

# Academic Catalog 2022-2023

## International & Transcultural Studies

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### Department Information:

- [International & Transcultural Studies ... 2](#)

### Programs:

- [Anthropology and Education ... 4](#)
- [International and Comparative Education ... 15](#)

# THE DEPARTMENT OF INTERNATIONAL & TRANSCULTURAL STUDIES

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## Our Mission

The Department of International and Transcultural Studies

In recognition of the interconnectedness of all human beings around the globe, Teachers College has a long-standing commitment to the international arena.

New technologies have led to a rapidly increasing flow of people, information, goods, and services within and across national boundaries. As these boundaries become more permeable, modern societies are characterized by greater diversification of people and resources. Such diversification introduces complex forces that can be best understood as transcultural. As individual and institutional identities increasingly reflect diverse cultural traditions and values, a major challenge to education is to promote new ways of understanding and negotiating these identities.

The United States is a powerful example of an international and transcultural society, and the metropolitan area in which Teachers College is located is a particularly vivid expression of such a society. New York City and the United States are, in many ways, harbingers of what the 21st century will bring to cities and countries around the world.

International and transcultural forces will be increasingly present in all societies, and these forces will be crucial in understanding education in every domain of human experience—family, community, school, the workplace. Such education will take place not only in schools, colleges, and universities, but in all societal institutions—families; churches, synagogues, mosques, and temples; libraries, museums, and parks; mass media such as newspapers, magazines, radio, television, and computer networks; and the various kinds of workplaces that are emerging in our technological era.

Our department prepares professionals to provide leadership in the educative configurations emerging in the new century. To do so, we offer a range of disciplinary and professional programs and concentrations with distinct emphases within the collective mission. The programs in Anthropology and Comparative and International Education emphasize research on the social, cultural, economic, and political aspects of global processes. The program in International Educational Development prepares professionals across the whole range of educational practice to gain a global perspective.

Students work with faculty within the department on a variety of topics including AIDS education, civic education, drugs and society, and language and literacy. Students can concentrate within the department in such areas as African education, family and community education, international humanitarian issues,

international educational policy studies, language, literacy, technology, and peace education. We work with other departments at the College to provide our students additional concentrations in such areas as adult education, conflict resolution, curriculum and teaching, educational leadership, health education, and policy studies. In addition, we cooperate with the School of International and Public Affairs at Columbia University to develop regional areas of expertise (e.g., Latin American Studies, African Studies, Eastern European Studies, Middle East Studies, Russian Studies, East Asian Studies, South Asian Studies). Students in Comparative and International Education who select academic disciplines other than anthropology (e.g., economics, sociology, political science, history, or philosophy) also work closely with faculty outside the department. Degrees are offered by programs only, not in concentrations.

# ANTHROPOLOGY AND EDUCATION

Department of International & Transcultural Studies

## Program Description

Within Columbia University, Teachers College has been a pioneer in exploring how anthropology can be engaged in public conversations about practical matters. This has led to the creation of two programs, one in Anthropology and Education and the other in Applied Anthropology. These two programs function as one entity and provide a unique research and training experience for a very select group of students. This highly personal academic environment within the larger university maximizes the interaction between students and faculty while offering a variety of scholarly and professional resources.

Both programs prepare students to enter current research and policy conversations about education, health, the environment, and other fields to which anthropology can contribute. The programs are built on the premise that one can apply anthropology only to the extent that one has been rigorously trained in the theory and methodology of the discipline. The program combines systematic theoretical training with courses on qualitative research methods, including participant observation, advanced ethnographic methods, and discourse analysis. We encourage students to conduct "on-the-ground" research, applying their emerging methodological expertise to situations across the globe. Many of our students also use their training to better social inequality around the world.

The faculty has a distinguished record of publications and research projects, most of which have been conducted in the United States, the Caribbean, South America, and Europe.

### **Anthropology and Education**

The program in Anthropology and Education prepares professionals and researchers to analyze and understand educational processes in schools and classrooms, in families, on street corners, in community centers, in churches, and in all settings where education may proceed. The department houses the largest group of anthropologists of education to be found in any university in the world. It has been, for decades, one of the prominent places to study the anthropology of education.

### **Applied Anthropology (a joint program)**

In 1968, Teachers College and the Graduate School of Arts and Sciences of Columbia University implemented a joint program of Applied Anthropology. This joint venture is open to graduate students registered at either graduate school. By this agreement, all applied anthropological training

at Columbia University is administered through Teachers College. The joint program offers a course of study and thorough training in applied anthropology that is certified by both institutions and capitalizes on the strength of the university's faculty.

This program focuses on the complex issues involved in applying anthropological knowledge and approaches to matters of policy at global, national, and local levels. Students work in a variety of areas, including education, international development, businesses and corporations, the environment, and health.

### **Resources**

Both the Anthropology and Education and the Applied Anthropology programs are conducted in collaboration with the Department of Anthropology at Columbia University, Graduate School of Arts and Sciences, Barnard College, the School of International and Public Affairs, and other professional schools and institutions of the University. Students have access to courses across the university.

In addition, our location in New York City allows students easy access to a myriad of prestigious academic and research institutions. Doctoral students may take courses through the Inter-University Doctoral Consortium (for participating institutions, see the Inter-University Doctoral Consortium section in this catalog). They frequently become involved in the plethora of international organizations in New York, and they collaborate with the diverse individuals who call New York home.

Most graduates find academic posts and administrative positions in colleges, universities, and professional schools. Others locate in federal and international agencies, research institutes, private foundations, medical institutions, consulting firms, and social welfare and community service organizations in the United States and abroad.

## **Degrees**

### **Master of Arts**

#### **Anthropology and Education**

Master of Arts

**Points/Credits:** 32 **Entry Terms:** Spring/Summer/Fall

#### **Degree Requirements**

The Master of Arts program in Anthropology and Education offers a disciplinary approach that carefully explores and contributes to the analysis and understanding of educational processes in all settings where education may proceed.

Administrators, counselors, evaluators, and research associates can improve their work through learning how anthropological methods are applied to educational problems, policy, and practice. Students should choose an area of emphasis from Urban Education or Ethnographic Methods for Education Analysis.

The program requires at least five courses (15 points) in anthropology. courses, (9 points) in Complementary/Other Concentration Courses (International & Comparative Education, applied linguistics, philosophy, psychology, sociology); and four other courses (8-9 points) that directly contribute to the emerging professional interest of the candidate or practical courses relative to future professional settings. The M.A. program requires an integrative project in addition to the 32-point program. M.A. students are also required to attend a bi-weekly one-hour MA Advising and Career Workshop, also to assist with the IP, for noncredit.

To satisfy program breadth requirements, master's students must complete two Teachers College courses (for this purpose a course is defined as one in which at least 3 points are earned) outside the major program.

## Master of Education

### Anthropology and Education

Master of Education

**Points/Credits:** 60 **Entry Terms:** Spring/Summer/Fall

#### Degree Requirements

The Master of Education degree program is flexible, allowing students to address various professional concerns, satisfy diverse academic needs, and enhance professional skills.

Minimally, candidates for the Ed.M. degree in Anthropology and Education take 40 points in courses related to the main fields of the discipline, including at least 24 points in anthropology. A minimum of five courses (15 points) must be taken in Complementary/Other Concentration Courses (International & Comparative Education, history, applied linguistics, philosophy, psychology, sociology). An additional 21 points must also be taken that directly contribute to the emerging professional interest of the candidate or practical courses relative to future professional settings. Students are also required to conduct an integrative project in addition to the 60 points of coursework. Ed.M. students are also required to attend a bi-weekly one-hour MA/Ed.M. Advising and Career Workshop, also to assist with the IP, for noncredit.

To satisfy program breadth requirements, master's students must complete two Teachers College courses (for this purpose a course is defined as one in which at least 3 points are earned) outside the major program. These courses should be chosen so as to enhance the professional preparation of the student in his or her expected field of practice. Up to 30 of the required 60 points may be transferred from previous coursework to the extent that they fulfill some of the requirements listed above.

## Doctor of Education

### Anthropology and Education

Doctor of Education

**Points/Credits:** 90 **Entry Terms:** Summer / Fall

#### Degree Requirements

The Doctor of Education degree is for students who plan to engage in scholarly writing and research, applied research and evaluation, or teaching and administrative responsibilities at colleges, universities, professional schools of education and medicine, research institutes, or state, federal, and international agencies and bureaus.

A minimum of 90 points of acceptable graduate credit is required for the Doctor of Education (Ed.D.). A minimum of 45 points must be completed through Teachers College registration. Forty-two points of major courses are required. These courses prepare students with the requisite knowledge of epistemological, theoretical, methodological, ethnographic, and substantive areas of anthropology. They aim to develop competency in the discipline, while addressing the specific intellectual interests of the student. Fifteen points in research methods and statistical courses are also required.

An objective understanding of education and educational institutions, of persons and the learning process, and the various forms of measurement and evaluation in cognate areas prepares program graduates with the knowledge and skills necessary for researching and working in a variety of formal and non-formal educational settings through 18 points of broad and basic areas.

This leaves 15 points of electives to increase competence in comparative, regional or international studies, or to enhance technical skills used in conjunction with but outside the major course of study. At least three of these courses (8–9 points) must be taken in fields foundational to anthropology (economics, history, linguistics, philosophy, psychology, sociology).

#### Certification Requirements

Certification is the means of indicating that the student is regarded as having attained the expected competencies of the program. An overall grade average of B+ is expected. In addition, students must complete a set of written examinations on topics relevant to Anthropology and Education and to Applied Anthropology.

#### Dissertation Requirements

After passing the written certification examination, the candidate prepares a dissertation proposal to be defended in oral examination. One or two years of anthropological field research is required for the collection of original field data based on the dissertation research proposal.

## Doctor of Philosophy

### Anthropology and Education

## Doctor of Philosophy

**Points/Credits:** 75 **Entry Terms:** Summer/Fall

### Degree Requirements

The Doctor of Philosophy degree is for students who plan to engage in scholarly writing and research, applied research and evaluation, or teaching and administrative responsibilities at colleges; universities; professional schools of education and medicine; research institutes; or state, federal, and international agencies and bureaus.

Each student develops, in collaboration with an advisor, a program of study in anthropology designed to establish a high level of competency. A minimum of 75 points of acceptable graduate credit is required for the Doctor of Philosophy (Ph.D.).

Of these 75 points, a maximum of 30 points may be transferred in courses from other recognized graduate schools. Forty-five points of Anthropology courses are required overall. Of these, up to 15 points in anthropology courses may be taken at other graduate institutions which are members of the Inter-University Doctoral Consortium.

These courses prepare students with the requisite knowledge of epistemological, theoretical, methodological, ethnographic, and substantive areas of anthropology. They aim to develop competency in the discipline, while addressing the specific intellectual interests of the student.

Within the major course requirements, 30 points in required courses must be taken: the four-semester sequence of colloquia and summer field research, which represents the core training module of the program (a minimum of 12 points); two additional research methods courses outside of the first semester colloquium (6 points); and two area courses, one within and one complementary to one's focus (6 points); and two sub-discipline courses outside of sociocultural anthropology (6 points), in linguistic anthropology, linguistics, or sociolinguistics.

The remaining 15 points of electives are used to increase competence in comparative, regional, or international studies, or to enhance technical skills used in conjunction with but outside the major course of study. At least three of these courses (8-9 points) must be taken in fields foundational to anthropology (economics, history, linguistics, philosophy, psychology, sociology). Of the 75 graduate points required for the degree, a minimum of 45 must be taken for an evaluative letter grade.

### Certification Requirements

Certification is the means of indicating that the student is regarded as having attained the expected competencies of the program. An overall grade average of B+ is expected. In addition, students must complete a set of written examinations on topics relevant to Anthropology and Education or Applied Anthropology.

### Dissertation Requirements

After passing the written certification examination, the candidate prepares a dissertation proposal to be defended in oral examination. One or two years of anthropological field research is required for the collection of original field data based on the dissertation research proposal.

### Foreign Language Requirement

Each candidate must satisfy the foreign language requirement by demonstrating a high level of proficiency in one language other than English.

## Applied Anthropology



## Doctor of Philosophy

**Points/Credits:** 75 **Entry Terms:** Summer/Fall

### Degree Requirements

The Doctor of Philosophy degree is for students who plan to engage in scholarly writing and research, applied research and evaluation, or teaching and administrative responsibilities at colleges, universities, professional schools of education and medicine, research institutes, or state, federal, and international agencies and bureaus.

Each student, in collaboration with an advisor, develops a program of study in anthropology designed to establish a high level of competency. A minimum of 75 points of acceptable graduate credit is required for the Doctor of Philosophy.

Of these 75 points, a maximum of 30 points may be transferred in courses from other recognized graduate schools. Forty-five points of Anthropology courses are required overall. Of these, up to 15 points in anthropology courses may be taken at other graduate institutions which are members of the Inter-University Doctoral Consortium.

These courses prepare students with the requisite knowledge of epistemological, theoretical, methodological, ethnographic, and substantive areas of anthropology. They aim to develop competency in the discipline, while addressing the specific intellectual interests of the student.

Within the major course requirements, 30 points in required courses must be taken: the four-semester sequence of colloquia and summer field research, which represents the core training module of the program; (a minimum of 12 points); two additional research methods courses outside of the first year colloquium (6 points); two area courses, one within and one complementary to one's focus (6 points); and two sub-field courses outside of sociocultural anthropology (6 points), the two courses may be chosen from the same subfield or from two different subfields. The remaining 15 points of electives are used to increase competence in comparative, regional, or international studies, or to enhance technical skills used in conjunction with but outside the major course of study. At least three of these courses (8-9 points) must be taken in fields foundational to anthropology (economics, history, linguistics, philosophy, psychology, sociology). Of the 75 graduate points required for the degree, a minimum of 45 must be taken for an evaluative letter grade.

### Certification Requirements

Certification is the means of indicating that the student is regarded as having attained the expected competencies of the program. An overall grade average of B+ is expected. In addition, students must complete a set of written examinations on topics relevant to Anthropology and Education or Applied Anthropology.

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### Foreign Language Requirement

Each candidate must satisfy the foreign language requirement by demonstrating a high level of proficiency in one language other than English.

# Faculty

## Faculty

- Nicholas **Limerick** Associate Professor of Anthropology and Education
- Herve H **Varenne** Gardner Cowles Professor of Anthropology and Education

## Lecturers

- Ellen Grey **Gundaker** Senior Lecturer in Anthropology
- Amina UmAmir **Tawasil** Lecturer

# Courses

## ITSF 4010 - Cultural & Social Bases of Education

This course is designed as an introduction to cultural anthropology for educators and education researchers.

## ITSF 4011 - Contexts of education

Review of fundamental anthropological concepts for the analysis of educational institutions and processes around the world.

## ITSF 4012 - Cross-cultural studies of learning

Analyses of basic anthropological concepts, with particular reference to the influence of cultures and subcultures on the learning process, to education in multicultural classrooms, and to the relevance of psychological anthropology to educational issues. Four-point enrollment requires attendance at film showings before or after class and additional discussion sessions held at hours to be arranged.

## ITSF 4014 - Urban situations and education

An introduction to the anthropological study of cities and how larger-scale urban relationships affect schooling. Emphasis is placed on understanding urban inequality.

## ITSF 4016 - Culture and society in Africa

A general survey of sub-Saharan Africa, using contributions from theoretical approaches to anthropological research in the area. Emphasis on socioeconomic, ideological and religious, educational, and political analysis of African communities.

### **ITSF 4018 - Anthropology and development in Africa**

This seminar considers issues and problems of development in sub-Saharan Africa. It examines specific development projects from different theoretical and empirical perspectives.

### **ITSF 4026 - Technology and culture**

An exploration of technologies, broadly defined, and the contexts of their development, use, and politics of distribution locally and globally, drawing on research in anthropology and related disciplines.

### **ITSF 4034 - Dynamics of family interaction**

This course has been developed with practitioners of anthropology, educators, health professionals and globalization in mind. This course focuses on family as an agentive space where people construct with what they have around them. This focus is organized on two anthropological positions for their applied utility. One, culture is understood as all-encompassing situated in context and history, and is also a politicized concept. Two, the course is developed from the comparative Boasian approach to understanding human phenomenon, that different causes produce like effects or like causes produce different effects. The course will begin with an overview of anthropological research on kinship and relatedness by exploring the various possibilities in the composition of a typical family, how the family is formed, and how belongingness is maintained in different parts of the world. The second portion of the course will be devoted to what impacts the family and vice versa. Finally, this course will engage categories such as biological and social bases of family, honor, sexuality, love, wealth, religion, and institutions such as schools, the humanitarian/development/human rights regimes, and the nation-state. Ethnographic examples throughout the semester will focus on the socio-historical context, concreteness of actions, and use of resources.

### **ITSF 4900 - Internship, Research, Independent Study in Anthropology & Education**

Advanced masters students may register for internships, research projects related to the IP, or intensive individual study of some aspect of their concentration. 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. Advisor Approval Required.

### **ITSF 5000 - Introductory methods of ethnography and participant observation**

This course provides training in knowledge-production through ethnographic research using participant-observation. Students will be able to gain an understanding of ethnography as a way of knowing how people do what they do. Part one of the course will be devoted to research design, which includes developing different types of research questions, selecting sites and anthropological methods suitable for answering these questions, and examining anthropological approaches for applied purposes. Part two of the semester consists of looking at the difficulties of conducting research driven by established categories like culture, as well as the challenges inherent in ethnography such as objectivity, representation, and ethical dilemmas. This half of the semester will be dedicated to helping students produce a research study proposal that they will present to their cohort. Throughout the course, students

will be reading examples of ethnographic research relevant to policy-making in order to understand how approaches to ethnography have developed. The peer-review process will be heavily implemented in this course, where students are given the opportunity to evaluate and comment on each other's work. Students will be expected to study and read the assigned readings, and be able to participate in class discussions on the course readings. This course is foundational for students who are doing ethnographic fieldwork for their master's IP or doctoral dissertation. There are no prerequisites.

### **ITSF 5001 - Ethnography and Participant-Observation**

In an age in which big data is purported to solve contemporary human problems, Ethnography and Participant-observation have much to contribute. One contribution is that these make it possible to call into question the solutions put forth by way of representing human beings and their interactions with numbers. This course asks students to reflect more deeply upon what ethnographic research is and its role in scholarly and practical knowledge production. In the first of this series of courses (ITSF 5000: Introductory Methods of Ethnography and Participant-Observation), the emphasis is on operationalizing and designing a research project and writing a proposal that tightly integrates the general problem to be addressed and the method to be used. In this second course in the series, the emphasis is on the actual hands-on process of conducting fieldwork, recording of observations (field notes, mechanical recording and transcription), analysis, and on the writing of the final report. Readings and hands-on activities will be assigned. The semester will be divided into three modules; participant-observation, participant-observation with audiovisual, and virtual ethnography. Each module will involve data analysis and a write-up. This course will take place every Tuesday for 1 hour and 40 minutes. However, there will be a component that requires students and the instructor meet outside for 2-3 Saturdays for 1 hour and 40 minutes for participant-observation work in place of the Tuesday meetings. This is the more advanced of the two courses on ethnography offered in the department. Beginners in participant-observation research should enroll in ITSF 5000. It is possible to enroll in both simultaneously.

### **ITSF 5003 - Communication and culture**

This course covers theories and ethnographies from linguistic anthropology, or the study of how communication shapes and is shaped by social life. It considers examples from different educational contexts, such as literacy, exams, and teaching, and how they intersect with major categories of inequality such as race, class, and gender. Students are encouraged to think critically about communicative norms in institutions like schools and to apply the themes of the course to their own interests and backgrounds.

### **ITSF 5007 - Race, class and schooling: Ethnographic approaches**

This course asks how "race" and "class" shape and are shaped by schooling in the United States and other regions around the globe, privileging ethnography as the best way to find out how these broad concepts play out for diverse participants in diverse contexts, on the ground.

### **ITSF 5012 - The anthropology of the Caribbean and postcolonial society**

Caribbean experiences have been central to the development of postcolonial theory. This course draws on this work as well as research in anthropology and related fields to investigate how peoples in one of the most culturally and linguistically diverse regions on earth make sense of the past, flourish or just get by in the present, and envision workable futures in a globalizing and media saturated world.

### **ITSF 5013 - Psychological anthropology**

The concepts, theories, and methods of psychological anthropology. Cross-cultural studies of learning processes. Emphasis on recent work in the field, problems of cross-cultural methodology, and the study of socialization.

### **ITSF 5015 - Political anthropology: Labor, race, and belief**

This course considers the theories and concepts used by anthropologists and other social scientists in the analysis of political behavior and institutions. It analyzes contemporary theories for the study of power and their use in ethnographies of education. It also considers political topics, such as social movements and the state.

### **ITSF 5016 - Anthropology and Education**

Introduction to the anthropological investigation of educative institutions (villages, neighborhoods, families, peer groups, schools, etc.) and of the policy issues anthropology addresses.

### **ITSF 5018 - Drugs and Society**

Utilizing theoretical and methodological perspectives from social and cultural anthropology, this course is designed to explore the contextual dimensions of illicit drug use as well as other drug-related issues. A comparative, cross-cultural approach will be utilized and case material drawn from traditional as well as modern settings.

### **ITSF 5020 - Practicum in anthropological field techniques**

For anthropologists and non-anthropologists contemplating independent, qualitative research, this course provides hands-on experience in basic techniques for generating, recording, and managing anthropological data in the field.

### **ITSF 5037 - Global Literacies**

This course draws upon the anthropology of literacy, sociology of language, sociolinguistics, and critical, interdisciplinary studies of reading and writing to address basic questions about the nature of writing, reading, and graphic/material communication; the politics and processes of access to various systems; and the significance of various literacies around the world.

### **ITSF 5045 - Globalization, Mobility & Education**

Drawing on the anthropology of globalization and sociology of immigration, the course reviews major theories of immigrant incorporation and exclusion processes, examines case studies of im/migrants, refugees, and displaced persons and their adaptation processes inherent in the process of migration, and considers educational practices and policies that develop in order to address mobility in diverse contexts. The course asks how cultural, social, political, and economic factors influence im/migrant incorporation, and how educators can facilitate im/migrant students' opportunities for learning through changes in policies, pedagogies, and curricula.

### **ITSF 5610 - First-year colloquium in applied anthropology**

Permission required. This is a year-long critical review of important works in anthropology and education and applied anthropology. During the spring semester, students present proposals for their summer fieldwork before the members of both programs. Required of, and open only to, first-year doctoral students. Meets concurrently with ITSF 5611 during the spring semester.

### **ITSF 5611 - Second year colloquium in anthropology: From fieldwork to text**

From Fieldwork to Text. This year-long course focuses on practical translation of field research into such forms as research reports, grant applications, and initial drafts for public presentation. Topics include analysis of evidence, relationships between evidence and theory, and writing appropriately for varied audiences and stakeholders. During the spring semester, students report on their completed summer fieldwork. Required of second-year doctoral students. Advanced MA students and third year doctoral students who have completed summer fieldwork are also welcome. Meets concurrently with ITSF 5610 during the spring semester.

### **ITSF 6510 - Education and cultural production**

Education intersects cultural production in myriad ways involving large scale planning, environmental interventions, institutions like museums and parks, heritage initiatives, media old and new, and individual and local projects. This course investigates these and other modes of cultural production through the lenses of semiotic theories, anthropology, and related fields.

### **ITSF 6900 - Research independent study anthropology and education**

Advanced students may register for intensive individual study of some aspect of their concentration. 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 6911 - Workgroup in psychological anthropology**

This workgroup meets every other week to discuss current issues in psychological anthropology. It also discusses and reviews current research and proposals for research of workgroup members, including faculty, alumni, and doctoral students concentrating in psychological anthropology.

# INTERNATIONAL AND COMPARATIVE EDUCATION

Department of International & Transcultural Studies

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## Program Description

The International and Comparative Education Program brings together faculty committed to the improvement of education policies and practices around the world. We approach education (broadly defined) from critical interdisciplinary and multidisciplinary perspectives, and we draw on multiple ways of knowing with sensitivity to social contexts. In our collective work, faculty, students, and alumni engage with multiple stakeholders across national and international contexts, including government institutions such as education ministries, bi- and multilateral donors, United Nations agencies, non-governmental organizations, private organizations, community organizations, families, and social movements. Our scholarship is responsive to current developments in the field, including education in conflict and post-conflict regions, sustainable development, and multilingual education for inclusiveness.

The Program prepares scholars, practitioners, and policymakers for leadership positions in the field of international and comparative education. Our teaching framework emphasizes theory, content knowledge specific to clusters and related sub-fields, research methods (quantitative analysis, qualitative inquiry, and mixed methods), and applied skills (e.g., program design, strategic planning, curriculum development, program monitoring and evaluation). Our Master's students typically aim to work in support of educational practices and programs upon graduation, while our doctoral students are poised to enter academia and/or assume leadership positions in various international organizations.

### **Description of the Program:**

In 1899, Teachers College became the first graduate institution in the United States to develop a program in Comparative Education. In 1956, its faculty members co-founded the Comparative and International Education Society and created one of the field's most prominent peer-reviewed journals, *Comparative Education Review*.

By the 1960s, Teachers College became instrumental in the study of the international development of education as well and founded the program in International Educational Development. The program's faculty plays prominently in research and other education-related initiatives around the world.

Since the early 2000s, the two programs – Comparative and International Education (CIE), and International Educational Development (IED) – operate as two degree-programs under one academic unit International Comparative Education. Both programs offer M.A. and Ed.M. degrees; CIE offers a doctor in philosophy degree (Ph.D.) and IED offers a doctor of Education degree (Ed.D.).

The primary distinction between the degree programs is the area of specialization. Students applying to the Comparative and International Education track select a discipline focus (Anthropology, Economics, History, Philosophy, Political Science, or Sociology), whereas students applying to the International Educational Development track select a cluster within the field of education (Global Governance, Policy, and Planning; Human Rights, Emergencies and Peacebuilding; Multilingual and Decolonial Dimensions of Education). The courses offered in these clusters vary each academic year.

Students in the International and Comparative Education Program are encouraged to select a geographical area of specialty. Geographical areas currently represented by faculty in the Department of International and Transcultural Studies are Africa, the Caribbean, Central Asia, East Asia, Europe, Latin America, the Middle East, South Asia, and the U.S. (for a transcultural/immigration focus). Area studies courses are available within our program and through various departments at Teachers College and Columbia University and our students in International and Comparative Education have access to those offerings.

Applications are reviewed once a year for matriculation in the fall semester only. The deadlines for applications are in December or January depending on the degree program.

### **Degree Program: Comparative and International Education**

Up to 30 graduate-level credits can be transferred into the Ed.M. and Ph.D. degree programs.

Areas of specialization offered inside the Department of International and Transcultural Studies:

- Anthropology

The list of courses offered in Anthropology can be found under the degree programs, listed in this section of the catalog.

Areas of specialization offered outside the Department of International and Transcultural Studies:

- Economics
- History
- Philosophy
- Political Science
- Sociology



The courses for these areas of specialization in the Comparative and International Education program - offered outside the department - can be found under the respective degree programs, listed in other sections of the catalog.

The Ph.D. program in Comparative and International Education includes a foreign language requirement as well as comprehensive training in research methods and data analysis. Ph.D. students are expected to take some of the courses in their discipline at the Graduate School of Arts and Sciences, Columbia University.

### **Degree Program: International Educational Development**

Up to 30 graduate-level credits can be transferred into the Ed.M. and 45 credits into the Ed.D. degree programs.

The following presents a description of clusters in International Educational Development.

#### **Cluster I: Global Governance, Policy, and Planning**

Liaison Faculty: Professor Oren Pizmony-Levy and Professor Gita Steiner-Khamsi

The Global Governance, Policy, and Planning cluster prepares students for policy, planning and advocacy in an international context. The students acquire skills to prepare data-based reports, develop education sector plans and sector strategies, learn how to monitor and evaluate programs, and understand the different approaches for comparing educational systems. In addition to practicing these professional skills, students learn to problematize and reflect on the opportunities and limitations of global norm-setting for national developments and priorities, including the impact of PISA, TIMSS, and other large-scale student assessments.

Students that complete the degree at the Masters level typically work in policy or planning sections of governments or non-governmental organizations or are hired as consultants for preparing program design, evaluation, and planning documents. They work for intergovernmental organizations (OECD, Global Partnership for Education, UNESCO, UNICEF, World Bank), bilateral donors (FCDO, JICA, USAID, etc.), international NGOs (Save the Children, Open Society Foundations, World Vision, etc.), foundations (Al Qasimi Foundation, Lego Foundation, Mastercard Foundation) and other organizations that work internationally.

#### **Cluster II: Human Rights, Emergencies and Peacebuilding**

Liaison Faculty: Professor Mary Mendenhall and Professor S. Garnett Russell

The Human Rights, Emergencies and Peacebuilding cluster is designed for students interested in research, policy, and practice in humanitarian (natural disasters and armed conflict), forced displacement, post-conflict, and peacebuilding settings. The cluster brings together interdisciplinary and critical approaches to examine the role of education (including its limitations) in fostering social justice, social cohesion, sustainable peace, and human dignity across the humanitarian-development nexus. Students acquire skills in program design, curriculum development, monitoring and evaluation, policy analysis, and empirical research.

Students who complete the master's degree typically assume roles doing project design; program implementation; technical assistance; and research, evaluation and learning. They work for international, national, and local non-governmental organizations (e.g., ChildFund International, Concern, Education Development Center, Facing History and Ourselves, FHI360, Global Nomads Group, International Rescue Committee, IREX, Save the Children, Norwegian Refugee Council, Sesame Workshop, The Brookings Institute, The DREAM Project, Visions Global Empowerment, World Education); intergovernmental agencies (Global Partnership for Education, UNESCO, UNESCO IIEP, UNHCR, UNICEF, World Bank); global networks (Inter-agency Network for Education in Emergencies); foundations (LEGO Foundation, Open Society Foundation); and bilateral donors (USAID).

### **Cluster III: Multilingual and Decolonial Dimensions of Education**

Liaison Faculty: Professor Regina Cortina, Professor Hope Leichter, and Professor Nicholas Limerick

The Multilingual and Decolonial Dimensions of Education cluster focuses on building knowledge about language policies, multilingualism, and literacies; gender inequalities; interculturality; and the role of families and communities as they relate to policy and practice. It is an interdisciplinary field of study that encourages students to focus on key social, cultural, and political dynamics that affect education systems around the globe, and alternative ways of seeing education. Through courses, individual research, and group projects, students develop critical thinking skills from a comparative perspective to advocate for educational access and quality. Students consider strategies for the inclusion of Indigenous and other non-dominant languages and cultures in education and the decolonization of schooling practices throughout the Global South. The cluster's strengths include topical knowledge and research methods such as comparative policy analysis, participant observation, discourse analysis, assessment of student achievement and literacies, and classroom-based observation.

Students who complete this master's degree become educators and professionals in various international organizations, civil society organizations, foundations, and schools. Those with strong interest in forms of multilingualism and education, for example, are working at USAID, the Education Development Center, Pass Education, and various NGOs and schools. Graduates who completed their degree and focus on Latin America are working in the Fundación Escuela Nueva and The Alas Foundation, organizations advocating for education quality, intercultural and bilingual schools, education for climate change and biodiversity, and as teachers and administrators within international schools domestically and abroad at the World Bank, UNICEF, Brookings Institution. Several graduates interested in Latinx education have become consultants and project managers in companies and organizations advocating for education equity, immigrant rights, language rights, and culturally competent teachers in U.S. schools.

# Degrees

## Master of Arts

### Comparative and International Education

Master of Arts

**Points/Credits:** 32 **Entry Terms:** Fall Only

#### Degree Requirements

Comparative and International Education (CIE – code: COMP)

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

#### Coursework (at least 32 graduate level credits)

M.A. coursework falls into four broad areas:

Area 1: Core Courses (12 credits)

- ITSF 4580 International Comparative Education & Development Studies (Part 1)
- ITSF 4581 International Comparative Education & Development Studies (Part 2)
- Two Research Methods Courses (Not Limited to ITS Methods Classes)

Area 2: Concentration (at least 9 credits)

- Courses counting towards the concentration must be faculty advisor- approved.
- Students considering a change in concentration must discuss the change with the faculty advisor.

Area 3: Transcultural/ Area Studies (at least 5 credits)

- Courses must come from at least two of the following categories: topics, research methods, professional skills, internship/practicum.

Area 4: TC Electives (at least 6 credits)

- To fulfill the TC breadth requirement, M.A. students must take at 6 points of courses that are at TC but outside of the International and Comparative Education program.
- Courses offered by other programs within the ITS department (anthropology) can also count as TC breadth electives if they are outside of the student's concentration.

#### Integrative Project (IP)

- Completion of an IP is required for the M.A. degree. Please see the Guidelines for Master's Integrative Project (IP) in the handbook.
- Students should consult with the faculty advisor about the IP at least one semester before the intended graduation date. After the IP topic has been approved, the IP Advisors are available to guide students through the completion of the IP.

- Students who are working on the IP but are not registered for any other classes may register for IND 4000 (Masters Candidate).

### Graduation

- Full-time students can complete the M.A. degree within one academic year (fall semester, spring semester, and summer session).
- In order to graduate, students need to review their coursework on Degree Audit (accessed through myTC portal) and have it approved by their faculty advisor. Once the IP is completed, the student's faculty advisor must approve it through Degree Audit. Students may contact the Registrar for specific deadlines. Students must submit a soft and hard copy of the IP to be filed in the International and Comparative Education Program office (374 GDH). Students will complete a release form indicating whether or not they grant permission for the IP to be viewed by other students.

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

## International Educational Development

Master of Arts

**Points/Credits:** 32 **Entry Terms:** Fall Only

### Degree Requirements

International Educational Development (IED – code: INTL)

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

#### Coursework (at least 32 graduate level credits).

M.A. coursework falls into four broad areas:

Area 1: Core Courses (12 credits)

- ITSF 4580 International Comparative Education & Development Studies (Part 1)
- ITSF 4581 International Comparative Education & Development Studies (Part 2)
- Two Research Methods Courses (Not Limited to ITS Methods Classes)

Area 2: Cluster-related courses (at least 9 credits)

- Courses counting towards the cluster must be faculty advisor- approved.
- Students considering a change in cluster must discuss the change with the faculty advisor.

Area 3: Transcultural/ Area Studies (at least 5 credits)

- Courses must come from at least two of the following categories: topics, research methods, professional skills, internship/practicum.

Area 4: TC Electives (at least 6 credits)

- To fulfill the TC breadth requirement, M.A. students must take at 6 points of courses that are at TC but outside of the International and Comparative Education program.
- Courses offered by other programs within the ITS department (anthropology) can also count as TC breadth electives if they are outside of the student's concentration.

### **Integrative Project (IP)**

- Completion of an IP is required for the M.A. degree. Please see the Guidelines for Master's Integrative Project (IP) in the handbook.
- Students should consult with the faculty advisor about the IP at least one semester before the intended graduation date. After the IP topic has been approved, the IP Advisors are available to guide students through the completion of the IP.
- Students who are working on the IP but are not registered for any other classes may register for IND 4000 (Masters Candidate).

### **Graduation**

- Full-time students can complete the M.A. degree within one academic year (fall semester, spring semester, and summer session).
- In order to graduate, students need to review their coursework on Degree Audit (accessed through myTC portal) and have it approved by their faculty advisor. Once the IP is completed, the student's faculty advisor must approve it through Degree Audit. Students may contact the Registrar for specific deadlines. Students must submit a soft and hard copy of the IP to be filed in the International and Comparative Education Program office (374 GDH). Students will complete a release form indicating whether or not they grant permission for the IP to be viewed by other students.

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

## **Master of Education**

### **Comparative and International Education**

Master of Education

**Points/Credits: 60    Entry Terms: Fall Only**

### **Degree Requirements**

Comparative and International Education (CIE – code: COMP)

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

**Coursework (at least 60 graduate level credits, including up to 30 transferred credits).**

Ed.M. coursework falls into four broad areas:

Area 1: Core Courses (12 credits)

- ITSF 4580 International Comparative Education & Development Studies (Part 1)
- ITSF 4581 International Comparative Education & Development Studies (Part 2)
- Two Research Methods Courses (Not Limited to ITS Methods Classes)

Area 2: Cluster-related courses (at least 18 credits)

- Courses counting towards the cluster must be faculty advisor- approved.

- Students considering a change in cluster must discuss the change with the faculty advisor.
- In some cases, transferred credits may be applied in this area.

#### Area 3: Transcultural/ Area Studies (at least 15 credits)

- Courses must come from at least three of the following categories: topics, research methods, professional skills, internship/practicum.
- Transferred credits may be applied in this area.

#### Area 4: TC Electives (at least 15 credits)

- To fulfill the TC breadth requirement, Ed.M. students must take at least 6 points of courses that are at TC but outside of the International and Comparative Education program. Courses offered by other programs within the ITS department (anthropology) can also count as TC breadth electives if they are outside of the student's concentration.
- Other elective courses can be taken outside of the ITS department or transferred from other schools.

#### **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.

#### **Integrative Project (IP)**

- Completion of an IP is required for the Ed.M. degree. Please see the guidelines for Masters' Integrative Project (IP) in the student handbook.
- Students should consult with the faculty advisor about the IP at least one semester before the intended graduation date. After the IP topic has been approved, the IP Advisors are available to guide students through the completion of the IP.
- Students who are working on the IP but not registered for any other classes may register for IND 4000 (Masters Candidate).

#### **Graduation**

- Full-time students who transfer the full 30 credits can complete the Ed.M. degree within one academic year (fall semester, spring semester, and summer session).
- In order to graduate, students need to review their coursework on Degree Audit (accessed through myTC portal) and have it approved by their faculty advisor. Once the IP is completed, the student's faculty advisor must approve it through Degree Audit. Students may contact the Registrar for specific deadlines. Students must submit a soft and hard copy of the IP to be filed in the International and Comparative Education Program office (374 GDH). Students will complete a release form indicating whether or not they grant permission for the IP to be viewed by other students.

For more information, review the full International and Comparative Education Student Handbook here.

## International Educational Development

Master of Education

**Points/Credits:** 60 **Entry Terms:** Fall Only

### Degree Requirements

International Educational Development (IED – code: INTL)

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

**Coursework (at least 60 graduate level credits, including up to 30 transferred credits).**

Ed.M. coursework falls into four broad areas:

Area 1: Core Courses (12 credits)

- ITSF 4580 International Comparative Education & Development Studies (Part 1)
- ITSF 4581 International Comparative Education & Development Studies (Part 2)
- Two Research Methods Courses (Not Limited to ITS Methods Classes)

Area 2: Cluster-related courses (at least 18 credits)

- Courses counting towards the cluster must be faculty advisor- approved.
- Students considering a change in the cluster must discuss the change with the faculty advisor.
- In some cases, transferred credits may be applied in this area.

Area 3: Transcultural/ Area Studies (at least 15 credits)

- Courses must come from at least three of the following categories: topics, research methods, professional skills, internship/practicum.
- Transferred credits may be applied in this area.

Area 4: TC Electives (at least 15 credits)

- To fulfill the TC breadth requirement, Ed.M. students must take at least 6 points of courses that are at TC but outside of the International and Comparative Education program. Courses offered by other programs within the ITS department (anthropology) can also count as TC breadth electives if they are outside of the student's concentration.
- Other elective courses can be taken outside of the ITS department or transferred from other schools.

#### 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.

### **Integrative Project (IP)**

- Completion of an IP is required for the Ed.M. degree. Please see the guidelines for Masters' Integrative Project (IP) in the student handbook.
- Students should consult with the faculty advisor about the IP at least one semester before the intended graduation date. After the IP topic has been approved, the IP Advisors are available to guide students through the completion of the IP.
- Students who are working on the IP but not registered for any other classes may register for IND 4000 (Masters Candidate).

### **Graduation**

- Full-time students who transfer the full 30 credits can complete the Ed.M. degree within one academic year (fall semester, spring semester, and summer session).
- In order to graduate, students need to review their coursework on Degree Audit (accessed through myTC portal) and have it approved by their faculty advisor. Once the IP is completed, the student's faculty advisor must approve it through Degree Audit. Students may contact the Registrar for specific deadlines. Students must submit a soft and hard copy of the IP to be filed in the International and Comparative Education Program office (374 GDH). Students will complete a release form indicating whether or not they grant permission for the IP to be viewed by other students.

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

## **Doctor of Education**

### **International Educational Development**

Doctor of Education

**Points/Credits:** 90 **Entry Terms:** Fall Only

### **Degree Requirements**

International Educational Development (IED – code: INTL)

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

**Coursework (at least 90 graduate level points, including up to 45 transferred credits).**

Ed.D. coursework falls into four broad areas:

Area 1: Core Courses (12 credits)

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

Area 2: Cluster-related courses (at least 27 credits)

- Courses counting towards the cluster must be advisor-approved.



- In some cases, transferred credits may be applied in this area.

#### Area 3: Transcultural/ Area Studies/Research Methods (at least 27 credits)

- At least 6 credits must be in research methods
- Other Area 3 courses must come from at least two of the following categories: topics, professional skills, internship/practicum
- In some cases, transferred credits may be applied in this area.
- In some cases, language credits may be applied in this area. Please check with the Registrar for restrictions on applying language credits

#### Area 4: Broad & Basic/Electives (at least 24 credits)

- Can include courses dealing with the nature of education, the nature of a person's learning processes, and the methods of evaluation and research
- Can include courses that do not fit into any of the previous categories such as courses in related scholarly disciplines, and/or those which give an understanding of the functions of related specialties.
- 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 six 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 45 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.

#### **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. Students must be authorized by ODS to take this exam; please see advisor for more details. The certification exam may be attempted twice.

#### **Specialization examination**

- Each professional specialization 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.

### 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.
- 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 into 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 (<https://www.tc.columbia.edu/institutional-review-board/>). Once approved, copies of the IRB approval letter must be filed with the International and Comparative Education program office and ODS.

### Program Plan

- Download the document "Ed.D. 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.

### Ed.D. Certification

- Once students have 1) completed most of the required coursework, 2) passed the department exam, the specialization exam, and the proposal hearing, 3) received IRB approval for the dissertation research, and 4) submitted the approved program plan, students are eligible for Ed.D. 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. Final determination of certification is by the Office of Doctoral Studies.

### 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.

### Preparation and defense of a research dissertation

- All Ed.D. students must register for ITSF8900, Doctoral Dissertation Advisement, after the Dissertation Proposal Hearing or the submission of the Recommendation for Certification to the Office of Doctoral Studies, whichever comes first. Students who are unable to receive advisement may be eligible for a waiver. Contact the Office of Doctoral Studies for more information.
- 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](#).

# Doctor of Philosophy

## Comparative and International Education

Doctor of Philosophy

Points/Credits: 75 Entry Terms: Fall Only

### Degree Requirements

Comparative and International Education (CIE – code: COMP)

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

**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.

**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.

**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.

**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 or following the term in which the dissertation proposal is approved, whichever comes first
- 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 into 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 (<https://www.tc.columbia.edu/institutional-review-board/>). Once approved, copies of the IRB approval letter must be filed with the International and Comparative Education program office and ODS.

**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.

### 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.

### 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.

### 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.

### 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 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](#).

## Faculty

### Faculty

- Regina **Cortina** Professor of Education
- Hope **Leichter** Elbenwood Professor of Education
- Nicholas **Limerick** Associate Professor of Anthropology and Education
- Mary **Mendenhall** Associate Professor of International and Comparative Education

- Oren **Pizmony-Levy** Associate Professor of International and Comparative Education
- Susan Garnett **Russell** Associate Professor of International and Comparative Education
- Gita **Steiner-Khamsi** Professor of Education

## Lecturers

- Liyun Wendy **Choo** Lecturer, International and Comparative Education - Citizenship, Human Rights, and Education.
- Erina **Iwasaki** Lecturer, International and Comparative Education - Languages, Communities and Schools

## Adjunct Faculty

- Nancy L. **Green Saraisky** Adjunct Associate Professor
- Constanza Estefania **Lafuente** Adjunct Associate Professor
- Carine **Verschueren** Adjunct Assistant Professor
- Portia G. **Williams** Vice Provost for Academic Planning and Global Affairs

# Courses

## 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. The course will provide opportunities for students to critically reflect on practice, policy, research, and advocacy efforts within the field and to develop transferable skills related to program design and policy analysis. The course will draw on a combination of readings, lectures, class discussions, simulations, student presentations, multimedia, group work, and guest speakers to deepen our understanding of the education in emergencies field.

## 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 non-dominant languages in 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 - Latinx in Urban Schools**

In this graduate seminar, we explore theories and research to shed light on the context of Latinx education in the US, including why Latinx are the least likely of all major demographic groups to be enrolled in school and, as adults, are most likely to lack a high school diploma and have limited access to postsecondary education. The course explores the racial/ethnic diversities that exist between and within recent immigrant groups, drawing especially on research that shows the diversity of cultural backgrounds within Latinx subgroups. Framing the discussion within relevant theories, the course's topics will include immigration, educational achievement and persistence, language and schooling, the interplay of race, gender and class with educational attainment, and transnational communities.

### **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 addresses theories, models, planning & policy, design, and implementation of curriculum, as applied across different national contexts. The course addresses key issues in working internationally, such as curriculum borrowing and use of ICTs. Students design a contextually responsive curriculum.

### **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 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 4105 - Civil Society and NGOs in IED**

This course introduces students to education-related Civil Society Organizations (CSOs) and Non-Governmental organizations' (NGOs) critical strategic issues. Based on teaching cases of NGOs and CSOs from multiple regions, students analyze, improve, and design organizational theories of change, advocacy, service, scaling up strategies, accountability processes, volunteering programs, and resource generating approaches.

### **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 4200 - Integrative Project Research & Writing Practicum**

The Integrative Project (IP) Research & Writing Practicum will provide an opportunity for students to spend time developing and conducting their integrative project plans. For the IP requirement in the IED and CIE majors, students typically take one of four approaches for completing their IPs: 1) empirical research paper or proposal; 2) theoretical exploration; 3) policy study; or 4) curriculum design and development. Other types of writing projects may also be accepted pending consultation and approval from the student's faculty advisor. The Practicum represents 36 weekly hours of work to reflect the time spent designing projects, collecting data, reviewing literature, analyzing data, and writing up project findings, among other related tasks. Students will have the option of taking the course for 0-3 credits and will consult with their academic advisors to ensure the best approach for their overall program plan.

### **ITSF 4580 - International Comparative Education & Development Studies, Part I**

Yearlong course, meets in Fall.

### **ITSF 4581 - International Comparative Education & Development Studies, Part II**

Yearlong course, meets in Spring.

### **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 Citizenship 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 inter-governmental and non-governmental actors, processes, curriculum and issues in these peace education areas.

### **ITSF 5006 - Comparative Policy Studies: Tools & Techniques**

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**

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 the role of education in sustainable development, specifically the global movement of Environmental and Sustainability Education (ESE). The course focuses on ESE-related policies and practices within a variety of levels, contexts, and perspectives. Beginning with an overview of the foundations of ESE, we will explore key issues in the field: (a) the development of ESE policy in different levels (e.g., supranational, national, and subnational); (b) the links between ESE and other curricular movements (e.g., standards and accountability; human rights and peace education); (c) drivers and barriers that shape ESE policy/practice (e.g., NGOs and characteristics of modern education systems); and, (d) ESE "best practices" and their impact on teaching and learning.

### **ITSF 5034 - Climate Change, Society, & Education**

This course introduces students to the links between climate change, society, and education. Through assigned readings and materials, lectures, games, and field trips, we will examine different perspectives on climate change (climate science, social science, indigenous knowledge systems), the international architecture behind climate change education (CCE), best practices and their impact on teaching and learning in k-12 schools, the spread of climate information, misinformation and disinformation, and the recent emergence of the global youth movement advocating for climate justice. Our discussion will be based on a variety of literatures including theoretical texts, empirical research, and policy documents.

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

The course introduces students to the growing field of international large-scale assessments 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 that produce indicators, standardization, benchmarking, and comparison in education policy and governance. The third section is focused on the politics of these assessments, through critical analysis of the ways in which scholars, media, and policy makers use data from international assessments.

### **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 D. Mignolo, Arturo Escobar, Catherine Walsh and Boaventura de Sousa Santos, among others.. We will frame the discussion within relevant theories and contexts , such as Internal Colonialism 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 across the world. Topics include the right to education, the nature of citizenship, intercultural and bilingual education, transnational networks in support of Indigenous movements, Indigenous resistance, and decolonizing methodologies. An overarching theme is national policies to improve access, teacher training, and intercultural understanding at all levels of education.

### **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 5102 - Public Opinion on Education Around the World**

This course provides a broad overview of social research on public opinion, and seeks to inspire students to engage with this work on education development. We consider ways to conceptualize and measure public opinion, sources of variation in public opinion, and recent contributions to the empirical and theoretical assessment of the impact of public opinion on policymaking. We also consider public opinion on a wide variety of topics, including trust/confidence in education systems, teaching and teachers, global educational reform movement, and equal opportunity.

### **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 5500 - Education Across the Americas**

This graduate seminar introduces students to education and social issues in Latin America and the Caribbean. The seminar covers the time period from the consolidation of national systems of public education during the twentieth century to present day. Using theoretical perspectives drawn from comparative education, critical social theories and critical pedagogy, the course includes case studies of individual nations as well as thematic issues pertaining to the region as a whole. Topics include social and political dimensions of education, ethnicity and indigenous education, academic achievement, women's education and social change, teacher preparation, student movements, social

movements and patterns of migration. The seminar incorporates and analyzes the perspectives of different actors in education, including international organizations, civil society organizations, teachers and students. The effects of projects financed by international organizations will be evaluated in terms of improved access, teacher training and intercultural understanding within the education systems of Latin America and the Caribbean.

### **ITSF 5509 - Globalization, Society, and Education Policy**

The seminar explores current debates and controversies regarding global governance, “traveling reforms,” evidence-based policy and planning, and other current topics related to comparative policy studies. Each session starts out with a structured lecture on relevant social theories (systems theory, institutionalist theory, political economy, actor network theory, science and technology studies, etc.), followed by discussion. Reading and active participation in class discussions are required and will be graded. The course is tailored towards Advanced Masters and doctoral students. It helps them to understand, differentiate, and apply different interpretive frameworks that best suit their own research interest.

### **ITSF 6200 - Field Research Outside of the US**

Permission required. Required of doctoral students when choice of doctoral research necessitates data generation in other countries. Students will engage in 36 hours per week, for a minimum of 15 weeks, during their research outside of the United States. Students are able to take this course no more than two times during their doctoral studies. Field experiences will be conducted under faculty supervision in an 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**

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

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

The advanced doctoral seminar is a year-long course (ITSF 6580/fall and ITSF 6581/spring) that will enable students to critically examine the history, methods and theories in the field of international and comparative education. The course will also help students identify and engage in current debates. The aim of the course is to help students develop an understanding of the multiplicity of perspectives and practices surrounding education and of the ways that global and local forces shape schooling the world over.

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

The advanced doctoral seminar is a year-long course (ITSF 6580/fall and ITSF 6581/spring) that will enable students to critically examine the history, methods and theories in the field of international and comparative education. The course will also help students identify and engage in current debates. The aim of the course is to help students develop an understanding of the multiplicity of perspectives and practices surrounding education and of the ways that global and local forces shape schooling the world over.

### **ITSF 6590 - Doctoral Seminar Professional Development Workshop**

Permission required. Presentation of research in progress and examination of professional roles. This course requires at least 18 hours per week of out-of-classroom work.

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

Advanced students may register for intensive individual study of some aspect of their concentration. 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 6990 - Studies in International and Comparative Educational**

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.