# TEACHERS COLLEGE
## COLUMBIA UNIVERSITY

# ACADEMIC CATALOG 2012-2013

## DEPARTMENT OF ORGANIZATION & LEADERSHIP

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## PROGRAMS

**TEACHERS COLLEGE**
COLUMBIA UNIVERSITY

# ACADEMIC CATALOG

# DEPARTMENT OF ORGANIZATION & LEADERSHIP

## DEPARTMENT MISSION

The mission of The Department of Organization and Leadership is to educate, train, and serve current and future leaders. They include administrators, executives, 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, 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, executives, managers, and administrators; and

3. Those who conduct research pertinent to organizational dynamics and learning and who teach leadership, administration, education policy, 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, and Social-Organizational Psychology.

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# DEPARTMENT OF ORGANIZATION & LEADERSHIP

## ADDITIONAL DEPARTMENT INFORMATION

**Departmental Policies for Student Progress and Degree Completion In Organization and Leadership**

In addition to the College policies for student progress and degree completion, students within the Department of Organization and Leadership who were admitted to a degree program in the department as of Fall Term 2005 or later, must also meet the following requirements:

1. All masters and doctoral students must enroll 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 requirements for continuous registration as outlined in the College requirements.

2. All masters and doctoral students must maintain a minimum GPA of B (exclusive of Pass/Fail courses) for all courses registered through Teachers College.

3. All requests for retroactive registration must receive the approval of the faculty advisor, Program Coordinator, and Department Chair before submission to the Office of the Registrar.

4. Ed.D. students must complete all requirements for the Ed.D. within 8 years from their term of matriculation.

5. Ed.D. students must take the certification exam once they have completed 70 points of coursework (both TC credits and those transferred in), or within 3 years of term of matriculation, whichever comes first. Students must complete the remaining minimum of 20 points toward their Ed.D. requirements within the initial period of certification (four to six years).

6. Whether a student sits for the certification examination will be at the discretion of the student's advisor. If the student has more than 3 points of Incomplete grades but the advisor does not believe this poses a problem, then the student may still sit for the certification exam. However, under College policy, any doctoral student who has 6 or more points of Incomplete grades as part of the program of study may not sit for the certification examination.

7. An Ed.D. student will be recommended for certification, for the purpose of determining when the obligation for continuous enrollment in doctoral dissertation advisement begins when he/she has passed both parts of the certification exam, has submitted a program plan, and has been formally recommended for certification by the Program.

8. After having passed part one of the certification examination, the student has a year to take the remaining steps to secure full certification, including completing part two of the certification examination and submitting a program plan.

9. All Ed.D. candidates must complete their Ed.D. degree requirements by the expiration date of their period of certification. Ed.D. 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 doctoral dissertation advisement, if applicable. Petitions for extensions may be obtained in the Office of Doctoral Studies.

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Students filing for an extension must:

1. Have adequate and acceptable reasons.

2. Have been registered and completed a course within the last 5 years.

3. Provide a feasible plan for degree completion.

4. Obtain the approval of their faculty advisor, Program Coordinator, and Department Chair. Any petitions not accompanied with appropriate approvals will be invalid.

5. Students filing petitions for extensions may be required to retake courses or to undertake additional coursework, as specified by faculty advisor, Program Coordinator, and/or Department Chair.

6. Petitions for extensions must be filed within six months of expiration of period of certification.

7. Students are limited to a maximum of two petitions for extensions, which will not exceed more than two years total.

**Departmental Core Requirements:**

The Department requires that all students, regardless of degree or program, complete an overview in a research methods course. Organizational Psychology majors are required to take ORLJ 4009 which emphasizes experimental and quasi-experimental research designs. Other majors are strongly advised to take ORL 5521 which emphasizes applied research designs.

All Ed.D. students are required to complete an introductory statistics course and a two-course sequence in research design (data collection and analysis) in a methodology that is relevant to their dissertation. Students should work with their advisor and dissertation sponsor to select one of seven possible methodological designs: experimental and quasi-experimental survey research, applied qualitative research, ethnography, evaluation, action research, and historical research.

TEACHERS COLLEGE
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# ACADEMIC CATALOG

Organization & Leadership »

# ADULT LEARNING AND LEADERSHIP

Our program prepares leaders who help adults improve the way they live and work through more effective instrumental learning, but we do not stop there. A hallmark of our programs is the fostering of transformative learning. Through transformative learning:

- Adults are helped to identify, probe and change assumptions, values, and beliefs that shape how they think, act, and learn;

- Adult educators are helped to transform organizations, institutions, learning communities, and other settings that influence learning and change.

The mission of the program is to empower graduates as facilitators of learning across the lifespan– in and outside of classrooms and virtual learning spaces. We emphasize leadership for reflective proactive and transformational learning. Our students help individual adults learn, and they help organizations, institutions, and communities learn from and with those adults. Hence, our focus on adult education and organizational learning that shapes and is shaped by diverse views and cultures through societal learning.

Graduates from our programs lead, manage, design, deliver, or evaluate learning initiatives. They can be scholars, researchers, evaluators, executives, and learning and development professionals. They work in a wide range of settings: schools, second-chance adult basic education, health care organizations, not-for-profits, government agencies, learning communities, businesses, continuing professional education, and special programs for adults in postsecondary education.

Our mission fits with the mission of the College, because we support learning across the life-span with an eye to how adult learning shapes, and is shaped by, societal learning and change.

The intellectual framework of the program examines the relationship of adult learning to organizational, management, and leadership issues. The framework prepares individuals as leaders, managers, and facilitators of learning in relation to lifelong learning, continuing education, and learning from experience at work. The curriculum is designed around levels of learning, development, and change for individuals, groups, and organizations as a whole. Also in focus are the ways in which individual learning can be supported, nurtured, shared, and utilized by larger social units in today's knowledge society.

The Adult Learning and Leadership Program appeals to professionals who design, develop, and evaluate programs that meet the learning needs of adults in both face-to-face and online formats. They include educators of adults who learn in the following settings:

- Organizations in the profit, and not-for-profit, or public sectors;

- Religious and community-based organizations;

- Basic education classes (literacy, General Education Diploma);

- Returning adult students with specialized needs in postsecondary education; and

- Continuing professional education.

The 45-point M.A. program is most appropriate for educators who are involved in the design, management, and delivery of learning. The 60-point Ed.M. and 90-point Ed.D. options are appropriate for professionals who are involved in policy development, strategy,

## DEGREES OFFERED

Adult Learning and Leadership (ADUL)

Master of Arts (M.A.)
Master of Education (Ed.M.)
Doctor of Education (Ed.D.)

## CONTACT INFORMATION

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*Coordinator:* Victoria J. Marsick

change management, and systems-level learning. The program prepares educators who work with the following groups:

- Leaders who shape adult education policy and program development, as well as those who act as trainers and coaches to these leaders; and

- Designers, planners, managers, and developers who are innovating with new delivery models.

**Specialization in Medical Education, Healthcare and Adult Learning**

This specialization is designed for those who facilitate health and medical education with staff, clients, patients, and teams of healthcare providers. It is inspired by a global independent commission for reassessing education of health professionals. The specialization requires fulfilling core program requirements. Specialization courses and electives are tailored to healthcare, including for example, courses in problem-based learning in medical contexts, facilitating adult learning in health care and medical education contexts, and a sequence of newly developed clinical practica (ORLD 5301, 5302, 5303) on education and supervision for medical educators, chaplains and counselors, and other allied health workers. Courses with a healthcare and medical education focus can also be taken from TC programs in health education, counseling, nursing and biobehavioral studies; as well as through links with Columbia University, College of Physicians and Surgeons.

TEACHERS COLLEGE
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# ACADEMIC CATALOG

# ADULT LEARNING AND LEADERSHIP

## DEGREE INFORMATION/REQUIREMENTS

- General
- Master of Arts
- Master of Education
- Doctor of Education

### General

The M.A., Ed.M., and Ed.D. programs in Adult Learning and Leadership are structured around core courses, a core research sequence, concentration courses, and electives.

Required core courses can be selected in the areas of leadership, strategy and management, adult learning, human resource development, group dynamics, organizational behavior, and technology for learning or management. At least one course is to be taken (or in some cases, transferred from prior accredited graduate study) in each of these seven areas no matter what the degree level. Many courses are offered by the Program or the Department; other courses can be taken elsewhere in Teachers College or Columbia University.

A culminating project is required at all times. At the M.A. level, the project is usually an application of what has been learned to real world problems or concerns. The Ed.M. project and the Ed.D. dissertation are research-focused.  Please see the most recent Program Study Guide Worksheet for *actual* core sequence requirement.

**Required Core Courses (21-30 points)**

**Leadership (minimum of 3 points):**

- ORLD 5023 Leadership and self development (3)
- ORLJ 5005 Leadership and supervision (3)
- ORLD 5821 Leveraging emotional intelligence (EQ) to enhance organizational effectiveness (3)

**Strategy and Management (minimum of 3 points):**

- ORLD 5054 Strategy development as a learning process in organizations (3)
- ORLJ 4002 Functions of organizations (3)
- ORLJ 5002 Advanced functions of organizations (3)
- ORLA 5025 Ecology of data-driven leadership (3)
- ORLA 5541 Federal politics, federal policies, and administrators (3)

**Adult Learning (minimum of 3 points):**

- ORLD 4053 Facilitating adult learning (3)

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**Human Resource Development (minimum of 3 points):**

- ORLD 5055 Staff development and training (3)
- ORLD 5062 Human resource development in organizations (3)
- ORLJ 5003 Human resource management (3)
- ORLJ 5310 Preparation for coaching (3)

**Group Dynamics (minimum of 3 points):**

- ORLD 5822 Building productive relationships with social intelligence (3)
- ORL 5362 Group dynamics: A systems perspective (3)
- ORLJ 5017 Small group intervention: Theory and method (3)

**Organizational Behavior (minimum of 3 points):**

- ORLJ 4005 Organizational psychology (3) (Note: This is a prerequisite for many ORLJ courses)
- ORLJ 5045 Organizational dynamics and theory (3)
- ORLJ 5106 Psychological aspects of organizations (3)
- ORLD 5822 Building productive relationship with social intelligence (SQ) (3)

**Technology (minimum of 3 points):**

- MSTU 4020 Social and communicative aspects of the internet (3)
- MSTU 4022 Telecommunications and distance learning (3)
- MSTU 4083 Instructional design of educational technology (3)
- A&HF 4089 Aesthetics of technology (3)

**Required Core Research Sequence**

**M.A. (minimum 3 points):**

- ORL 5521 Introduction to research methods in education (3) or
- ORLJ 4009 Understanding behavioral research (3)

**Ed.M. (minimum 6 points):**

In addition to one of the above listed courses, Ed.M. students must take a statistics course from those listed below.

**Ed.D. (Minimum 18 points):**

At the Ed.D. level, coursework must include a research design course, a data collection course (either qualitative or quantitative), a data analysis course (either qualitative or quantitative), and a dissertation seminar. These courses include, but are not limited to, those listed below. Ed.D. Candidates must take ORLD 7500 (1 point) in the semester in which they defend their proposals. Ed.D. Candidates must also enroll in ORLD 8900 (or 3 point Teachers College course) during fall and spring semester, after passing the certification examination.

- HUDM 4120 Basic concepts in statistics (3)
- HUDM 4122 Probability and statistical inference (3)
- ORLD 4800 Workshop: Critical literature reviews (2)
- ORLD 5550 Research on organizational learning (3)
- ORL 6500 Qualitative research methods in organizations: Design and data collection (3)
- ORL 6501 Qualitative research methods in organizations: Data analysis and reporting (3)

- ORLD 7500 Dissertation seminar in adult education (1)
- ORLD 7900 Directed dissertation research (3)

**Contextual Concentration Specific Course Requirements (15-18 points)**

**Adult Development Theory and Applications (minimum of 3 points):**

- ORLD 4051 How adults learn (3)
- ORLD 5823 Building 21st century organizational capability with cultural intelligence (3)
- HUDF 4028 Sociology of the life course (3)
- HUDK 5023 Cognitive development (3)
- HUDK 5027 Moral development (3)
- HUDK 5125 Cross-cultural developmental psychology (3)
- ORLH 5525 Advanced professional seminar: College student development theories (3)

**Adult Learning Theory and Applications (minimum of 3 points):**

- ORLD 4050 Introduction to adult and continuing education (3)
- ORLD 4815 Developing critical thinkers (1)
- ORLD 4827 Fostering transformative learning (2-3)
- ORLD 4828 Imagination, authenticity, and individuation in transformative learning (2-3)
- ORLD 4850 Discussion as a way of teaching (1)
- ORLD 5057 Adult learning and education: Theory and practice (3)
- ORLD 5815 Critical theory and adult learning (1)

**Systems Learning Theory and Applications (minimum of 3 points):**

- ORLD 5061 The learning organization (3)
- ORLD 5550 Research on organizational learning (3)
- ORLA 4049 Creating learning communities (3)

**Program Development and Management (minimum of 3 points):**

- ORLD 4052 Program development: Assessing learning needs and evaluating outcomes (3)
- ORLD 5053 Developing and managing adult learning programs (3)

**Conflict Resolution (minimum of 3 points):**

- ORLJ 5148 Managing conflict in organizations (3)
- ORLJ 5340 Basic practicum in conflict resolution (3)
- ORLJ 6040 Fundamentals of cooperation, conflict resolution, and mediation in different institutional contexts (3)
- ORLJ 6350 Advanced practicum in conflict resolution (3)

**Elective Courses**

Electives include, but may not be limited to, courses in conflict resolution, policy and evaluation, technology for learning, and management/information systems. These are tailored to the student's career goals and can be taken in the Department or elsewhere in Teachers College or Columbia University. Electives can include transfer courses. Students are required to take a minimum of three breadth courses at Teachers College (2-3 points each totaling at least 6 points) outside of our immediate program area to satisfy the Teachers College breadth requirement.

**Final Project**

**M.A. (Culminating Project)**

- Required
- Guidelines for the M.A. integrative project are available in the program office located in suite 201 Zankel Building.
- Students should meet with their advisor the semester before they plan on graduating, to review the guidelines.

**Ed.M. (Project)**

- Required
- Research-based
- Guidelines for the Ed.M. integrative project are available in the program office located in suite 201 Zankel Building.
- Students should meet with their advisor the semester before they plan on graduating, to review the guidelines.

**Ed.D. (Dissertation)**

- Required
- Research-focused
- Students should meet with their advisor the semester before they plan on graduating, to review the guidelines.
- Students in the Ed.D. program are also required to pass a certification examination and to write a qualifying paper and successfully defend a dissertation.

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## Master of Arts

The M.A. program in Adult Learning and Leadership is structured around core courses, a core research sequence, concentration courses, and electives. A culminating project is required at all times. Required core courses can be selected in the areas of leadership, strategy and management, adult learning, human resource development, group dynamics, organizational behavior, and technology for learning or management. At least one course is to be taken in each of these seven areas no matter what the degree level. Many courses are offered by the Program or the Department; other courses can be taken elsewhere in Teachers College or Columbia University.

All required M.A. courses are listed in the general course information. Please see the most recent Program Study Guide Worksheet for *actual* core sequence requirement.

At the M.A. level, the culminating project is usually an application to real world problems or concerns of what has been learned.

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## Master of Education

The Ed.M. program in Adult Learning and Leadership is structured around core courses, a core research sequence, concentration courses, and electives. A culminating project is required at all times. Required core courses can be selected in the areas of leadership, strategy and management, adult learning, human resource development, group dynamics, organizational behavior, and technology for learning or management. At least one course is to be taken (or in some cases, transferred from prior accredited graduate study) in each of these seven areas no matter what the degree level. Many courses are offered by the Program or the Department; other courses can be taken elsewhere in Teachers College or Columbia University.

All Ed.M. courses are listed in the general course information. Please see the most recent Program Study Guide Worksheet for *actual* core sequence requirement.

The Ed.M. project is required for this degree program, and it is research-focused.

## Doctor of Education

The Ed.D. program in Adult Learning and Leadership is structured around core courses, a core research sequence, concentration courses, and electives. A culminating project is required at all times. Required core courses can be selected in the areas of leadership, strategy and management, adult learning, human resource development, group dynamics, organizational behavior, and technology for learning or management. At least one course is to be taken (or in some cases, transferred from prior accredited graduate study) in each of these seven areas no matter what the degree level. Many courses are offered by the Program or the Department; other courses can be taken elsewhere in Teachers College or Columbia University.

All Ed.D. courses are listed in the general course information. Please see the most recent Program Study Guide Worksheet for *actual* core sequence requirement.

For the Ed.D., a dissertation is required, and it is research-based. Additional Ed.D. dissertation information is in the general course information.

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# Academic Catalog

# Adult Learning and Leadership

## Application Information

For the program in Adult Learning and Leadership, the following information applies:

- An academic writing sample is required at for Ed.M. and Ed.D. applicants; an academic writing sample is not required for M.A. applicants. The academic writing sample could be a published or unpublished paper that demonstrates clear, logical, conceptual, and analytical thinking, as well as the proper use of citations and references. Papers written for graduate courses are good academic writing samples; memos or reports, curriculum materials, and other practical writing are not.

If applicants wish, they can meet the academic writing sample by submitting a well-constructed essay of 10-12 double-spaced pages, identifying and discussing a challenge they face in the practice, organization, community, or society in which they work. These challenges may include, among others:

- Meeting lifelong learning needs of adults in the knowledge era
- Valuing and working with the diversity of adult learners
- Crafting effective strategies for learning that take into account leadership, structural and cultural factors in the groups, communities, or organizations in which adults live or work
- Using technology to meet diverse adult learning needs
- Working with populations that have challenges with English as a first or second language

Your essay should achieve the following:

- Describe the challenge and the context in which it occurs
- Discuss your role and that of other relevant stakeholders
- Discuss the various positions that stakeholders take regarding the challenge, and the various options that can be exercised to address the challenge
- Identify and relate your discussion to selected relevant theories and research to build your argument.

Pay attention to factors that underlie your thinking and judgments about this challenge, for example, your beliefs and assumptions or those of others; and political, cultural, or other contextual factors. Include a bibliography that is properly formatted in APA, Chicago, or MLA style.

Apply Now

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# ACADEMIC CATALOG

# ADULT LEARNING AND LEADERSHIP

## PROGRAM FACULTY

### FACULTY

- Drago-Severson, Ellie
  Associate Professor of Education

- Gephart, Martha
  Research Associate Professor of Education and Co-Director of the J. M. Huber Institute

- Marsick, Victoria
  Professor of Education/Co-Director J.M. Huber Institute

- Yorks, Lyle
  Associate Professor of Adult & Continuing Education

### LECTURERS

- Bitterman, Jeanne
  Senior Lecturer

- Maltbia, Terrence
  Senior Lecturer

### ADJUNCT PROFESSORS

- Alhadeff-Jones, Michel

- Chartrand, Constance
  Adjunct Assistant Professor of Adult Learning & Leadership

- Ciporen, Rachel
  Adjunct Assistant Professor of Psychology and Education

- Cranton, Patricia
  Adjunct Professor

- Gonzalez, Virginia
  Adjunct Assistant Professor of Adult and Continuing Ed.

- Hayes, Sandra
  Adjunct Assistant Professor of Adult Learning & Leadership

- Langer, Arthur
  Adjunct Assistant Professor of Higher Education

- Marcic, Dorothy
  Adjunct Assistant Professor of Adult Learning & Leadership

- Parker, Judith
  Adjunct Assistant Professor of Adult Learning & Leadership

- Scully, Kevin
  Adjunct Assistant Professor of Adult Learning & Leadership

- Severson, David
  Adjunct Assistant Professor of Adult Learning & Leadership

- Volpe, Marie
  Adjunct Associate Professor of Social Studies

### INSTRUCTORS

- Brookfield, Stephen

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- Conway, Katharine
- Fisher-Yoshida, Beth
- Sloan, Julia
- Van Rossum, Zachary

**TEACHERS COLLEGE**
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# ACADEMIC CATALOG

# ADULT LEARNING AND LEADERSHIP

## PROGRAM COURSES

### ORLD 4050 INTRODUCTION TO ADULT AND CONTINUING EDUCATION

An introduction to the professional field of adult and continuing education: fields of practice (higher education, workplace, management training, social action, literacy and the like, and their evolution, and new challenges); schools of thought— pragmatism, radicalism and humanism— their transformation and their relevance; clarification of concepts; and discussion of emerging issues and challenges.
**Faculty:** Bitterman, Jeanne Parker, Judith

### ORLD 4051 HOW ADULTS LEARN

Role and perspective changes in adulthood, concepts of maturity, learning theories, personality development, cognitive learning and thinking, creativity, interests and attitudes, motivation, self-concept, and achieving styles. Implications for the education of adults in a wide variety of workplace, community, and educational settings.
**Faculty:** Langer, Arthur

### ORLD 4052 PROGRAM DEVELOPMENT: ASSESSING LEARNING NEEDS AND EVALUATING OUTCOMES

In-depth consideration of issues, strategies and tools for ensuring that the right needs are identified within organizations, that resulting learning programs address learning needs, and that program development pro-vides adequately for evaluation of learning on multiple levels. Course addresses both theory and practical examples of implementation.
**Faculty:**

### ORLD 4053 FACILITATING ADULT LEARNING

In-depth consideration of issues, strategies, and methods for facilitating adult learning. Theory is considered in relationship to practice. Methods are identified that are suited to adult learning in different settings, and to the role played by groups in individual to team learning. No prerequisites required, but learning is enhanced when taken following ORLD 4051.
**Faculty:** Bitterman, Jeanne

### ORLD 4054 ADULT LITERACY: CRITIQUING THEORY AND PRACTICE

Permission required. Explores the complex issues surrounding adult literacy from the educator's perspective. Through a critical reading of representative literature and an in-field project, insight into contextual approaches to literacy and the myths surrounding illiteracy may be gleaned.
**Faculty:**

### ORLD 4500 SPECIAL TOPICS IN ADULT EDUCATION

Periodic explorations of special topics and issues in fields of higher education administration, student personnel administration, adult and workplace education, and college teaching and academic leadership.
**Faculty:** Bitterman, Jeanne

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## ORLD 4800 Workshop in higher and adult education

Special topics or events related to the administration of programs in adult education. Topics change each semester. Open to degree and non-degree students.
**Faculty:**

## ORLD 4815 Developing critical thinkers

This workshop will explore answers to questions concerning facilitating adult learning. Presentations from the work-shop leader will be interspersed with small group exercises focusing on different approaches to helping adults learn. Participants will be encouraged to explore their own experiences as learners and facilitators and to consider how these experiences might help them to reframe their practice.
**Faculty:** Brookfield, Stephen

## ORLD 4827 Fostering transformative learning

In this course, we will explore how adult learners transform their habits of mind through critical self-reflection and discourse. We will also examine the relationships between individuation, authenticity, and transformation. We will focus on practical and innovative strategies for fostering transformative learning in adult education settings. This is a distance learning course.
**Faculty:** Cranton, Patricia

## ORLD 4828 Imagination, authenticity and individuation in transformative learning

Participants in this course will engage in an in-depth exploration of transformative learning with an emphasis on the role of affect and imagination in the learning process. The rational, cognitive approach will be reviewed for those participants unfamiliar with the traditional theory. We will investigate how the journey of becoming authentic is a transformative process. Jung's concept of individuation - differentiating one's Self from the collective- will be used as yet another lens through which we can view transformation.
**Faculty:** Cranton, Patricia

## ORLD 4844 Helping adults learn

In this course, participants will explore the ways in which adults learn critical thinking and they will experience different techniques to teach critical thinking. Exercises to be reviewed will include: Scenario analysis, heroes and villains, crisis decision simulation and critical incidents. The course will mix presentations by the leader with small group exercises.
**Faculty:** Brookfield, Stephen

## ORLD 4850 Discussion as a way of teaching

Discussion is one of the most frequently used teaching methodologies in higher and adult education today. This 2-day workshop explores the rationale for the use of discussion, examines some of the most frequently used discussion approaches, and investigates the use of discussion in specific teaching contexts. It is based on Stephen Brookfield (the workshop leader) and Stephen Preskill's book Discussion as a Way of Teaching, a 1999 Educational Studies Association Critics' Choice.
**Faculty:** Brookfield, Stephen

## ORLD 4900 Research and independent study in adult education

Faculty. Permission required
**Faculty:** Bitterman, Jeanne   Marsick, Victoria

## ORLD 5023 Leadership and self-development: A biographical approach

This course takes an in-depth look at leadership and self-development using a biographical approach. Writing one's own life history and interpreting other students narrative brings participants to go directly to the heart of all significant leadership transformation: growing as a person to grow as a leader. Multidisciplinary readings are

also privileged in order to explore leadership as a complex phenomenon.
**Faculty:** Alhadeff-Jones, Michel

## ORLD 5053 DEVELOPING AND MANAGING ADULT LEARNING PROGRAMS

Organization studied in relation to community structure and social forces. Finance and facilities, personnel, program, and community relations. Major emphasis on case analysis.
**Faculty:** Volpe, Marie

## ORLD 5054 STRATEGY DEVELOPMENT AS A LEARNING PROCESS IN ORGANIZATIONS

This course provides a comprehensive view of organizational strategy from a learning perspective. Students examine various models for facilitating the development of strategic initiatives through learning interventions.
**Faculty:** Yorks, Lyle

## ORLD 5055 STAFF DEVELOPMENT AND TRAINING

Introductory course covering the organization, management, and instructional process involved in staff training and development programs in business, industry, unions, healthcare institutions, government, and other noncollegiate settings. Current developments, innovative practices, and issues. This course is also offered in a distance learning format.
**Faculty:** Parker, Judith

## ORLD 5056 ADULT EDUCATION SOCIAL ACTION

A historical, sociocultural and psychopolitical approach to adult learning and education. Contexts of adult education for social change in the North (social movements, community development) and the South (NGOs, community education); concepts of conscientiation, social action, praxis, and empowerment are covered as well as new challenges to social change education (globalization, liberation, post-modernism).
**Faculty:**

## ORLD 5057 ADULT LEARNING AND EDUCATION: THEORY AND PRACTICE

Prerequisite: ORLD 4050, ORLD 4051, or ORLD 4053. Advanced seminar in theory development through a synthesis of the writings of selected philo-sophers, social scientists, and educators. History and transformation of adult education philosophy and theory; cultural, social and political contexts of theory-building; critical analysis of the main schools of thought; discussion of new challenges to adult learning and education theory (social learning, organizational learning).
**Faculty:**

## ORLD 5061 THE LEARNING ORGANIZATION

This course describes theory and practice in creating learning organizations. In-depth attention is given to action science as a framework for organizational learning. Readings and case studies provide insight into learning at individual, group, and organizational levels. ORLD 5055 or its equivalent is a prerequisite. Education Leadership Ed.D. students are exempt from the prerequisite.
**Faculty:** Maltbia, Terrence

## ORLD 5062 HUMAN RESOURCE DEVELOPMENT IN ORGANIZATIONS

A comprehensive view of the field of human resource development. The emphasis is on how HRD relates to a changing workplace and how emerging theories of strategic and performance management relate to the learning and development needs of people and organizations. Prerequisite: ORLD 5055 or ORLJ 5003 (Organizational Psychol-ogy students), or instructor permission.
**Faculty:** Yorks, Lyle

## ORLD 5065 THE LEARNING SOCIETY

This course introduces students to ways in which people learn through daily participation

in society. Students examine how society and social institutions learn in a â€œlearning society,â€� and how educational support for this needs to change. Prerequisite: ORLD 4050.
**Faculty:**

## ORLD 5301 PRACTICUM IN GROUP FACILITATION IN HEALTHCARE SETTINGS I

This course is Part One of a three-course series focused on professional group supervision and on critical reflection on the theory, practice and integration of professional group supervision. The practicum series integrates theories of adult education, spirituality, personality, and therapeutic supervision in palliative and health care settings. This first course focuses on the person as educator within the supervisory relationship: exploring professional identity, reviewing group facilitation standards, and providing an overview of supervision. Students need to be engaged in a practicum, which can be arranged by themselves, by agencies with which they are associated, or through internships linked to the course.
**Faculty:**

## ORLD 5302 PRACTICUM IN GROUP FACILITATION IN HEALTHCARE SETTINGS II

This course is Part Two of a three-course series. Helps students to apply their learning to observe, critique, and deepen their supervisory work, with a particular focus on the educatorâ€™s assessment of supervisees and group function. Students need to be engaged in a practicum, which can be arranged by themselves, by agencies with which they are associated, or through internships linked to the course.
**Faculty:**

## ORLD 5303 PRACTICUM IN GROUP FACILITATION IN HEALTHCARE SETTINGS III

This course is Part Three of a three-course series. Focuses on intervention and curriculum development vis-a-vis supervision, adult education program design, and, behavioral sciences, and cultural competence. Students need to be engaged in a practicum, which can be arranged by themselves, by agencies with which they are associated, or through internships linked to the course.
**Faculty:**

## ORLD 5550 RESEARCH ON ORGANIZATIONAL LEARNING

Students will read and discuss theory and research on organizational learning for knowledge/expertise creation and sharing; and review, design, or conduct research in schools, businesses, or not-for-profit organizations.
**Faculty:** Gephart, Martha

## ORLD 5815 CRITICAL THEORY AND ADULT LEARNING

In this workshop, participants examine major figures in the critical theory tradition. The implications of the ideas of notable individuals such as Marcuse, Fromm and Foucault are considered as they relate to adult learning and the practice of adult education.
**Faculty:** Brookfield, Stephen

## ORLD 5819 WORKPLACE LEARNING INSTITUTE

The Workplace Learning Institute brings together public and private sector training and human resource practitioners, managers, program directors, faculty and students interested in exploring current issues that define the scope and nature of workplace learning. Themes vary each time it is offered.
**Faculty:** Marsick, Victoria

## ORLD 5821 LEVERAGING EMOTIONAL INTELLIGENCE (EQ) TO ENHANCE ORGANIZATIONAL EFFECTIVENESS

The Workplace Learning Institute. Leveraging Emotional Intelligence (EQ) to Enhance Organizational Effectiveness will explore research, best practices, future directions, learn to select among popular EQ assessment and measurement tools, distinguish between

cognitive learning and emotional learning strategies, effectively position the â€œbusiness caseâ€� for EQ and evaluate the effectiveness of EQ learning strategies. Participants will receive personal profiles based on three popular EQ assessments and applied insights to leadership development strategies including executive coaching.
**Faculty:** Maltbia, Terrence

## ORLD 5822 BUILDING PRODUCTIVE RELATIONSHIP WITH SOCIAL INTELLIGENCE (SQ)

The Workplace Learning Institute. Building Productive Relationships with Social Intelligence (SQ) describes the components of the emerging emotional economy and why its important to organizational performance, expand EQ capability by amplifying social intelligent components, examine the social neuroscience behind the dynamics of productive relationships, combine non-verbal agility to expand empathic accuracy for improved communication, and develop foundational human interaction skills to enhance relationships. Participants will examine the results of 2 assessments: (1) NBI (Thinking Style) and (2) Team Roles Inventory with a focus on devising small group and team development interventions.
**Faculty:** Maltbia, Terrence

## ORLD 5823 BUILDING 21ST CENTURY ORGANIZATIONAL CAPABILITY WITH CULTURAL INTELLIGENCE

The Workplace Learning Institute. Building 21st Century Organizational Capability with Cultural Intelligence (CQ) students will learn a strategic learning and leadership framework used to guide cultural diversity interventions in organizations, examine the theoretical and philosophical foundations associated with evidence-based cultural diversity strategies, explore a set of core practices informed by important leadership questions, experiment with sample tools designed to launch strategic cultural diversity processes, apply strategic diversity learning and change process to personal project to integrate key learning. Participants will examine how three assessments (i.e., Culture in the Workplace Questionnaire, CQ Assessment, and Bennettâ€™s Intercultural Development Inventory) can be used to inform the design and implementation of various learning strategies focused on building a leveraging diversity capacity in the workplace.
**Faculty:** Maltbia, Terrence

## ORLD 5900 RESEARCH IN ADULT EDUCATION

Permission required. Conduct research studies (not a part of a doctoral dissertation) under guidance. Focus on a particular institution or type of institution, e.g., college of liberal arts, professional school, community college.
**Faculty:** Volpe, Marie

## ORLD 6550 ADVANCED SEMINAR IN ADULT EDUCATION

Intensive study of a selected topic. Topic varies from term to term and is typically related to an ongoing program or research project. Students may begin either term.
**Faculty:**

## ORLD 6551 ADVANCED SEMINAR IN ADULT EDUCATION

Intensive study of a selected topic. Topic varies from term to term and is typically related to an ongoing program or research project. Students may begin either term.
**Faculty:** Heubert, Jay

## ORLD 6557 RESEARCH PRACTICES IN ADULT EDUCATION

Faculty.
**Faculty:**

## ORLD 6558 RESEARCH PRACTICES IN ADULT EDUCATION

Faculty.
**Faculty:**

## ORLD 6900 RESEARCH IN ADULT EDUCATION (FOR COLUMBIA COACHING CERTIFICATION PROGRAM) (4 EACH)

Permission of Instructor required. Certain sections of ORLD 5900 and ORLD 6900 are designed to enable students to participate, for credit, in the Executive Coaching Introductory and Advanced Coaching Intensives conducted in partnership with Columbia University, Business School. ORLD 5900 is used to take the Introductory Intensive for credit. ORLD 6900 is used to take the Advanced Coaching Intensive for credit.
**Faculty:** Maltbia, Terrence  Marsick, Victoria

## ORLD 7500 DISSERTATION SEMINAR ADULT EDUCATION

Permission required. Students should have completed most or all coursework (including research methods courses) and have passed the certification examination. The course is intended for students who have identified a reasonably narrow area for research and have already completed a preliminary literature review. The course will assist the student in design, methods, and other matters of concern in the preparation of an acceptable dissertation proposal.
**Faculty:**

## ORLD 7900 DIRECTED DISSERTATION RESEARCH

Permission required. All doctoral students eligible for this course must register each semester until a proposal hearing has occurred and a proposal has been approved.
**Faculty:** Bitterman, Jeanne  Langer, Arthur

## ORLD 8900 DISSERTATION ADVISEMENT IN ADULT EDUCATION

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.
**Faculty:** Bitterman, Jeanne  Marsick, Victoria  Yorks, Lyle

**TEACHERS COLLEGE**
COLUMBIA UNIVERSITY

# ACADEMIC CATALOG

# ADULT EDUCATION GUIDED INTENSIVE STUDY (AEGIS)

AEGIS is a highly selective, fast-track cohort program leading to the Ed.D. in Adult Education Guided Intensive Study for mid-career professionals who work full time, and who choose to pursue a doctorate in a concentrated format. The program emphasizes leadership for adult and organizational learning. Scholar practitioners are helped to examine and critique theory and professional experience. The 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. A new cohort begins in June of odd years (i.e., 2013, 2015). Participants attend a concentrated three-week session at Teachers College in each of three summers. During the academic year, they meet for Friday evening and Saturday seminars four times each semester for a total of four semesters. Due to state requirements attendance in all class sessions is mandatory. Absence will result in having to withdraw from the AEGIS program ("step out") with some possibility of reenrolling with a subsequent cohort (at the same stage of progress through the sequence). Should a student step out of the program, tuition refund, if any, will be handled on a case by case basis. Courses are not open to students from other programs. Special tuition: Currently $10,200 per semester. Tuition is subject to change

**DEGREES OFFERED**

Doctor of Education (Ed.D.)

**CONTACT INFORMATION**

*Phone:* (212) 678-3760
*Fax:*
*Email:* ly84@columbia.edu
*Coordinator:* Professor Lyle Yorks

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# ACADEMIC CATALOG

Organization & Leadership »

# ADULT EDUCATION GUIDED INTENSIVE STUDY (AEGIS)

## DEGREE INFORMATION/REQUIREMENTS

- Doctor of Education (Ed.D.)

### Doctor of Education (Ed.D.)

AEGIS students must complete 39 transferable semester credits from a previous successful graduate study at an accredited institution prior to beginning the program. AEGIS students fulfill the remaining 51 course points at Teachers College in a structured program that provides required courses in three areas: theory, research, and the study of professional practice in various settings where adults learn. For the final phase of the program, students must pass a certification examination, write a qualifying paper, and complete a dissertation.

**First Year: (22 points)**

**Summer (Three-week session)**

- ORLD 6800 Workshop in adult education: Life history (2)
- ORLD 6902 Pro-seminar in adult education (3)
- ORLD 6918 Introduction to research (3) Fall

**Fall**

- ORLD 6908 Adult education/learning: Theory and practice (3)
- ORLD 6800 Workshop in adult education: Literacy/ABE (1)
- ORLD 6918 Advanced research (3) Spring

**Spring**

- ORLD 6800 Workshop in adult education: Learning society (1)
- ORLD 6903 Qualitative research (3)
- ORLD 6906 Program development (3)

**Second Year: (26 points)**

**Summer (Three-week session)**

- ORLD 6908 Advanced seminar: Leadership in adult education (3)
- ORLD 6908 Adult development (3)
- ORLJ 5340 Basic practicum in conflict resolution (3)

**Fall**

- HUD 4120 Methods of empirical research (3)
- ORLD 6914 Learning communities I (Face-to-face) (2)

## DEGREES OFFERED

Doctor of Education (Ed.D.)

## CONTACT INFORMATION

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*Coordinator:* Professor Lyle Yorks

- ORLD 6918 Advanced research (3)

**Spring**

- ORLD 6800 Workshop in adult education:  Technology in organizations (1)
- ORLD 6908 Workshop and organizational learning (3)
- ORLD 6915 Learning communities II (Virtual) (2)
- ORLD 6918 Advanced research (3)

**Third Year: (3 points)**

**Summer (Three-week session)**

- ORLD 6800 Workshop in adult education: Capstone (1)
- ORLD 6916 Learning communities III (Face-to-face) (2)

AEGIS course offerings vary from cohort to cohort.  Please see the most recent Program Study Guide Worksheet for *actual* core sequence requirement.

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# ACADEMIC CATALOG

Organization & Leadership »

# ADULT EDUCATION GUIDED INTENSIVE STUDY (AEGIS)

## APPLICATION INFORMATION

- An application essay, not exceeding ten double-spaced pages, that addresses the following:

  For centuries Western philosophical thought has considered the uniqueness of human beings and how they differ from other species that inhabit the earth and the special responsibility this uniqueness entails. Thomas Aquinas, building on the work of Aristotle, tells us that "the ultimate intrinsic end of man is the perfection of his highest and specific faculty, namely his intellect." John Donne, when confronted with his own imminent death, tells us that "no man is an island entire of itself; every man is a piece of the continent, a part of the main…any  man's death diminishes me, because I am involved in mankind; and therefore never send to know for whom the bell tolls, it tolls for thee." In your view what assumptions underlie each of these statements? In what ways are these statements contradictory or complementary? What do these statements tell us about individual and societal responsibility for leadership and learning? What dilemmas, if any, do they suggest for the role of education in society? How should adult educators address these implications? What assumptions are you making about your role as an adult educator in your remarks?

- Academic writing sample. Refer to the special requirements for the Adult Learning and Leadership Program for guidelines on the academic writing sample.

- A personal statement that documents experience in leading, designing, or teaching in programs that serve adult learning in a variety of settings: institutions of education, corporations, healthcare, non-profit and public organizations, or religious and community education initiatives. The personal statement should also identify career/life goals and describe why a degree in this field is a good fit with these goals.

- A professional resumé indicating several years of experience in program development or administration of adult education, counseling, staff development, or training.

- If the application materials are acceptable, applicants will be invited to campus for an interview and will be asked to complete a second on-site writing assignment at that time.

- Early admission decisions are made in December of the year preceding the beginning of the program. Applicants who want to be considered for an early admission decision should make sure that their materials are submitted by September 15 of the year preceding the beginning of the program and will be interviewed in October 15. Applicants submitting materials by January 15 of the year in which the program begins, will be interviewed in February. The admission deadline is January 15. Final admissions decisions are normally made by March of the year in which the program begins.

Apply Now

### DEGREES OFFERED

Doctor of Education (Ed.D.)

### CONTACT INFORMATION

*Phone:* (212) 678-3760
*Fax:*
*Email:* ly84@columbia.edu
*Coordinator:* Professor Lyle Yorks

TEACHERS COLLEGE
COLUMBIA UNIVERSITY

# ACADEMIC CATALOG

# ADULT EDUCATION GUIDED INTENSIVE STUDY (AEGIS)

## PROGRAM FACULTY

### FACULTY

- Drago-Severson, Ellie
  Associate Professor of Education

- Gephart, Martha
  Research Associate Professor of Education and Co-Director of the J. M. Huber Institute

- Marsick, Victoria
  Professor of Education/Co-Director J.M. Huber Institute

- Yorks, Lyle
  Associate Professor of Adult & Continuing Education

### LECTURERS

- Bitterman, Jeanne
  Senior Lecturer

- Maltbia, Terrence
  Senior Lecturer

### ADJUNCT PROFESSORS

- Alhadeff-Jones, Michel

- Chartrand, Constance
  Adjunct Assistant Professor of Adult Learning & Leadership

- Ciporen, Rachel
  Adjunct Assistant Professor of Psychology and Education

- Cranton, Patricia
  Adjunct Professor

- Gonzalez, Virginia
  Adjunct Assistant Professor of Adult and Continuing Ed.

- Hayes, Sandra
  Adjunct Assistant Professor of Adult Learning & Leadership

- Langer, Arthur
  Adjunct Assistant Professor of Higher Education

- Marcic, Dorothy
  Adjunct Assistant Professor of Adult Learning & Leadership

- Parker, Judith
  Adjunct Assistant Professor of Adult Learning & Leadership

- Scully, Kevin
  Adjunct Assistant Professor of Adult Learning & Leadership

- Severson, David
  Adjunct Assistant Professor of Adult Learning & Leadership

- Volpe, Marie
  Adjunct Associate Professor of Social Studies

### INSTRUCTORS

- Brookfield, Stephen

## DEGREES OFFERED

Doctor of Education (Ed.D.)

## CONTACT INFORMATION

*Phone:* (212) 678-3760
*Fax:*
*Email:* ly84@columbia.edu
*Coordinator:* Professor Lyle Yorks

- Sloan, Julia
- Van Rossum, Zachary

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# ACADEMIC CATALOG

# ADULT EDUCATION GUIDED INTENSIVE STUDY (AEGIS)

## PROGRAM COURSES

### ORLD 4050 INTRODUCTION TO ADULT AND CONTINUING EDUCATION

An introduction to the professional field of adult and continuing education: fields of practice (higher education, workplace, management training, social action, literacy and the like, and their evolution, and new challenges); schools of thoughtâ€" pragmatism, radicalism and humanismâ€" their transformation and their relevance; clarification of concepts; and discussion of emerging issues and challenges.
**Faculty:** Bitterman, Jeanne Parker, Judith

### ORLD 4051 HOW ADULTS LEARN

Role and perspective changes in adulthood, concepts of maturity, learning theories, personality development, cognitive learning and thinking, creativity, interests and attitudes, motivation, self-concept, and achieving styles. Implications for the education of adults in a wide variety of workplace, community, and educational settings.
**Faculty:** Langer, Arthur

### ORLD 4052 PROGRAM DEVELOPMENT: ASSESSING LEARNING NEEDS AND EVALUATING OUTCOMES

In-depth consideration of issues, strategies and tools for ensuring that the right needs are identified within organizations, that resulting learning programs address learning needs, and that program development pro-vides adequately for evaluation of learning on multiple levels. Course addresses both theory and practical examples of implementation.
**Faculty:**

### ORLD 4053 FACILITATING ADULT LEARNING

In-depth consideration of issues, strategies, and methods for facilitating adult learning. Theory is considered in relationship to practice. Methods are identified that are suited to adult learning in different settings, and to the role played by groups in individual to team learning. No prerequisites required, but learning is enhanced when taken following ORLD 4051.
**Faculty:** Bitterman, Jeanne

### ORLD 4054 ADULT LITERACY: CRITIQUING THEORY AND PRACTICE

Permission required. Explores the complex issues surrounding adult literacy from the educatorâ€™s perspective. Through a critical reading of representative literature and an in-field project, insight into contextual approaches to literacy and the myths surrounding illiteracy may be gleaned.
**Faculty:**

### ORLD 4500 SPECIAL TOPICS IN ADULT EDUCATION

Periodic explorations of special topics and issues in fields of higher education administration, student personnel administration, adult and workplace education, and college teaching and academic leadership.
**Faculty:** Bitterman, Jeanne

## DEGREES OFFERED

Doctor of Education (Ed.D.)

## CONTACT INFORMATION

*Phone:* (212) 678-3760
*Fax:*
*Email:* ly84@columbia.edu
*Coordinator:* Professor Lyle Yorks

## ORLD 4815 DEVELOPING CRITICAL THINKERS

This workshop will explore answers to questions concerning facilitating adult learning. Presentations from the work-shop leader will be interspersed with small group exercises focusing on different approaches to helping adults learn. Participants will be encouraged to explore their own experiences as learners and facilitators and to consider how these experiences might help them to reframe their practice.
**Faculty:** Brookfield, Stephen

## ORLD 4827 FOSTERING TRANSFORMATIVE LEARNING

In this course, we will explore how adult learners transform their habits of mind through critical self-reflection and discourse. We will also examine the relationships between individuation, authenticity, and transformation. We will focus on practical and innovative strategies for fostering transformative learning in adult education settings. This is a distance learning course.
**Faculty:** Cranton, Patricia

## ORLD 4828 IMAGINATION, AUTHENTICITY AND INDIVIDUATION IN TRANSFORMATIVE LEARNING

Participants in this course will engage in an in-depth exploration of transformative learning with an emphasis on the role of affect and imagination in the learning process. The rational, cognitive approach will be reviewed for those participants unfamiliar with the traditional theory. We will investigate how the journey of becoming authentic is a transformative process. Jung's concept of individuation - differentiating one's Self from the collective- will be used as yet another lens through which we can view transformation.
**Faculty:** Cranton, Patricia

## ORLD 4844 HELPING ADULTS LEARN

In this course, participants will explore the ways in which adults learn critical thinking and they will experience different techniques to teach critical thinking. Exercises to be reviewed will include: Scenario analysis, heroes and villains, crisis decision simulation and critical incidents. The course will mix presentations by the leader with small group exercises.
**Faculty:** Brookfield, Stephen

## ORLD 4850 DISCUSSION AS A WAY OF TEACHING

Discussion is one of the most frequently used teaching methodologies in higher and adult education today. This 2-day workshop explores the rationale for the use of discussion, examines some of the most frequently used discussion approaches, and investigates the use of discussion in specific teaching contexts. It is based on Stephen Brookfield (the workshop leader) and Stephen Preskill's book Discussion as a Way of Teaching, a 1999 Educational Studies Association Critics' Choice.
**Faculty:** Brookfield, Stephen

## ORLD 4900 RESEARCH AND INDEPENDENT STUDY IN ADULT EDUCATION

Faculty. Permission required
**Faculty:** Bitterman, Jeanne Marsick, Victoria

## ORLD 5023 LEADERSHIP AND SELF-DEVELOPMENT: A BIOGRAPHICAL APPROACH

This course takes an in-depth look at leadership and self-development using a biographical approach. Writing one's own life history and interpreting other students narrative brings participants to go directly to the heart of all significant leadership transformation: growing as a person to grow as a leader. Multidisciplinary readings are also privileged in order to explore leadership as a complex phenomenon.
**Faculty:** Alhadeff-Jones, Michel

## ORLD 5053 DEVELOPING AND MANAGING ADULT LEARNING PROGRAMS

Organization studied in relation to community structure and social forces. Finance and facilities, personnel, program, and community relations. Major emphasis on case analysis.
**Faculty:** Volpe, Marie

## ORLD 5054 STRATEGY DEVELOPMENT AS A LEARNING PROCESS IN ORGANIZATIONS

This course provides a comprehensive view of organizational strategy from a learning perspective. Students examine various models for facilitating the development of strategic initiatives through learning interventions.
**Faculty:** Yorks, Lyle

## ORLD 5055 STAFF DEVELOPMENT AND TRAINING

Introductory course covering the organization, management, and instructional process involved in staff training and development programs in business, industry, unions, healthcare institutions, government, and other noncollegiate settings. Current developments, innovative practices, and issues. This course is also offered in a distance learning format.
**Faculty:** Parker, Judith

## ORLD 5056 ADULT EDUCATION SOCIAL ACTION

A historical, sociocultural and psychopolitical approach to adult learning and education. Contexts of adult education for social change in the North (social movements, community development) and the South (NGOs, community education); concepts of conscientiation, social action, praxis, and empowerment are covered as well as new challenges to social change education (globalization, liberation, post-modernism).
**Faculty:**

## ORLD 5057 ADULT LEARNING AND EDUCATION: THEORY AND PRACTICE

Prerequisite: ORLD 4050, ORLD 4051, or ORLD 4053. Advanced seminar in theory development through a synthesis of the writings of selected philo-sophers, social scientists, and educators. History and transformation of adult education philosophy and theory; cultural, social and political contexts of theory-building; critical analysis of the main schools of thought; discussion of new challenges to adult learning and education theory (social learning, organizational learning).
**Faculty:**

## ORLD 5061 THE LEARNING ORGANIZATION

This course describes theory and practice in creating learning organizations. In-depth attention is given to action science as a framework for organizational learning. Readings and case studies provide insight into learning at individual, group, and organizational levels. ORLD 5055 or its equivalent is a prerequisite. Education Leadership Ed.D. students are exempt from the prerequisite.
**Faculty:** Maltbia, Terrence

## ORLD 5062 HUMAN RESOURCE DEVELOPMENT IN ORGANIZATIONS

A comprehensive view of the field of human resource development. The emphasis is on how HRD relates to a changing workplace and how emerging theories of strategic and performance management relate to the learning and development needs of people and organizations. Prerequisite: ORLD 5055 or ORLJ 5003 (Organizational Psychol-ogy students), or instructor permission.
**Faculty:** Yorks, Lyle

## ORLD 5065 THE LEARNING SOCIETY

This course introduces students to ways in which people learn through daily participation in society. Students examine how society and social institutions learn in a "learning society," and how educational support for this needs to change. Prerequisite: ORLD 4050.
**Faculty:**

## ORLD 5301 PRACTICUM IN GROUP FACILITATION IN HEALTHCARE

SETTINGS I

This course is Part One of a three-course series focused on professional group supervision and on critical reflection on the theory, practice and integration of professional group supervision. The practicum series integrates theories of adult education, spirituality, personality, and therapeutic supervision in palliative and health care settings. This first course focuses on the person as educator within the supervisory relationship: exploring professional identity, reviewing group facilitation standards, and providing an overview of supervision. Students need to be engaged in a practicum, which can be arranged by themselves, by agencies with which they are associated, or through internships linked to the course.

**Faculty:**

## ORLD 5302 PRACTICUM IN GROUP FACILITATION IN HEALTHCARE SETTINGS II

This course is Part Two of a three-course series. Helps students to apply their learning to observe, critique, and deepen their supervisory work, with a particular focus on the educatorâ€™s assessment of supervisees and group function. Students need to be engaged in a practicum, which can be arranged by themselves, by agencies with which they are associated, or through internships linked to the course.

**Faculty:**

## ORLD 5303 PRACTICUM IN GROUP FACILITATION IN HEALTHCARE SETTINGS III

This course is Part Three of a three-course series. Focuses on intervention and curriculum development vis-a-vis supervision, adult education program design, and, behavioral sciences, and cultural competence. Students need to be engaged in a practicum, which can be arranged by themselves, by agencies with which they are associated, or through internships linked to the course.

**Faculty:**

## ORLD 5550 RESEARCH ON ORGANIZATIONAL LEARNING

Students will read and discuss theory and research on organizational learning for knowledge/expertise creation and sharing; and review, design, or conduct research in schools, businesses, or not-for-profit organizations.

**Faculty:** Gephart, Martha

## ORLD 5815 CRITICAL THEORY AND ADULT LEARNING

In this workshop, participants examine major figures in the critical theory tradition. The implications of the ideas of notable individuals such as Marcuse, Fromm and Foucault are considered as they relate to adult learning and the practice of adult education.

**Faculty:** Brookfield, Stephen

## ORLD 5819 WORKPLACE LEARNING INSTITUTE

The Workplace Learning Institute brings together public and private sector training and human resource practitioners, managers, program directors, faculty and students interested in exploring current issues that define the scope and nature of workplace learning. Themes vary each time it is offered.

**Faculty:** Marsick, Victoria

## ORLD 5821 LEVERAGING EMOTIONAL INTELLIGENCE (EQ) TO ENHANCE ORGANIZATIONAL EFFECTIVENESS

The Workplace Learning Institute. Leveraging Emotional Intelligence (EQ) to Enhance Organizational Effectiveness will explore research, best practices, future directions, learn to select among popular EQ assessment and measurement tools, distinguish between cognitive learning and emotional learning strategies, effectively position the â€œbusiness caseâ€� for EQ and evaluate the effectiveness of EQ learning strategies. Participants will receive personal profiles based on three popular EQ assessments and applied insights to leadership development strategies including executive coaching.

**Faculty:** Maltbia, Terrence

## ORLD 5822 Building productive relationship with social intelligence (SQ)

The Workplace Learning Institute. Building Productive Relationships with Social Intelligence (SQ) describes the components of the emerging emotional economy and why its important to organizational performance, expand EQ capability by amplifying social intelligent components, examine the social neuroscience behind the dynamics of productive relationships, combine non-verbal agility to expand empathic accuracy for improved communication, and develop foundational human interaction skills to enhance relationships. Participants will examine the results of 2 assessments: (1) NBI (Thinking Style) and (2) Team Roles Inventory with a focus on devising small group and team development interventions.
**Faculty:** Maltbia, Terrence

## ORLD 5823 Building 21st century organizational capability with cultural intelligence

The Workplace Learning Institute. Building 21st Century Organizational Capability with Cultural Intelligence (CQ) students will learn a strategic learning and leadership framework used to guide cultural diversity interventions in organizations, examine the theoretical and philosophical foundations associated with evidence-based cultural diversity strategies, explore a set of core practices informed by important leadership questions, experiment with sample tools designed to launch strategic cultural diversity processes, apply strategic diversity learning and change process to personal project to integrate key learning. Participants will examine how three assessments (i.e., Culture in the Workplace Questionnaire, CQ Assessment, and Bennett's Intercultural Development Inventory) can be used to inform the design and implementation of various learning strategies focused on building a leveraging diversity capacity in the workplace.
**Faculty:** Maltbia, Terrence

## ORLD 5900 Research in adult education

Permission required. Conduct research studies (not a part of a doctoral dissertation) under guidance. Focus on a particular institution or type of institution, e.g., college of liberal arts, professional school, community college.
**Faculty:** Volpe, Marie

## ORLD 6550 Advanced Seminar in Adult Education

Intensive study of a selected topic. Topic varies from term to term and is typically related to an ongoing program or research project. Students may begin either term.
**Faculty:**

## ORLD 6551 Advanced Seminar in Adult Education

Intensive study of a selected topic. Topic varies from term to term and is typically related to an ongoing program or research project. Students may begin either term.
**Faculty:** Heubert, Jay

## ORLD 6557 Research practices in Adult Education

Faculty.
**Faculty:**

## ORLD 6558 Research practices in Adult Education

Faculty.
**Faculty:**

## ORLD 6900 Research in adult education (for Columbia coaching certification program) (4 each)

Permission of Instructor required. Certain sections of ORLD 5900 and ORLD 6900 are designed to enable students to participate, for credit, in the Executive Coaching Introductory and Advanced Coaching Intensives conducted in partnership with Columbia University, Business School. ORLD 5900 is used to take the Introductory Intensive for credit. ORLD 6900 is used to take the Advanced Coaching Intensive for credit.
**Faculty:** Maltbia, Terrence Marsick, Victoria

## ORLD 7500 Dissertation seminar adult education

Permission required. Students should have completed most or all coursework (including research methods courses) and have passed the certification examination. The course is intended for students who have identified a reasonably narrow area for research and have already completed a preliminary literature review. The course will assist the student in design, methods, and other matters of concern in the preparation of an acceptable dissertation proposal.

**Faculty:**

## ORLD 7900 Directed Dissertation Research

Permission required. All doctoral students eligible for this course must register each semester until a proposal hearing has occurred and a proposal has been approved.

**Faculty:** Bitterman, Jeanne  Langer, Arthur

## ORLD 8900 Dissertation Advisement in Adult Education

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.

**Faculty:** Bitterman, Jeanne  Marsick, Victoria  Yorks, Lyle

**TEACHERS COLLEGE**
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# ACADEMIC CATALOG

# EDUCATION LEADERSHIP

The Education Leadership area of study includes courses of study in leadership education and development for students pursuing professional careers in public and private education and research-oriented courses of study in leadership for students pursuing careers as academics and researchers. With a nationally recognized faculty and a tradition of prominence, the Teachers College Education Leadership Program prepares students for careers as practitioners and scholars prepared to lead and transform a wide variety of educating organizations. Students are equipped to lead educational practice; to influence political systems, education law, and education policy; to apply the methods of social science research to the conduct of inquiry; and to seek equality, equity, and diversity in education. Graduates serve in leadership positions as school principals and headmasters, district superintendents, and education leaders in comparable positions of executive leadership and as scholars of education and education leadership.
To prepare themselves to serve effectively, students:

- Become thoroughly grounded in the theory and practice of education leadership;

- Develop a broad and deep understanding of educating institutions in our society;

- Understand teaching and learning and are able to lead and support effective teaching and learning for all kinds of teachers and students;

- Understand the principles of organizational culture and behavior and possess skills needed to provide effective organizational leadership;

- Understand contemporary management systems and are able to employ them effectively;

- Understand the nature of policy, political systems, and law and possess the skills required to shape and influence these systems and their products;

- Understand the uses of technology in education and administration and possess the skills and knowledge to use technology effectively;

- Understand the nature of social science research and are able to apply its principles and methods in conducting inquiry and reviewing research;

- Are alert to the legal and ethical considerations that influence all aspects of education;

- Are committed to the ideals of equity and diversity in educational matters and possess the skills and knowledge needed to promote these ideals in educational institutions; and

- Exhibit the courage and critical intelligence needed to question what is and develop what might be.

## DEGREES OFFERED

### PUBLIC SCHOOL AND SCHOOL DISTRICT LEADERSHIP

(Application code: ELBL for M.A. and Ed.M.; ELUE for Urban Education Leaders)

The Public School Summer Principals Academy (ELBL) (M.A., Ed.M.- Summer cohort program)
School-Year Master's (ELBL) (Ed.M.- for aspiring school-level leaders) (not accepting applications for 2012-2013)
Urban Education Leaders Program (ELUE) (Ed.D.- Summer/school-year cohort program) of odd-numbered years

### PRIVATE SCHOOL LEADERSHIP

For independent, international and religiously affiliated schools.
(Application code: ELPR) M.A., Ed.M.

Full-Year Master's (M.A., Ed.M.- full-time study and fieldwork- from September to May)
Two Summers Master's (M.A., Ed.M.- Cohort program over 18 months)

### Ph.D. IN EDUCATION LEADERSHIP (Application code: ELSR) Ph.D.

School-Year Doctoral (Ph.D.) with concentrations in Leadership for Adult Development (LAD), and Leadership and Organizational Development (LOD). Please visit the EPSA section of this catalog for more information on the Leadership, Policy & Politics (LPP) concentration.

### Education Leadership Studies (Application code: ELSD) M.A./Ed.M.

The program is currently under curriculum revision and is not accepting applications for Academic Year 2012-2013.

## CONTACT INFORMATION

*Phone:* (212) 678-3156
*Fax:* (212) 678-3254
*Email:*
tcedleadership@tc.columbia.edu
*Coordinator:* Professor Pearl Rock
Kane

# TEACHERS COLLEGE
## COLUMBIA UNIVERSITY

# ACADEMIC CATALOG

# EDUCATION LEADERSHIP

## DEGREE INFORMATION/REQUIREMENTS

- General
- The Public School Summer Principals Academy (MA, EdM)
- Private School Leadership (M.A., Ed.M.)
- The Urban Education Leaders Program (Ed.D)
- Education Leadership (Ph.D)
- Education Leadership Non-Degree Programs
- Education Leadership Studies (M.A./Ed.M.)
- Leadership, Policy, and Politics (Ph.D.)

### General

PUBLIC SCHOOL AND SCHOOL DISTRICT LEADERSHIP (Application code: ELBL for M.A. and Ed.M.; ELUE for Urban Education Leaders)

- The Public School Summer Principals Academy (ELBL) (M.A., Ed.M.- Summer cohort program)
- School-Year Master's (ELBL) (Ed.M.- for aspiring school-level leaders)
- Urban Education Leaders Program (ELUE) (Ed.D.- Summer/school-year cohort program) with admission in summer of odd-numbered years

PRIVATE SCHOOL LEADERSHIP (Application code: ELPR) M.A., Ed.M.

- Full-Year Master's (M.A., Ed.M.- full-time study and fieldwork- from September to May)
- Two Summers Master's (M.A., Ed.M.- Cohort program over 18 months)

Ph.D. IN EDUCATION LEADERSHIP (Application code: ELSR) Ph.D.

- School-Year Doctoral (Ph.D.) with concentrations in Leadership for Adult Development (LAD) and Leadership and Organizational Development (LOD)

COURSE OF STUDY IN PUBLIC SCHOOL AND SCHOOL DISTRICT LEADERSHIP

The Public School and School District Leadership course of study prepares students for positions of leadership within the public schools, such as principal, director, assistant superintendent, and superintendent of schools. The Ed.D. leads to New York State School District Leader certification. Students completing the Ed.D., however, can satisfy School Building Leader requirements as they work towards School District Leader certification.

The chief objectives of this course of study are to:

- Develop students' ability to lead educating institutions as purposeful, effective, humane organizations;
- Stimulate inquiry into problems encountered in professional practice;
- Broaden and deepen reflection about values, trends, and issues that affect the

## DEGREES OFFERED

### PUBLIC SCHOOL AND SCHOOL DISTRICT LEADERSHIP

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### Education Leadership Studies (Application code: ELSD) M.A./Ed.M.

The program is currently under curriculum revision and is not accepting applications for Academic Year 2012-2013.

education enterprise;

- Provide skills and knowledge needed for the effective leadership and management of complex organizations in a sophisticated technological society; and

- Create and sustain a learning community committed to continuous learning and mutual support.

The curriculum spans the domains of leading learning, organizational management, policy and politics. Students complete intensive internships and conduct research, usually in field settings of the student's choice. Instructionally, the concentration offers innovative case-based, problem-based, and field-based learning experiences. Offerings reflect both the National Policy Board for Educational Administration's National Council for Accreditation of Teacher Education/Educational Leadership Constituent Council (NCATE/ELCC) and New York State Education Department standards for effective leadership preparation and the Education Leadership Program's assumptions about the characteristics of effective leadership: The centrality of education and education leadership in promoting social justice and diversity; the need to nurture teaching and learning among all members of the school community; the importance of collaboration and team work; the importance of personal transformation and leadership modeling; the use of reflective practice; and the need for innovation in creating a school vision and promoting educational change.

The course of study in Public School Building Leadership and Public School District Leadership offers two concentrations:

- The Public School Summer Principals Academy M.A., Ed.M.– Summer cohort program

- Urban Education Leaders Program Ed.D.– Summer/school-year cohort program

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### The Public School Summer Principals Academy (M.A., Ed.M.)

**THE PUBLIC SCHOOL SUMMER PRINCIPALS ACADEMY**

(Application code: ELBL) M.A., Ed.M.– Summer cohort program

**Director, New York Cohort:  Mr. Eric Nadelstern**
**Assistant Director, New York Cohort:  Nicole Limperopulos**
**Program Office:  (212) 678-3727**
**Email:  Limperopulos@gmail.com**
**Website:  www.tc.edu/summerprincipal**

**Director, New Orleans Cohort:  Professor Craig Richards**
**Assistant Director, New Orleans Cohort:  Juliette de Wolfe**
**Program Office:  (703) 772-3072**
**Email:  dewolfej@tcprincipalnola.org**
**Website:  www.tc.edu/summerprincipal**

The Summer Principals Academy (SPA) offers two cohort programs to educators who aspire to become school leaders. SPA is structured for a diverse group of talented educators whose obligations preclude them from attending courses during the traditional fifteen-week academic semester or for whom distance is a barrier to attendance. The cohort programs allow students to balance full-time employment as teachers and leaders with graduate study. The two programs provide the same course content, instruction, assessment, and high quality education experience, but each caters to the different scheduling needs of our students. In addition, the New York-based program leads to institutional recommendation for NYS certification as a school building leader. SPA has a southern program offered each summer in New Orleans for five weeks in June. The northern program is offered each summer in New York City for five weeks beginning at the end of June and concluding at the end of July. Prospective students whose school districts finish the school year in May should apply to the New Orleans (NOLA) cohort. (Please note that many midwest and western schools also end in May and can apply to the southern program.) Prospective students whose schools finish the school year in June should apply to the New York (NY) cohort. Housing is available for those who require it.

Aspiring school leaders pursue coursework and skill development over two summers and undertake a 450-hour internship at their school of employment during the intervening year. The summer academic schedule for both cohorts is Monday-Friday, 8:00 am - 5:00 pm for five weeks. The program is 36 points, is completed in two consecutive five-week summers, and leads to an M.A. or Ed.M. and School Building Leader certification. Admissions reviews are conducted separately for each program, but use the same protocols. All candidates will be interviewed prior to admission (typically using video conferencing). Our principal preparation program (SPA) is nationally accredited by NCATE, and Teachers College is also accredited by Middle States. See below for information on program licensure by the state of Louisiana**.

SPA integrates practice and skill development with theory and research using case studies and simulations and teamwork. Aspiring school leaders are encouraged to construct transforming possibilities for student learning, school improvement, social equity, and opportunity. We foster leadership development through an integrated set of experiences that include sound theoretical and "best practice" knowledge, problem-based coursework, and field-based experiences, including an intensive and extended internship. The following seven statements represent the core values of the Public School Summer Principals Academy:

- Quality education and education leadership are central to promoting social justice and diversity and these values are central to ethical leadership;

- Excellent leadership development and preparation will nurture not only knowledge, skills, and values but also personal self-actualization and transformation;

- School leaders are responsible for nurturing not only the teaching and learning of all members of the school community but also for nurturing their own self-actualization and personal transformation;

- Skillful collaboration and team work are essential to foster quality schools;

- All aspects of leadership development and education will promote the practice of intellectually and ethically reflective leadership;

- Active, participatory learning that is rooted in actual school contexts, simulations, and case studies and that offers multiple opportunities to improve leadership skills is core to the curriculum; and

- Innovation and risk-taking play a key role in creating a vision and promoting educational change.

The knowledge, skills, and dispositions we seek to develop in the cohorts of students selected for SPA reflect and sustain these core competencies. They are also substantially present in the guidelines developed by ELCC and New York State for the certification of school building leaders. However, we seek to exceed the competencies of "good principals" and develop the intellectual, moral, and practical foundations that will permit principals of excellence to emerge. Excellent principals are developed over many years in the cauldron of reflective school leadership. The best academic programs support such emergence by providing a rich, complex, and adaptive learning environment that mimics closely the actual competencies required and provides frequent and prompt feedback.

The Public School Summer Principals Academy provides exactly that kind of environment promoting respect for and encouragement of cohort participants as they seek to become the best leaders they can be. The cohort model offers two intensive summers of study: summer immersion experiences for aspiring public school principals, as well as continuous support for students through an ongoing leadership seminar that continues throughout the academic program. The schedule supports the reality of aspiring principals who are currently working teachers, team leaders, department chairs, or supervisors who cannot afford to leave their schools or programs to attend graduate school full-time. The summer academic schedule is Monday-Friday, 8:00 am - 5:00 pm for five weeks. Students also learn through non-traditional venues including distance learning, action research, site-based experiential learning, and written exchanges with faculty via student portfolios. E-portfolios are a central component of each student's experience in the program. Copies of student work, exemplars from projects and case analyses, the internship, personal and professional vision statements, and other documents are on-going representations of student accomplishment. The academic program is concluded with a group project. The New School Design Project is the culmination of academic preparation for the Summer Principals Academy. These presentations showcase the efforts that our aspiring principals

have made over the 14 months to integrate the knowledge and skills they have developed while preparing for leadership service in schools across the nation. They provide our graduating academy fellows with an opportunity to highlight their plans for what an ideal new school should look like in order to meet the unique challenges facing urban schools today. The event offers other educational community leaders the opportunity to share their insights and expertise regarding how to close achievement gaps effectively through the design of innovative and high-performing schools. Cohort members organize themselves into small groups based on similar interests and ideas and work throughout their second summer to design and present on the new school concept in their ideal world scenario.

**Curriculum:**

Summer I Session

- ORLA 4001 Introduction to school leadership and decision making (3)
- ORLA 5018 School leadership for adult development (3)
- ORLA 5029 Staffing, mentoring, and supervising learning communities (3)
- ORLJ 5340 Basic practicum in conflict resolution (3)

Fall/Spring Session

- ORLA 5532 Curriculum development: Teaching, learning, and assessment (3)
- ORLA 6460 Internship in school leadership (6)

Summer II Session

- ORLA 4033. School law and ethics (3)
- ORLA 5025. Ecology of data-driven leadership (3)
- ORLA 4025. Resource allocation for student achievement (3)
- ORLA 5017. Team building and organizational development (3)
- ORLA 6020. Pro-seminar in school leadership (ongoing through all terms of enrollment; 3 credits total over entire program)

**Teachers College, Columbia University is currently licensed by the Board of Regents of the State of Louisiana. Licenses are renewed by the State Board of Regents every two years. Licensed institutions have met minimal operational standards set forth by the state, but licensure does not constitute accreditation, guarantee the transferability of credit, nor signify that programs are certifiable by any professional agency or organization.

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### Private School Leadership (MA, Ed.M)

**PRIVATE SCHOOL LEADERSHIP**
**Program Director:  Professor Pearl Rock Kane**
**Program Office:  (212) 678-3156**
**Email:  Klingenstein@tc.columbia.edu**
**Website:  www.klingenstein.org**

(Application code: ELPR) M.A., Ed.M.

This course of study prepares students to meet the challenges of leadership as school heads, principals, deans, department heads, and instructional leaders. The purpose is to increase knowledge and cultivate skills and attitudes necessary for effective administrative practice, including an understanding of the dynamics of organization change, effective teamwork, and reflective practice.  The program features core courses specifically geared to meet the needs of private school leaders including school administration, law, instructional leadership, finance, and marketing. Students participate in guided fieldwork experiences and benefit from a connection to an extensive network of cooperating schools. Programs in Private School Leadership include:

- Full-Year Master's (M.A., Ed.M.)

- Two-Summers Master's (M.A., Ed.M.)

Both the Full-Year Master's and the Two Summers Master's programs in Private School Leadership are supported by the Klingenstein Fund and the Education Leadership Program.

**Full-Year Master's (M.A., Ed.M.)**

MASTER OF ARTS

The 32-point Master of Arts degree in Private School Leadership consists of required core courses and elective course options. Students are required to complete a research project in collaboration with a small group of students and to participate in internships in New York City public and private schools. Independent school educators with three years of full-time teaching experience and a bachelor's degree from an accredited college or university are eligible to apply.

Please note: This course of study does not lead to state administrative certification as a public school principal or superintendent.

MASTER OF EDUCATION

The 60-point Master of Education in Private School Leadership consists of all requirements specified for the Master of Arts degree. In addition, students are required to complete a supervised administrative internship, a research project of the student's own design aimed at improving private school practice. Up to 30 relevant points from an accredited graduate program may be transferred.

**Two-Summers Master's (M.A., Ed.M.)**

Designed for teachers and administrators who have demonstrated strong educational leadership and who choose to stay at their jobs during the academic year, the Two-Summers Master's Program offers the same degree options (M.A. and Ed.M. in Private School Leadership) as the full-year program. Rigorous study, collaborative projects, and practica in administration are hallmarks of the program. Unlike the Full-Year Master's, the Two-Summers curriculum is entirely prescribed. Participants attend intensive six-week sessions in New York City for two consecutive summers and during the year continue their work by engaging in special projects for their schools of employment. The program of study is completed over eighteen months. Independent school educators with three years' full-time teaching experience and a bachelor's degree from an accredited college or university are eligible to apply.

Candidates are selected from among sitting administrators and aspiring school leaders in independent schools. Because there is considerable collaboration with the sponsoring school, Two-Summers Master's students must be recommended as community members with strong leadership capability by their respective Heads of School. Sponsoring schools are asked to consider granting some release time to these students doing research and practica during the academic year. In some cases, schools also agree to help fund the student's degree program through grants or forgivable loans.

Successful completion of the eighteen-month program leads to a 32-point Master of Arts degree or a 60-point Master of Education degree for those who have already completed graduate work in a teaching discipline or another field of study relevant to school leadership. Up to 28 points of transfer credit may be accepted toward the Ed.M.

The Two-Summers Master's Program couples intensive academic summer coursework with site-based requirements to offer candidates the opportunity to combine rigorous academic study with hands-on investigation and application. Each summer term is divided into two three-week sessions. Coursework is enhanced by group projects, visiting speakers, and visits to area schools. The prescribed curriculum has been designed around five core principles of effective leadership:

- The centrality of education and education leadership in promoting social justice and diversity;

- The need to nurture teaching and learning among all members of the school community;
- The importance of collaboration and teamwork in accomplishing goals;
- The use of reflective practice in fostering continued learning;
- The practice of moral and ethical leadership as a way of life.

Site-based projects and practica are designed to provide the student with experiential learning in the context of his/her own school and to offer residual benefits to the sponsoring school. Effort is made to partner with schools on choosing research topics and creating meaningful practica in the academic year between summer sessions.

Academic Requirement:

Research and Independent Study in Educational Administration. As part of the research course, students work in small groups to choose a topic of importance to them, to their schools, and to the independent school sector at large. They develop a plan for research to be carried out over the course of the upcoming academic year. Throughout the year, each student gathers data and communicates electronically with group members in collaboration with the professors of research. Findings are presented during the second summer of coursework with the accompanying paper to be shared with both the research professor and sponsoring school.

Practicum Requirement:

During the academic year, students pursue practica in administrative areas of their respective schools. Practica may include work in finance, development, college guidance, admissions, and/or marketing. Those holding senior administrative positions generally focus on a particular area of their current job in order to track their thinking, planning, action, and results in deliberate ways.

Capstone Project:

During the fall semester following the second summer session, students undertake a final project to complete their requirements. This research and writing-based project requires students to demonstrate their understandings about education leadership.

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## The Urban Education Leaders Program (Ed.D)

**URBAN EDUCATION LEADERS PROGRAM**
**Director:  Dr. Brian K. Perkins**
**Program Contact: Dr. Brian K. Perkins**
**Program Office:  (212) 678-3071**
**Email:  bp58@columbia.edu**
**Website:  http://uelp.tc.columbia.edu**

(Application code: ELUE) Ed.D.– Summer and school-year cohort program

The Urban Education Leaders Program offers school administrators and other education professionals an opportunity to complete a rigorous doctoral program while continuing to serve in schools, school systems, and other educational contexts. The program is dedicated to preparing students for high-profile, high-need positions as leaders in education, especially in urban settings. The TC faculty help to develop students' knowledge and analytic skills. Through unique district-based internship programs, students have the opportunity to learn with and from the nation's top education leaders. Academic study and hands-on leadership development inform each other as students examine the most urgent and significant challenges facing education leaders today.

The objectives of the Urban Education Leaders Program are to:

- Strengthen our students' ability to lead educational organizations and systems that are purposeful, successful, and humane contexts for learning;
- Help students develop skills and knowledge needed for the effective leadership and

management of complex organizations in a global, technological, and culturally diverse society;

- Stimulate inquiry and innovation around challenges in professional practice;
- Broaden and deepen reflection about values, trends, and issues that affect the education enterprise;
- Create and sustain a community of leaders committed to continuous learning and mutual support.

Students pursue a coherent curriculum grounded in practice and combining the best of theoretical and professional studies.

**Degree Requirements:**

Students must earn 90 points of academic credit, complete a field experience requirement, pass a certification examination, successfully pass the NYS licensure examination, and defend a doctoral dissertation.

For additional program information please visit http://uelp.tc.columbia.edu.

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## Education Leadership (Ph.D.)

**Ph.D. IN EDUCATION LEADERSHIP**
**Director:  Professor Ellie Drago-Severson**
**Program Contact:  Professor Ellie Drago-Severson, Director**
**Program Office:  (212) 678-4163**
**Email:  drago-severson@tc.edu**
**Website:  http://tcedleadership.com**

COURSE OF STUDY FOR THE PH.D. IN EDUCATION LEADERSHIP

(Application code: ELSR)  Ph.D.

School-Year Doctoral (Ph.D.) with concentrations in Leadership for Adult Development (LAD) and Leadership and Organizational Development (LOD).

In the rapidly changing and increasingly complex world of education, a crucial need exists for better knowledge about how schools and school systems can be organized and led most effectively.

The Ph.D. degree within the Education Leadership Program focuses on the scholarly study of education leadership. This degree program provides the opportunity to develop expertise in many interconnected subject areas, as preparation for careers in academic research and teaching in Education Leadership programs in universities. Graduates of the Ph.D. program are able to build new knowledge, teach new leaders and craft new policies.

- **Leadership for Adult Development** (LAD) - led by Professor Ellie Drago-Severson.
- **Leadership and Organizational Development** (LOD) - led by Professor Alex Bowers.

Both tracks are aimed at preparing future university professors to conduct research and to teach leadership at the graduate school level.  While students in both tracks will enroll in core (required) quantitative and qualitative research methods courses together, they will take methodological and substantive courses independently in order to best support their development as university scholars.

Both tracks in our Ph.D. Program are for individuals who desire deep educational experiences, excellence in theory, research and teaching, and intensive mentoring and who are preparing to assume the responsibilities of the professorship at leading research universities.  Through coursework, research, assistant teaching, research assistantships, faculty mentoring, and close working relationships with faculty members and fellow graduate students, doctoral students are provided with advanced training in the theory,

research methods, and applications of adult development and social-organizational psychology. Thus, students gain critical knowledge and skills that encompass both research and teaching.

More information about the Leadership for Adult Development (LAD) track:

- The LAD track has an adult development focus, namely to support individual and group growth through the theoretical and research lenses of adult development and adult learning.

- Students in the LAD track will be expected to engage in research that is primarily qualitative in nature.

- A unique aspect of the LAD track is an intensive experience of understanding and learning how to support adult development and adult learning at the individual and group level, a deep understanding of what is needed to shape organizational contexts to support this, and an experience of learning from doing so to enhance your university practices.

More information about the Leadership and Organizational Development (LOD) track:

- The LOD track emphasizes a theoretical and research focus on the leadership of groups, institutions, and organizations from an organizational and social psychology perspective.

- Students in the LOD track will engage in research that is primarily quantitative (e.g., large scale data sets, survey research and developmental assessments exploring leadership in the context of groups, institutions and organizations).

- A unique aspect of the LOD track is a wide breadth of coverage including human resource management, organizational behavior, organizational change, leadership, conflict and negotiation, coaching, diversity, motivation, power and authority, group processes, and organizational dynamics.

Some unique aspects of the Education Leadership Ph.D. Program overall include:

- The integration of adult development and social and organizational psychology;

- A theoretical research and applied focus on understanding multiple levels of organizational functioning from individuals to groups to organizations as a whole, as well as the dynamic interaction among these levels;

- An emphasis on both qualitative and quantitative research methods to address organizational and individual issues;

- Opportunities to engage in basic research, applied research, and graduate level teaching;

- Faculty trained in a broad array of disciplines including leadership theory and practice, adult development, social psychology, organizational behavior, and group dynamics;

- Opportunities to present at national conferences and to co-author with faculty.

In summary, our Ph.D. programs in both tracks are high-level research programs designed to prepare those who aspire to become university faculty (academics) to teach and conduct research in Education Leadership (preparing leaders) in universities. Our program is for individuals who are committed to a career as university faculty members who will prepare the next generation of educational leaders.

The program may be completed with at least 90 points, depending on the course of study, of which up to 30 acceptable credits may be transferred from another graduate institution. The program requires extensive preparation in quantitative and qualitative research methods offered by the University. For required courses in theory, content, and methods as well as electives for the Ph.D. Program, please reference the Ph.D. handbook at  http://tcedleadership.com.  Before applying to the Ph.D. Program in Education Leadership, applicants are encouraged to consult with Professor Ellie-Drago-Severson, drago-severson@tc.edu.

**Education Leadership Non-Degree Programs**

**EDUCATION LEADERSHIP NON-DEGREE PROGRAMS**

In addition to the degree programs previously described, the Education Leadership Program offers several professional development opportunities to both first-time students and to alumni interested in continuing their graduate education. These are listed below.

**Graduate Study in Liberal Arts**

Students wishing to augment their studies at Teachers College by deepening their knowledge in a particular academic discipline may pursue advanced graduate study at the School of Arts and Sciences at Columbia University over additional summers. Successful completion of 12 points of coursework, chosen with the guidance of an academic advisor, will result in the award of a Columbia University Certificate of Professional Achievement in the Liberal Arts. Contact the Programs in Education Leadership at (212) 678-3984 for more information.

**Klingenstein Summer Institute for Early Career Teachers**

An intensive off-site residential summer institute is offered for two weeks beginning in mid-June for independent elementary, middle, and high school teachers with two to five years of full time teaching experience as head teachers. The Institute is designed to increase classroom effectiveness and to prepare teachers who have demonstrated outstanding promise for leadership positions in private schools. Participation is based on an award that covers all expenses. Participants earn 4 graduate credits. Contact The Klingenstein Center at (212) 678-3156 for more information.

**Klingenstein Heads of Schools Program**

The Klingenstein Heads of Schools Program is a two-week program of intensive study for heads of independent schools which allows for interaction with professional peers. School heads are in residence at the College. They participate in symposia on issues confronting independent school leaders and attend colloquia on topics of interest including moral leadership, diversity, and organizational change. School heads also pursue independent study, investigating problems of particular relevance to their school situations. Fellowship awards are granted annually. Please send completed application packets to the Klingenstein Center by May 1. Contact The Klingenstein Center at (212) 678-3156 for more information.

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### Education Leadership Studies (M.A./Ed.M.)

**M.A./Ed.M. IN EDUCATION LEADERSHIP STUDIES**

(Application code: ELSD) (Not accepting applications for 2012-2013)

Master's students in Education Leadership Studies typically are preparing (1) for education leadership positions that do not require state administrative certification or (2) for leadership positions in organizations that work with public or private schools and colleges, non-profit organizations, government agencies, education-related businesses, NGO's, foundations, and advocacy groups. While this program does prepare the graduate student in leadership and management, it does not confer certification as a school or district leader in New York State. The program is currently under curriculum revision. Contact Professor Pearl Rock Kane, kane@tc.edu for more information.

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### Leadership, Policy, and Politics (Ph.D.)

Historically, the Ph.D. concentration in Leadership, Policy, and Politics (LPP) has been housed within the Education Leadership Program. The Department of Education Policy and Social Analysis (EPSA) is seeking approval for a new Education Policy Ph.D. program. During this transition period, Ph.D. policy students will enroll through LPP in the Education Leadership Program, and the faculty from EPSA will assume instructional, advisory, and

administrative responsibility for LPP.  Please visit the EPSA section of this catalog for more information. The contact faculty member in EPSA is Professor Luis Huerta at (212) 678-4199, lah2013@columbia.edu.

**TEACHERS COLLEGE**
COLUMBIA UNIVERSITY

# ACADEMIC CATALOG

# EDUCATION LEADERSHIP

## APPLICATION INFORMATION

Special application requirements include:

- Graduate Record Examination (GRE) is required for the Ph.D. program in Education Leadership, as well as for the Urban Education Leaders Program. For the latter, we recommend scores of 4.0 or higher on the writing. The Private School Leadership master's programs offered through the Klingenstein Center require either GRE or Miller Analogies Test (MAT) scores. Finally, the GRE is not required for the Summer Principals Academy (SPA).

- Applicants to the M.A. and Ed.M. in Education Leadership with a course of study in Public School Building and Public School District Leadership should have at least three (3) years of teaching and/or administrative experience in the public schools (K-12).

- Applicants to the M.A. or Ed.M. program in Education Leadership with a course of study in Private School Leadership should have at least three (3) years of full-time teaching experience.

- Applications for the Ed.D. will be accepted beginning in September 2012. Completed applications must be received in the Office of Admission by the program deadline of January 2, 2013 in order to be considered for the summer 2013 cohort.

- Applications for the Ph.D. Program will be accepted beginning in September 2012. Completed applications must be received in the Office of Admission by the Program deadline of December 15, 2012 in order to be considered for fall 2013 admission.

- All master's applications (M.A. and Ed.M.) in Public School Building Leadership or M.A. in Private School Leadership that are complete and have been 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 for the master's program in Public School Leadership will be considered for admission only. Please see the Admissions section of this catalog for more information.

Apply Now

### DEGREES OFFERED

**PUBLIC SCHOOL AND SCHOOL DISTRICT LEADERSHIP**

(Application code: ELBL for M.A. and Ed.M.; ELUE for Urban Education Leaders)

The Public School Summer Principals Academy (ELBL) (M.A., Ed.M.- Summer cohort program)
School-Year Master's (ELBL) (Ed.M.- for aspiring school-level leaders) (not accepting applications for 2012-2013)
Urban Education Leaders Program (ELUE) (Ed.D.- Summer/school-year cohort program) of odd-numbered years

**PRIVATE SCHOOL LEADERSHIP**

For independent, international and religiously affiliated schools. (Application code: ELPR) M.A., Ed.M.

Full-Year Master's (M.A., Ed.M.- full-time study and fieldwork- from September to May)
Two Summers Master's (M.A., Ed.M.- Cohort program over 18 months)

**Ph.D. IN EDUCATION LEADERSHIP (Application code: ELSR) Ph.D.**

School-Year Doctoral (Ph.D.) with concentrations in Leadership for Adult Development (LAD), and Leadership and Organizational Development (LOD). Please visit the EPSA section of this catalog for more information on the Leadership, Policy & Politics (LPP) concentration.

**Education Leadership Studies (Application code: ELSD) M.A./Ed.M.**

The program is currently under curriculum revision and is not accepting applications for Academic Year 2012-2013.

## CONTACT INFORMATION

*Phone:* (212) 678-3156
*Fax:* (212) 678-3254
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tcedleadership@tc.columbia.edu
*Coordinator:* Professor Pearl Rock
Kane

**TEACHERS COLLEGE**
COLUMBIA UNIVERSITY

# ACADEMIC CATALOG

Organization & Leadership »

# EDUCATION LEADERSHIP

## PROGRAM FACULTY

### FACULTY

- Baldwin, William
  Vice Provost

- Block, Caryn
  Associate Professor of Psychology and Education

- Burke, W. Warner
  Edward Lee Thorndike Professorship of Psychology & Education

- Chatterji, Madhabi
  Associate Professor of Measurement- Evaluation & Education

- Coleman, Peter
  Associate Professor of Psychology and Education

- Corter, James
  Professor of Statistics and Education

- Dougherty, Kevin
  Associate Professor of Higher Education

- Drago-Severson, Ellie
  Associate Professor of Education

- Gephart, Martha
  Research Associate Professor of Education and Co-Director of the J. M. Huber Institute

- Kane, Pearl
  Klingenstein Center Chair

- Knefelkamp, L.
  Professor of Psychology and Education

- Marsick, Victoria
  Professor of Education/Co-Director J.M. Huber Institute

- Neumann, Anna
  Professor of Higher Education

- Noumair, Debra
  Associate Professor of Psychology and Education

- Perry, Elissa
  Associate Professor of Psychology and Education

- Richards, Craig
  Professor of Education

- Rigolosi, Elaine
  Professor of Education

- Roberson, Loriann
  Professor of Education

- Robinson, Janice
  Vice President for Diversity and Community Affairs

- Weintraub, Robert
  Professor of Practice of Educational Leadership

- Westaby, James
  Associate Professor of Psychology and Education

- Yorks, Lyle
  Associate Professor of Adult & Continuing Education

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## LECTURERS

- Bitterman, Jeanne
  Senior Lecturer

- Brazaitis, Sarah
  Lecturer

- Buontempo, Gina
  Lecturer

- Christensen, Monica
  Lecturer

- Maltbia, Terrence
  Senior Lecturer

- Perkins, Brian
  Senior Lecturer

## VISITING FACULTY

- Nadelstern, Eric
  Visiting Professor of Practice

- Pasmore, William
  Visiting Professor of Social-Organizational Psychology

## ADJUNCT PROFESSORS

- Alhadeff-Jones, Michel

- Bazigos, Michael
  Adjunct Professor of Psychology and Education

- Buckner, David
  Adjunct Professor of Psychology and Education

- Caroselli, Cynthia
  Adjunct Associate Professor of Nutrition Education

- Chartrand, Constance
  Adjunct Assistant Professor of Adult Learning & Leadership

- Ciporen, Rachel
  Adjunct Assistant Professor of Psychology and Education

- Coruzzi, Celeste
  Adjunct Professor of Psychology and Education

- Cranton, Patricia
  Adjunct Professor

- DeGraffenreidt, Ann-Marie
  Adjunct Assistant Professor

- Dirschel, Kathleen
  Adjunct Professor of Nursing Education

- Frederickson, Keville
  Adjunct Associate Professor of Social Studies

- Gonzalez, Virginia
  Adjunct Assistant Professor of Adult and Continuing Ed.

- Hayes, Sandra
  Adjunct Assistant Professor of Adult Learning & Leadership

- Lewenson, Sandra
  Adjunct Professor of Nursing Education

- Lutz, Stacey
  Adjunct Associate Professor of Psychology and Education

- Marcic, Dorothy
  Adjunct Assistant Professor of Adult Learning & Leadership

- Marcus, Eric
  Adjunct Associate Professor of Psychology and Education

- Marrone, Stephen
  Adjunct Assistant Professor of Nursing Education

- Melli, Sheila
  Adjunct Associate Professor of Nursing Education

### CONTACT INFORMATION

*Phone:* (212) 678-3156
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tcedleadership@tc.columbia.edu
*Coordinator:* Professor Pearl Rock Kane

- Mendez, Kim
  Adjunct Assistant Professor of Nursing Education

- Morest, Vanessa
  Adjunct Assistant Professor of Higher Education

- Parker, Judith
  Adjunct Assistant Professor of Adult Learning & Leadership

- Parla, James
  Adjunct Assistant Professor

- Rock, Thomas
  Adjunct Assistant Professor of Higher Education

- Rudan, Vincent
  Adjunct Associate Professor of Nursing Education

- Scully, Kevin
  Adjunct Assistant Professor of Adult Learning & Leadership

- Severson, David
  Adjunct Assistant Professor of Adult Learning & Leadership

- Shmulyian, Svetlana
  Adjunct Associate Professor of Psychology and Education

- Strong, Kent
  Adjunct Assistant Professor of Psychology and Education

- Tartell, Ross
  Adjunct Assistant Professor

- Temlock, Stephen
  Adjunct Professor of Psychology and Education

- Thomas, Corlisse
  Adjunct Assistant Professor of Higher Education

- Tye, Matthew
  Adjunct Associate Professor of Psychology and Education

- Volpe, Marie
  Adjunct Associate Professor of Social Studies

## INSTRUCTORS

- Barnes, Patricia
- Brookfield, Stephen
- Castillo, Milagros
- Charlton, Audrey
- Clark-Snead, Constance
- Cohen, Claudia
- Conway, Katharine
- Fisher-Yoshida, Beth
- Golom, Francis
- Hicks, Donna
- Riley, Michele
- Sloan, Julia
- Van Rossum, Zachary

TEACHERS COLLEGE
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# ACADEMIC CATALOG

# EDUCATION LEADERSHIP

## PROGRAM COURSES

### ORLA 4001 INTRODUCTION TO SCHOOL LEADERSHIP AND DECISION MAKING

This course uses the literature on decision-making theory in combination with intensive case-study analysis in groups to explore how decision-making styles and strategies affect problem-based decision-making in innovative public school settings.
**Faculty:**

### ORLA 4010 INTRODUCTION TO ORGANIZATION ANALYSIS IN EDUCATION

This course draws on concepts and propositions from organization theory to help students construct and analyze case studies of schools and school systems and develop action plans for organizational change, reform, and renewal. Special focus on theories of bureaucracy and community; organizational structure, culture, and politics; professional learning communities; and strategic learning organizations.
**Faculty:**

### ORLA 4025 RESOURCE ALLOCATION FOR STUDENT ACHIEVEMENT

This course emphasizes the skills of school budgeting and facilities management, personnel allocations, and grant writing with a view to leveraging student achievement. Students use simulations and case studies to analyze an actual school budget; make a three-year budget forecast; and reassign faculty, support staff, and instructional resources to improve performance.
**Faculty:**

### ORLA 4030 ETHICAL ISSUES IN EDUCATIONAL LEADERSHIP

An examination of ethical issues inherent in educational leadership, with an emphasis on ethical practice as well as theory. The ethics of rights, justice, and care applied to moral dilemmas arising from the professional literature, the humanities, and the student's own practice.
**Faculty:**

### ORLA 4033 ETHICAL AND LEGAL ISSUES IN EDUCATION LEADERSHIP

This course explores the nexus between law, ethics, and school leadership. It relies on both case law and the use of ethical dilemmas in the form of case studies and hypotheticals to teach prospective leaders how to consider, for themselves, the tensions they experience when the law, professional practice, and their ethical codes of conduct are in conflict.
**Faculty:**

### ORLA 4042 THE ROLE OF THE STATE IN EDUCATION GOVERNANCE, POLICY, AND PRACTICE

The impact of state authority on local schools and school districts, seen through case studies of contemporary educational issues. Roles, relationships, trends, and the political context of policy making at the state level.
**Faculty:**

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## ORLA 4044 LEADERSHIP FOR ADULT DEVELOPMENT

In this course we will explore an expanded notion of leadership that includes supporting adult development as a focal concern. Participants interested in organizational and individual leadership and growth, especially teachers, principals, superintendents, and other leaders, will study how constructive-developmental theory and pillar practices for supporting adult growth can enable leaders to support adults' transformational learning. Permission of the instructor is required.

**Faculty:** Drago-Severson, Ellie

## ORLA 4045 RESTRUCTURING SCHOOLING IN URBAN ENVIRONMENTS

Institutional and policy analysis of school redesign experiments in urban settings, with special emphasis on the Chicago case. Review of theoretical foundations research, political support, and implementation consequences of system-wide school reform, as well as analysis of how both experimental and system-wide change is initiated.

**Faculty:**

## ORLA 4046 SCHOOL FINANCE: POLICY AND PRACTICE

Examination of the judicial and legislative involvement in school finance reform, taxation, and the equity and efficiency of local, state, and federal finance policies and systems.

**Faculty:**

## ORLA 4049 CREATING A LEARNING COMMUNITY

How can education leaders and others create communities that support adult learning (i.e., changes in knowledge, skills, understanding, and/or behavior)? This course focuses on theories and research on adult learning and leadership practices. We will examine: (1) leadership in support of adult learning; (2) adult learning theories; (3) elements that shape adult learning communities (challenges and creative strategies); (4) practices that support adult learning; and (5) the importance of caring for one's own learning. Permission of the instructor is required.

**Faculty:** Drago-Severson, Ellie

## ORLA 4050 ECONOMICS OF EDUCATION

Teaches the basic economic concepts and methods to be used for further study and analysis of educational finance, education and inequality, education and economic growth, the impact of educational policies on educational outcomes, school reform, and school choice. (Also listed as ITSF 4050.)

**Faculty:**

## ORLA 4058 PRIVATIZATION AND CHOICE IN EDUCATION

Small public schools, independent schools, charter schools, vouchers, home schools, religious schools, and for-profit educational ventures are examples of the explosion of options in schooling available to a growing number of American families. The purpose of this course is to understand the configuration of these choices in America and the implications of those choices for a democratic society. Students consider whether school choice can serve the best interests of families and the common good. Through on-site visits, students use the diversity of schools in New York City as a laboratory for learning. Permission of the instructor is required.

**Faculty:** Kane, Pearl

## ORLA 4060 DESIGNING CHARTER SCHOOLS

Design focus on instructional, governance, accountability systems, and organizational patterns. Reference to research on school models and on legislative and regulatory context of charter schools. Charter school leaders participate as resources. Collaborative field and electronic studies of existing charter schools.

**Faculty:**

## ORLA 4070 THE ANALYSIS OF PRIVATE SCHOOLS

This course examines contemporary challenges for independent schools and utilizes the talents of prominent leaders in the field to share their expertise. It focuses on practical applications of education research and theory with special emphasis on the implications

for practice in independent schools.
**Faculty:** Kane, Pearl

## ORLA 4071 LEADERSHIP OF PRIVATE SCHOOLS AND NON-PROFIT ORGANIZATIONS

How can leaders transform "good" schools into excellent schools? The purpose of this course is to equip dynamic individuals with skills and knowledge for aligning schools to accomplish challenging goals. Students study how mission and vision, governance, teamwork, social intelligence, and organization behavior contribute to effective leadership practice. They assess barriers to school change and explore strategies to overcome them. They analyze culture and ways to develop the habit of continuous school improvement. The course uses a variety of approaches with a focus on case studies. Permission of the instructor is required.
**Faculty:** Kane, Pearl

## ORLA 4874 STRATEGIC MARKETING FOR ACADEMIC INSTITUTIONS

Students survey the major themes of marketing with specific attention to the independent school context. Topics include a broad range of marketing concepts, such as ways to develop an effective communications program and branding. As part of the course, students design and undertake a market research project. Case studies are drawn from educational institutions.
**Faculty:**

## ORLA 4876 SCHOOL FINANCE: RESOURCE ALLOCATION FOR NON-PROFIT ORGANIZATIONS

An exploration of the business aspects of managing private schools. The focus is on critical issues of management including: decision making, strategic planning, and analysis and allocation of resources. Participants analyze complex issues and problems confronting leaders in private schools such as: enrollment and tuition stabilization, pricing and affordability, funding sources, endowment management, compensation, and government compliance.
**Faculty:**

## ORLA 4900 RESEARCH AND INDEPENDENT STUDY IN EDUCATIONAL LEADERSHIP

For students wishing to pursue independent study and/or research on topics not covered in regular courses. Requires faculty member's approval of a study plan, reading list, and final paper or other products or projects. Permission required from individual faculty.
**Faculty:** Drago-Severson, Ellie  Sobol, Thomas

## ORLA 5017 GROUPS AND INTERPERSONAL BEHAVIOR

Organizational behavior with reference to interpersonal relationships and the conflicts resulting from the needs of individuals compared to the demands of the organization. Special permission required.
**Faculty:**

## ORLA 5018 SCHOOL LEADERSHIP FOR ADULT DEVELOPMENT

School leaders must exercise practices to support adult development, especially in the context of standards-based reform. We will explore adult developmental theories and their connection to leadership; constructive-developmental theory; pillar practices for supporting adult growth (i.e., learning that helps adults develop increased cognitive and affective capacities to better manage the complexities of work and life). We consider: How can leaders better support adults' growth? What practices support adult development? What developmental principles inform these practices?
**Faculty:** Drago-Severson, Ellie

## ORLA 5020 INFORMATION SYSTEMS FOR DECISION MAKING IN LEARNING ORGANIZATIONS

A theoretical, conceptual, and operational analysis of information systems used for decision making and problem solving in learning organizations. An integral part of the

course involves developing the technical and analytical skills necessary to manage information systems, with an emphasis on those systems that are designed to make it possible for organizations to transform their information-based systems into knowledge-based systems. Emphasis is also placed on understanding the environmental system in which the organization exists.
**Faculty:**

## ORLA 5020 INFORMATION SYSTEMS FOR DECISION MAKING IN LEARNING ORGANIZATIONS

A theoretical, conceptual, and operational analysis of information systems used for decision making and problem solving in learning organizations. An integral part of the course involves developing the technical and analytical skills necessary to manage information systems, with an emphasis on those systems that are designed to make it possible for organizations to transform their information-based systems into knowledge-based systems. Emphasis is also placed on understanding the environmental system in which the organization exists.
**Faculty:**

## ORLA 5025 ECOLOGY OF DATA-DRIVEN LEADERSHIP

This course relies upon systems theory and its application to school systems. 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 explores various approaches to data mining, model building, and ultimately the "art of improvisational leadership." The course teaches students how to distinguish the different purposes for which data can be used and misused and relies heavily on the use of cases, simulations and exercises, including those with complex feedback systems. Familiarity with spreadsheets and simple statistics is helpful.
**Faculty:** Richards, Craig

## ORLA 5029 STAFFING, MENTORING, AND SUPERVISING LEARNING COMMUNITIES

This course draws upon the research literature in human resources management and emphasizes best practice in the recruitment, hiring, mentoring, professional development, and evaluation of teachers including the termination of incompetent teachers. The course uses problem-based units on teacher recruitment and hiring, role playing on effective mentoring, video evaluations of teacher practices, and strategies for removing incompetent teachers.
**Faculty:**

## ORLA 5052 INSTRUCTIONAL LEADERSHIP OF INDEPENDENT SCHOOLS

The purpose of this course is to help prepare independent school educators for their roles as instructional leaders and to encourage reflection about the craft of teaching. It will provide an overview of contemporary theories and research about how people learn and how this knowledge can inform leadership in curriculum design, teaching strategies, student assessment practices, and the design of professional development.
**Faculty:**

## ORLA 5055 SCHOOL ADMINISTRATION AND CULTURAL DIVERSITY

An in-depth exploration of opportunities and challenges posed by racial/ethnic, socioeconomic, linguistic, and other forms of cultural diversity in education. Focus on research on the lived experiences and educational outcomes of students from diverse backgrounds and on the implications for policy, politics, organizational design, and leadership practice.
**Faculty:**

## ORLA 5530 ACTION RESEARCH IN ORGANIZATIONAL BEHAVIOR

Techniques and methods of designing and conducting action research on organizational problems. Various methodological and organizational issues are addressed regarding the use of action research to foster organizational learning and problem solving through systematic inquiry and reflection. Students conduct an action research project.

**Faculty:**

## ORLA 5531 LEADERSHIP AND ACTION RESEARCH PRACTICUM

This course teaches students the theory of practice action research. Action research is a stance toward research that argues for using research to influence positive outcomes, even during the study phase of research. The methods themselves may be quantitative, qualitative, statistical, or some combination thereof. The purpose of the research design is to subordinate the research process to goal (e.g., of school improvement). At the same time, students develop the traditional skills of research methods, question deeply held presuppositions about "what works" and seek to become connoisseurs of effective knowledge-driven strategies of school improvement.
**Faculty:**

## ORLA 5532 PROGRAM DEVELOPMENT: TEACHING, LEARNING, AND ASSESSMENT

**Faculty:**

## ORLA 5541 FEDERAL POLITICS, FEDERAL POLICIES, AND ADMINISTRATORS

The course will begin with a theoretical discussion of the meaning of "equal educational opportunity" from a variety of philosophical, economic, educational, and political perspectives. We will then review the egalitarian concepts reflected in Congressional statutes, administrative regulations, and court decrees in such areas as school desegregation, bilingual education, and special education and the extent to which these legal mandates have, in practice, advanced educational opportunity.
**Faculty:**

## ORLA 5587 STRATEGIC MANAGEMENT OF INDEPENDENT SCHOOLS AND NONPROFIT ORGANIZATIONS

The purpose of this class is to equip educators with the skills needed for effective independent school practice. Classes are organized to develop skills in the following broad areas: staffing and management, strategic planning and structural leadership, external relations, and transitioning into a new work environment. To develop proficiency in these important leadership skills, students have opportunities to learn about and then practice skills in the classroom context with feedback from peers and experienced practitioners. Permission required.
**Faculty:** Kane, Pearl

## ORLA 5689 SCHOOL HEADS COLLOQUIUM

Enrollment limited to 20 participants. The purpose of the symposium is to provide renewal and reflection on issues relevant to school leaders through intensive study and collaboration with professional peers from independent and international schools. Topics include moral leadership and current education issues in public and private schools. Participants also conduct research on a topic of interest to their schools. Through on-site visits, students use the diversity of schools in New York City and the rich cultural resources as a laboratory for learning. Permission required.
**Faculty:** Kane, Pearl

## ORLA 5830 THE KLINGENSTEIN SUMMER INSTITUTE FOR EARLY CAREER TEACHERS

Residential program. Enrollment limited to 75. An intensive two week program held annually in June that introduces early career teachers to the complexity and challenge of teaching in independent schools. Prominent professors, guest authors, and nationally renowned educators deepen understanding on topics related to the organizing themes: improving teaching and learning, understanding diversity and multiculturalism, and assessing and overcoming resistance to change. Permission required.
**Faculty:** Kane, Pearl

## ORLA 6018 STAFF PERSONNEL ADMINISTRATION

Human resource needs, certification, selection, assignment, promotion, salaries, retirement, absences, evaluation, development, tenure, academic freedom, teachers organizations, grievances, and collective negotiations.
**Faculty:**

## ORLA 6019 Labor management relations in education

Enrollment limited. Negotiations as administrative process for decisions and management of patterns of remuneration and conditions of work. Cases and simulation. Special fee: $30.
**Faculty:**

## ORLA 6020 Pro-seminar in education leadership

This seminar course is topical and brings in guest speakers, exemplary practitioners, researchers and policy makers from academia, public schools and school districts, charter schools and education management organizations, private and independent schools, business, and other organizations to share their experience, research, and insights about effective leadership practices. The central theme of the Pro-Seminar is the development of personal self-awareness and mastery, as well as professional effectiveness. Students will be introduced to a variety of tools, assessment instruments, and other resources that are useful for personal reflection and professional growth. The seminar is customized for students preparing for leadership at different levels and in different contexts, for example aspiring public school principals, independent school heads, or district level leaders.
**Faculty:**

## ORLA 6460 Internship in school eadership

The internship in public school leadership presents an opportunity to become im-mersed in the field of leadership practice and to appreciate the importance of instructional leadership in the creation of a learning environment. The internship combines oppor-tunities to study effective leadership first-hand, develop and practice instructional leadership skills, and be mentored for a career as a school principal. The internship requires approximately 450 hours (12-15 hours per week over a full year) of supervised field work in a public school. Permission required.
**Faculty:**

## ORLA 6461 Internship in school and school district leadership

A 450-hour supervised field experience in school district leadership. Partially satisfies New York State requirement for School District Leaders certificate. Permission required.
**Faculty:** Sobol, Thomas

## ORLA 6542 Social and political history of American education reform

Over the past century, educators have experienced wave after wave of reforms intended to address the latest education "crisis." This perpetual cycle of school improvement stems in part from the competing and often contradictory demands placed upon public education. In response, school improvement efforts have alternated between a focus on equity and excellence, progressive and traditional pedagogical approaches, centralized and decentralized governance, and private rights versus public needs. Students in this course will explore the social and political roots of these pendulum swings and examine the historical forces that fuel America's desire for continual school reform. Issues of race, religion, class, and language -- which are intimately tied to these tensions -- are woven into the readings, discussions, and course-work. Permission of the instructor is required.
**Faculty:**

## ORLA 6552 Research, theory, and practice in education leadership

This course focuses on major theoretical perspectives on administrative leadership in education, how these perspectives are studied and advanced through empirical research, and how the theory and research are connected to leadership practice. Students will examine theory and empirical research on topics such as leadership effects on student learning; challenges in leading learning organizations; and the relationships among

leaders' knowledge, skills, and dispositions and their leadership preparation and effectiveness.
**Faculty:**

## ORLA 6560 ADVANCEMENT TO DOCTORAL CANDIDACY SEMINAR

Doctoral students with a minimum of 60 points toward the Ed.D. may enroll. Permission required.
**Faculty:**

## ORLA 6611 COLLOQUIUM IN ORGANIZATIONAL BEHAVIOR

Emphasis on classic studies and analysis of the implications of research for organization theory and practice. Permission required.
**Faculty:**

## ORLA 6621 COLLOQUIUM: MANAGEMENT SCIENCE

Permission required.
**Faculty:** Richards, Craig

## ORLA 6631 COLLOQUIUM: INSTITUTIONAL ANALYSIS

Permission required.
**Faculty:** Kane, Pearl

## ORLA 6641 ADVANCED TOPICS IN RESEARCH METHODS AND DESIGN

This course provides students the opportunity to explore advanced topics in research design and analytic methods, especially as they relate to studies of educational contexts and policies.
**Faculty:**

## ORLA 6900 DIRECTED RESEARCH AND STUDY IN EDUCATION LEADERSHIP

For students wishing to pursue independent study or original research as they prepare for their doctoral certification examination and/or dissertation proposal. Permission required from individual faculty.
**Faculty:** Sobol, Thomas

## ORLA 7500 DISSERTATION SEMINAR IN EDUCATIONAL LEADERSHIP

This course provides students the opportunity to discuss topics related to the preparation of their dissertation proposal in a seminar format. Students present their ideas and writing for feedback from the instructor and other students. Students may enroll in this seminar once. Permission of the instructor is required.
**Faculty:**

## ORLA 7501 DISSERTATION RESEARCH SEMINAR

This course provides students the opportunity to discuss their dissertation proposal in a seminar format, with support and feedback from the instructor and other students. Students are eligible to enroll in this seminar after enrolling in ORLA 7500 and before their dissertation proposal has been approved. Students may enroll in this course once. Permission of the instructor is required.
**Faculty:**

## ORLA 7503 RESEARCH SEMINAR

This course provides students the opportunity to discuss their dissertation research in a seminar format, with support and feedback from the instructor and other students. Students are eligible to enroll in this seminar after their dissertation proposal has been approved. Students may enroll in this course once. Permission of the instructor is required.
**Faculty:**

## ORLA 7573 ADVANCED SEMINAR

This seminar provides an opportunity for students to share their dissertation work with others and to consider questions of interpretation, significance, and the presentation of findings for multiple audiences.
**Faculty:**

## ORLA 8900 DISSERTATION ADVISEMENT IN EDUCATIONAL LEADERSHIP

Individual advisement on the doctoral dissertation. Students register for this in the first semester after their dissertation proposal has been approved and continue registering in this (or in another course, with sponsor approval) until the dissertation is completed. Requires ongoing consultation between the student and dissertation sponsor. The fee equals three points at the current tuition rate for each term. Permission required from individual faculty.
**Faculty:** Sobol, Thomas

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# ACADEMIC CATALOG

Organization & Leadership »

# EXECUTIVE PROGRAM FOR NURSES

The Executive Program for Nurses prepares students for leading roles in healthcare organizations, both service and education. These roles are those that advance and implement the practice of nursing and healthcare, operating primarily in one-to-one relationships with clients. Hence, the graduates of this program will have their major impact on nursing and healthcare by influencing other interdisciplinary healthcare providers. The basic aims of current healthcare delivery and healthcare reform mandate a non-partisan approach to the education of nurses and all healthcare administrators and executives. Professionals who practice in today's healthcare environments and shape tomorrow's reform must be collaborative interdisciplinarians.

Nursing leadership in scholarship, in research, and in practice is achieved with the attainment of the doctoral degree. Toward this ultimate goal, there are various developmental levels of role preparation, including an exit point of achievement at the level of Master of Arts (48 points). All role preparation in the Executive Program for Nurses is based upon approaches of open inquiry, scholarly pursuit, and the ability to synthesize knowledge from diverse disciplines.

## DEGREES OFFERED

NURSE EXECUTIVE ROLE-COHORT PROGRAM (NEXM)

Master of Arts (M.A.)

NURSING EDUCATION: PROFESSORIAL ROLE- COHORT PROGRAM (NEPM)

Master of Arts (M.A.)

NURSE EXECUTIVE ROLE (NEXD)

Doctor of Education (Ed.D.)

## CONTACT INFORMATION

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*Coordinator:*

**TEACHERS COLLEGE**
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# ACADEMIC CATALOG

# EXECUTIVE PROGRAM FOR NURSES

## DEGREE INFORMATION/REQUIREMENTS

- General
- Master of Arts
- Doctor of Education

### General

Note the basic research requirements for all students in the department.
The Capstone Project is a requirement for all Master's degree candidates. It is required during the semester in which a student applies for a master's degree. Details are provided in "Guidelines for the Capstone Project," which can be obtained from the office of the Executive Program for Nurses and from Faculty Advisors. The following are examples of the Master's Cohort sequence by semester.*

### Master of Arts

The Masters of Arts degree offers preparation for nursing and healthcare management positions as well as preparation for roles in nursing education.  Two specializations are offered: administration studies, emphasizing the basic skills and concepts of management; and professorial studies, which prepares learners for beginning positions in teaching.

The accelerated program at the M.A. level in both specializations is a cohort program that meets one day per week on Fridays. It runs for four semesters.  Program costs currently are $14,250 per semester of study and include tuition, fees, and refreshments. For the cohort beginning September 2013, tuition is still to be determined.  The flat rate covers cohort courses only.  The cost of the program is subject to change.

Master of Arts NURSE EXECUTIVE ROLE - Cohort Program

Semester I

- ORL 4014 Legal issues in healthcare organizations (3)
- ORL 4054 Leadership and management in healthcare organizations (3)
- ORLN 4005 Theories of nursing (3)
- HUDM 4120 Basic concepts in statistics (3)

Semester II

- ORL 4003 Crisis intervention (3)
- ORL 4011 Personnel management in healthcare (3)
- ORLN 5000 Nursing science (3)
- ORLN 5013 Informatics in nursing (3)

Semester III

### DEGREES OFFERED

NURSE EXECUTIVE ROLE-COHORT PROGRAM (NEXM)

Master of Arts (M.A.)

NURSING EDUCATION: PROFESSORIAL ROLE- COHORT PROGRAM (NEPM)

Master of Arts (M.A.)

NURSE EXECUTIVE ROLE (NEXD)

Doctor of Education (Ed.D.)

### CONTACT INFORMATION

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*Coordinator:*

- ORLN 4013 Fiscal management of the nursing organization (3)
- ORLN 5040 Methods in nursing research (3)
- ORLN 5530 Seminar: Clinical teaching and evaluation (3)
- HUD 4120 Methods of empirical research (3)

Semester IV

- ORLD 4051 How adults learn (3)
- ORLN 4050 Health problems and issues in society (3)
- ORLN 5010 Administration of a nursing organization (3)
- ORLN 6501 Seminar in professional nursing (3)

Master of Arts

NURSING EDUCATION Professorial Role - Cohort Program

Semester I

- ORL 4014 Legal issues in healthcare organizations (3)
- ORL 4054 Leadership and management in healthcare organizations (3)
- ORLN 4005 Theories of nursing (3)
- HUDM 4120 Basic concepts in statistics (3)

Semester II

- ORL 4003 Crisis intervention (3)
- ORLD 4053 Facilitating adult learning (3)
- ORLN 5000 Nursing science (3)
- ORLN 5013 Informatics in nursing (3)

Semester III

- ORLD 4844 Helping adults learn (3)
- ORLD 5055 Staff development and training (3)
- ORLN 5040 Methods in nursing research (3)
- ORLN 5530 Seminar: Clinical teaching and evaluation (3)

Semester IV

- ORLD 4051 How adults learn (3)
- ORLN 4050 Health problems and issues in society (3)
- ORLN 5230 Fieldwork in nursing education (3)
- ORLN 6501 Seminar in professional nursing (3)

* Courses and/or sequence are subject to change.

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## Doctor of Education

NURSE EXECUTIVE ROLE

The Accelerated Program at the Ed.D. level is a cohort program that meets one day per week on Fridays. The program consists of six semesters of coursework leading to the Ed.D. degree in addition to satisfactory completion of a doctoral dissertation. Program costs currently are $13,000 per semester of study and include tuition, fees, and refreshments. The flat rate fee covers cohort courses only.

For program course recommendations and program planning, please see the Doctor of

Education Advisement Guide which can be obtained from the office of the Executive Program for Nurses. The following is an example of a doctoral cohort sequence by semester.*

Semester I

- ORLN 5005 Interdisciplinary theory in nursing (3)
- ORLN 6514 Marketing nursing programs and services (3)
- HUDM 4122 Probability and statistical inference (3)

Semester II

- ORL 5551 Ethics for healthcare professionals (3)
- ORL 6500 Qualitative research methods in organizations: Design and data collection (3)
- ORLN 6615 Colloquium in nursing administration (3)

Semester III

- ORLN 5043 Nursing research development (3)
- ORLN 6522 Policy formation and governance in health care (3)
- A&HF 4090 Philosophies of education (3)

*Certification*

Semester IV

- ORL 6011 Advanced system management (3)
- ORLN 6014 Managing the socially responsible organization (3)
- ORLN 6540 Dissertation design development (3)

Semester V

- ORLN 5011 Designing, planning, and monitoring the healthcare system (3)
- ORLN 6541 Advanced dissertation design development (3)
- ORLN 7500 Dissertation seminar in nursing (3)

Semester VI

- ORLN 6511 Innovations in nursing management (3)
- ORLN 6635 Colloquium in nursing education (3)
- ORLN 7900 Directed dissertation research (3)

**Note:** After coursework is completed, candidates must be continuously enrolled every fall and spring semester, up to and including the semester in which the dissertation defense is held and the revised and/or completed dissertation is submitted to the Office of Doctoral Studies. Course selection: Courses that may be taken include ORLN 6940, ORLN 6941 or ORLN 8900 and are based on the advice of the candidate's advisor.

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# EXECUTIVE PROGRAM FOR NURSES

## APPLICATION INFORMATION

**Master of Arts**

In addition to the requirements for admission to Teachers College, in order to be considered for admission in the program, applicants must be Registered Nurses in any U.S. state or in Canada and hold a baccalaureate degree in any field, with a cumulative grade point average of 3.0 or better. One year of post-baccalaureate management experience is required for administration studies and one year of post-baccalaureate full-time clinical nursing practice experience is required for professorial studies.

The accelerated Master of Arts cohort begins every other fall.

**Doctor of Education**

In addition to the requirements for admission to Teachers College, in order to be considered for admission into the program, doctoral applicants must:

- Hold a baccalaureate degree with a major in any field that is approved by Teachers College, Columbia University;

- Hold a graduate degree and/or 36 graduate points/credits approved by Teachers College, Columbia University;

- Hold a current Registered Nurse License in a state in the U.S. or in a province of Canada;

- Have an eighth decile on graduate work at Teachers College or a cumulative grade point average of 3.5 from other accredited institutions;

- Have a GRE verbal score of at least 540 (former test score), 156 (current test score), or an MAT score of at least 416. Results of the GRE or MAT should not be more than 5 years old; and

- Have one year of post-baccalaureate management experience.

International applicants should note that a current permit from the New York State Board of Nursing is required to practice nursing and/or do fieldwork. Potential candidates who do not meet these admission standards but who can demonstrate substantial ability shall have the option to petition the faculty of the program to be considered for admission based on alternative evidence of ability.

The next accelerated Doctor of Education cohort will begin in the fall 2012 semester.

Apply Now

### DEGREES OFFERED

NURSE EXECUTIVE ROLE-COHORT PROGRAM (NEXM)

Master of Arts (M.A.)

NURSING EDUCATION: PROFESSORIAL ROLE- COHORT PROGRAM (NEPM)

Master of Arts (M.A.)

NURSE EXECUTIVE ROLE (NEXD)

Doctor of Education (Ed.D.)

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**TEACHERS COLLEGE**
COLUMBIA UNIVERSITY

# ACADEMIC CATALOG

# EXECUTIVE PROGRAM FOR NURSES

## PROGRAM FACULTY

### FACULTY

- Corter, James
  Professor of Statistics and Education

- Rigolosi, Elaine
  Professor of Education

### ADJUNCT PROFESSORS

- Caroselli, Cynthia
  Adjunct Associate Professor of Nutrition Education

- Dirschel, Kathleen
  Adjunct Professor of Nursing Education

- Frederickson, Keville
  Adjunct Associate Professor of Social Studies

- Kasoff, Janet
  Adjunct Assistant Professor of Nursing Education

- Lewenson, Sandra
  Adjunct Professor of Nursing Education

- Marrone, Stephen
  Adjunct Assistant Professor of Nursing Education

- Melli, Sheila
  Adjunct Associate Professor of Nursing Education

- Mendez, Kim
  Adjunct Assistant Professor of Nursing Education

- Parker, Judith
  Adjunct Assistant Professor of Adult Learning & Leadership

- Rudan, Vincent
  Adjunct Associate Professor of Nursing Education

## DEGREES OFFERED

NURSE EXECUTIVE ROLE-COHORT PROGRAM (NEXM)

Master of Arts (M.A.)

NURSING EDUCATION: PROFESSORIAL ROLE- COHORT PROGRAM (NEPM)

Master of Arts (M.A.)

NURSE EXECUTIVE ROLE (NEXD)

Doctor of Education (Ed.D.)

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# ACADEMIC CATALOG

Organization & Leadership »

# EXECUTIVE PROGRAM FOR NURSES

## PROGRAM COURSES

### A&HF 4090 PHILOSOPHIES OF EDUCATION

Professors Hansen or Laverty. An introduction to seminal texts, central questions, and rival traditions in philosophy of education. An invitation to develop one's own philosophy of education.
**Faculty:** Laverty, Megan

### HUD 4120 METHODS OF EMPIRICAL RESEARCH

An introduction to the methods of scientific inquiry, research planning, and techniques of making observations and analyzing and presenting data.
**Faculty:** Scully, Kevin

### HUDM 4120 BASIC CONCEPTS IN STATISTICS

Descriptive statistics including organizing, summarizing, reporting, and interpreting data. Understanding relationships expressed by cross-tabulation, breakdown, and scatterdiagrams. Designed as a one-semester introduction to statistical methods. Will include reading journal articles. Lab fee $50.00
**Faculty:** Lee, Young-Sun

### HUDM 4122 PROBABILITY AND STATISTICAL INFERENCE

Prerequisite: HUDM 4120 or undergraduate statistics course. Elementary probability theory; random variables and probability distributions; sampling distributions; estimation theory and hypothesis testing using binomial, normal, T, chi square, and F distributions.Lab fee $50.00
**Faculty:** Corter, James  Lee, Young-Sun

### ORL 4003 CRISIS INTERVENTION

Study of general crisis phenomena within the framework of crisis intervention theory. Analysis of individual, family, and community dynamics.
**Faculty:**

### ORL 4011 PERSONNEL MANAGEMENT IN HEALTHCARE

Examination and application of personnel management and human relations theory in the healthcare organization. Includes human resource utilization, problem solving, comunications theory, and evaluation performance. Special fee: $25.
**Faculty:** Rigolosi, Elaine

### ORL 4014 LEGAL ISSUES IN HEALTHCARE ORGANIZATIONS

Laws, administrative regulations, and pertinent case law affecting healthcare organizations. Theories of power, politics, and labor relations applied. Local, state, and federal impact on healthcare included. Special fee: $25.
**Faculty:**

### ORL 4054 LEADERSHIP AND MANAGEMENT IN HEALTHCARE ORGANIZATIONS

Critical analysis of theory and research in organizational behavior, leadership, and

## DEGREES OFFERED

NURSE EXECUTIVE ROLE-COHORT PROGRAM (NEXM)

Master of Arts (M.A.)

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Master of Arts (M.A.)

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management as it relates to the role of healthcare executives. Critique of the executive's role as it relates to these theories. Special fee: $25.
**Faculty:**

## ORL 5551 ETHICS FOR HEALTHCARE PROFESSIONALS

Review of ethical issues in healthcare and healthcare delivery. Special fee: $150.
**Faculty:**

## ORL 6011 ADVANCED SYSTEM MANAGEMENT

Managing systems requires the generation of useful information for decision-making. This course focuses on using information for strategic planning and management of systems in healthcare.
**Faculty:**

## ORL 6500 QUALITATIVE RESEARCH METHODS IN ORGANIZATIONS: DESIGN AND DATA COLLECTION

An introduction to qualitative research methods conceptualization and data collection procedures and design. Students learn various qualitative data collection techniques and conduct a pilot study.
**Faculty:** Yorks, Lyle

## ORLD 4051 HOW ADULTS LEARN

Role and perspective changes in adulthood, concepts of maturity, learning theories, personality development, cognitive learning and thinking, creativity, interests and attitudes, motivation, self-concept, and achieving styles. Implications for the education of adults in a wide variety of workplace, community, and educational settings.
**Faculty:** Langer, Arthur

## ORLD 4053 FACILITATING ADULT LEARNING

In-depth consideration of issues, strategies, and methods for facilitating adult learning. Theory is considered in relationship to practice. Methods are identified that are suited to adult learning in different settings, and to the role played by groups in individual to team learning. No prerequisites required, but learning is enhanced when taken following ORLD 4051.
**Faculty:** Bitterman, Jeanne

## ORLD 4844 HELPING ADULTS LEARN

In this course, participants will explore the ways in which adults learn critical thinking and they will experience different techniques to teach critical thinking. Exercises to be reviewed will include: Scenario analysis, heroes and villains, crisis decision simulation and critical incidents. The course will mix presentations by the leader with small group exercises.
**Faculty:** Brookfield, Stephen

## ORLD 5055 STAFF DEVELOPMENT AND TRAINING

Introductory course covering the organization, management, and instructional process involved in staff training and development programs in business, industry, unions, healthcare institutions, government, and other noncollegiate settings. Current developments, innovative practices, and issues. This course is also offered in a distance learning format.
**Faculty:** Parker, Judith

## ORLN 4005 THEORIES OF NURSING

Theoretical foundations of nursing. Critical analysis of theories that explain the nature of nursing practice.
**Faculty:**

## ORLN 4013 FISCAL MANAGEMENT OF THE NURSING ORGANIZATION

Focus is the fiscal impact of providing nursing services. Management information systems,

organizing human and material resources, and assessing the cost and quality of nursing services are studied. Health organization finance and nursing budgeting are included.
**Faculty:**

## ORLN 4050 Health problems and issues in society

Political and economic concepts influencing the delivery of healthcare services. Consideration of health issues facing the public and possible courses of action.
**Faculty:**

## ORLN 5000 Nursing science

Prerequisite: ORLN 4005. Examination of emerging issues in nursing research and healthcare. Relevance to theory development and health policy are emphasized.
**Faculty:** Frederickson, Keville

## ORLN 5005 Interdisciplinary theory in nursing

Prerequisites: ORLN 4005, ORLN 4050, or equivalent. Evaluation of utility of theories and models from related disciplines in posing research problems in nursing. Focus on strategies of concept analysis and theory derivation.
**Faculty:**

## ORLN 5010 Administration of a nursing organization

Prerequisite: ORL 4054. Analysis and application of administrative theory and structure to the nurse executive role. Analysis of fit of models to the nursing administrative task. Application of MBO quantitative decision theory, and other models in the nursing administrative function.
**Faculty:**

## ORLN 5011 Designing, planning, and monitoring the healthcare system

Prerequisite: ORL 4054. Corequisites or prerequisites: ORLN 4005, ORLN 4013, and ORLN 5010. Identification and analysis of organization and planning theories applicable to the nursing care system. Development of design models based on analyses of current and predictable healthcare needs of society and the nursing market. Ability to assess architectural plans as they impact on nursing care delivery.
**Faculty:**

## ORLN 5013 Informatics in nursing

Focus on computerized management information systems, computer-based analysis of decision alternatives, assessing nursing care quality and cost-effectiveness, and other feedback mechanisms specific to the nursing organization. Special fee: $50.
**Faculty:**

## ORLN 5040 Methods in nursing research

Prerequisites: ORLN 4005, ORLN 5000. Analysis of hypothetical generation, study designs, and data collection methods in nursing research with emphasis on application to practice.
**Faculty:**

## ORLN 5043 Nursing research development

Prerequisites: ORLN 4005, ORLN 5040, or equivalents. Philosophical foundations of empirical and naturalistic inquiry methods are examined with reference to developing a domain-significant research problem. Emphasis given to clarification to study design within interdisciplinary knowledge relevant to nursing.
**Faculty:**

## ORLN 5230 Fieldwork in nursing education

Permission required. Supervised practice in teaching nurse learners in one or more settings: classroom, clinical, or practice.
**Faculty:**

## ORLN 5530 Seminar: Clinical teaching and evaluation

Inquiry in effective strategies for teaching and evaluating students in the laboratory setting. Analysis, or theory and related research.
**Faculty:**

## ORLN 6014 MANAGING THE SOCIALLY RESPONSIBLE ORGANIZATION

Analysis of selected social, economic, and political megatrends that have or will continue to influence the direction of change in the healthcare industry. The process of analysis is intended to serve as a conceptual framework for the categorization of discrete trends affecting the management of nursing services and programs.
**Faculty:**

## ORLN 6501 SEMINAR IN PROFESSIONAL NURSING

Prerequisites: Two courses in nursing professionalism and/or history. Examination of selected professional nursing problems or domain in depth. Course may be repeated for credit if different topics are covered.
**Faculty:**

## ORLN 6511 INNOVATIONS IN NURSING MANAGEMENT

Prerequisites: ORL 4054, ORLN 4011, ORLN 5010. Selected innovations in nursing, other health disciplines and management science are analyzed regarding underlying processes for translating new knowledge into successful practice. Special fee: $10.
**Faculty:**

## ORLN 6514 MARKETING NURSING PROGRAMS AND SERVICES

Prerequisites: ORL 4054, ORLN 5010. Analysis of marketing concepts and principles of strategic planning as they relate to nurse executive role in health service industry.
**Faculty:**

## ORLN 6522 POLICY FORMATION AND GOVERNANCE IN HEALTHCARE

Policy formation and governance within nursing organizations and within the larger institution of which they are a part. Exploration of external and internal influences on policy formation in nursing.
**Faculty:**

## ORLN 6540 DISSERTATION DESIGN DEVELOPMENT

Permission required. Prerequisites: ORLN 4005, ORLN 5005, ORLN 5043, statistics, and certification. Required of all doctoral candidates. Group critique of dissertation proposals; focus on beginning to intermediate aspects of analysis of theory and research design. This course may be repeated as often as necessary until the student is ready for the departmental examination. Once ORLN 6540 is taken, continuous fall/spring enrollment in this course or in ORLN 8900 is required until the semester during which the departmental examination is held.
**Faculty:** Frederickson, Keville Rigolosi, Elaine

## ORLN 6541 ADVANCED DISSERTATION DESIGN DEVELOPMENT

Permission required. Prerequisite: ORLN 6540 and certification. Focus on advanced aspects of research design and method.
**Faculty:**

## ORLN 6615 COLLOQUIUM IN NURSING ADMINISTRATION

Prerequisite: Determined by instructor based on subject to be covered. Examination of selected problems in nursing administration for in-depth coverage. Course may be repeated for credit if different topic is taken.
**Faculty:**

## ORLN 6635 COLLOQUIUM IN NURSING EDUCATION

Prerequisite: Determined by instructor based on topic selected. Examination of selected problems in nursing education practice and administration. Course may be repeated for

credit if different topic covered.
**Faculty:**

## ORLN 6910 INDEPENDENT STUDY IN NURSING ADMINISTRATION

Permission required. Individual, guided learning experience at the doctoral level in a selected aspect of nursing administration. Topic agreed upon between student and faculty.
**Faculty:** Rigolosi, Elaine

## ORLN 7500 DISSERTATION SEMINAR IN NURSING

Permission required. Prerequisite: ORLN 6540 and certification. The departmental examination, involving presentation of dissertation proposal for faculty approval. This course is required of all certified doctoral candidates and may be taken only once. If the student is unable to satisfactorily complete the departmental examination during the semester in which enrolled, an incomplete is given.
**Faculty:** Rigolosi, Elaine

## ORLN 7900 DIRECTED DISSERTATION IN RESEARCH

Permission required. Prerequisites: ORLN 6540 and ORLN 6541. All doctoral students eligible for this course must register for this course during completion of the dissertation. This course may be repeated as often as necessary upon advice of the advisor.
**Faculty:**

## ORLN 8900 DISSERTATION ADVISEMENT IN NURSING

Individual advisement on doctoral dissertation following completion of all course work. Fee to equal 3 points at current tuition rate for each term. For continuous requirements, see section in catalog on Continuous Registration for Ed.D. degree.
**Faculty:** Rigolosi, Elaine

## ORLN 8900 DISSERTATION ADVISEMENT IN NURSING

Individual advisement on doctoral dissertation following completion of all course work. Fee to equal 3 points at current tuition rate for each term. For continuous requirements, see section in catalog on Continuous Registration for Ed.D. degree.
**Faculty:** Rigolosi, Elaine

# ACADEMIC CATALOG

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# HIGHER AND POSTSECONDARY EDUCATION

The Higher and Postsecondary Education Program at Teachers College, Columbia University strives to create knowledge, knowledgeable practitioners, and practicing scholars concerned broadly with teaching, learning, and scholarly and professional development; organizational and institutional analysis, including abilities to probe and develop the structures, processes, policies, and technologies that comprise colleges, universities, and state and national systems of tertiary education; and social and comparative perspectives, with attention to the social, cultural, economic, and historical contexts of knowledge production, policy, and institutional development. We expect that students will work within and across these domains, developing programs of study that, though focused on particular themes and issues (e.g., policy, scholarly learning and careers, student development, professional development), will be informed broadly by a diverse array of ideas, perspectives, and questions.

The Master of Arts (M.A.) Program develops knowledgeable practitioners in three domains of higher and postsecondary education: its educational core (teaching and learning, student and professional development), its organizational and institutional framework (campus policymaking and implementation, planning, organizational development), and its social positioning and comparative potential (social meaning of higher education and comparative study of institutional, state, and national systems). Though students entering the M.A. Program will be exposed to each of the domains, they will specialize in one.

Students who pursue the M.A. degree at Teachers College will build on the program's historic strength in the study of student development through the college years and in its growing strengths in higher/postsecondary education teaching and learning, faculty development, organizational and administrative studies, and others. As such, students earning the M.A. degree will be positioned to serve in a variety of student support positions, as well as in various administrative roles, academic support programs, and the like.

The Master of Education (Ed.M.) program develops breadth of understanding of higher and postsecondary education, though emphasizing particular domains of study and practice, among them academic learning and development, organizational and institutional processes, and social and comparative perspectives. Students in the Ed.M. Program typically use these offerings to elaborate and deepen their experience-based knowledge and intellectual interests in curriculum development, student development, higher education administration, etc. Ed.M. students conclude their programs of study by writing an integrative paper focused on a particular topic of professional and personal interest and drawing on the knowledge resources availed by the three curricular domains.

Students who pursue the Ed.M. in Higher and Postsecondary Education at Teachers College, Columbia University typically bring to their studies well developed understandings of particular facets of the enterprise, often from their own participation in the professional practices that define it (teaching, administration, policy-making etc.). The Ed.M. Program helps them situate their practice-based knowledge and their emerging intellectual interests within the broader span of higher and postsecondary education, thereby availing expanded intellectual resources for their professional efforts.

The Doctor of Education (Ed.D.) Program develops breadth of understanding about higher and postsecondary education, though with focus on an intellectual issue or professional activity (concentration or emphasis area). Breadth is assured through study within three

## DEGREES OFFERED

Higher and Postsecondary Education (HIGH)

Master of Arts (M.A.)
Master of Education (Ed.M.)
Doctor of Education (Ed.D.)

## CONTACT INFORMATION

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*Coordinator:*

curricular domains: academic and developmental analysis of higher and postsecondary education, organizational and institutional analysis of higher and postsecondary education, and social and comparative analysis of higher and postsecondary education.  Working across these domains and beyond them (through related out-of-program courses), students will work with faculty advisors to develop emphasis areas, among them studies in student learning and development, diversity and access studies, studies of scholarly learning and careers, administrative and leadership preparation, and college teaching.

Students who pursue the Ed.D. in Higher and Postsecondary Education question and explore the range of perspectives for understanding the enterprise--its educational and intellectual core, its institutional/organizational rubrics, and its social and comparative contextualizations. Thus, through their own research (situated within an emphasis area), they participate in reshaping current understandings of postsecondary education. Ed.D. students conclude their programs by writing a dissertation that, though focused on a particular research problem within higher and postsecondary education, reflects the tripartite aims of the curriculum, as well as deep understanding of knowledge structures underpinning their area of inquiry.  They are positioned then to scrutinize prevailing views of what it means to engage in the "higher learning" and, importantly, of what it means to reconstruct these views in the name of improvement and development.

Graduates of the Ed.D. Program may assume substantial leadership responsibilities as through presidencies, vice presidencies, or other key administrative posts in colleges and universities or state systems; they may lead university- or college-wide instructional development centers and activities; they may become policymakers or provide analytic support for policy processes; they may also become academic scholars and researchers.

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COLUMBIA UNIVERSITY

# ACADEMIC CATALOG

# HIGHER AND POSTSECONDARY EDUCATION

## DEGREE INFORMATION/REQUIREMENTS

- General
- Master of Arts
- Master of Education
- Doctor of Education

### General

Note the basic research requirements for all students in the department.

The following requirements constitute frameworks for guiding program planning which occurs in consultation with the designated faculty advisor and requires approval of the Higher and Postsecondary Education Program faculty. The coursework portion of each degree program consists of required courses (offered annually or in alternate years), within-Program electives, and extra-Program electives; other requirements, unique to a program or portion thereof, are indicated below.

### Master of Arts

The M.A. requires a minimum of 32 points of graduate coursework. Students pursue one of three domain sequences: Academic and Developmental Analysis, Organizational and Institutional Analysis, or Social and Comparative Analysis.

Click Here to download worksheet.

Course requirements common to all sequences include:

- ORL 5521 Introduction to research methods in education (3) or equivalent with advisor approval
- ORLH 4010 Purposes and policies of higher education (3)
- ORLH 4011 Curriculum and instruction in higher education (3)
- ORLH 4040 The American college student (3)
- ORLH 5525 Advanced professional seminar: College student development theories (3)

Additional requirements for Academic and Developmental Analysis include the following coursework as well as a culminating project:

- ORLH 4041 Student personnel administration: Organization, functions, and issues (3) or other with advisor approval
- ORLH 4042 Student personnel administration: Programs and services (3) or other with advisor approval

Two (2) courses from the following:

## DEGREES OFFERED

Higher and Postsecondary Education (HIGH)

Master of Arts (M.A.)
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- ORLH 4012 The community college (3)
- ORLD 4051 How adults learn (3)
- ORLH 5011 College teaching and learning (3)
- ORLH 5044 Theories of diversity in higher education (3)
- ORLH 5522 Advanced professional seminar: Contemporary student issues and policies (3)
- ORLH 5524 Advanced professional seminar: An analysis of student cultures (3)
- ORLH 5527 Advanced professional seminar: The college professoriate (3)
- Other ORLH courses with advisor's approval (3)

Other Courses: M.A. students with internship must take ORLH 5241, Observation and Supervised Fieldwork in Higher and Postsecondary Education (1 point).

Non-internship students elect another Teachers College course with advisor approval (1 point).

Minimum of two out-of-program Teachers College elective courses — one 3-point course and one 1-point course — for a total of 4 points. These courses require advisor approval (4 points).

Additional requirements for Organizational and Institutional Analysis include the following coursework as well as a culminating project:

- ORLH 4031      Financial administration of higher education institutions (3)

Three (3) courses from the following:

- ORLH 4012 The community college (3)
- ORLH 4020 College and university organization and administration (3)
- ORLD 4051 How adults learn (3)
- ORLH 4199 Special topics in higher education (topic/section to be designated with advisor approval)
- ORLH 5011 College teaching and learning (3)
- ORLH 5527 Advanced professional seminar: The college professoriate (3)
- ORLH 6521 Advanced seminar in the community college (3)
- ORLH 6551 Advanced seminar in higher education (3)
- ORLH 6556 Educational leadership: Research, art, and practice (3)

Other Courses: M.A. students with internship must take ORLH 5241, Observation and Supervised Fieldwork in Higher and Postsecondary Education (1 point). Non-internship students elect another Teachers College course with advisor approval (1 point).

Minimum of two additional out-of-program Teachers College elective courses — one 3-point course and one 1-point course — for a total of 4 points. These courses require advisor approval (4 points).

Requirements for Social and Comparative Analysis include the following coursework as well as a culminating project:

Three or four courses from the following:

- ORLD 4051 How adults learn (3)
- ORLH 4199 Special topics in higher education (3) with advisor approval
- ORLH 5011 College teaching and learning (3)
- ORLH 5044 Theories of diversity in higher education (3)
- ORLH 5522 Advanced professional seminar: Contemporary student issues and policies (3)
- ORLH 5524 Advanced professional seminar: An analysis of student cultures (3)

- ORLH 5527 Advanced professional seminar: The college professoriate (3)
- ORLH 6551 Advanced seminar in higher education (3)
- ORLH 6556 Education leadership: Research, art, and practice (3)

Other Courses: M.A. students with internship must take ORLH 5241, Observation and Supervised Fieldwork in Higher and Postsecondary Education (1 point). Non-internship students elect another Teachers College course with advisor approval (1 point).

Minimum of two to three additional out-of-program Teachers College elective courses — one 3-point or 2-point courses and one 1-point course — for a total of 4-7 points. These courses require advisor approval.

## Master of Education

The Ed.M. requires a minimum of 60 points and an integrative paper prepared as a culminating project.

Click Here to download worksheet.

Core courses (required):

- ORL 5521 Introduction to research methods in education (3), or equivalent with advisor approval
- ORLH 4010 Purposes and policies of higher education (3)
- ORLH 4011 Curriculum and instruction in higher education (3)
- ORLH 4020 College and university organization and administration (3), or equivalent
- ORLH 4031 Financial administration of higher education institutions (3)
- ORLH 5044 Theories of diversity in higher education (3)
- ORLH 5526 Advanced professional seminar: The literature of higher education (3)
- ORLH 5527 Advanced professional seminar: The college professoriate (3)
- ORLH 6511 Coordinating seminar in higher education (3)
- ORLH 6551 Advanced seminar in higher education II (3); or
- ORLH 5011 College teaching and learning (3)
- ORLH 6900 Research and independent study in higher education
- ORLH 6557/8 Research practicum in higher education, or other with advisor approval (3) (Integrative paper is prepared in this course.)

Of the remaining nine courses (27 points), six courses (18 points) should be within the Program. The remaining three courses (9 points) should be from outside the Program. All courses should relate conceptually, substantively, or methodologically to the student's developing area of interest.

Internships may be open to Ed.M. students on a space-available basis but require approval of faculty advisor and program coordinator, including possible addition of course requirements.

## Doctor of Education

The Ed.D. requires a minimum of 90 points of graduate coursework, completion of the certification exam (an exam in two parts), and the writing and successful defense of a dissertation.

Click Here to download worksheet.

Core courses required:

- ORL 5521 Introduction to research methods in education (3) or equivalent with advisor approval

- ORLH 4010 Purposes and policies of higher education (3)
- ORLH 4011 Curriculum and instruction in higher education (3)
- ORLH 4020 College and university organization and administration (3)
- ORLH 4031 Financial administration of higher education institutions (3)
- ORLH 5021 Patterns of organization and management in higher education (3)
- ORLH 5044 Theories of diversity in higher education (3)
- ORLH 5526 Advanced professional seminar: The literature of higher education  (3)
- ORLH 5527 Advanced professional seminar: The college professoriate (3)
- ORLH 6511 Coordinating seminar in higher education (3)
- ORLH 6551 Advanced seminar in higher education II (3)
- ORLH 5011 College teaching and learning (3)

In addition to ORL 5521, all Ed.D. students must  take a minimum of three additional research courses to be selected relative to student's research preparation needs. See department core requirements. Remaining fifteen courses (45 points) are to be distributed as follows:

Six courses within the Program with advisor approval. The chosen concentration must represent a coherent area of study that broadly situates dissertation research.

Five courses outside the Program, with at least three of these outside the department.  Chosen with advisor approval, these courses must contribute substantively, theoretically, or methodologically to the student's selected area of study.

Five courses within or outside the program, with advisor approval.

Internships are open to doctoral students on a space-available basis but require approval of faculty advisor and program coordinator, including possible addition of course requirements.

Adjustments to requirements and distributions, as shown for the M.A., Ed.M., and Ed.D. in Higher and Postsecondary Education, require approval of the advisor and program coordinator.

TEACHERS COLLEGE
COLUMBIA UNIVERSITY

# ACADEMIC CATALOG

# HIGHER AND POSTSECONDARY EDUCATION

## APPLICATION INFORMATION

Applications are considered for fall enrollment only.  Applicants to all HPSE degree programs should discuss their past educational preparation and professional goals in their personal statements; they also are reminded to discuss the kind of learning in which they hope to engage through the program to which they are applying.  In addition to the general application documentation required, all applicants must submit an academic writing sample (e.g., a class paper). Ed.M. and Ed.D. applicants should submit a paper written for a graduate-level class. Ed.M. 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 discipline or field and work experience in higher/postsecondary education.

Apply Now

### DEGREES OFFERED

Higher and Postsecondary Education (HIGH)

Master of Arts (M.A.)
Master of Education (Ed.M.)
Doctor of Education (Ed.D.)

### CONTACT INFORMATION

*Phone:* 212-678-3750
*Fax:* 212-678-3743
*Email:* highered@tc.edu
*Coordinator:*

Organization & Leadership »

# HIGHER AND POSTSECONDARY EDUCATION

## PROGRAM FACULTY

### FACULTY

- Baldwin, William
  Vice Provost

- Dougherty, Kevin
  Associate Professor of Higher Education

- Neumann, Anna
  Professor of Higher Education

- Robinson, Janice
  Vice President for Diversity and Community Affairs

### LECTURERS

- Christensen, Monica
  Lecturer

### ADJUNCT PROFESSORS

- Langer, Arthur
  Adjunct Assistant Professor of Higher Education

- Morest, Vanessa
  Adjunct Assistant Professor of Higher Education

- Rock, Thomas
  Adjunct Assistant Professor of Higher Education

- Thomas, Corlisse
  Adjunct Assistant Professor of Higher Education

### INSTRUCTORS

- Castillo, Milagros

- Conway, Katharine

## DEGREES OFFERED

Higher and Postsecondary Education (HIGH)

Master of Arts (M.A.)
Master of Education (Ed.M.)
Doctor of Education (Ed.D.)

## CONTACT INFORMATION

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TEACHERS COLLEGE
COLUMBIA UNIVERSITY

# ACADEMIC CATALOG

# HIGHER AND POSTSECONDARY EDUCATION

## PROGRAM COURSES

### A&HH 5070 HISTORY AND THEORY OF HIGHER EDUCATION
Fundamental ideas that have shaped liberal education in the United States and basic issues that arise in the formulation of purposes, policies, and educational programs in colleges and universities.
**Faculty:**

### A&HH 5070 HISTORY AND THEORY OF HIGHER EDUCATION
Professor Waite. Fundamental ideas that have shaped liberal education in the United States and basic issues that arise in the formulation of purposes, policies, and educational programs in colleges and universities.
**Faculty:**

### CCPJ 4064 THEORIES OF COUNSELING
Approaches to counseling; theories and research findings; educational, vocational, and personal counseling; typical problems; illustrative cases.
**Faculty:** Brewster, Melanie  Dunn, Marianne  Fraga, Elizabeth  Hill, Jill  Sue, Derald

### CCPJ 4064 THEORIES OF COUNSELING
Approaches to counseling; theories and research findings; educational, vocational, and personal counseling; typical problems; illustrative cases.
**Faculty:** Brewster, Melanie  Dunn, Marianne  Fraga, Elizabeth  Hill, Jill  Sue, Derald

### CCPJ 5062 CAREER COUNSELING AND DEVELOPMENT
General concepts of career development and methods of assessment in career counseling. This course also highlights various issues related to the career development of diverse client populations in light of contemporary socio-political phenomena. Materials fee: $40.
**Faculty:** Brewster, Melanie  Gushue, George  Vinson, Teraesa

### CCPJ 5062 CAREER COUNSELING AND DEVELOPMENT
General concepts of career development and methods of assessment in career counseling. This course also highlights various issues related to the career development of diverse client populations in light of contemporary socio-political phenomena. Materials fee: $40.
**Faculty:** Brewster, Melanie  Gushue, George  Vinson, Teraesa

### CCPJ 5164 MULTICULTURAL COUNSELING AND PSYCHOLOGY
Introduces students to a range of approaches used in psychology and other disciplines for developing therapeutic interventions across diverse racial, cultural, and linguistic groups. Examination of culturally indigenous perspectives of and approaches to mental health and healing. Introduction to culturally based counseling methods.
**Faculty:** Lau, Michael  Miville, Marie  Sue, Derald

### CCPJ 5164 MULTICULTURAL COUNSELING AND PSYCHOLOGY
Introduces students to a range of approaches used in psychology and other disciplines for developing therapeutic interventions across diverse racial, cultural, and linguistic groups. Examination of culturally indigenous perspectives of and approaches to mental health and

## DEGREES OFFERED

Higher and Postsecondary Education (HIGH)

Master of Arts (M.A.)
Master of Education (Ed.M.)
Doctor of Education (Ed.D.)

## CONTACT INFORMATION

*Phone:* 212-678-3750
*Fax:* 212-678-3743
*Email:* highered@tc.edu
*Coordinator:*

healing. Introduction to culturally based counseling methods.
**Faculty:** Lau, Michael Miville, Marie Sue, Derald

## HUDK 4024 DEVELOPMENTAL PSYCHOLOGY: ADULTHOOD AND THE LIFESPAN

Theories of adult development, with an emphasis on the historical transformation of adult roles, and the significance of marriage, family, child rearing, work, and social class in adulthood socialization.
**Faculty:** Miller, Judith

## MSTU 4030 COMPUTER APPLICATIONS IN EDUCATION

Hands-on experience learning a variety of computer applications, focusing primarily on word processors, spreadsheets, and database managing. Students create their own educational applications. No computer background assumed. Special fee: $45.
**Faculty:**

## MSTU 4030 COMPUTER APPLICATIONS IN EDUCATION

Hands-on experience learning a variety of computer applications, focusing primarily on word processors, spreadsheets, and database managing. Students create their own educational applications. No computer background assumed. Special fee: $45.
**Faculty:**

## ORL 5521 INTRODUCTION TO RESEARCH METHODS IN EDUCATION

This course meets a departmental requirement for an introductory course on empirical research in education and organizational studies. The goal is to help students be able to access, comprehend, synthesize, and utilize research, to support and facilitate the research efforts of others, and to begin to prepare to conduct their own research. Students read exemplars of published research, along with texts about research design, data collection and analysis, and strategies for assessing the validity and trustworthiness of research. The course covers qualitative, quantitative, and mixed methods approaches to research, such as experiments, surveys, case studies, ethnography, and action research.
**Faculty:** Castillo, Milagros Richards, Craig

## ORLA 4010 INTRODUCTION TO ORGANIZATION ANALYSIS IN EDUCATION

This course draws on concepts and propositions from organization theory to help students construct and analyze case studies of schools and school systems and develop action plans for organizational change, reform, and renewal. Special focus on theories of bureaucracy and community; organizational structure, culture, and politics; professional learning communities; and strategic learning organizations.
**Faculty:**

## ORLA 5017 GROUPS AND INTERPERSONAL BEHAVIOR

Organizational behavior with reference to interpersonal relationships and the conflicts resulting from the needs of individuals compared to the demands of the organization. Special permission required.
**Faculty:**

## ORLH 4010 PURPOSES AND POLICIES OF HIGHER EDUCATION

An introduction to the U.S. system of higher education through an overview of the system and its history, a survey of the missions and purposes served by U.S. colleges and universities, and an investigation of some of the pressing policy questions now confronting those institutions.
**Faculty:**

## ORLH 4011 CURRICULUM AND INSTRUCTION IN HIGHER EDUCATION

An introduction to trends and issues pertaining to curriculum and instruction in U.S. higher education. Internal and external influences on curriculum and teaching, and implications

for college and university classrooms. Examination of key trends and developments, including the impact of the new scholarship of teaching.
**Faculty:** Neumann, Anna

## ORLH 4012 The community college

Emerging issues, problems, and trends in community colleges, technical institutes, and adult education. Topics include the history and philosophy of the community college movement, governance and finance, teaching, student personnel work, impact on students, and the future of the community college.
**Faculty:** Dougherty, Kevin

## ORLH 4020 College and university organization and administration

Basic aspects of college and university organization and administration with consideration given to the roles of various groups in governance and management as well as organizational processes such as leadership, decision making, and conflict resolution. External and internal constraints examined from conceptual, practical, and policy perspectives.
**Faculty:**

## ORLH 4022 College personnel policies and practices

Personnel problems in colleges, including faculty and staff evaluation, recruitment, affirmative action, promotion, tenure, retrenchment, leadership/management, and personnel development.
**Faculty:**

## ORLH 4030 The economics of post-secondary education

A theoretical and practical discussion of public/private finance of higher education. Economic and social rationales are discussed as well as specific financing proposals.
**Faculty:**

## ORLH 4031 Financial Administration of Higher Education Institutions

No financial training is required. Introduction to the financial pressures facing colleges and universities and the various kinds of solutions they have adopted to meet those pressures. Topics include strategic planning, cost cutting, outsourcing, enrollment planning, new curricula, and fund raising.
**Faculty:**

## ORLH 4031 Financial Administration of Higher Education Institutions

No financial training is required. Introduction to the financial pressures facing colleges and universities and the various kinds of solutions they have adopted to meet those pressures. Topics include strategic planning, cost cutting, outsourcing, enrollment planning, new curricula, and fund raising.
**Faculty:**

## ORLH 4040 The American college student

Reviews the demographic data about student access to college, the determinants of social class, race and gender differences in college access and choice, and the influence of colleges upon students.
**Faculty:** Dougherty, Kevin

## ORLH 4041 Student personnel administration: Organization, functions, and issues

Permission required. An introduction to various forms of organization and functions: multidisciplinary foundations, including historical and philosophical foundations and conceptual and research contributions from the behavioral and social sciences.
**Faculty:** Christensen, Monica

## ORLH 4042 STUDENT PERSONNEL ADMINISTRATION: PROGRAMS AND SERVICES

A survey of programs and services typical of American colleges and universities. Includes contemporary issues of concern to student personnel administrators.
**Faculty:** Christensen, Monica

## ORLH 4043 DEVELOPMENTAL ACADEMIC ADVISEMENT PROGRAMS IN COLLEGES AND UNIVERSITIES

A survey of theory and research and an examination of the various organizational, administrative, and staffing arrangements that pertain to student advisement programs in colleges and universities.
**Faculty:**

## ORLH 4500 SPECIAL TOPICS IN HIGHER EDUCATION

Periodic explorations of special topics and issues in fields of higher education administration, student personnel administration, college teaching, academic leadership, and higher education policy.
**Faculty:**

## ORLH 4500 SPECIAL TOPICS IN HIGHER EDUCATION

Periodic explorations of special topics and issues in fields of higher education administration, student personnel administration, college teaching, academic leadership, and higher education policy.
**Faculty:**

## ORLH 4800 WORKSHOP IN HIGHER EDUCATION

Special topics or events related to the administration of programs of higher education. Topics change each semester.
**Faculty:**

## ORLH 4820 CULTURAL DIVERSITY TRAINING IN HIGHER EDUCATION SETTINGS: ISSUES AND CONCERNS

This introductory workshop will address multicultural training issues in higher education such as workshop and intervention design, assessment issues and methods, ethical concerns, group process, and general training considerations.
**Faculty:**

## ORLH 4830 TRANSFORMING THE CURRICULUM: THEORY AND PRACTICE

This course is designed to explore both the cognitive and cultural implications of curriculum design. It emphasizes the theoretical and practical implications of curricular transformation based on the new scholarship of gender, race, ethnicity, and class, as well as student intellectual and interpersonal development.
**Faculty:** Neumann, Anna

## ORLH 4845 DIVERSITY: IMPLICATIONS FOR RECRUITMENT AND RETENTION

Students will explore diversity (race, class and gender) concerns affecting the recruitment and retention of diverse student and faculty populations in the context of American higher education.
**Faculty:**

## ORLH 4900 RESEARCH AND INDEPENDENT STUDY IN HIGHER EDUCATION

Faculty.
**Faculty:**

## ORLH 5011 COLLEGE TEACHING AND LEARNING

Designed for individuals who aspire to college teaching. This course emphasizes research

on student learning, multiple pedagogies (such as experiential learning, learning communities, effective lecture, discussion, evaluation approaches, and curriculum design). The course stresses the implications of diversity in the student population.
**Faculty:** Neumann, Anna

## ORLH 5021 Patterns of organization and management in higher education

The study of college and university organization from multiple perspectives, with emphasis given to understanding their implications.
**Faculty:**

## ORLH 5044 Theories of diversity in higher education

Critical analysis of cultural diversity in American higher education with respect to the curriculum, co-curriculum, and institutional structure. Presents new paradigms with which to understand the complexities of response that are necessary to adequately meet the needs of all students.
**Faculty:** Nienhusser, Helmut

## ORLH 5241 Observation and supervised fieldwork in higher and postsecondary education

Permission required. Students reserve two days a week for work in colleges. A seminar integrates field practices with course theory. Required of all students doing an internship.
**Faculty:** Christensen, Monica

## ORLH 5242 Observation and supervised fieldwork in higher and postsecondary education

Permission required. Students reserve two days a week for work in colleges. A seminar integrates field practices with course theory. Required of all students doing an internship.
**Faculty:** Christensen, Monica

## ORLH 5522 Advanced professional seminar: Contemporary Student Issues and Policies

Intensive analysis of selected problems and issues in postsecondary education. The course is intended for practicing professionals in postsecondary education as well as majors in the program. Other students in the college who wish to enroll should obtain permission of the instructor.
**Faculty:** Christensen, Monica Glazer-Raymo, Judith

## ORLH 5524 Advanced professional seminar: An analysis of student cultures

Critical analysis of selected research reports pertaining to the student cultures. The focus is on the purposes of each study, the question(s) asked, the assumptions and theories upon which the research is based, the sources of data, the method(s) of data collection, the conclusions and interpretations developed, and the relevance of the research to student personnel in particular and to higher education in general.
**Faculty:** Christensen, Monica

## ORLH 5525 Advanced professional seminar: College student development theories

Course focuses on college student development theories and their application to higher education. Primary areas of focus include: (1) intellectual and ethical developmental theory, individual development models, learning styles models, and theories of cultural identity, (2) ethical considerations using theory in practice, and (3) critique of theories from a variety of research perspectives.
**Faculty:** Christensen, Monica

## ORLH 5526 Advanced professional seminar: Advanced professional seminar: The literature of higher education

Permission required if not a student in the program. Intensive analysis of

research/writings on problems and issues in postsecondary education. 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. Analysis of selected classic and contemporary works that have influenced thought and affected public opinion and public policy related to higher education. Topics vary from year to year.
**Faculty:** Neumann, Anna

## ORLH 5527 Advanced professional seminar: The college professoriate

Review and discussion of the research and literature, diverse roles, and expectations that characterize the position of college professor, with attention to implications for professional and personal development.
**Faculty:** Neumann, Anna

## ORLH 5533 Advanced professional skills: Faculty evaluation and development

Theory and practice concerning the evaluation and improvement of college teaching. Topics include models and practices for the evaluation of faculty and for the organization and administration of faculty development programs.
**Faculty:**

## ORLH 5534 Advanced professional skills: Financial decision making in education

Introduction to a series of financial decision-making tools including cost accounting, cost benefit analysis, and discounted cash flow. Emphasis on applied financial decision making.
**Faculty:**

## ORLH 5536 Advanced professional skills: College classroom assessment

An in-depth study of major assessment techniques for the college classroom. Particular attention will be paid to assessment models associated with collaborative learning, teaching portfolios, and student portfolios.
**Faculty:**

## ORLH 5537 Advanced professional skills: College classroom assessment research

Prerequisite: ORLH 5536. In-depth study of classroom research methods based on the classroom assessment methods studied in ORLH 5536.
**Faculty:**

## ORLH 5900 Research in higher education

Faculty.
**Faculty:**

## ORLH 6511 Coordinating seminar in higher education

Permission required. Course restricted to Ed.D. and Ed.M. students in the Higher Education program. An overview and discussion of the most topical literature in American higher education, this course is designed to explore a wide variety of educational roles in the context of the goals and aspirations of new doctoral students.
**Faculty:**

## ORLH 6520 Advanced seminar in the community college

Selected issues such as teaching in a community college, the future of the community college, or state and national governance and finance systems for the community college are explored in depth.
**Faculty:**

## ORLH 6521 Advanced seminar in the community college

Selected issues such as teaching in a community college, the future of the community

college, or state and national governance and finance systems for the community college are explored in depth.
**Faculty:**

## ORLH 6550 ADVANCED SEMINAR IN HIGHER EDUCATION
Intensive study of a selected topic. Topic varies from term to term and is typically related to an ongoing program or research project. Students may begin either term.
**Faculty:**

## ORLH 6551 ADVANCED SEMINAR IN HIGHER EDUCATION
Intensive study of a selected topic. Topic varies from term to term and is typically related to an ongoing program or research project. Students may begin either term.
**Faculty:**

## ORLH 6552 ADVANCED SEMINAR IN THEORIES OF INTELLECTUAL AND ETHICAL DEVELOPMENT FOR COLLEGE STUDENTS
Permission required. Intensive study of the major theories of college student intellectual development, particularly the work of Carol Gilligan, Lawrence Kohlberg, William G. Perry, Jr., Katie Cannon, and those who have expanded the research on student intellectual and ethical development. Additional models considered include Reflective Judgment and Women's Ways of Knowing. Students will also learn the assessment and scoring methods associated with each model.
**Faculty:**

## ORLH 6556 EDUCATIONAL LEADERSHIP: RESEARCH, ART AND PRACTICE
Examination of leadership research definition, dimensions, characteristics, and capacities. Exploration of leadership opportunities within entire range of educational practice. Application of leadership lessons to educational problems and situations through case studies.
**Faculty:** Glazer-Raymo, Judith

## ORLH 6557 RESEARCH PRACTICES IN HIGHER AND ADULT EDUCATION

**Faculty:** Neumann, Anna

## ORLH 6558 RESEARCH PRACTICES IN HIGHER AND ADULT EDUCATION

**Faculty:** Neumann, Anna

## ORLH 6900 RESEARCH AND INDEPENDENT STUDY IN HIGHER EDUCATION

**Faculty:**

## ORLH 7500 DISSERTATION SEMINAR IN HIGHER EDUCATION
Students should have completed most or all coursework (including research methods courses) and have passed the certification examination. Students register for the course the semester a proposal hearing is to be scheduled. The course is intended for students who have identified a reasonably narrow area for research and have already completed a preliminary literature review. The course will assist the student in design, methods, and other matters of concern in the preparation of an acceptable dissertation proposal.
**Faculty:**

## ORLH 7900 DIRECTED DISSERTATION IN RESEARCH
All doctoral students eligible for this course must register each semester until a proposal hearing has occurred and a proposal has been approved.

**Faculty:**

## ORLH 8900 DISSERTATION ADVISEMENT IN HIGHER AND ADULT EDUCATION

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.
**Faculty:** Christensen, Monica

## ORLH 9900 RESEARCH AND INDEPENDENT STUDY IN HIGHER EDUCATION

**Faculty:**

## ORLJ 4002 FUNCTIONS OF ORGANIZATIONS

A survey of the primary functions and operations of organizations: accounting, finance, marketing, strategic planning, management information systems, and the relation of these functions to human resource management.
**Faculty:** Buckner, David  Strong, Kent

## ORLJ 4005 ORGANIZATIONAL PSYCHOLOGY

Introduction to theories and research that underlie the field of organizational psy-chology. Implications and applications in various organizational contexts are considered.
**Faculty:** Buontempo, Gina

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# ACADEMIC CATALOG

Organization & Leadership »

# SOCIAL-ORGANIZATIONAL PSYCHOLOGY

The Social-Organizational Psychology program is concerned with the various contexts (interpersonal, group, inter-group, and inter-organizational) in which human behavior occurs; the ways in which groups of individuals interact and influence these contexts; and how these interactions can be understood, studied, and modified through theory, research, and various types of interventions.

The programs provide advanced training in the concepts, research methods, and applications of social-organizational psychology. They are designed to prepare students to engage in research, consultation, and teaching in educational, business, governmental, and community organizations. Emphasis is placed on the acquisition of basic concepts and methods applicable to diverse institutional and organizational contexts.

Courses in these programs are supplemented by other programs and departments at Teachers College and Columbia University. With the help of a faculty advisor, students select courses in their area of specialization, with consideration given to their academic backgrounds, work experiences, and career objectives.

Three programs are offered: a master's program in organizational psychology, an executive master's program in organizational psychology with a specialization in change leadership, and a Ph.D. program. A terminal M.A. degree in Psychology: Organizational is awarded upon successful completion of 45 points and passing the comprehensive examination, or in the case of the executive M.A. program, a capstone project. The Ph.D. degree is awarded upon completion of at least 75 points of planned and sequential study, qualifying papers, and a dissertation.

M.A./Ph.D. programs (see Advanced Certificate in Cooperation and Conflict Resolution below). Students interested in receiving the certificate must complete a sequence of five courses and one semester of internship. Students who opt for the Advanced Certificate must complete an application form through the International Center for Cooperation and Conflict Resolution (ICCCR). Students in the M.A./Ph.D. program who wish to take their electives within the area of conflict resolution but who do not wish to receive the official graduate certificate may register for courses without completing an application through the ICCCR.

**Master of Arts in Organizational Psychology (ORGM)**

The 45-point M.A. program is designed to provide proficiency and advanced knowledge in the psychology of organizations. Qualified students are given the opportunity to develop their program in a manner consistent with their career interests, capacities, and background.

The program provides courses at Teachers College and other areas of Columbia University, particularly the Graduate School of Business. There is one major for the M.A. degree entitled Psychology: Organizational. Students may decide to pursue a broadly based program and therefore take a variety of courses, or they may concentrate their courses in a more specific area such as human resource management, organization change and consultation, or conflict resolution.

For a more comprehensive description of the M.A. program requirements, please see the M.A. program handbook, located on the Social-Organizational Psychology webpage: http://www.tc.edu/o&l/orgpsych/

## DEGREES OFFERED

PSYCHOLOGY: ORGANIZATIONAL (ORGM)

Master of Arts (M.A.)

PSYCHOLOGY: ORGANIZATIONAL (EXECUTIVE MASTERS) (ORGX)

Master of Arts (M.A.)

SOCIAL-ORGANIZATIONAL PSYCHOLOGY (ORGD)

Doctor of Philosophy (Ph.D.)

## CONTACT INFORMATION

*Phone:* (212) 678-3249
*Fax:* (212) 678-8253
*Email:* soc-org.psych@tc.edu
*Coordinator:*

The program is designed to provide education leading to professional employment or to continuation of graduate work beyond the master's degree. Students are often employed in positions typically found within the personnel or human resource function of medium- or large-size organizations. These include positions in global learning, career development and counseling, organizational effectiveness, personnel research, organization development and consultation, employee relations, talent management, and human resource planning and strategy.

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. Students who apply become part of the applicant pool for that year, and their qualifications are evaluated with equal standing along with the other applicants.

### Executive Masters Program in Change Leadership (ORGX)

Developed specifically for experienced working professionals, the Executive Master's Program in Change Leadership is designed to help individuals and organizations increase their capacity for initiating, managing, and sustaining workplace change efforts in increasingly complex and global environments. Focusing on the application of both psychological and business principles to relevant real-world organizational challenges, the program emphasizes individual, team, and organizational learning and transformation through rigorous training in and experience with applied research, reflective practice, and the use of theoretical models. Executives enter the program each summer in small cohorts of 16-24 students and are trained by faculty experts in organization change and consultation using a range of innovative adult learning technologies and various cultural immersion and residential experiences in and around the New York City metropolitan area. The program is delivered in four 1-week modules extending over one year and includes pre-work, post-work, and guided independent study/action research as part of the formal program requirements. Executives will learn about change-related topics at the societal, organizational, group, and individual levels and will be asked to integrate their own learning and professional development through various opportunities for practice and reflection. The program culminates in a 45-credit Masters of Arts Degree in Organizational Psychology, with a specialization in Change Leadership.

For a more comprehensive description of the Executive Masters Program in Change Leadership, please visit www.tc.edu/leadchange.

### Doctor of Philosophy in Organizational Psychology (ORGD)

The doctoral program in Social-Organizational psychology follows a scientist-practitioner model. It is designed for full-time graduate students who desire fundamental education and skill development in the science and application of psychology to social and organizational situations and activities. Our goal is to provide an environment that is conducive to the development of scientist-practitioners who are prepared to assume the diverse responsibilities of positions at research universities, leading businesses, and professional service firms. Through coursework, field projects with organizations, and close working relationships with faculty members and fellow graduate students, doctoral students are provided with advanced training in the theoretical concepts, research methods, and applications of social-organizational psychology. Students gain critical knowledge and skills that encompass both research and practice.

Some unique aspects of the program include:

- The integration of both social and organizational psychology;
- A theoretical, research, and applied focus on understanding multiple levels of organizational functioning from individuals to groups to organizations as a whole and the dynamic interaction among these levels;
- A wide breadth of coverage including human resource management, organizational behavior, organizational change, leadership, conflict and negotiation, coaching, diversity, organizational demography, motivation, power and authority, group processes, and organizational dynamics;
- An emphasis on both quantitative and qualitative research methods to address

organizational issues;

- Opportunities to engage in basic research, applied research, and organizational consulting and application activities; and

- Faculty members are trained in a broad array of disciplines including social psychology, counseling psychology, industrial-organizational psychology, organizational behavior, and business management, and all apply their respective disciplines to social-organizational psychology issues.

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# SOCIAL-ORGANIZATIONAL PSYCHOLOGY

## DEGREE INFORMATION/REQUIREMENTS

- General
- Degree Requirements: M.A. Program
- Degree Requirements: Ph.D. Program

### General

Note the basic research requirements for all students in the department.

### Degree Requirements: M.A. Program

**MASTER OF ARTS IN ORGANIZATIONAL PSYCHOLOGY (ORGM)**

The program curriculum is comprised of major courses consisting of four required core courses, five required advanced core courses, other general elective courses (usually ORLJ, but can be outside ORLJ or at Columbia, SIPA, the Business School, etc.) and three breadth courses, which are Teachers College non-ORLJ courses taken for at least 2 points each, in related fields.

Courses available at the Graduate School of Business, Graduate School of Arts and Sciences, School of International and Public Affairs, Social Work, and in other graduate programs at Columbia University may be taken. Students must consult with an advisor to select courses outside of Teachers College that may satisfy the elective/concentration requirements. An effort is made to assist students in developing a program of study that will best meet their personal career interests and objectives.

In addition, within the program, students may elect to concentrate in any one of three areas:

- Human resource management;
- Organization change and consultation; or
- Conflict resolution.

However, students are not required to choose a concentration. Thus, if a student desires a broadly based and general degree in organizational psychology, courses may then be selected, with the assistance of an advisor, across all three areas of concentration.

Core Required Courses: Level 1

Regardless of concentration, the following four courses are required for all candidates.

- ORLJ 4002 Functions of organizations (3)
- ORLJ 4005 Organizational psychology (3)
- ORLJ 4009 Understanding behavioral research (3)
- ORLJ 5003 Human resource management (3)

### DEGREES OFFERED

PSYCHOLOGY: ORGANIZATIONAL (ORGM)

Master of Arts (M.A.)

PSYCHOLOGY: ORGANIZATIONAL (EXECUTIVE MASTERS) (ORGX)

Master of Arts (M.A.)

SOCIAL-ORGANIZATIONAL PSYCHOLOGY (ORGD)

Doctor of Philosophy (Ph.D.)

### CONTACT INFORMATION

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*Coordinator:*

Advanced Core Required Courses: Level 2

Regardless of concentration, the three courses immediately below are required for all candidates, plus one of the application courses and one of the advanced theory courses (listed further down), for a total of five courses:

- ORL 5362 Group dynamics: A systems perspective (3)
- ORLJ 5045 Organizational dynamics and theory (3) (prerequisite ORLJ 4005)
- ORLJ 5148 Managing conflict in organizations (3)

Plus one of the following application courses:

- ORLJ 5012 Organizational internship (1-3) (prerequisite ORLJ 4005)
- ORLJ 5340 Basic practicum in conflict resolution (3)
- ORLJ 6343 Practicum in change and consultation in organizations (4) (prerequisite ORL 5362, ORLJ 4005)

Plus one of the following advanced theory courses:

- ORLJ 5005 Leadership and supervision (3)
- ORLJ 5046 Intercultural communications in organizational contexts: Theory, issues, and practices (3)
- ORLJ 6040 Fundamentals of cooperation, conflict resolution, and mediation in different institutional contexts (3)

Breadth Courses: Three non-ORLJ courses of at least 2 points each taken at Teachers College. Please consult an advisor.

Suggested Organizational Psychology Elective/Concentration Courses:

The following courses are suggested electives within ORLJ. Students may choose from among these electives and other relevant electives that are not listed here (including courses at the Graduate School of Business, SIPA, etc.) upon consultation with an academic advisor.

- ORLJ 4010 Executive coaching (3)
- ORLJ 5005 Leadership and supervision (3)
- ORLJ 5012 Organizational internship (1-3)
- ORLJ 5017 Small group intervention: Theory and method (3)
- ORLJ 5018 Using survey research in organizational consulting (3)
- ORLJ 5019 Data-based interventions in organizations (3)
- ORLJ 5199 Special topics in organizational psychology (1-3)
- ORLJ 5046 Intercultural communications in organizational contexts: Theories, issues, and practices (3)
- ORLJ 5047 Development of the multi-cultural self (3)
- ORLJ 5310 Preparation for coaching (3)
- ORLJ 5311 Management and leadership practices (3)
- ORLJ 5115 Social networks and performance (3)
- ORLJ 6048 Teaching to cultural and cognitive complexities (2-3)
- ORLJ 6343 Practicum in change and consultation in organizations (4)
- ORLJ 6350 Advanced practicum in conflict resolution (3) (two terms)

Internship

While not a prerequisite for graduation, an internship may be helpful for proper job placement. The purpose of the internship is to provide students with an opportunity to gain practical experience relevant to their interests and to apply the principles of organizational psychology theories to real-world situations. Students who are interested in

doing an internship should consult with an academic advisor.

Comprehensive Examination

The Comprehensive Examination may be taken after a student has completed the core level 1 courses receiving the grade of a C+ or above. Students are encouraged to take the exam in their penultimate semester of the M.A. program.

A student must score 80% or above to pass the comprehensive examination. Should a student fail the examination twice, he/she will not be allowed to continue in the M.A. program.

**EXECUTIVE MASTERS PROGRAM IN CHANGE LEADERSHIP (ORGX)**

Executives enrolled in the program will be exposed to a change leadership curriculum that is both grounded in traditional psychological and business principles but also focused on working with and managing change in organizational environments of the future. Course content and learning objectives reflect professionally documented competencies essential for successful change leaders and are sequenced to emphasize the multi-level, complex nature of change in today's organizations. Executives will learn about change-related topics at the societal, organizational, group, and individual levels and will be asked to integrate their own learning and professional development through action research projects, cultural immersion events, and participation in discussion-based reflective practice courses. The curriculum for the Executive Masters Program is comprised of three components. Executives will enroll in 12 "core" courses that reflect the fundamental knowledge, skills, and abilities required for leading organization change. These courses are sequenced across four Learning Modules, each of which focuses on a different aspect or level of change in organizations (e.g., system, group, individual).

In addition to the core, two "integrative" courses have also been developed to assist the translation and application of course concepts to the actual work environment, namely through action research and individual and group reflection. These integrative courses will span the length of the entire program and will have virtual components that occur in the liminal spaces between modules. A final course is comprised of attendance at and participation in four cultural events and spans the length of the program as well. All integrative and cultural experience courses are part of the formal curriculum and will be taken for credit.

Capstone Project

Executives will be required to complete an action research project related to a change leadership challenge within their sponsoring organizations.

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**Degree Requirements: Ph.D. Program**

**DOCTOR OF PHILOSOPHY (ORGD)**

Students are required to take as many as 75 points for the Ph.D. (Occasionally, students may transfer credits– up to a maximum of 30 points from previous graduate training at other institutions. Transferring the maximum is unusual since courses transferred must be equivalent to courses that are required in the Ph.D. program.)

Students are encouraged to design an individually meaningful course of study within the larger offerings of the program. Opportunities for doing this are available through coursework, work with faculty members, independent research and study, and teaching activities. Students take a series of required courses that build a strong foundation in social-organizational psychology and can also select a series of more specialized courses depending on their specific areas of interest. Additional focus and expertise are developed through collaboration on major research projects with faculty members and practice-based or consulting activities under faculty supervision.

Research Training

The research training for doctoral students involves acquiring an understanding of underlying concepts and theories in social and organizational psychology and gaining experience in conducting research in both field and laboratory settings. The formal coursework provides a strong foundation in both social psychology and organizational psychology theories and their applications. A series of research methods courses provide the foundation necessary for understanding and conducting scholarly research. Similarly, a series of courses in measurement and statistics provides students with the strong statistical and analytical background necessary for the research process.

Research experience is gained through "workgroups." Workgroups are research teams led by a faculty member and consist of four to ten doctoral students. In workgroups, students participate in the design, execution, data analysis, and writing phases of research projects. All students are required to participate in workgroups each semester for the first four years. The commitment to research training is an important part of the program and consumes a significant amount of students' time.

Applied Aspects of the Program

The applied aspects of the program for doctoral students involve the development of skills and knowledge in the application of theory and research to practice and consulting activities. 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. A variety of opportunities are available for students to develop skills in conducting applied and action research and in providing consultation to groups and organizations. All of these activities are grounded in theory and research in social-organizational psychology. A series of courses are available which provide students with basic skills in interpersonal relationships, interviewing and information gathering techniques, and process consultation. In addition, supervised field experiences are available whereby students engage in an applied project with a local organization under faculty direction. Internships and other work-related experiences are also examples of field experiences.  The Ph.D. Program in Social-Organizational Psychology is a scientist-practitioner program and as such focuses on both research and practice. The curriculum represents the dual emphasis of the program.

The following are six areas from which students select courses:

1. Research and Statistics
2. Theory and Practice in Social-Organizational Psychology
3. Integrative Experiences
4. Breadth Requirement
5. Elective courses
6. Dissertation Advisement

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

For a more comprehensive description of the Ph.D. program requirements, please see the Ph.D. program handbook, located on the Social-Organizational Psychology webpage: http://www.tc.edu/o&l/orgpsych/. The handbook should be considered the primary document with regard to degree requirements for the Ph.D. program, including information on requirements for the two Qualifying Papers.

Research and Statistics (6 courses required)

- ORLJ 5040 Research methods in social psychology
- HUDM 4122 Probability and statistical inference
- HUDM 5122 Applied regression analysis
- HUDM 5123 Linear models and experimental design
- HUDM 6122 Multivariate analysis I

Plus one of the following:

- ORL 6500 Qualitative research methods in organizations: Design and data collection
- ORL 6501 Qualitative research methods in organizations: Data analysis and reporting

- ORLJ 5041 Research methods in social psychology
- HUDM 5059 Psychological measurement
- HUDM 5124 Multidimensional scaling and clustering
- HUDM 6030 Multilevel and longitudinal data analysis
- HUDM 6055 Latent structure analysis
- HUDM 6123 Multivariate analysis II
- ITSF 5000 Methods of inquiry: Ethnography and participant observation

Theory and Practice in Social-Organizational Psychology (12 courses required)

Courses in this section are sub-divided into theory/seminar, and practice courses. Of the twelve required courses, there are five courses that are set (two pro-seminars, as well as three practice courses). Of the seven remaining courses, four must be theory/seminar courses taught by TC Faculty, while the remaining three may be selected from either the remaining optional theory/seminar courses or the remaining optional practice courses listed below.

THEORY/SEMINAR

Required:

- ORLJ 5540 Pro-seminar in social psychology
- ORLJ 5541 Pro-seminar in organizational psychology

Optional (but encouraged):

- ORLJ 5055 Organization change: Theory and practice
- ORLJ 6040 Fundamentals of cooperation, conflict resolution, and mediation in different institutional contexts

Optional:

- ORLJ 5005 Leadership and supervision
- ORLJ 6502 Dynamic networks and systems
- ORLJ 6520 Advanced professional writing seminar
- ORLJ 6045 Demography in organizations
- ORLJ 6500 Stereotypes and stereotypic processes in organizational contexts
- B 9706 Individual/collective behavior in organizations
- G 9650 Theories in social science of psychology

PRACTICE

Required:

- ORL 5362 Group dynamics: A systems perspective
- ORLJ 6343 Practicum in change and consultation in organizations
- ORLJ 6349 Group/organizational dynamics and diversity issues in organizations

Optional (but encouraged):

- ORLJ 4002 Functions of organizations
- ORLJ 6048 Teaching to cognitive and cultural complexities
- ORLJ 6244 Fieldwork in organizational consultation

Optional:

- ORLJ 4010 Executive coaching
- ORLJ 5017 Small group intervention: Theory and method
- ORLJ 5340 Basic practicum in conflict resolution
- ORLJ 6350 Advanced practicum in conflict resolution
- ORLD 5055 Staff development and training
- ORLD 5061 The learning organization

Research Workgroups

Although the curriculum is designed to facilitate students' completion of all three qualifying papers and the preparation of a dissertation proposal while enrolled in workgroups for the first four years of the program, students may need to register for dissertation-related classes beyond their fourth year in the program. If so, there is a sequence of courses that vary in regard to course credit and fee. When actively working on the dissertation and meeting with one's sponsor and/or committee, students are expected to register for ORLJ 7501 two semesters. This course is only offered for 1-3 points and students can register for the minimum number of credits; it is offered for variable credit to accommodate the different needs of various students. Once the student has registered for two terms of ORLJ 7501, Ph.D. students are required to register for ORLJ 8900 for 0 points for every semester until completion of the final oral defense.

Workgroups (See notes below)

- ORLJ 6340 Workgroup (2)
- ORLJ 6341 Workgroup (2)
- ORLJ 6342 Workgroup (2)
- ORLJ 6344 Workgroup (2)
- ORLJ 6345 Workgroup (2)
- ORLJ 6346 Workgroup (2)
- ORLJ 6347 Workgroup (2)
- ORLJ 6348 Workgroup (2)
- ORLJ 6349 Workgroup (2)

Notes:

1. One workgroup per semester for a minimum of eight semesters is required from the time a student enters the Ph.D. program.

2. Students must take six of the eight workgroups for credit points. An exception may be made for students who participated in a workgroup as a master's student in our program, in which case, the student must take a minimum of four of the eight workgroups for credit.

3. Workgroup points may not be substituted for required courses.

4. Students are required to actively engage in at least two different workgroups over the eight semesters that workgroup is required.

5. Students are required to actively engage in workgroups. Active engagement means regular participation in the design and conduct of research until it reaches a conclusion. Solely being present at meetings does not satisfy the requirement.

Integrative Experiences

- ORLJ 6640 Social-organizational psychology colloquium (0) (Attendance required for years 1-4)

Certification Examination in Psychology: The Research Methods Examination (RME) in Psychology is part of the certification process for doctoral students in all of the psychology programs at Teachers College. The examination measures student's knowledge in statistics, measurement, and research design and is developed by the Research Methods

Examination Committee.

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

The Dissertation

The doctoral dissertation is a report of independently conducted research. In formulating and conducting this research, the student has available as consultants and advisors two or three members of the faculty.

**Degree Requirements**

**Advanced Certificate in Cooperation and Conflict Resolution**

In addition to the degree programs previously described, the Social-Organizational Psychology Program, through the International Center for Cooperation and Conflict Resolution (ICCCR), offers courses in the field of Conflict Resolution. The Advanced Certificate aims to develop core competencies for reflective scholars and/or practitioners. It is offered both as a track in the Master of Arts and Doctoral Programs in Social Organizational Psychology and, in whole or in part, as a complement to the studies of students throughout the College, i.e. students may take conflict resolution courses as valid electives in their respective programs. By completing a sequence of five courses and an internship, and formally applying through the ICCCR, students may receive an Advanced Certificate in Cooperation and Conflict Resolution. The courses are offered in conjunction with the ICCCR whose mission is to help individuals, schools, communities, businesses, and governments better understand the nature of conflict and how to achieve its constructive resolution. Contact: Professor Peter Coleman at (212) 678-3402.

TEACHERS COLLEGE
COLUMBIA UNIVERSITY

# Academic Catalog

Organization & Leadership »

# Social-Organizational Psychology

## Application Information

**Master of Arts in Organizational Psychology (ORGM)**

The 45-point M.A. program in Psychology: Organizational admits students for the fall, spring, and summer semesters. Persons from a variety of academic backgrounds and work experiences may qualify for admission to the program. Primary consideration for admission is given to previous academic record, work experiences, letters of reference, GRE scores, and the personal statement. The GRE General Test is required for M.A. applicants. In lieu of the GRE, applicants may submit GMAT scores. The early deadline for fall applications is January 15. The final deadline for fall applications is April 15. Applicants may also apply to begin their studies in the spring. The deadline for spring applications is November 1.

**Executive Masters Program in Change Leadership (ORGX)**

Individuals selected for the Executive Masters Program must have at least eight to ten years of work experience and must be able to demonstrate that continued education and training in change leadership would enhance their ability to work effectively in their formal organizational roles. Mid-career professionals and aspiring organizational leaders who wish to lead and manage future change efforts are especially encouraged to apply. Full-time employment, organizational sponsorship, two letters of reference, a personal statement, a current work product, an undergraduate transcript, and a recent resume are all required for admission. Admissions decisions will be made on a rolling basis. Individuals who apply to the program are strongly encouraged to do so before the application deadline (visit www.tc.edu/leadchange for more information). Students are admitted once annually. The program begins in late spring/early summer and concludes in May of the following year.

**Doctor of Philosophy (ORGD)**

Applicants are considered once a year for the fall semester only. Completed applications with supporting documentation must be received no later than December 15. Late or incomplete applications will not be considered. In addition to the application, applicants must provide documents supporting previous academic record, professional resume, letters of reference, GRE scores, a writing sample, and a personal statement. It is recommended, but not required, that applicants also take the GRE Advanced Examination in psychology. The writing sample must be a recently completed paper on a topic of interest to the applicant. This may be, but does not have to be, a paper submitted to satisfy course requirements for another academic program.

Admission to the doctoral program is highly competitive. Preference is given to candidates who possess excellent verbal and quantitative skills and whose transcripts, references, and previous work experience suggest that they have the potential to make a significant contribution to theory and practice, policy-making, and/or research. Please note that full-time study is required for the first and second years of study.

Apply Now

## Degrees Offered

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## Contact Information

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**TEACHERS COLLEGE**
COLUMBIA UNIVERSITY

# ACADEMIC CATALOG

# SOCIAL-ORGANIZATIONAL PSYCHOLOGY

## PROGRAM FACULTY

### FACULTY

- Block, Caryn
  Associate Professor of Psychology and Education

- Burke, W. Warner
  Edward Lee Thorndike Professorship of Psychology & Education

- Coleman, Peter
  Associate Professor of Psychology and Education

- Knefelkamp, L.
  Professor of Psychology and Education

- Noumair, Debra
  Associate Professor of Psychology and Education

- Perry, Elissa
  Associate Professor of Psychology and Education

- Roberson, Loriann
  Professor of Education

- Westaby, James
  Associate Professor of Psychology and Education

### LECTURERS

- Brazaitis, Sarah
  Lecturer

- Buontempo, Gina
  Lecturer

- Maltbia, Terrence
  Senior Lecturer

### VISITING FACULTY

- Pasmore, William
  Visiting Professor of Social-Organizational Psychology

### ADJUNCT PROFESSORS

- Bazigos, Michael
  Adjunct Professor of Psychology and Education

- Buckner, David
  Adjunct Professor of Psychology and Education

- Coruzzi, Celeste
  Adjunct Professor of Psychology and Education

- Lutz, Stacey
  Adjunct Associate Professor of Psychology and Education

- Marcus, Eric
  Adjunct Associate Professor of Psychology and Education

- Shmulyian, Svetlana
  Adjunct Associate Professor of Psychology and Education

### DEGREES OFFERED

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### CONTACT INFORMATION

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*Coordinator:*

- Strong, Kent
  Adjunct Assistant Professor of Psychology and Education

- Tartell, Ross
  Adjunct Assistant Professor

- Temlock, Stephen
  Adjunct Professor of Psychology and Education

- Tye, Matthew
  Adjunct Associate Professor of Psychology and Education

## INSTRUCTORS

- Anderson, Robert

- Barnes, Patricia

- Charlton, Audrey

- Cohen, Claudia

- Fisher-Yoshida, Beth

- Golom, Francis

- Hicks, Donna

- Riley, Michele

**TEACHERS COLLEGE**
COLUMBIA UNIVERSITY

# ACADEMIC CATALOG

# SOCIAL-ORGANIZATIONAL PSYCHOLOGY

## PROGRAM COURSES

### ORL 5362 GROUP DYNAMICS: A SYSTEMS PERSPECTIVE

Enrollment limited. The course explores social processes in groups and their impact on individual behavior. In addition to a series of lectures/discussions, students are required to participate in an experiential group relations conference or to conduct a self-study project on group relations. Special fee.
**Faculty:** Brazaitis, Sarah  Tye, Matthew

### ORL 6010 WORK/FAMILY ISSUES: A MULTIDISCIPLINARY APPROACH

Work/family issues are critical topics for families, employers, policymakers, and researchers/ educators. They include issues such as job flexibility, parental leave, unemployment and employment transitions, telecommuting, job sharing, dual careers, and the timing of childbearing. Adopting a multidisciplinary approach, this course introduces students to the concepts the emerging field of work/family scholarship.
**Faculty:** Raskin, Patricia

### ORLJ 4002 FUNCTIONS OF ORGANIZATIONS

A survey of the primary functions and operations of organizations: accounting, finance, marketing, strategic planning, management information systems, and the relation of these functions to human resource management.
**Faculty:** Buckner, David  Strong, Kent

### ORLJ 4005 ORGANIZATIONAL PSYCHOLOGY

Introduction to theories and research that underlie the field of organizational psy-chology. Implications and applications in various organizational contexts are considered.
**Faculty:** Buontempo, Gina

### ORLJ 4009 UNDERSTANDING BEHAVIORAL RESEARCH

Overview of alternative methods of behavioral research and their relative strengths and limitations. Application of methodological principles in order to read and evaluate social science research and learn how to begin to conduct research.
**Faculty:** Buontempo, Gina  Golom, Francis  Lutz, Stacey  Perry, Elissa

### ORLJ 4010 EXECUTIVE COACHING

This course is didactic in nature. The key concepts, theories, models, and processes underlying a successful and developmentally appropriate approach to coaching as a career option will be outlined. This is not a "how to" course. Core concepts include theories of adult development and learning, leadership development, psychological assessment and diagnosis, and a critical examination of the numerous definitions and models that define "coaching" today.
**Faculty:** Noumair, Debra  Tye, Matthew

### ORLJ 4901 RESEARCH AND INDEPENDENT STUDY IN SOCIAL-ORGANIZATIONAL PSYCHOLOGY

**Faculty:** Block, Caryn  Brazaitis, Sarah  Buontempo, Gina  Burke, W. Warner  Coleman, Peter

## DEGREES OFFERED

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Master of Arts (M.A.)

SOCIAL-ORGANIZATIONAL PSYCHOLOGY (ORGD)

Doctor of Philosophy (Ph.D.)

## CONTACT INFORMATION

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*Email:* soc-org.psych@tc.edu
*Coordinator:*

Noumair, Debra Pasmore, William Perry, Elissa Westaby, James

## ORLJ 5003 Human resource management

Current and emerging emphases in the management of human resources in organizations.
**Faculty:** Bazigos, Michael

## ORLJ 5005 Leadership and supervision

Major psychological and other interdisciplinary approaches to the study of leadership. Critical analysis of relevant theories, research, and practical applications.
**Faculty:** Burke, W. Warner

## ORLJ 5012 Organizational Internship

**Faculty:** Buontempo, Gina

## ORLJ 5012 Organizational Internship - Community Mediation

This course teaches students how to provide a collaborative way of resolving differences between individuals, groups, and organizations as an alternative to prolonged litigation or violence. Students participate in two weekend workshops & conduct follow-up supervised community mediation.
**Faculty:** Buontempo, Gina

## ORLJ 5013 Negotiations in Organizations

Develops skills for negotiating in organizational contexts through instruction and readings in negotiation theory and research and participation in negotiation simulations.
**Faculty:**

## ORLJ 5014 Special topics in organizational psychology

Faculty. New and emerging developments, practices, and concerns in the field of social-organizational psychology are examined and evaluated. Topics are announced in the schedules distributed each semester.
**Faculty:** Noumair, Debra

## ORLJ 5015 Executive selection and management

Offered Summer only. Seminar to explore issues in and methods for executive selection and development.
**Faculty:**

## ORLJ 5016 Special topics in organizational psychology

Faculty. New and emerging developments, practices, and concerns in the field of social-organizational psychology are examined and evaluated. Topics are announced in the schedules distributed each semester.
**Faculty:** Buckner, David

## ORLJ 5017 Small group intervention: Theory and method

Prerequisite: ORL 5362. This course gives students an opportunity to develop a better understanding of the dynamics of small work groups and to learn intervention skills to improve group performance. The course covers relevant theory and research that underlies effective small group interventions. The class format will include lecture, discussion and in-class exercises.
**Faculty:** Brazaitis, Sarah

## ORLJ 5018 Using survey research in organizational consulting

Prerequisite: ORLJ 4009. This course illustrates how to conduct survey research for organizational change initiatives. The following topics are covered: entering into survey research consulting, selecting concepts, conducting focus groups, survey construction and administration, data analysis, identifying needs, survey feedback techniques, and final reports. Students develop a survey-based project from initial conceptualization to final

report presentation.
**Faculty:** Westaby, James

## ORLJ 5019 DATA-BASED INTERVENTIONS IN ORGANIZATIONS

Prerequisite: ORLJ 4009. Reviews tools for collecting, organizing, and analyzing qualitative and quantitative data in organizations. Students explore and practice the use of data collection techniques most frequently utilized by practitioners in the field (secondary data, observations, questionnaires, interviews, and focus groups), as well as practice analysis techniques associated with these tools. The use of diagnostic tools is considered within the framework of the consulting cycle (contracting and planning, data collection, data analysis, and data feedback). Upon completion of this course, the students should be well prepared to engage in a consultation with the real client.
**Faculty:** Shmulyian, Svetlana  Tartell, Ross

## ORLJ 5020 SPECIAL TOPICS IN ORGANIZATIONAL PSYCHOLOGY

Faculty. New and emerging developments, practices, and concerns in the field of social-organizational psychology are examined and evaluated. Topics are announced in the schedules distributed each semester.
**Faculty:** Perry, Elissa  Raskin, Patricia  Shmulyian, Svetlana

## ORLJ 5040 RESEARCH METHODS IN SOCIAL PSYCHOLOGY

Open only to qualified doctoral students in the behavioral or social sciences. Representative approaches to practice in the design, conduct, and analysis of research. Fall: Experimental and quasi-experimental design. Spring: Field and survey methods; policy and evaluation research.
**Faculty:** Block, Caryn

## ORLJ 5041 RESEARCH METHODS IN SOCIAL PSYCHOLOGY II

Open only to qualified doctoral students in the behavioral or social sciences. Representative approaches to practice in the design, conduct, and analysis of research. Fall: Experimental and quasi-experimental design. Spring: Field and survey methods; policy and evaluation research.
**Faculty:**

## ORLJ 5045 ORGANIZATIONAL DYNAMICS AND THEORY

Prerequisite: ORLJ 4005 or equivalent. Study of organizations as total systems with consideration of different types of organizations. Emphasis on the impact of such dimensions as mission, strategy, structure, culture, systems, and leadership on individual and organizational performance and vice versa. Organizational change is also addressed.
**Faculty:**

## ORLJ 5046 INTERCULTURAL COMMUNICATIONS IN ORGANIZATIONAL CONTEXTS: THEORY, ISSUES, AND PRACTICES

This class is designed to explore the intercultural communication field and what it has to offer professional educators in the context of their understanding of intercultural theory and practice and in their ability to design effective and empathic learning environments.
**Faculty:**

## ORLJ 5047 DEVELOPMENT OF THE MULTI-CULTURAL SELF

This course focuses on issues of identity development, social and cultural diversity, and the intersections of multicultural aspects of the self in the context of the organization. Perspectives of social identity development, intellectual and ethical maturity, social learning theory, and intercultural analysis are major components in the study of the individual.
**Faculty:**

## ORLJ 5106 PSYCHOLOGICAL ASPECTS OF ORGANIZATIONS

Prerequisite: ORLJ 4005. Examines contemporary theory, research and practice in organizational behavior. Topics include: organizational entry, socialization, motivation, reward systems, group and individual decision-making, conflict resolution, stereotyping and discrimination.

**Faculty:** Bazigos, Michael

## ORLJ 5147 Conflict resolution in early childhood settings

This course introduces a developmentally appropriate model of working with conflict resolution in early childhood classrooms. It features demonstrations and practice in the use of circle time activities, puppets, role-playing, and modeling to promote social-emotional and problem-solving skills. Strategies for classroom management and parent involvement are highlighted.
**Faculty:**

## ORLJ 5310 Preparation for Coaching

The purpose of this course is to introduce students to the basic structure and techniques of interviewing and listening. The course is largely experiential and is intended for students who have little or no background or experience in counseling or coaching.
**Faculty:** Noumair, Debra Raskin, Patricia Tye, Matthew

## ORLJ 5311 Management and leadership practices

Enrollment limited. This elective combines theory and practice in management and leadership, with an emphasis on practical applications- what managers and leaders actually do. In addition to theory, simulations, behavior modeling, team participation, and individual presentations are used to provide a series of developmental experiences.
**Faculty:**

## ORLJ 5340 Basic Practicum in conflict resolution

Enrollment limited. Students will be trained in the basic skills of collaborative negotiation and mediation and will have supervised practice in these skills.
**Faculty:**

## ORLJ 5540 Proseminar in social and organizational psychology

Open only to qualified doctoral students in the behavioral or social sciences. Intensive readings and analysis of theories and research in social and organizational psychology and social structure.
**Faculty:** Coleman, Peter

## ORLJ 5541 Proseminar in social and organizational psychology

Open only to qualified doctoral students in the behavioral or social sciences. Intensive readings and analysis of theories and research in social and organizational psychology and social structure.
**Faculty:**

## ORLJ 6040 Fundamentals of cooperation, conflict resolution and mediation in different institutional contexts

Topics such as cooperation and competition, trust and suspicion, bargaining and negotiation as they relate to conflict resolution in various contexts.
**Faculty:** Coleman, Peter

## ORLJ 6045 Demography in Organizations

This course seeks to understand the role that demography plays in organizations. The main focus in this course is on demographic variables such as race, gender, and disability. The course examines various theoretical frameworks that help us to understand how demographic variables influence organizational behavior and decisions.
**Faculty:** Perry, Elissa

## ORLJ 6048 Teaching to cultural and cognitive complexities

This seminar focuses on issues of complex cognitive and cultural thinking and problem solving skills. Students gain knowledge about and exposure to a variety of assessment components and tools in the field of organization change and management.

**Faculty:**

## ORLJ 6244 Fieldwork in organization consulting

Doctoral-level course, permission required. Prerequisites: ORLJ 5045 and ORLJ 6343. Background in organization development required. Students engage in consultation with a client that emphasizes data gathering, organization diag-nosis, and feedback.
**Faculty:**

## ORLJ 6340 Research workgroup in social-organizational psychology: Multicultural self

Permission required. Limited to doctoral students. Topics are announced in the preliminary and final course schedules distributed each semester.
**Faculty:**

## ORLJ 6341 Research workgroup in social-organizational psychology: Work/Family Issues

Permission required. Limited to doctoral students. Topics are announced in the preliminary and final course schedules distributed each semester.
**Faculty:** Raskin, Patricia

## ORLJ 6342 Research workgroup in social-organizational psychology: Multi-level research in organizations

Permission required. Limited to doctoral students. Topics are announced in the preliminary and final course schedules distributed each semester.
**Faculty:**

## ORLJ 6343 Practicum in change and consultation in organizations

Permission required. Prerequisite: ORL 5362 and ORLJ 4005. Enrollment limited. Open to doctoral candidates and others who have a strong background in social science, organizational behavior, administration, psychology, or business. Planned change in organizations. Offers the opportunity to study and experience anticipated consultant roles during the entry, diagnostic, and intervention phases of efforts to effect change. Special fee.
**Faculty:** Noumair, Debra  Pasmore, William  Tye, Matthew

## ORLJ 6344 Research workgroup in social-organizational psychology: Conflict, justice, and cooperation

Permission required. Limited to doctoral students. Topics are announced in the preliminary and final course schedules distributed each semester.
**Faculty:** Coleman, Peter

## ORLJ 6345 Research workgroup in social-organizational psychology: Diversity and discrimination in organizations

Permission required. Limited to doctoral students. Topics are announced in the preliminary and final course schedules distributed each semester.
**Faculty:** Perry, Elissa

## ORLJ 6346 Research workgroup in social-organizational psychology: Organizational attitudes, job search, and career development

Permission required. Limited to doctoral students. Topics are announced in the preliminary and final course schedules distributed each semester.
**Faculty:** Westaby, James

## ORLJ 6347 Research workgroup in social-organizational psychology: Motivational issues in organizations

Permission required. Limited to doctoral students. Topics are announced in the preliminary

and final course schedules distributed each semester.
**Faculty:** Block, Caryn

## ORLJ 6348 Research workgroup in social-organizational psychology: Psychology of managerial and leadership competence and multirater feedback

Permission required. Limited to doctoral students. Topics are announced in the preliminary and final course schedules distributed each semester.
**Faculty:** Burke, W. Warner

## ORLJ 6349 Research workgroup in social-organizational psychology : Group/organizational dynamics and diversity issues in organizations

Permission required. Limited to doctoral students. Topics are announced in the preliminary and final course schedules distributed each semester.
**Faculty:** Noumair, Debra  Pasmore, William  Tye, Matthew

## ORLJ 6350 Advanced practicum in conflict resolution

Prerequisite: ORLJ 5340. Limited enrollment. Students will engage in negotiation and mediation involving persons from different cultural contexts as well as with "difficult" cases.
**Faculty:**

## ORLJ 6350 Advanced Practicum in Conflict Resolution Part 2: Designing Conflict Management Systems

This workshop presents a practical approach that uniquely integrates organizational development, alternative dispute resolution, and dispute system design principles into a working model to help assess conflict and evaluate processes within organizations.
**Faculty:**

## ORLJ 6640 Social-organizational psychology colloquium

Permission required. For doctoral candidates only. Discussion of ongoing projects involving research and consultation.
**Faculty:** Coleman, Peter

## ORLJ 6901 Advanced research and independent study in social-organizational psychology

**Faculty:** Block, Caryn  Brazaitis, Sarah  Buontempo, Gina  Burke, W. Warner  Coleman, Peter  Noumair, Debra  Pasmore, William  Perry, Elissa  Westaby, James

## ORLJ 7501 Dissertation seminar

Permission required. Development of doctoral dissertations and presentation of plans for approval. Registration limited to two terms. For requirements, see section on Continuous Registration for Ed.D./Ph.D. degrees.
**Faculty:**

## ORLJ 8900 Dissertation advisement in social-organizational psychology

Fee to equal 3 points at current tuition rate for each term. For requirements, see section on Continuous Registration for Ed.D./Ph.D. degrees.
**Faculty:** Block, Caryn  Burke, W. Warner  Coleman, Peter  Noumair, Debra  Perry, Elissa  Westaby, James