</td>
</tr>
<tr>
<td></td>
<td>ORL 4054</td>
<td>Leadership and management</td>
</tr>
<tr>
<td></td>
<td>ORLD 5055</td>
<td>Staff development and training</td>
</tr>
<tr>
<td></td>
<td>ORLD 4120</td>
<td>Methods of empirical research</td>
</tr>
<tr>
<td></td>
<td>ORLD 4122</td>
<td>Probability and statistical inference</td>
</tr>
<tr>
<td></td>
<td>ORL 6514</td>
<td>Marketing nursing programs</td>
</tr>
<tr>
<td></td>
<td>ORLN 6511</td>
<td>Innovations in nursing</td>
</tr>
<tr>
<td></td>
<td>ORLN 6635</td>
<td>Colloquium in nursing</td>
</tr>
<tr>
<td></td>
<td>ORLN 6540</td>
<td>Dissertation design</td>
</tr>
<tr>
<td></td>
<td>ORLN 6541</td>
<td>Advanced dissertation design development</td>
</tr>
<tr>
<td></td>
<td>ORL 6014</td>
<td>Managing the socially governed in health care</td>
</tr>
<tr>
<td></td>
<td>ORL 6522</td>
<td>Policy formation and development</td>
</tr>
<tr>
<td></td>
<td>ORLN 7500</td>
<td>Dissertation seminar in community dynamics.</td>
</tr>
<tr>
<td></td>
<td>ORLN 6530</td>
<td>Seminar: Clinical teaching and evaluation</td>
</tr>
<tr>
<td></td>
<td>ORLN 7510</td>
<td>Dissertation seminar in community dynamics.</td>
</tr>
<tr>
<td></td>
<td>ORLN 6501</td>
<td>Seminar in professional organization</td>
</tr>
<tr>
<td></td>
<td>ORLN 6505</td>
<td>Seminar in professional organization</td>
</tr>
<tr>
<td></td>
<td>HUD 4120</td>
<td>Methods of empirical research</td>
</tr>
<tr>
<td></td>
<td>HUDM 4120</td>
<td>Basic concepts in statistics</td>
</tr>
<tr>
<td></td>
<td>HUDM 4122</td>
<td>Probability and statistical inference</td>
</tr>
<tr>
<td></td>
<td>ORL 6500</td>
<td>Qualitative research methods</td>
</tr>
<tr>
<td></td>
<td>ORLD 5055</td>
<td>Staff development and training</td>
</tr>
<tr>
<td></td>
<td>ORLD 4120</td>
<td>Methods of empirical research</td>
</tr>
<tr>
<td></td>
<td>ORLD 4122</td>
<td>Probability and statistical inference</td>
</tr>
<tr>
<td></td>
<td>ORL 6514</td>
<td>Marketing nursing programs</td>
</tr>
<tr>
<td></td>
<td>ORLN 6511</td>
<td>Innovations in nursing</td>
</tr>
<tr>
<td></td>
<td>ORLN 6635</td>
<td>Colloquium in nursing</td>
</tr>
<tr>
<td></td>
<td>ORLN 6540</td>
<td>Dissertation design</td>
</tr>
<tr>
<td></td>
<td>ORLN 6541</td>
<td>Advanced dissertation design development</td>
</tr>
<tr>
<td></td>
<td>ORL 6014</td>
<td>Managing the socially governed in health care</td>
</tr>
<tr>
<td></td>
<td>ORL 6522</td>
<td>Policy formation and development</td>
</tr>
<tr>
<td></td>
<td>ORLN 7500</td>
<td>Dissertation seminar in community dynamics.</td>
</tr>
<tr>
<td></td>
<td>ORLN 7510</td>
<td>Dissertation seminar in community dynamics.</td>
</tr>
<tr>
<td></td>
<td>ORLN 6501</td>
<td>Seminar in professional organization</td>
</tr>
<tr>
<td></td>
<td>ORLN 6505</td>
<td>Seminar in professional organization</td>
</tr>
<tr>
<td></td>
<td>HUD 4120</td>
<td>Methods of empirical research</td>
</tr>
<tr>
<td></td>
<td>HUDM 4120</td>
<td>Basic concepts in statistics</td>
</tr>
<tr>
<td></td>
<td>HUDM 4122</td>
<td>Probability and statistical inference</td>
</tr>
<tr>
<td></td>
<td>ORL 6500</td>
<td>Qualitative research methods</td>
</tr>
<tr>
<td></td>
<td>ORLD 5055</td>
<td>Staff development and training</td>
</tr>
<tr>
<td></td>
<td>ORLD 4120</td>
<td>Methods of empirical research</td>
</tr>
<tr>
<td></td>
<td>ORLD 4122</td>
<td>Probability and statistical inference</td>
</tr>
<tr>
<td></td>
<td>ORL 6514</td>
<td>Marketing nursing programs</td>
</tr>
<tr>
<td></td>
<td>ORLN 6511</td>
<td>Innovations in nursing</td>
</tr>
<tr>
<td></td>
<td>ORLN 6635</td>
<td>Colloquium in nursing</td>
</tr>
<tr>
<td></td>
<td>ORLN 6540</td>
<td>Dissertation design</td>
</tr>
<tr>
<td></td>
<td>ORLN 6541</td>
<td>Advanced dissertation design development</td>
</tr>
<tr>
<td></td>
<td>ORL 6014</td>
<td>Managing the socially governed in health care</td>
</tr>
<tr>
<td></td>
<td>ORL 6522</td>
<td>Policy formation and development</td>
</tr>
<tr>
<td></td>
<td>ORLN 7500</td>
<td>Dissertation seminar in community dynamics.</td>
</tr>
<tr>
<td></td>
<td>ORLN 7510</td>
<td>Dissertation seminar in community dynamics.</td>
</tr>
<tr>
<td></td>
<td>ORLN 6501</td>
<td>Seminar in professional organization</td>
</tr>
<tr>
<td></td>
<td>ORLN 6505</td>
<td>Seminar in professional organization</td>
</tr>
<tr>
<td></td>
<td>HUD 4120</td>
<td>Methods of empirical research</td>
</tr>
<tr>
<td></td>
<td>HUDM 4120</td>
<td>Basic concepts in statistics</td>
</tr>
<tr>
<td></td>
<td>HUDM 4122</td>
<td>Probability and statistical inference</td>
</tr>
<tr>
<td></td>
<td>ORL 6500</td>
<td>Qualitative research methods</td>
</tr>
<tr>
<td></td>
<td>ORLD 5055</td>
<td>Staff development and training</td>
</tr>
<tr>
<td></td>
<td>ORLD 4120</td>
<td>Methods of empirical research</td>
</tr>
<tr>
<td></td>
<td>ORLD 4122</td>
<td>Probability and statistical inference</td>
</tr>
<tr>
<td></td>
<td>ORL 6514</td>
<td>Marketing nursing programs</td>
</tr>
<tr>
<td></td>
<td>ORLN 6511</td>
<td>Innovations in nursing</td>
</tr>
<tr>
<td></td>
<td>ORLN 6635</td>
<td>Colloquium in nursing</td>
</tr>
<tr>
<td></td>
<td>ORLN 6540</td>
<td>Dissertation design</td>
</tr>
<tr>
<td></td>
<td>ORLN 6541</td>
<td>Advanced dissertation design development</td>
</tr>
<tr>
<td></td>
<td>ORL 6014</td>
<td>Managing the socially governed in health care</td>
</tr>
<tr>
<td></td>
<td>ORL 6522</td>
<td>Policy formation and development</td>
</tr>
<tr>
<td></td>
<td>ORLN 7500</td>
<td>Dissertation seminar in community dynamics.</td>
</tr>
<tr>
<td></td>
<td>ORLN 7510</td>
<td>Dissertation seminar in community dynamics.</td>
</tr>
<tr>
<td></td>
<td>ORLN 6501</td>
<td>Seminar in professional organization</td>
</tr>
<tr>
<td></td>
<td>ORLN 6505</td>
<td>Seminar in professional organization</td>
</tr>
<tr>
<td></td>
<td>HUD 4120</td>
<td>Methods of empirical research</td>
</tr>
<tr>
<td></td>
<td>HUDM 4120</td>
<td>Basic concepts in statistics</td>
</tr>
<tr>
<td></td>
<td>HUDM 4122</td>
<td>Probability and statistical inference</td>
</tr>
<tr>
<td></td>
<td>ORL 6500</td>
<td>Qualitative research methods</td>
</tr>
<tr>
<td></td>
<td>ORLD 5055</td>
<td>Staff development and training</td>
</tr>
<tr>
<td></td>
<td>ORLD 4120</td>
<td>Methods of empirical research</td>
</tr>
<tr>
<td></td>
<td>ORLD 4122</td>
<td>Probability and statistical inference</td>
</tr>
<tr>
<td></td>
<td>ORL 6514</td>
<td>Marketing nursing programs</td>
</tr>
<tr>
<td></td>
<td>ORLN 6511</td>
<td>Innovations in nursing</td>
</tr>
<tr>
<td></td>
<td>ORLN 6635</td>
<td>Colloquium in nursing</td>
</tr>
<tr>
<td></td>
<td>ORLN 6540</td>
<td>Dissertation design</td>
</tr>
<tr>
<td></td>
<td>ORLN 6541</td>
<td>Advanced dissertation design development</td>
</tr>
<tr>
<td></td>
<td>ORL 6014</td>
<td>Managing the socially governed in health care</td>
</tr>
<tr>
<td></td>
<td>ORL 6522</td>
<td>Policy formation and development</td>
</tr>
<tr>
<td></td>
<td>ORLN 7500</td>
<td>Dissertation seminar in community dynamics.</td>
</tr>
<tr>
<td></td>
<td>ORLN 7510</td>
<td>Dissertation seminar in community dynamics.</td>
</tr>
<tr>
<td></td>
<td>ORLN 6501</td>
<td>Seminar in professional organization</td>
</tr>
<tr>
<td></td>
<td>ORLN 6505</td>
<td>Seminar in professional organization</td>
</tr>
<tr>
<td></td>
<td>HUD 4120</td>
<td>Methods of empirical research</td>
</tr>
<tr>
<td></td>
<td>HUDM 4120</td>
<td>Basic concepts in statistics</td>
</tr>
<tr>
<td></td>
<td>HUDM 4122</td>
<td>Probability and statistical inference</td>
</tr>
<tr>
<td></td>
<td>ORL 6500</td>
<td>Qualitative research methods</td>
</tr>
<tr>
<td></td>
<td>ORLD 5055</td>
<td>Staff development and training</td>
</tr>
<tr>
<td></td>
<td>ORLD 4120</td>
<td>Methods of empirical research</td>
</tr>
<tr>
<td></td>
<td>ORLD 4122</td>
<td>Probability and statistical inference</td>
</tr>
<tr>
<td></td>
<td>ORL 6514</td>
<td>Marketing nursing programs</td>
</tr>
<tr>
<td></td>
<td>ORLN 6511</td>
<td>Innovations in nursing</td>
</tr>
<tr>
<td></td>
<td>ORLN 6635</td>
<td>Colloquium in nursing</td>
</tr>
<tr>
<td></td>
<td>ORLN 6540</td>
<td>Dissertation design</td>
</tr>
<tr>
<td></td>
<td>ORLN 6541</td>
<td>Advanced dissertation design development</td>
</tr>
<tr>
<td></td>
<td>ORL 6014</td>
<td>Managing the socially governed in health care</td>
</tr>
<tr>
<td></td>
<td>ORL 6522</td>
<td>Policy formation and development</td>
</tr>
<tr>
<td></td>
<td>ORLN 7500</td>
<td>Dissertation seminar in community dynamics.</td>
</tr>
<tr>
<td></td>
<td>ORLN 7510</td>
<td>Dissertation seminar in community dynamics.</td>
</tr>
<tr>
<td></td>
<td>ORLN 6501</td>
<td>Seminar in professional organization</td>
</tr>
<tr>
<td></td>
<td>ORLN 6505</td>
<td>Seminar in professional organization</td>
</tr>
<tr>
<td></td>
<td>HUD 4120</td>
<td>Methods of empirical research</td>
</tr>
<tr>
<td></td>
<td>HUDM 4120</td>
<td>Basic concepts in statistics</td>
</tr>
<tr>
<td></td>
<td>HUDM 4122</td>
<td>Probability and statistical inference</td>
</tr>
</tbody>
</table>
This course focuses on using information for decision-making. Special fee: $25.

The nature of nursing practice.

Critical analysis of theories that explain the executive's role as it relates to these theories.

Faculty. Theoretical foundations of nursing.

Managing systems require the generation of useful information for decision-making.

Professor Rigolosi. Examination and application of personnel management and human resource utilization, problem solving, and research in organizational behavior, leading to the development of an organized framework for analysis of ethical issues in healthcare.

Special fee: $25.

Includes human resource utilization, problem solving, and research in organizational behavior, leading to the development of an organized framework for analysis of ethical issues in healthcare.

Faculty. Prerequisite: ORLN 4005.

Review of ethical issues in healthcare and nursing education, and its influence on the delivery of healthcare services. Relevance to theory and healthcare.

Faculty. Consideration of the history of nursing and healthcare and its influence on the delivery of healthcare services.

Prerequisite: ORLN 4005, ORLN 5005, or equivalent. Evaluation of utility of techniques of dissertation proposals; focus on beginning to intermediate aspects of analysis of theoretical and methodological issues.

Prerequisite: ORLN 6540 and certification. The departmental examination following completion of all course requirements. Students eligible for this course must register for this course during completion of the dissertation following completion of all course requirements. Faculty. Focus is the fiscal impact of providing healthcare services. Management information systems, organizing human and material resources, systems, see section in catalog on Continuous Enrollment.

The rest of the nursing courses focus on completing the program. The remaining courses to complete the program focus on completing the program.

Prerequisites: ORLN 4005, ORLN 5005, or equivalent. Examination and assessment of research problems in nursing. Focus on developing a domain-significant research problem. Emphasis given to clarification to study designs and data collection methods in preparation for the proposal. This course may be repeated as often as necessary until the student is ready for the departmental examination during the semester in which the departmental examination is required until the semester in which the departmental examination is required for credit if different topics are covered. Faculty. Permission required. Prerequisites: ORLN 4005, ORLN 5005, or equivalent. Examination and assessment of research problems in nursing. Focus on developing a domain-significant research problem. Emphasis given to clarification to study designs and data collection methods in preparation for the proposal. This course may be repeated as often as necessary until the student is ready for the departmental examination during the semester in which the departmental examination is required for credit if different topics are covered.
Students follow a core program developed by the politics faculty and individual coursework and other learning experiences accepted towards an Ed.M. but only upon approval of an assigned faculty advisor after the student has completed an approved two-course sequence in political science as they apply to the specialty of politics in education. Depending on their interests, students with a master's degree in fields other than political science may enter the politics in education program. Continuing students in the department of political science may continue study. They also must meet the program requirements including but not limited to: (1) a reading knowledge of a foreign language, (2) a reading knowledge of a second foreign language, (3) knowledge of a foreign language, (4) an approved two-course sequence in quantitative methods, (5) a comparative analysis, (6) an approved two-course sequence in qualitative methods, and (7) a reading knowledge of a second foreign language. Students must include three letters of reference, general test scores. Doctoral applications must include three letters of reference, any available scholarship aid. All complete applications received by the Admissions Office by the early deadline will be considered for both admission and any available scholarship aid. All complete applications received by the final deadline as advertised by the College will be considered for admission, but not scholarship aid, on a space available basis. Master's applications that are complete and have been received for admission only.

For further information on specific program requirements consult the program website at www.tc.edu/o&l/Politics.

Requirements/Information:

Special Application

Students must complete a core of coursework at a level of sophistication commensurate with doctoral study. They must meet the program requirements for advancement to candidacy. Students with master's degrees in fields other than political science may enter the politics in education program. Continuing students in the department of political science may continue study. They also must meet the program requirements including but not limited to: (1) a reading knowledge of a foreign language, (2) a reading knowledge of a second foreign language, (3) knowledge of a foreign language, (4) an approved two-course sequence in quantitative methods, (5) a comparative analysis, (6) an approved two-course sequence in qualitative methods, and (7) a reading knowledge of a second foreign language. Students must include three letters of reference, general test scores. Doctoral applications must include three letters of reference, any available scholarship aid. All complete applications received by the Admissions Office by the early deadline will be considered for both admission and any available scholarship aid. All complete applications received by the final deadline as advertised by the College will be considered for admission, but not scholarship aid, on a space available basis. Master's applications that are complete and have been received for admission only.

Further information on these courses can be found on the program website www.tc.edu/Pol. Political policy analysis are listed elsewhere.

Faculty. Explores a number of educational policies such as desegregation, affirmative action, bilingual education, and choice. Topics include the role of school finance, and desegregation.

Faculty. Examination of the impact of race and ethnicity, class, and policy.

Faculty. Political and economic perspectives on democratic theory and education.

Faculty. Study of the educational imperatives inherent in the classics of Western thought.

Faculty/staff. Development of political thought and political debates in education or a particular political arena.

Faculty. The politics of education in settings outside the U.S. Topics include the role of educational politics and policy.

Faculty. Individual advisement on doctoral dissertations. Fee to equal 3 points at current rates.

Faculty. Continuous participation required of doctoral students until their dissertation proposals are accepted. A critical review of important literature in progress.

Faculty/staff. Permission required. Selected books for reading and independent study.


Faculty. Study in historical perspective of the economic and political interactions between technological innovation and education.

Faculty. Individual advisement on doctoral dissertations. Fee to equal 3 points at current rates.

Faculty. Continuous participation required of doctoral students until their dissertation proposals are accepted. A critical review of important literature in progress.

Faculty/staff. Permission required. Selected books for reading and independent study.

SOCIAL-ORGANIZATIONAL PSYCHOLOGY

Master of Arts (M.A.)

The 45-point M.A. program in Psychology: Organizational (ORGM) is awarded upon successful completion of 45 points and passing the comprehensive examination. A terminal M.A. degree in Psychology: Organizational (ORGM) is awarded upon successful completion of 45 points and passing the comprehensive examination. Two degree programs are offered: one leading to professional employment or to continuing study in the M.A./Ph.D. Program; the other leading to the M.A. and one leading to the Ph.D. Teachers College and Columbia University.

Program Description:

The Social-Organizational Psychology program is designed to provide education, training, and experience needed to become a scientist-practitioner in the field of social-organizational psychology. The purpose of the training is to prepare students to engage in applied research, consultation, and teaching in educational, corporate, governmental, and organizational settings. Emphasis is placed on the study of the interaction of human behavior with the social, organizational, and environmental contexts of the individual, group, organization, and society. The program focuses on the conceptualization, research methods, and application of social-organizational psychology. It is designed for full-time graduate students who desire fundamental education and training in social-organizational psychology.

Program Objectives:

The Social-Organizational Psychology program and therefore take a variety of courses in their area of specialization, with consideration given to their academic background, research interests, and expected careers. Some unique aspects of the program include:

- Opportunities to engage in basic research, consultation, and teaching in educational and organizational contexts.
- A wide breadth of coverage including applied research, and organizational contexts.
- A theoretical, research, and applied focus on understanding multiple levels of organizational psychology; organizational demography, motivation, conflict and negotiation, coaching, diversity, behavior, organizational change, leadership, and dynamic interaction among these levels.
- The integration of both social and organizational psychology, organizational behavior, counseling psychology, industrial-organizational psychology, and management, organization change and consultation, employee relations, talent development, and close working relationships with faculty and students in these areas.
- Some students gain critical knowledge and skills that can be applied to their careers.

Students may decide to pursue a broadly based program or more specific area such as human resource management, organization change and consultation, employee relations, talent development, and close working relationships with faculty and students in these areas.

Degree Requirements:

Graduates of the master's program may 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. The Social-Organizational Psychology program and therefore take a variety of courses in their area of specialization, with consideration given to their academic background, research interests, and expected careers. Some unique aspects of the program include:

- Opportunities to engage in basic research, consultation, and teaching in educational and organizational contexts.
- A wide breadth of coverage including applied research, and organizational contexts.
- A theoretical, research, and applied focus on understanding multiple levels of organizational psychology; organizational demography, motivation, conflict and negotiation, coaching, diversity, behavior, organizational change, leadership, and dynamic interaction among these levels.
- The integration of both social and organizational psychology, organizational behavior, counseling psychology, industrial-organizational psychology, and management, organization change and consultation, employee relations, talent development, and close working relationships with faculty and students in these areas.

Students may decide to pursue a broadly based program or more specific area such as human resource management, organization change and consultation, employee relations, talent development, and close working relationships with faculty and students in these areas.

Program Coordinator:

Website: www.tc.edu/o&l/orgpsych/

Email: soc-org.psych@tc.edu
Academics: MASTER OF ARTS

Admission to the doctoral program is highly competitive and requires the following documents:

- Completed application
- Professional resume
- Letters of reference
- GRE scores (required for M.A. applicants)
- Writing sample
- GRE Advanced Test (optional)
- GRE Subject Test in Psychology (optional)

Applicants are considered for the following:
- Fall semester only
- M.A. program
- Doctoral program

Early Deadline:
- Fall applications: January 15th
- Spring applications: April 15th

The Comprehensive Examination may be taken after a student has completed the core level 1 courses receiving the grade of a C+ or above. Failure to pass the examination twice will result in dismissal from the program.

Course Requirements:

- Core Courses
  - ORLJ 4005 Organizational psychology
  - ORLJ 5003 Human resource management (3)
  - ORLJ 4009 Understanding behavioral and cognitive complexities in organizations (3)
  - ORLJ 5046 Intercultural communications (3)
- Elective/Concentration Courses
  - ORLJ 5045 Organizational dynamics (3)
  - ORLJ 5020 Special topics in organizational psychology (1-3)
- Breadth Courses
  - ORLJ 5019 Data-based consulting and method (3)
  - ORLJ 5018 Using survey research (3)
  - ORLJ 5005 Leadership and supervision (3)
  - ORLJ 5043 Interpersonal relationships (2-3)

In addition, within the program, students may elect to concentrate in any one of three areas:

- Conflict resolution
- Organization development and change
- Leadership and organizational analysis

Examinations:

- Comprehensive Examination
- Oral Final Examination
- Internship

Affairs, Social Work, and in other areas of the College.
Students take a series of required courses that build a strong foundation in social-organizational psychology and organizational psychology theories and their applications. A series of research methods courses provide the foundation necessary for understanding and conducting research and study, and teaching activities. The curriculum represents the dual emphasis of the program. As such focuses on both research and practice. The commitment to research training is an important part of the program and contributes to the development of skills necessary for the research process. In addition, students acquire an understanding of the systems approach, in particular, the dynamic interaction among individuals, groups, organizations and their environments as well as an understanding of organization development and the process of organization change. All of these are grounded in theory and research methods which are taught through courses in the program. Internships and other work-related experiences are available whereby students engage in an applied project supervised field experiences are available for doing this are available through course work, work with faculty members, independently. As such, students acquire an understanding of the systems approach, in particular, the dynamic interaction among individuals, groups, organizations and their environments as well as an understanding of organization development and the process of organization change. All of these are grounded in theory and research methods which are taught through courses in the program. Internships and other work-related experiences are available whereby students engage in an applied project supervised field experiences are available for doing this are available through coursework.
Additional Course Requirements

Suggested courses include:

(3 courses required)

- ORLD 5055 Staff development
- HUDM 5059 Psychological measurement
- HUDK 5029 Personality development
- HUDK 5023 Cognitive development
- ORLJ 6350 Advanced practicum in psychology (0)
- ORLJ 6349 Research workgroup in psychology (2)
- ORLJ 6348 Workgroup (2)
- ORLJ 6347 Workgroup (2)
- ORLJ 6346 Workgroup (2)
- ORLJ 6344 Workgroup (2)
- ORLJ 6342 Workgroup (2)
- ORLJ 6340 Workgroup (2)
- ORLJ 6640 Social-organizational psychology (0)
- ITSF 5013 Psychological anthropology

For a total of 11 courses.

ORL 5362. Group dynamics: A systems perspective

Examination Committee.

The doctoral dissertation is a report of independent research. In formulating and is developed by the Research Methods and Doctoral Programs in Social Organizational Psychology.

There are required and recommended courses in the various programs. Many 5000-level offerings are also open to non-majors with appropriate backgrounds; 6000-level courses are required or recommended in the various programs. See listings below.

For prerequisites and limitations on enrollment, contact: Professor Peter Coleman at (212) 678-3402.

The doctoral dissertation is a report of independent research. In formulating and is developed by the Research Methods and Doctoral Programs in Social Organizational Psychology.

There are required and recommended courses in the various programs. Many 5000-level offerings are also open to non-majors with appropriate backgrounds; 6000-level courses are required or recommended in the various programs. See listings below.

For prerequisites and limitations on enrollment, contact: Professor Peter Coleman at (212) 678-3402.

The doctoral dissertation is a report of independent research. In formulating and is developed by the Research Methods and Doctoral Programs in Social Organizational Psychology.

There are required and recommended courses in the various programs. Many 5000-level offerings are also open to non-majors with appropriate backgrounds; 6000-level courses are required or recommended in the various programs. See listings below.

For prerequisites and limitations on enrollment, contact: Professor Peter Coleman at (212) 678-3402.

The doctoral dissertation is a report of independent research. In formulating and is developed by the Research Methods and Doctoral Programs in Social Organizational Psychology.

There are required and recommended courses in the various programs. Many 5000-level offerings are also open to non-majors with appropriate backgrounds; 6000-level courses are required or recommended in the various programs. See listings below.

For prerequisites and limitations on enrollment, contact: Professor Peter Coleman at (212) 678-3402.

The doctoral dissertation is a report of independent research. In formulating and is developed by the Research Methods and Doctoral Programs in Social Organizational Psychology.

There are required and recommended courses in the various programs. Many 5000-level offerings are also open to non-majors with appropriate backgrounds; 6000-level courses are required or recommended in the various programs. See listings below.

For prerequisites and limitations on enrollment, contact: Professor Peter Coleman at (212) 678-3402.

The doctoral dissertation is a report of independent research. In formulating and is developed by the Research Methods and Doctoral Programs in Social Organizational Psychology.

There are required and recommended courses in the various programs. Many 5000-level offerings are also open to non-majors with appropriate backgrounds; 6000-level courses are required or recommended in the various programs. See listings below.

For prerequisites and limitations on enrollment, contact: Professor Peter Coleman at (212) 678-3402.

The doctoral dissertation is a report of independent research. In formulating and is developed by the Research Methods and Doctoral Programs in Social Organizational Psychology.

There are required and recommended courses in the various programs. Many 5000-level offerings are also open to non-majors with appropriate backgrounds; 6000-level courses are required or recommended in the various programs. See listings below.

For prerequisites and limitations on enrollment, contact: Professor Peter Coleman at (212) 678-3402.

The doctoral dissertation is a report of independent research. In formulating and is developed by the Research Methods and Doctoral Programs in Social Organizational Psychology.

There are required and recommended courses in the various programs. Many 5000-level offerings are also open to non-majors with appropriate backgrounds; 6000-level courses are required or recommended in the various programs. See listings below.

For prerequisites and limitations on enrollment, contact: Professor Peter Coleman at (212) 678-3402.

The doctoral dissertation is a report of independent research. In formulating and is developed by the Research Methods and Doctoral Programs in Social Organizational Psychology.

There are required and recommended courses in the various programs. Many 5000-level offerings are also open to non-majors with appropriate backgrounds; 6000-level courses are required or recommended in the various programs. See listings below.

For prerequisites and limitations on enrollment, contact: Professor Peter Coleman at (212) 678-3402.
supervised practice in these skills.

tive negotiation and mediation and will have

• each semester.

dary and final course schedules distributed

• knowledge about and exposure to a variety of

issues of complex cognitive and cultural think-

ing and negotiation as they relate to conflict

and competition, trust and suspicion, bargain-

ing and negotiation as they relate to conflict

resolution in various contexts.

OP Topics such as cooperation

ent institutional contexts

ition in organizations. The course examines various

demographic variables such as race, gender,

organizations. The main focus in this course is on

change. Special fee.

Professor Perry. This course seeks to under-

theoretical frameworks that help us to under-

ic, and intervention phases of efforts to effect

Enrollment limited. Open to doctoral candi-

Prerequisite: ORL 5362 and ORLJ 4005.

Professor Noumair. Permission required.

Professor Wright. Planned change in organiza-

Professor Roberson. Special fee.

Prereq: ORLJ 5340. Faculty. Enrollment limited.

Professor Wright. Special fee.

Professor Block. Open only to qualified doctoral

(1-3)

Online learning and evaluation. The course includes

online resources, readings, and seminars.

ORLJ 6244. Fieldwork in organizational

Professor Knefelkamp. This seminar focuses on

Professor Coleman. Topics announced in the prelimi-

Permission required. Limited to doctoral stu-

Professor Knefelkamp. Continuous Registration for Ed.D./Ph.D.

Continuous Registration for Ed.D./Ph.D.

ORLJ 6048. Teaching to cultural and
disability. The course examines various

organizational behavior and decisions.

ORLJ 6045. Demography in organizations

ORLJ 5540-ORLJ 5541. Proseminar in

ORLJ 5045 and ORLJ 6343. Background in

ORLJ 4901. Research and independent

ORLJ 6901. Advanced research and

ORLJ 8900. Dissertation advisement in

ORLJ 7501. Dissertation seminar

ORLJ 6349. Group/organizational

ORLJ 6348. Psychology of managerial

ORLJ 6347. Motivational issues in

ORLJ 6346. Organizational attitudes,

job search, and career development

in organizations

planned change in organizations. Offers the

ed consultant roles during the entry, diagnos-

dates and others who have a strong back-

Prerequisite: ORL 5362 and ORLJ 4005.

Professor Noumair. Permission required.

Professor Wright. Planned change in organiza-

Professor Roberson. Special fee.

Professor Block. Open only to qualified doctoral

(1-3)

Online learning and evaluation. The course includes

online resources, readings, and seminars.

ORLJ 6244. Fieldwork in organizational

Professor Knefelkamp. This seminar focuses on

Professor Coleman. Topics announced in the prelimi-

Permission required. Limited to doctoral stu-

Professor Knefelkamp. Continuous Registration for Ed.D./Ph.D.

Continuous Registration for Ed.D./Ph.D.
to respond to the latest trends in learning, as well as like-minded outside organizations, the TC Faculty and professional staff, as needed. Programs of study include:

- Study Tours and more

Programs each year.

Spanning all areas of interest, from education-design, digital video design, web development Online course development, instructional Development.

The Center supports our partners and across the lifespan. The courses are provided a way for students to pursue formal and non-credit students through the Center for Educational Outreach and Innovation (CEO&I). Students interested in receiving the ICCCR Certificate of

Certificate of Attendance in Conflict Resolution, please contact the ICCCR Office at (212) 678-3402, or send an email to: icccrdb@tc.edu and visit the website at: www.tc.edu/icccr.

Other Areas of Interest

The Breadth of programs speaks to the centrality of policy studies in the lives of so many faculty and students can examine the politics of social and political climates.

policy studies are concentrated in one or two related programs of study as well as several non-programmatic policy offerings. This breadth of programs speaks to the centrality of policy studies at Teachers College is unmatched at any other school of education in the United States.

Thus, policy courses and research at Teachers College are grounded in a full range of disciplinary and interdisciplinary perspectives. Many education policy faculty members focus on the U.S., particularly the special challenges facing large cities, but we also have a very wide range of interdisciplinary areas such as early childhood education and education leadership.

Unlike other schools of education in which educational change, how policies should be evaluated, and how climates of support for policies are created.

As we highlight on our new Education Policy Studies webpage (http://www.tc.edu/academ/ic/edpolicy), policy courses are offered throughout the college to provide students with the widest possible range of learning experiences. Unlike other schools of education in which policy faculty collaborate across the college to provide students with the widest possible range of learning experiences.

Thus, through coursework, seminars and internships, Teachers College students are encouraged to take advantage of this vast array of offerings and the different levels of student engagement.
Dabbling in Policy Study:

Classes within this category of our College-Wide Policy Concentration:

1. The Craft of Policy Making and Analysis: at Teachers College:

   Departmental Categories of Policy Classes offered at Teachers College:

   • Three Levels of Engagement

   We refer to this as the programs, students at Teachers College have a
   enrolling in one of the six policy related pro-
   From taking one or two policy courses to
   • Four Cross-

   Whether students are enrolled in a policy relat-

   Education. Examples of such courses include:

   • HUDF 5645  Policy seminar I
   • ITSF 5006     International education
   • ITSF 4050 Economics of education
   • C&T &

   Four Cross-

   These programs are:

   • HUDF 5646 Policy seminar II
   • ITSF 4061    The economics of urban
   • HUDF 4022  Sociology of urban

   • ORLH 4012 The community college
   • ORLA 4046  School finance:
   • C&T 5513/4 Seminar in early
   • C&T 5074  Curriculum and
   • ITSF & Evaluation of

   • An approved content-driven policy course

   This fourth category consists of classes
designed to help students learn the method-
This is a highly recommended course for the

   Focus on Specific T opics/Issues:

   • ORLH 4012 The community college
   • ORLA 4046  School finance:
   • C&T &

   Leadership, International Educational

   Implementation

   • ITSF 4092 Evaluation of international
   • HUDM 5564 Survey research
   • HUDM 5055 Evaluation of institutions,

   And finally, for those students who want to be

   Students who want to take more than one or
   • C&T &

   Students enroll in classes into their required curriculum.

   • Four Cross-

   To their programmatic degree. Courses
   • C&T &

   Department of Human Development)

   • C&T 5074  Curriculum and

   • ITSF & Evaluation of

   • C&T 5513/4 Seminar in early
   • C&T &

   • An approved content-driven policy course

   • ORLH 4012 The community college
   • ORLA 4046  School finance:
   • C&T &

   Leadership, International Educational

   Implementation

   • ITSF 4092 Evaluation of international
   • HUDM 5564 Survey research
   • HUDM 5055 Evaluation of institutions,

   And finally, for those students who want to be

   Students who want to take more than one or
   • C&T &

   Students enroll in classes into their required curriculum.

   • Four Cross-

   To their programmatic degree. Courses
   • C&T &

   Department of Human Development)

   • C&T 5074  Curriculum and

   • ITSF & Evaluation of

   • C&T 5513/4 Seminar in early
   • C&T &

   Leadership, International Educational

   Implementation

   • ITSF 4092 Evaluation of international
   • HUDM 5564 Survey research
   • HUDM 5055 Evaluation of institutions,

   And finally, for those students who want to be

   Students who want to take more than one or
   • C&T &

   Students enroll in classes into their required curriculum.

   • Four Cross-

   To their programmatic degree. Courses
   • C&T &

   Department of Human Development)

   • C&T 5074  Curriculum and

   • ITSF & Evaluation of

   • C&T 5513/4 Seminar in early
   • C&T &

   Leadership, International Educational

   Implementation

   • ITSF 4092 Evaluation of international
   • HUDM 5564 Survey research
   • HUDM 5055 Evaluation of institutions,
Students write policy analyses for a variety of specializations and their degree requirements. More detailed information on methods and policy-craft courses in which students for positions such as policy analyst, researcher, LPP coursework includes research and development of community colleges. 

The program provides students with the skills required for the effective governance institutions, political ideologies, and policy challenges facing schools, colleges, and universities. Faculty are actively engaged in the analysis and information and how policy implementation is experienced. These areas of local and global perspectives in the field of international educational development. Courses are designed to serve educationally disadvantaged populations, including school choice, school desegregation, school retention, school technology, and international contexts. These areas range of policy areas in education in domestic and international education, school-to-work transition, privatization and school choice, race and ethnicity, norms, self-concepts, and expectations. They are formed, sustained, and modified in families and are subject to numerous sources of influence. Efforts to improve education are influenced by such issues as reform and innovation, centralization and decentralization, and accountability.

Families are subject to numerous sources of influence. They are formed, sustained, and modified in families and are subject to numerous sources of influence. They are formed, sustained, and modified in families and are subject to numerous sources of influence. Efforts to improve education are influenced by such issues as reform and innovation, centralization and decentralization, and accountability.

Families also mediate and thereby transform the educational experiences that children have as different generations teach and learn from each other through observation, participation, and instruction. These experiences are taught with attention to multiple paradigms and worldviews to prepare future scholars to affect and are affected by such issues as reform and innovation, centralization and decentralization, and accountability.
Given the complex connections of families, and to consider such issues as how new technology are modifying information processes, forms of transportation and communication, and the numerous teaching and learning activities that take place in family settings, it becomes especially important for educators to examine families, and to understand the changing role of the family in modern societies, and the numerous teaching and learning opportunities for study and research related to families. Additional opportunities for the study of families and community education can be arranged with several departments within the college. The College fee.

This is not a degree program. Coursework that can be taken in connection with degree programs in most departments. This program is designed for students who have completed graduate study in education and are interested in including elective study in law. The role of law in its many forms – constitutional, administrative, finance, curriculum, instruction, administrative regulation, religion, free speech, collective bargaining agreements, among others. There is also a growing need for effective collaboration between educators, lawyers, and researchers; such collaboration not only helps avoid costly and divisive litigation, but provides a powerful tool that can be used to advance important educational objectives. For course descriptions, please see course listing in the Department of Organization, Leadership, and Technology.

For information about programs coordinated with other institutions in the community, the College is prepared to meet the needs of the student. During periods of rapid demographic, economic, and technological change, it becomes especially important that the educational role of the family be understood and helped shape. Teachers College has a distinguished tradition of study and research on modern families. Teachers College is the place for advanced study in an interdisciplinary program that offers opportunities to consider in-depth the history, personal relationships, and kin networks of the same family may change significantly from one

Program Coordinator:

IND 6000. Doctoral candidate dissertation registration. Fee: current Teachers College fee.

IND 4000. Masters candidate registration in this course does not satisfy a special education law or specialized course credit. For the M.A. or Master's and Doctoral Candidates

ORLA 5016. Educational equality: Regulation, religion, free speech, and safety

ORLA 5096. Introduction to special education law

ORLA 5199. Equity, adequacy and financial adequacy in schools and postsecondary institutions, public and private, legal considerations play a central role in questions of educational governance, finance, and administration. There is also a growing need for effective collaboration between educators, lawyers, and researchers; such collaboration not only helps avoid costly and divisive litigation, but provides a powerful tool that can be used to advance important educational objectives. For course descriptions, please see course listing in the Department of Organization, Leadership, and Technology.

For information about programs coordinated with other institutions in the community, the College is prepared to meet the needs of the student. During periods of rapid demographic, economic, and technological change, it becomes especially important that the educational role of the family be understood and helps shape. Teachers College has a distinguished tradition of study and research on modern families. Teachers College is the place for advanced study in an interdisciplinary program that offers opportunities to consider in-depth the history, personal relationships, and kin networks of the family. Additional opportunities for the study of families and community education can be arranged with several departments within the college. The College fee.
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.

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.

For study possibilities, students should contact the coordinator of the program in which their professional interests lie. The Ed.D. program in Curriculum and Teaching offers a concentration in Urban Education for those primarily concerned with instruction, whether in schools or in other educational environments.

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. The Institute investigates a wide range of factors that influence educational success and failure. It provides technical assistance to schools; opportunities for students and faculty to engage in research and development activities; and, 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.
ADULT EDUCATION

GUIDED INTENSIVE STUDY (AEGIS) AEGS Ed.D.

ADULT LEARNING AND LEADERSHIP ADUL M.A., Ed.M., Ed.D.

ANTHROPOLOGY AND EDUCATION ANTH M.A., Ed.M., Ed.D., Ph.D.

APPLIED ANTHROPOLOGY (WITH COLUMBIA UNIVERSITY GRADUATE SCHOOL OF ARTS AND SCIENCES) ANTA Ph.D.

APPLIED EDUCATIONAL PSYCHOLOGY : COGNITIVE, BEHAVIORAL, AND DEVELOPMENTAL ANALYSIS COGF Ed.M.


APPLIED PHYSIOLOGY APHY M.A., Ed.M., Ed.D.

APPLIED PHYSIOLOGY AND NUTRITION APPN M.S.

APPLIED STATISTICS STAT M.S.


ART AND ART EDUCATION- INITIAL CERTIFICATION ARTE-INIT M.A.

ART AND ART EDUCATION- PROFESSIONAL CERTIFICATION ARTE-PROF M.A.

ARTS ADMINISTRATION AADM M.A.

BEHAVIORAL NUTRITION NUBH Ph.D.

BILINGUAL/BICULTURAL EDUCATION BILG M.A.

BILINGUAL/BICULTURAL CHILDHOOD EDUCATION- DUAL CERTIFICATION BILC-DUAL M.A.


BILINGUAL/BICULTURAL EDUCATION- INITIAL CERTIFICATION BILG-INIT M.A.

BILINGUAL/BICULTURAL CHILDHOOD EDUCATION- TRANSITIONAL B BILC-TRAN M.A.

CLINICAL PSYCHOLOGY CLIN Ph.D.

COGNITIVE STUDIES IN EDUCATION          COGN M.A., Ed.D., Ph.D.

COMMUNICATION TECM M.A., Ed.M., Ed.D.

COMMUNITY NUTRITION EDUCATION        NUTC Ed.M.

COMPARATIVE AND INTERNATIONAL EDUCATION COMP M.A., Ed.M., Ed.D., Ph.D.

COMPUTING IN EDUCATION TECP M.A.

COMPUTING IN EDUCATION- DISTANCE LEARNING TECD M.A.

COUNSELING PSYCHOLOGY COUN Ph.D.

CURRICULUM AND TEACHING CURR M.A., Ed.M., Ed.D.

CURRICULUM AND TEACHING: ELEMENTARY EDUCATION- PROFESSIONAL CERTIFICATION CUED M.A.

CURRICULUM AND TEACHING: SECONDARY EDUCATION- PROFESSIONAL CERTIFICATION CUSD M.A.


DEVELOPMENTAL PSYCHOLOGY DEVD Ph.D.

EARLY CHILDHOOD EDUCATION ECED M.A., Ed.M., Ed.D.

EARLY CHILDHOOD EDUCATION- INITIAL CERTIFICATION ECED-INIT M.A.

EARLY CHILDHOOD EDUCATION: SPECIAL EDUCATION ECSE Ed.M.

EARLY CHILDHOOD EDUCATION: SPECIAL EDUCATION- INITIAL CERTIFICATION ECSE-INIT M.A.

EARLY CHILDHOOD EDUCATION: SPECIAL EDUCATION: INITIAL DUAL CERTIFICATION ECSE-DUAL M.A.

ECONOMICS AND EDUCATION ECON M.A., Ed.M., Ph.D.

EDUCATIONAL LEADERSHIP ELSR Ph.D.

EDUCATION LEADERSHIP MANAGEMENT (M.B.A. THROUGH COLUMBIA UNIVERSITY GRADUATE SCHOOL OF BUSINESS) ELMG Ed.D.

EDUCATIONAL LEADERSHIP STUDIES ELSD M.A., Ed.M., Ph.D.

ELEMENTARY INCLUSIVE EDUCATION- INITIAL CERTIFICATION ELEM-INIT M.A.

ELEMENTARY INCLUSIVE EDUCATION- INITIAL DUAL CERTIFICATION ELEM-DUAL M.A.

ELEMENTARY INCLUSIVE EDUCATION- INITIAL CERTIFICATION WITH GIFTED EXTENSION ELGF-DUAL M.A.

Table of Program Codes 2008-2009

PROGRAM OF STUDY CODE DEGREE LEVEL
<table>
<thead>
<tr>
<th>PROGRAM OF STUDY</th>
<th>CODE</th>
<th>DEGREE LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEAF AND HARD OF HEARING</td>
<td>M.A., Ed.D.</td>
<td></td>
</tr>
<tr>
<td>DEAF AND HARD OF HEARING - INITIAL CERTIFICATION</td>
<td>DHEA-INIT Ed.M.</td>
<td></td>
</tr>
<tr>
<td>DEAF AND HEARING IMPAIRED: ADOLESCENCE EDUCATION - INITIAL DUAL CERTIFICATION</td>
<td>DHAE-DUAL Ed.M.</td>
<td></td>
</tr>
<tr>
<td>DEAF AND HEARING IMPAIRED: EARLY CHILDHOOD EDUCATION - INITIAL DUAL CERTIFICATION</td>
<td>DHEI-DUAL Ed.M.</td>
<td></td>
</tr>
<tr>
<td>DEAF AND HEARING IMPAIRED: ELEMENTARY EDUCATION - INITIAL DUAL CERTIFICATION</td>
<td>DHCI-DUAL Ed.M.</td>
<td></td>
</tr>
<tr>
<td>DEAF EDUCATION/READING SPECIALIST - INITIAL DUAL CERTIFICATION</td>
<td>DHRI-DUAL Ed.M.</td>
<td></td>
</tr>
<tr>
<td>GUIDANCE AND REHABILITATION</td>
<td>HABL M.A.</td>
<td></td>
</tr>
<tr>
<td>INSTRUCTIONAL PRACTICE IN SPECIAL EDUCATION</td>
<td>INST Ed.M.</td>
<td></td>
</tr>
<tr>
<td>INTELLECTUAL DISABILITY/AUTISM</td>
<td>ITDS Ed.D., Ph.D.</td>
<td></td>
</tr>
<tr>
<td>INTELLECTUAL DISABILITY/AUTISM - INITIAL DUAL CERTIFICATION</td>
<td>ITDS-DUAL M.A.</td>
<td></td>
</tr>
<tr>
<td>INTELLECTUAL DISABILITY/AUTISM: EARLY CHILDHOOD - INITIAL DUAL CERTIFICATION</td>
<td>ITDE-DUAL Ed.M.</td>
<td></td>
</tr>
<tr>
<td>INTELLECTUAL DISABILITY/AUTISM: CHILDHOOD ELEMENTARY - INITIAL DUAL CERTIFICATION</td>
<td>ITDC-DUAL Ed.M.</td>
<td></td>
</tr>
<tr>
<td>PHYSICAL DISABILITIES</td>
<td>PDIS Ed.D., Ph.D.</td>
<td></td>
</tr>
<tr>
<td>RESEARCH IN SPECIAL EDUCATION</td>
<td>SERS Ed.D.</td>
<td></td>
</tr>
<tr>
<td>SEVERE AND MULTIPLE DISABILITIES: ANNOTATION</td>
<td>MULT-ANOT M.A.</td>
<td></td>
</tr>
<tr>
<td>SUPERVISION OF SPECIAL EDUCATION</td>
<td>SUPV Ed.M.</td>
<td></td>
</tr>
</tbody>
</table>

KEY TO TEACHERS COLLEGE COURSE NUMBERS:

- 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.
- THE NUMERIC PORTION OF THE COURSE NUMBER WILL REMAIN THE SAME.
- THE FIRST DIGIT OF THE COURSE NUMBER INDICATES THE LEVEL AS FOLLOWS:
  - 4 INITIAL GRADUATE
  - 5 INTERMEDIATE GRADUATE
  - 6 ADVANCED GRADUATE
  - 7 DISSERTATION SEMINAR
  - 8 DISSERTATION ADVISEMENT
  - 9 POSTDOCTORAL
- THE SECOND DIGIT INDICATES TYPES OF OFFERING, AS FOLLOWS:
  - 0 LECTURE
  - 1 LECTURE
  - 2 FIELDWORK
  - 3 PRACTICUM
  - 4 INTERNSHIP
  - 5 SEMINAR
  - 6 COLLOQUIUM
  - 7 STUDENT TEACHING
  - 8 WORKSHOP
  - 9 INDEPENDENT STUDY
Scholarly Interests

// Cannot identify specific interests from the text provided. //
BARRY A. FARBER
Graduate Center, CUNY
M.S., Rensselaer Polytechnic
B.S., Lehman College, CUNY;
Educational Background
Mathematics, Science, and Technology
Assistant Professor of
CHRISTOPHER EMDIN
City University of New York
B.S., M.A., Ph.D., University
Educational Background
Biobehavioral Studies
Assistant Professor of
CAROL EWING GARBER
University College, London and Drama; M.A., Ph.D.,
Educational Background
Biobehavioral Studies and Language Pathology
Assistant Professor of
KAREN FROUD
University of California, Berkeley
Harvard University; Ph.D.,
B.A., Barnard College; M.A.T.,
Educational Background
Curriculum and Teaching
Chair of the Department of
CELIA GENISHI
Ed.D., Rutgers University
B.A., Rutgers College;
Educational Background
Arts and Humanities
Associate Professor of
WILLIAM GAUDELLI
University of North Carolina
M.S., Ph.D., University
B.A., Harvard University;
Educational Background
Human Development
Professor of Education
A. LIN GOODWIN
North Carolina
M.S., Ph.D., University
B.A., Harvard University;
Educational Background
Human Development
Professor of Education
ANTHOINETTE GENTILE
University of Connecticut
B.S., M.A., Ph.D., University
Educational Background
Biobehavioral Studies
Associate Professor of
HERBERT GINSBURG
Ed.D., Rutgers University
B.A., Rutgers College;
Educational Background
Arts and Humanities
Associate Professor of
MARTHA GEPHART
University
M.A., Ph.D., Columbia
B.A., Stanford University;
Educational Background
Organization and Leadership
J.M. Huber Institute for
Learning in Organizations
of Education and Co-Director,
OLGA HUBARD
Assistant Professor of Practice
Scholarly Interests
- Bilingual education and ESL programs
- Classroom interaction and gender differences
- Research examines the development of discourse dynamics

BARBARA HRUSKA
Associate Dean for Policy, Children and Families, and Co-Director, National Center for Education of Children, Adolescents, and Adults with Intellectual Disabilities and Autism
Scholarly Interests
- Cognitively, developmentally disabled, and language learners
- Multicultural self in organizational settings
- Multimodal communication in professional settings

LINDA HICKSON
Assistant Professor of Education
Scholarly Interests
- Literacy and technology, specifically vocabulary development and composing
- Computer, multimedia, and composing

THOMAS JAMES
Assistant Professor of Education
Scholarly Interests
- School governance, School choice, and privatization
- Professional development of administrators

PEARL ROCK KANE
Assistant Professor of Education
Scholarly Interests
- Feminist pedagogy, the theories and concepts of intersectional analysis
- Social justice, disability, employment, and ethical development
- Divergences and intersections in educational discourse

RICHARD KELLER
Associate Professor of Mathematics Education
Scholarly Interests
- History of Mathematics
- Gifted education
- Problem Solving

ALEXANDER KARP
Associate Professor of Mathematics
Scholarly Interests
- Mathematics Education
- History of Mathematics
- Gifted education
- Problem Solving

L. KNEFELKAMP
Associate Professor of Linguistics and Education
Scholarly Interests:
-Discourse analysis
-Language and content to English language learners
-Self-disclosure, micro-aggressions

JOANNE KLEIFGEN
Associate Professor of Clinical Psychology
Scholarly Interests:
- Theories and concepts of intercultural communications
- Theories and concepts of multicultural self in organizational settings
- Feminist pedagogy, the theories and concepts of intersectional analysis

CHARLES KINZER
Professor of Education
Scholarly Interests:
- Privatization in education, School choice, and school governance
- Independent schools, private schools, and school choice
- Professional development of administrators
as technology, technology and organizations; curriculum and teaching with technology; leadership in schools; School reform and technology.

**Scholarly Interests**

- Ed.D., Teachers College, M.A., University of Minnesota; B.A., University of Iowa; Educational Background
- Math, Science and Technology
- Computing and Education

**Associate Professor of Practice in**

**ELLEN MEIER**

- Cultural theory of education; the need to develop the role of common knowledge in educational theories; information technologies between political and educational institutions.

**Specialties: Historical interactions.**

**Constructions of teachers' identities.**

- Northeastern University
- M.A., Ph.D., Columbia University
- B.A., Princeton University; Educational Background
- Arts and Humanities

**Professor in Historical and Philosophical Foundations of Education**

**ROBERT MCCLINTOCK**


**Scholarly Interests**

- Family studies
- Cognitive psychology

**Scholarly Interests**

- Family studies
- Cognitive psychology

**Scholarly Interests**

- Family studies
- Cognitive psychology

**Scholarly Interests**

- Family studies
- Cognitive psychology

**Scholarly Interests**

- Family studies
- Cognitive psychology

**Scholarly Interests**

- Family studies
- Cognitive psychology

**Scholarly Interests**

- Family studies
- Cognitive psychology

**Scholarly Interests**

- Family studies
- Cognitive psychology
RANDI WOLF
Associate Professor of Human Nutrition on the Ella McCollum Vahlteich Endowment
Health and Behavior Studies

Educational Background
B.S., Cornell University; M.P.H., Ph.D., University of Pittsburgh

Scholarly Interests
Disease prevention and health promotion; nutritional and public health; urban and minority health.

LYLE YORKS
Associate Professor of Adult and Continuing Education
Organization and Leadership

Educational Background
B.A., Tusculum College; M.A., Vanderbilt University; M.A., Ed.D., Teachers College, Columbia University

Scholarly Interests

PATRICIA ZUMHAGEN
Assistant Professor of English Education
Arts and Humanities

Educational Background
B.A., Rivier College; M.A., Ontario Institute for Studies in Education, University of Toronto; Ph.D., Ohio State University

Scholarly Interests
Exploring gender and relationship representation in literature and film with adolescents, Using process drama in the high school English classroom, Integrating the English and Social Studies classroom, Experiential Education in high school.

KAREN ZUMWALT
Evenden Professor of Education
Curriculum and Teaching

Educational Background
B.A., Mount Holyoke College; M.A.T., Harvard University Graduate School of Education; Ph.D., University of Chicago

Scholarly Interests

AMY STUART WELLS
Professor of Sociology and Education
Human Development

Educational Background
B.A., Southern Methodist University; M.S., Boston University; Ph.D., Teachers College, Columbia University

Scholarly Interests

JAMES WESTABY
Associate Professor of Psychology and Education
Organization and Leadership

Educational Background
B.A., University of Wisconsin; M.A., Ph.D., University of Illinois

Scholarly Interests
Behavioral reasoning theory. Applied behavioral prediction currently in the areas of leadership emergence, peace building, and help seeking. Organizational effectiveness theories, the nonprofit sector, and human resource management. Survey research and consulting.

JOANNA WILLIAMS
Professor of Psychology and Education
Human Development

Educational Background
A.B., Brown University; Ed.M., Harvard University; M.S., Ph.D., Yale University

Scholarly Interests
TRUSTEES
John W. Hyland, Jr., Co-Chair
William D. Rueckert, Co-Chair
James W. B. Benkard
Lee C. Bollinger
Cory A. Booker
James P. Comer
Joyce B. Cowin
Dawn Duques
Susan H. Fuhrman
Ruth L. Gottesman
Patricia Green
Antonia M. Grumbach
Marjorie L. Hart
Elliot S. Jaffe
John Klingenstein
Jan Krukowski
Julie Leff
Eduardo Marti
Claude A. Mayberry, Jr.
John Merrow
Lorraine Monroe
Enid W. Morse
Abby M. O’Neill
Dailey Pattee
Charles Prince
E. John Rosenwald, Jr.
Marla Schaefer
Laurie Tisch
Gillian Neukom Toledo
Jay Urwitz
Steven R. Wechsler
Sue Ann Weinberg
Bruce Wilcox
Christopher J. Williams

OFFICERS
Susan H. Fuhrman, Ph.D.
President of the College

Thomas James
Provost and Dean of the College

Henry Spector, M.A., M.C.R.P
Vice President for Finance
and Administration

Judy Chadourne, M.A.
Interim Vice President for Development and External Affairs

Suzanne M. Murphy, M.A., Ed.M.
Vice President for Development
and External Affairs

Scott Fahey, M.Ed.
Secretary to the College and Assistant to the President

PRESIDENT’S ADVISORY COUNCIL
Alice Elgart
Kristina Gimbel
Jill W. Iscol
Gregory Jobin-Leeds
Phyllis Kossoff
Douglas Kreeger
Alan P. Levenstein
James P. Levy
J. Bruce Llewellyn
Bernard McKenna
James L. Neff
Matthew Pirtinsky
Sarah Robertson
Spencer Robertson
Ron Saltz
Theodore R. Sizer
Janna Spark
Alberta G. Strage
Charla J. Tindall
Elisa Wilson
Elizabeth H. Witten
Elaine R. Wolfensohn

ALUMNI COUNCIL
Robert Weintraub, President

Richard Campagna
Jeanne Clark-Rance
Vicki Cobb
George Coleman
Susan Diamond
Peter Dillon
Mark Graham
Constance B. Green
Elaine Heffner
Jane Herzog
Martin Keller
Bridget Looney
Jose Maldonado-Rivera
Mary Alice Mazzarra
Kim McCrea
Patrick McGuire
Andre McKenzie
Carolyn McNally
Kathryn Moody
Kathleen D. Morin
Terri Nixon
Marcia Norton
Michael Passow
Jeffrey Putman
Neil Robbie
Pola Rosen
Christopher Scott
Cynthia Sculco
Joan Shapiro
Madelon Stewart
Diane W. Sunshine
Adam Vane
Caroline Vaughan
Alice Wilder
Dawn L. Williams

HONORARY & EMERITI TRUSTEES
Patricia Cloherty
Thomas W. Evans
A. Clark Johnson, Jr.
Thomas H. Kean
Roland M. Machold
J. Richard Munro
Ronald Nicholson
William Parsons
Elihu Rose
Donald Stewart
Barbara Thatcher
Douglas Williams
Admissions

Thank you for your interest in Teachers College, Columbia University. Students can apply to Teachers College online or via mail. For more information, visit www.tc.edu/apply.

How to Apply

Students should apply to Teachers College through our online application.

- Apply online by visiting us at www.tc.edu/apply. Once you start an online application you will receive an application PIN (Personal Identification Number) and password so that you can return to work on your application over several sessions.

You should refer to the online Guide to Admission at www.tc.edu/apply to help you complete your application.

About the Application Process

Applicants may apply to only one program at a time. It is the applicant's responsibility to ensure that all application materials are received by the Office of Admission by the application deadline (see Application Deadlines for details). Applicants can submit their letters of reference through the online application or via mail. All supporting documentation, including but not limited to, transcripts and test scores should be submitted to:

Teachers College
Office of Admission, Box 302
525 West 120th Street
New York, NY 10027-6696

Official scores of any required standardized test, such as the TOEFL, GRE, or MAT must be directly reported to Teachers College Office of Admission by the Testing Centers.

For TOEFL, GRE, or other tests administered by the Educational Testing Service, the assigned institution code for Teachers College is 2905. No department code is necessary.

On all correspondence with the Office of Admission, please be sure to indicate your full name as it appears on your application along with the TC ID issued to you via email once you submit an application. The TC ID is a random generated eight digit number preceded by the letter "T". The TC ID is not your application PIN.

Please ensure that a valid email address is included on the application form, as it will be used for all correspondence from the Office of Admission.

Application Deadlines

In order for an application to be considered complete, the Office of Admission must receive all required application materials by the designated deadline.

For most Teachers College programs the application deadlines are as follows:
- Summer or Fall Entry
  - Ph.D. Final Deadline: December 15
  - Ed.D. programs:
    - Early Deadline: January 2
    - Final Deadline: April 1
  - Master's programs:
    - Early Deadline: January 15
    - Final Deadline: April 15
- Spring Entry
  - (This does not apply to all programs):
    - Deadline: November 1
- If the deadline dates fall over a weekend, the application deadline will be honored on the next business day.

Scholarships are awarded on a funds-available basis. It is in the applicant's best interest to meet the early application deadline.

Some programs have different application deadlines than those listed above or do not review applications after the published Early Deadline. For a full listing, refer to the Guide to Admission at www.tc.edu/apply.

Components of the Complete Application

Below is a list of items that must be received to ensure a complete application.

Under no circumstances can any application materials submitted to the office of Admission 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 the student's permanent record at Teachers College.

- Official Transcript(s)
- Personal Statement
- Letters of Reference
- Application Fee
- Application Forms
- Recommendation Forms
- Additional Documents

Personal Statement

The personal statement is an important part of the application review process. Applicants should present a carefully planned and written statement one to two pages 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 must be submitted online as a part of the online application.

Official Transcript(s)

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. Transcripts must be issued in a sealed envelope with the signature of an authorized official across the seal.

Applicants who are current TC students, or have previously enrolled at Teachers College do not need to resubmit transcripts that accompanied their previous application.

Student copies of transcripts run from a university website are not acceptable. International transcript(s) must be submitted along with a copy of the diploma(s) (when a degree has been conferred). Be certain that any form not issued in English is accompanied by a notarized English translation. Refer to "International Students" for more information.

Letters of Reference

For most programs, two letters of reference are required (refer to the Guide to Admission for exceptions: www.tc.edu/apply). Letters of reference may be submitted through the online application or via mail.

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 an applicant has been out of school for a number of years, s/he may substitute professional references. References written by family members or friends are not appropriate for the purposes of this application.

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.

If you are submitting a paper letter of reference, a Teachers College Recommendation Form must accompany each letter of reference. Recommendation Forms can be printed from www.tc.edu/apply. Each recommendation must be received by the Office of Admission in its original sealed envelope. The recommender's
The minimum Columbia University English Placement Test (EPT) score is level 10 on both sections of the examination. The EPT is administered by the Columbia University American Language Program. Applicants may obtain further information on EPT from www.cc.columbia.edu/alp/. Students who require non-standard administration of the tests should consult with the Office of Access and Services for Students with Disabilities at (212) 678-2989 V/TTDD or oasid@tc.edu for information about such accommodation.

Additional Requirements
Refer to the Guide to Admission (www.tc.edu/apply) for any program-specific application requirements. No additional requirements, with the exception of letters of reference, may be submitted online.

Notification of Decision
The Office of Admission will notify the applicant via email once the application is complete. Summer/Fall term applicants who meet our early application deadline will be notified around mid-March of their decision. Spring term applicants and applicants applying after the early deadline will be notified on a rolling basis. The official notification of the decision is the letter bearing the signature of the Director of Admission. Decisions may not be given over the telephone or by email.

Members of the Admission staff are not permitted to discuss specifics regarding the decision on any application. Admission committee meetings are confidential and information cannot be shared with applicants or any other party. Admission decisions are final. Teachers College has a policy on appealing the admission decision. All requests to appeal must be sent in writing to the Director of Admission.

If you have applied to Teachers College three consecutive times and were denied admission each time, you must wait three years before submitting another application.

In order to ensure a place in a program, a $300 U.S. tuition deposit must be received by Teachers College. Instructions and deposit deadlines will be included in your letter of admission. Upon enrollment this deposit will be credited to the student’s account.

Deferral of Admission
Deferral is permitted for most Masters Degree programs for one year from the original term of admission. For those admitted to doctoral programs or Cohort Programs a deferral request must be accompanied by written permission of the program to which they were admitted. A deferral request can not be considered without the $300 tuition deposit.

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) granted/assigned credit on the transcript of that institution, may be considered for transfer credit. 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, a maximum of 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. Students enrolled in a 60-point Master of Science program may transfer a maximum of 30 points. No transfer credit is awarded for Master of Arts students.

International Students
International applicants must hold, or be in the process of obtaining, the equivalent of a U.S. bachelor’s degree in order to be reviewed for admission. The Office of Admission will review all credentials and determine bachelor equivalency. Teachers College will not accept external credit evaluations.

International applicants must submit detailed school records of all subjects taken and examinations attempted for all university or postsecondary work completed plus proof of graduation, where available. All records should indicate complete dates of attendance, subjects studied, grades (marks or final assessment) received, hours per week spent in lectures, and degrees or diplomas awarded. Foreign language records will not be accepted without both the translation and official copy of the original.

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 s/he has attended, the applicant should have the Ministry of Education of that country furnish an official statement testifying to the impossibly 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.

Applicants 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).

Do not submit bank statements or other proof of funds with your application materials.

Student visas are processed through the Office of International Services. Documents necessary to obtain a student visa (I-20 or DS-2019) are sent only after an applicant is officially admitted to Teachers College and has submitted the Application for Visa Certificate (AVC) (available online at www.tc.edu/international/newstudents, and supporting documents certifi-
fying that s/he has the necessary funds to meet the cost of full-time study at Teachers College. Holders of student visas (F-1 or J-1) are required to study full-time, that is, at least 12 points per semester. A copy of the ID page(s) of the passport or national ID card and your address in your country of permanent residence are also required.

Be certain that any form not issued in English is accompanied by a notarized English translation.

Individuals holding B-1 or B-2 status, or who entered the United States on a visa waiver, may be in violation of their status if they enroll in classes.

Contact the Office of International Services at tcintl@tc.edu with any questions related to visas.

Students with Disabilities
Students with disabilities are invited to request information and assistance from the:

Office of Access and Services for Individuals with Disabilities,
Teachers College, Box 105
525 West 120th Street
New York, New York 10027
Telephone: (212) 678-3689
V/TTY: (212) 678-3853
Fax: (212) 678-3793
oasid@tc.edu
The office is located at 166 Thorndike Hall.

Admission as a Non-Degree Student
Non-Degree status is available to all applicants holding the equivalent to a U.S. bachelor’s degree.

For admission to non-degree status, applicants must provide a completed non-degree application form (PDF available online at www.tc.edu/apply), $65.00 non-refundable application fee (check or money order), and proof of bachelor’s degree (photocopy of official transcript or diploma). International transcripts must be accompanied by additional documentation, as mentioned in the “International Students” section.

Once a student obtains 16 points as a non-degree student, he/she must formally apply for admission to a degree program or obtain approval from the Registrar to take beyond 16 points as non-degree student.

If a non-degree student wishes to exceed the maximum of 16 points he/she must either:
• Be admitted to a Teachers College degree program, or
• Obtain approval from the Registrar for registration.

Admission to non-degree status implies no commitment for admission to a degree program. Should a non-degree student become a degree candidate, a maximum of 16 points (8 in the major field) taken in non-degree status may be applied toward a degree program.
RESIDENTIAL SERVICES AT TEACHERS COLLEGE

The Office of Residential Services extends a warm welcome to you as you consider joining our residential community. The Office of Residential Services at Teachers College, Columbia University, complements the institutional mission of the College by striving to provide housing that is convenient, clean, and safe for campus residents, their families and guests. The department is committed to creating a stimulating, inclusive, and caring environment that supports the out-of-classroom experience and enhances intellectual, personal, and professional development. We collaborate with other campus departments to meet the unique needs of our graduate student population and provide uncompromising quality, innovation, and continuous improvement in a multicultural community.

Teachers College has approximately 650 spaces available for single students and 150 apartments for students with families. Whittier, Bancroft, Grant, and Sarasota Halls are historic buildings similar to other early 1900’s New York City apartment-style buildings. Our newest building, 517 West 121st, opened in the fall 2004 semester. We also have a cooperative relationship with the International House, NYC.

Eligibility for Housing

In order to be eligible for student housing, students must be enrolled in a degree program at Teachers College and registered for classes. To maintain housing eligibility, residents must be enrolled and registered for a minimum of 9 credits or equivalent each semester (fall and spring). Two-thirds of each semester’s credits (6 points per term) must be earned course credits (i.e. not Certificates of Equivalency). Semester courses that are defined by the Registrar as full-time, qualify a resident for full-time status. Housing Contracts extend for one calendar year, beginning with the summer term. Any resident who completes 18 credits during the fall and spring semesters combined (or 9 credits during the spring semester for students who begin residency in the spring) is not required to register for summer sessions and may remain in residence hall, but must re-enroll for upcoming fall semester and live in Teachers College housing for the upcoming fall semester. To remain eligible for summer housing if a resident is vacating in the summer (at the conclusion of Summer A or Summer B), the resident must be enrolled for the summer or have documentation from the College demonstrating an affiliation with the College during the summer. If the resident is teaching in public schools or has dependents in public schools, the resident is permitted to remain in housing until the conclusion of Summer A.

When to Apply for Housing

Housing offers are based on availability of units, geographic priority, and date of receipt of application. Applicants outside a 30-mile radius of the greater New York City area have the highest priority for housing. To complete an application you should visit our website at www.tc.edu/housing and complete our on-line housing application.

The following early application dates are recommended for submitting a housing application:

- Fall term entry: February 1st
- Spring term entry: September 1st
- Summer term entry: December 1st

Please note: Students are encouraged to apply prior to the early application dates listed above and may apply for housing up to one year in advance of the term they seek housing.

Unfortunately, given the limited number of spaces available, we may be unable to accommodate all requests for housing.

Housing Assignments

Students will be notified by the Office of Residential Services of their housing status once an offer can be made, for the semester for which they have applied. Each student’s assignment letter contains information regarding the unit to which the student has been assigned. This information includes: type of unit, semester housing charge, and approximate size of unit. Also, information regarding check-in dates and times will be enclosed. Notification that a housing space is available will be accompanied with a housing contract and other documentation, which must be returned along with a $500 housing deposit to hold the space. This deposit is held in an interest bearing account for the duration of the student’s residence and may not be used for semester housing charges.

Every effort is made to accommodate each applicant’s housing preferences. However, there is a transfer period after the semester begins in which students may request a change of assignment. Students may choose to exercise the transfer option if the College is unable to accommodate their original request.

Applications will be processed beginning:

- May 15th: Fall Term
- November 15th: Spring Term
- March 15th: Summer A Term
- April 15th: Summer B Term

Once offered an assignment in Teachers College housing, the housing application may not be deferred to another semester. Hence, the applicant would need to submit a new housing application and fee for the desired semester.

Single Student Housing

Three buildings are available for single-student housing. They are 517 West 121st, Grant Hall, and Whittier Hall.

517 West 121st: opened in the fall 2004 semester. The building contains 252 studio apartments. Some have private kitchenettes, while most units share community kitchens which are distributed throughout the building. The regular studios are approximately 215 square feet in size, and each one contains a private bathroom.

Grant Hall is located at 514 West 122nd Street. Two-bedroom shared units are available in the courtyard side of this building. These apartments contain two bedrooms, a bathroom, and a kitchen.

Whittier Hall is located at 130 West 130th Avenue (at the corner of 120th Street) and was constructed in 1901. There are several different types of housing accommodations offered in this residence hall. All assignments include a private bedroom. Room sizes vary in all accommodation types.

In the single rooms, kitchen and bathroom facilities are shared by approximately 20 students. Suites are self-contained units with three to six private bedrooms. Residents of suites share a kitchen, bathroom, and common area. Efficiency units, one and shared two bedroom apartments, and studio units all have a private bathroom and kitchen. Microwaves are provided for students in suites, efficiencies, studios and one and shared two bedroom apartments. A microfridge (a microwave attached to a refrigerator unit) is provided in the single rooms.

All single student housing units are fully furnished. Residents must, however, provide their own linen, cooking utensils, and other household items. All units are equipped with telephone service, voice mail, unlimited local calls, caller ID, cable TV, and internet hook-up.

SINGLE STUDENT HOUSING AVERAGE SEMESTER RATES

(2008–2009 ACADEMIC YEAR)

<table>
<thead>
<tr>
<th>Building</th>
<th>Single Room</th>
<th>Shared Two-bedroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>517 West 121st</td>
<td>$3,600</td>
<td>$4,700</td>
</tr>
<tr>
<td>Grant Hall</td>
<td>$3,600</td>
<td>$4,700</td>
</tr>
<tr>
<td>Whittier Hall</td>
<td>$3,600</td>
<td>$4,700</td>
</tr>
</tbody>
</table>

**517 West 121st:**
- Efficiency $7,250
- Large Efficiency (with kitchenette) $8,750
- Shared Two-bedroom $4,700
  - (limited availability)

**Grant Hall:**
- Shared Two-bedroom $4,700
  - (limited availability)

**Whittier Hall:**
- Single Room $3,600
- Suite Room $3,950
- Efficiency (limited availability) $5,700
- Shared Two-bedroom (limited availability) $4,700
- One-bedroom (limited availability) $6,500
- Studio (limited availability) $6,800
Please note: Rates are subject to change and typically increase 4-6% each year.

Family Housing
Family housing is available for both traditional and non-traditional families. To be eligible for family housing, students must demonstrate that the applicant and the individual(s) with whom the applicant is applying to reside share a qualifying family relationship. Qualifying family relationships under current policy include the following: (a) marriage, (b) presence of minor or dependent child, or (c) domestic partnership, (a long-term relationship between the two adults). Relationships that do not qualify for family housing status include: parents, grandparents or siblings of applicants, other than a minor sibling for whom the resident is the legal guardian.

Documentation of Family Status
All persons applying for family housing must submit proper documentation along with their application. The following are acceptable forms of documentation:
1. Copy of a current marriage certificate.
2. In the case of a single parent, birth certificate(s), adoption papers, or other appropriate documentation of legal guardianship.
3. Notarized affidavit declaring that the applicants share a domestic partnership.
   The approved affidavit form is included in the application.

In addition, those who apply as Domestic Partners must include one of the following with the signed affidavit:
   a. Copy of a joint lease naming and signed by both applicants and their landlord;
   b. Joint tax returns for one calendar year immediately preceding the application;
   c. Notarized letter on bank letterhead signed by a bank officer indicating a joint saving and/or checking account for at least one calendar year;
   d. Affidavit of Domestic Partnership from New York City or any city, which registers unmarried couples who are in a committed, ongoing family relationship.

Family Housing Options
Teachers College maintains three Family Housing units: Bancroft, Grant, and Sarasota Halls. Typically, one-bedroom apartments are assigned to families with one or no children. Due to limited availability, two and three bedroom apartments are typically available for families with more than one child. All apartments come fully furnished.

Grant and Sarasota Halls, located at 514 and 512 West 122nd Street, respectively, are 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 rear apartments have a long hallway with the bedroom, kitchen, bath, and living room opening into the hallway.

Bancroft Hall, located at 509 West 121st Street, is an eight-story residence hall with 108 apartments. Each unit has a bathroom, living room/dining room area, kitchenette, and bedroom(s). The front apartments face 121st Street. The rear apartments face a courtyard, which connects Bancroft to Grant and Sarasota Halls. A security officer is on duty 24 hours a day at the Bancroft Hall front desk.

Housing rates vary according to the size and location of the apartment. Residents must pay monthly long distance phone bills and electric charges. Heat and hot water is provided at no additional cost. Unlimited local calls, caller ID, internet and cable TV service are included in the housing rates.

FAMILY HOUSING AVERAGE SEMESTER RATES
(2008–2009 ACADEMIC YEAR)

<table>
<thead>
<tr>
<th>Type of Apartment</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Bedroom Apartment</td>
<td>$7,200</td>
</tr>
<tr>
<td>2 Bedroom Apartment</td>
<td>$7,600</td>
</tr>
<tr>
<td>3 Bedroom Apartment</td>
<td>$8,600</td>
</tr>
</tbody>
</table>

(LIMITED AVAILABILITY)

Please note: Rates are subject to change and typically increase 4-6% each year.

Important Information

- Students may submit an application for housing even if they have not yet applied or been admitted to the College. No offer for housing, however, will be made until students are officially admitted in a Teachers College degree program and have paid the Admission deposit, as established by the Office of Admission.

- Individuals interested in summer only housing should visit our website at www.tc.edu/housing for a Summer Conference Housing application.

- Students are responsible for notifying the Office of Admission (if an incoming student) or the Office of Registrar (if a continuing student) of any changes in mailing address, telephone number, and/or email address.

- Housing applications are only considered for the initial semester for which a student applies. The Office of Residential Services must be notified in writing if a student decides to defer an application. The application will be considered for the requested semester. A housing application may be deferred for a maximum of one year, provided an assignment was never offered.
## TC Halls at a Glance

<table>
<thead>
<tr>
<th></th>
<th>Bancroft Hall</th>
<th>Sarasota and Grant Halls</th>
<th>Grant Hall</th>
<th>Whittier Hall</th>
<th>517 West 121st (New Residence Hall)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Population</strong></td>
<td>Co-ed; family housing</td>
<td>Co-ed; family housing</td>
<td>Co-ed; single student housing</td>
<td>Co-ed; single student housing</td>
<td>Co-ed; single student housing</td>
</tr>
<tr>
<td><strong>Location</strong></td>
<td>509 West 121st Street (between Broadway and Amsterdam)</td>
<td>512/514 West 122nd Street (between Broadway and Amsterdam)</td>
<td>514 West 122nd Street (between Broadway and Amsterdam)</td>
<td>1230 Amsterdam Avenue (between 120th and 121st Streets)</td>
<td>517 West 121st Street (between Broadway and Amsterdam)</td>
</tr>
<tr>
<td><strong>Capacity and Layout</strong></td>
<td>105 apartments; approximately 14 apartments per floor; one-bedroom, two-bedroom, and three-bedroom</td>
<td>24 one-bedroom apartments per building; 4 apartments per floor</td>
<td>12 two-bedroom shared apartments; 4 apartments total per floor</td>
<td>350 residents; approximately 35 residents per floor; single, suite, efficiency, one-bedroom apartment, two-bedroom shared apartment, studio</td>
<td>252 residents; approximately 10 units per floor; efficiency, and efficiency with private kitchenettes</td>
</tr>
<tr>
<td><strong>Furnishings</strong></td>
<td>All units: desk, desk chair, lamp, sofa, chair, bookcase, dining table and chairs, 1 bed per bedroom (full: one-bedroom apartment &amp; twin: two-bedroom apartment), 1 chest per bedroom, refrigerator, stove/oven; units come furnished</td>
<td>All units: full bed, desk, desk chair, chest, lamp, sofa, chair, bookcase, dining table and chairs, refrigerator, stove/oven; units come furnished</td>
<td>All units: twin bed, desk, desk chair, chest, lamp, bookcase, dining table and chairs, refrigerator, stove/oven, microwave</td>
<td>All units: twin bed, desk, desk chair, armoire/closet, chest, lamp; Single rooms: microwave, small refrigerator; Studio, one-bedroom apartment, and efficiency units: kitchenettes, microwave, small refrigerator</td>
<td>All units: bed, desk, desk chair, chest, bookshelf, microwave, microwave cabinet, refrigerator; Units with kitchenettes: stove/oven</td>
</tr>
<tr>
<td><strong>Kitchen Facilities</strong></td>
<td>Private kitchenettes</td>
<td>Private kitchens</td>
<td>Shared kitchens</td>
<td>Suite, single units: community kitchens (1 per floor); studio, one-bedroom apartment, and efficiency units: private kitchenettes</td>
<td>Units with kitchenettes: private; units without kitchenettes: community kitchens (every other floor)</td>
</tr>
<tr>
<td><strong>Bathroom Facilities</strong></td>
<td>Private bathrooms</td>
<td>Private bathrooms</td>
<td>Shared bathrooms</td>
<td>Suite, single units: community bathrooms; studio, one-bedroom apartment, and efficiency units: private bathrooms</td>
<td>Private bathrooms</td>
</tr>
<tr>
<td><strong>Study and Community Spaces</strong></td>
<td>Computer room with internet connection; study lounge; community room</td>
<td>All facilities located in Bancroft Hall (adjacent to building)</td>
<td>All facilities located in Bancroft Hall (adjacent to building)</td>
<td>Computer room with internet connection; 2 study lounges; 2 TV lounges</td>
<td>Computer room with internet connection; study lounge; TV lounge; courtyard area</td>
</tr>
<tr>
<td><strong>Laundry</strong></td>
<td>Card and coin-operated washers and dryers</td>
<td>Card and coin-operated washers and dryers</td>
<td>Card and coin-operated washers and dryers</td>
<td>Card and coin-operated washers and dryers</td>
<td>Card and coin-operated washers and dryers</td>
</tr>
<tr>
<td><strong>Air Conditioning</strong></td>
<td>Window units permitted; must be installed and removed by a licensed and insured professional</td>
<td>Window units permitted; must be installed and removed by a licensed and insured professional</td>
<td>Window units permitted; must be installed and removed by a licensed and insured professional</td>
<td>Window units permitted; must be installed and removed by a licensed and insured professional</td>
<td>Central; individually regulated thermostats</td>
</tr>
<tr>
<td><strong>Telephone</strong></td>
<td>Each unit has an assigned phone number &amp; phone jack; voicemail and call waiting; unlimited local calls</td>
<td>Each unit has an assigned phone number &amp; phone jack; voicemail and call waiting; unlimited local calls</td>
<td>Each unit has an assigned phone number &amp; phone jack; voicemail and call waiting; unlimited local calls</td>
<td>Each unit has an assigned phone number &amp; phone jack; voicemail and call waiting; unlimited local calls</td>
<td>Each unit has an assigned phone number &amp; phone jack; voicemail and call waiting; unlimited local calls</td>
</tr>
<tr>
<td><strong>Cable TV</strong></td>
<td>Included</td>
<td>Included</td>
<td>Included</td>
<td>Included</td>
<td>Included</td>
</tr>
<tr>
<td><strong>Internet</strong></td>
<td>Wireless</td>
<td>Ethernet</td>
<td>Ethernet</td>
<td>Ethernet</td>
<td>Ethernet</td>
</tr>
<tr>
<td><strong>Mail and Packages</strong></td>
<td>Mail delivery by USPS; package pick-up at Bancroft Desk</td>
<td>Mail delivery by USPS; package pick-up at Bancroft Desk</td>
<td>Mail delivery by USPS; package pick-up at Bancroft Desk</td>
<td>Mail sorted by staff; package pick-up at Residential Mailroom</td>
<td>Mail sorted by staff; package pick-up at Residential Mailroom</td>
</tr>
<tr>
<td><strong>Security</strong></td>
<td>24-hour security desk; swipe card access to building</td>
<td>24-hour security desk; swipe card access to building with 24 hour CCTV</td>
<td>24-hour security desk; swipe card access to building</td>
<td>24-hour security desk; swipe card access to building</td>
<td>24-hour security desk; swipe card access to building</td>
</tr>
</tbody>
</table>
RESEARCH AND SERVICE CENTERS AND INSTITUTES AT TEACHERS COLLEGE

To contact any of the centers or institutes listed below by mail, please write to: Teachers College, Columbia University, 525 West 120th Street, New York, NY 10027. Be sure to include the name of the center or institute and the respective Box # at the College (listed below).

Accelerated Schools Center
The Accelerated Schools Project is dedicated to the creation of schools in which every child has the opportunity to succeed as a creative, critical, and productive member of society. The Accelerated Schools Center at Teachers College works with public schools in the New York Tri-State area to implement the Accelerated Schools philosophy and practices by working closely with the schools’ leadership, teachers, students, and surrounding community. The Center is also working with schools and universities in Latin America and Spain to establish accelerated schools in those countries.

Director: Pilar Soler
Contact Information:
Box 200
(212) 678-3095
ps302@columbia.edu; www.tc.edu/accelerated

Center for Adult Education
Department of Organization and Leadership
The Center is interested in research on adult and organizational learning; adult basic education and literacy; and 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 for literacy teachers through reflective practice and experimentation in the classroom.

Directors: Victoria J. Marsick and Lyle Yorks
Contact Information:
Box 50
(212) 678-3760
marsick@tc.edu; ly84@columbia.edu

Center for Arts Education Research
Department of Arts and Humanities
CAER undertakes both applied and basic research. To date, researchers have carried out a number of funded assessment studies focusing on the impact of student learning of school-cultural institution collaborations. The first major study undertaken by the Center was an assessment of the work of artists in the aesthetic education program of the Lincoln Center Institute, New York City. Other studies have been completed in Hartford, CT, Philadelphia, PA., Baltimore, MD., and New York City. The largest research study undertaken to date has been funded by GE and the MacArthur Foundation. The purpose of this project was to examine the impact of learning in the arts on the academic school subjects.

Current studies involve investigation of creative practice in the arts as research, and the examination of the impact of contemporary culture on the creation of images during adolescence.

Research teams are formed from senior and junior faculty, together with senior doctoral students at Teachers College Columbia University. Projects have involved the development of innovative assessment instruments and methodological procedures, on-site visits, team analysis of data and the production of comprehensive reports.

Co-Directors: Judith Burton and Hal Abeles
Contact Information:
Box 78
Professor Burton: (212) 678-3360
Professor Abeles: (212) 678-3288
jmb62@columbia.edu; abeles@tc.edu

Dean Hope Center for Educational and Psychological Services (CEPS)
Department of Counseling and Clinical Psychology; Department of Curriculum and Teaching; Department of Health and Behavior Studies
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 psychoeducational evaluations and educationalal evaluations focusing on learning issues coupled with appropriate remediation, instructional planning and instruction for clients with learning disabilities, adult and child psychotherapy, personal and vocational counseling and psychological diagnostic evaluation. Services are provided by advanced graduate students. All work is supervised by full-time and/or adjunct faculty of the College’s programs. Fees are set on a sliding scale that is designed to meet all budgets.

Director: Dinelia Ross, Ph.D.
Contact Information:
Box 91
(212) 678-3262 or Fax (212) 678-8105
rossa@tc.edu; www.tc.edu/ceps

Center for Health Promotion
Department of Health and Behavior Studies
The Center for Health Promotion, which was established in 1981, has comprised diverse working groups of faculty and students interested in stimulating research and development efforts responsive to national priorities in health promotion and disease prevention. Historically, the work of participating faculty and students has spanned both basic and applied research and development, and has included projects focusing on the influences of personal behavior on health status, as well as how educational and behavioral intervention can be used to improve health and prevent premature death and disability throughout the human lifespan through schools, patient care, workplace, and other community-based settings. Current grant and subcontract projects include: NIH/NHLBI Motivational Interviewing in Hypertensive African-Americans; NIH/NHLBI Translational Behavioral Science Consortium: Motivating Health Behaviors in Patients with Cardiopulmonary Disease; and NIH/NHLBI Trial of Asthma Patient Education in the Emergency Room.

Director: John P Allegrante
Contact Information:
Box 114
(212) 678-3960
jpa1@columbia.edu

Center for Opportunities and Outcomes
Department of Health and Behavior Studies
The Center for Opportunities and Outcomes for People with Disabilities confronts the challenges facing special education today through its commitment to the production of knowledge and professional expertise aimed at supporting the full inclusion of people with disabilities in society. The broad-based research, evaluation, and demonstration activities of the Center reflect an emphasis on empowering people with disabilities by increasing their capacity and opportunities for self-determination, reducing their vulnerability to victimization and abuse, and addressing the disability-related issues of culturally and ethnically diverse groups, including women and minorities. The Center encourages national and international partnerships aimed at strengthening the connection between research and policy.

Director: Linda Hickson
Contact Information:
Box 223
(212) 678-3076
lh76@columbia.edu; www.tc.edu/oopd

Center for Technology & School Change
CEO&I (College-wide)
The Center for Technology & School Change (CTSC) works with educators at all levels interested in integrating technology to improve teaching and learning. As a research, evaluation and development center, CTSC helps organizations plan educational uses of technology to extend the learning process, and studies the effects of new technologies on education. The Center partners with a number of urban districts and institutes of higher education to provide professional development and evaluation services. The Center also pursues research collaborations focused on technology integration and institutional change issues.

Co-Directors: Howard Budin and Ellen Meier
Contact Information:
Box 8
(212) 678-3773
ebm15@columbia.edu; www.tc.edu/ctsc

Academic Resources and Services
Center for the Professional Education of Teachers (CPET)
Department of Arts and Humanities
The Center for the Professional Education of Teachers establishes partnerships with secondary schools in order to develop effective literacy education in all disciplines. Interrelated initiatives of program development, research, and assessment contribute to a growing understanding of the classroom contexts that promote the learning and uses of literacy. The Center creates team-based projects with faculty, doctoral students, and school-based educators to engage in examinations of how instruction and assessment promote and support students' literacy practices and account for diversity of background. Professional development programs provide teachers with current research and practice in adolescent literacy education that is intended to support adolescent literacy achievement.

Director: George C. Bond
Contact Information:
Box 181
(212) 678-3161
cpet@tc.edu

Center for African Education
Department of International and Transcultural Studies
The Center for African Education promotes research and teaching about education in Africa and the African Diaspora. Its central aim is to create a community of students, faculty, staff, visiting scholars, and practitioners committed to the fields of Education and African Studies and to provide them with a forum to discuss their African interests and work.

Director: George C. Bond
Contact Information:
Box 10
(212) 678-3309; (212) 678-3311
bond@tc.edu

Center for Benefit Cost Studies in Education
Department of International and Transcultural Studies
This Center carries out studies using the economic tools of benefit-cost analysis and cost-effectiveness analysis to evaluate both the returns on educational investments and to select the most productive alternatives to addressing particular educational issues. A special focus is placed on studies of educational investment in at-risk populations. Major reports and articles have been produced on the public returns from investing in increased high school graduation for the population as a whole, and for black males in particular.

Co-Directors: Clive Belfield and Henry M. Levin
Contact Information:
Box 181
(212) 678-3857
hl361@columbia.edu
belfield@tc.edu
www.cbcsse.org

Center on Chinese Education
College-wide
The purpose of the Center on Chinese Education is to promote education exchange between the U.S. and China and foster understanding of education development and policy in China through research, teaching, and outreach activities.

Director: Mun C. Tsang
Contact Information:
Box 211c
(212) 678-3814
yd2004@columbia.edu
www.tc.edu/centers/coce

Community College Research Center (CCRC)
Department of International and Transcultural Studies (Program in Economics and Education)
The Community College Research Center (CCRC) was established in 1996 by the Alfred P. Sloan Foundation and is housed within the Institute on Education and the Economy (IEE) at Teachers College, Columbia University. CCRC conducts and promotes research on major issues affecting the development, growth, and changing roles of community colleges in the United States. In addition to conducting research, CCRC works with community colleges, professional organizations, foundations, and government agencies in an effort to strengthen the research capacity both within the colleges and the broader community, attract new scholars to the field, promote discussion and debate about crucial and often controversial issues, and disseminate existing research.

Director: Thomas Bailey
Associate Director: Lisa Rothman
Contact Information:
Box 174
(212) 678-3091
ccrc@columbia.edu
http://ccrc.tc.columbia.edu

Creative Arts Laboratory (CAL)
Department of Arts and Humanities
The purpose of CAL is to provide experiential sessions in dance, music, theatre, videography and visual arts to enable students and teachers to design and enact arts experiences that facilitate: (1) development of critical and creative thinking skills in core curriculums through contextual arts learning; (2) teachers’ ability to help students make connections across subject matter areas; (3) use of dialogue, collective cognition and reflection in the classroom. CAL is offered as a 2 or 3 credit course and professional development for non-TC groups of teachers.

Director: Dr. Lenore Pogonowski
Contact Information:
Box 139
(212) 678-3896
Lmp16@columbia.edu
www.tc.edu/centers/cal

Edward D. Mysak Speech and Hearing Center
Department of Biobehavioral Sciences (Programs in Speech-Language Pathology and Audiology)
The Mysak Center is the on-site clinical training facility for students in the masters program in speech/language pathology. The Center provides a wide range of diagnostic and therapeutic services in speech, language, hearing, and augmentative communication for all ages of individuals with communication disorders. Services are provided by fully certified and licensed clinical educators as well as qualified graduate clinicians under direct supervision by the clinical faculty.

Director: Jo Ann Nicholas
Contact Information:
Box 191
(212) 678-3410
nicholas@tc.edu
www.tc.edu/centers/mysak

Hollingworth Center
Department of Curriculum and Teaching
The Hollingworth Center, a program within the Department of Curriculum and Teaching at Teachers College, Columbia University, is a service, research and demonstration site. The Center is designed to provide internship and training opportunities for the graduate students of Teachers College, develop model programs in early childhood education, and offer enriched educational services for children, families and educators. Primarily concerned with nurturing the talent development of all young children, the Center maintains a special commitment to creating and implementing programs for underserved children and teachers in urban schools, and designing model curricula in areas traditionally neglected in elementary schools. Since the Center was established in 1981, it has been internationally recognized for exemplary programs, grant projects, teacher development efforts, and research contributions.

Director: Lisa Wright
Contact Information:
Box 170
(212) 678-3851
hollingworths@tc.edu
www.tc.edu/centers/hollingworth

Institute on Education and the Economy (IEE)
P. Sloan Foundation and is housed within the Community College Research Center (CCRC)
www.tc.edu/centers/cal
Institute for Learning Technologies
Department of Mathematics, Science, and Technology; Department of Human Development
The Institute tries to improve learning by developing new learning technologies, improving use of learning technologies in educational and other settings, and doing research on learning technologies.

Director: John B. Black
Contact Information:
Box 118
(212) 678-4000
black@tc.edu
www.ilt.columbia.edu

Institute for Urban and Minority Education
College-wide
The Institute for Urban and Minority Education (IUME) conducts demonstration, development, evaluation and research projects to better understand the experiences of diverse urban and minority group populations in the different institutions and situations that influence their development. The major activities of IUME include curriculum development, program evaluation, technical assistance and professional development, supplementary education, parent consultation and development and information dissemination.

Director: Edmund W. Gordon
Assistant Director: Veronica Holly
Contact Information:
Box 75
(212) 678-3780
iume@tc.edu
holly@tc.edu
http://iume.tc.columbia.edu

Institute of International Studies
Department of International and Transcultural Studies
The Institute was created in 1964 to strengthen the research arm of the College’s international enterprise. With an initial grant from the Ford Foundation, the Institute began to work with a focus on theoretical and practical studies of the role of education in the modernization of traditional societies. Over several decades, the Institute sponsored and supervised substantial research in Africa, Asia, Latin America and the industrial nations as well as on a variety of cross-cultural and comparative studies. During the past few years, the Institute has worked on a variety of problems in Brazil, the Dominican Republic, Morocco and Russia. In general, the Institute helps to formulate the College’s international effort and to serve as both catalyst and repository for grants and gifts in aid of international studies in the College, to strengthen instructional programs with comparative and international thrusts, and to upgrade the quality of research on international or cross-national themes.

Director: Professor Lambros Comitas
Contact Information:
Box 45
(212) 678-4011
lc137@columbia.edu

Institute on Education and the Economy (IEE)
Department of International and Transcultural Studies (Program in Economics and Education)
The Institute on Education and the Economy (IEE), established in 1986 by the Board of Trustees of Teachers College, Columbia University, is an interdisciplinary policy research center that focuses its attention on the interaction between education and the economy. IEE conducts a rigorous program of research and policy analysis and provides intellectual leadership primarily in two areas. The first is education reform, particularly that which is designed to respond to changing economic and employment needs. The second involves changes in work, technology, and work organization, and the implications of those changes for the performance of organizations and the skill needs and well being of the workforce.

Director: Thomas Bailey
Associate Director: Lisa Rothman
Contact Information:
Box 174
(212) 678-3091
iee@columbia.edu
www.tc.edu/iee

International Center for Cooperation and Conflict Resolution (ICCCR)
Department of Organization and Leadership
Established at Teachers College in 1986, the International Center for Cooperation and Conflict Resolution (ICCCR) is an innovative Center dedicated to advancing the study and practice of conflict resolution. Our mission is an educational one: to help individuals, schools, communities, businesses and governments better understand the nature of conflict and develop the skills and settings that enable them to resolve conflict constructively. We particularly emphasize the importance of the social, cultural, organizational, institutional, and systemic contexts within which conflicts occur. Our philosophy links theory and research closely with practice. We are committed to conducting important and useful theoretical and applied research on cooperation, conflict resolution and social justice and to communicate our conceptual and practical models in an accessible and engaging manner. We are also committed to developing, evaluating, and providing instruction in state-of-the-art methods for the constructive resolution of conflict, understanding that conflicts occur in dynamical systems which are always in a state of flux. Consequently, we employ a “reflective scholar-practitioner” model in our many scholarly, educational and practical endeavors. As such, we offer our students, instructors, staff, alumni and our external clients a variety of opportunities to connect theory and research with practice, and to allow practice to inform theory and research. Students are awarded a Certificate of Attendance upon successful completion of the program of study.

Director: Professor Peter T. Coleman
Contact Information:
Box 53
(212) 678-3402
ICCCRdb@tc.edu

J.M. Huber Institute for Learning in Organizations
Department of Organization and Leadership
J.M. Huber Institute for Learning in Organizations is a research-based institute dedicated to advancing the state of knowledge and practice for learning and change in organizations. The Institute partners with diverse organizations to conduct organizational assessments, evaluations, and action research. Through these partnerships, organizations get faster results and better decisions by leveraging learning to improve performance. In this way, the Institute helps businesses, schools, government and not-for-profit agencies increase their capacity to learn, to innovate, develop new skills, and find new ways of working and thinking.

Co-Directors: Martha A. Gephart and Victoria J. Marsick
Contact Information:
Box 187
(212) 678-3366
Huber_Institute@tc.edu
www.jmhuberinstitute.org

National Center for Children and Families
Department of Human Development; Department of Curriculum and Teaching
The National Center for Children and Families (NCCF) advances the policy, education, and development of children and their families. Housed at Teachers College, Columbia University, the Center produces and applies interdisciplinary research to improve practice and to raise public awareness of social issues that affect the well-being of America’s children and families. To achieve these goals, the Center presently focuses its work in five related thematic areas, each of which addresses the prevention of social problems: Early Care and Education; Families; School Transitions and Readiness; Systems/Governance; Neighborhood/Community. The Center currently has an annual operating budget of $3 million and a staff of 50 fellows, research assistants and faculty members. The work of the Center is accomplished by its staff through a set of synergistic activities, including: Research and Publication, Training and Fellowships, and Legislative and Dissemination.
National Center for the Study of Privatization in Education
Department of International and Transcultural Studies
The Center was established to provide independent, non-partisan information on and analysis of privatization in education. Understanding the consequences of such initiatives as vouchers, tuition-tax credits, educational contracting, independent schools and other forms of privatization is confounded by ideological arguments from both advocates and opponents with little dispassionate analysis of claims and evidence. The goal of the NCSPE is to establish a more productive forum on issues regarding privatization of education through research, evaluation, conferences, publications, and dissemination. Particular attention is devoted to the implications of educational privatization for the health of public education. Research products available for free download on the NCSPE website include the following topics: Education Vouchers, For-profit Secondary and Higher Education, Home-schooling, Charter Schools, School Contracting, and Tuition Tax Credits.

Director: Henry M. Levin
Contact Information:
Box 181
(212) 678-3259
ncspe@columbia.edu
www.ncspe.org

Peace Education Center
Department of International and Transcultural Studies
The Teachers College Peace Education Center’s (TCPEC) mission is to further the development of the field of peace education, particularly in recognition of the unprecedented need to address issues of security, war and peace, human rights and social justice, sustainable development and ecological balance. The Peace Education Center was established in 1982 by Betty A. Reardon to develop research and provide outreach, resourcing, training and in-service education. The Center collaborates closely with similar centers around the world as well as the United Nations, UNESCO, the International Peace Research Association and the Global Campaign for Peace Education.

Co-Directors: Janet Gerson and Tony Jenkins
Contact Information:
Box 171
(212) 678-8116
peace-ed@tc.edu
www.tc.edu/PeaceEd

Research Center for Arts and Culture
Department of A rts and H umanities
Provides long-term systematic research and documentation on the conditions, needs and situation of living artists in America; explores the relationship between the public, individual artists and the arts sector; serves as an auspice for research by scholars, students and professionals in arts management education and training around the world; offers a forum for research and discussion about cultural policy, arts management, arts education and arts law issues. Our sub-specialties are: Research and Practice, International Arts Management including Cultural Policy, Conferences and Colloquia, Web Site and Databases including listserv, bibliography, research and articles. Additional data maintenance and dissemination by Princeton University’s Cultural Policy and the Arts National Data Archive (CPANDA).

Director: Joan Jeffri
Contact Information:
Box 78
(212) 678-8184
rcac@columbia.edu
www.tc.edu/centers/rcac

School Law Institute
Department of Organization and Leadership
The School Law Institute, is a five-day course that examines recent legal developments from the standpoint of law, policy, and practice. The Institute serves public-school and district-level administrators, teachers, guidance counselors, special education and ELL staff, union reps, state-department staff, attorneys, and advocates. Topics covered include safety and other (search and seizure, child abuse, and the schools’ authority to regulate student and staff conduct); equity issues (the Seattle/Louisville decision, high-stakes testing, harassment, school-finance reform, special education, serving English-language learners, issues of poverty and race in education); free speech rights of students and teachers; and religion in the public schools. Presenters include TC Professors Heubert, Sobol, Rebell, and a national faculty including Professors Gary Orfield, Patricia Gandara, Rhoda Schneider, and Perry Zirkel.

Please visit our website, www.tc.edu/ceoi/SchoolLaw/, or contact us by phone at (212) 678-8331 or by email at SLI@tc.edu.

Faculty Director: Professor Jay Heubert
Box 157

Teachers College Reading and Writing Project
Department of Curriculum and Teaching
The Teachers College Reading and Writing Project has been one of New York City’s premier providers of literacy professional development for K-8 teachers for over two decades. The Project devotes its time equally to improving the teaching of reading and writing, and does all this work with strong support and involvement from school leaders. The Project’s school-based work is complimented by an array of other professional development opportunities at the College including monthly Leadership Conferences for principals and superintendents,
day-long workshops for teachers and administrators, leadership groups for teachers, study groups for coaches and assistant principals, and summer institutes on the teaching of reading and the teaching of writing.

Director: Lucy Calkins
Contact Information:
Box 77
(212) 678-3104
calkins@tc.edu
http://rwproject.tc.columbia.edu

The Elbenwood Center for the Study of the Family as Educator
The Elbenwood Center for the Study of the Family as Educator is dedicated to improving the education of children and adults through a fuller understanding of the strengths and creative intelligence to be found in families of all forms and backgrounds. The Center pursues various lines of systematic research and inquiry that bring interdisciplinary scholarly perspectives—particularly those of the social sciences and humanities—to bear in illuminating education within families, as well as the connections between families and other educative institutions. Topics of inquiry include: family memories; grandparents as educators and multigenerational education; the social networks and educative styles of teenagers; family context of literacy; the connections among families, schools, museums, and libraries; the significance of television and information technologies for families; the educational implications of family migration and immigration. The Center’s activities include research, symposia, seminars, and workshops. 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 project partnerships.

Director: Hope Jensen Leichter
Contact Information:
Box 123
(212) 678-3187
hl177@columbia.edu
www.tc.edu/centers/elbenwood

The Klinigstein Center for Independent School Leadership
Department of Organization and Leadership
The Klinigstein Center for Independent School Leadership aims to develop and renew leadership skills for independent school teachers and administrators. Seeking highly motivated women and men at varying stages of their careers, the Klinigstein Center attracts students from across the United States and around the world for study, research and leadership development in independent school education.

The Center offers two formats for a Master’s Degree Program in Education Leadership with a concentration in Private School Leadership. Students can apply to either the nine month master’s program in session from September through June, or to the two-summer’s intensive which includes site-based research at students’ current schools during the interim academic year. Both programs provide a course of study that aims to develop further their ability to exercise leadership and to increase their capacity to meet the challenges of leadership. The special features of the programs include coursework and guided fieldwork experiences specifically geared to meet the needs of independent school educators. The Center also offers two-week programs that address different stages of educators’ professional careers: the Summer Institute for Early Career Teachers (June) and the Heads of Schools program (January).

Director: Pearl Rock Kane
Contact Information:
Box 125
(212) 678-3156
klingenstein@tc.edu
www.klingenstein.org

The Professional Development Schools Partnership
The Professional Development Schools Partnership brings together multiple stakeholders in the process of preparing candidates to teach in the New York City public schools. College faculty work closely with clinical faculty in the partner public schools to engage in reflective practice with interns, student teachers, and teacher education faculty.

For additional information, contact:
A. Lin Goodwin
(212) 678-3502
goodwin@tc.edu

The Rita Gold Early Childhood Center
Department of Curriculum and Teaching
The Rita Gold Early Childhood Center serves to promote the growth and development of infants, toddlers, preschoolers, and their families through three inter-related practices: supportive early care and education for young children, interdisciplinary preparation for graduate students; and ongoing research to improve practice and inform theory in child and family development and care.

Faculty Director: Susan L. Recchia
On-Site Director: Isabel M. Belinkie
Administrative Assistant: TBD
Box 98 belinkie@tc.edu
www.tc.edu/centers/citp

Urban Science Education Center
Department of Mathematics, Science, and Technology
The mission of the Urban Science Education Center is for all urban students to have equitable and just opportunities to develop the kinds of necessary scientific literacies—knowledge, skills, ways of knowing, and discursive practices—to make informed decisions about the science, mathematics, and technology related matters that they encounter in their daily lives. The Center pursues four areas of teaching, research and development and the interconnections among them. They are:

1. Developing deep understandings of what best practices are in K-12 science/technology education, especially for students from linguistic and racial/ethnic minority backgrounds and students living in poverty;
2. Researching and developing effective urban preservice teacher education and on-going professional development opportunities for science teachers in urban school systems;
3. Developing better understanding of and actualizing relationships between urban communities, schools, community organizations (i.e., museums, activist organizations) and universities; and
4. Committing to building a just and equitable education for all students.

Directors: Ann Rivet
Contact Information:
Ann Rivet
Box 210
(212) 678-3384
rivet@tc.edu
www.tc.edu/centers/urbanscience

THE GOTTESMAN LIBRARIES
THE LIBRARY

The Gottesman Libraries at Teachers College house one of the nation’s largest and most comprehensive research collections in education. The 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. Research resources in printed, non-printed, and electronic formats include all important reference works; a wide selection of monographs; extensive journals; and major indexing and abstracting services.

Online Services
The library’s online site, accessible from the Teachers College homepage, is the focal point for a growing array of library services that support instruction and research at the College. The website 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 online public access catalog integrates the library's catalog information with up-to-the-minute circulation, reserve, acquisitions, and serial control information.

Russell Hall Services
In addition to access to print and electronic collections in Russell Hall, the library provides reserve readings, reference materials, research support, library instruction services, including course-specific instructional support, and assistance in the use of hundreds of online information resources.

Interlibrary loan provides Teachers College students, faculty, and staff with access to books and periodical literature not owned by the Gottesman Libraries or the Columbia University Libraries. By use of national and world-wide catalogs and through cooperative agreements with libraries around the world, the library can provide books, dissertations, or copies of journal articles.

The recently renovated Russell Hall includes individual and group study rooms, wired and wireless internet access, and a full program of events throughout the year. The Library Café at the library entrance offers beverage and snack services during library hours.

The Columbia Connection
Students at Teachers College have complete access to the collections of the Columbia University library system, the nation's 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 Columbia libraries have developed Library Web, a powerful integrated web-based library computer system. This resource links 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.

For further information contact the Gottesman Libraries, Teachers College, Columbia University, 525 West 120th Street, Box 307, New York, NY 10027; telephone: (212) 678-3494.

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 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
Teachers College offers a wide variety of educational experiences for students at the preservice and in-service levels. The Office of Teacher Education/School-based Support Services assists the many teacher education programs located in various departments at the College. Programs are field-based, offering practica, 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 eligibility for New York State certification for teaching in elementary or secondary schools, as well as for special subjects and to special populations. Many of these departments also offer New York State teacher certification with a bilingual extension. The programs typically require a minimum of an academic year and a summer term to complete degree requirements. Applicants need not have included courses in education in their undergraduate programs, but inadequate preparation in the proposed teaching field may necessitate additional coursework to meet admission or certification requirements.

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 the Office of Teacher Education/School-based Support Services at www.tc.edu/ote.

New York State Certification of Teachers and Administrators and New York City Licensure
For New York State certification, students can obtain an Institutional Recommendation Data Form (IRDF) from the Office of Teacher Education/School-based Support Services (Russell Hall 400). Complete IRDFs must be returned to the Office of Teacher Education/School-based Support Services. Students desiring New York City licensure as a teacher or administrator should inquire at the New York City Department of Education, Division of Personnel, 65 Court Street, Brooklyn, NY 11201, to ascertain specific requirements.

A passing score on the New York State Teacher Certification Examinations (NYSTCE) is required for those wishing any New York State teaching certificate. The New York State Education Department requires that all prospective teachers receive instruction for identifying and reporting suspected child abuse, maltreatment, instructing students for the purpose of preventing child abduction, preventing alcohol, tobacco and other drug abuse, providing safety instruction in fire and arson prevention and school violence intervention and prevention. This requirement is met by successful completion of HBSS 4116, Health Education for Teachers in the Department of Health and Behavior Studies, or through online workshops. No student will be recommended for certification not having satisfied this requirement. 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 Office of Teacher Education/School-based Support Services.

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.

Information on Administrative Certification Programs
Education Leadership Programs leading to eligibility for New York State certification, via institutional recommendation upon program completion, as either School District Leader (SDL) or School Building Leader (SBL) are offered through the Department of Organization and Leadership.

New York State approved teacher education programs are available in:

Elementary Education (birth through grade 6)
- Early Childhood Education (birth to grade 2), Childhood Education (grades 1-6), through the programs in the Department of Curriculum and Teaching

Special Subjects and/or Populations
- Teaching of Art, Music, and TESOL through the programs in the Department of Arts and Humanities
- Physical Education and Speech-Language Disabilities through the Department of Biobehavioral Sciences
- Early Childhood Special Education, Inclusive Elementary Education (Dual),
We are an inquiry-based and our graduates choose to Negotiating among multiple adults, in their school communities. They demonstrate our graduates strive to meet the needs of Social justice stance:

Curricular stance:

Philosophical stances that underlie and infuse the work we do:

- Bilingual Education through the
- Gifted Education, and Middle School (grades 7-12) through the programs in the Department of Curriculum and Teaching
- Teaching of English and Social Studies through the programs in the Department of Arts and Humanities
- Teaching of Mathematics, Biology, Chemistry, Earth Science, and Physics through the programs in the Department of Mathematics, Science, and Technology

Extensions

- Gifted Education, and Middle School (grades 7-9) through the Department of Curriculum and Teaching
- Bilingual Education through the Department of International and Transcultural Studies

Teacher Education Standards

Teachers College Columbia University 2008-2009

Teacher Education Standards at Teachers College
Consistent with the College’s long tradition of serving the needs of urban and suburban schools in the United States and around the world, the vision and purpose of professional education at Teachers College is to establish and maintain programs of study, service, and research that prepare competent, caring, and qualified professional educators (teachers, counselors, psychologists, administrators and others). This vision is based on three shared philosophical stances that underlie and infuse the work we do:

Inquiry stance: We are an inquiry-based and practice-oriented community. We and our students and graduates challenge assumptions and complacency, and embrace a stance of inquiry toward the interrelated roles of learner, teacher, and leader in P-12 schools.

Curricular stance: Negotiating among multiple perspectives on culture, content, and context, our graduates strive to meet the needs of diverse learners, both students and other adults, in their school communities.

Social justice stance: Our graduates choose to collaborate across differences in and beyond their school communities. They demonstrate a commitment to social justice and to serving the world while imagining its possibilities.

Expectations of Teacher Education Candidates at Teachers College

Our candidates are inquirers/researchers who have breadth of knowledge and a variety of tools to ask questions about educational environments. They reflect on and continually evaluate the effects of their choices on others (children, families, and other professionals in the learning community).

Lifelong Learners
Our candidates are continually engaged in learning and research. They take responsibility for their professional growth and seek/create learning opportunities for themselves and others.

Leader-Centered Educators
Our candidates understand their subject matter/disciplines, learners and learning, and curriculum and teaching. They create learning experiences that foster development and achievement in all students.

Effective Collaborators
Our candidates actively participate in the community or communities of which they are a part to support students’ learning and well being.

Advocates of Social Justice and Diversity
Our candidates are familiar with legal, ethical and policy issues. They provide leadership in advocating for children, families, and themselves in a variety of professional, political, and policy-making contexts.

Expectations of Teacher Preparation Programs at Teachers College

Teachers College programs preparing teachers and other professional school personnel ensure that candidates have the knowledge, skills, and dispositions required for effective teaching. By the conclusion of the program, candidates demonstrate:

Knowledge and Understanding of:

- research and inquiry methods and the relationship between research and practice;
- the continuum of lifelong learning and issues of professional concern;
- subject-matter/disciplinary content;
- learners and learning;
- curriculum and teaching;
- processes and strategies of effective communication and collaboration; and
- foundations of democracy, equity, and schooling.

Skills in:

- self-critique and reflection;
- use of research and inquiry methods and application of research to practice;
- planning, implementation, and evaluation of professional growth;
- planning, implementation, and evaluation of curriculum/services;
- communication and collaboration; and
- addressing inequalities in the classroom, school and society.

Dispositions/Commitments to:

- inquiry and reflection;
- the profession, ethics, and lifelong learning leadership;
- the fullest possible growth and development of all students;
- cooperation and collaboration; and
- social justice and diversity.

Student Teaching and Observation

All candidates for initial certification must complete two student teaching experiences at two different developmental levels. The student teaching experiences typically begin with observation of an experienced, certified cooperating teacher before gradually enabling the student teacher to assume more responsibility as the term progresses. The College selects cooperating teachers and provides on-site supervision so as to ensure that students are well-supported during this component of their teacher preparation program.

Procedures for Student Teaching

Student teachers are required to submit a student teaching packet and should request a copy of the “Student Teaching Handbook.” A general orientation to student teaching is offered by OTE/SSS in the beginning of each semester. Please go to www.tc.edu/ote for a full list of workshops, packets, and handbooks.

All items are also available at the Office of Teacher Education/School-based Support Services in Russell Hall, Room 400.

Teacher Opportunity Corps

The Teacher Opportunity Corps, funded by the New York State Education Department was 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 New York State residents, who do not hold either professional or permanent certification to teach in New York State, and are African-American, Hispanic, Native American or Alaskan-American are eligible for this program. Depending on the availability of funding, those selected for this program are awarded tuition credits each semester and are eligible for a variety of academic supports. For more information and application materials contact the Office of Teacher Education/School-based Support Services, Teacher Opportunity Corps, Teachers College, Columbia University, Box 97, New York, NY 10027; telephone: (212) 678-3502.

Peace Corps Fellows Program

This rigorous program, recently renamed the Elliot and Roslyn Jaffe Peace Corps Fellows Program, seeks to recruit small but outstanding cohorts of Returned Peace Corps Volunteer educators who are ready to make
Computing and Information Services

Computing and Information Services (CIS) is responsible for academic and administrative computing, media services, the campus data, voice and video network, and telecommunications. These services include email, course web pages, desktop computers, student laboratories, multimedia classrooms, audio-visual services, management information systems, telephone and satellite and video-conferencing connections, and residential cable television. More extensive information may be found at the Computing and Technology Resources pages of TCWeb: www.tc.edu/cis.

The Policy on Acceptable Use of Information Technology Resources at TC is listed on the Policies and Procedures Section of this catalogue.

Email Accounts

Teachers College students have the responsibility for activating the Columbia University Network ID (UNI), which includes a free Columbia email account provided by Columbia University Information Technology (CUIT). Students are responsible for being aware of official messages sent to this account. Teachers College faculty, and staff may also use the free email accounts. In addition to campus and Internet communications, these accounts also provide space for personal webpages. This email can be accessed from the Internet using the clubmail program. The UNI also provides access to Columbia libraries and databases, TC ClassWeb, and MyTC Portal, which includes College and course information. The UNI is also required to log into computers in the library, student labs, student lounge, and kiosks located in the halls of Teachers College. Columbia maintains a modem pool for dial-up access from home, which affords access to the Columbia domain as well as the Internet. More information can be found on the Columbia University Information Technology page: www.columbia.edu/cuit. Upon graduation, alumni can choose to keep this email address, forwarding messages sent to it to some other designated email address. Faculty and staff also have MS Exchange email accounts with integrated voice messaging hosted at Teachers College to foster workgroup computing.

Campus Network

Data, voice, and video outlets as well as wireless access are found in every classroom, office, and residence on the main portion of the campus. Internet and Internet-2 access are provided via Columbia University.

Public Computing Facilities

The Student Computing Support Center in 242 Horace Mann has 70 workstations and consulting support. It provides students with PCs and Macs, software, printers and other peripherals. This laboratory is open daily. The Center’s software library includes GC and Mac programs for word processing, web development, graphics, statistical analysis, qualitative analysis and databases. McAfee virus protection is licensed by the College for all students, faculty and staff to download for their home computers. Several software applications including Endnote, a bibliographic database program, are also available through site licenses for home use.

Computer classrooms with workstations at each seat in 345 Macy (see below) are available for open use when not scheduled for instruction. Email and local websites can also be accessed from the Internet using the clubmail program. The UNI also provides access to Columbia libraries and databases, TC ClassWeb, and MyTC Portal, which includes College and course information. The UNI is also required to log into computers in the library, student labs, student lounge, and kiosks located in the halls of Teachers College. Columbia maintains a modem pool for dial-up access from home, which affords access to the Columbia domain as well as the Internet. More information can be found on the Columbia University Information Technology page: www.columbia.edu/cuit. Upon graduation, alumni can choose to keep this email address, forwarding messages sent to it to some other designated email address. Faculty and staff also have MS Exchange email accounts with integrated voice messaging hosted at Teachers College to foster workgroup computing.

Other Online Resources

There is a streaming server for audio and video files available at quicktime.tc.edu. A useful online tool to create surveys called “Surveys at TC” can be reached via MyTC Portal. The College manages a powerful web conferencing application called Adobe Connect, which provides desktop audio and video conferencing along with application sharing for those who can’t meet in the same physical space. The college owns an island called TC Educator in the virtual world of Second Life, where classes are held and simulations and other exciting new pedagogies are being explored (see http://secondlife.com). Recording of College events and other interesting digital content from Teachers College is now available through the Apple iTunes University store site (see http://itunes.tc.columbia.edu).

Instructional Media Lab

The Instructional Media Lab (IML) in 265 Macy is a facility for students and faculty to create rich content for classes, online learning, student teaching, and research. Digital cameras and other equipment are loaned. Workstations allow for computer-based full motion video from camera, VCR, or mini-DV tapes to be edited, integrated with animation and digitized voice and music and to be written to CD, DVD, or tape. IML also provides satellite downlinks.

Computer Classrooms

Computer classrooms for hands-on instruction include both Windows and a Macintosh room in 345 Macy. The Goodman Family Computer Classroom suite includes a classroom equipped with 32 notebook tablet computers on tables.

<table>
<thead>
<tr>
<th>Program Completers*</th>
<th>ATS-W***</th>
<th>LAST ***</th>
</tr>
</thead>
<tbody>
<tr>
<td>686</td>
<td>473</td>
<td>473</td>
</tr>
<tr>
<td>Tested</td>
<td>Pass</td>
<td>%</td>
</tr>
<tr>
<td>473</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Tested</td>
<td>Pass</td>
<td>%</td>
</tr>
<tr>
<td>483</td>
<td>480</td>
<td>99</td>
</tr>
</tbody>
</table>

NYS Teacher Certification Examination Pass Rate Data

*Number of completers of the institution's teacher education programs leading to an initial teaching certificate

**Number and percent who passed/took the NYSTCE Assessment of Teaching Skills—Written (elementary or secondary version)

***Number and percent who passed/took the NYSTCE Liberal Arts and Sciences Test
that can be reconfigured to accommodate varying workgroup sizes. Located in 234 Horace Mann, it also has a seminar room for 10 people. The Macy rooms are available for use by students and faculty when not scheduled for instruction.

Multi-media Classrooms
Multi-media display classrooms provide equipment such as PCs, Macs, VCRs, audio-tape players, and document cameras. Currently more than 1/3 of our 65 classrooms have such dedicated computer and projection equipment, with plans for additional ones to be added each year. In addition, all classrooms have campus network connections, and computer/projector carts may be reserved through Media Services. Some 45 classrooms have resident carts with a VCR and monitor; another 12 carts may be reserved for use in other rooms.

Training
Training workshops are scheduled throughout the year on the use of electronic mail, word processing, spreadsheets, the Internet and web publishing, statistical analysis, photo and video manipulation, and multimedia authoring. In addition to workshops, individual training is also available. The workshop schedule may be found on the Computing and Technology homepage (www.tc.columbia.edu/computing).

Administrative Systems
Students are able to register, drop and add classes, check financial aid, academic history and current grades or pay by credit card via the Student Information System on TC-Web or the telephone through Touchtone Services.

Microcomputer/LAN Services
Student support is provided at the Student Computing Support Center in 242 Horace Mann as well as in the residence halls.

All faculty and staff have workstations appropriate to their work, with budgeted replacement at 25% per year. The local area network features file and print services as well as Microsoft Exchange, webservers and other applications. The CIS Help Desk provides problem resolution via telephone and office visits.

Residential Telecommunications Services
Telephone, voicemail, Internet and cable television services are provided in student and faculty residences. Those living in Whittier, Lowell, Grant, Sarasota and the New Residence Halls have direct connections to the campus data network. In Bancroft Hall, residents have wireless Internet access. Detailed information is found on the Computing and Technology Resources (www.tc.columbia.edu/cis) site under Telephone and Cable TV.
STUDENT LIFE AND STUDENT SERVICES

Teachers College is located in New York City, one of the most important and dynamic cultural and educational centers in the world. Our student population is very diverse and includes international students, scholars and faculty from over 75 countries. TC combines a large number of part-time and full-time students who are very active in professional education circles and either commute or live on campus. There are a variety of student services and organizations at TC designed to support students’ programs of study, provide professional development opportunities, foster community and celebrate diversity.

OFFICE OF ENROLLMENT AND STUDENT SERVICES (OESS)

The mandate of the Office of Enrollment and Student Services (OESS) is to provide students with a smooth and seamless experience, from matriculation to graduation. The OESS provides an environment in which students are welcome to share issues, questions and concerns. The following are part of the OESS: Office of Access and Services for Individuals with Disabilities, Admissions, Career Services, Doctoral Studies, Financial Aid, International Services, Marketing, Registrar, Student Activities and Programs, and Student Relations.

The OESS provides students with a channel through which they may voice questions and concerns about their student experiences. Before meeting with the Manager of Student Advisement in the OESS, students are encouraged to make an effort to resolve their questions and concerns with the appropriate office(s). Student issues raised with the OESS are documented and kept confidential unless the student indicates otherwise. The OESS is committed to listening to students and helping them navigate College policies, while educating them about appropriate resources at the College.

Enrollment and Student Services
(212) 678-3383
148 Horace Mann Hall
oess@tc.edu
www.tc.edu/oess

DIVERSITY AND COMMUNITY

Janice S. Robinson, Esq., General Counsel
Executive Director, President’s Office – Diversity and Community
Assistant Professor of Higher Education,
Department of Organization and Leadership
128 Zankel, (212) 678-3391
jsr167@columbia.edu
www.tc.edu/diversity

Jolene A. Lane
Director for Diversity and Community
(212) 678-8410
lane@tc.edu

The Office for Diversity and Community leads the President’s and College’s initiatives concerning community, diversity, civility, equity, and discrimination. The philosophy is to encourage the College community to listen, learn, educate, and work together in collaborative and positive ways. The Office, working with others in the College, addresses issues involving faculty, staff, students, and alumni. These concerns may overlap with potential legal issues (i.e., equity, discrimination, due process, retaliation). Simultaneously, the Office focuses on the systemic issues by addressing policy and procedural concerns.

Ms. Robinson chairs the Committee for Community and Diversity, a cross-college constituent committee, and serves as a member of the President’s Senior Staff. As General Counsel, she is the College’s in-house counsel and provides advice and counsel to the president and College employees. She participates in the formulation of College policies involving legal issues, manages the College’s legal affairs and supervises outside counsel.

Erwin Flaxman, Ph.D.
College Ombuds
280 Grace Dodge Hall, (212) 678-4169
flaxman@tc.edu
www.tc.edu/diversity/ombuds

The College Ombuds is a resource available to students and others for resolving problems and conflicts after normal processes have not worked satisfactorily, or when they no longer want to pursue their concerns through normal channels. Students can also meet with the Ombuds when they do not know where else to go for help. They should, however, attempt to resolve their problem or register complaints with their advisors, instructors, or staff of College offices before coming to the Office of the Ombuds. All parties involved in an issue or resolution of a problem are asked to cooperate with the Ombuds.

The Office of the Ombuds adheres to all policies and practices of Teachers College and standards of professional practice.

Services

The Ombuds will:
1. Discuss concerns and identify and evaluate options for resolving them.
2. Provide needed information about policies and procedures for dealing with a problem.
3. Investigate a complaint and gather information.
4. Create lines of communication and convene meetings, if necessary, for resolving an individual’s problem. Please note: The Ombuds will always act as a neutral party.
5. Identify an individual’s problem that requires changes in College policies and procedures.

Confidentiality

All conversations with the Ombuds are strictly confidential and never will be discussed with anyone without the person’s permission in writing.

Impartiality and Independence

The Ombuds is an advocate for the solution of the problem, not for any involved party, and gives equal attention and protects the rights of all concerned parties.

Dr. Flaxman is also the Ombuds for faculty and staff members with concerns.

THE OFFICE OF STUDENT ACTIVITIES AND PROGRAMS

The Office of Student Activities and Programs (OSAP) includes five major areas: Aquatic Center, Graduate Writing Center, Office of Insurance and Immunization Records, Student Activities, and Orientation/New Student Experience. The Office strives to enhance the quality of life and academic experience for students by providing services and programs designed to engage students in the College and University communities. There is a strong commitment to promote professional, co-curricular, recreational, social, cultural, and wellness programs. Events, such as the Casual Conversation Series, and Doctoral Students Dinner Discussions, provide students with the opportunity to learn about College resources and hear faculty and administrators share their research interests and professional experiences. Other co-curricular programs sponsored by OSAP include: Take a Break Series, Broadway shows, sporting events and NYC trips. Students can also participate in more than over thirty student organizations, which provide additional opportunities for students to network with all members of the College community. The composition of student organizations varies from special interest groups to honor societies to local chapters of national organizations.

They include:
• African Studies Working Group
• American Sign Language Club
• Association of Latin American Scholars (ALAS)
• Black Student Network (BSN)
• Coalition of Latino/a Scholars (CLS)
• Current Issues in Comparative Education (CICE)
• Kappa Delta Pi (national honor society)
• Korean Graduate Student Association
• Organization and Human Development Consulting Club (OHDCC)
• Queer TC
• Society and Economics in Education
• Society for International Education
• Student Alliance on Multicultural Mental Health Issues (SAMMI)
• Student Advocates for the Arts (SAA)
• TC Coalition for Social Justice (TCCSJ)
For more information, please contact the Office of Student Activities at (212) 678-3690 or email studentactivities@tc.edu.

**HEALTH SERVICES & INSURANCE**

All students living in Teachers College residence halls and all students registered for 12 or more credits residing temporarily and permanently in the 5 boroughs of New York are assessed the health service fee. The fee covers primary care, counseling and psychological services, health education, advocacy and services for students with disabilities, support for survivors of sexual assault, as well as the public health services provided to the university community. Additional coverage for medications, lab costs, visits to medical specialists, and hospitalizations are covered by the student insurance plans available through Teachers College. Information is available from the Office of Insurance & Immunization Records, (212) 678-3026, or email health-immunization@tc.edu.

**IMMUNIZATION RECORDS**

New York State requires that all students born on or after January 1, 1957 provide proof of immunity to measles, mumps, and rubella. In addition, New York State requires all students to decide whether or not to be immunized against meningitis and to provide formal documentation of their decision. The required immunization form, which is available in your Teachers College acceptance folder, is to be completed and submitted to the Office of Insurance and Immunization records prior to initial class registration.

**TC AQUATIC CENTER**

Teachers College also houses its own Aquatic Center which is open to all Teachers College and Columbia students, staff and faculty, as well as area neighbors. A membership fee is charged for the use of the facility. The Aquatic Center provides swimming lessons, CPR, first aid, and lifeguard training. Times are available for lap and family swimming. For more information please contact the Aquatic Center at (212) 678-3307 or email aquaticcenter@tc.edu.

**TEACHERS COLLEGE STUDENT SENATE**

The Teachers College Student Senate is composed of elected student body representatives from academic departments and positions at large. The Senate advocates for student voice on campus and participates in college-wide committees which impact the decision-making process and enhances communication amongst students, administration and faculty. For more information please contact the Student Senate via email student-senate@tc.edu.

**GRADUATE WRITING CENTER**

The Graduate Writing Center provides discipline-specific, individualized, professional development to TC students. The emphasis is on preparing graduate students to be more successful writers, both within their disciplines and in their publishing communities. The Center offers on-one fee-based consultations and free writing workshops.

For more information please contact the Graduate Writing Center at (212) 678-3789 or email writingcenter@tc.edu.

**INTERNATIONAL SERVICES**

Teachers College has a long history of welcoming international students, scholars and faculty to our academic and social community. Currently, over 600 students from 75 countries are enrolled at all degree levels and in every department. The Office of International Services (OIS) provides extensive orientation and intercultural programs throughout the year; information on responsibilities, benefits and alternatives under immigration laws and regulations; counsel on personal, financial, cultural, academic and other concerns; and campus-wide international awareness events. The OIS staff also assists students in contacting campus and community resources when appropriate. In addition, OIS provides visa and orientation services for international visiting scholars, visa services for non-immigrant faculty and staff, resources for delegations of international visitors and assistance to the College community on regulatory compliance and other international issues and concerns. The office is located in 163 Thorndike Hall; (212) 678-3939. Interested individuals can contact the staff by email at tcintl@tc.edu. In addition, prospective, admitted and current students are encouraged to go to www.tc.edu/ international for up-to-date information.

**INDIVIDUALS WITH DISABILITIES**

The Office of Access and Services for Individuals with Disabilities ensures that programs and services at Teachers College are physically, programmatically, and attitudinally accessible to individuals with disabilities. Equal access is achieved through individualized responses addressing the needs of individuals with conditions including but not limited to vision impairments, mobility impairments, deafness/hearing loss, medical conditions or learning disabilities that affect one or more academic activities. A full-time Director, an Associate Director/Program Director of Deaf and Hard of Hearing Services, and Assistant Director, are available to meet with students, facilitate accommodations, and advocate on behalf of students with disabilities. For more information call (212) 678-3689, (212) 678-3853 (V/TTY) or visit our website at www.tc.edu/oasis.

**RECREATION AND FITNESS**

Directly across the street from Teachers College is the Columbia University Marcellus Hartley Dodge Physical Fitness Center, an indoor sports and exercise facility open to our students. The center features two full-size gymnasia, 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 saunas. In addition, there are tennis courts located on the 120th and Broadway corner of Columbia’s main campus.

**CAREER SERVICES**

Teachers College Career Services (TCCS) is committed to guiding all TC students and alumni throughout the different phases of the career development process. Whether you are entering a new field, advancing within your current profession, or changing directions, we will help you identify and develop the skills and resources necessary for achieving your career goals.

TCCS offers individual consultations and group workshops on all aspects of career development, which equips participants with the information and skills necessary for setting career goals, conducting a successful job search, and managing the interview process. Specific offerings include a resume, CV, and cover letter review service, self assessment services, mock interviews, doctoral preparation, and a comprehensive online career opportunity database. Through our online job posting system, students and alumni can review internships, part-time and full-time opportunities; submit resumes and cover letters; and sign up for campus and employer site interviews.

TCCS also coordinates a diverse array of activities and events throughout the year to help students explore their options and create professional networks. For example, the “Career Connections” programming series spotlights careers that TC students and alumni may wish to explore, and consists of specialized programs such as workshops, panel discussions, and information exchanges. Additionally, we offer several career fairs (e.g., Pre-K-12 Education Career Fair), networking receptions (e.g., Meet the Firms), and employer information sessions to help students and alumni connect with potential employers. The TCCS Alumni Mentoring and Career Networking Program is another valuable resource which provides students and alumni with an opportunity to meet and speak with TC alumni who are currently working within a variety of career fields.

Students and alumni will also find extensive resources in the office’s on-site Career Resource Library, as well as on the TCCS website: www.tc.edu/careerservices. Sample resources include: the TCCS Career Development Guide, internet resources, school directories, educational publications, and templates for resumes, CVs, and cover letters. For those students and alumni requiring a centralized location for letters of reference and other pertinent materials for the job search and/or graduate school applications, a 24-hour online service through Interfolio, Inc. is accessible through our website. Teachers College faculty and administrators can request specialized workshops for their classes and/or academic
programs/departments. Finally, TCCS also has computers, scanners, and printers available for your job search needs. We encourage you to come visit our office so that you can start your career development journey. Career Services is located in 44 Horace Mann, (212) 678-3140, careerservices@tc.edu.

PUBLIC SAFETY

The Office of Public Safety is charged with providing a safe and secure environment for our College community. The Office is organized functionally with teams assigned to (1) Emergency Operations, (2) Security, and (3) Environmental Health and Safety.

Uniformed proprietary Public Safety Officers provide around-the-clock security for both the academic and residential campuses. Teachers College maintains a system of security video cameras throughout the campus, as well as ID card swipe access-control.

Teachers College Public Safety Officers work closely with institutional security officers from Columbia University, Barnard College, and Union Theological Seminary. The Morningside Area Alliance, a community agency funded in part by various institutions in Morningside Heights, provides additional security to complement Teachers College efforts.

The Teachers College campus is located within the 26th Precinct of the New York City Police Department. Teachers College Public Safety Officers work closely with the New York City Police Department, and various local, state, and federal law enforcement agencies.

New York City is one of the world’s safest metropolitan communities and our Morningside Heights neighborhood is one of the safest neighborhoods in New York City. The greater Columbia University family of campuses enjoys the lowest crime rate of any Ivy League school in the United States.

OTHER SERVICES

Additional services available to students include the Teachers College Bookstore, Teachers College Cafeteria, Security Information Desk, Psychological Counseling Services, the Rita Gold Early Childhood Center, ATM and postage machines.
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; students may not be in two different degree programs or areas of specialization or schools at Teachers College or Columbia University.

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 including minimum point requirements for multiple degrees. Following is a chart of minimum residency requirements for several multiple degree requirements. In addition to satisfying residency requirements, a student must meet all degree requirements for each degree as outlined in the Degree Requirements section of the catalog and all degree requirements as outlined by the department.

Period of Candidacy (Master’s Degrees)
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 Science, and Master of Education is limited to five years. Every candidate for the Master of Arts, Master of Science, and Master of Education must complete at least 16 points through Teachers College during the final five-year period prior to the award of the degree so as to meet recency requirements.

A candidate may petition the Registrar for an extension of time for adequate reasons if the student has been in attendance in the degree program within the last five years. In such cases, an extension must be recommended by the major advisor and approved by the Registrar. Upon approval, all current degree requirements including the departmental integrative project must be completed. In addition, at least 16 points must be completed through Teachers College during the final five-year period prior to the award of the degree. Petitions for extension may be obtained through the Office of the Registrar.

If a student has not been in attendance within the last 5 years and wishes to pursue the completion of the degree, the student must re-apply for admission and be accepted into the degree program. Applications for re-admission may be obtained from the Office of Admission. Applications for re-admission follow the same processes and standards as those for initial admission. If a student is subsequently re-admitted to a Master’s degree program with a period of candidacy after the expiration of the initial five-year period of candidacy, all current degree requirements including the departmental integrative project and at least 16 points to meet recency requirements must be completed.

Academic Performance
The faculty of the College requires that all students maintain acceptable grades. Some departments specify an overall minimum grade average (see specific department statements). Any department judging a student to be performing below expectations is authorized by the Faculty to require additional coursework as a means to evaluate the student’s continuance within the degree program or at the College. If satisfactory progress is not maintained, a student may be dismissed from the program. A student at the doctoral level whose academic performance in coursework and in other requirements is seriously below the level required for successful completion of a degree may be denied permission for continued enrollment at the College on the initiative of the Department. Such a decision cannot be made by an individual professor but must be made by the department in which the student is enrolled. There is no formal appeal from such a decision, but the service of the College’s Ombuds may be requested by the student.

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

Statement on Academic Conduct
A Teachers College student is expected to refrain from any conduct, including cheating, plagiarizing, or purchasing documents submitted for academic evaluation, that calls into question his/her academic and/or professional probity.

GENERAL RESIDENCE REQUIREMENTS

Minimum Point Requirements for Multiple Degrees
This list only represents minimum point requirements to establish residence for multiple degrees. In addition, each degree program has a planned program of study, and the degree requirements as outlined by your department and in this catalog must also be satisfied. It is possible that students will need to take more than the minimum point requirements.

<table>
<thead>
<tr>
<th>Two Degrees at Teachers College</th>
<th>Minimum Point Requirement</th>
<th>Minimum TC Credit</th>
<th>Maximum Transfer Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.A. (M.S.) and M.A. (M.S.)</td>
<td>60*</td>
<td>60*</td>
<td>0</td>
</tr>
<tr>
<td>M.A. (M.S.) and Ed.M.</td>
<td>60</td>
<td>45</td>
<td>15</td>
</tr>
<tr>
<td>Ed.M. and Ed.M.</td>
<td>90</td>
<td>60</td>
<td>30</td>
</tr>
<tr>
<td>M.A. (M.S.) and Ph.D.</td>
<td>75</td>
<td>45</td>
<td>30</td>
</tr>
<tr>
<td>M.A. (M.S.) and Ed.D.</td>
<td>90</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>Ed.M. and Ph.D.</td>
<td>75</td>
<td>45</td>
<td>30</td>
</tr>
<tr>
<td>Ed.M. and Ed.D.</td>
<td>90</td>
<td>45</td>
<td>45</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Three Degrees at Teachers College</th>
<th>Minimum Point Requirement</th>
<th>Minimum TC Credit</th>
<th>Maximum Transfer Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.A. (M.S.), M.A., (M.S.), and Ed.M.</td>
<td>90</td>
<td>75</td>
<td>15</td>
</tr>
<tr>
<td>M.A. (M.S.), Ed.M. and Ed.M.</td>
<td>90</td>
<td>90</td>
<td>0</td>
</tr>
<tr>
<td>M.A. (M.S.), M.A. (M.S.), and Ed.D.</td>
<td>90</td>
<td>75</td>
<td>15</td>
</tr>
<tr>
<td>M.A. (M.S.), M.A. (M.S.), and Ph.D.</td>
<td>75</td>
<td>75</td>
<td>0</td>
</tr>
<tr>
<td>M.A. (M.S.), Ed.M. and Ph.D.</td>
<td>75</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td>M.A. (M.S.), Ed.D. and Ed.D.</td>
<td>90</td>
<td>60</td>
<td>30</td>
</tr>
<tr>
<td>M.A., Ed.M., and Ed.D.</td>
<td>90</td>
<td>90</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Four Degrees at Teachers College</th>
<th>Minimum Point Requirement</th>
<th>Minimum TC Credit</th>
<th>Maximum Transfer Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.A.(M.S.), M.A. (M.S.), Ed.M. and Ed.D. (or Ph.D.)</td>
<td>120</td>
<td>120</td>
<td>0</td>
</tr>
<tr>
<td>M.A.(M.S.), Ed.M., Ed.M. and Ed.D. (or Ph.D.)</td>
<td>120</td>
<td>120</td>
<td>0</td>
</tr>
</tbody>
</table>

Note: If you received a Professional Diploma from Teachers College, please check with the Registrar for minimum requirements.
Decisions regarding academic evaluation in all aspects of students' work at the College, including coursework, certification examinations, clinical or field experiences, and preparation of dissertations, are within sole jurisdiction of faculty concerned, including, as appropriate, the department or program staff members. Disciplinary actions (e.g., reprimand, suspension, or dismissal) in cases of academic misconduct can be imposed by the Vice Provost or Committee on Student Conduct. Refer to the student Handbook or visit www.tc.edu/oess for more details.

**Application for Master's Degree or Certificate Award**

Candidates for the award of the degree of Master of Arts, Master of Science, Master of Education, or a 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 $25 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 coursework, 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 and must include three Teachers College courses (a course is defined as one for which at least 2 points are earned) outside the Teachers College major program.

**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 2 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 coursework 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 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 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 major program. (In this case, a course is defined as one in which at least 2 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 comprehensive examination, or special departmental integrative project is required. Consult departmental advisory statements for additional requirements.

**Doctor of Education/Doctor of Philosophy**

Teaching 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 the College Teaching of an Academic Subject, and Requirements for the Degree of Doctor of Philosophy. Each 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 graduate coursework 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. 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 graduate coursework 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. Some fields of specialization have additional requirements; consult departmental program statements.

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 mathematicians; consult departmental advisory statements.

Former Teachers College doctoral students who have not registered in the last five years must apply for re-admission through the Office of Admission. Applications for re-admission follow the same processes and standards as those for initial admission. If re-admitted, current degree requirements must be satisfied.

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

The obligation to register continuously ends after the dissertation has received final approval.

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 graduate 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 Bulletin, 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 fall 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 fall and spring term, whether or not the student is in attendance, and in the summer term when special permission has been granted to schedule an oral examination on the dissertation. Registration for TI 8900, Dissertation Defense; Ph.D. is required for the term in which the oral defense is held. See Fees and General Offerings sections for further details. The obligation to register for dissertation advisement ends after the dissertation has received final approval.

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. Persons who do not wish transcript credit may apply for Visiting Scholar status. Refer to the Visiting Scholar section in the Policies and Procedures section of this bulletin for more information.
Registration

REGISTRATION PROCEDURES

Students seeking course credit must be admitted by the Teachers College Office of Admission. For details, please refer to the section on Admission. Former Teachers College degree students who wish to pursue a degree program and have not been in attendance during the past five years must apply for re-admission in the Admission Office well before the registration dates. 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 by use of Teachers College Touchtone Services or the Student Information System on TC-Web. Limited in-person registration is available during dates announced in the Academic Calendar.

Teachers College Touchtone Services and the Student Information System on TC-Web

All students are expected to register via the telephone through Touchtone Services or on the web through the Student Information System on TC-Web. It is the responsibility of each student to obtain advisement and approval for their course selections from their academic advisor prior to registering. Registering for classes that your advisor has not approved can seriously compromise your ability to fulfill degree requirements and may have unintended financial consequences. Students must also obtain permission from the course instructor for any course listed in the Schedule of Classes that requires instructor approval. The telephone number to access Touchtone Services is (212) 678-3200. The URL for the Student Information System is https://info.tc.columbia.edu/homepage.htm. Both systems are normally available Mondays-Saturdays from 8 a.m. to 11 p.m. Instructions for registration are available in the Registration Information Section in the Schedule of Classes on the TC-Web for each term.

Whenever course enrollment has been entered on the computer registration system, the student is responsible for payment of the assessed charges unless the student follows the procedures for a change of program as outlined in the Schedule of Classes and in accordance with the dates listed in the Academic Calendar. Failure to attend a course does not constitute an automatic withdrawal. (See section on Changes in Registration and Withdrawal.)

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 first day of in-person registration, 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 program or institution outside the College. Additionally, students are not permitted to be enrolled concurrently in two degree programs or schools within the University or the College.

Maximum Point Loads

The number of points (credits), a point being the equivalent of a semester hour that 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 fall or spring term; students who hold full-time positions are discouraged from enrolling for programs in excess of 8 points each fall and spring term.

Certification of Part-Time/Full-Time Attendance

Enrollment status certification is based upon the number of points for which a student is registered per term. During the fall, spring and summer terms, “full-time” status is accorded to students registered for 12 or more points per term. Students enrolled for fewer than 12 points (0–11 points) are considered “part-time.” “Half-time” status is based on enrollment of 6–11 points per term. Students registered for fewer than 6 points are accorded “less-than-half-time status.” During the summer term, enrollment status is determined by the cumulative number of points in both Session A and B. For “full-time” status, students must register for a combined load of at least 12 points, with no more than 9 points in one summer session.

Students taking fewer than 6 points in a term may be certified as full-time or half-time if they can present an approved Certificate of Equivalency (COE) form. A Certificate of Equivalency is only approved when a student is working on an academic activity that is directly related to a student’s degree program. The form is available from the Office of the Registrar and must be recommended by the student’s advisor and approved by the Registrar. A Certificate of Equivalency is only granted for activities that are directly related to the degree program. No student will be certified for full-time, half-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 exemptions or waivers. Students cannot be certified for future dates of attendance.

Change in Registration and Withdrawal

Notice of any change in your registration, including adding/dropping courses, changes of points in variable point courses, or of total withdrawal from the College, must be given to the Registrar in writing or completed through the online registration systems: Touchtone Services or the Student Information System on TC-Web. Instructions for changes in registration and withdrawal through Touchtone Services or the Student Information System are outlined in the Registration Information section in the Schedule of Classes on the TC-Web or may be obtained from the Office of the Registrar.

The last date for changes in registration is indicated in the Academic Calendar. After this deadline, courses may not be added but a partial refund of tuition fees for withdrawal from courses may be authorized by the Registrar. Fees are not subject to this reduction.

Reduction of tuition based on a sliding scale is calculated from the day the Registrar receives written notice from the student or the withdrawal is processed through Touchtone Services or the Student Information System on TC-Web. The sliding scale is outlined in the Registration Information section in the Schedule of Classes on the TC-Web for each term.

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.

Courses with special dates must be dropped before the course begins to receive full tuition credit. There is no reduction of tuition for special date classes once the course begins or for fee-based courses in art, music and dance after the close of the change of program period. Students who have registered for workshops that are offered through the Center of Educational Outreach and Innovation must withdraw from a workshop prior to the beginning of the workshop. No tuition rebates will be granted for a workshop once it has begun.

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.
Tuition and Fees

Late Registration
A late registration fee of $100 will be assessed for any registration requests approved after the last date for change of program; dates are indicated in the Academic Calendar.

Tuition
Tuition and fee rates are set annually by the Teachers College Board of Trustees. Beginning in fall, for the 2008-2009 academic year, tuition for all regular courses is $1,085 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 tuition is assessed per point or at a flat rate determined annually by the University's Board of Trustees. Rates at each school within the university may vary. Consult the individual school or the University 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 (registration, service, workshops and all miscellaneous related expenses) charged are due and payable in full by the official published deadline date. Registrations submitted after the published due date are due upon registration. The chart below (labeled, Other Fees) 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 identification number and a valid daytime telephone number on the face of the check or money order. Online fee-free ACH (checking or savings account) payments are also accepted. Online payments can be made by accessing the Student Information System at: https://info.tc.columbia.edu. Returned checks are assessed a return-check and subject to collection fees, if necessary.

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 9:00 a.m. until 6:00 p.m. and Friday 9:00 a.m. until 5:00 p.m.

Credit Card Payments—Teachers College utilizes a third party processor, CASHNet® SmartPay, to accept credit card payments. A convenience charge is assessed on all credit card payments. CASHNet® SmartPay accepts American Express, MasterCard and Discover credit cards. Students can make credit card payments through the Student Information System which is available on the Web at: https://info.te.columbia.edu. Telephone credit card payments are also accepted by CASHNet® SmartPay at: 1-866-504-9286. The College (Office of Student Accounts) does not accept credit cards directly. These payments must be made through our processor.

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 and fees, 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 5, 2008 for the fall semester and January 23, 2009 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 listed below:

<table>
<thead>
<tr>
<th>Fall Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Payment on or before Sept. 5, 2008</td>
</tr>
<tr>
<td>Second Payment</td>
</tr>
<tr>
<td>Third Payment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Payment on or before Jan. 23, 2009</td>
</tr>
<tr>
<td>Second Payment</td>
</tr>
<tr>
<td>Third Payment</td>
</tr>
</tbody>
</table>

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. Human Resources must authorize tuition exemption forms with a valid HR personnel signature. Authorized Tuition Exemption forms must be submitted in person no later than September 16, 2008 for fall 2008 and February 3, 2009 for spring 2009. If a student registers late, payments including tuition exemption forms are 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 on the official due date.

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 authorization 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 (in some cases before beginning of every semester) before the start of the academic year.

Financial Aid—If all required applications and documentation have been filed with the Office of Financial Aid by the required deadline, financial aid awards should be available at the time of registration. 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 Financial Aid.

Late Payment Penalties
Failure to clear all account balances can result in late payment penalties. An initial Late Payment Fee of $50 will be charged on any outstanding balance during the first billing period. 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 satisfied. 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 attorney's 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 Touchtone Services or on the Student Information System on TC-Web in a
timely manner. The percentage of reduction is based on the date of withdrawal and will be determined according to the following schedule:

**FALL 2008**

<table>
<thead>
<tr>
<th>Week ending</th>
<th>Percent of refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 5</td>
<td>100%</td>
</tr>
<tr>
<td>September 12</td>
<td>100%</td>
</tr>
<tr>
<td>September 19</td>
<td>80%</td>
</tr>
<tr>
<td>September 26</td>
<td>75%</td>
</tr>
<tr>
<td>October 3</td>
<td>70%</td>
</tr>
<tr>
<td>October 10</td>
<td>65%</td>
</tr>
<tr>
<td>October 17</td>
<td>55%</td>
</tr>
<tr>
<td>October 24</td>
<td>50%</td>
</tr>
<tr>
<td>October 31</td>
<td>40%</td>
</tr>
<tr>
<td>after October 31</td>
<td>0%</td>
</tr>
</tbody>
</table>

*100% refund is extended through the end of the official drop/add period each term (see academic calendar)*

Only tuition charges are subject to this reduction. For further information on withdrawal policies, see the section entitled Change in Registration and Withdrawal.

**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 make sure the Registrar has their current address. All required financial aid applications and documentation must be filed with the Office of Financial Aid by the published deadline, and all financial aid eligibility requirements must be met. For further information about financial aid, review the section entitled Financial Aid.

**Financial Aid (Loans)**

Many students at Teachers College finance their educational expenses with federally guaranteed loans under the Stafford Loan program. Students who are planning to apply for these loans may begin the process as early as January for the following fall term and September for the following spring term. Students may contact the Office of Financial 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.

### OTHER FEES

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Fee Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers College fee:</td>
<td>$358</td>
</tr>
<tr>
<td>Teachers College Research fee:</td>
<td>$358</td>
</tr>
<tr>
<td>Health Service fee:</td>
<td></td>
</tr>
<tr>
<td>- Fall</td>
<td>$387</td>
</tr>
<tr>
<td>- Spring</td>
<td>$387</td>
</tr>
<tr>
<td>Medical Insurance fee:</td>
<td></td>
</tr>
<tr>
<td>- (Basic) Fall</td>
<td>$591</td>
</tr>
<tr>
<td>- Spring</td>
<td>$907</td>
</tr>
<tr>
<td>- (Comprehensive) Fall</td>
<td>$845</td>
</tr>
<tr>
<td>- Spring</td>
<td>$1,303</td>
</tr>
<tr>
<td>Application fee:</td>
<td>$65</td>
</tr>
<tr>
<td>(non-refundable and payable at time of application)</td>
<td></td>
</tr>
<tr>
<td>Library Research fee:</td>
<td>$100</td>
</tr>
<tr>
<td>(for non-college users) per month</td>
<td>$3,255</td>
</tr>
<tr>
<td>Continuous Doctoral Advisement registration fee:</td>
<td>$4,581</td>
</tr>
<tr>
<td>Ph.D. Oral Defense fee:</td>
<td>$100</td>
</tr>
<tr>
<td>Late registration fee:</td>
<td>$25</td>
</tr>
<tr>
<td>Late application fee for conferring of degrees:</td>
<td>$25</td>
</tr>
<tr>
<td>Special examination fee (each course):</td>
<td>$25</td>
</tr>
<tr>
<td>Student identification card replacement fee:</td>
<td>$50</td>
</tr>
<tr>
<td>Late payment fee (flat fee):</td>
<td>$20</td>
</tr>
<tr>
<td>(monthly fee) 1-1/3% (16% annually)</td>
<td>$50</td>
</tr>
<tr>
<td>Returned check fee:</td>
<td>$50</td>
</tr>
<tr>
<td>Deferred payment plan fee:</td>
<td>$300</td>
</tr>
</tbody>
</table>

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.
FINANCIAL AID

The goals of the financial aid program at Teachers College are to reward excellence through merit-based aid and to ease the cost barrier of attendance through scholarships and need-based programs including grants, Federal Stafford Loans through the Family Education Loan (FFEL), Federal Perkins Loan 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. The Teachers College Office of Financial Aid website is updated frequently. Please visit the website at www.tc.edu/financialaid/ for further information on endowed and external scholarships.

Scholarships and Grants

Each year Teachers College awards over $5 million of its own funds in scholarship and stipend aid, and $2 million of endowed funds to new and continuing students. Most scholarship awards are made on the basis of academic merit. Scholarships are applied to tuition only, and students should expect to provide additional funds for the tuition balance, fees, medical insurance, academic and living expenses.

Please note:
• All scholarship points must be used in the year awarded and may not be transferred to a future academic year.
• All scholarship recipients must successfully complete a minimum of 9 points per academic year in order to be eligible for scholarship awards in future academic years.
• Full-time Teachers College and Columbia University affiliated employees (including dependent spouses) are eligible to receive 12 points or more of tuition work, taking both merit and need into consideration. Students must demonstrate considerable loan indebtedness incurred while at Teachers College. 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 Financial Aid or at www.tc.edu/financialaid/index.asp?ID=5&Info=5. The Grant-in-Aid committee meets monthly from September to June to make award decisions.

International Student Scholarships

Teachers College International Student Scholarships are available to international students only and is a competitive process. Program faculty recommend students for these awards to their academic program and departmental scholarship committees.

Stipends, Internships, Fellowships and Research Assistantships

Stipends, internships, fellowships, graduate 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 towards college and living expenses.

This is a partial list of endowed scholarships.

The Carroll & Milton Petrie New York City Teacher Fellowship Program

This fellowship is designed to provide high quality, committed teachers for the New York City public schools, and to bring a new level of prestige to the teaching profession. The Petrie Fellowship Program is highly competitive and attracts the nation’s most talented and enthusiastic students. Awards are based on both academic merit and financial need. Each year, through a highly rigorous selection process overseen by an advisory committee made up of eminent figures in education, philanthropy, government, and business, awards are made to ten Petrie Fellows and ten Petrie Finalists. Petrie Fellows each receive up to $50,000 award from the Foundation, to cover tuition and some living expenses while they complete a master’s degree and requirements for teacher certification. Petrie Finalists receive $5,000 awards from the Foundation and an additional $5,000 from the College, to apply towards the cost of tuition. Petrie Fellows commit in writing to teaching in a New York City public school for a minimum of five years after graduating from the College.

Jaffe Scholarship

This scholarship will support Peace Corps Fellows. The Peace Corps Fellows Program nominates candidates. Only returned Peace Corps volunteers are eligible to apply to the Peace Corps Fellows Program.

Jewish Federation for the Education of Women (JFEW)

For three full-time female pre-service science and math education students willing to teach for 2 years in NYC public schools. This is a full tuition scholarship that is available to new students only. Financial need is required.

Peace Corps Fellows Program

The Peace Corps Fellows Program offers partial tuition remission 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 Department of Education and teach in New York City Public Schools. Additional information may be obtained by visiting the website at www.tc.edu/pcfellows, by calling the Peace Corps Fellows Program Office at (212) 678-4080 or by writing to the Program at Box 90, Teachers College, Columbia University, 525 West 120th Street, New York, NY 10027.

Rose Fellows

These fellowships award up to 14 points of tuition in addition to a stipend to students working as interns under the direction of Teachers College faculty on a project, or set of projects, selected by the donor. Faculty choose the student interns. New and continuing students are eligible.

Teacher Opportunity Corporation (TOC)

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 initial or professional certification programs offered at Teachers College. 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 Office of Teacher Education School Based Support Services (212) 678-3502 or online at www.tc.edu/ote.

Arthur Zankel Urban Fellowship Program
The Arthur Zankel Urban Fellowship is a financial aid award in the amount of $10,000 per academic year for Teachers College students to work with inner city youth. All Zankel Urban Fellows will be required to perform an internship of a minimum of 5 hours per week in one of several approved educational programs intended to benefit disadvantaged inner city youth. The list of approved programs is maintained by the TC Office of School and Community Partnerships. In addition, Zankel Fellows are also required to participate in a full year (fall and spring) service learning seminar which carries one academic credit. The course will meet periodically throughout the year. It will provide an academic context to ground internship experiences and a set of cohort experiences for all Zankel Fellows.

Selected External Scholarships, Fellowships and Grants

- American Association of School Administrators: Graduate Student Scholarships
  This scholarship is open to graduate students who intend to pursue the public school superintendency as a career. More information is available at www.aasa.org.

- AERA Educational Research Association (AERA) — www.aera.net

- AT&T Labs Fellowships
  These awards are available to outstanding minority and women students who are U.S. Citizens or Permanent Residents and who are pursuing Ph.D. studies in computer and communications-related fields. More information is available at www.research.att.com/academic/Programs.html

- Charlotte W. Newcombe Doctoral Dissertation Fellowships
  These fellowships are designed to encourage original and significant study of ethical or religious values in all fields of the humanities and social sciences. More information is available at www.newcombe.org/newcombe/.

- Dale Seymour Scholarships, Grades K–12 Teachers
  Awards given to persons currently working at the grades K–12 level who are interested in improving their mathematics background to provide, in turn, better math instruction to their students. More information is available at www.nctm.org/about/met/.

- Edward G. Begle Grant for Classroom-Based Research

- Eleanor Roosevelt Teacher Fellowships
  Teacher Fellowships are available to female K–12 public school teachers as individuals or as lead members of teams. More information is available at www.aauw.org/nfga/.

- Emerson Charitable Trust
  Offers grants for community funds, higher education, cultural programs, hospitals and health agencies, public policy organizations and youth agencies for the arts, education, federated giving programs, higher education, public policy and research, youth services. More information is available at www.emersonelectric.com.

- Ernest Duncan Scholarships, Grades K–12 Teachers
  Awards are given to persons currently working at the grades K–6 level to improve their own professional competence as a classroom teacher of mathematics. More information is available at www.nctm.org/resources.

- Ford Foundation Minority Doctoral Fellowships

- Gates Millennium Scholar Program
  The Foundation seeks to increase the number of African-Americans, American Indians/Alaska Natives, Asian Pacific Americans, and Hispanic Americans enrolling in and completing undergraduate and graduate degree programs. More information is available at www.gmsp.org.

- Hispanic Scholarship Fund
  The Hispanic Scholarship Fund (HSF) is the largest Hispanic scholarship-granting organization in the nation. HSF recognizes and rewards outstanding Hispanic students in higher education throughout the United States and Puerto Rico. More information is available at www.hsf.net.

- Jeanne S. Chall Research Fellowship
  The Jeanne S. Chall Research Fellowship is a grant established to encourage and support reading research by promising scholars. More information is available at www.reading.org/awards.

- MATH FOR AMERICANS Foundation
  Newton Fellows are available to mathematically sophisticated individuals who are interested in using their talents to make a difference in the lives of young people. MFA seeks recent college graduates and mid-career professionals who can demonstrate a strong interest in teaching, have a bachelor's degree with substantial coursework in mathematics, and are willing to commit to a five-year program that includes one year of full-time graduate study and four years of teaching mathematics in New York City high schools. More information is available at www.mathforamerica.org.

- Mellon Fellowships in Humanities Studies
  These fellowships are designed to help exceptionally promising students prepare for careers of teaching and scholarship in humanistic disciplines. More information is available at www.woodrow.org/mellon/.

- National A M B U C S Scholarships for Therapists
  Graduate students who wish to pursue degrees in physical therapy, occupational therapy, speech language pathology, or hearing audiology. More information is available at www.ambusc.com.

- National Science Teachers Association—www.nsta.org/programs/

- New York State Tuition Assistance Program (TAP)
  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 contact the New York State Higher Education Services Corporation (NYSHESC) at 1-888-NYSHESC or visit their website www.hesc.com.

- NYSHEC Foundation Research Grants
  Awards are made to persons currently working in science, mathematics, and engineering, including Women in Engineering and Computer and Information Science awards. More information is available at www.ehr.nyshec.org/programs/grf or email: nyshecgrf@cornell.edu.

- T. Paul and Daisey Soros Fellowships for New Americans
  The Fellowships are grants for up to two years of graduate study in the United States. The recipients are chosen on a national competitive basis. More information is available at www.pdsoros.org.

- Sinfonia Foundation Research Grants
  These grants are offered to candidates conducting research in American music or music in America. More information is available at www.sinfonia.org/SEF.

- Spencer Dissertation Fellowships
  The Dissertation Fellowship Program for Research Related to Education assists young scholars interested in educational research in the completion of the doctoral dissertation. More information is available at www.spencer.org.
Loans

There are student loans available to Teachers College students. To qualify for any of the federal education loans, an applicant must be a U.S. citizen or an eligible non-citizen 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 a bank by securing a co-signer who is a U.S. citizen or permanent resident. Consult with a financial aid counselor for more information.

If a student receives a federal loan, she/he must complete a Loan Entrance Interview before receiving the initial funds, and a Loan Exit Interview before graduating, 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 during the semester a student is enrolled. For additional information on student loans, please visit our website at www.tc.columbia.edu/financialaid/.

The following loans require a Free Application for Federal Student Aid (FAFSA), a separate loan authorization form and, at times, a promissory note. To ensure consideration for the Federal 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 FAFSA to be filed by March 1st.

Stafford Loans

FFEL Stafford Loans are the major form of self-help aid for Teachers College students. FFEL Stafford Loans are available through the Federal Family Education Loan (FFEL) Program. The terms and conditions of a FFEL Stafford Loan are set by the Federal government. The major differences between the two are the source of the loan funds, some aspects of the application process, and the available repayment plans. Under the Direct Loan Program, the funds for the loan are lent to the student from a bank, credit union, or other lender that participates in the FFEL Program.

FFEL Stafford Loans are either subsidized or unsubsidized. Students can receive a subsidized loan and an unsubsidized loan for the same enrollment period.

A subsidized loan is awarded on the basis of financial need. The student will not be charged any interest before they begin repayment or during authorized periods of deferment. The federal government subsidizes the interest during these periods.

An unsubsidized loan is not awarded on the basis of need. Students accrue interest from the time the loan is disbursed until it is paid in full. If the interest is not paid in full before repayment begins, the amount of outstanding interest will be capitalized (it will be added to the principal amount of the loan), and additional interest will be based upon the higher amount.

Graduate PLUS Loans are available to TC students. Graduate PLUS loans offer a fixed interest rate of 8.5%. Students can borrow up to the cost of attendance minus other financial aid received. In order to qualify, students must file a FAFSA and meet all federal guidelines to receive student aid and not have an adverse credit history. Repayment begins on the date of the last disbursement of the loan.

For periods of study that are less than an academic year, the amounts students can borrow may be less than the annual maximum. The exact amount of loan eligibility will be listed in the award letter. Generally, graduate students can borrow up to $18,500 each academic year. (Only $8,500 of this amount may be a subsidized Stafford Loan). Students may receive less than the yearly maximum if they receive other financial aid that is used to cover a portion of the cost of attendance.

Graduate Stafford Loan Limits

Generally, for graduate or professional students, the total permissible outstanding debt from all Stafford Loans combined is $138,500. Only $65,000 of this amount may be in subsidized loans. The graduate debt limit includes any Stafford Loans received for undergraduate study.

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, require a credit check, and in some cases, a co-signer and processing fee. Securing a co-signer may result in lower interest on the loan. For information on banks that have preferred lending agreements with Teachers College, please visit our website at www.tc.columbia.edu/financialaid/.

Loan Cancellation and/or Deferment

There are several incentive programs offered by various federal, state and local government agencies that will defer and/or cancel a portion of a student’s federal education loan debt, usually Federal Perkins Loans but sometimes Federal Stafford Loans as well.

The most common cancellations are Federal Perkins Loans and qualifying Federal Stafford Loans for teachers working full-time in “federally designated” teacher shortage areas. These federally designated schools are located in school districts that qualify for funds under Chapter 1 of Title I of the Elementary and Secondary Education Act. However, not all Chapter 1-funded schools are on the “federally designated” list.

For a complete explanation of school and loan eligibility requirements as well as searchable databases of qualifying schools, please visit the Department of Education websites listed below. These websites also contain details about loan cancellation and/or deferment.

• New York City Department of Education Incentive Programs: www.teachny.com


• United States Department of Education list of federally designated teacher shortage areas: www.ed.gov/about/offices/list/ope/pol/tsa.pdf


The following is a list of state education departments for states in geographic proximity to Teachers College:

• New York (NY)

New York State Education Department
89 Washington Avenue
Albany, New York 12234
(518) 474-5915
http://www.nysed.gov

• New Jersey (NJ)

New Jersey Department of Education
P. O. Box 500
Trenton, NJ 08625
(609) 292-4469
http://www.state.nj.us/education
Student Employment
Opportunities for student employment are available at Teachers College. Students should inquire at the Teachers College Human Resources Office or visit the website at www.tc.edu/administration/hr and with program faculty for a list of current vacancies. Many positions offer tuition exemption or scholarship points.

Federal Work Study
Federal Work Study (FWS) is a need-based federal financial aid program through which the federal government provides funds to Teachers College for the purpose of providing job opportunities to our eligible students. Funds are allocated to several Teachers College departments and offices which may then create and offer jobs to FWS awardees. (Not all departments and offices have FWS funds with which to offer FWS jobs. FWS awards may be used only in those departments/offices which have an FWS budget).

FWS jobs allow awardees to earn wages which help them to cover various education-related expenses like books and supplies, transportation, etc. The amount of FWS which appears on the Financial Aid Award Letter is an earning eligibility; it is not a guarantee of wages to be earned. Rather, it is a maximum limit on the amount of FWS funds a student may earn should they choose to participate in the program. Students are paid only for actual hours worked. Placement in an FWS position is contingent upon availability of jobs and funding, as well as on a student’s skills, experience, and schedule. Below is a list of basic rules and regulations that students must be aware of when employed under the FWS program.

As an FWS employee:
(1) A student must register for a minimum of 6 points or the equivalent each semester while employed, exception: If a continuing student wishes to work over the summer, s/he may do so without being registered for classes, if a student is returning in the following fall semester as a half-time (or equivalent) student. If a continuing student is not returning in the following fall, s/he must be at least half-time during the summer in order to work and can only work until June 30th.

(2) The suggested number of hours to work while classes are in session are no more than 20 hours per week during the fall and spring semesters, and up to 30 hours per week during the summer, winter, and spring breaks.

(3) A student may not work after his/her date of graduation.

(4) A student must complete and submit a Federal Work Study Agreement for every academic year in which s/he participates in the FWS program.

(5) A student’s FWS award is valid for the fiscal year (July 1, 2008 through June 30, 2009). New students are eligible to use their awards after they have registered for classes. Continuing students are eligible to begin using their awards as soon as they have received a 2008–2009 award letter which includes an FWS award, but no sooner than July 1st of the year of their award.

(6) In order to have a FWS award (and other need-based awards) renewed in future years, students must file a Free Application for Federal Student Aid (FAFSA) for every academic year.

How to Apply for Aid for the 2008-2009 Academic Year
To be eligible for federal financial aid you must meet the following criteria:

• Be a United States citizen or permanent resident.
• Be enrolled in at least 6 points in a degree program.
• Make satisfactory academic progress towards a degree.
• Not have been convicted of any offense under federal or state law involving the possession or sale of a controlled substance.
• Register with selective service administration if you are a male.
• Not be in default on a loan or owe a payment of federal funds.

U.S. citizens and Eligible non-citizens
All students are encouraged to file a 2008-2009 Free Application for Federal Student Aid (FAFSA), regardless of eligibility for Federal Aid. The FAFSA is available at the Office of Financial Aid by January of each year. Students can also find and file the FAFSA on the web at www.fafsa.ed.gov. Teachers College’s institutional code is 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 Financial Aid. Students may also be required to submit copies of their federal tax returns and other supporting documents to verify the information on the FAFSA.

New Applicants
Students wishing to apply for scholarships or financial aid will need to complete the Teachers College scholarship application. Please check the Financial Aid website for instructions and deadlines for completing this application form. Departments make scholarship decisions based on the admissions applications of the new students, and on the Teachers College academic records for the continuing students. Some scholarships do require demonstration of financial need. New students must file a FAFSA to be considered for federal aid.

Continuing Students
Students wishing to apply for scholarships or financial aid will need to complete the Teachers College Scholarship application. (Please check the Financial Aid website for instructions and deadlines for completing this application form). Continuing students must file the FAFSA for each year that they wish to be considered for federal aid.

International Students
International students should review the Application Procedure for International Students and the scholarship opportunities for international students.

How to Apply for Aid for the 2009-2010 Academic Year
To be eligible for federal financial aid you must meet the following criteria:

• Be a United States citizen or permanent resident.
• Be enrolled in at least 6 points in a degree program.
• Make satisfactory academic progress towards a degree.
• Not have been convicted of any offense under federal or state law involving the possession or sale of a controlled substance.
• Register with selective service administration if you are a male.
• Not be in default on a loan or owe a payment of federal funds.

U.S. citizens and Eligible non-citizens
All students are encouraged to file a 2009-2010 Free Application for Federal Student Aid (FAFSA), regardless of eligibility for Federal Aid. The FAFSA is available by January of each year at the Office of Financial Aid. Students can also find and file the FAFSA on the web at www.fafsa.ed.gov. Teachers College’s institutional code is 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 Financial Aid. Students may also be required to submit copies of the their federal tax returns and other supporting documents to verify the information on the FAFSA.

**New Applicants**
Students wishing to apply for scholarships or financial aid will need to complete the Teachers College application for Scholarship and Financial Aid. (Please check the Financial Aid website for instructions and deadlines for completing this application form). Departments make scholarship decisions based on the applications of the new students, and on the Teachers College academic records for the continuing students. Some scholarships do require demonstration of financial need. New students must file the FAFSA (if qualified) to be considered for federal aid.

**Continuing Students**
Students wishing to apply for scholarships or financial aid will need to complete the Teachers College application for Scholarship and Financial Aid. (Please check the Financial Aid website for instructions and deadlines for completing this application form). Continuing students must file the FAFSA for each year that they wish to be considered for federal aid.

**International Students**
International Students wishing to apply for scholarships or financial aid will need to complete the Teachers College application for Scholarship and Financial Aid. International students should also review the Application Procedure for International Students and the scholarship opportunities for international students.

**How Need-based Eligibility is Determined**
The information provided on the FAFSA is applied to a federally designed formula which calculates the “estimated 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 Financial 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 financial aid counselor to determine the supporting documentation that will be needed.

**Lifetime Learning Credit**
On August 5, 1997, the Taxpayer Relief Act of 1997 was signed into law and created several new tax benefits for families who are saving for, or already paying for higher education.

**The Lifetime Learning Credit**
The Lifetime Learning Credit targets undergraduate and graduate students. Qualifying 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 consult the IRS website (www.irs.gov) for current information regarding taxpayer benefits related to education.

**How Aid is Awarded**
To award need-based funds, the College makes 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 Financial Aid in case it becomes necessary to adjust the aid package.

During the 2007–2008 academic year, the estimated fall/spring budget for a full-time student enrolled for 24 points was:

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>$24,720</td>
</tr>
<tr>
<td>Living Allowance</td>
<td>$21,000</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>$3,600</td>
</tr>
<tr>
<td>College Fee</td>
<td>$680</td>
</tr>
<tr>
<td>Transportation</td>
<td>$3,800</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$5,200</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$59,000</strong></td>
</tr>
</tbody>
</table>

The family contribution toward academic year living and educational expenses is then deducted from this budget. For example:

- **Budget**: $59,000
- **Family Contribution**: ($9,400)
- **Need**: $49,600

After need is determined, the Office of Financial Aid tries to meet this amount with financial aid. Often, a variety of sources are combined into a package, which might look like this:

<table>
<thead>
<tr>
<th>Department Scholarship</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1,085 per point)</td>
<td></td>
</tr>
<tr>
<td>NY State Tuition Assistance Program</td>
<td>$550 (NYS residents only)</td>
</tr>
<tr>
<td>Federal Work Study</td>
<td>$6,000</td>
</tr>
<tr>
<td>Federal Perkins Loan</td>
<td>$4,000</td>
</tr>
<tr>
<td>Federal Subsidized</td>
<td>$8,500</td>
</tr>
<tr>
<td>Stafford Loan</td>
<td>$12,000</td>
</tr>
<tr>
<td>Stafford Loan</td>
<td>$12,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$37,230</strong></td>
</tr>
</tbody>
</table>

If students cannot provide the full amount of the family contribution, some banks offer credit-worthy loans that can be used to finance the remaining cost of attendance. However, the total of all financial aid, including loans used to replace family contribution, cannot exceed the total cost of attendance.

**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; (4) has a master promissory note on file with their lender; and (5) 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 maintain a minimum of points per semester in order to remain eligible for student aid. (See chart below.)

Verification: Some students are randomly selected by the federal government for a process called verification. If a student is selected, she/he will have to provide a copy of her/his federal income tax return and other documents to the Office of Financial Aid. An award letter will not be generated until all documents are submitted to the Office of Financial Aid. Students interested in work-study employment cannot begin until awarded.

Notification: Federal financial aid is offered to students via the Award Letter issued by the Office of Financial Aid. Teachers College scholarship award letters are also sent from the Office of Financial Aid. The Office of Financial Aid reserves the right to adjust financial aid award packages in the event of:

- additional funds are received on behalf of the student
- any changes to students enrollment
- per student’s request.

For more information students are encouraged to visit our website at www.tc.edu/financialaid, or call (212) 678-3714 to receive more information.
# Satisfactory Academic Progress

<table>
<thead>
<tr>
<th>After this semester</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points Master’s</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
<td>15</td>
<td>27</td>
</tr>
<tr>
<td>students must</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>39</td>
<td>51</td>
<td>53</td>
</tr>
<tr>
<td>complete:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>63</td>
<td>63</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>63</td>
<td>63</td>
<td>63</td>
</tr>
<tr>
<td>No longer eligible</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Points Doctoral</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
<td>15</td>
<td>27</td>
</tr>
<tr>
<td>students must</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>39</td>
<td>51</td>
<td>63</td>
</tr>
<tr>
<td>complete:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>75</td>
<td>87</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>90</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>Dissertaton</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advisement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>With at least this</td>
<td>2.5</td>
<td>2.5</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>GPA:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 a full 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 16 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 or statements 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.

Graduate Credit in Advanced Columbia University Undergraduate Courses
Students in degree programs may petition the Registrar to have an advanced undergraduate course offered at Columbia University counted as graduate credit toward the degree. To be considered for graduate credit, the course must be beyond the general introductory level, relevant to the student’s specialty, and must not be available on the graduate level within the University. In addition, a student must obtain a written statement from the instructor of the course clarifying the additional work required in order to differentiate between undergraduate and graduate participation in the course. For basic language courses, courses must be beyond the first two years. No more than 6 points in advanced undergraduate courses may be approved for graduate credit. The advisor’s written recommendation is also required and final approval is granted by the Registrar.

Petition forms may be obtained in the Office of the Registrar.

Inter-University Doctoral Consortium
Teachers College participates in the Inter-University Doctoral Consortium which provides for cross-registration among member institutions. Fully admitted doctoral candidates after the first year of study in Teachers College may register for courses at the Graduate School and University Center of the City University of New York, Fordham University, Princeton University, the New School for Social Research, New York University, Rutgers University, and Stony Brook University. Ordinarily, such courses must not be available within Columbia University. Applications are available in the Office of the Vice-Provost, in 113 Zinkel Building.

Students cross-registered for 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 at the standard Teachers College rate to Teachers College for any such courses they take.

Teachers College Visiting Scholar Privileges
Teachers College is host to many visitors and others who do not hold academic appointments at the College but use its facilities and participate in its activities. To accommodate the needs of these individuals and recognize their contribution to its intellectual life, the College confers Visiting Scholar status, with limited rights and privileges, according to the policies and procedures described below.

Visiting Scholars generally hold a Ph.D. (or its equivalent from a country other than the United States) or are a recognized expert in the field, and are on leave from a regular faculty appointment at their employing institution. Included are scholars from abroad and from American universities and colleges outside the New York metropolitan area who are not teaching at the College or participating in a research project sponsored by the College.

Staff and doctoral students from U.S. and foreign universities and government ministries who are engaged in research in a field of special interest to a Teachers College faculty member may also be invited by the College and granted Visiting Scholar privileges.

Others eligible for Visiting Scholar status include Teachers College doctoral alumni; officials and former officials of government or non-government organizations, such as the United Nations and their affiliates; practicing professional and creative artists; and such other persons as will contribute to the intellectual activity of Teachers College, as approved by the Vice-Provost.

Visiting Scholar status is conferred on behalf of the Provost by the Vice-Provost or the Director of International Services, on the recommendation of a faculty member in whose academic discipline the proposed visiting scholar has an interest. The faculty host should also obtain the approval of the department chair. TC Institute directors and senior staff may also recommend an individual for Visiting Scholar status. A curriculum vitae and description of research goals must accompany an application for Visiting Scholar status.

The faculty host will facilitate mutually beneficial interactions between the Visiting Scholar and department colleagues and students. Visiting Scholars are encouraged to present a summary report on their experience at Teachers College to the Provost.

Visiting Scholar privileges are limited to auditing courses with the permission of the instructor, attending open lectures, a university email account, all services at Teachers College libraries and limited online services of the Columbia University Libraries. Information about full access to other University libraries may be obtained at the Library Information Office, 201 Butler Library.

Individuals may be granted Visiting Scholar status for up to one year. The designation ordinarily may be renewed for no more than one additional year. Visiting Scholar is a courtesy designation and does not signify a formal association with the College. No official records are maintained and no statement of activities is issued.

There is no fee for Visiting Scholar privileges. Visiting Scholars receive a special Teachers College identification card. They are responsible for arranging their own financial support and benefits, and they are not eligible for Teachers College housing or Columbia University Health Services/Medical Insurance. They may not be paid compensation from a Teachers College account, given a fellowship or be reimbursed for expenses without prior approval of the Vice-Provost or Director of International Services. They may receive an honorarium for participating in a conference or giving an occasional lecture if they are United States citizens or permanent residents or, in the case of non-resident aliens, if they have an appropriate visa and the prior authorization of the Director of International Services.
Visiting Scholars are not permitted to enroll in any classes for credit. Prospective visiting researchers wishing to take classes at TC should request an application for non-degree student status from the Office of Admission. Individuals in F-1 or J-1 student status are not granted Visiting Scholar privileges and are required to be full-time students. Contact International Services for more information.

Foreign nationals will ordinarily need a J-1 (research scholar category) visa in order to visit Teachers College. Upon submission of all documentation required by the U.S. government, International Services will issue a DS-2019 form needed to support the J-1 visa application. Federal regulations require that the applicant for J-1 status have sufficient funds for the period of stay at Teachers College and meet the medical insurance requirements of the U.S. Department of State, while in the United States. The Application for Visa Certificate (to obtain the DS-2019) is available from International Services. This office can provide complete details on complying with these requirements.

An individual interested in Visiting Scholar status should contact: Visiting Scholar Program, c/o Office of International Services, Teachers College, Box 308, New York, NY 10027. Phone: (212) 678-3539. Fax: (212) 678-3681. Email: tcintl@tc.edu. Please include a curriculum vitae and brief description of proposed research with all inquiries. Web: www.tc.edu/international/visiting scholars.

Accreditation
All Teachers College programs are registered with New York State Education Department. Teachers College is accredited by the Middle States Commission on Higher Education. In addition, our teacher preparation and school leadership programs are nationally accredited with the National Council for Accreditation of Teacher Education (NCATE). Some programs also have accreditation with other professional organizations or bodies that grant accreditation for specific subject areas. (Not all graduate and professional programs offered at Teachers College have outside accrediting agencies or bodies related to the specific subject area.) American Psychological Association (Counseling Psychology, Clinical Psychology and School Psychology doctoral programs), American Speech-Hearing-Language Association (Speech and Language Pathology), Association for Sport and Physical Education (NASPE) (Physical Education), Commission on Accreditation for Diabetics Education (Nutrition Education), Council for Exceptional Children (Special Education programs), Educational Leadership Constituent Council (Education Leadership), International Reading Association (Reading Specialist), National Association of School Psychologists (School Psychology), National Council of Teachers of English (Teaching of English), National Council of Teachers of Mathematics (Mathematics Education), TESOL (Teaching of English to Speakers of Other Languages), Council on the Education of the Deaf for programs in Education of the Deaf and Hard of Hearing.

Auditing
Degree 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 Provost.

Some of the major holidays occurring during the current academic year are:
- Rosh Hashanah
- Yom Kippur
- First days of Succoth
- Good Friday
- Concluding days of Succoth
- Id al Adha
- Hanukkah
- 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.

Access to Services
During the academic year, many of the services provided by the College are only available to students who are registered during the given semester. This includes, but is not limited to, library privileges and email accounts. Degree students who are not taking courses in the fall or spring semester may register for IND 4000, Master's Candidacy or IND 6000, Doctoral Candidate in order to maintain registration. The fee for either IND 4000 or IND 6000 is the current college fee.

During the summer term, email accounts and library access will be granted for students who were registered during the preceding spring term. Access to other services during the summer may vary. Individuals should check with the department providing the service.

Information concerning emergencies or school closing is published in several ways:
- \$ WINs at 1010 on AM radio; \$ WBLS at 880 on AM radio
- \$ the TC Web homepage at www.tc.edu; and
- \$ the main telephone number, (212) 678-3000.

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. A student electing to be graded on a basis other than the one 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.
All grades are final once submitted to the Office of the Registrar except for grades of Incomplete.

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 3 points of C- may be credited toward any degree or diploma. Students completing requirements for more than one degree or diploma may count 3 points of C- toward only one such award. A student who accumulates 8 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 student who accumulates 8 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. A course usually may not be repeated unless it is a required course. When the course is required, the student will re-register 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. 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 the 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, Science and Technology must have their applications signed by the program coordinator. The applicability of R credit in meeting degree program requirements is noted as follows: For Master of Arts 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. The grade of Incomplete is to be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding. If the outstanding assignments are completed within one calendar year from the date of the close of term in which the grade of Incomplete was received and a final grade submitted, the final grade will be recorded on the permanent transcript, replacing the grade of Incomplete, with a transcript notation indicating the date that the grade of Incomplete was replaced by a final grade. If the outstanding work is not completed within one calendar year from the date of the close of term in which the grade of Incomplete was received, the grade will remain as a permanent Incomplete on the transcript. In such instances, if the course is a required course or part of an approved program of study, students will be required to re-enroll in the course including repayment of all tuition and fee charges for the new registration and satisfactorily complete all course requirements. If the required course is not offered in subsequent terms, the student should speak with the faculty advisor or Program Coordinator about their options for fulfilling the degree requirement. Doctoral students with six or more credits with grades of Incomplete included on their program of study will not be allowed to sit for the certification exam.

* Missing grade. Final grade has not been assigned by the course instructor.

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 Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the Registrar or head of the office an official, written request that identifies the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate. Students may ask the College to amend a record that they believe is inaccurate. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including student workers); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202-4605

5. The College or University may release directory information with respect to a student. The University and College are required to give notice of the categories of information which it will treat as directory information. Accordingly, the College hereby gives notice that it has designated the following categories of information as directory information with respect to each student: name, mailing, campus and permanent addresses, photo, email address, UNI, degree program and major field of study, dates of attendance at the College, full, half or part-time status, full half or part-time status degrees conferred and their dates, dissertation title and dissertation committee members and master’s essay title and sponsor. A student in attendance at the College who does not wish the directory information released should notify the Office of the Registrar, in writing of his/her wish to withhold such information.

6. Upon written request by a student, the College may release information in a student’s educational records at Teachers College to third parties. The student should make a request in writing with the student's signature for such release to the Office having custody of the record involved. A student will ordinarily not be provided with copies of any part of his/her record other than the Teachers College transcript unless the inability to obtain copies of any part of his/her record other than the transcript would effectively prevent him/her from exercising his/her right to inspect and review his/her educational records. The College may impose a charge for copying a student’s records in connection with such a release. In general, the charge will not exceed 20 cents per page except that the charge for a transcript is $5.00. It shall be a condition of the release by the College of any personal information on a student to a third party that the party to which the information is released will not permit employees and agents to use such information but only for the purpose for which the disclosure was made.

7. Students may obtain copies of these Guidelines and Statement of Policy of the Federal Educational Rights and Privacy Act (FERPA) at the office of the Vice- Provost. Questions about the interpretation of the Guidelines should be referred to the Registrar.

POLICY ON ACCEPTABLE USE OF INFORMATION TECHNOLOGY RESOURCES AT TEACHERS COLLEGE

Objectives
The purpose of this policy is to promote and improve the effectiveness of Teachers College computing and communications resources. As an academic community, the College places a special value on free expression of ideas. However, unlawful or inappropriate use of these information technology (IT) resources can infringe the rights of others. Accordingly, all members of the College community are expected to use these resources responsibly. Prevention of abuse of the College IT resources is important to:

- promote the appropriate and productive use of the College’s information technology resources, which are a special and shared resource of the College community;
- protect individuals from annoyance and harassment;
- prevent waste of the IT resources and obstruction of College activities;
- and protect the College against seriously damaging or legal consequences.

Policy
The information technology resources of the College are part of the Columbia University network, and therefore all College users must be familiar with and adhere to the University’s policies found at www.columbia.edu/acis/policy. Use of College information technology resources must also conform with College policies, regardless of explicit reference in those policies to electronic or other media. Policies including those related to professional conduct, sexual harassment and others are found at www.tc.columbia.edu/administration/hr/polprohome.htm and in the College Policies section of the Student Handbook. College IT resources shall not be used to violate any City, State or Federal laws or any College or University policies. Copying, storing, displaying, or distributing copyrighted material using College or University computers or networks without the express permission of the copyright owner, except as otherwise allowed under the copyright law, is prohibited. Under the Digital Millennium Copyright Act of 1998, repeat copyright infringements by a user of the College’s IT resources can result in termination of the user’s access to those resources. It is not acceptable to attempt to gain access to or use another person’s ID, password or account, or to send an email impersonating another individual, regardless of where the email originates. Sharing of passwords is prohibited and each user is responsible for the proper use of his or her account and any activity conducted with it. Communication at the College, regardless of whether it is spoken, written or electronic, should be conducted courteously, and with respect for other people’s ideas, privacy, intellectual property, and right to be free from intimidation, harassment, and unwarranted annoyance, including, but not limited to, chain letters, and obscene and other unwelcome messages.

- prevent waste of the IT resources and obstruction of College activities;
- and protect the College against seriously damaging or legal consequences.

The purpose of this policy is to promote and improve the effectiveness of Teachers College computing and communications resources. As an academic community, the College places a special value on free expression of ideas. However, unlawful or inappropriate use of these information technology (IT) resources can infringe the rights of others. Accordingly, all members of the College community are expected to use these resources responsibly. Prevention of abuse of the College IT resources is important to:

- promote the appropriate and productive use of the College’s information technology resources, which are a special and shared resource of the College community;
- protect individuals from annoyance and harassment;
- prevent waste of the IT resources and obstruction of College activities;
- and protect the College against seriously damaging or legal consequences.

The information technology resources of the College are part of the Columbia University network, and therefore all College users must be familiar with and adhere to the University’s policies found at www.columbia.edu/acis/policy. Use of College information technology resources must also conform with College policies, regardless of explicit reference in those policies to electronic or other media. Policies including those related to professional conduct, sexual harassment and others are found at www.tc.columbia.edu/administration/hr/polprohome.htm and in the College Policies section of the Student Handbook. College IT resources shall not be used to violate any City, State or Federal laws or any College or University policies. Copying, storing, displaying, or distributing copyrighted material using College or University computers or networks without the express permission of the copyright owner, except as otherwise allowed under the copyright law, is prohibited. Under the Digital Millennium Copyright Act of 1998, repeat copyright infringements by a user of the College’s IT resources can result in termination of the user’s access to those resources. It is not acceptable to attempt to gain access to or use another person’s ID, password or account, or to send an email impersonating another individual, regardless of where the email originates. Sharing of passwords is prohibited and each user is responsible for the proper use of his or her account and any activity conducted with it. Communication at the College, regardless of whether it is spoken, written or electronic, should be conducted courteously, and with respect for other people’s ideas, privacy, intellectual property, and right to be free from intimidation, harassment, and unwarranted annoyance, including, but not limited to, chain letters, and obscene and other unwelcome messages.
All email and postings should have the name of a person from or for whom it is sent, even if replies are not permitted. Broadcast messages to large lists should have an educational or work-related significance to many members of the group. Messages or files that interfere with or impair the computers or activities of other people are not allowed. This includes viruses, worms and Trojan horses.

Consequences for failure to abide by this policy may range from warnings to suspension of email and other computing privileges to dismissal, termination of employment or criminal proceedings.

**Complaints**

Individuals who believe that there has been a violation may contact the College Ombuds, or the Director of Information Technology.

**Student Conduct**

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 the grounds it deems advisable, subject to student appeal procedures where applicable.

While Teachers College does not operate on the basis of detailed regulations and processes, it does expect its members to observe traditional canons of scholarly discourse, academic behavior, and due process. All members of the College Community are expected to exhibit the high level of personal integrity which society must demand of professionals.

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 are not permitted.

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 student may be enrolled.

The full document that addresses student conduct can be accessed in the College Policies section of the Student Handbook or at www.tc.edu/oess.

**Policy on Protection from Harassment**

(August 7, 2007)

Teachers College (TC or the College) is committed to providing a working and learning environment free from harassment and to fostering a vibrant, nurturing community founded upon the fundamental dignity and worth of all of its members. Consistent with this commitment and with applicable federal, state, and local laws, it is the policy of the College 1) not to tolerate harassment in any form, 2) to actively foster prevention of harassment in the TC community, and 3) to provide faculty, students, administrators, and staff with mechanisms for seeking informal or formal resolution.

Harassment behavior is detrimental to the supportive setting TC strives to provide for its community. Whether or not this behavior is strictly unlawful, any action that impedes the performance or experience of others as employees or students at TC is considered prohibitive to the enjoyment of the fundamental freedoms of inquiry, work, and study. The policy of the College remains unequivocal in all domains of its activity: harassment cannot and will not be tolerated.

In accordance with these intentions, the Harassment policy and procedures for handling harassment available through the Human Resources website outline the options available to the TC community when faced with possible harassment, as well as the College commitment to prevention. All members of the College community are expected to adhere to the policy in this statement and to cooperate with the procedure it describes for responding to complaints of harassment. They are also encouraged to report any conduct they believe to be in violation of this policy. Management and supervisory personnel in particular are responsible for consulting with the appropriate College resources as described in the College Procedures for Handling Harassment in order to take reasonable and necessary action to prevent harassment in the workplace and for responding promptly and thoroughly to any such claims.

**Retaliation**

Retaliation against anyone who raises concerns, files a complaint or participates in an investigation is prohibited. Employees and students will not suffer any adverse actions for reporting instances of alleged harassment. Acts of retaliation should be reported immediately and will be investigated promptly. Any person found to have retaliated against another for reporting harassment will be subject to disciplinary action.

**Guidance and Counseling**

The College has created multiple points of entry for those individuals who want to approach a knowledgeable person for advice or solicited feedback regarding their interpretation of events. Individuals who wish to take advantage of this option may contact one of the following:

- Harassment panel
- Human Resources Office
- Union Shop Stewards
- Diversity and Community Office
- College Ombudsperson —Because the College’s Ombudsperson operates under strict confidentiality, he will not disclose information obtained from persons seeking assistance without their permission except when there is a possibility of imminent harm or as required by law. The College Ombudsperson is available to provide information and clarification regarding the College’s policies and procedure, and may assist individuals in evaluating options to determine their chosen recourse. He will refer individuals to appropriate offices and resources within the College, including psychological counseling and support services. He may also engage in informal mediation in an effort to resolve the concerns and claims of those who approach him.

**Notice of Nondiscriminatory Policy as to Students and Employees**

As an institution, Teachers College is committed to attracting, supporting, and retaining a diverse student body, faculty, and staff and to basing decisions in admissions and employment on individual merit so that each individual can achieve his or her full potential. Continuing this longstanding policy and its tradition of active support of equality for all persons, Teachers College does not discriminate in admissions, employment, or the administration of or access to its programs and activities on the basis of race, creed, color, religion, sex, sexual orientation, marital status, national origin, citizenship status, ancestry, age, veteran status, military status, disability, pregnancy, gender expression and/or identity, or any other class or characteristic protected by federal, state, or local law.

Inquiries regarding the College’s compliance with Title IX of the Educational Amendments of 1972, as amended and regulations thereunder, which prohibit sex discrimination in educational programs and activities that receive federal financial assistance, may be directed to Randy Glazer, the College’s Director of Human Resources, who serves as the College’s Title IX Coordinator. The Director of Human Resources also coordinates the College’s compliance activities under the Age Discrimination Act of 1975, as amended and regulations thereunder, which prohibit discrimination on the basis of age in programs and activities that receive federal financial assistance, and the Age Discrimination in Employment Act of 1967, as amended, which prohibits age discrimination in employment. Mr. Glazer may be contacted through the Office of Human Resources, Box 149, 112 Zankel Building, 525 West 120th Street, New York, NY 10027, Telephone (212) 678-3175.

Inquiries regarding the College’s compliance with Section 504 of the Rehabilitation Act of 1973, as amended and regulations thereunder, which prohibit discrimination on the basis of the disability of a student or an employee in College programs and activities may be directed to William J. Baldwin, the College’s Vice Provost, who is designated as the College’s Section 504 Coordinator. The Vice Provost also coordinates the College’s compliance with the Americans with Disabilities Act, as amended, and related state and local laws, which prohibit against discrimination on the basis of disability in employment. Mr. Baldwin may be contacted through the Office of the Vice Provost, Box 151, 113 Zankel Building, New York, NY 10027, Telephone (212) 678-3052.
HEGIS Codes  
Below is a list of degree programs approved by the New York State Education Department as of May 2008.

<table>
<thead>
<tr>
<th>PROGRAM TITLE</th>
<th>HEGIS**</th>
<th>AWARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOLOGY (7-12)- INITIAL CERTIFICATION</td>
<td>0401.01</td>
<td>M.A.</td>
</tr>
<tr>
<td>BEHAVIORAL NUTRITION</td>
<td>0424</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>COMPUTING IN EDUCATION</td>
<td>0799</td>
<td>M.A.</td>
</tr>
<tr>
<td>COMPUTING IN EDUCATION- DISTANCE LEARNING</td>
<td>0799</td>
<td>M.A.</td>
</tr>
<tr>
<td>BILINGUAL/BICULTURAL CHILDHOOD EDUCATION-DUAL CERTIFICATION</td>
<td>0802</td>
<td>M.A.</td>
</tr>
<tr>
<td>BILINGUAL/BICULTURAL EDUCATION-INITIAL CERTIFICATION</td>
<td>0802</td>
<td>M.A.</td>
</tr>
<tr>
<td>CURRICULUM AND TEACHING: ELEMENTARY EDUCATION-PROFESSIONAL CERTIFICATION</td>
<td>0802</td>
<td>M.A.</td>
</tr>
<tr>
<td>ELEMENTARY INCLUSIVE EDUCATION-INITIAL CERTIFICATION</td>
<td>0802</td>
<td>M.A.</td>
</tr>
<tr>
<td>ELEMENTARY INCLUSIVE EDUCATION-INITIAL CERTIFICATION WITH GIFTED EXTENSION</td>
<td>0802</td>
<td>M.A.</td>
</tr>
<tr>
<td>CURRICULUM AND TEACHING: SECONDARY EDUCATION-PROFESSIONAL CERTIFICATION</td>
<td>0803</td>
<td>M.A.</td>
</tr>
<tr>
<td>HIGHER AND POSTSECONDARY EDUCATION</td>
<td>0805</td>
<td>M.A., Ed.M., Ed.D.</td>
</tr>
<tr>
<td>ADULT EDUCATION GUIDED INTENSIVE STUDY (AEGIS)</td>
<td>0807</td>
<td>Ed.D.</td>
</tr>
<tr>
<td>ADULT LEARNING AND LEADERSHIP</td>
<td>0807</td>
<td>M.A., Ed.M., Ed.D.</td>
</tr>
<tr>
<td>ADMINISTRATION OF SPECIAL EDUCATION PROGRAMS</td>
<td>0808</td>
<td>Ed.D.</td>
</tr>
<tr>
<td>†‡APPLIED BEHAVIOR ANALYSIS</td>
<td>0808</td>
<td>Ed.D., Ph.D.</td>
</tr>
<tr>
<td>APPLIED BEHAVIOR ANALYSIS-INITIAL DUAL CERTIFICATION</td>
<td>0808</td>
<td>M.A.</td>
</tr>
<tr>
<td>†*BLINDNESS AND VISUAL IMPAIRMENT</td>
<td>0808</td>
<td>Ed.D.</td>
</tr>
<tr>
<td>†*CROSS-CATEGORICAL STUDIES</td>
<td>0808</td>
<td>Ed.D.</td>
</tr>
<tr>
<td>†*DEAF AND HARD OF HEARING</td>
<td>0808</td>
<td>Ed.D.</td>
</tr>
<tr>
<td>EARLY CHILDHOOD EDUCATION: SPECIAL EDUCATION-INITIAL CERTIFICATION</td>
<td>0808</td>
<td>M.A.</td>
</tr>
<tr>
<td>EARLY CHILDHOOD EDUCATION: SPECIAL EDUCATION-INITIAL DUAL CERTIFICATION</td>
<td>0808</td>
<td>M.A.</td>
</tr>
<tr>
<td>GUIDANCE AND REHABILITATION</td>
<td>0808</td>
<td>M.A.</td>
</tr>
<tr>
<td>ELEMENTARY INCLUSIVE EDUCATION-INITIAL DUAL CERTIFICATION</td>
<td>0808</td>
<td>M.A.</td>
</tr>
<tr>
<td>†‡INTELLECTUAL DISABILITY/AUTISM</td>
<td>0808</td>
<td>Ed.D., Ph.D.</td>
</tr>
<tr>
<td>INTELLECTUAL DISABILITY/AUTISM-INITIAL DUAL CERTIFICATION</td>
<td>0808</td>
<td>M.A.</td>
</tr>
<tr>
<td>INTELLECTUAL DISABILITY/AUTISM: EARLY CHILDHOOD-DUAL CERTIFICATION</td>
<td>0808</td>
<td>Ed.M.</td>
</tr>
<tr>
<td>INTELLECTUAL DISABILITY/AUTISM: CHILDHOOD/ELEMENTARY-DUAL CERTIFICATION</td>
<td>0808</td>
<td>Ed.M.</td>
</tr>
<tr>
<td>INSTRUCTIONAL PRACTICE IN SPECIAL EDUCATION</td>
<td>0808</td>
<td>Ed.M.</td>
</tr>
<tr>
<td>†‡PHYSICAL DISABILITIES</td>
<td>0808</td>
<td>Ed.D., Ph.D.</td>
</tr>
<tr>
<td>SEVERE AND MULTIPLE DISABILITIES: ANNOTATION</td>
<td>0808</td>
<td>M.A.</td>
</tr>
<tr>
<td>SUPERVISION OF SPECIAL EDUCATION</td>
<td>0809</td>
<td>Ed.M.</td>
</tr>
<tr>
<td>GIFTED EDUCATION</td>
<td>0811</td>
<td>M.A.</td>
</tr>
<tr>
<td>GIFTED EDUCATION-INITIAL CERTIFICATION</td>
<td>0811</td>
<td>M.A.</td>
</tr>
<tr>
<td>DEAF AND HARD OF HEARING</td>
<td>0812</td>
<td>M.A.</td>
</tr>
<tr>
<td>DEAF AND HARD OF HEARING-INITIAL CERTIFICATION</td>
<td>0812</td>
<td>Ed.M.</td>
</tr>
<tr>
<td>DEAF AND HEARING IMPAIRED: ADOLESCENCE EDUCATION-DUAL CERTIFICATION</td>
<td>0812</td>
<td>Ed.M.</td>
</tr>
<tr>
<td>PROGRAM TITLE</td>
<td>HEGIS**</td>
<td>AWARD</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------</td>
<td>---------</td>
<td>-------------</td>
</tr>
<tr>
<td>DEAF AND HEARING IMPAIRED: EARLY CHILDHOOD EDUCATION-INITIAL DUAL CERTIFICATION</td>
<td>0812</td>
<td>Ed.M.</td>
</tr>
<tr>
<td>DEAF AND HEARING IMPAIRED: ELEMENTARY EDUCATION-INITIAL DUAL CERTIFICATION</td>
<td>0812</td>
<td>Ed.M.</td>
</tr>
<tr>
<td>DEAF EDUCATION: READING SPECIALIST-INITIAL DUAL CERTIFICATION</td>
<td>0812</td>
<td>Ed.M.</td>
</tr>
<tr>
<td>BLINDNESS AND VISUAL IMPAIRMENT-INITIAL CERTIFICATION</td>
<td>0814</td>
<td>M.A., Ed.M.</td>
</tr>
<tr>
<td>BLINDNESS AND VISUAL IMPAIRMENT: ADOLESCENCE EDUCATION-INITIAL DUAL CERTIFICATION</td>
<td>0814</td>
<td>Ed.M.</td>
</tr>
<tr>
<td>BLINDNESS AND VISUAL IMPAIRMENT: CHILDHOOD EDUCATION-INITIAL DUAL CERTIFICATION</td>
<td>0814</td>
<td>Ed.M.</td>
</tr>
<tr>
<td>BLINDNESS AND VISUAL IMPAIRMENT: EARLY CHILDHOOD EDUCATION-INITIAL DUAL CERTIFICATION</td>
<td>0814</td>
<td>Ed.M.</td>
</tr>
<tr>
<td>SPEECH AND LANGUAGE PATHOLOGY-INITIAL CERTIFICATION</td>
<td>0815</td>
<td>M.S.</td>
</tr>
<tr>
<td>SPEECH AND LANGUAGE PATHOLOGY-PROFESSIONAL CERTIFICATION</td>
<td>0815</td>
<td>M.S.</td>
</tr>
<tr>
<td>SPEECH AND LANGUAGE PATHOLOGY: BILINGUAL OPTION-INITIAL CERTIFICATION</td>
<td>0815</td>
<td>M.S.</td>
</tr>
<tr>
<td>HISTORY AND EDUCATION</td>
<td>0821</td>
<td>M.A., Ed.M., Ed.D., Ph.D.</td>
</tr>
<tr>
<td>PHILOSOPHY AND EDUCATION</td>
<td>0821</td>
<td>M.A., Ed.M., Ed.D., Ph.D.</td>
</tr>
<tr>
<td>APPLIED EDUCATIONAL PSYCHOLOGY: COGNITIVE, BEHAVIORAL, AND DEVELOPMENTAL ANALYSIS</td>
<td>0822</td>
<td>Ed.M.</td>
</tr>
<tr>
<td>COGNITIVE STUDIES IN EDUCATION</td>
<td>0822</td>
<td>M.A.</td>
</tr>
<tr>
<td>PSYCHOLOGY IN EDUCATION</td>
<td>0822</td>
<td>M.A.</td>
</tr>
<tr>
<td>EARLY CHILDHOOD EDUCATION</td>
<td>0823</td>
<td>M.A., Ed.M., Ed.D.</td>
</tr>
<tr>
<td>EARLY CHILDHOOD EDUCATION-INITIAL CERTIFICATION</td>
<td>0823</td>
<td>M.A.</td>
</tr>
<tr>
<td>EARLY CHILDHOOD EDUCATION-SPÉCIAL EDUCATION</td>
<td>0823</td>
<td>Ed.M.</td>
</tr>
<tr>
<td>APPLIED STATISTICS</td>
<td>0824</td>
<td>M.S.</td>
</tr>
<tr>
<td>SCHOOL COUNSELOR</td>
<td>0826.01</td>
<td>Ed.M.</td>
</tr>
<tr>
<td>APPLIED DEVELOPMENTAL AND LEARNING PSYCHOLOGY-SCHOOL PSYCHOLOGY</td>
<td>0826.02</td>
<td>Ed.M.</td>
</tr>
<tr>
<td>APPLIED EDUCATIONAL PSYCHOLOGY-SCHOOL PSYCHOLOGY</td>
<td>0826.02</td>
<td>Ed.D., Ph.D.</td>
</tr>
<tr>
<td>EDUCATIONAL LEADERSHIP</td>
<td>0827</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>INQUIRY IN EDUCATION LEADERSHIP PRACTICE</td>
<td>0827</td>
<td>Ed.D.</td>
</tr>
<tr>
<td>LEADERSHIP, POLICY AND POLITICS</td>
<td>0827</td>
<td>M.A., Ed.M., Ed.D.</td>
</tr>
<tr>
<td>EDUCATION LEADERSHIP MANAGEMENT (M.B.A. THROUGH COLUMBIA UNIVERSITY GRADUATE SCHOOL OF BUSINESS)</td>
<td>0827</td>
<td>Ed.D.</td>
</tr>
<tr>
<td>PRIVATE SCHOOL LEADERSHIP</td>
<td>0827</td>
<td>M.A., Ed.M.</td>
</tr>
<tr>
<td>PUBLIC SCHOOL DISTRICT LEADERSHIP</td>
<td>0827</td>
<td>Ed.D.</td>
</tr>
<tr>
<td>PUBLIC SCHOOL BUILDING LEADERSHIP</td>
<td>0828</td>
<td>M.A., Ed.M.</td>
</tr>
<tr>
<td>CURRICULUM AND TEACHING</td>
<td>0829</td>
<td>M.A., Ed.M., Ed.D.</td>
</tr>
<tr>
<td>LITERACY SPECIALIST-INITIAL CERTIFICATION</td>
<td>0830</td>
<td>M.A.</td>
</tr>
<tr>
<td>READING SPECIALIST-INITIAL CERTIFICATION</td>
<td>0830</td>
<td>M.A.</td>
</tr>
<tr>
<td>ART AND ART EDUCATION-INITIAL CERTIFICATION</td>
<td>0831</td>
<td>M.A.</td>
</tr>
<tr>
<td>ART AND ART EDUCATION-PROFESSIONAL CERTIFICATION</td>
<td>0831</td>
<td>M.A.</td>
</tr>
<tr>
<td>PROGRAM TITLE</td>
<td>HEGIS**</td>
<td>AWARD</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>---------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>MUSIC AND MUSIC EDUCATION- INITIAL CERTIFICATION</td>
<td>0832</td>
<td>M.A., Ed.M.</td>
</tr>
<tr>
<td>MUSIC AND MUSIC EDUCATION- PROFESSIONAL CERTIFICATION</td>
<td>0832</td>
<td>M.A.</td>
</tr>
<tr>
<td>SCIENCE EDUCATION</td>
<td>0834</td>
<td>Ed.D., Ph.D.</td>
</tr>
<tr>
<td>SUPERVISOR/TEACHER OF SCIENCE EDUCATION</td>
<td>0834</td>
<td>M.A.</td>
</tr>
<tr>
<td>TEACHER EDUCATION IN SCIENCE</td>
<td>0834</td>
<td>M.S., Ed.M.</td>
</tr>
<tr>
<td>APPLIED PHYSIOLOGY</td>
<td>0835</td>
<td>M.A., Ed.M., Ed.D.</td>
</tr>
<tr>
<td>KINESIOLOGY</td>
<td>0835</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>MOTOR LEARNING</td>
<td>0835</td>
<td>M.A., Ed.M., Ed.D.</td>
</tr>
<tr>
<td>MOVEMENT SCIENCES AND EDUCATION</td>
<td>0835</td>
<td>Ed.D.</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION</td>
<td>0835</td>
<td>M.A.</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION- INITIAL CERTIFICATION</td>
<td>0835</td>
<td>M.A.</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION- PROFESSIONAL CERTIFICATION</td>
<td>0835</td>
<td>M.A.</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION, CURRICULUM AND TEACHING IN</td>
<td>0835</td>
<td>M.A., Ed.M., Ed.D.</td>
</tr>
<tr>
<td>APPLIED PHYSIOLOGY AND NUTRITION</td>
<td>0837</td>
<td>M.S.</td>
</tr>
<tr>
<td>HEALTH EDUCATION</td>
<td>0837</td>
<td>M.A., M.S., Ed.D.</td>
</tr>
<tr>
<td>BILINGUAL/BICULTURAL EDUCATION</td>
<td>0899</td>
<td>M.A.</td>
</tr>
<tr>
<td>COMPARATIVE AND INTERNATIONAL EDUCATION</td>
<td>0899</td>
<td>M.A., Ed.M., Ed.D., Ph.D.</td>
</tr>
<tr>
<td>INSTRUCTIONAL TECHNOLOGY AND MEDIA</td>
<td>0899</td>
<td>M.A., Ed.M., Ed.D.</td>
</tr>
<tr>
<td>INTERNATIONAL EDUCATIONAL DEVELOPMENT</td>
<td>0899</td>
<td>M.A., Ed.M., Ed.D.</td>
</tr>
<tr>
<td>NEUROSCIENCE AND EDUCATION</td>
<td>0899</td>
<td>M.S.</td>
</tr>
<tr>
<td>TECHNOLOGY SPECIALIST: K-12- INITIAL CERTIFICATION</td>
<td>0899.03</td>
<td>M.A.</td>
</tr>
<tr>
<td>BILINGUAL/BICULTURAL EDUCATION- TRANSITIONAL B</td>
<td>0899.50</td>
<td>M.A.</td>
</tr>
<tr>
<td>BIOLOGY 7-12- TRANSITIONAL B</td>
<td>0899.50</td>
<td>M.A.</td>
</tr>
<tr>
<td>CHEMISTRY 7-12- TRANSITIONAL B</td>
<td>0899.50</td>
<td>M.A.</td>
</tr>
<tr>
<td>EARLY CHILDHOOD EDUCATION: SPECIAL EDUCATION- DUAL CERTIFICATION- TRANSITIONAL B</td>
<td>0899.50</td>
<td>M.A.</td>
</tr>
<tr>
<td>EARTH SCIENCE 7-12- TRANSITIONAL B</td>
<td>0899.50</td>
<td>M.A.</td>
</tr>
<tr>
<td>ENGLISH, TEACHING OF- TRANSITIONAL B</td>
<td>0899.50</td>
<td>M.A.</td>
</tr>
<tr>
<td>INTELLECTUAL DISABILITIES- TRANSITIONAL B</td>
<td>0899.50</td>
<td>M.A.</td>
</tr>
<tr>
<td>MATHEMATICS EDUCATION- TRANSITIONAL B</td>
<td>0899.50</td>
<td>M.A.</td>
</tr>
<tr>
<td>PHYSICS 7-12- TRANSITIONAL B</td>
<td>0899.50</td>
<td>M.A.</td>
</tr>
<tr>
<td>TESOL- TRANSITIONAL B</td>
<td>0899.50</td>
<td>M.A.</td>
</tr>
<tr>
<td>TEACHING AMERICAN SIGN LANGUAGE AS A FOREIGN LANGUAGE- INITIAL CERTIFICATION</td>
<td>1199</td>
<td>M.A.</td>
</tr>
<tr>
<td>NURSE EXECUTIVE ROLE (ACCELERATED PROGRAM)</td>
<td>1203.10</td>
<td>M.A.</td>
</tr>
<tr>
<td>NURSE EXECUTIVE ROLE (ACCELERATED PROGRAM)</td>
<td>1203.10</td>
<td>Ed.D.</td>
</tr>
<tr>
<td>NURSING EDUCATION: PROFESSORIAL ROLE (ACCELERATED PROGRAM)</td>
<td>1203.10</td>
<td>Ed.D.</td>
</tr>
<tr>
<td>NURSING EDUCATION: PROFESSORIAL ROLE</td>
<td>1203.10</td>
<td>M.A.</td>
</tr>
<tr>
<td>SPEECH AND LANGUAGE PATHOLOGY</td>
<td>1220</td>
<td>M.S., Ed.M., Ed.D., Ph.D.</td>
</tr>
<tr>
<td>COMMUNITY NUTRITION EDUCATION</td>
<td>1306</td>
<td>Ed.M.</td>
</tr>
<tr>
<td>NUTRITION AND PUBLIC HEALTH</td>
<td>1306</td>
<td>M.S., Ed.D.</td>
</tr>
<tr>
<td>NUTRITION EDUCATION</td>
<td>1306</td>
<td>M.S., Ed.D.</td>
</tr>
<tr>
<td>ENGLISH EDUCATION</td>
<td>1501</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>ENGLISH, TEACHING OF- INITIAL CERTIFICATION</td>
<td>1501.01</td>
<td>M.A.</td>
</tr>
<tr>
<td>ENGLISH, TEACHING OF- PROFESSIONAL CERTIFICATION</td>
<td>1501.01</td>
<td>M.A.</td>
</tr>
<tr>
<td>COMMUNICATION AND EDUCATION</td>
<td>1506</td>
<td>M.A., Ed.M., Ed.D.</td>
</tr>
<tr>
<td>PROGRAM TITLE</td>
<td>HEGIS**</td>
<td>AWARD</td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
<td>---------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>TESOL (TEACHING OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES)</td>
<td>1508</td>
<td>M.A., Ed.M., Ed.D.</td>
</tr>
<tr>
<td>TESOL- INITIAL CERTIFICATION</td>
<td>1508</td>
<td>M.A.</td>
</tr>
<tr>
<td>TESOL- JAPAN</td>
<td>1508</td>
<td>M.A.</td>
</tr>
<tr>
<td>MATHEMATICS EDUCATION- INITIAL CERTIFICATION</td>
<td>1701</td>
<td>M.A.</td>
</tr>
<tr>
<td>MATHEMATICS EDUCATION- PROFESSIONAL CERTIFICATION</td>
<td>1701.01</td>
<td>M.A., M.S., Ed.M.</td>
</tr>
<tr>
<td>ARTS ADMINISTRATION</td>
<td>1899</td>
<td>M.A.</td>
</tr>
<tr>
<td>PHYSICS 7-12 - INITIAL CERTIFICATION</td>
<td>1902.01</td>
<td>M.A.</td>
</tr>
<tr>
<td>EARTH SCIENCE 7-12 - INITIAL CERTIFICATION</td>
<td>1917.01</td>
<td>M.A.</td>
</tr>
<tr>
<td>CHEMISTRY 7-12- INITIAL CERTIFICATION</td>
<td>1925.01</td>
<td>M.A.</td>
</tr>
<tr>
<td>CLINICAL PSYCHOLOGY</td>
<td>2003</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>COUNSELING PSYCHOLOGY</td>
<td>2004</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>MENTAL HEALTH COUNSELING</td>
<td>2004</td>
<td>Ed.M.</td>
</tr>
<tr>
<td>PSYCHOLOGICAL COUNSELING</td>
<td>2004</td>
<td>Ed.M.</td>
</tr>
<tr>
<td>SOCIAL-ORGANIZATIONAL PSYCHOLOGY</td>
<td>2005</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>MEASUREMENT AND EVALUATION</td>
<td>2007</td>
<td>Ed.M., Ed.D., Ph.D.</td>
</tr>
<tr>
<td>PSYCHOLOGY-ORGANIZATIONAL</td>
<td>2008</td>
<td>M.A.</td>
</tr>
<tr>
<td>DEVELOPMENTAL PSYCHOLOGY</td>
<td>2009</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>PSYCHOLOGY-DEVELOPMENTAL</td>
<td>2009</td>
<td>M.A.</td>
</tr>
<tr>
<td>SOCIAL STUDIES, TEACHING OF</td>
<td>2201</td>
<td>M.A., Ed.M., Ed.D, Ph.D.</td>
</tr>
<tr>
<td>SOCIAL STUDIES, TEACHING OF- INITIAL CERTIFICATION</td>
<td>2201.01</td>
<td>M.A.</td>
</tr>
<tr>
<td>SOCIAL STUDIES, TEACHING OF- PROFESSIONAL CERTIFICATION</td>
<td>2201.01</td>
<td>M.A.</td>
</tr>
<tr>
<td>ANTHROPOLOGY AND EDUCATION</td>
<td>2202</td>
<td>M.A., Ed.M., Ed.D., Ph.D.</td>
</tr>
<tr>
<td>APPLIED ANTHROPOLOGY (WITH COLUMBIA UNIVERSITY GRADUATE SCHOOL OF ARTS AND SCIENCES)</td>
<td>2202</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>ECONOMICS AND EDUCATION</td>
<td>2204</td>
<td>M.A., Ed.M., Ph.D.</td>
</tr>
<tr>
<td>POLITICS AND EDUCATION</td>
<td>2207</td>
<td>M.A., Ed.M., Ed.D., Ph.D.</td>
</tr>
<tr>
<td>SOCIOLOGY AND EDUCATION</td>
<td>2208</td>
<td>M.A., Ed.M., Ed.D., Ph.D.</td>
</tr>
<tr>
<td>INTERDISCIPLINARY STUDIES IN EDUCATION</td>
<td>4999</td>
<td>M.A., Ed.M., Ed.D.</td>
</tr>
</tbody>
</table>

* ED.D. IN SPECIAL EDUCATION IS ACQUIRED THROUGH THESE PROGRAMS.
† Ph.D. IN SPECIAL EDUCATION IS ACQUIRED THROUGH THESE PROGRAMS.
†† JOINT M.B.A. OFFERED BY COLUMBIA SCHOOL OF BUSINESS.

** HEGIS: HIGHER EDUCATION GENERAL INFORMATION SURVEY, NEW YORK STATE EDUCATION DEPARTMENT, OFFICE OF HIGHER EDUCATION AND THE PROFESSIONS, CULTURAL EDUCATION CENTER, ROOM 5B28, ALBANY, NY 12230; TELEPHONE (518) 475-5851.
## Course Index

### A

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>A&amp;HE 4000</td>
<td>MoMa roundtable, 17</td>
</tr>
<tr>
<td>A&amp;HE 4008</td>
<td>Creative arts laboratory: An interdisciplinary course in contextual arts learning, 10, 26</td>
</tr>
<tr>
<td>A&amp;HE 4048</td>
<td>Computing applications in education and the arts, 10, 21</td>
</tr>
<tr>
<td>A&amp;H 5001</td>
<td>Research methods in arts education, 10, 15, 16, 21, 24-27, 29</td>
</tr>
<tr>
<td>A&amp;H 5002</td>
<td>Assessment strategies for the arts, 10, 21, 25-27, 29</td>
</tr>
<tr>
<td>A&amp;H 5010</td>
<td>Special topics in arts and humanities, 10</td>
</tr>
<tr>
<td>A&amp;H 5000</td>
<td>Pro-seminar in arts and humanities, 10</td>
</tr>
</tbody>
</table>

### A&HA

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>A&amp;HA 4005</td>
<td>Enhanced perspectives and practices in the arts, 16, 17</td>
</tr>
<tr>
<td>A&amp;HA 4080</td>
<td>Artistic development of children, 15-17</td>
</tr>
<tr>
<td>A&amp;HA 4081</td>
<td>Curriculum design in art education, 15, 17</td>
</tr>
<tr>
<td>A&amp;HA 4084</td>
<td>Art and technology, 18</td>
</tr>
<tr>
<td>A&amp;HA 4085</td>
<td>Historical foundations of art education, 15-17</td>
</tr>
<tr>
<td>A&amp;HA 4086</td>
<td>Current issues and practices in art and art education, 17</td>
</tr>
<tr>
<td>A&amp;HA 4087</td>
<td>Processes and structures in the visual arts, 15, 17</td>
</tr>
<tr>
<td>A&amp;HA 4088</td>
<td>Artistic development: Adolescence to adulthood, 15-17</td>
</tr>
<tr>
<td>A&amp;HA 4089</td>
<td>New media, new forms: Technological trends in art education, 18</td>
</tr>
<tr>
<td>A&amp;HA 4090</td>
<td>Museum education issues I: Culture of art museums, 15, 17, 21</td>
</tr>
<tr>
<td>A&amp;HA 4092</td>
<td>Introduction to ceramics, 18</td>
</tr>
<tr>
<td>A&amp;HA 4093</td>
<td>Introduction to sculpture, 18</td>
</tr>
<tr>
<td>A&amp;HA 4094</td>
<td>Introduction to photography, 18</td>
</tr>
<tr>
<td>A&amp;HA 4096</td>
<td>Photography for educators, 18</td>
</tr>
<tr>
<td>A&amp;HA 4022</td>
<td>Fieldwork in art education, 19</td>
</tr>
<tr>
<td>A&amp;HA 4281</td>
<td>Field observations in art education, 15, 17</td>
</tr>
<tr>
<td>A&amp;HA 4702</td>
<td>Supervised teaching in art education: Secondary, 15, 17</td>
</tr>
<tr>
<td>A&amp;HA 4722</td>
<td>Supervised student teaching in art education: Elementary, 15, 17</td>
</tr>
<tr>
<td>A&amp;HA 4902</td>
<td>Research and independent study in art education, 19</td>
</tr>
<tr>
<td>A&amp;HA 5005</td>
<td>Visual arts research, 16</td>
</tr>
<tr>
<td>A&amp;HA 5060</td>
<td>Introduction to drawing, 18</td>
</tr>
<tr>
<td>A&amp;HA 5061</td>
<td>Advanced printmaking: Lithography, 18</td>
</tr>
<tr>
<td>A&amp;HA 5062</td>
<td>Advanced printmaking: Etching, 18</td>
</tr>
<tr>
<td>A&amp;HA 5063</td>
<td>Advanced studio, 18</td>
</tr>
<tr>
<td>A&amp;HA 5064</td>
<td>Experiments in content, 17</td>
</tr>
<tr>
<td>A&amp;HA 5081</td>
<td>Curriculum design in art education: Advanced, 16, 17</td>
</tr>
<tr>
<td>A&amp;HA 5082</td>
<td>Philosophies of art in education, 16, 21, 29</td>
</tr>
</tbody>
</table>

### A&HE

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>A&amp;HE 4051</td>
<td>Critical approaches to literature, 39, 41</td>
</tr>
<tr>
<td>A&amp;HE 4050</td>
<td>Literature and teaching, 39, 41, 127</td>
</tr>
<tr>
<td>A&amp;HE 4052</td>
<td>Adolescents and literature, 39, 41, 89</td>
</tr>
<tr>
<td>A&amp;HE 4053</td>
<td>Cultural perspectives and literature, 39, 41</td>
</tr>
<tr>
<td>A&amp;HE 4056</td>
<td>Feminist perspectives and literature, 39, 41</td>
</tr>
<tr>
<td>A&amp;HE 4057</td>
<td>English methods, 38, 39, 41</td>
</tr>
<tr>
<td>A&amp;HE 4058</td>
<td>Teaching of reading, 38, 39, 41</td>
</tr>
<tr>
<td>A&amp;HE 4100</td>
<td>Teaching drama and theater, 39, 41</td>
</tr>
<tr>
<td>A&amp;HE 4150</td>
<td>Teaching literacies in secondary mathematics, 39, 41</td>
</tr>
<tr>
<td>A&amp;HE 4151</td>
<td>Teaching of writing, 38, 39, 41</td>
</tr>
<tr>
<td>A&amp;HE 4152</td>
<td>Literacies and technologies in the secondary English classroom, 38, 39, 41</td>
</tr>
<tr>
<td>A&amp;HE 4155</td>
<td>Critical issues in the secondary English classroom, 38, 39, 41</td>
</tr>
<tr>
<td>A&amp;HE 4156</td>
<td>Writing: Nonfiction, 38, 39, 42</td>
</tr>
<tr>
<td>A&amp;HE 4157</td>
<td>Writing: Fiction and personal narrative, 38, 39, 42</td>
</tr>
<tr>
<td>A&amp;HE 4158</td>
<td>Writing: Poetry, 38, 39, 42</td>
</tr>
<tr>
<td>A&amp;HE 4550</td>
<td>Teaching of poetry, 38, 39, 42</td>
</tr>
<tr>
<td>A&amp;HE 4551</td>
<td>Teaching of Shakespeare, 38, 39, 42</td>
</tr>
<tr>
<td>A&amp;HE 4552</td>
<td>Curriculum and assessment in the secondary English classroom, 38, 39, 42</td>
</tr>
<tr>
<td>A&amp;HE 4556</td>
<td>Seminar for in-service teachers, 42</td>
</tr>
<tr>
<td>A&amp;HE 4557</td>
<td>Transitional B: Seminar in the teaching of English, 42</td>
</tr>
<tr>
<td>A&amp;HE 4561</td>
<td>Teaching narrative and story, 39, 42</td>
</tr>
<tr>
<td>A&amp;HE 4750</td>
<td>Supervised teaching of English, 42</td>
</tr>
<tr>
<td>A&amp;HE 4751</td>
<td>Fieldwork and observation on secondary English, 39, 42</td>
</tr>
<tr>
<td>A&amp;HE 4904</td>
<td>Independent study in teaching English, 39, 42</td>
</tr>
<tr>
<td>A&amp;HE 5149</td>
<td>Writing research: Methods and assumptions, 39, 40, 42</td>
</tr>
<tr>
<td>A&amp;HE 5150</td>
<td>Research in practice, 39, 40, 42</td>
</tr>
<tr>
<td>A&amp;HE 5151</td>
<td>Popular texts - English classroom, 39, 42</td>
</tr>
<tr>
<td>A&amp;HE 5154</td>
<td>Rhetoric and teaching, 39, 42</td>
</tr>
<tr>
<td>A&amp;HE 5204</td>
<td>Fieldwork in teaching English, 39, 42</td>
</tr>
<tr>
<td>A&amp;HE 5304</td>
<td>Research paper: Teaching of English, 39, 40, 42</td>
</tr>
<tr>
<td>A&amp;HE 5314</td>
<td>Readers’ responses: Research, theory and practice, 39, 42</td>
</tr>
<tr>
<td>A&amp;HE 5518</td>
<td>Teaching English in diverse social and cultural contexts, 38, 39, 42</td>
</tr>
<tr>
<td>A&amp;HE 5990</td>
<td>Master’s seminar: Teaching of English, 42</td>
</tr>
<tr>
<td>A&amp;HE 6011</td>
<td>The politics of teaching English, 39, 42</td>
</tr>
<tr>
<td>A&amp;HE 6015</td>
<td>College teaching of English, 39, 40, 42</td>
</tr>
<tr>
<td>A&amp;HE 6151</td>
<td>Narrative research in English education, 39, 40, 42, 171</td>
</tr>
<tr>
<td>A&amp;HE 6152</td>
<td>Advanced narrative research in English education, 39, 40, 42</td>
</tr>
<tr>
<td>A&amp;HE 6204</td>
<td>Advanced fieldwork in teaching English, 39, 43</td>
</tr>
<tr>
<td>A&amp;HE 6404</td>
<td>Internship in college teaching of English, 39, 40, 43</td>
</tr>
<tr>
<td>A&amp;HE 6450</td>
<td>Internship in teaching English, 39, 43</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>A&amp;HM 4020</td>
<td>Music for children, 26</td>
</tr>
<tr>
<td>A&amp;HM 4021</td>
<td>Designing musical experiences for young children, 25, 26</td>
</tr>
<tr>
<td>A&amp;HM 4022</td>
<td>The artistic lives of young children, 26, 85</td>
</tr>
<tr>
<td>A&amp;HM 4023</td>
<td>Choral methods, procedures and materials, 27</td>
</tr>
<tr>
<td>A&amp;HM 4029</td>
<td>Introduction to new technologies in music education, 25-27</td>
</tr>
<tr>
<td>A&amp;HM 4030</td>
<td>Integrating music in the classroom, 27</td>
</tr>
<tr>
<td>A&amp;HM 4050</td>
<td>Conducting and score reading, 26, 27</td>
</tr>
<tr>
<td>A&amp;HM 4056</td>
<td>Chamber music, 27</td>
</tr>
<tr>
<td>A&amp;HM 4059</td>
<td>Jazz improvisation, 26, 27</td>
</tr>
<tr>
<td>A&amp;HM 4150</td>
<td>Music instruction: Instrumental/voice, 28</td>
</tr>
<tr>
<td>A&amp;HM 4201</td>
<td>Fieldwork in music education, 28</td>
</tr>
<tr>
<td>A&amp;HM 4357</td>
<td>Ensemble performance: Music, 28</td>
</tr>
<tr>
<td>A&amp;HM 4701</td>
<td>Supervised teaching in music education, 25, 27</td>
</tr>
<tr>
<td>A&amp;HM 4711</td>
<td>Supervised teaching in music education: 7-12, 25, 27</td>
</tr>
<tr>
<td>A&amp;HM 4901</td>
<td>Research and independent study in music education, 28</td>
</tr>
<tr>
<td>A&amp;HM 5003</td>
<td>Introduction to music perception and cognition, 27</td>
</tr>
<tr>
<td>A&amp;HM 5020</td>
<td>Foundations of music education, 25, 27</td>
</tr>
<tr>
<td>A&amp;HM 5021</td>
<td>Instrumental instruction for children, 26, 27</td>
</tr>
<tr>
<td>A&amp;HM 5022</td>
<td>Children’s musical development, 24-27</td>
</tr>
<tr>
<td>A&amp;HM 5023</td>
<td>Vocal pedagogy I, 24, 26</td>
</tr>
<tr>
<td>A&amp;HM 5025</td>
<td>Creativity and problem-solving in music education, 25-27</td>
</tr>
<tr>
<td>A&amp;HM 5026</td>
<td>Music skills and the creative strategy, 25-27</td>
</tr>
<tr>
<td>A&amp;HM 5027</td>
<td>Philosophical perspective, 27</td>
</tr>
<tr>
<td>A&amp;HM 5029</td>
<td>Intermediate and advanced applications of new technologies in music education, 27</td>
</tr>
<tr>
<td>A&amp;HM 5032</td>
<td>Comprehensive musicianship I, 25, 26</td>
</tr>
<tr>
<td>A&amp;HM 5033</td>
<td>Comprehensive musicianship II, 25, 26</td>
</tr>
<tr>
<td>A&amp;HM 5040</td>
<td>Interpretation of piano literature, 28</td>
</tr>
<tr>
<td>A&amp;HM 5042</td>
<td>Choral literature survey, 26, 28</td>
</tr>
<tr>
<td>A&amp;HM 5047</td>
<td>Creative strategies for teaching music literature, 26, 27</td>
</tr>
<tr>
<td>A&amp;HM 5050</td>
<td>Advanced conducting and interpretation, 26, 28</td>
</tr>
<tr>
<td>A&amp;HM 5052</td>
<td>Vocal literature and interpretation, 26</td>
</tr>
<tr>
<td>A&amp;HM 5058</td>
<td>Recital I, 28</td>
</tr>
<tr>
<td>A&amp;HM 5201</td>
<td>Fieldwork in music education, 28</td>
</tr>
<tr>
<td>A&amp;HM 5141</td>
<td>Special topics in music, 27</td>
</tr>
<tr>
<td>A&amp;HM 5150</td>
<td>Instrumental music instruction, 28</td>
</tr>
<tr>
<td>A&amp;HM 5350</td>
<td>Piano instruction for music majors, 28</td>
</tr>
<tr>
<td>A&amp;HM 5351</td>
<td>Harpsichord instruction II, 28</td>
</tr>
<tr>
<td>A&amp;HM 5352</td>
<td>Voice instruction for music majors, 28</td>
</tr>
<tr>
<td>A&amp;HM 5353</td>
<td>Organ instruction for music majors, 28</td>
</tr>
<tr>
<td>A&amp;HM 5901</td>
<td>Research and independent study in music education, 28</td>
</tr>
<tr>
<td>A&amp;HM 6001</td>
<td>Teaching and administration of music in college, 27</td>
</tr>
<tr>
<td>A&amp;HM 6023</td>
<td>The teaching of applied music in college, 27</td>
</tr>
<tr>
<td>A&amp;HM 6058</td>
<td>Recital II, 28</td>
</tr>
<tr>
<td>A&amp;HM 6201</td>
<td>Advanced fieldwork in music education, 29</td>
</tr>
<tr>
<td>A&amp;HM 6421</td>
<td>Internship in the supervision and administration of music education, 29</td>
</tr>
<tr>
<td>A&amp;HM 6481</td>
<td>Internship in the teaching of college music, 29</td>
</tr>
<tr>
<td>A&amp;HM 6501</td>
<td>Doctoral seminar in music education, 29</td>
</tr>
<tr>
<td>A&amp;HM 6901</td>
<td>Advanced study in music education, 29</td>
</tr>
<tr>
<td>A&amp;HM 6971</td>
<td>Research and independent study in music education, 29</td>
</tr>
<tr>
<td>A&amp;HM 7501</td>
<td>Dissertation seminar in music education, 29</td>
</tr>
<tr>
<td>A&amp;HM 8900</td>
<td>Dissertation advisement in music education, 29</td>
</tr>
<tr>
<td>A&amp;HR 4171</td>
<td>Religion and education in American culture, 32</td>
</tr>
<tr>
<td>A&amp;HR 4902</td>
<td>Research and independent study, 32</td>
</tr>
<tr>
<td>A&amp;HR 5075</td>
<td>Knowledge and human values, 32</td>
</tr>
<tr>
<td>A&amp;HR 6581</td>
<td>Seminar: Studies in religion and education, 32</td>
</tr>
<tr>
<td>A&amp;HR 6981</td>
<td>Studies in religion and education, 32</td>
</tr>
<tr>
<td>A&amp;HR 7502</td>
<td>Dissertation seminar in religion, 32</td>
</tr>
<tr>
<td>A&amp;HR 8902</td>
<td>Dissertation advisement in religion, 32</td>
</tr>
<tr>
<td>A&amp;HS 5206</td>
<td>Fieldwork in teaching of Spanish, 48</td>
</tr>
<tr>
<td>A&amp;HS 5506</td>
<td>Research paper in the teaching of Spanish, 48</td>
</tr>
<tr>
<td>A&amp;HS 6506</td>
<td>Doctoral seminar in the teaching of Spanish, 48</td>
</tr>
<tr>
<td>A&amp;HS 7506</td>
<td>Dissertation seminar in the teaching of Spanish, 48</td>
</tr>
<tr>
<td>A&amp;HS 8906</td>
<td>Dissertations in the teaching of Spanish, 48</td>
</tr>
<tr>
<td>A&amp;HS 6206</td>
<td>Advanced fieldwork in teaching of Spanish, 48</td>
</tr>
<tr>
<td>A&amp;HS 6406</td>
<td>Internship in college teaching of Spanish, 48</td>
</tr>
<tr>
<td>A&amp;HT 4000</td>
<td>Special topics in TESOL, 46</td>
</tr>
<tr>
<td>A&amp;HT 4076</td>
<td>TESOL methodologies K-6, 44, 46, 152</td>
</tr>
<tr>
<td>A&amp;HT 4077</td>
<td>TESOL classroom practices, 44, 46, 90</td>
</tr>
<tr>
<td>A&amp;HT 4078</td>
<td>TESOL materials, 46</td>
</tr>
<tr>
<td>A&amp;HT 4080</td>
<td>Teaching in linguistically diverse classrooms, 11, 46</td>
</tr>
<tr>
<td>A&amp;HT 4086</td>
<td>Language classroom observation, 46</td>
</tr>
<tr>
<td>A&amp;HT 4089</td>
<td>Teaching writing to ESL students, 46</td>
</tr>
<tr>
<td>A&amp;HT 4160</td>
<td>TESOL methodologies, 46</td>
</tr>
<tr>
<td>A&amp;HT 4171</td>
<td>TESOL methodologies for 7-12, 44, 46, 47</td>
</tr>
<tr>
<td>A&amp;HT 4185</td>
<td>Pedagogical approaches in the content areas for teachers of K-12 ESL, 44, 46</td>
</tr>
<tr>
<td>A&amp;HT 4500</td>
<td>Advanced English language study, 46</td>
</tr>
<tr>
<td>A&amp;HT 4776</td>
<td>Supervised student teaching in TESOL: K-6, 44, 46</td>
</tr>
<tr>
<td>A&amp;HT 4777</td>
<td>Supervised student teaching in TESOL: 7-12, 44, 46</td>
</tr>
<tr>
<td>A&amp;HT 4817</td>
<td>Experiences in learning another language, 47</td>
</tr>
<tr>
<td>A&amp;HT 4860</td>
<td>Specialized TESOL materials, 47</td>
</tr>
<tr>
<td>A&amp;HT 4905</td>
<td>Research and independent study in TESOL, 47</td>
</tr>
<tr>
<td>A&amp;HT 5000</td>
<td>Advanced topics in TESOL, 46</td>
</tr>
<tr>
<td>A&amp;HT 5087</td>
<td>Second language acquisition in the classroom, 46</td>
</tr>
<tr>
<td>A&amp;HT 5205</td>
<td>Fieldwork in TESOL, 44, 47</td>
</tr>
<tr>
<td>A&amp;HT 5360</td>
<td>Specialized TESOL materials, 47</td>
</tr>
<tr>
<td>A&amp;HT 5379</td>
<td>Specialized practica for ESL teachers in the Community English Program, 44, 46</td>
</tr>
<tr>
<td>A&amp;HT 5380</td>
<td>Specialized practica for TESOL teachers: In-service teaching, 44, 46</td>
</tr>
<tr>
<td>A&amp;HT 5381</td>
<td>Specialized practicum CLP: Integrated skills, 44</td>
</tr>
<tr>
<td>A&amp;HT 5383</td>
<td>Specialized practica for TESOL teachers: In-service teaching II, 44, 46</td>
</tr>
<tr>
<td>A&amp;HT 5505</td>
<td>Research paper: TESOL, 12, 45, 47</td>
</tr>
<tr>
<td>A&amp;HT 5519</td>
<td>Instructed second language acquisition and assessment, 46</td>
</tr>
<tr>
<td>A&amp;HT 6205</td>
<td>Advanced fieldwork in TESOL, 47</td>
</tr>
<tr>
<td>A&amp;HT 6505</td>
<td>Doctoral seminar: TESOL, 12, 45, 47</td>
</tr>
<tr>
<td>A&amp;HT 7505</td>
<td>Dissertation seminar: TESOL, 12, 45, 47</td>
</tr>
<tr>
<td>A&amp;HT 8905</td>
<td>Dissertation advisement: TESOL, 45, 47</td>
</tr>
<tr>
<td>A&amp;HW 4032</td>
<td>The study of world history and geography, 35</td>
</tr>
<tr>
<td>A&amp;HW 4033</td>
<td>History and geography of Europe since 1914: Selected topics, 35</td>
</tr>
<tr>
<td>A&amp;HW 4035</td>
<td>New York City as a learning laboratory, 36</td>
</tr>
<tr>
<td>A&amp;HW 4036</td>
<td>The teaching of social studies, 33, 35</td>
</tr>
<tr>
<td>A&amp;HW 4037</td>
<td>East Asia: Survey of modern history and cultural geography, 36</td>
</tr>
<tr>
<td>A&amp;HW 4038</td>
<td>The study of American history and geography, 36</td>
</tr>
<tr>
<td>A&amp;HW 4039</td>
<td>The United States constitution: Civic decision making, 36</td>
</tr>
<tr>
<td>A&amp;HW 4040</td>
<td>Women of the world: Issues in teaching, 36</td>
</tr>
<tr>
<td>A&amp;HW 4041</td>
<td>Economic decision making in citizenship education, 36</td>
</tr>
<tr>
<td>A&amp;HW 4530</td>
<td>Seminar for student teachers in social studies, 33, 35</td>
</tr>
<tr>
<td>A&amp;HW 4729</td>
<td>Observation in the social studies, 33, 35</td>
</tr>
<tr>
<td>A&amp;HW 4730</td>
<td>Supervised student teaching in social studies, 33, 35</td>
</tr>
</tbody>
</table>
C&T 4802. Instructional models in the education of gifted students, 89, 94
C&T 4835. Improving reading instruction, 95
C&T 4842. Institute: Content area literacies, 90, 92
C&T 4853. Multisensory teaching of basic language skills for students with learning disabilities, 95
C&T 4854. Multisensory teaching of basic skills I, 95
C&T 4855. Multisensory teaching of basic skills II, 95
C&T 4858. Institute: Teaching of reading, 90, 92, 95
C&T 4899. Federal Policy Institute, 92
C&T 4900. Research and independent study: Curriculum and teaching, 92
C&T 5000. Theory and inquiry in curriculum and teaching, 84, 86, 87, 92
C&T 5006. Readiness for school: Pedagogical and political issues, 92
C&T 5023. Giftedness and intelligence: Theoretical approaches, 89, 93
C&T 5024. Planning and implementing programs for gifted students, 89, 93
C&T 5036. Child and family policy, 93
C&T 5037. Literacy, culture and the teaching of reading, 83, 89, 93
C&T 5042. Special topics in children's literature, 93
C&T 5053. Staff development processes and procedures, 93
C&T 5074. Curriculum and teaching policy, 93, 220
C&T 5080. Access to full participation in schools, 88, 93
C&T 5081. Collaborative communication in cultural contexts, 88, 93
C&T 5112. Issues in child care and education: Infancy through school age, 93
C&T 5114. Development of multicultural curriculum for the early years, 93
C&T 5118. Infant and toddler development and practice, 85, 93
C&T 5302. Advanced practicum: Giftedness, 89, 93
C&T 5308. Advanced practicum: Infancy and early childhood, 85, 93
C&T 5321. Practicum in early childhood education: Curriculum development, observation and assessment in early childhood, 93
C&T 5323. Supervision and the organization of programs for families with young children, 93
C&T 5502. Introduction to qualitative research in curriculum and teaching, 11, 12, 45, 86, 87, 93, 143, 171
C&T 5513-C&T 5514. Seminar in early childhood education, 86, 87, 93, 220
C&T 5515. Infancy research seminar, 93
C&T 5800. Institute: Teaching of writing, 90, 93
C&T 5810. Professional laboratory experiences/ student teaching (year-long) in elementary education, 92
C&T 4822. Curriculum and instruction in elementary inclusive education, 91
C&T 4823. Curriculum and instruction in early childhood, 89, 94
C&T 4835. Instructional models in the education of gifted students, 89, 94
C&T 4836. Improving reading instruction, 95
C&T 4842. Institute: Content area literacies, 90, 92
C&T 4853. Multisensory teaching of basic language skills for students with learning disabilities, 95
C&T 4854. Multisensory teaching of basic skills I, 95
C&T 4855. Multisensory teaching of basic skills II, 95
C&T 4858. Institute: Teaching of reading, 90, 92, 95
C&T 4899. Federal Policy Institute, 92
C&T 4900. Research and independent study: Curriculum and teaching, 92
C&T 5000. Theory and inquiry in curriculum and teaching, 84, 86, 87, 92
C&T 5006. Readiness for school: Pedagogical and political issues, 92
C&T 5023. Giftedness and intelligence: Theoretical approaches, 89, 93
C&T 5024. Planning and implementing programs for gifted students, 89, 93
C&T 5036. Child and family policy, 93
C&T 5037. Literacy, culture and the teaching of reading, 83, 89, 93
C&T 5042. Special topics in children's literature, 93
C&T 5053. Staff development processes and procedures, 93
C&T 5074. Curriculum and teaching policy, 93, 220
C&T 5080. Access to full participation in schools, 88, 93
C&T 5081. Collaborative communication in cultural contexts, 88, 93
C&T 5112. Issues in child care and education: Infancy through school age, 93
C&T 5114. Development of multicultural curriculum for the early years, 93
C&T 5118. Infant and toddler development and practice, 85, 93
C&T 5302. Advanced practicum: Giftedness, 89, 93
C&T 5308. Advanced practicum: Infancy and early childhood, 85, 93
C&T 5321. Practicum in early childhood education: Curriculum development, observation and assessment in early childhood, 93
C&T 5323. Supervision and the organization of programs for families with young children, 93
C&T 5502. Introduction to qualitative research in curriculum and teaching, 11, 12, 45, 86, 87, 93, 143, 171
C&T 5513-C&T 5514. Seminar in early childhood education, 86, 87, 93, 220
C&T 5515. Infancy research seminar, 93
C&T 5800. Institute: Teaching of writing, 90, 93
C&T 5810. Professional laboratory experiences/ student teaching (year-long) in elementary education, 92
C&T 4822. Instructional models in the education of gifted students, 89, 94
C&T 4835. Improving reading instruction, 95
C&T 4842. Institute: Content area literacies, 90, 92
C&T 4853. Multisensory teaching of basic language skills for students with learning disabilities, 95
C&T 4854. Multisensory teaching of basic skills I, 95
C&T 4855. Multisensory teaching of basic skills II, 95
C&T 4858. Institute: Teaching of reading, 90, 92, 95
C&T 4899. Federal Policy Institute, 92
C&T 4900. Research and independent study: Curriculum and teaching, 92
C&T 5000. Theory and inquiry in curriculum and teaching, 84, 86, 87, 92
C&T 5006. Readiness for school: Pedagogical and political issues, 92
C&T 5023. Giftedness and intelligence: Theoretical approaches, 89, 93
C&T 5024. Planning and implementing programs for gifted students, 89, 93
C&T 5036. Child and family policy, 93
C&T 5037. Literacy, culture and the teaching of reading, 83, 89, 93
C&T 5042. Special topics in children's literature, 93
C&T 5053. Staff development processes and procedures, 93
C&T 5074. Curriculum and teaching policy, 93, 220
C&T 5080. Access to full participation in schools, 88, 93
C&T 5081. Collaborative communication in cultural contexts, 88, 93
C&T 5112. Issues in child care and education: Infancy through school age, 93
C&T 5114. Development of multicultural curriculum for the early years, 93
C&T 5118. Infant and toddler development and practice, 85, 93
C&T 5302. Advanced practicum: Giftedness, 89, 93
C&T 5308. Advanced practicum: Infancy and early childhood, 85, 93
C&T 5321. Practicum in early childhood education: Curriculum development, observation and assessment in early childhood, 93
C&T 5323. Supervision and the organization of programs for families with young children, 93
C&T 5502. Introduction to qualitative research in curriculum and teaching, 11, 12, 45, 86, 87, 93, 143, 171
C&T 5513-C&T 5514. Seminar in early childhood education, 86, 87, 93, 220
C&T 5515. Infancy research seminar, 93
C&T 5800. Institute: Teaching of writing, 90, 93
C&T 5810. Differential instruction for gifted students, 89, 95
C&T 5853. Advanced multisensory teaching of basic language skills for students with learning disabilities, 95
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCPJ 4560</td>
<td>Professional and ethical issues in psychological counseling, 72</td>
</tr>
<tr>
<td>CCPJ 4873</td>
<td>The Winter Roundtable on cultural psychology and education, 72</td>
</tr>
<tr>
<td>CCPJ 4902</td>
<td>Research and independent study in psychological counseling, 74</td>
</tr>
<tr>
<td>CCPJ 5020</td>
<td>Racism and racial identity in psychology and education, 72, 216</td>
</tr>
<tr>
<td>CCPJ 5025</td>
<td>Group counseling, 72</td>
</tr>
<tr>
<td>CCPJ 5060</td>
<td>Assessment in counseling psychology, 72</td>
</tr>
<tr>
<td>CCPJ 5061</td>
<td>Assessment in counseling psychology, 72</td>
</tr>
<tr>
<td>CCPJ 5062</td>
<td>Career counseling and development, 72, 207</td>
</tr>
<tr>
<td>CCPJ 5063</td>
<td>Psychological and cultural aspects of disability and rehabilitation, 72</td>
</tr>
<tr>
<td>CCPJ 5064</td>
<td>Marriage and family therapy: Theory and practice, 72</td>
</tr>
<tr>
<td>CCPJ 5065</td>
<td>Psychology of the undergraduate: Issues for counseling and psychology, 72</td>
</tr>
<tr>
<td>CCPJ 5161</td>
<td>Counseling and normal aging, 72</td>
</tr>
<tr>
<td>CCPJ 5162</td>
<td>Counseling and psychopathology in older persons, 72</td>
</tr>
<tr>
<td>CCPJ 5164</td>
<td>Multicultural counseling and psychology, 72, 207</td>
</tr>
<tr>
<td>CCPJ 5165</td>
<td>Racial-cultural counseling laboratory, 72</td>
</tr>
<tr>
<td>CCPJ 5260</td>
<td>Fieldwork in psychological counseling and rehabilitation, 72</td>
</tr>
<tr>
<td>CCPJ 5263</td>
<td>Supervised fieldwork in elementary school counseling, 73</td>
</tr>
<tr>
<td>CCPJ 5265</td>
<td>Supervised fieldwork in secondary school counseling, 73</td>
</tr>
<tr>
<td>CCPJ 5360</td>
<td>Practicum in career and personal counseling, 73</td>
</tr>
<tr>
<td>CCPJ 5364</td>
<td>Advanced practicum in multicultural counseling and psychotherapy, 73</td>
</tr>
<tr>
<td>CCPJ 5368</td>
<td>Supervision and teaching of counseling, 73</td>
</tr>
<tr>
<td>CCPJ 5371</td>
<td>Foundations of counseling, 73</td>
</tr>
<tr>
<td>CCPJ 5560</td>
<td>Review of research in counseling psychology, 74</td>
</tr>
<tr>
<td>CCPJ 5563</td>
<td>Special topics and issues in counseling psychology, 74</td>
</tr>
<tr>
<td>CCPJ 6260</td>
<td>Advanced fieldwork, 73</td>
</tr>
<tr>
<td>CCPJ 6330</td>
<td>Basic practicum in individual counseling and psychotherapy, 73</td>
</tr>
<tr>
<td>CCPJ 6350</td>
<td>Internship in counseling psychology, 73</td>
</tr>
<tr>
<td>CCPJ 6360</td>
<td>Practice in psychological counseling, 73</td>
</tr>
<tr>
<td>CCPJ 6362</td>
<td>Group practicum, 73, 101</td>
</tr>
<tr>
<td>CCPJ 6363</td>
<td>Advanced group and family systems practicum, 73</td>
</tr>
<tr>
<td>CCPJ 6368</td>
<td>Advanced supervision and teaching of counseling, 73</td>
</tr>
<tr>
<td>CCPJ 6460</td>
<td>Internship in counseling psychology, 73</td>
</tr>
<tr>
<td>CCPJ 6560</td>
<td>Advanced professional issues, 74</td>
</tr>
<tr>
<td>CCPJ 6569</td>
<td>Professional ethics and standards in psychology, 74</td>
</tr>
<tr>
<td>CCPJ 6572-CCPJ 6579</td>
<td>Research practicum in counseling psychology, 74</td>
</tr>
<tr>
<td>CCPJ 6902</td>
<td>Advanced research and independent study in counseling psychology, 74</td>
</tr>
<tr>
<td>CCPJ 7502</td>
<td>Dissertation seminar, 74</td>
</tr>
<tr>
<td>CCPJ 7572</td>
<td>Advanced research practicum in counseling psychology, 74</td>
</tr>
<tr>
<td>CCPX 4000</td>
<td>Introduction to applied psychology, 67, 77</td>
</tr>
<tr>
<td>CCPX 4010</td>
<td>Social problems for clinical psychologists 67, 77</td>
</tr>
<tr>
<td>CCPX 4030</td>
<td>Psychology of adjustment, 67, 77</td>
</tr>
<tr>
<td>CCPX 4032</td>
<td>Assessment and treatment of alcohol and chemical dependency, 67</td>
</tr>
<tr>
<td>CCPX 4033</td>
<td>Advanced clinical interventions with addicted patients and families, 67</td>
</tr>
<tr>
<td>CCPX 4035</td>
<td>Personality and behavior change, 67</td>
</tr>
<tr>
<td>CCPX 4036</td>
<td>Psychology of human intimacy, 67</td>
</tr>
<tr>
<td>CCPX 4037</td>
<td>Introduction to cognitive behavior therapy, 68, 77</td>
</tr>
<tr>
<td>CCPX 4038</td>
<td>Comparative psychotherapies, 68, 77</td>
</tr>
<tr>
<td>CCPX 4039</td>
<td>Critical perspectives on nontraditional psychotherapies, 68</td>
</tr>
<tr>
<td>CCPX 4060</td>
<td>The psychology of loss and trauma, 68, 77</td>
</tr>
<tr>
<td>CCPX 4120</td>
<td>Psychotherapy through fiction and film, 68, 77</td>
</tr>
<tr>
<td>CCPX 4121</td>
<td>Psychological themes in classic literature, 68</td>
</tr>
<tr>
<td>CCPX 4125</td>
<td>Women and mental health, 68, 77</td>
</tr>
<tr>
<td>CCPX 4126</td>
<td>Mother-child matrix, 68, 77</td>
</tr>
<tr>
<td>CCPX 4150</td>
<td>Introduction to forensic psychology, 68, 77</td>
</tr>
<tr>
<td>CCPX 4199</td>
<td>Interpersonal psychotherapy, 77</td>
</tr>
<tr>
<td>CCPX 4230</td>
<td>Fieldwork in clinical psychology, 68, 77</td>
</tr>
<tr>
<td>CCPX 4542</td>
<td>Introduction to contemporary psychoanalytic thought, 68, 77</td>
</tr>
<tr>
<td>CCPX 4900</td>
<td>Research and independent study, 69</td>
</tr>
<tr>
<td>CCPX 5020</td>
<td>Emotion, culture and health, 68, 132, 133, 137</td>
</tr>
<tr>
<td>CCPX 5030</td>
<td>Ethical and professional issues in clinical psychology, 68</td>
</tr>
<tr>
<td>CCPX 5032</td>
<td>Adult psychopathology, 68, 77</td>
</tr>
<tr>
<td>CCPX 5033</td>
<td>The evolution of Freud’s psychological theories, 68</td>
</tr>
<tr>
<td>CCPX 5034</td>
<td>Child psychopathology, 68, 77, 133, 216</td>
</tr>
<tr>
<td>CCPX 5036</td>
<td>Clinical work with diverse populations, 68</td>
</tr>
<tr>
<td>CCPX 5037</td>
<td>Dynamic psychotherapies, 68</td>
</tr>
<tr>
<td>CCPX 5038</td>
<td>Cognitive, behavioral and interpersonal therapies, 68</td>
</tr>
<tr>
<td>CCPX 5039</td>
<td>Empirical bases of psychotherapy, 68</td>
</tr>
<tr>
<td>CCPX 5040</td>
<td>Development and psychopathology: Atypical contexts and populations, 68, 77</td>
</tr>
<tr>
<td>CCPX 5045</td>
<td>Psychotherapy, religious diversity and spirituality, 68, 77</td>
</tr>
<tr>
<td>CCPX 5102</td>
<td>Research and clinical applications of DSM-IV, 68</td>
</tr>
</tbody>
</table>
HBSE 4000. Introduction to special education, 57, 120, 122
HBSE 4001. Teaching students with disabilities in the inclusive classroom, 85, 120-122
HBSE 4002. Instruction and curriculum for students with and without disabilities, 119, 120, 122
HBSE 4005. Applications of technology in special education, 120, 122, 123
HBSE 4006. Working with families of children with disabilities, 120, 122, 123
HBSE 4008. Disability: Reconsidered and reconstructed, 122
HBSE 4010. Nature and needs of persons with intellectual disability/autism, 120, 122, 123
HBSE 4011. Education of persons with intellectual disability/autism, 120, 122, 123
HBSE 4015. Applied behavior analysis I: Pedagogy, management and curricula, 119, 120, 122
HBSE 4016. Applied behavior analysis II, 119, 122
HBSE 4017. Applied behavior analysis III: Schoolwide systems applications, 119, 122
HBSE 4031. Education of students with physical disabilities, 120, 122
HBSE 4044. Curricular and pedagogical foundations for teaching pre-listening through early academic literacy, 119, 120, 123
HBSE 4045-4046. Curriculum and pedagogical operations for teaching the foundations of functional academic literacy, 119, 123
HBSE 4060. Psychosocial implications of vision loss on people with blindness and visual impairment and their families, 119, 120, 122
HBSE 4061. Anatomy and physiology of the visual system and related implications, 119, 123
HBSE 4062. Instruction and curriculum development for infants, children and youth with blindness and visual impairment, 119, 123
HBSE 4063. Communication skills for people with blindness and visual impairments, 119, 123
HBSE 4064. Communication skills for people with blindness and visual impairments, 119, 123
HBSE 4070. Psychosocial and cultural aspects of people who are deaf or hard of hearing, 101, 118-120, 123, 127
HBSE 4071. Methods of teaching reading and writing to individuals who are deaf or hard of hearing, 101, 118-120, 123
HBSE 4072. Development of language of individuals who are deaf or hard of hearing, 101, 118, 119, 123
HBSE 4073. Audiological principles and the teaching of speech and listening skills to individuals who are deaf and hard of hearing, 118, 119, 123
HBSE 4075. Selected topics in ASL and deaf community and culture, 127
HBSE 4076. Methods and materials in teaching ASL and deaf community and culture, 127
HBSE 4077. Seminar in teacher-as-researcher, 118, 120, 123, 127
HBSE 4079. Language development and habilitation: The foundation, 101, 118-120, 123, 127
HBSE 4082. Assessment and evaluation of infants, children and youth with exceptionalities, 118-120, 123
HBSE 4083. Theory and techniques for educating infants, children and youth with sensory impairments, 120, 124
HBSE 4092. Introduction to foundations of special education opportunity, 119-121, 124
HBSE 4300. Practicum in assessment and evaluation of individuals with exceptionalities, 119, 120, 124
HBSE 4307. Assessment of American Sign Language deaf community and culture, 127
HBSE 4700-HBSE 4711. Observation and student teaching in special education, 118-120, 124, 127
HBSE 4860. Cued speech visual phonics, 118
HBSE 4871. American Sign Language I, 101, 118, 120, 124, 127
HBSE 4872. American Sign Language II, 101, 118, 120, 124, 127
HBSE 4880. Opportunities and outcomes for people with disabilities: Annual conference, 119, 120, 124
HBSE 4881. Opportunities and outcomes for people with disabilities: Colloquium, 124
HBSE 4901. Research and independent study: Special education, 124
HBSE 5010. Study of the philosophic foundations of special education, 121, 124
HBSE 5062. Orientation and mobility, 119, 124
HBSE 5063. Technological aids and assistive devices in the education of toddlers, children and youth with disabilities, 119, 124
HBSE 5301-HBSE 5314. Advanced practica in special education, 119-122, 124
HBSE 5901-HBSE 5915. Problems in special education, 120-122, 124, 125
HBSE 6001. Research in special education, 121, 125
HBSE 6002. Administration of special education programs, 121, 125
HBSE 6004. Public policy and administration in special education, 120-122, 125
HBSE 6008. Behaviorism and science of behavior, 122, 125
HBSE 6010. Advanced study of problems and issues in special education, 121, 125
HBSE 6015. The verbal behavior model: Individual educational programming, 125
HBSE 6031. Single case experimental design in education, medicine, and therapy, 122, 125
HBSE 6070. Psychology of deafness, 101, 121, 125
HBSE 6401-HBSE 6412. Advanced internships in special education, 121, 122, 125
HBSE 6501-HBSE 6510. Advanced seminars in special education, 121, 122, 125, 126
HBSE 6901. Research and independent study: Special education, 126
HBSE 7500. Dissertation seminar in special education, 121, 126
HBSE 8901-HBSE 8907. Dissertation advisement in special education, 121, 126
HBSK 4025. Professional and ethical functions of school psychologists, 100-102
HBSK 4029. Human cognition and learning, 127, 134
HBSK 4072. Theory and techniques of reading assessment and intervention, 89, 90, 99, 100-102
HBSK 4073. Childhood disorders, 100-102
HBSK 4074. Development of reading comprehension strategies and study skills, 99-102, 131-135
HBSK 4077. Adult basic literacy, 99, 102, 135
HBSK 4085. Behavioral management in the classroom, 99, 102
HBSK 4903. Research-independent study in reading, 102
HBSK 5051. Family as a context for child development, 100-102, 133, 137
HBSK 5050. Therapeutic interventions for school psychologists, 100-102
HBSK 5051. Child-adolescent PTSD and related disorders, 101, 102
HBSK 5070. Neural bases for language and cognitive development, 100-102
HBSK 5085. Observing and assessing preschool children, 100-102
HBSK 5096. The psychology of memory, 101, 102, 131-135, 137
HBSK 5098. Diagnosis of reading and writing disabilities, 99, 102
HBSK 5099. Writing interventions theory and practice, 99, 102, 132
HBSK 5271-HBSK 5273. Supervised fieldwork in remedial reading and school difficulties, 101, 102
HBSK 5280. Fieldwork in school psychological services, 100-102
HBSK 5320-HBSK 5321. Individual psychological testing, 100-102
HBSK 5373. Practicum in literacy assessment and intervention I, 99, 103
HBSK 5376. Practicum in literacy assessment and intervention II, 99, 103
HBSK 5377. Practicum in literacy assessment and intervention III, 99, 103
HBSK 5378. Practicum in psychoeducational assessment of school subject difficulties, 100, 101, 103
HBSK 5580. Seminar in consultation and evaluation in reading, 99, 103
HBSK 6320. Practicum in college instruction, 103
HBSK 6380. Practicum in psychoeducational assessment with culturally diverse students, 100, 101, 103
HBSK 6382. Advanced practicum in psychoeducational interventions in schools, 100, 101, 103
HBSK 6383. Neuropsychological assessment of children and adults, 101, 103
HBSK 6480. School psychologist internship, 101, 103
HBSK 6570-HBSK 6578. Research in applied educational psychology, 101, 103
HBSK 6584. Seminar: School psychology consultation, 100, 101, 103
HBSK 6903. Research-independent study in reading, 103
HBSK 7503. Dissertation seminar: Schooling and reading, 101, 103
HBSK 8902. Dissertation advisement: Schooling and reading, 101, 103
HBSN 5005. Interdisciplinary theory in nursing, 109
HBSN 5040. Research methods in health and behavior studies, 105, 108, 109, 111, 114
HBSN 6500. Research grant writing for health and behavior studies, 108, 109
HBSN 6501. Seminar in professional nursing, 108, 109
HBSN 6503. Advanced topics in theories of nursing, 108, 109
HBSN 6530. Seminar on curriculum in nursing education, 108, 109
HBSN 6540. Seminar on dissertation design development, 109
HBSN 6541. Advanced seminar on dissertation design development, 109
HBSN 6635. Colloquium in nursing education, 108, 109
HBSN 6908. Independent study in professional nursing, 108, 109
HBSN 6909. Independent study in nursing theory, 108, 109
HBSN 6930. Independent study in nursing education, 108, 109
HBSN 6940. Independent study in nursing research, 108, 109
HBSN 7500. Dissertation seminar in nursing, 109
HBSN 8900. Dissertation advisement in nursing, 109
HBSS 4100. Introduction to health education, 105, 106
HBSS 4102. Principles of epidemiology in health promotion, 105, 106, 108
HBSS 4110. Health promotion for children and adolescents, 77, 105, 106
HBSS 4111. Addictions and dependencies, 105, 106
HBSS 4112. Social policy and prevention, 105, 106
HBSS 4113. Human sexuality education, 77, 105, 106
HBSS 4114. Health promotion for multicultural populations, 105, 106, 108
HBSS 4115. Health promotion for aging adults, 77, 105, 106, 108
HBSS 4116. Health education for teachers, 85, 105, 106
HBSS 4117. HIV/AIDS education, 105, 106
HBSS 4118. Relapse prevention for problem behaviors, 105, 106, 108
HBSS 4120. Topics in health education, 105, 107
HBSS 4121. Death education, 105, 107
HBSS 4122. Women's health, 105, 107
HBSS 4123. Violence and its prevention, 77, 105, 107
HBSS 4130. Alcohol and health, 77, 105, 107
HBSS 4140. Developing workplace health promotion programs, 105, 107
HBSS 4141. Health and illness in cross-cultural perspective, 105, 107
HBSS 4901. Research and independent study in health education, 105, 107
HBSS 5110. Determinants of health behavior, 105-107, 108
HBSS 5111. Planning health education programs, 105-107
HBSS 5112. Social marketing and health communications, 105-107, 108
HBSS 5113. Community health analysis and intervention, 105, 107, 108
HBSS 5115. Assessment and counseling for health promotion, 105, 107, 108
HBSS 5116. Social relations, emotions and health, 105, 107
HBSS 5408. Practicum in individual health advise, 105, 107
HBSS 5410. Practicum in health education, 105, 107
HBSS 5510. Seminar in health education, 107
HBSS 5710. Supervised teaching in health education, 107
HBSS 5800. Health Disparities Research Conference, 105
HBSS 6100. Measurement and program evaluation, 100, 105-107, 111
HBSS 6145. Health psychology, 105-108
HBSS 6510. Research seminar in health education, 106, 107
HBSS 6901. Research and independent study in health education, 107
HBSS 7501. Dissertation seminar in health education, 106, 107
HBSS 8900. Dissertation advisement in health education, 106, 107
HBSV 4000. Introduction to nutrition: Facts, fallacies and trends, 105, 112
HBSV 4010. Food, nutrition and behavior, 105, 111, 112, 114
HBSV 4011. Women and weight, eating problems and body image, 105, 108, 112
HBSV 4013. Nutritional ecology, 105, 111, 112, 114
HBSV 4014. Community nutrition, 111, 112, 114
HBSV 4034. Diet therapy, 111, 112, 114
HBSV 4150. Sports nutrition, 112
HBSV 4902. Research and independent study in nutrition education, 112
HBSV 5000. Topics in nutrition I, 112
HBSV 5010. Advanced nutrition I, 111, 112, 114
HBSV 5011. Advanced nutrition II, 111, 112, 114
HBSV 5013. Strategies for nutrition education and health behavior change, 108, 111, 112, 114
HBSV 5014. Analysis of current literature and research in nutrition, 111, 112, 114
HBSV 5018. Nutrition and human development, 112
HBSV 5034. Clinical nutrition, 111, 113, 114
HBSV 5036. Nutrition counseling, 111, 113, 114
HBSD 5231-HBSD 5233. Extended fieldwork in nutrition and education, nutrition and public health, and applied physiology and nutrition, 111, 113, 114
HBSD 5241-5244. Dietetic internship in nutrition, 113
HBSD 5333. Practicum in community service, 113
HBSD 5513. Seminar in nutrition education: theory and applications, 113
HBSD 5593. Nutrition for exercise and sport, 113, 114
HBSD 5902. Guided study in nutrition, 113
HBSD 6500-HBSD 6501. Seminar in nutrition, 113
HBSD 6560-HBSD 6551. Research seminar in nutrition, 113
HBSD 6902. Research and independent study in nutrition, 113
HBSD 7502. Dissertation seminar in nutrition, 113
HBDK 8900. Dissertation advisement in nutrition, 113
HBDK 4120. Methods of empirical research, 12, 77, 130, 131, 134, 136, 137, 140, 191, 209
HUDF 4000. Education and public policy, 86, 87, 142-144, 207, 220
HUDF 4010. Sociology of online learning, 142-144
HUDF 4021. Sociology of education, 131-133, 142-144, 207
HUDF 4022. Sociology of urban education, 142-144, 220
HUDF 4024. Social stratification and education, 142-144
HUDF 4027. Sociology of classrooms, 142-144
HUDF 4028. Sociology of the life course, 142-144, 189
HUDF 4029. Sociology of schools, 100, 142-144
HUDF 4030. Sociology of educational processes in formal organizations, 144
HUDF 4031. Sociology of evaluation, 142-144
HUDF 4032. Gender, difference and curriculum, 142-144
HUDF 4620. Introductory colloquium in sociology of education, 143, 144
HUDF 4890. Federal Policy Institute, 143, 144, 220
HUDF 4903. Research and independent study, 145
HUDF 5020. Methods of social research: Survey methods, 145
HUDF 5022. Sociological analysis of educational systems, 142, 143, 145
HUDF 5100. Supervised research and practice, 143, 145
HUDF 5430. Internship, 87, 145
HUDF 5620. Advanced colloquium in sociology of education, 145
HUDF 5621. Technology and society, 143, 145
HUDF 5645-HUDF 5646. Policy seminar, 86, 87, 143-145, 216, 220
HUDF 6021. Social research methods: Reporting, 145
HUDF 6030. Sociology of formal organizations, 143, 145
HUDF 6525. Seminar in sociology of education, 143, 145
HUDF 6903. Research and independent study, 145
HUDF 6920. Studies in sociology and education, 145
HUDF 7503. Dissertation seminar, 145
HUDF 8903. Dissertation advisement, 145
HUDK 4015. Psychology of thinking, 131-133, 137
HUDK 4021. Developmental psychology: Infancy, 58, 137
HUDK 4022. Developmental psychology: Childhood, 58, 137
HUDK 4023. Developmental psychology: Adolescence, 58, 138
HUDK 4024. Developmental psychology: Adulthood and the lifespan, 58, 138, 207
HUDK 4027. Development of mathematical thinking, 85, 131-134, 136, 138
HUDK 4029. Human cognition and learning, 127 130-134, 136, 137
HUDK 4030. Cognitive clinical interview, 134, 138
HUDK 4035. Technology and human development, 131-134
HUDK 4080. Educational psychology, 130-134, 136
HUDK 4820. Education for thinking: Goals and methods for the middle school, 138
HUDK 4901. Research and independent study, 138
HUDK 4902. Research and independent study, 135
HUDK 5020. Development of creativity, 131, 134, 138
HUDK 5022. Emotional development, 138
HUDK 5023. Cognitive development, 58, 130-138, 189, 216
HUDK 5024. Language development, 58, 131-138
HUDK 5025. Spatial thinking, 131-134, 136, 137
HUDK 5027. Moral development, 138, 189
HUDK 5028. Spiritual development across the lifespan, 138
HUDK 5029. Personality development and socialization across the lifespan, 131-138, 216
HUDK 5030. Visual explanations, 131-134, 136, 137
HUDK 5034. Cognitive research methods and applications, 131-134
HUDK 5035. Psychology of media, 131-134
HUDK 5039. Design of intelligent learning environments, 131-134
HUDK 5080. Experimental psychology: Schooling and reading, 131-134
HUDK 5090. Psychology of language and reading, 99, 131-134, 137
HUDK 5120. Development of creativity, 131, 134, 138
HUDK 5121. Personality development and socialization in childhood, 132, 133, 136-138
HUDK 5123. Psychological development of women, 138
HUDK 5125. Cross-cultural developmental psychology, 131-133, 137, 138, 189, 216
HUDK 5197. Psychology of training in e-learning and industry, 134
HUDK 5198. Psychology of instructional systems-design, 131-134, 215
HUDK 5324. Research work practicum, 131, 134, 136, 138
HUDK 6010. Developmental research methods, 136, 138
HUDK 6036-HUDK 6037. Child and family policy, 137, 138, 220
HUDK 6095. Critical review of current journals in psychology, 131-134
HUDK 6520. Seminar in social and emotional development through childhood and adolescence, 136, 138
HUDK 6522. Seminar in cognitive processes, 134
HUDK 6523. Seminar in cognitive development, 132-134, 136, 138
HUDK 6524. Seminar in cross-cultural developmental psychology, 138
HUDK 6529. Seminar in risk, resilience and developmental psychology, 136, 138
HUDK 6530. Seminar in theoretical issues in cognitive and educational psychology, 135
HUDK 6539. Research practicum in educational psychology, cognition and learning, 131-133, 135, 136
HUDK 6592. Advanced research seminar: Learning and instruction, 133, 135
HUDK 6620. Special topics in developmental psychology, 131-133, 136, 138
HUDK 6630. Special topics in cognitive or educational psychology, 135
HUDK 6901. Advanced research and independent study, 137, 138
HUDK 6902. Advanced research and independent study, 135
HUDK 7501. Dissertation seminar, 137, 138
HUDK 7502. Dissertation seminar, 132, 133, 135
HUDK 8900. Dissertation advisement, 139
HUDK 8901. Dissertation advisement, 132, 133, 135
HUDM 4050. Introduction to measurement, 12, 45, 58, 99, 140
HUDM 4120. Basic concepts in statistics, 58, 77, 130-133, 136, 141, 189, 209
HUDM 4122. Probability and statistical inference, 12, 45, 58, 77, 84, 86, 87, 101, 121, 122, 130-133, 136, 137, 139-141, 143, 171, 189, 209
HUDM 4901. Research and independent study: Measurement and evaluation, 141
HUDM 4902. Research and independent study: Applied statistics, 141
HUDM 5058. Choice and decision making, 131-133, 135, 140, 141
HUDM 5059. Psychological measurement, 101, 131-133, 137, 139-141, 215, 216
ITSF 4057. Economics of urban and minority education, 161
ITSF 4058. Economics of higher education, 161, 208
ITSF 4060. Latinos in urban schools, 162
ITSF 4075. Cross-cultural communication and classroom ecology, 152-154
ITSF 4092. Qualitative research and evaluation in international education, 12, 45, 158, 220
ITSF 4093. Preparation of instructional materials for developing countries, 158
ITSF 4094. Educational planning in international educational development, 158
ITSF 4096. Strategic planning and organizational change in international and national educational settings, 159
ITSF 4097. International and comparative studies in educational finance, 159, 162
ITSF 4098. Educational development and policies in China, 159
ITSF 4121. Bilingual/bicultural curriculum design, 152, 153
ITSF 4133-4135. Curriculum and methods for bilingual teachers, 152, 153
ITSF 4150. Teacher education inquiry: Bilingual/bicultural education, 152, 153
ITSF 4151. Special topics in the economics of education, 162
ITSF 4155. Evaluating educational privatization and school choice, 159, 162
ITSF 4160. Human rights education in Africa, 159
ITSF 4190. Communicative practices: Intercultural perspectives, 159
ITSF 4195. Academic literacies, 159, 162
ITSF 4323. Practicum/student teaching, 153
ITSF 4325. Practicum/internship in bilingual/bicultural institutions, 153
ITSF 4600. Group studies in educational issues, 162
ITSF 4603. Human and social dimensions of peace, 159
ITSF 4611. Education for global security, 159
ITSF 4613. Fundamental concepts in peace education, 159
ITSF 4614. The United Nations as peace educator, 159
ITSF 4720. Student teaching in bilingual/bicultural education, 152, 153
ITSF 4900. Research independent study, 151
ITSF 4902. Studies in international and transcultural studies, 163
ITSF 5000. Methods of inquiry: Ethnography and participant observation, 12, 45, 143, 159, 162, 171, 215
ITSF 5001. Ethnography and participant observation: Fieldwork, analysis, reporting, 159, 162, 171
ITSF 5002. Ethnography and participant observation: Comparative and qualitative analysis, 159, 162
ITSF 5003. Communication and culture, 127, 159
ITSF 5005. Interdisciplinary study of the family, 159
ITSF 5007. Race, class and schooling: Ethnographic approaches, 143, 159
ITSF 5011. Process and change in Africa, 150
ITSF 5012. Culture and society in the Caribbean, 150
ITSF 5013. Psychological anthropology, 150, 216
ITSF 5015. Political anthropology: Labor, race and belief, 150
ITSF 5016. Ethnography of education, 151
ITSF 5018. Drugs and society, 151
ITSF 5020. Practicum in anthropological field techniques, 151
ITSF 5021. Assessment and evaluation in bilingual education, 153
ITSF 5022. Administration of bilingual programs, 153
ITSF 5023. The family as educator, 143, 159
ITSF 5024. Bilingual/multilingual education: International perspectives, 154
ITSF 5026. The family and television, 143, 159
ITSF 5090. Education and demographic change, 159
ITSF 5120-ITSF 5123. Education in community settings, 143, 154, 159
ITSF 5430. Internship, 162
ITSF 5512. Bilingual and multicultural education program development and change theory, 154
ITSF 5513. Staff development in multilingual/multicultural settings, 154
ITSF 5519. Research in language and literacy I, 159
ITSF 5520. Research in language and literacy II, 159
ITSF 5550. Workshop in economics and education, 162
ITSF 5580. Post-colonial studies of education, 159
ITSF 5590. Education and the development of nations, 160
ITSF 5610. First-year colloquium in applied anthropology, 151
ITSF 5611. Second-year colloquium in anthropological method, 151
ITSF 5650. Readings in the economics of education, 162
ITSF 5691-ITSF 5692. Colloquium on international education and the United Nations, 160
ITSF 6050. Education and economic development: Advanced topics, 162
ITSF 6125. Research issues in communicative practices, 160
ITSF 6151. Advanced microeconomics with applications to education, 162
ITSF 6200. Field research outside the United States, 162
ITSF 6202. Advanced fieldwork, 154
ITSF 6402. Internship in college teaching, 154
ITSF 6511. Seminar in psychological anthropology, 151
ITSF 6510. Education and cultural production, 151
ITSF 6512. Social theory and structure, 151
ITSF 6513. Topics in anthropology and education: Exploration of selected topics in anthropology, 151
ITSF 6520. Seminar in families and communities as educators, 160
ITSF 6521. Seminar in bilingualism and bilingual education, 154
ITSF 6580-ITSF 6581. Advanced seminar in international education I & II, 160
ITSF 6590. Doctoral seminar in international and transcultural studies, 160
ITSF 6900. Research independent study, 151
ITSF 6902. Studies in international and transcultural studies, 163
ITSF 6910. Studies in anthropology and education, 151
ITSF 6911. Work group in psychological anthropology, 151
ITSF 6950. Studies in economics and education, 163
ITSF 6990. Studies in international educational development, 165
ITSF 6991. Studies in comparative education, 163
ITSF 7500. Dissertation seminar in international and transcultural studies, 162
ITSF 8900. Dissertation advisement in international and transcultural studies, 162

M
MSTC 4000. Science in secondary school, 182
MSTC 4001. Qualitative research methods in science education, 182
MSTC 4007. Urban and multicultural science education, 182
MSTC 4040. Science in childhood education, 182
MSTC 4043. Science in the environment, 183
MSTC 4044. Biology methods and curriculum laboratory, 183
MSTC 4045. Earth science methods and curriculum laboratory, 183
MSTC 4046. Chemistry curriculum and methods laboratory, 183
MSTC 4047. Physical science curriculum and methods laboratory, 183
MSTC 4048. Structure of science knowledge and curriculum design, 183
MSTC 4049. Middle school living, 183
MSTC 4051. Microbial ecology, 183
MSTC 4052. Plant biology, 183
MSTC 4054. Human anatomy and physiology, 183
MSTC 4055. Concepts in biology, 183
MSTC 4056-MSTC 4057. Concepts in earth science I & II, 183
MSTC 4059. Concepts in chemistry I, 183
MSTC 4060. Concepts in chemistry II, 183
MSTC 4075. Concepts in physics I, 183
MSTC 4076. Concepts in physics II, 183
MSTC 4140. Laboratory methods and experiences for elementary school teachers, 183
MSTC 4151. Modern principles of evolution, 183
MSTC 4152. Modern concepts in genetics, 183
MSTC 4153. Invertebrate biology, 183
MSTC 4363. Introduction to science education practice, 183
MSTC 4761. Student teaching in science, 184
MSTC 4852. Informal science education, 184
MSTC 4902. Guided study in science education, 184
MSTC 5000. Neurocognitive models of information processing, 55, 133, 137, 184
MSTC 5040. Science curriculum improvement in the elementary school, 182
MSTC 5041. The nature and practice of science, 183
MSTC 5042. Science, technology and society, 182
MSTC 5044. Selected topics and issues in science education, 184
MSTC 5046. Advanced chemistry methods and curriculum laboratory, 183
MSTC 5047. Science teacher education, 182
MSTC 5048. Curriculum and pedagogy in science education, 182
MSTC 5052. Principles of biochemistry, 183
MSTC 5058. Advanced topics in earth and environmental sciences, 183
MSTC 5152. Biochemistry, 183
MSTC 5265. Guided supervision of student teaching in science, 184
MSTC 6401. Internship in science education, 184
MSTC 6502. Science education research seminar, 182
MSTC 6902. Research and independent study in science education, 184
MSTC 7501. Dissertation seminar in science education, 184
MSTC 8901. Dissertation advisement in science education, 184
MSTC 9901. Research and independent study in science education, 184
MSTM 4005. Teaching mathematics in diverse cultures, 179
MSTM 4019. Mathematics teaching and learning I, 178
MSTM 4020. Mathematics teaching and learning II, 178
MSTM 4023. Mathematics for exceptional students, 179
MSTM 4025. Teaching computer mathematics, 178
MSTM 4026. Teaching applied mathematics, 178
MSTM 4031. Number theory, 179
MSTM 4032. Mathematical models in the behavioral sciences, 179
MSTM 4034. Exploring secondary school mathematics, 179
MSTM 4038. Finite mathematics, 179
MSTM 4760. Student teaching in mathematics, 179
MSTM 4901. Guided study in mathematics education, 180
MSTM 5010. Mathematics in the elementary school, 178, 179
MSTM 5011. Mathematics in the secondary school, 178, 179
MSTM 5012. Mathematics in two- and four-year colleges, 178
MSTM 5020. Mathematics and multicultural education, 179
MSTM 5022. Mathematics curriculum development, 179
MSTM 5023. Problem solving, 179
MSTM 5027. Numerical methods and computability, 179
MSTM 5030. Topics in probability theory, 179
MSTM 5031. Topics in the foundations of mathematics, 179
MSTM 5032. Topics in geometry/topology, 179
MSTM 5033. Topics in algebra, 179
MSTM 5034. Topics in analysis, 179
MSTM 5035. Mathematical models in the natural sciences, 179
MSTM 5036. Topics in discrete mathematics, 179
MSTM 5037. History of mathematics, 179
MSTM 5038. Topics in mathematical logic, 179
MSTM 5061. Evaluation in mathematics education, 179
MSTM 5126. Mathematical foundations of statistics, 179
MSTM 5264. Guided supervision of student teaching in mathematics, 180
MSTM 5520. Seminar in the college teaching of mathematics, 179
MSTM 5800-MSTM 5801. Mathematics colloquium, 180
MSTM 6030. Advanced topics in probability theory, 179
MSTM 6032. Advanced topics in geometry/topology, 179
MSTM 6033. Advanced topics in algebra, 179
MSTM 6034. Advanced topics in analysis, 179
MSTM 6036. Advanced topics in discrete mathematics, 179
MSTM 6037. Advanced selected topics and issues in mathematics education, 179
MSTM 6126. Advanced topics in the mathematical foundations of statistics, 179
MSTM 6400. Internship in mathematics education, 180
MSTM 6500-MSTM 6501. Research seminar in mathematics education, 180
MSTM 6901. Research and independent study in mathematics education, 180
MSTM 7500. Dissertation seminar in mathematics education, 180
MSTM 8900. Dissertation advisement in mathematics education, 180
MSTM 9901. Research and independent study in mathematics education, 180
MSTU 4000. Core seminar in communication, computing and technology, 170, 173
MSTU 4001. Technology and school change, 170, 171, 173
MSTU 4005. Equity, ethical and social issues in educational technology, 170, 171, 173
MSTU 4008. Information technology and education, 135, 173
MSTU 4010. Theories of communication, 173
MSTU 4012. Film as art: Introductory, 173
MSTU 4016. The history of communication, 170-173
MSTU 4018. Design and communication in modern culture, 173
MSTU 4020. Social and communicative aspects of the internet, 170, 171, 173, 189
MSTU 4022. Telecommunications and distance learning, 173, 189
MSTU 4023. Cinema as cross-cultural communication, 173
MSTU 4024. TV and the development of youth, 173
MSTU 4028. Technology and culture, 173
MSTU 4029. Managing educational technology resources, 170-173
MSTU 4030. Computer applications in education, 173, 208
MSTU 4031-4032. Programming I, 131-133, 170-173
MSTU 4035. The computer as an instructional aid, 173
MSTU 4036. Hypermedia and education, 131, 173
MSTU 4037. Computers and the uses of information in education, 173
MSTU 4039. Video games in education, 173
MSTU 4049. Technologies and literacies, 90, 173
MSTU 4050. Online schools and online schooling K-12, 170, 171, 174
MSTU 4052. Computers, problem solving and cooperative learning, 174
MSTU 4080. Television and video applications in education, 135, 174
MSTU 4083. Instructional design of educational technology, 131-133, 135, 170-172, 174, 189
MSTU 4085. New technologies for learning, 135, 174
MSTU 4086. Text understanding and design, 131-133, 174
MSTU 4133-MSTU 4134. Cognition and computers, 131-134, 170, 171, 174
MSTU 4901-MSTU 4904. Research and independent study, 174
MSTU 5000. Possibilities of virtual worlds, 174
MSTU 5001. Assessing the impact of technology in our schools, 171, 174
MSTU 5005. Case-based teaching in electronic environments, 174
MSTU 5020. Computer mediated communication, 174
MSTU 5025. Researching technology in educational environments, 171, 174
MSTU 5030. Intelligent computer-assisted instruction, 135, 174
MSTU 5031. Programming II, 170-172, 174
MSTU 5035. Technology and metacognition, 174
MSTU 5191-MSTU 5192. Educational video production I and II, 127, 135, 174
MSTU 5194. Models of human-computer interaction, 135, 174
MSTU 5201. Fieldwork, 174
MSTU 5510. Topical seminar, 174
MSTU 5515. New media teaching and learning, 175
MSTU 5555. Technology and the emergence of a global curriculum, 175
MSTU 5606-5607. Reading in communications, 171, 172, 175
MSTU 5814. Work conference, 175
MSTU 6031. Multimedia educational projects, 175
MSTU 6201-MSTU 6204. Advanced fieldwork, 175
MSTU 6401-MSTU 6404. Internship, 175
MSTU 6532. Seminar in cognitive science, 175
MSTU 6600. Colloquium in Communication, Computing and Technology in Education, 175
MSTU 6901-MSTU 6904. Research and independent study in Communication, Computing and Technology in Education, 175
MSTU 7501-MSTU 7503. Dissertation seminar, 175
MSTU 8900. Dissertation advisement, 175

O

ORLA 4003. Crisis intervention, 209
ORLA 4011. Personnel management in healthcare, 209, 210
ORLA 4014. Legal issues in healthcare organizations, 209, 210
ORLA 4054. Leadership and management in healthcare organizations, 209, 210
ORLA 5362. Group dynamics: A systems perspective, 100, 101, 133, 189, 214-216
ORLA 5521. Introduction to research methods in education, 187, 189, 204, 205, 208
ORLA 5522. Evaluation methods I, 131-133, 139, 140, 187
ORLA 5523. Evaluation methods II - seminar, 139, 140, 187
ORLA 5524. Instrument design and validation-seminar, 187
ORLA 5551. Ethics for healthcare professionals, 209, 210
ORLA 6010. Work/family issues, 215-217
ORLA 6011. Advanced system management, 209, 210
ORLA 6500. Qualitative research methods in organizations: Design and data collection, 172, 187, 189, 209, 215
ORLA 6501. Qualitative research methods in organizations: Data analysis and reporting, 172, 187, 189, 215
ORLA 6518. Methods of case study and analysis, 187
ORLA 4001. Introduction to school leadership and decision making, 195, 199
ORLA 4010. Introduction to organization and change theory in education, 143, 199, 208
ORLA 4025. Resource allocation for student achievement, 162, 195, 199
ORLA 4030. Ethical issues in educational leadership, 199
ORLA 4033. Ethical and legal issues in education leadership, 195, 199
ORLA 4042. The role of the state in education governance, policy and practice, 199
ORLA 4044. Transforming schools and transforming education, 199
ORLA 4045. Restructuring schools in urban environments, 199
ORLA 4046. School finance: Policy and practice, 199, 220
ORLA 4047. Political policy analysis in education, 199
ORLA 4048. Education policy analysis and implementation, 200, 220
ORLA 4049. Creating learning communities, 189, 200
ORLA 4050. Economics of education, 200
ORLA 4058. Privatization and choice in education, 200
ORLA 4060. Designing charter schools, 200
ORLA 4070. The analysis of private schools, 200
ORLA 4071. The leadership of private schools and non-profit organizations, 200
ORLA 4086. Law and educational institutions: Issues of authority, religion, free speech and safety, 200, 222
ORLA 4155. Privatization and school choice, 200, 220
ORLA 4874. Strategic marketing for academic institutions, 200
ORLA 4876. School finance: Resource allocation for nonprofit organizations, 200
ORLA 4900. Research and independent study in educational leadership, 200
ORLA 5012. Community politics, community policies and administrators, 200
ORLA 5016. Law and educational institutions: Equity issues, 200, 220, 222
ORLA 5017. Groups and interpersonal behavior, 200, 208
ORLA 5018. Understanding authority and exercising leadership, 200
ORLA 5020. Information systems for decision making in learning organizations, 162, 201
ORLA 5025. Ecology of data-driven leadership, 189, 195, 201
ORLA 5029. Supervision of teaching and learning, 195, 201
ORLA 5052. Program leadership, 201
ORLA 5055. School administration and cultural diversity, 201
ORLA 5086. Judicial remedies and educational reform, 201
ORLA 5096. Introduction to special education law, 201, 222
ORLA 5515. Master’s seminar in leadership, policy and politics, 201
General Index

A
Academic Calendar, 6, 7
Administration of Special Education, 115
Admission Application Information and Deadlines, 245
Adult Education Guided Intensive Study (AEGIS), 190
Adult Learning and Leadership, 188
American Sign Language as a Foreign Language, 126
Anthropology and Education, 148
Applied Anthropology, 148
Applied Behavior Analysis, 115
Applied Educational Psychology, 99
Applied Linguistics, 11
Applied Physiology, 50
Applied Physiology and Nutrition, 113
Applied Statistics, 139
Applying to Teachers College, 245
Art and Art Education, 14
Arts Administration, 20

B
Bilingual/Bicultural Education, 151
Blindness and Visual Impairment, 115

C
Career Services, 261
Centers and Institutes:
  Accelerated Schools Center, 251
  Adult Education, Center for, 251
  African Education, Center for, 252
  Arts Education Research, Center for, 251
  Benefit Cost Studies in Education, Center for, 252
  Children and Families, National Center for, 253
  Chinese Education, Center on, 252
  Community College Research Center, 252
  Cooperation and Conflict Resolution, International Center for, 219, 253
  Creative Arts Laboratory, 252
  Education and the Economy, Institute on, 253
  Educational and Psychological Services, Dean Hope Center for, 251
  Educational Outreach and Innovation, Center for, 219, 251
  Health Promotion, Center for, 251
  Hollingsworth Center, 252
  J.M. Huber Institute for Learning in Organizations, 253
  International Studies, Institute of, 253
  Klingenstein Center for Independent School Leadership, 255
  Learning Technologies, Institute for, 253
  Opportunities and Outcomes for People with Disabilities, Center for, 251
  Peace Education Center, 254
  Postsecondary Research, National Center for (NCPR), 254
  Professional Development Schools Partnership, 255
  Professional Education of Teachers, Center for, 252
  Reading and Writing Project, Teachers College, 254
  Research Center for Arts and Culture, 254
  Restructuring Education, Schools and Teaching (NCREST), National Center for, 254
  Rita Gold Early Childhood Center, 253
  School Law Institute, 250
  Speech and Hearing Center, Edward D. Mysak, 252
  Study of the Family as Educator, Elbenwood Center for the, 255
  Study of Privatization in Education, National Center for (NCSPE), 254
  Technology and School Change, Center for, 251
  Urban and Minority Education, Institute for, 253
  Urban Science Education Center, 255
  Certification of Part-Time/Full-Time Attendance, 266
  Change in Registration and Withdrawal, 266
  Clinical Psychology, 66
  Cognitive Studies in Education, 130
  Columbia University Library System, 256
  Communication, 167
  Community Nutrition Education, 110
  Comparative and International Education, 155
  Computing in Education, 167
  Computing and Information Services (CIS), 258
  Conflict Resolution, 219
  Continuing Education (see Center for Educational Outreach and Innovation)
  Counseling Psychology, 70
  Cross-Categorical Studies, 115
  Curriculum and Teaching, 83
  Curriculum and Teaching in Physical Education, 50, 55
  Deaf and Hard of Hearing, 115
  Degree Requirements, 263
  Department of:
    Arts and Humanities, 9
    Biobehavioral Sciences, 49
    Counseling and Clinical Psychology, 65
    Curriculum and Teaching, 79
    Health and Behavior Studies, 97
    Human Development, 129
    International and Transcultural Studies, 147
    Mathematics, Science and Technology, 165
    Organization and Leadership, 185
    Developmental Psychology, 135
    Disability Services (see Office of Access and Services for Individuals with Disabilities)
    Diversity and Community, Office of, 260
  Early Childhood Education, 84, 221
  Early Childhood Special Education, 87
  Economics and Education, 160
  Education Leadership, 193, 198
  Education Policy Studies, 219
  Email Accounts, 258
  Elementary Inclusive Education, 87
  Elementary Inclusive Education and Teaching Students with Disabilities, 88
  English, Teaching of, 37
  Faculty, 229
  Family and Community Education, 221
  Family Housing, 249
  Financial Aid, 269
  Grades, 276
  Graduate Writing Center, 261
  Guidance and Rehabilitation, 115
  Gifted Education, 88
  Health Education, 104
  Health Services and Insurance, 261
  Hearing Impairment (see Deaf and Hard of Hearing)
  HEGIS Codes, 280
  Higher and Postsecondary Education, 203
  History and Education, 22
  Housing, 248
  Immunization, 261
  Inquiry in Education Leadership Practice, 195
  Instructional Practice in Special Education, 115
  Instructional Technology and Media, 167
  Intellectual Disabilities/Autism, 115
  Interdisciplinary Studies in Education, 222
  International Educational Development, 155
  Inter-University Doctoral Consortium, 275
  International Services, 261
  International Students, 246
  International Students with Disabilities, 88
  International and Transcultural Studies, 147
  Intellectual Disabilities/Autism, 115
  Interdisciplinary Studies in Education, 222
  International Educational Development, 155
  Inter-University Doctoral Consortium, 275
  International Services, 261
  International Students, 246
  International and Comparative Education, 154
  Kinesiology, 51
  Law and Educational Institutions, 222
  Leadership, Policy and Politics, 221
  Library, 255
  Literacy Specialist, 89
  Loans, 271

INDEXFACULTY INDEX

299
M
Mathematics Education, 175
Measurement, Evaluation and Statistics, 139
Motor Learning and Control, 50
Movement Science and Education, 50
Music and Music Education, 23

N
Neuroscience and Education, 57
New York State and New York City Certification of Teachers and Administrators, 256
Nondiscriminatory Statement of Policy, 279
Nurse Executive, 208
Nursing Education, 108
Nutrition Education, 110
Nutrition and Public Health, 110

O
Office of Access and Services for Individuals with Disabilities, 247
Other Areas of Interest, 219

P
Payment Options, 267
Peace Corps Fellows Program, 269
Philosophy and Education, 29
Physical Disabilities, 115
Physical Education, 51, 56
Policy Studies, 221
Politics and Education, 211, 221
Postdoctoral Studies, 265
Private School Leadership, 195
Program Codes, 224
Psychological Counseling, 74
Psychology:
  Applied Educational Psychology, 99
  Clinical Psychology, 66
  Counseling Psychology, 70
  Developmental Psychology, 136
  Educational Psychology (see Cognitive Studies in Education)
  Psychological Counseling, 74
  Psychology-Developmental, 135
  Psychology in Education, 76
  School Psychology, 100
  Social-Organizational Psychology, 213
  Public School Leadership, 194
  Public School Summer Principals Academy, 194

R
Reading Specialist, 99
Recreation and Fitness, 261
Registration Procedures, 266
Religion and Education, 32
Research Fellowships, 269
Research in Special Education, 115
Residential Services, 248

S
Safety and Security, 262
Scholarships, Fellowships and Grants, 269
School Law Institute, 199
School Psychology, 100
Science Education, 180
Severe or Multiple Disabilities, 115
Social Studies, Teaching of, 32
Social-Organizational Psychology, 213
Sociology and Education, 142
Spanish, Teaching of, 48
Special Education:
  Administration of Special Education, 115
  Applied Behavior Analysis, 115
  Blindness and Visual Impairment, 115
  Cross-Categorical Studies, 115
  Deaf and Hard of Hearing, 115
  Guidance and Rehabilitation, 115
  Instructional Practice in Special Education, 115
  Intellectual Disabilities/Autism, 115
  Physical Disabilities, 115
  Research in Special Education, 115
  Severe or Multiple Disabilities, 115
  Supervision of Special Education, 115
Speech and Language Pathology, 58
Student Aid, 268
Student Conduct Code, 279
Student Senate, 261
Student Services, 260
Student Teaching, 257
Supervision of Special Education, 115

T
Teacher Education, 256
Teacher Opportunity Corps, 257
Teachers College Press, 256
Teaching of American Sign Language (ASL), 126
Teaching of English to Speakers of Other Languages (TESOL), 43, 48
Technology Specialist, 167
Touchtone Services, 266
Transfer Credit, 246
Tuition and Fees, 267

U
Urban Education, 222

V
Visiting Scholars, 275

W
Withdrawal from Classes, 266
Contact Information & Travel Directions

Post Office Address:
Teachers College
Columbia University
525 West 120th Street
New York, NY 10027
Telephone: (212) 678-3000
Fax: (212) 678-4048
www.tc.columbia.edu

Access Services
Office of Access and Services for Individuals with Disabilities
Tel/Voice: (212) 678-3689
TTY: (212) 678-3853
Fax: (212) 678-3793
Email: ws_oasid@tc.edu
www.tc.edu/oasid

Admission
Office of Admission
Tel: (212) 678-3710
Fax: (212) 678-4171
Email: tcinfo@tc.edu
www.tc.edu/admissions

Career Services
Career Services Center
Tel: (212) 678-3140
Fax: (212) 678-3107
Email: careerservices@tc.edu
www.tc.edu/careerservices

Doctoral Studies
Office of Doctoral Studies
Tel: (212) 678-4058
Fax: (212) 678-3005
Email: ods@tc.edu
www.tc.edu/administration/doctoral

Employment
Office of Human Resources
Tel: (212) 678-3175
Fax: (212) 678-3178
Email: hr@tc.edu
www.tc.edu/hr

Housing (On-campus)
Office of Residential Services
Tel: (212) 678-3235
Fax: (212) 678-3222
Email: housing@tc.edu
www.tc.edu/housing

International Services
Office of International Services
Tel: (212) 678-3939
Fax: (212) 678-3681
Email: tcintl@columbia.edu
www.tc.edu/international

Payment of Fees
Office of Student Accounts
Tel: (212) 678-3056
Fax: (212) 678-4139
Email: StudentAccounts@tc.edu
www.tc.edu/studentaccounts

Registration
Office of the Registrar
Tel: (212) 678-4050
Fax: (212) 678-3005
Email: registrar@tc.edu
www.tc.edu/registration

Safety and Security
Office of Campus Safety & Security
Tel: (212) 678-3098
Fax: (212) 678-3222
Email: tcsecurity@tc.edu
www.tc.edu/security

Financial Aid
Office of Financial Aid
Tel: (212) 678-3714
Fax: (212) 678-4089
Email: FinancialAid@tc.edu
www.tc.edu/FinancialAid

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 local subway to the 116th Street Station; walk north on Broadway 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 College. 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 108th Street
(212) 865-8315

Riverside Church Garage
Riverside Drive & 120th St.
(212) 870-6736

Upper Westside Garage
234 West 108th Street
(212) 222-8800

Park Yorkshire Garage
151 West 108th Street
(212) 865-2314

Morningside Garage
3100 Broadway
(212) 864-9877

Notice: The Offices of Admission, Doctoral Studies and the Registrar will be relocating to the 3rd Floor of Thorndike Hall in the fall of 2008. Please visit the website of the Office of Enrollment and Student Services for updates and the latest information. www.tc.columbia.edu/oess