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- Students may also refer to the document "General Instructions for the Preparation of Dissertations for the Doctor of Education Degree: A Manual of Style" downloadable from the ODS website for more information on dissertation preparation.
- The "Guide to the Dissertation Oral Defense" is available on the ODS website for general guidance on preparing for the dissertation defense.
- Consult the Office of Doctoral Studies for requirements on continuous enrollment.

For more information, review the full International and Comparative Education Student Handbook [here](#).

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## **Doctor of Philosophy (75 points)**

### **Description of the Doctorate in Philosophy (Ph.D.) Program Requirements**

Comparative and International Education (CIE – code: COMP)

Check the Course Planning sheet in the Student Handbook for the most recent degree requirements.

#### **1. Coursework (at least 75 graduate level points, including up to 30 transferred credits).**

Ph.D. coursework falls into four broad areas:

##### *Area 1: Core Courses (9 credits)*

- ITSF 6580: Advanced Seminar in Comparative Education
- ITSF 6581: Advanced Seminar in International Educational Development
- Choose 1 other ITSF course (approved by advisor)

*Area 2: Concentration in an Academic Discipline (at least 30 credits)*

- Courses counting towards the concentration must be advisor-approved.
- Many of these courses can be taken at Columbia's Graduate School of Arts and Sciences (GSAS).
- This area may include discipline-based research methods (note that Ph.D. students must have at least 12 credits of research methods courses).
- In some cases, transferred credits may be applied in this area.

*Area 3: Comparative Education/Transcultural/Area Studies (at least 18 credits)*

- The majority of these courses will come from the ITS department.
- This area may include research methods (note that Ph.D. students must have at least 12 credits of research methods courses).
- Transferred credits may be applied in this area.

*Area 4: Non-Major Foundations/Electives (at least 18 credits)*

- This includes courses taken outside the primary program of study.
- Transferred credits may be applied in this area.

**Languages:**

Only graduate-level language courses at an advanced level of proficiency count towards the degree. These require approval from your advisor and the Registrar. No more than 6 credits of language courses can be used towards a graduate degree.

*Courses Outside of TC:* Please see the TC Catalog for information about taking courses through the Inter-University Doctoral Consortium.

**Transfer credit:**

A maximum of 30 credits may be transferred from other recognized institutions. Only graduate courses which have been (1) completed with grades of B or higher, (2) submitted on an official transcript from a regionally accredited institution, (3) granted/assigned graduate credit on the transcript of that institution, and (4) completed prior to enrollment at Teachers College may be considered for transfer credit. Transfer credit is awarded at the discretion of the faculty advisor and according to College policy. After registering for the first semester, students should obtain and fill out an Advanced Standing

Review (ASR) application from the Office of the Registrar and return it to the Office of the Registrar. Transcripts will be evaluated and sent to the International and Comparative Education Program Assistant, who will then contact the student with further instructions. The entire process can take several months.

**Note:**

Ph.D. students must complete all degree requirements in no more than seven years. Those with 30 points of advanced standing prior to doctoral admission are to complete requirements within six years.

**2. Departmental certification examination**

Students complete their certification exam (AM) by the end of their first year in the program. The exam is integrated with the Advanced Seminar and includes two parts: one completed in the fall semester and one completed in the spring. Students must be authorized by ODS to take this exam; please see advisor for more details. The certification exam may be attempted twice. More information is available on the “Ed.D/Ph.D Policies and Procedures” page.

**3. Specialization examination**

Each discipline has different examination requirements. Students must register for the exam with ODS during the first week of the semester and should consult the main advisor for more information.

**4. Defense of a dissertation proposal**

- The dissertation proposal defense requires two readers. The advisor/ sponsor is the first reader, and students are responsible for finding a second reader appropriate for the concentration.
- Students should register for ITSF 7500 during the semester of the proposal hearing. Please note that students are liable for dissertation advisement fees (ITSF 8900) in every semester following registration for ITSF 7500.
- Students are responsible for making arrangements with the two readers for the proposal hearing. Students should fill out the “Dissertation Proposal Hearing Report,” available from the ODS website. After a successful hearing, this form needs to be signed by both readers and the department chair. A copy should be submitted to the International and Comparative Education program office and the original should be turned in to ODS.

- After a successful proposal hearing, students must submit an application to TC's Institutional Review Board (IRB) for the research project. Please refer to the TC IRB website for more information ([www.tc.columbia.edu/administration/osp/irb/](http://www.tc.columbia.edu/administration/osp/irb/)). Once approved, copies of the IRB approval letter must be filed with the International and Comparative Education program office and ODS.

## 5. Foreign Language Examinations

- Ph.D. students are required to pass two proficiency examinations in foreign languages. Examinations are usually arranged through the appropriate language department at Columbia University.
- One of these examinations may be replaced by receiving a passing grade for two of the following statistics courses offered at TC: HUDM 4122 (Probability and Statistical Inference), HUDM 5122 (Applied Regression Analysis), HUDM 5123 (Experimental Design).
- Languages to be used must be listed on the program plan.

## 6. Program Plan

- Download the documents, "Instructions for Completing the Ph.D. Course Program Plan" and "Ph.D. Course Program Plan Form" from the ODS website. Students should complete the Program Plan and obtain the advisor's signature on the form. This should be done by the time of the proposal hearing.

## 7. M.Phil. Certification

- Once students have 1) completed all required coursework, 2) passed the department exam, the specialization exam, and the proposal hearing, 3) passed the foreign language examinations, 4) received IRB approval for the dissertation research, and 5) submitted the approved program plan, students are eligible for M.Phil certification. This process must be completed through the International and Comparative Education program office with the assistance of the International and Comparative Education program assistant.

## 8. Fieldwork Outside of the United States

- Students who are conducting fieldwork outside of the United States may register for ITSF 6200 for one or two semesters. This is a 0-credit course. If this course will be taken, it should be included in the program plan.

## 9. Preparation and defense of a research dissertation

- After taking ITSF 7500, all Ph.D. candidates are required to continuously register for ITSF 8900 and pay a fee in the term in which the dissertation is defended. Students who are not going to receive advisement may submit a "Personal Exemption for Dissertation Advisement" to ODS. Students may instead register for IND 6000 and file a Certificate of Equivalency with the Registrar.
- Students may also refer to the document "General Instructions for the Preparation of Dissertations for the Degree of Doctor of Philosophy" downloadable from the ODS website for more information on dissertation preparation.
- Consult the Office of Doctoral Studies for requirements on continuous enrollment.

For more information, review the full International and Comparative Education Student Handbook [here](#).



## Application Information

Applicants to the master's and doctoral degrees in the international education program should indicate their area of concentration and a geographical area or transcultural topic of interest on their application for admission. These concentrations are not binding, and enrolled students are at liberty to change their concentration and specialty at the beginning of their studies.

Applicants to the Ed.M., Ph.D., and Ed.D. degrees must have a master's degree. Doctoral applicants must submit an academic writing sample, and an informal meeting (in person or virtually) is recommended. Please visit the program website to review guidelines for informal meetings. Applicants for the Ph.D. program in Comparative and International Education are expected to have already completed some coursework in the discipline they select as their concentration.

Application deadlines:

- M.A., Ed.M.: January 15
- Ed.D.: January 2
- Ph.D.: December 15

## Faculty List

### Faculty

CAROLYN J. BENSON

Associate Professor of International &  
Comparative Education

REGINA CORTINA

Professor of Education

HOPE LEICHTER

Elbenwood Professor of Education

NICHOLAS LIMERICK

Assistant Professor of Anthropology and  
Education

MARY ANNE MENDENHALL

Associate Professor of Practice

OREN PIZMONY-LEVY

Assistant Professor of International and  
Comparative Education

SUSAN GARNETT RUSSELL

Asst Professor in Int'l and Comparative  
Education

GITA STEINER-KHAMSI

Professor of Education

**Lecturers**

FELISA L. TIBBITTS

Lecturer

**Adjunct**

FENOT BERHAN AKLOG

Director of Research and Development

RUTH K WESTHEIMER

Adjunct Professor

HENAN CHENG

CoCE Seminar Series Manager

NANCY L. GREEN SARAISKY

Adjunct Assistant Professor

## Course List

### **ITSF 4005 Education in Emergencies and Reconstruction**

This course provides students with a comprehensive introduction to the growing and increasingly complex field of education in emergencies, one which encompasses crises caused by natural disasters and armed conflict and which spans the relief-development spectrum.

### **ITSF 4009 Introduction to Research Methods in International and Comparative Education**

This course is designed to serve as an introduction to the concepts, methods, and applications of empirical research in international and comparative education. The course readings, lectures, class discussion, activities, and course assignments will examine fundamental issues and processes of research design and practice from a variety of methodological perspectives —qualitative, quantitative, and mixed methods.

### **ITSF 4013 Literacy and International Development**

This course problematizes common assumptions about the relationship between literacy and cognitive, social, political and economic development. A sociocultural approach to languages and literacies is taken, while critical studies of international development are examined, applying a gender lens throughout.

### **ITSF 4025 Languages, Societies, and Schools**

This course examines the role that languages play in societal and educational contexts from an interdisciplinary perspective, incorporating economic, cultural, political and historical analyses. Diverse language ideologies are considered, along with how language policies are enacted by stakeholders at different levels, with a focus on multilingual contexts.

### **ITSF 4038 Monitoring and Evaluation in International Educational Development**

This course explores small- and large-scale research and evaluation methods and their potential for valid, reliable, efficient evaluation of educational outcomes as well as project outcomes. Needs assessment, capacity assessment, project evaluations (mid-term and final), performance appraisals and impact

evaluations done for a range of agencies and organizations are analyzed for diverse educational programs (including formal and non-formal education) in low-income country contexts.

### **ITSF 4060 Latinxs in Urban Schools**

Students will be introduced to theories and research explaining why Latinxs in the United States are least likely of all major social groups to be enrolled in school and, as adults, are most likely to lack a high school diploma. The course will explore the racial/ethnic differences that exist between and within recent immigrant groups, drawing especially on research that shows the diversity of cultural backgrounds within Latino subgroups. Topics will include assimilation of new immigrants, educational achievement and persistence in school, language and schooling, the interplay of race and gender and class with educational attainment, and transnational communities.

### **ITSF 4090 Issues and Institutions in International Educational Development**

This course explores theoretical approaches to the study of education in international development and uses these approaches to consider current topics and debates in the fields of international and comparative education. This course also introduces students to institutions involved with educational development in diverse global settings, such as the United Nations and the World Bank. This course is also offered at the doctoral level (ITSF 6581).

### **ITSF 4091 Comparative Education**

This course introduces theories in comparative and international education, along with comparative methods and current issues in the field related to cross-national assessment, educational development indicators, educational transfer and borrowing, gender analysis and linguistic and cultural issues. This course is also listed at the doctoral level (ITSF 6580).

### **ITSF 4092 Qualitative Research Methods**

The study of qualitative methodologies appropriate to various kinds of educational programs, issues, and problems in diverse research settings.

### **ITSF 4093 Curriculum and Pedagogy in International Contexts**

This course explores the problems, issues, and approaches in the development of curricula, preparation of instructional materials, and training of educators internationally.

### **ITSF 4094 Educational Planning in International Educational Development**

The course explores educational planning and policy analysis in developing countries. A special focus is placed on aid effectiveness, aid modalities, and the aid architecture in countries where educational reforms are sometimes funded by multilateral organizations, development banks, and non-governmental organizations. Critical issues, such as global benchmarking, target setting, and monitoring by the World Bank, OECD, and other international organizations are examined. Students learn about current debates and controversies in international educational development and reflect on the impact of externally funded projects on educational planning and reform in developing countries.

### **ITSF 4098 Educational Development and Policies in China**

Historical and national development contexts of educational development in China. Key policy issues in education by level and across levels.

### **ITSF 4101 Quantitative Analysis in Comparative and International Education**

This course serves as an introduction to quantitative analysis as applied to the field of Comparative International Education. The course covers fundamental concepts of quantitative analysis, inferential statistics, and introduces the assumptions and mechanics of the classical normal linear regression model.

### **ITSF 4160 Human Rights Education in Africa: Politics, Policies, and Pedagogies**

Students examine the historical conditions that give rise to human rights violations and the efforts to protect rights through policy and education. They explore different approaches to human rights education, apply them to case studies of specific African countries, and develop human rights education curricula.

### **ITSF 4195 Academic literacies**

This course is designed to help students develop the professional knowledge and skills necessary for effective communication through such genres as research projects, conference presentations, contributions to journals, grant proposals, and evaluation reports.

### **ITSF 4603 Human and Social Dimensions of Peace**

This course focuses on issues of human rights, global ethics, and various aspects of structural and cultural violence. Students explore notions of identity, diversity and reflexive narrative in relation to the concepts of (positive and negative) peace and human dignity. Students are then introduced to examples of nonviolent social movements and reflect on the process of peaceful transformation.

## **ITSF 4613 International Perspectives on Peace and Human Rights Education**

This course provides a grounding in the theory, pedagogy, and practice of peace and human rights education. It draws from the international literature of the field as it has been developed over the past three decades, and reviews teaching practices relevant to various cultures and learning settings.

## **ITSF 4614 International Organizations, Civil Society and Peace Education**

Peace Education is concerned with the prevention of violence, but this theoretical framework also draws on diverse practices, or co-disciplines, including Global Citizenship Education, Human Rights Education and Education for Sustainable Development. This course explores key governmental and non-governmental actors, processes, curriculum and issues in these peace education areas.

## **ITSF 5006 Comparative Policy Studies: Overview**

The course is designed to help students to understand foundations and techniques of policy analysis underlying education sector strategies of low-income countries. Part 1 will review critical debates over the role of donors and aid recipients in development contexts and introduce students to tools and techniques for producing education sector strategies. Part 2 will provide an overview of theories of the policy process from an international comparative perspective and therefore also include theories of global education policy, “traveling reforms,” and transnational policy borrowing and lending. Part 3 will discuss trends in various sub-sectors that international agencies tend to frame as “best practices” and for which they provide technical assistance and external financial support.

## **ITSF 5008 Gender, Education, and International Development**

This seminar examines the field of international education development from the standpoint of feminist and gender studies. We will read and discuss relevant studies in anthropology, economics, history, political science, and sociology, as well as interdisciplinary research in the fields of development studies and gender studies. We will begin by considering the political and legal advances in women’s rights within the daily reality of people’s lives in developing countries through the multiple lenses of democratic theory, neoliberal policies, and multiculturalism.

## **ITSF 5023 The Family As Educator**

Permission required. Analysis of the family as educator and its interrelations with schools and other educational institutions. Emphasis on inquiry deriving from educational practice and behavioral science theory.

### **ITSF 5026 The Family and Television**

Permission required. An analysis of the impact of television on the family's educative functions, with special attention to the process by which the family mediates television.

### **ITSF 5029 Education, Conflict and Peacebuilding**

This course examines the politics of armed conflict and peace building and the role of education in promoting peace or exacerbating violence in conflict-affected and post-conflict contexts. We will investigate several of the most pressing challenges facing the various stakeholders (external actors such as international organizations, bilateral donors, and NGOs; local actors, such as governments, civil societies, and nationalist/ideological state factions) and the influence of those stakeholders on education systems in times of war and emerging peace and on educational practices, policies, and curricula in conflict and post-conflict situations.

### **ITSF 5031 Education and Sustainable Development: Comparative and International Perspectives**

This course critically examines ESD-related policies and practices within a variety of contexts and perspectives. Beginning with an overview of the foundations of ESD, we will explore key issues in the field: (a) the development of ESD policy in different levels (e.g., supranational, national, and subnational); (b) the links between ESD and other curricular movements (e.g., environmental education, human rights education and peace education); (c) drivers and barriers that shape ESD policy/practice (e.g., environmental NGOs); and, (d) ESD "best practices" and their impact on teaching and learning.

### **ITSF 5035 Social Analysis of International Large-Scale Assessments**

The course provides students with an introduction to international large-scale assessment of student achievement (such as TIMSS, PIRLS, and PISA). The first section of the course is dedicated to the history of international assessments and to conditions that facilitated their emergence and diffusion. The second section is focused on the methodology behind global and regional projects. The third section is focused on critical analysis of the ways in which scholars, media, and policy makers use data from international assessments. Prerequisite: ITSF 4090 (Issues and Institutions in International Educational Development) or ITSF 4091 (Comparative Education) or by permission of instructor.

## **ITSF 5040 Mixed Methods in International Comparative Education**

The course is designed to develop students' ability to critically consume and produce research in their specialized field within International and Comparative Education or other programs in the department, college and university. Students will be oriented to the epistemological and other assumptions and methodological practices of quantitative and qualitative methods including experimental, survey research, ethnographic, and historical approaches to disciplined inquiry. Students will be exposed to positivist, interpretive, and critical/feminist traditions or paradigms associated with these approaches as well as ethical dilemmas encountered in planning, conducting, reporting, and consuming research.

## **ITSF 5043 Decolonial Theories in Comparative Education**

In this graduate seminar, we will explore the application of Decolonial Theories to advance new perspectives and knowledge in comparative education. We will read the work of Walter Mignolo, Arturo Escobar and Boaventura de Sousa Santos. We will frame the discussion within relevant theories, such as Critical Thinking (*Pensamiento Crítico*), Dependency Theory, Internal Colonialism, Liberation Theory, and Indigenous ways of knowing. Among the issues to be discussed are the rights of Indigenous peoples to education and the preservation of cultural and linguistic diversity of people in the developing world in parallel with the struggles of immigrant students in the United States to improve their educational opportunity at the high school and postsecondary levels. Topics include the right to education, the nature of citizenship, intercultural and bilingual education, transnational networks in support of Indigenous movements, Indigenous resistance, and internal colonialism in the United States. An overarching theme is national policies to improve access, teacher training, and intercultural understanding within education systems.

## **ITSF 5050 Language, Cultural Politics, and Education**

Over recent decades, discourses of multiculturalism and multilingualism have become standard in the educational initiatives of nation-states, multinational corporations, and nongovernmental organizations. In much of the world, practitioners no longer ask whether they should educate for diversity but rather how they should carry out such efforts within many existing alternatives. This course covers historical moments in which different types of



multicultural and multilingual education have arisen; social theories about social inequality, language, and education that help us understand them; and examples of educational initiatives that reinforce or change inequity. Students are encouraged to consider radical possibilities for educational change.

### **ITSF 5120 Education in Community Settings: Museums**

Permission required. A review and an analysis of educational issues and opportunities in various community settings.

### **ITSF 5430 Internship**

Permission required. Supervised experiences in diverse settings designed to develop skills in research, development, planning, and evaluation.

### **ITSF 6200 Field research outside the United States**

Permission required. Required of doctoral students when choice of doctoral research necessitates data generation in other countries. One year of field experience under supervision in approved geographical and institutional site. Students secure approval of department chair and principal advisor in advance and render periodic reports.

### **ITSF 6520 Seminar in Families and Communities as Educators**

Permission required. A research seminar in the family and the community as educational systems.

### **ITSF 6580 Advanced Doctoral Seminar in International and Comparative Education I**

This course will focus on the history, methods and theories in the field of international and comparative education.

### **ITSF 6581 Advanced Doctoral Seminar in International and Comparative Education II**

This course will focus on issues, institutions, and applications in the practice of international and comparative education.

### **ITSF 6590 Doctoral Seminar in International and Transcultural Studies**

Permission required. Presentation of research in progress and examination of professional roles.

### **ITSF 6902 Studies in International and Transcultural Studies**

### **ITSF 6990 Studies in International Educational Development**

In each of the areas within the department, advanced students may register for intensive individual study of some aspect of their specialization. Registration is only by permission of the instructor under whose guidance the work will be

undertaken. Times for individual conferences will be arranged. Enrollment may be for 1 or more points each term, and registration is not limited to one or two terms.

### **ITSF 6991 Studies in Comparative Education**

In each of the areas within the department, advanced students may register for intensive individual study of some aspect of their specialization. Registration is only by permission of the instructor under whose guidance the work will be undertaken. Times for individual conferences will be arranged. Enrollment may be for 1 or more points each term, and registration is not limited to one or two terms.

### **ITSF 7500 Dissertation Seminar in International and Transcultural Studies**

Permission required. Proposal writing. Required of doctoral students in the semester following successful completion of certification examinations.

### **ITSF 8900 Dissertation Advisement in International and Transcultural Studies**

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.